

**DISCOURSE MARKERS IN STUDENTS' PRESENTATION AT IAIN**

**PONOROGO**

**THESIS**



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**NOVEMBER 2022**

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PONOROGO**

**THESIS**

Presented to

State Institute of Islamic Studies Ponorogo  
in Partial Fulfillment of the Requirement  
for the Degree of Sarjana in English Education



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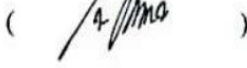
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Has been approved by the board of examiners on:  
Day : Monday  
Date : 14 November 2022

and has been accepted as the requirement for the degree the sarjana in English Education on:  
Day : Friday  
Date : 18 November 2022

Ponorogo, 18 November 2022  
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## ABSTRACT

**LISTYANI MARSHELA, ANIS 2022.** *Discourse Markers in Students' Presentation at IAIN Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies of Ponorogo. Advisor Dedi Hasnawan, M.Pd.

**Key Word:** Discourse Markers, Students' Presentation, Speaking

Discourse markers (DMs) are phrases and words that can help to connect ideas which can be used in spoken and written discourse to engage the ideas. DMs have a significant role in assisting students' spoken interaction such as in presentation. The purpose of this research was to find out the types of discourse markers used in students' presentation, to describe the functions of discourse markers found in students' presentation, and to investigate students' perception about the importance of using discourse markers in the presentation at IAIN Ponorogo.

This research applied qualitative approach and used descriptive design. The subjects of this research were students from the fourth semester of English Department of TBI A class at IAIN Ponorogo. The research got the data from the students' presentation. The form of the data were students' presentation videos, observation sheet, and interview sheet. To analyze the data, the researcher used the theory of analyzing data from Miles and Huberman theory. According to Miles and Huberman there are three steps of analyzing data those are data reduction, data display, and drawing conclusions or verification.

The result of data analysis showed that there were four types of DMs that students used in the presentation. They are 1 Interpersonal marker (*okay*), 4 Referential markers (*because, but, and, or*), 7 Structural markers (*okay, alright, well, first, second, then, so*), and 2 Cognitive markers (*I think, like*). Then the researcher found 10 functions of discourse markers contained in students' presentation. They are marker of showing responses, marker of cause, marker of contrast, marker of coordination, marker of disjunction, marker of opening and closing the topic, marker of sequence, marker summarizing the topic, marker of denoting thinking process, and marker of elaboration. And seven out of seven students agreed that DMs were important to use in the presentation because DMs can help to connect words, maintain the flow of presentation, help to fill the pauses, make it easy to convey the ideas, make the presentation more structured, and can help to make the transition between utterances.

From the computation above, it can be concluded that there were total 14 DMs that used by students in the presentation, those were *okay, because, but, and, or, okay, alright, well, first, second, then, so, I think* and *like*. According to the result of the study, DMs were important to use in the presentation and also can be useful to use in speaking.



## CHAPTER I

### INTRODUCTION

This chapter discusses introduction of the study that consists of background of the study, research focus, statement of the problems, research objectives, significance of the study, and organization of the study.

#### A. Background of the Study

Discourse analysis is a method for analyzing connected speech or writing that has the function of continuing descriptive linguistics beyond the limit of a simple sentence at a time.<sup>1</sup> When it comes to linguistic issues, discourse analysis focuses on the record (spoken or written) of the process by which language is used in some context to express intention. Discourse analysis has wide range discussion from narrowly focused of investigation such as how words like ‘oh’ and ‘well’ are used in daily causal talk.<sup>2</sup> There are many branches of discourse analysis such as turn-taking practices, opening and closing sequences of social encounters, or narrative structure. One of the branches of discourse analysis that the researcher discusses in this research is discourse markers.

Discourse markers (DMs) are phrases and words that can help to connect ideas which can be used in spoken and written discourse to engage the ideas. According to Schiffrin, the first researcher who presents one of the earliest and most prominent studies on discourse markers declares that discourse markers are sequentially dependent elements that bracket units of talk. Discourse markers are set of words in form of word classes such as conjunctions

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<sup>1</sup> Ikenna and Aya “A Multimodal Discourse Analysis of Online Investment Schemes in Nigeria”, (Nigeria: Online Resource Issues in the Study of Language and Literature: Theory & Practice, 2015), 169 Retrieved 20<sup>th</sup> October 2022 from <https://www.researchgate.net/publication/343214812>

<sup>2</sup> George Yule, *Pragmatics* (New York: Oxford University Press, 1996), 84



(e.g., *and, but, because, so*), interjections (*oh*), adverbs (e.g., *now, then, before, after*), and lexical phrases (*you know, I mean*).<sup>3</sup>

Discourse markers often occur in the process of communicating using speaking skills. Discourse markers usually occur at the time of speaking as speakers often look for indicators that what they say can be understood by listeners. Meanwhile, listeners or other speakers will respond as a form of interest and an understanding of what is being said. Both parties often use discourse markers to maintain the relationship or communication between the topics or parts of the grammar on the discourse. DMs is very important to use in spoken interaction because discourse markers have function to facilitate speakers maintaining coherence and cohesiveness at the time of speaking English so that both speakers and listeners can understand the discourse.

There are many students' speaking activities that need the use of DMs. One of the activities is giving a presentation. Giving presentation is the place for students to build students' confidence as well as practice to speak English through presenting a discussion with proper language. In order enable to do so, the presenter must have good presentation skills. Good presentation skills enable students to convey complex ideas and information to the audience in a way that is easy to understand.<sup>4</sup>

In the academic oral presentation, most of the students found difficulties when giving presentation. The most problem that students experience in giving presentation is they feel anxious when delivering the presentation. There are also several difficulties faced by students when doing the presentation in the class, these are; personal traits (anxiety problem,

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<sup>3</sup> Deborah Schiffrin, *Discourse Markers* (Cambridge: Cambridge University Press, 1987), 31.

<sup>4</sup> Rajoo, S. A, "Facilitating the development of students' oral presentation skills", *Voice of Academia*, 5, (2010) 43.

unconfidence, and blankness), contents/ideas (understanding the topic and organizing the ideas), and external factors (time management and teachers' expectation).<sup>5</sup> From these problems mentioned above, it can be concluded that mostly students experience linguistic and psychological difficulties when delivering the presentation. As Morita said that most native and nonnative speakers reported experiencing linguistic and psychological difficulties with academic oral presentation.<sup>6</sup>

Giving a presentation is a challenge because the presenter needs to be able to deliver a message with a good speech so that the audience could understand it easily. There are many ways that can help students have a good speech in giving a presentation, one of the ways is by incorporating discourse markers in students' utterances. The use of discourse markers in the presentation can help students to construct students' utterance since discourse markers act as a word connector which have functions to engage the ideas. Thus, if words are well connected and structured, the meanings will be delivered accurately to the audience. Moreover, the use of discourse markers in presentation can also help presenters to maintain the flow of discourse and involve audience participation in the presentation. According to Othman, DMs help establish interpersonal relationship and creating a better atmosphere for active participation. They facilitate the process of interpretation and social involvement in spoken interaction, and are essential to the maintenance of conversational cooperation, ensuring that interactions go on smoothly.<sup>7</sup>

Based on the preliminary observation that the researcher held on 18 February 2022, the researcher found that students had used discourse markers in spoken interaction especially in the presentation. Students used discourse markers as word connectors that help to connect

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<sup>5</sup>Nurwahyuni, "Students' Difficulties on Oral Presentation in Classroom Interaction," (Thesis, Makasar Muhamadiyah University, 2019).

<sup>6</sup> Morita, N, "Discourse Socialization Through Oral Classroom Activities in a TESL Graduate Program" *TESOL Quarterly*, 34, (2000) 279.

<sup>7</sup>Gloria and Eva, "Discourse markers in non-native teacher talk", *Studies in Second Language Learning and Teaching Journal*, 4, (2017), 652.

and construct their speech in the presentation to make it more structured. However, students still used common discourse markers in their presentation such as discourse markers *first*, *second*, *next*. This shows that students have actually used discourse markers but they have not understood discourse markers more deeply.<sup>8</sup>

Discourse markers are engaging topic to analyze based on their use in the language itself, especially in improving students' oral presentation ability. Discourse markers are not commonly discussed in teaching and learning English. In students' presentations, students are rare to use DMs because the students still do not know what discourse markers and their function. Discourse markers are something unique to study and need to be considered in teaching and learning English. The importance of DMs use in everyday native speech is an indicator of its relevance for foreign language learners who need to be aware to use DMs in order to communicate adequately in specific contexts. But despite the fact that natural communication in a language largely depends on the appropriate use of DMs, these linguistic units appear not to receive enough recognition in foreign language teaching materials.<sup>9</sup>

To support this study, it is necessary to look at the results of previous studies to emphasize the importance of study discourse markers. The first study is come from Ramadhani in her study entitled "*Recognizing Discourse Markers as One of the Essential Components for Assisting Students In Acquiring Natural English Communication*". The result of this study inferred that discourse markers have various functions and roles in delivering utterances in a communication. By considering the essential functions and roles the discourse markers have, it is suggested to English teachers to familiarize the markers to their students. If the students are accustomed to employing the markers especially when they

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<sup>8</sup> Pre-research on fourth semester at IAIN Ponorogo on 18<sup>th</sup> February 2022.

<sup>9</sup>Ibidem, 650.

speak English in the learning process, they may get bigger opportunities to acquire natural English communication.<sup>10</sup>

The next study is come from Sadegi and Yarandi did a study entitled “*Analytical Study on the Relationship between Discourse Markers and Speaking Fluency of Iranian EFL Students*”. Sadhegi’s study analyzes the relationship between discourse markers and speaking fluency of Iranian EFL Students. This study is wanted to know what factor that affects learners’ oral fluency. The result of this study inferred that discourse markers can help students to connect sentences and find coherence in the text. In addition, by using discourse markers students can connect segments in discourse, fill pauses in conversation, act as nervous glitches, let speakers feel comfortable while delivering their speech, and allow the speakers to collect ideas before speaking.<sup>11</sup>

The last study is come from Campbell in his study entitled “*Discourse Markers in the Classroom*”. This study is wanted to analyze the use of DMs in students’ spontaneous conversations in speaking activity and this study also want to give detail of practical ways related to teaching DMs. The result of this study inferred students generally adopt a very positive stance towards incorporating DMs into their active speaking repertoire. However, teachers and coursebooks often neglect DMs in favor of lexis that is more traditional and grammar-based lesson. This study suggests that attention to DMs should be a constant feature of all speaking classes.<sup>12</sup>

From the preliminary observation and previous studies above, it can be concluded discourse markers have actually been used by students in spoken interaction, especially in the presentation. However, students still do not really understand the use of DMs because

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<sup>10</sup> Ramadhani, “Recognizing Discourse Markers as One of the Essential Components for Assisting Students in Acquiring Natural English Communication” *ASSEHR Journal*, 110, (2017) 131-135.

<sup>11</sup> Sadegi and Yarandi, “Analytical Study on the Relationship between Discourse Markers and Speaking Fluency of Iranian EFL Students”, *IJLC Journal*, 2, (2014), 120.

<sup>12</sup> Campbell, “Discourse Markers in the Classroom” *JALT Journal*, (2017), 227-231.

discourse markers have not received much attention in teaching and learning English. Therefore, the researcher is interested in exploring the extent to which students use discourse markers in their spoken interaction especially in the presentation to find out the types of discourse markers used by students in presentation, to describe the function of discourse markers found in students' presentation, and to investigate also students' perception of the importance of using discourse markers in the presentation. Based on the background of the study, the researcher is interested to conduct the research entitled "*Discourse Markers in Students' Presentation at IAIN Ponorogo*".

## **B. Research Focus**

To limit the scope of the research, the researcher only analyze types of discourse markers, function of discourse markers and students' perception of the importance of using discourse markers in presentation of fourth semester students at TBI A class in speaking for academic context course, English department faculty of Tarbiyah and Teachers Training at IAIN Ponorogo.

## **C. Statement of the Problems**

Based on background of the study, the researcher formulates statement of the problems, as follows:

1. What are the types of discourse markers that are used by the students of English department of IAIN Ponorogo in presentation?
2. What are the functions of discourse markers found in students' presentation?
3. How are students' perception about the importance of using discourse markers in the presentation?

#### **D. Objectives of the Study**

Based on research question, the objectives of this research are stated, as follows :

1. To find out the types of discourse markers that are used by the students of the English department of IAIN Ponorogo in presentation.
2. To describe the functions of discourse markers found in students' presentation.
3. To investigate students' perception about the importance of using discourse markers in the presentation.

#### **E. Significance of the Study**

The researcher expects that the result of this study can give input for English teaching and learning especially for teaching and learning speaking and give useful information either for the students or the other researcher. This study also conducted to give theoretical and practical significance, as follows:

##### **1. Theoretical**

Through the analysis presented in this study, the researcher expected that this research can provide an understanding of what discourse markers are, the types of discourse markers, and the function of discourse markers for readers. Furthermore, This research is expected to raise awareness of the use of discourse markers for students to help improve oral presentation ability and give insight into the importance of providing discourse markers material in teaching language especially in teaching speaking.

## 2. Practical

This study is expected to provide understanding about discourse markers to students so that students can use discourse markers in their presentation to help organizing their ideas. So, the students can try to talk communicatively when doing presentation. Moreover, this study expects to give input for teaching and learning language especially for teaching and learning speaking and provide information about discourse markers that can be useful both for readers and next researcher.

### **F. Organization of the Study**

The researcher has to organize this study in order to make the description of the study can be described systematically. In this study, there are five chapters, as follows:

The first chapter is introduction. This chapter serves as an overview to provide a pattern of thought for the whole research. It consists of the background of the study, research focus, research problem, research objectives, significance of the study and organizing of the study.

The second chapter is review of related literatures and previous research findings. This chapter is about review of related literatures and previous research findings which consists of references and theories that are relevant to this study. There are two subchapters that presents in this chapter that are review of related literatures which describe description of the theories that related to this study and previous research findings that discuss about some of previous studies that are related to the study of discourse markers in English teaching and learning language. In this previous study also contain the differences between this study and the previous ones to prove that there is an element of novelty in this research.

The third chapter is research method. There are five subchapters that are present in this chapter. It consists of research approach and design, research's roles, research settings,

data source, technique of data collection, technique of data analysis, and checking validity of data.

The fourth chapter is research findings and discussion. There are three subchapters that are present in this chapter. It consists of data description, findings, and discussion. In this chapter, the researcher presents findings and gives the explanation about the types of discourse markers used by students in presentation, the functions of discourse markers that are found in students' presentation, and students' perception the importance of using discourse markers in the presentation.

The last chapter is closing, this chapter present conclusion of research findings and discussion and also recommendations for teachers, students and next researcher.





## CHAPTER II

### REVIEW OF RELATED LITERATURES AND PREVIOUS RESEARCH FINDINGS

This chapter discusses the theory of relevant studies that are used to gain an in-depth understanding of this research discussion. It describes discourse analysis, discourse markers, characteristics of discourse markers, types of discourse markers, functions of discourse markers, speaking, and students' presentation. Furthermore, it also discusses previous studies that related to this study to obtain information and provide a comparison of the similarities and differences between this study and previous studies.

#### A. Review of Related Literatures

To enrich understanding about the discussion of this study. The researcher presents literature review that related to the discussion of this study. In this part, the researcher presented the theory about discourse markers and students' presentation.

##### 1. Discourse Analysis

Before discussing discourse markers, it is necessary to first know the concept of discourse analysis. The term *discourse analysis* was first introduced by Zellig Harris. Harris had two main interests: the examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistic behaviour. He examined the first of these in most detail, aiming to provide a way for describing how language features are distributed within texts and the ways in which they are combined in particular kinds and styles of texts. By the relationship between linguistic and non-linguistic behaviour Harris means how people know, from the situation that they are in, how to interpret what someone says.<sup>13</sup>

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<sup>13</sup> Brian Paltridge, *Discourse Analysis 2<sup>nd</sup> Edition* (London: Bloomsbury, 2012), 2.

The other terms of discourse analysis come from Cameron. According to Cameron, the term *discourse* has two definitions they are ‘language above the sentences’ and ‘language in use’. The term *discourse* ‘language above the sentences’ it looks for patterns (structure, organization) in units which are larger, more extended, than one sentences. Meanwhile, the term discourse ‘language in use’ has meaning that language used to do something and meaning something, language produced and interpreted in a real-world context.<sup>14</sup> From those definitions, it can be concluded that people do routinely produce and interpret sequences of talk longer than a sentence as texts in which the parts combine to form a larger whole in real-world context.

Discourse analysis focuses on knowledge about language beyond the word, clause, phrase, or sentence that is needed for successful communication. Discourse analysis is a way of describing and understanding how language is used. It considers the relationship between language and the social and cultural contexts in which it is used and looks at patterns of organization across text. It considers what people mean by what they say, how they work out what people mean, and the way language present different views of the world and different understanding.

In a more specific way, Demo defines discourse analysis as: “*the examination of language use by members of a speech community. It involves looking at both language form and language functions and includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid in our interpretation and understanding of different texts and types of talk*”.<sup>15</sup> Discourse analysis of written texts might include a study of topic development and cohesion across the sentences,

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<sup>14</sup> Deborah Cameron, *Working With Spoken Discourse* (London: SAGE Publications, 2001), 11-13.

<sup>15</sup> Demo, D. A, “Discourse Analysis for Language Teachers,” (Washington D.C: Online Resource ERIC Digest, 2001), Retrieved 11 June 2022 from <https://www.ericdigests.org/2002-2/discourse.htm>.

while an analysis of spoken language might focus on these aspects plus turn-taking practices, opening and closing sequences of social encounters, or narrative structure. One of example analyzing discourse in spoken language is analyzing Discourse Markers.

## 2. Discourse Markers

Discourse markers have been studied by many researchers over years. Many researchers stated that there is no fixed definition of what discourse markers are. However, many researchers almost present similar concepts of discourse markers in their study. Discourse markers have different names or labels in different studies, those names are cue phrases, discourse connectives, discourse operators, discourse particles, discourse signaling devices, phatic connectives, pragmatic connectives, pragmatic expressions, pragmatic operators, or pragmatic markers.<sup>16</sup> In describing the terms of discourse markers, The researcher presents several terms of discourse markers from some linguist experts that have contribution regarding of DMs studies. Those studies are from Schiffrin, Fraser, Redeker and Brinton.

The first term of discourse markers comes from Schiffrin, the first scholar to bring the most detailed effort regarding DMs. According to Schiffrin, discourse markers (DMs) are linguistic elements that index different relations and coherence between units of talk.<sup>17</sup> Discourse markers are sequentially dependent elements which bracket unit talks. They could be considered as a set of linguistic expressions comprised of members of word classes as varied as conjunctions (e.g *and, but, because, so*), interjections (e.g *oh, well*), adverbs (e.g *now, then*) and lexical phrases (*you know, I mean*). Discourse markers are those parts of the language that connect one

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<sup>16</sup> Dias Andris, *English Discourse Markers In Sociocultural Perspectives* (Semarang: UPT Penerbitan Universitas PGRI Semarang Press, 2020), 1.

<sup>17</sup> Ibdiem, 31

piece of discourse, or extended speech or writing to another, such as an introductory phrase or one that raises a new point or counterpoint. These markers are important in connecting parts of the discourse as well as contributing to fluency. They organize and extended stretches of discourse helping to make cohesive and coherent in utterances. Using discourse markers makes speaking more fluent and natural-and it may help fill in some of the “pauses” in speaking .

The next term of discourse markers comes from Fraser. According to Fraser, discourse markers are a class of lexical expressions drawn primarily from the syntactic classes of conjunctions (e.g *and, but, or, so, yet*), adverbs (e.g *anyway, besides, consequently, furthermore, still, however, then*), and prepositional phrases (e.g *above all, after all, as a consequence, as a conclusion, in fact, in genera,*). With certain exceptions, they signal a relationship between the interpretation of the segment they introduce, S2, and the prior segment, S1.<sup>18</sup> Fraser has the same opinion as Schrifin which defines discourse marker as an expression used as a signal in communicating in a certain discourse. DMs is not part of the sentence’s propositional content. While the absence of these DMs does not affect a sentence grammatically, it does omit a powerful clue about the speaker’s perception of the relationship between prior and subsequent discourse.

The last term of discourse markers comes from Redeker and Brinton. According to Redeker, discourse markers are a word or phrase, for instance, a conjunction, adverbial, comment clause, interjection, that is uttered with the primary function of bringing to the listener’s attention a particular kind of linkage of the upcoming utterance with the immediate discourse context.<sup>19</sup>

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<sup>18</sup> Fraser,B , “What Are Discourse Markers?”, *Journal of Pragmatics*, 31, (1999), 931-952.

<sup>19</sup> Redeker, G, “Ideational and Pragmatic Markers of Discourse Markers”, *Journal of Pragmatic*, 14, (1990), 367-381.

The last other term of DMs comes from Brinton. Brinton argues that DMs are grammatically optional and semantically empty but they are not pragmatically optional, instead, they serve a variety of pragmatic functions. Brinton has compiled an inventory stated on thirty-three markers that considered as DMs. Discourse markers fulfill a variety of pragmatic functions on the textual and interpersonal level of discourse. Within the communicative context of language, the presence of discourse markers in communication is quite important to assist speakers in delivering meanings to the listeners. The communication seems to be awkward or unnatural when the speakers omit discourse markers although what the speakers utter is grammatically correct and acceptable.<sup>20</sup>

In conclusion, discourse markers are functioning words. Unlike content words, they do not convey meaning on their own or change the sentence's meaning. They only perform grammatical functions by linking ideas in a piece of conversation or writing. Most discourse markers signal to the listener or reader of continuity in utterance or text and the relationship between the preceding and the following utterance or text. Without sufficient discourse markers in a piece of conversation or writing, would not seem logically constructed and the connections between the different sentences or utterances would not be obvious.

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<sup>20</sup> Brinton, L., *Pragmatic Markers in English: Grammaticalization and Discourse Functions*, (Berling and New York: Mouto de Gruyter, 1996), 35.

### 3. Characteristics of Discourse Markers

DMs are often characterized through some common features. For example they can be stressed or separated from their surrounding context, by pauses and/or into natural breaks, just as parenthetical constructs, or they can be pronounced unstressed, without pauses and with possible phonological reduction. They can also be uttered with rising intonation. DMs usually derive from lexical categories (i.e., verbs, verbal constructs, prepositional phrases, adverbs). They are typically placed at the beginning of an utterance, but they can also be utterance-internal or even, on occasion, utterance-final.

Castro compiled the characteristic of discourse markers that adapted from Brinton and Jucker & Ziv theory. Those characteristics are stated, as follows <sup>21</sup> :

- a. Discourse markers are predominantly a feature of oral rather than written discourse.
- b. They appear with high frequency in oral discourse.
- c. They are short and phonologically reduced.
- d. They may occur in sentence initially, medially, and finally.
- e. They are considered to have little or no prepositional meaning, or at least to be difficult to specify lexically.
- f. As discourse markers may occur outside the syntactic structure or loosely attached to it, they have no clear grammatical functions.
- g. They seem to be optional rather than obligatory features of discourse.
- h. They may be multifunctional, operating on the local and global levels.

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<sup>21</sup> Castro, C. M, "The Use and Functions of Discourse Markers in EFL Classroom Interaction", *Profile Issues in Teachers' Professional Development Journal*, 11, (10 March, 2009),57-79.

Furthermore, Ursula in her study specifies Brinton and Jucker & Ziv theory about the characteristics of discourse markers above in a more detailed explanation, as follows <sup>22</sup>:

**Table 1.1**

**The Characteristic of DMs**

- |  |
|--|
| <ul style="list-style-type: none"> <li>• <b>Phonological and lexical features</b> <ul style="list-style-type: none"> <li>a) They are short and phonologically reduced</li> <li>b) They are marginal forms and hence difficult to place with a traditional word class.</li> <li>c) They form a separate tone group.</li> </ul> </li> <li>• <b>Semantic features</b> <ul style="list-style-type: none"> <li>a) They have little or no propositional meaning.</li> <li>b) They are multifunctional referential, structural, interpersonal, etc.</li> </ul> </li> <li>• <b>Syntactic features</b> <ul style="list-style-type: none"> <li>a) They can appear in the utterance-final, utterance-initial, and utterance medial-position.</li> <li>b) They occur outside the syntactic clause.</li> <li>c) They are optional in use</li> </ul> </li> <li>• <b>Sociolinguistics and stylistic features</b> <ul style="list-style-type: none"> <li>a) They are context dependent</li> <li>b) They are used more in oral rather than in written discourse.</li> <li>c) They are more associated with informal context and appear repeatedly with high frequency.</li> <li>d) They are gender specific.</li> </ul> </li> </ul> |
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All in all, the characteristics of discourse markers are that apart from their scope, discourse markers also differ in their orientation, i.e. the direction of space in the discourse. They are multifunctional, context-dependent, short, and phonologically reduced, and do not change the propositional contents of the sentence. They are multicategory since words functioning as discourse markers can also function as words from another category. They have no impact on the truth of the

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<sup>22</sup> Ursula Lutzky, *Discourse Markers in Early Modern English*, (Amsterdam: Johns Benjamins Publishing Company, 2012), 12.

utterance. They belong to different word classes, such as conjunctions, adverbs, etc. They usually preceded the immediately, following utterance (turn-initial position), but can also be adjoined in the middle (turn-medial position), or at the end of that utterance (turn-final position). Moreover, they can link either to the immediately prior sentence or to several previous sentences.

#### 4. Types of Discourse Markers

After explaining the definition of discourse markers and their characteristics. In this part, the researcher explains the types of discourse markers. Since this study is analyzing discourse markers in students' presentations. The researcher uses discourse markers theory that related to spoken discourse to explain the types of discourse markers.

The first elaboration comes from Schiffrin's discourse markers theory. Schiffrin explains that discourse markers have two main meanings, they are; semantic and pragmatic meanings. Schiffrin describes the analysis of DMs as part of the more general exploration of discourse coherence-how speakers and hearers jointly integrate forms, meanings and actions to make overall sense out of what is said. What this suggests is that DM identification and classification must be based on its function with its surrounding context.<sup>23</sup>

Based on her study Schiffrin divided the types of discourse markers into eleven expressions, as follows: *and, because, but, I mean, now, oh, or, so, then, well, and you know*, all those expressions have meaning except *oh* and *well*. Furthermore, Schiriffin's study is concerned with the discourse markers used in the spoken discourse of ordinary conversation. Schiriffin has contributed more to the ongoing research because her study of discourse markers in the spoken discourse of ordinary conversation.

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<sup>23</sup> Ibidem,190



The second elaboration comes from Fraser. Fraser classified discourse markers into three meanings, they are: syntactic, semantic, and pragmatic. According to DMs syntactic properties, Fraser states there are five separate and distinct syntactic categories that contribute to DMs, as follows <sup>24</sup>:

- a. Coordinate conjunctions: *and, but, or, so, yet.*
- b. Subordinate conjunctions: *after, although, as, as far as, as if, as long as, assuming that, if, immediately.*
- c. Adverbials: *anyway, besides, consequently, furthermore, still, however, then.*
- d. Prepositional phrases: *above all, after all, as a consequence, as a conclusion.*
- e. Prepositions: *despite, in spite of, instead of, rather, than.*

These categories of discourse markers, is useful for written discourse but sometimes fail to explain some cases especially in spoken discourse. Fraser goes on showing the semantic properties of DMs displaying the four basic semantic relationship of DMs. These are Fraser classification of DMs based on four semantic, as follows:<sup>25</sup>

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<sup>24</sup> Fraser, B. 2004. An account of discourse markers. In Garcés, P., R. Gómez, L. Fernández, & M. Padilla. (Eds.). *Current trends in intercultural, cognitive and social pragmatics*. (Sevilla: Universidad de Sevilla), 13-34.

<sup>25</sup> *Ibidem*, 13-34

- a. Contrastive Markers (CDMs): *but, alternatively, although, contrariwise, contrary to expectations, conversely, despite (this, that), even so, however, in spite of (this or that), in comparison (with this or that), in contrast, (to, this or that), nevertheless, nonetheless, notwithstanding, on the other hand, on the contrary, rather (than this or that), regardless (of this or that), still. Though, whereas, yet.*
- b. Elaborative Markers (EDMs): *and, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further(more), in addition, in other words, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basic, on top of it all, or, otherwise, rather, similarly, that is (to say).*
- c. Implicative Markers (IDMs): *so, after all, all things considered, as a conclusion, as a consequence, (of this or that), as a result (of this or that), because (of this or that), consequently, for this or that reason, hence, it follows that, accordingly, in this or that any case, on this or that condition, on these or those grounds, then, therefore, thus.*
- d. Temporal Markers (TDMs): *then, after, as soon as, before, eventually, finally, first, immediately afterwards, meantime, meanwhile, originally, second, subsequently, when.*

The next elaboration comes from Fortuno's discourse markers theory. Fortuno in his recent study in 2007 which discussed the contrasting DM analysis of lecture talk between North American lectures and Spanish lectures has made a classification of discourse marker types based on his taxonomy of DMs classification in his DMs study 2004, which combined with his comprehension with some previous classification of DMs from Halliday, Murphy & Candlin, Chaudron & Richards, and Morell. In his study Fortuno distinguishes three types of DMS: micro-markers, macro-markers, and operators. In compiling the DMs classification, Fortuno also focused on the function of discourse in this case Fortuno adapted Halliday's theory of functional meaning.

Based on Halliday's theory of functional meaning, Halliday divided the function of discourse into three meaning, they are; ideational meaning, structural meaning, and attitudinal meaning. Fortuno declares that those functions conveyed along with utterances based on part of discourse and part of discourse relations (ideational and structural meanings) and speaker hearer and speaker speech relations (attitudinal meaning).<sup>26</sup> Here are classification discourse markers types based on Fortuno's study <sup>27</sup> :

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<sup>26</sup> Begoña Bellés-Fortuño, *A Spoken Academic Discourse Contrastive Study: Discourse Markers in North-American and Spanish Lectures*, (Spain: Asociación Española de Lingüística Aplicada, 2008), 94.

<sup>27</sup> *Ibidem*, 94.

Table 1.2

## The Classification of DMs by Fortuno (2007)

## Micro Markers

*(Internal/Ideational relations)*

Additional	Temporal	Causal	Contrastive	Consecutive
and	then	because/coz	but	so
or	before	since	although/though/ even though	then
now	after	because of	however	so that

Table 1.3

## Macro Markers

*(Structural relations)*

Starter	Rephraser	Organizer	Topic-shifer	Conclusion
first of all	I mean	let us try, go back, through focus, look	so	Finally
to begin (with), we are gonna begin, let us begin.	In other words	let me go back/through focus, look	now	to end up/ with, to finish/up.
I want to/wanna do today/start with/talk about.	that is	I wanna/want to discuss, do, emphasize.	actually	I'll see you

## Operators

(*Attitudinal relations*)

**Table 1.4**

**Relation speaker-speech**

Attitudinal	Pause-filler
I think/we think	and
as you know	Well
I believe/we believe	Okay

**Table 1.5**

**Relation speaker-hearer**

Elicitation	Acceptance	Confirmation-check
any questions?	okay	okay?
why is that?	alright	right?
anyone?	right	alright?

In conclusion from Table 1.2 above, Micro markers deliver ideational meaning in a part of discourse with the other parts while micro markers indicate links between sentences within the lecture or function as fillers. Micro markers fill pauses giving listeners more time to process individual segments of a piece of discourse; they hence provide more opportunities for bottom-up processing. Macro-markers signal the macro-structure of a lecture through highlighting major information in the lecture and the sequencing or importance of that information. In addition, macro-markers convey an overall structure of the ongoing discourse. They aim at segmenting and structuring utterances. Moreover, they play an essential role in activating content schemata and helping listeners follow the lecture successfully. While operators deliver meaning that they signaling the speakers' intentions and affect the illocutionary force. These markers are more specifically related to conversational, spoken discourse rather than written discourse.

P O N O R O G O

The last elaboration comes from Fung and Carter theory. Fung, L. and Carter 2007 in their study entitled *A Comparative Study of Discourse Markers between British native and Hong Kong non-native speakers of English in pedagogical settings*, try to explore the role of discourse markers in the spoken discourse in educational settings. Fung and Carter examined and compared the production of DMs by NS and NNS of English based on a pedagogic sub-corpus from CANCODE and a corpus of interactive classroom discourse of secondary students in Hong Kong.

Some researchers build taxonomies of DMs in spoken and written mode. In regard to the spoken mode, Fung and Carter proposed a functional paradigm of DMs based on their analysis on both NS and NNS spoken data. In compiling DMs taxonomy, Fung and Carter refer to their understanding on Schiffrin's multidimensional model of discourse theory that was framed in Maschelar's study. Maschelar suggest functional orientation of DMs, namely: interpersonal, cognitive, referential, and structural.<sup>28</sup> Furthermore, Fung and Carter give some additional explanation about these four-classification of discourse marker types as follows:

- a. Interpersonal realism correlates with speakers and hearers when they can relate to each other. They useful to serve as solidarity-building devices to enforce and mark shared knowledge, attitudes, and responses.
- b. Referential realism correlates with the speaker's overall configuration of the structure of their ideas. They used to relate discourse units based on various meanings including cause and sequence, contrast, comparison, and so on.
- c. Structural realism reflects the ongoing organization work in conversation as in an informational state exchange structure where speakers regulate turns and make sequences at the talk. They are used to orientate and organize the

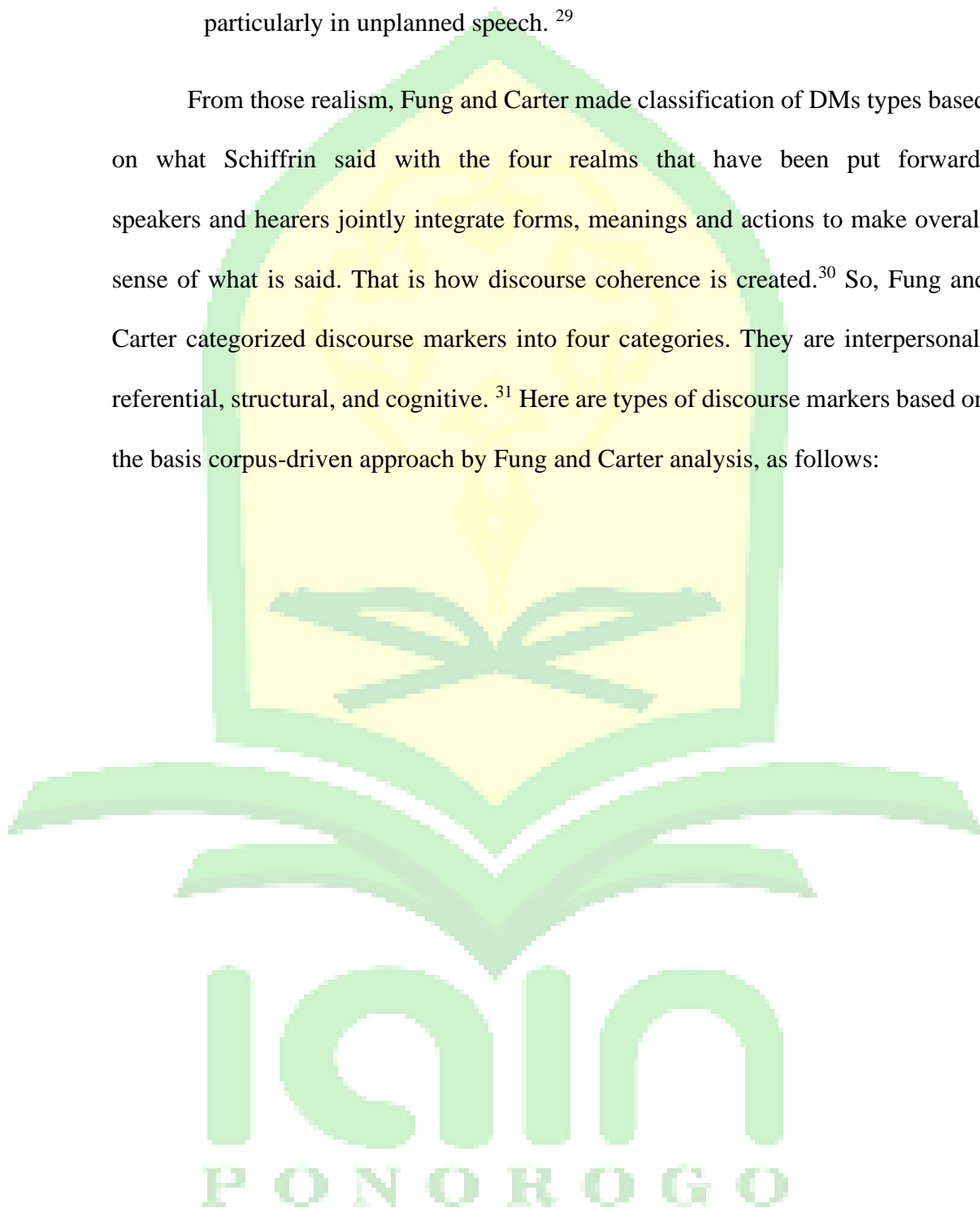
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<sup>28</sup> Maschler, "Metalanguaging and discourse markers in bilingual conversation", *Language in Society*, 23, (1994), 325-366.

discourse in progress and signal links and transitions between topics.

- d. Cognitive realism correlates with the speaker's informational state where cognitions are related. They are used to mark the cognitive state of speakers, particularly in unplanned speech.<sup>29</sup>

From those realism, Fung and Carter made classification of DMs types based on what Schiffrin said with the four realms that have been put forward, speakers and hearers jointly integrate forms, meanings and actions to make overall sense of what is said. That is how discourse coherence is created.<sup>30</sup> So, Fung and Carter categorized discourse markers into four categories. They are interpersonal, referential, structural, and cognitive.<sup>31</sup> Here are types of discourse markers based on the basis corpus-driven approach by Fung and Carter analysis, as follows:



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<sup>29</sup> Fung,L., and Carter,R, “Discourse Markers and Spoken English: Native and Non-native use in pedagogic settings”, *Applied Linguistic Journal*, 28, (2007), 410-439.

<sup>30</sup> Ibidem, 31.

<sup>31</sup> Ibidem, 410-439.

Table 1.6

## The Classification of DMs by Fung and Carter (2007)

Category	Function and Markers Used
<b>Interpersonal</b>	Marking shared knowledge: <i>See, you see, you know, listen</i>
	Indicating attitudes: <i>Well, really, I think, obviously, absolutely, basically, absolutely, basically, actually, exactly, sort of, kind of, like, to be frank, to be honest, just, oh</i>
	Showing responses (Indicators of agreement, confirmation, and acknowledgement) : <i>Ok/okay, oh, right/alright, yeah, yes, I see, great, oh great, sure</i>
<b>Referential</b>	Marker of cause: <i>Because, cos</i>
	Marker of contrast: <i>But, and, yet, however, nevertheless</i>
	Marker of coordination: <i>And</i>
	Marker of disjunction: <i>Or</i>
	Marker of consequence: <i>So</i>
	Marker of digression: <i>Anyway</i>
	Marker of comparison: <i>Likewise, similarly</i>
<b>Structural</b>	Opening and Closing topics: <i>Now, Ok/okay, right/alright, well, let's start, let's discuss, let me conclude the discussion.</i>
	Sequencing: <i>First, firstly, second, secondly, next, then, finally.</i>
	Topic shifts: <i>So, now, well, and what about, how about.</i>
	Summarizing opinions: <i>So</i>
	Continuation of topics: <i>Yeah, and, cos, so</i>
<b>Cognitive</b>	Denoting the thinking process: <i>Well, I think, I see, and</i>
	Reformulation/ self-correction: <i>I mean, that is, in other words, what I mean is, to put it in another way</i>



Category	Function and Markers Used
Cognitive	Elaboration: <i>Like, I mean</i>
	Hesitation: <i>Well, sort of</i>
	Assessment of the listener's knowledge about the utterances: <i>You know.</i>

To sum up, Interpersonal discourse markers such as *I see* and *Ok/okay* are used for showing responses to the listener, and DMs such as *you know* and *you see* enable the speakers to share their knowledge. Several referential discourse markers function are conjunctions that join utterances. While structural discourse markers function are used to organize or manage the direction of conversations. Furthermore, cognitive discourse markers have function as DMs that can fill pause in speaking to consider speakers words by using DMs such as *well* and *I think*, and the other function of cognitive DMs can help speakers to reformulate their utterance by using DMs such as *I mean*.

Fung and Carter in their study apart from exploring discourse markers in spoken discourse in classroom settings, also focus on encouraging students to be more interactional in their speaking. The results of Fung's study indicate that, in both the native speaker and non-native speaker groups, DMs function as useful interactional tools to structure and organize discourse on interpersonal, referential, structural and cognitive levels. The researcher found that the classification of DMs by Fung and Carter will be worked if the researcher applied this classification of DMs in the researcher's study because the function and markers used categorized by Fung and Carter is relatable in students' presentation since those DMs usually used in students' presentation. That is why the researcher used the classification of DMs by

Fung and Carter because it helpful and easy for the researcher to analyze DMs in students' presentation using this theory.

## 5. Functions of Discourse Markers

In this part the researcher elaborate some theories which are related to the function of discourse markers based on different study. The first ideas of functions of discourse markers stated by Castro that adapted from Brinton which defines the pragmatic function of discourse markers into two functions, they are: textual and interpersonal functions.<sup>32</sup> Here are the table of functions of discourse markers by Castro's ideas, as follows:

**Table 1.7**

**Functions of Discourse Markers by Castro (2009)**

<b>Textual functions</b>	To initiate discourse, including claiming the attention of the hearer.	Opening frame markers
	To close discourse	Closing frame markers
	To aid the speaker in acquiring or relinquishing the floor	Turn Takers (Turn givers)
	To serve as filler or delaying tactic used to sustain discourse or hold the floor	Fillers (Turn keepers)
	To indicate new topic or a partial shift in topic	Topic switchers
	To denote either new or old information	Information indicators
	To mark sequential dependence	Sequence/relevance markers
	To repair one's own or others' discourse	Repair markers
<b>Interpersonal functions</b>	Subjectively, to express a response or a reaction to the preceding discourse including also back-channel signals of understanding and continued attention while	Response/reaction markers Back-channel signals

<sup>32</sup> Ibidem, *The Use and Functions of Discourse Markers in EFL Classroom Interaction*, 57-77.

<b>Interpersonal functions</b>	another speaker is having his/her turn.	
	Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking, or expressing understanding, requesting confirmation, or politeness	Confirmation seekers Face-savers

The second ideas functions of discourse markers comes from Fung and Carter which adapts Maschelar's categorization of DMs into four functional headings: interpersonal, referential, structural, and cognitive categories, as follows:

a. Interpersonal Markers

DMs are one of the mechanisms that mark the mechanism that mark the affective and social functions of spoken grammar. According to Carter and Mc Carthy, DMs are one of the mechanisms which mark the social functions of DMs, especially in spoken. Interpersonal DMs are used to mark the affective and social functions of spoken grammar and indicate how the speaker feels towards the discourse statements.

DMs can help establish interpersonal relationships in the classroom, creating a better atmosphere for active participation..<sup>33</sup> They facilitate the process of interpretation and social involvement in spoken interaction, and are essential to the maintenance of conversational cooperation, ensuring that interactions go on smoothly. Interpersonal markers have several functions, there are: to share knowledge (*you know, see, you see, listen*), to show the responses like agreement, confirmation and acknowledgement (*oh, okay, yes, yeah, yeah, right/alright, I see, oh great, great, sure*), to show the attitudes of the speaker (*well, really, I*

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<sup>33</sup> Ibidem, 652

*think, obviously, absolutely, basically, absolutely, basically, actually, exactly, sort of, kind of, like, to be frank, to be honest, just, oh*). Here is some detail explanation about interpersonal markers as follows:

### 1) Marker of sharing knowledge

In the interpersonal category, the DMs word (see, listen, know) and phrases (you know, you see) are often used as DMs to share knowledge between the speakers. Here is the example:

- *See, he cannot answer the question correctly, I think he can easily solve the problem, and you know people think he is the winner of the class.*

The verb *see* acts as DMs to ask attention to the listeners about what the speakers wants to be told. The position of the markers is at the beginning to give a signal about what has happened before. While the phrase *you know*, which is in the middle position, has a function to ask listener's experience or knowledge about the topic that being discussed, so the information explained also received by the listener because the listener previously even know about it.

### 2) Marker of indicating attitudes

There are many adverbs such as *really, absolutely, actually, basically*, are occur in the discourse. They categorized as attitudes markers or stance of the speakers. Here are some examples:

- *Actually, they do not get along each other*
- *Really, I have finished my task*

*Actually* and *really* acts as a marker to express certainty or reality of the meaning of the proposition of the utterance. The adverb has an interactive effect on the interaction between speakers, usually the speaker will say that word slowly and with a low tone. In the case of the example of *really* above, the word *really* is used to report a certain mental state, assertions that are introduced by a strong assertive indicating that implicate the listener should accept the asserted proposition.<sup>34</sup>

Another DMs to express the attitudes in conversation is *well*. In conversation, *well* almost always occurs in the initial position. According to Schiffrin, *well* is used to show the response of questions or statements given.<sup>35</sup> Here are some examples:

- *Well, I will answer your question*
- *Well, She said that she did not want to join our club*

### 3) Marker of showing responses

DMs are used to showing responses to speakers. Crystal argues that DMs are produced spontaneously in a speech to show active participation and positive listeners, making communication more interactive and informal.<sup>36</sup> DMs such as *oh, okay, yes, yeah, yeah, right/alright, I see, oh great,*

<sup>34</sup> Fransh et.al, *Argumentative Indicators* (Dordrecht: Springer, 2007), 132.

<sup>35</sup> *Ibidem*, 31

<sup>36</sup> Crystal, "Another look at, well,you know," *English Today*, 13 (January, 1988), 47-49.

*great, sure* can be used as showing responses. Here are some examples:

- *Sure, I do believe that we can solve this problem*
- *Okay, I got your point*

#### b. Referential Markers

Referential markers are DMs that has the main function in the textual level of discourse. Referential DMs mark relationships between the utterances before and after the DMs. In conversational actions, referential markers give the signal to show the relationship between words. The referential markers has functions such as to show the relationship which indicates the conjunction: cause (*because, cos*), contrast (*But, and, yet, however, nevertheless*), coordination (*and*), disjunction (*or*), consequence (*so*), digression (*anyway*), comparison (*likewise, similarity*).<sup>37</sup> DMs in this category seem to be more syntactically and textually bound than the others DMs categories. Here are some detail explanations about referential markers as follows:

##### 1) Marker of cause

Marker of cause are used to refer the reason why and how something has happened. This function of DMs is used to show causal relationships, consequence or effect and to mark the link between two clauses to give the rationale (cause) to an argument.<sup>38</sup> The conjunction such as *because*

<sup>37</sup> Ibidem, 77-78.

<sup>38</sup> Jeniffer et.al, "A Study of the Functional uses of Textual Pragmatic Markers by Native Speakers and English-medium Instruction Learners," *Journal of Pragmatic*, 156 (January, 2020), 44.

is used for referring to the cause or reason of doing something. Here are some examples:

- *We did not have a class **because** the teacher was absent*
- ***Because** John was upset with me, he did not attend to my birthday party*

## 2) Marker of contrast

Marker of contrast is used to mark a contrast between the prior and preceding part of talk, and connect two contrasting ideas. The conjunctions such as *But, and, yet, however, nevertheless* are considered DMs that has function to mark contrast in utterance. Here are some examples:

- *He bought her sweater **but** she hated the color*
- *The engineers said the bridge was now safe, **however**, no one wanted to risk crossing it*

## 3) Marker of coordination

Marker of coordination function of DMs used to create coordination and link between the preceding and prior statements. The word *and* is considered as DMs that has function to link sentences. According to Schiffrin, DMs *and* has both cohesive and structural role. Structural role of *and* shows that *and* used to link two or more syntactic units such as clauses, phrases, or verbs and cohesive.<sup>39</sup>

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<sup>39</sup> Ibidem, 7

Here are some examples:

- *They entered the house **and** she glanced at the fireplace*
- *Tomorrow Uncle Hendry **and** I will be back to New York*

#### 4) Marker of disjunction

The one DMs that has function as a marker of disjunction is *or*. Schiffrin states that *or* is a coordinator like *and* and *but*. *Or* serves function as an option marker in discourse. It provides listeners with a choice between accepting only one member of disjunct, or both members of disjunct.<sup>40</sup> Here are some examples:

- *I do not know how many times **or** how many ways I can say I am sorry.*
- *Riding horses was one of her favorite pastimes, and the country out that way was gorgeous - winter **or** summer.*

#### 5) Marker of consequence

In referential category, the word such as *so* is used to mark the consequence or result. According to Schiffrin in Hussein, *so* is used to indicate a relation of premise (cause) and conclusion (result).<sup>41</sup> Premise means cause while conclusion means result. Moreover, Schiffrin argues that *so*

<sup>40</sup> Ibidem, 181

<sup>41</sup> Hussein.M, "Two Accounts of Discourse Markers in English", (UK: Online Resource Semantic Archive,2008) Retrieved 10 September 2022 from <http://semanticsarchive.net/Archive/TljODdhM/DMs%20in%20English.pdf>.



has the basic meaning of result. This argument is inline with Blackmore who states that *so* mark inferences.<sup>42</sup> Here are some examples:

- *Darcie could not stand the gossip and rude behavior in every town, **so** she finally went back to the Indians*
- *I didn't know where this was going **so** I paused until she continued.*

#### 6) Marker of digression

The discourse markers of digression are used in a speech to change the topic, and jump from one theme to another with the use of the word such as *anyway*. Here are some examples:

- *Sometimes. **Anyway**, it's the paneling that makes the room so dark, not the curtains over the windows.*
- *I needed some things **anyway** and I don't mind driving in the dark.*

#### 7) Marker of comparison

Marker of comparison function of DMs are used in speech to establish comparison and highlight the similarity with the use of words such as *likewise*, *similarly*. Here are some examples:

- *Her second married **likewise** unhappy*
- *Probably no other church of equal size in Europe is **similarly** constructed*

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<sup>42</sup> Blackmore, *Relevance and Linguistics Meaning the Semantics and Pragmatics of Discourse Markers* (Cambridge: Cambridge University Press, 2002), 663.

c. Structural Markers

Fung and Carter explain that structural discourse markers are used to “orientate and organize the discourse in progress and signal links and transitions between topics”.<sup>43</sup> Structural markers serve metalinguistic textual functions on how the flow of discourse is to be segmented. On the textual level, DMs in this category signal links and transitions between topics for instance, signposting opening and closing of topics (*now, Ok/okay, right/alright, well, let’s start, let’s discuss, let me conclude the discussion*), indicating sequential relationship (*First, firstly, second, secondly, next, then, finally*), and marking topic shifts (*So, now, well, and what about, how about*). On the interactional level of discourse, the structural markers refer to continue the topic (*yeah, and, cos, so*), to take the conclusion of the topic (*so*), and turn-taking in conversation (*well, right/alright*). Here are some detail explanations about structural markers as follows:

1) Marker of Opening and Closing the topics

Discourse markers have functions to mark the opening and closing the topic of conversations. This function of DMs is to help the speaker to signal the opening and closing of discourse or mark the end or beginning of turn. So by used opening and closing markers the speaker can set the end of the topic and begin to set the next of topic. According to Sinclair and Coulthard, who observed the repetition of words in classroom discourse found

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<sup>43</sup> Ibidem, 435

that the words such as *right, well, okay, now* is often occur in class discourse.<sup>44</sup> Here are some examples:

- *All right, let us discuss about the result*
- *Okay, I think this is enough from our presentation today*

## 2) Marker of sequence

DMs are frequently used as the sign of sequence of talk and mark the logical segments of talk such as (*First, firstly, second, secondly, next, then, finally*). Here are some examples:

- *Firstly, I would like to introduce our members of presentation group before the discussion begin.*
- *Then, I will continue to discuss about the findings of the research.*

## 3) Marker of topic shifts

Structural discourse markers category has one function to mark topic shifts. This function of DMs can help the speaker to signal shifts of change the topic or return to previous topic. The words such as *so, now, well, and what about, how about* are structural discourse markers that has function to mark topic shifts. Here are some examples:

- *It's just that... well, she doesn't understand him, she stammered.*

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<sup>44</sup> Sinclair, J.M., & Coulthard, M, *Towards an analysis of discourse: The English used by teacher and pupils* (Oxford : Oxford University Press, 1975), 19-59.

- *We can attend the conference, but we cannot really afford four days, **Now**, it is got to be over a weekend so that people will be able to attend.*

4) Marker of summarizing the topics

This function of DMs used to indicate summary or conclusions. DMs used in speech as marker of summarizing opinions when the speakers want to end the topic by giving conclusion or when the speakers want to give conclusion from their opinions. Here are some examples:

- *So, the conclusion from my presentation is that we should take action to change by doing small actions*
- *So, I think I would change my mind*

5) Marker of continue the topics

DMs are also often used by the speakers as the marker to continue discussing topics that still want to be conveyed. This function of DMs is to show a continuation of discourse on the same topic, to add additional information in order to facilitate complete comprehension. The words such as *yeah, and, cos, so* are structural discourse markers that has function to mark continuation of the topic. The use of marker continuation is strategy to hold the turn to speak. Here are some examples:

- Speaker 1: *In recent years they noticed a need for trendy clothing that actually fit curvier plus size young women....*
- Speaker 2: *yeah*
- Speaker 1: *...and yeah as a result today we have the popular Missphit brand.*

#### d. Cognitive Markers

The cognitive markers category is considered as DMs that are produced by an unplanned speech of the speakers. Cognitive DMs instruct the hearer to construct a mental representation of the discourse. DMs in this category are thought to provide information on the cognitive state of the speaker and instruct the listeners as to how to construct their mental representation of the ongoing discourse.<sup>45</sup> DMs in this category serve some functions including to denote thinking process (*well, I think, I see, and*), to reformulate or self-correction (*I mean, that is, in other words, what I mean is, to put it in another way*), and to elaborate (*I like, I mean*). When the speakers require more processing time for the interpretation of new information, the cognitive DMs can be used to denote hesitation (*well, sort of*) accompanied by fillers like *er, erm, eh*, etc. DMs functions in this category can also be used to assess the listener's knowledge about the utterances (*you know*).

##### 1) Marker of denoting thinking process

The cognitive DMs play role in concerning cognitive process. The words like *well* and *I think* are DMs that frequently used by the speakers to denote thinking process. According to Svartvik, cognitive markers in conversation used when the speaker tries to think and arrange the words that want to be conveyed by fill the pauses in their speaking.

<sup>46</sup> Here is the example:

<sup>45</sup> Ibidem, 415.

<sup>46</sup> J. Svartvik and R.Quirk, "A corpus of English Conversation", *Journal of Linguistics*, 18, (September 1982), 436-442

- *Well... (pauses) in my opinion we should change our plan*

*Well* has function as delay marker, this word usually used when the speakers are not immediately ready to give responses or are some degrees reluctant to tell the truth, or need some times to organize what the speakers want to say. Another word that considered as marker to denote thinking process is *I think*. The word *I think* is usually occurs in a flexible position. Here is the example:

- *I think, she could help me to finish my project.*

## 2) Marker of reformulation or self-correction

According to Blakemore, reformulation is a complex discourse function by which the speaker re-expresses an idea in order to be more specific, and facilitate the hearer's understanding of the original.<sup>47</sup> In context of DMs function, marker of reformulation or self-correction is used to provide sufficient time for the speakers to reformulate, rephrase, self-correct, or repair their utterance. One of common DMs that usually used to reformulate utterance is *I mean*. Here are some examples:

- *Don't joke, I mean...I want to have a serious talk with you*
- *I do not remember the place that we visited yesterday I mean...I forgot where exactly the place is.*

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<sup>47</sup> Blakemore, D, "The Relevance of Reformulations", *Language and Literature*, 12, (1 May, 1993), 101–20.

In these examples the word *I mean* acts as marker of reformulation that used to clarify the previous utterance. Schiffrin in Hussein argues that in daily conversation the word *I mean* is used to clarify the previous utterance.<sup>48</sup>

### 3) Marker of elaboration

According to Muller, the function of elaborative markers to explain the examples, look for appropriate expressions and serve as lexical focuser.<sup>49</sup> The words such as *like* and *I mean* can be used to elaborate things in utterance. Here are some examples:

- *If it had been for both of them, they would have invited some of her friends - like Katie and Bill.*

### 4) Marker of hesitation

DMs are used to mark hesitation by filled pauses in the speaker utterance when the speakers want to arrange what to say next or when the speakers not sure how to respond something. Garmash defines hesitation markers as a set of tools with certain time duration that are used to solve oral discourse and reproduction problems, which can be both retrospective (e.g. correction of produced discourse piece) and or perspective (e.g. planning of the coming discourse piece).<sup>50</sup> The words such *well* and *sort of* can be used as filler of hesitation. These two words usually accompanied with filler like (*er, erm, eh*) Here is the example:

<sup>48</sup> Ibidem, 9.

<sup>49</sup>Müller, S, *Discourse markers in native and non- native English discourse* (Amsterdam: John Benjamins, 2005). 229.

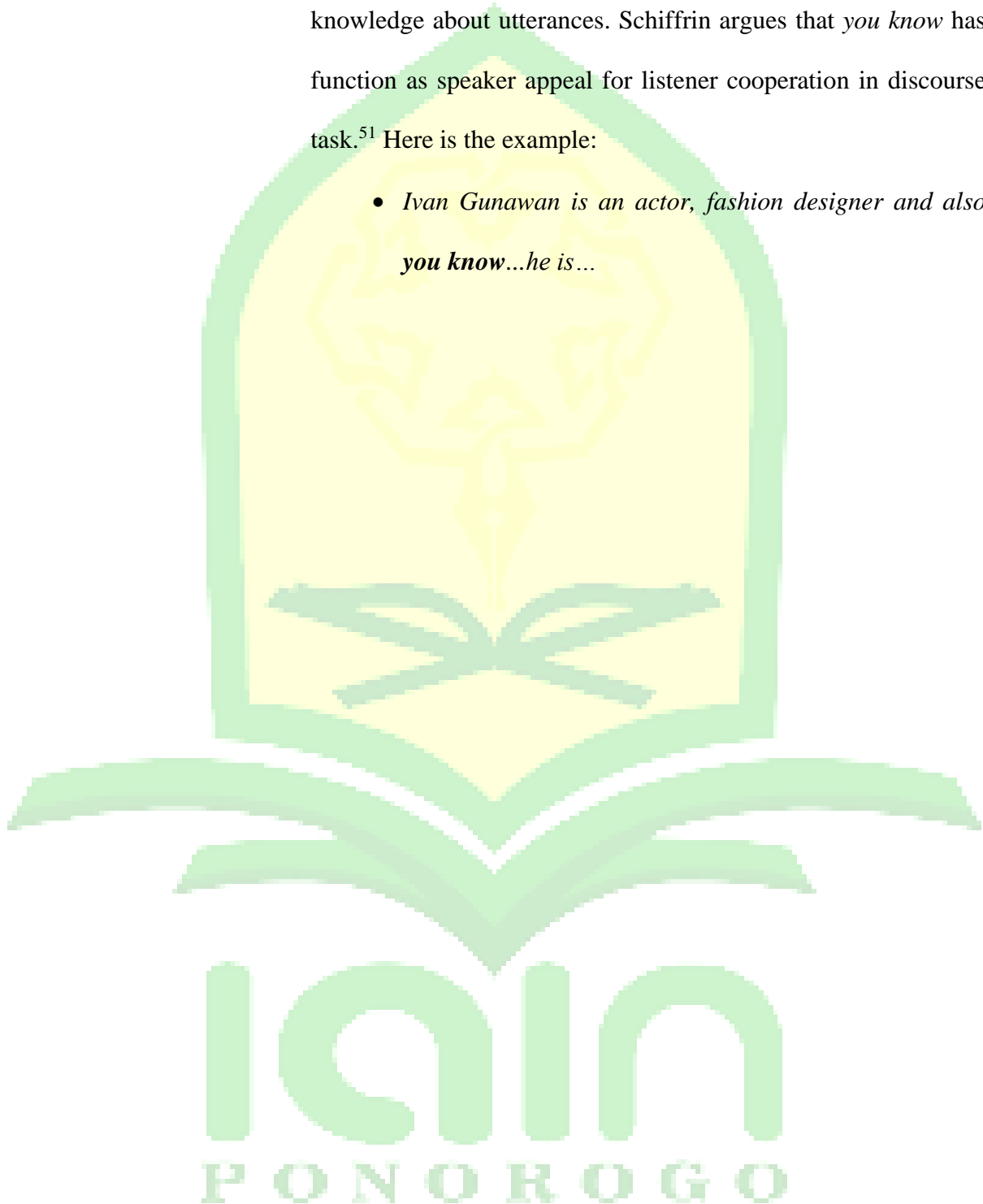
<sup>50</sup>Garmash, "Hesitation Reflection in Oral Discourse Organization," (Unpublished Dissertation, Moscow State University, Moscow, 1999).

- *Well, erm...I think we could start to build a new strategy.*

5) Assessment of the listener's knowledge about utterances

The DMs *you know* has function to assess the listener's knowledge about utterances. Schiffrin argues that *you know* has function as speaker appeal for listener cooperation in discourse task.<sup>51</sup> Here is the example:

- *Ivan Gunawan is an actor, fashion designer and also  
you know...he is...*



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<sup>51</sup> Ibidem, 63.



## 6. Speaking

There are some definitions of speaking based on linguist ideas. Harmer argues that speaking is the ability to speak fluently and presupposes not only knowledge of language features,<sup>52</sup> but also the ability to process information and language ‘on the spot’ whereas Quianthy stated speaking as the process of transmitting ideas and information orally in a variety of situations.<sup>53</sup>

Speaking has been considered fundamental to human communication. The ability to communicate- to receive, process, store, and produce messages-is central to human interaction and participation.<sup>54</sup> One’s ability to deliver a message through spoken language will determine the success of the conveying message to the receiver. Through education, the language learners train their ability to communicate in such ways so the receivers will absolutely get the meaning speakers intend to convey. The modern world demands the requirement of communication skills for the students, and the English teachers have to teach speaking skills so that they will improve their abilities in speaking and perform well in a real-life situation.<sup>55</sup>

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<sup>52</sup> Harmer., *The Practice of English Language Teaching. Fourth Edition*, (England: Pearson Education Limited,2007), 284.

<sup>53</sup>Quianthy, R. L, *Communication is Life : Essential college Sophomore Speaking and Listening Competencies*,(Pennsylvania State University: Speech Communication Association, 1990), 7.

<sup>53</sup> Ibidem, *The Importance of Speaking Skills in English Classrooms*, 8.

## 7. Students' Presentation

In university courses, students' presentations are conducted through almost subject, that is one of the ways for students improve learning of course material. In the classroom presentation, students are required to be able to develop idea and try to transfer the idea in front of the class. Kartimi cited in Fajar,et.al suggests that presentation is the ability in using oral language to explore idea, intention, thought, and feeling to the other people as a way to make the hearer understand the message clearly.<sup>56</sup>

In conducting students' presentation at universities, both the lecturers and the students have important roles. The lecturer has roles in facilitating language learning, guiding within the classroom procedure and activities, and organizing the classroom as a setting for communication and communicative activities.<sup>57</sup> Meanwhile, students have a role as communicators. They are actively engaged in negotiating meaning.<sup>58</sup> They are expected not only to master the lesson materials, but also they have to communicate their knowledge and thinking with appropriate utterances, they should try to make themselves understood in understanding others.

In the English Education program at IAIN Ponorogo, almost all subject study use presentation as a learning activity especially in speaking for academic context class. The presentation that students do in speaking for academic context class is aimed to improve students speaking skills and oral presentation ability. Besides that, it also aimed to gain knowledge about English education research. In speaking for academic context class, Students are required to make a summary of the English

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<sup>56</sup> Fajar,et.al, "An Analysis on the Students' Speaking Performance in Giving Presentation", *JPPK Journal*, (2015), 2.

<sup>57</sup> Richards and Rodgers, *Approaches and methods in language teaching: Third Edition*, (Cambridge: Cambridge University Press,2014), 98-99.

<sup>58</sup> Larsen, D. and Freeman, *Techniques and principles in language teaching. Second Edition*, (Oxford: Oxford University Press,2001), 129.

education academic research that they choose and present the summary in front of the class in form of a group presentation.

To sum up, Class presentation or also known as oral presentation or students' presentation is a term that refers to a teaching technique which engages students in a project to explore about a topic and later share the findings in the class. Kayfetz and Stice defines class presentation as a group of students studying and exchanging information and ideas through reports and discussions.<sup>59</sup> The researcher is interested to make an analysis of DMs in students' presentations because students' presentations are forms of dynamic interaction between speaker and hearer. From that, the researcher can provide a general explanation of how DMs are used in communication that functionalized cognitively and pragmatically in students' presentation.

## **B. Previous Research Findings**

In this part, the researcher presents the similarities and differences between this study and previous studies. the following are previous studies that are relevant to the discussion of discourse markers, as follows:

Afrianto in his study entitled "*Function of Discourse Markers A Case Study of A Speaking Class At Tertiary Class*". This study discusses about function of discourse markers that found in speaking class in English literature program at Universitas Teknokrat Lampung. To collect data researcher used video-recorded and transcription. Researcher took data from the video recording when students were making presentations about fiction books. According to the result of study, it can be concluded that the function of DMs which is frequently found in students' speech when speaking is textual function, i.e : *sequence, repair, opening and closing frame markers, filler,*

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<sup>59</sup> Kayfetz, L. J. & Stice, R. L., *Academically speaking*, (Boston: Wadsworth,1987).

*information indicator, topic switcher, and turn taker.* And functions that are rarely found are interpersonal DMs. Furthermore, students had limited knowledge about DM so that they were often use the same type of discourse markers in delivering presentations. There are similarities between Afrianto's study and this study. Both of Afrianto's study and this study used students' presentation as object to analyze DMs and also both of the studies used speaking class as the course that used for analysis DMs. On the other hand, there are also differences between Afrianto's study and this study. Afrianto's study analyzed only the functions of DMs that are found in students' presentation whereas this study analyzed types and functions of DMs that are found in students' presentation and also students' perception about the importance of DMs in presentations. Futhermore, In collect the data, Afrianto used video-recorded and transcription while this study used observation, video-recorded, transcription, and interview. <sup>60</sup>

Tanya in his study entitled "*Exploring Discourse Marker Use In Thai University Students' Conversation*". This study is interested in exploring the way EFL learners use DMs as they engage in conversation. The research's participants of this study are 27 Thai EFL students. To collect the data, researcher use speaking task. The student is required to be prepared to contribute to the conversation by giving explanation, clarifications and expressing their own view about cultural exchange. The researcher analyzed the data by generate a list of occurrences of lexical terms and expression from the original conversation from student's speaking task. The result of this study reveled 34 DMs used by participants and the most frequently DMs that used are *OK, but, and so.* The function of DMs that found in this study are (1.) as engagement in conversation, (2.) as use in interpersonal communication (e.g. marking and confirming, shared knowledge, hedging), (3.) as referential purpose, and (4.) as cognitive function (e.g reformulating,

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<sup>60</sup> Afrianto, "Functions of Discourse Markers A Case Study of Speaking Class At Tertiary Class", *LITERA Journal*, 1 (Maret,2018), 69-80.

repair). There are similarities between Tanya's study and this study. Both of the studies used theory from Fung and Carter types and functions of DMs to analyze DMs in students' utterances. Furthermore, Tanya's study and this study used interview as the instrument of the data. On the other hand, there are also the differences between Tanya's study and this study. Tanya's study analyzed DMs use student's speaking task in form of conversation while this study analyzed DMs use students' presentation. Furthermore, Tanya's study focused on explore the way EFL learners use DMs as they engage in conversation whereas this study focus on how EFL learners use DMs in the presentations.<sup>61</sup>

Helmi in her study entitled "*An Analysis Discourse Marker Use In Students Undergraduate Thesis Of English Department Of IAIN Metro In The Academic Year 2019/2020*". This study discusses about use of discourse marker in undergraduate thesis of English Department students at IAIN Metro. The problem formulation of this study are : what is the most dominant types of discourse marker in undergraduate thesis of English Department students at IAIN Metro and how is use of discourse marker use in undergraduate thesis of English Department students at IAIN Metro. To collect data for this study, the researcher used three data collection technique including indepth interviewing, participant observation, and documentation. The result of this study assert that the most dominant types of discourse marker that found in undergraduate thesis of English Department students at IAIN Metro is additive. The type of additive becomes the most dominant type of discourse marker because the function of additive is to add or to explore the important information in undergraduate thesis. The students used the same discourse marker to convey information. Discourse marker that used repeatedly undergraduate thesis of English Department students at IAIN Metro is *And*. There are

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<sup>61</sup> Tanya, "Exploring Discourse Marker Use in Thai University Students", *Conversations*, *LEARN Journal*, 1, (January,2012), 247-263.

similarities between Helmi's study and this study. Helmi's study and this study had the same discussion that is how students use DMs and both studies used English department students as object of analysis. On the other hand, there are differences between Helmi's study and this study. Helmi's study analyzed DMs in undergraduate thesis of English department students while this study analyzed DMs in students' presentation of English education students. Furthermore, Helmi's study used theory of DMs from Haliday and Hasan to analyze DMs in students' thesis whereas this study used theory of DMs from Fung and Carter to analyze DMs in students' presentation.<sup>62</sup>

Gloria, et al. entitled "*Discourse Markers in Non-native Teacher Talk*". This study investigates the use of discourse markers in nonnative Croatian EFL teachers' talk with primary and secondary school students. This study concentrates on the occurrences and frequencies of DMs, but it also provides an account of the functional distribution of the three most frequently used DMs (ok, so, and). In collect the data, the researcher used video-recorded and transcriptions. The result of this study shows that the teachers use a variety of DMs, almost exclusively the ones typical of classroom management and classroom discourse organization, with no significant differences in the patterns of DM use with the primary and secondary school students. From the types of DMs *ok, so, and*, the most DMs that frequently used by the teachers. The DMs fulfill a number of structural and interpersonal functions mainly aimed at providing coherent and stimulating classroom discourse. The findings of this study expected to contribute to raising awareness of the diversified functions of DMs, which could facilitate non-native EFL teachers' overall lesson organization and structuring of particular teaching segments. There are similarities between Gloria's study between this study. Gloria's study and this study were analyzed DMs in spoken discourse in classroom context. Furthermore, to

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<sup>62</sup> Helmi, "An Analysis Discourse Marker Use in Students Undergraduate Thesis of English Department of IAIN Metro in the Academic Year 2019/2020", (Thesis: Metro, Metrouniv. Repository, 2020).

analyze types and functions of DMs both of the studies used classification of DMs theory from Fung and Carter (2007). Besides that, there are also differences between Gloria's study and this study. Gloria's study investigates the use of DMs in teacher talk while this study analyzes DMs in students' presentations. Moreover, the significance of Gloria's study is expected to raise awareness of the diversified functions of DMs to teachers while the significance of this study is expected to raise awareness of use of DMs to students.<sup>63</sup>

Rosyana in her study entitled "*An Exploration the Uses and Function of Discourse Markers in Student's Oral Presentation*". This study is discusses about the uses and functions of discourse markers in oral presentation by the sixth semester of English Education students at Universitas Semarang in the academic year of 2017/2018. The method of this study is Qualitative study. The data is taken from the students' oral presentation during Information and Communication Technology course. From the result of study, it could be inferred that micro markers was the most frequent discourse markers used by the students and also the most function of DMs that found in students' oral presentation as additional markers. In addition, it could be inferred that the use of discourse markers in oral presentation affected and contributed to students' fluency. There are similarities between Rosyana's study and this study. Both of the studies analyze DMs in student's presentation and Rosyana's study and Rosyana's study and this study also made analyze DMs in students at university. Besides that, there are also differences between Rosyana's study and this study. Rosyana's study taken the data from the students' oral presentations at Information and Communication Technology course while this study taken the data from the students' presentation at Speaking for Academic Context course. Futhermore, Rosyana's study discussed about the most frequent types and functions of DMs in students' oral presentations and also how DMs contribute to the

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<sup>63</sup> Gloria and Eva, "Discourse markers in non-native teacher talk", *Studies in Second Language Learning and Teaching Journal*, 4, (2017) 649-668.



students' fluency in oral presentations while this study discusses about types of DMs that used in students' presentation and functions of DMs that are found students' presentations and also the students' perception about the importance of using DMs in the presentation.<sup>64</sup>

From those explanation above, it can be concluded there are differences between this study and previous study. This study not only discuss types and functions of DMs in students' presentations. But also, discuss about students' perception about the importance of DMs use in presentations in order to raise awareness the use of DMs for students to improve their oral presentation abilities. This study also give insight into providing discourse markers material in teaching language especially in teaching speak.



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<sup>64</sup> Rosyana Etyas, "An Exploration the Uses and Function of Discourse Markers in Students' Oral Presentation"(Thesis : Semarang, UNNES, 2019), 2-11.



## CHAPTER III

### RESEARCH METHODS

This chapter discusses the methodology of this research. It describes research design, researcher's role, research setting, data source, data collection technique, data analysis technique, and checking validity of data.

#### A. Research Design

In this research, the researcher used qualitative research design, because the data were from words and would be analyzed using the description not statistical numbers. Qualitative research is an approach for exploring and understanding the meaning of individuals or group ascribe to a social or human problems.<sup>65</sup> Furthermore, qualitative methods relies on text and image data, have a unique steps in data analysis, and draw in diverse designs.<sup>66</sup> Meanwhile, qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.<sup>67</sup>

The researcher used qualitative descriptive method. According to Cordess in Hasniar, qualitative descriptive research is aimed to describe strictly the analysis of non numerical data, as employed in most case studies or the use of transcriptions of text sessions.<sup>68</sup> Descriptive qualitative research concerning with qualitative phenomenon including surveys and fact-finding enquires in which a specific situation is studied.<sup>69</sup> The process of research involves emerging questions and procedures, data typically collected in the participant's

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<sup>65</sup> J.W. Cresswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (California: Sage Publication, 2014), 32.

<sup>66</sup> Ibidem, 233

<sup>67</sup> Donald Ary, et al, *Introduction to Research in Education* (USA: Wadsworth, 2006), 29.

<sup>68</sup> Hasniar, "Discourse Markers Used In Brad Bird's Movie "Tomorrowland" "(Thesis: Makassar, UIN Alauddin, 2017), 22.

<sup>69</sup> C.R. Kothari, *Research and Methodology: Method and Techniques* (New Delhi: New Age International, 2004), 37.

setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

Based on the definition above, qualitative research tried to understand the phenomena by focusing on subject and explored the fact finding from data. This research aims to find out analysis of discourse markers in students' presentation at IAIN Ponorogo.

### **B. Researcher's Role**

Qualitative research could not be separated from typical participants observations, but the role of researcher determined the overall scenario.<sup>70</sup> In this research the researcher was a key instrument to collect and analyze the data. Qualitative research studies human experiences and situations, researcher need to talks with people in the setting, observes their activities, read their documents, and written records, and records this information.<sup>71</sup> As data collector, the researcher took the important roles in this research because all activities related to the data were collected by the researcher itself.

### **C. Research Settings**

The research was conducted at IAIN Ponorogo on Jl. Pramuka No. 156 Ponorogo. The reasons of selecting research location were:

1. The researcher is students of English Department and has been familiar with the object of the study.
2. The researcher chose the fourth-semester students of English Education Department at IAIN Ponorogo, and the researcher chose TBI A class because this class was appropriate to this research since the students are active when doing presentations and also they were active to give feedback in learning at speaking class. Besides

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<sup>70</sup> Ibidem, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 99.

<sup>71</sup> Ibidem, *Introduction to Research in Education*, 424.

they are also diligent and serious in learning English. So, the researcher chose TBI A students as participants of the study.<sup>72</sup>

3. This research began with organizing permission, observation or preliminary research, choosing the participants, collecting the data from participants, analyzing the data, and reporting the research. The researcher held preliminary research on 18<sup>th</sup> February 2022 and collected the data from 2<sup>nd</sup> March to 10<sup>th</sup> April 2022.

#### **D. Data Source**

Data source is the way to get description about situation and can help the researcher to solve the problem.<sup>73</sup> The researcher divided the data into two categories, there are primary data source and secondary data source.

##### **1. Primary data source**

The primary data are collected afresh for the first time, and thus happen to be original in character.<sup>74</sup> It means that primary data source is a main source used by the researcher to conducted the research. The data were taken from fourth semester students of English Education Department at IAIN Ponorogo in Academic year 2021/2022. The form of data were students' presentation videos, observation sheet, and interview sheet. There are two kind of students' presentation videos that used as the data. The first students' presentation videos that uploaded on YouTube and the second is students' presentation videos taken by researchers when conducting direct observation in the class. The form of observation sheet that the researcher used as the data primer is an observation checklist, the researcher used an observation checklist to know how students operate discourse markers when presenting the presentation in class. Besides that, the researcher also held an interview with students to get in-depth

<sup>72</sup> Pre-research on fourth semester at IAIN Ponorogo on 18<sup>th</sup> February 2022

<sup>73</sup> Jennifer, Mason, *Qualitative Researching* (London: Sage Publications Ltd, 2002), 51.

<sup>74</sup> Ibidem, *Research and Methodology: Method and Techniques*, 95.

data. Since at that time the researcher was collecting data when the college held blended-learning, the data were taken in both online and offline classes.

## 2. Secondary data source

Secondary data refer to the data which have already been collected and archived by others. It may either be published data or unpublished data.<sup>75</sup> In this research the researcher took other sources such as books, journals, articles, and all the printer matter to support the main data related to analysis of discourse markers.

## E. Technique of Data Collection

Data collection is the procedure used by the research to collect data. In conducting this research in the classroom, the researcher did the following procedures :

### 1. Observation

During the teaching and learning process in speaking class the researcher observed the activities. Additionally, the researcher conducted non-participant observation as the researcher did not interfere with the participant. According to Fraenkel et.al, when the researcher chose as a non-participant observer, they also fully participate in the activity they are observing but not interface with the participant. When the researcher is conducted in classrooms. They can watch in side line of the class, follow the activity, interview, take the data, and talk to participant but they do not get involved with the activity as part of it.<sup>76</sup> The researcher did observations 6 times, Observations were carried out both in online and offline classes. When the researcher did observations in online classes, the researcher observed students' presentations activities in WhatsApp group.

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<sup>75</sup> Ibidem, *Research and Methodology: Method and Techniques*, 111.

<sup>76</sup> Fraenkel, et.al, *How to Design and Evaluate Research in Education 8th Edition*, (Boston: McGraw-Hill Higher Education, 2012), 445.

Meanwhile, when the researcher did observations in offline classes, the researcher only observed and recorded students' presentations at the class for get analysis and conclusions.

Not to mention, observation sheets, field notes, pictures, audio and video recorded were taken to make the researcher data more valid. To obtain a more detailed and accurate description of what the researcher saw, heard, and experienced, the researcher used observation sheets to get better understanding about how students operated discourse markers in the presentations.

## 2. Interview

The interview is a form of data collection in which questions were asked orally and subjects' responses were recorded, either verbatim or summarized.<sup>77</sup>

According to Ary, there are three kinds of interviews, namely:

### a. Unstructured interview

Interview which is a conversational type of interview in which the questions arise from the situations. The interview is not planned in detail ahead.

### b. Structured interview

Interview the schedule for the specific purpose of getting certain information from the subjects. The questions are structured.

### c. Semi structured interview

Interview in which the area of interest is chosen and questions are formulated but the interviewer may modify the formal question during the interview process.<sup>78</sup>

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<sup>77</sup> McMilan, J.H and Schumacher, S, *Research Education*, (New Jersey: Pearson Education, 2010), 167.

<sup>78</sup> Ibidem, *Introduction to Research in Education*, 425.

As the explanation above, the interview that researcher conducted for collecting the data is considered as structured interview because the researcher conducted interview for specific purpose to get certain information about students' perception about the importance of using discourse markers in presentation and the researcher also made schedule for interviewing students as well as arrange the question for interview by the researcher itself. The participants for this interview were seven students in the fourth semester of English Education Department A class. The interview was held through video conference Zoom Meeting on 10<sup>th</sup> April 2022.

For collecting the data from the interview, the researcher used procedure as follows:

- a. The researcher looked for seven participants from TBI A students for interview.
  - b. The researcher set schedule for did interview.
  - c. The researcher collected the questions that would be asked to the participants.
  - d. The researcher held interview via Zoom meeting and recorded participants' answer.
  - e. The researcher wrote an interview transcript based on the results of the interview recording.
3. Documentary

The form of documentary that the researcher used were students' presentation videos TBI A that uploaded on YouTube, audio and video recorded, the photograph that taken during the research, and transcripts. The researcher needs to make transcripts of data from students' presentations videos as well as

interview to make it easier for the researcher to analyze, interpret and display the data.

## F. Technique of Data Analysis

Data analysis is integral part of qualitative research and essential stepping-stone toward both gathering and linking one's findings with the higher concepts.<sup>79</sup> Data analysis involves reducing and organizing the data, synthesizing, searching for significant patterns and discovering what is the important.<sup>80</sup> In this process, the researcher organized what the researcher seen, heard, read and try to make sense of it in order to create explanations, develop theories, or pose new questions.

Referring to the statement above, the researcher analyzed the data as follows:

1. Organizing the data. The first step that the researcher took before conducting the analysis was to ensure that all the data had been organized for analysis. The researcher finished all the data that was necessary to be transcribed such as students' presentation videos and interview, filled out the observation checklist sheet, and collected other data needed for data analysis.
2. Read and learn the data carefully. After all the data had been organized, the researcher read students' presentation transcript to find types and functions of discourse markers in students' presentation and also learn other data to get sense of the whole data.
3. Classifying and coding the data. The next step that researcher did after found out types and functions of discourse markers and learn all the data. The researcher classified types and functions of discourse markers into each category based on their types and function of discourse markers as well as give them code.

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<sup>79</sup> Deborah K. van den Hoonard and Will C. van den Hoonard, "Data Analysis, *The Sage Encyclopedia of Qualitative Research Methods*, vol. 1 & 2, ed Lisa M Given (California: Sage Publications Inc, 2008), 186.

<sup>80</sup>Ibidem, *Introduction to Research in Education*, 481.

4. Interpreted the data. After the data had been classified and coded, the researcher made analysis about discourse markers in students' presentation. Then researcher drawing conclusions about what was the researcher found from the data.

According to Miles and Huberman there are three steps of analyzing data presented in the following:

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcriptions. Data reduction occurs continuously throughout the life of any qualitatively oriented project.<sup>81</sup> As data collection proceeds, further episodes of the data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos). The data reduction or transforming process continues after fieldwork, until a final report is completed.

- a. Selecting data

In this research, the researcher selected all the data that relevant to analyzed.

- b. Focusing data

The researcher needs to focus on the data to make it easier for the researcher to make analysis because of that the researcher only focused on discourse markers analysis.

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<sup>81</sup> Miles Matthew and Michael Huberman, *An Expanded Sourcebook: Qualitative Data Analysis*, (California: Sage Publications Inc, 1994), 10.



c. Simplifying data

The researcher tried to find the types and function of discourse markers in students' presentations. After that, the researcher selected the data that can be considered discourse markers.

d. Abstracting data

The researcher abstracted the types and functions of discourse markers by classifying the data into each category and giving each data code. After all the data had been classified and coded, the researcher presented it in the table.

e. Transforming data

The researcher transformed the students' presentations into discourse markers analysis and reported the result in the form of thesis.

2. Data display

Data display is an organized compressed assembly of information that permits conclusion drawing and action. The display help to understand what is happening and to do something, either analyze further or take action based on that understanding.<sup>82</sup> In this process the researcher tries to display the data in the form of brief description by analyzed discourse markers in students' presentations. The researcher used the table to classify types and functions of discourse markers on students' presentation. Here is the example of table used by researcher to classify the types and functions of discourse markers in students' presentation:

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<sup>82</sup> Ibidem, *An Expanded Sourcebook: Qualitative Data Analysis*, 11

Table 1.8

Table Analysis of Discourse Markers in Students' Presentation

NO.	STUDENTS' UTTERANCE	TYPES AND FUNCTIONS OF DISCOURSE MARKERS
1.	<b>Okay</b> , I will answer the question from you. [1A]	Interpersonal, marker of showing responses

### 3. Drawing conclusions/verification

The researcher analyzed the data constantly during or after the data being collected to get the research conclusions.<sup>83</sup> Conclusions are also verified as the analysis proceeds.<sup>84</sup> In this process the researcher described and explained meaningful conclusions about discourse markers analysis, interpreted the specific analysis, drawn and explained the conclusions. Verification used to revise or verify the data. The researcher used reflective journal or other resources to verify the data.

<sup>83</sup> Ibidem, *Introduction to Research in Education*, 465

<sup>84</sup> Ibidem, 11

## G. Checking Validity of Data

Recognizing the validity of data is very crucial in a study so the researcher is able to analyze the data and draw conclusions properly. To check the validity of the data, the researcher did some steps; credibility, transferability, dependability, and confirmability to ensure whether the data valid and reliable.<sup>85</sup>

### 1. Credibility

In the qualitative approach, truth value is measured by credibility; having an adequate engagement in the research setting so recurrent patterns in data can be properly identified and verified. Credibility can be defined as the methodological procedures and sources used to establish a high level of harmony between the participants' expressions and the researcher's interpretations of them.<sup>86</sup> There are some methodological procedures to increase credibility they are; time (establish enough contact with the participants and the context to get the information one needs), angles (look at the data from different perspectives and viewpoints to get a holistic picture of the environment), colleagues (use support networks knowledgeable in the area to review and critique the researcher and data analysis findings), triangulation (seek out multiple sources of data and use multiple data-gathering techniques), and members check (use the participants to make sure that the data analysis is accurate and consistent with their beliefs and perceptions of the context being studied).<sup>87</sup>

To check the credibility of the data, the researcher used triangulation. According to Sugiyono, triangulation is defined as data collection techniques and data sources that already exist. There are four major keys of triangulation; sources,

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<sup>85</sup> Lincoln, Y., and Guba, E. G, *Naturalistic Inquiry* (Newbury Park: Sage Publications, 1985), 300.

<sup>86</sup> Ibidem, Data Analysis, *The Sage Encyclopedia of Qualitative Research Methods*, 138.

<sup>87</sup> Ibidem, 139

method, researchers and theories.<sup>88</sup> The sources were gotten from interview transcript, observation sheet, and documentation. Meanwhile, the researcher checks the theories from some sources which are related to discourse markers theory.

## 2. Transferability

The practice of transferability is equivalent to external validity. That is the researcher was responsible to the reader that a collection of information in the case of study can be applied in the same case. There are two strategies that increase the transferability of a study. The first with thick description means that the researcher provides the reader with a full and purposeful account of the context, participants, and research design so that the reader can make their own determinations about transferability. The other methodologies is through purposeful sampling. The purposeful sampling was not randomly used but it was specific for some individuals who really knew understood the context and theme of the study. Participants most consistent with the research design will enhance the potential that readers can assess the degree of transferability to their given context.<sup>89</sup>

To check the transferability of the data, the researcher used thick descriptions. According to Sugiyono, states that transferability is external that indicate the degree of accuracy of the research result which implemented in the setting.<sup>90</sup> Therefore, the researcher wrote the report of the research in detail, systematically, clear and trustworthy in order to make the readers understand the result and decided whether or not to implement the researcher in the other setting. According to Faisal in Sugiyono, when readers obtain a research report which so clearly “what sort of” a

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<sup>88</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* ( Bandung: Alfabeta, 2010), 330.

<sup>89</sup> *Ibidem*, Data Analysis, *The Sage Encyclopedia of Qualitative Research Methods*, 138.

<sup>90</sup> *Ibidem*, 376.

result of the research can be applied (transferability) then the report meet the standard transferability.<sup>91</sup>

### 3. Dependability

Dependability refers to the stability of data over time and under different conditions. In this case, the researcher was responsible for reliability of the study. The purpose of this reliability is related to the logic of the process of the study, documented information and sources of information that can be tracked. Sugiyono declares dependability refers to the stability and track ability of the changes in both data collection and data analysis.<sup>92</sup>

To check the dependability of the data, the researcher read and re-read to gain the data's certainty and stability. The researcher ensured that the data were coherent with the research question. Therefore, the examination of the process of data collection and data analysis was conducted by the researcher by matching the research question with the research result of data collection in order to achieve a degree of dependability. The researcher also conducted consultation with the supervisor in order to audit the whole researcher's activities when working the process of research.

### 4. Confirmability

Confirmability is often equated with reliability and objectivity in qualitative research. Reliability and objectivity are measures of the accuracy of the truth or meaning being expressed in the study. Confirmability can be expressed through an audit trail where an independent reviewer is allowed to verify the research process and interpretations of the data as consistent on both the literature and

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<sup>91</sup> Ibidem, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*, 376

<sup>92</sup> Ibidem, 377.

methodological levels.<sup>93</sup> According to Sugiyono, the research was objective if the results of the research are agreed by some people.<sup>94</sup> In this case, to check the confirmability of the data, the researcher asked and checked the whole data to the supervisor and some lectures to provide suggestion and opinion about the data analysis.



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<sup>93</sup> Ibidem, *Data Analysis, The Sage Encyclopedia of Qualitative Research Methods*, 138.

<sup>94</sup> Ibidem, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*, 378.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter discusses findings and discussion about discourse markers in students' presentations. It describes data description, findings, and discussion and interpretation of the research. Data description discuss the situation from the background based on the character of the subject research. The findings of this research discuss the information regarding the result of the research data. It explains the types of discourse markers in students' presentations, the functions of discourse markers in students' presentation, and students' perception of the importance of using discourse markers in the presentation. Furthermore, discussion and interpretation discuss elaboration and differences related study with the findings of the research about discourse markers in students' presentation.

#### A. Data Description

In qualitative research, researchers need to understand the characteristics of the research subject so that researchers can gain a full understanding of the research subject as a starting point in outlining the description of the research results. In this section, the researcher describes the characteristics of the research subject in terms of history, values , and other essential parts related to the research subject.

##### 1. History of IAIN Ponorogo

The existence of IAIN Ponorogo could not be separate from the Academy of Syariah "Abdul Wahhab" or ASA which was built on February, 1<sup>st</sup> 1968 by KH. Syamsuddin and KH. Chozin Dawoedy. This academy became Ponorogo Syariah Faculty of IAIN Sunan Ampel with R.M.H Aboe Amar Syamsuddin as a leader and then this academy held the scholar program. In 1985/1968 this academy opened *Qodlo and Muamalah Jinayah* major.

In March, 21 1997 the academy of Syariah Faculty of IAIN Sunan Ampel became STAIN Ponorogo (Sekolah Tinggi Agama Islam Negeri) or Islamic State University of Ponorogo so that STAIN Ponorogo not a subdivision of IAIN Sunan Ampel Surabaya anymore and be an autonomous university also opened 3 major studies, there are *Syariah* (Islamic Law), *Tarbiyah* (Education), and *Ushuluddin* (Islamic Theologi).

After 18 years, STAIN Ponorogo changed its status, from STAIN Ponorogo became IAIN Ponorogo in August 2016. Since STAIN Ponorogo became IAIN Ponorogo there are 20 majors that are consist of 16 scholar programs and 4 magister programs and led by Dr. Hj. Maryam Yusuf, M.Ag in 2016 and in 2021 IAIN Ponorogo experienced change of the rector, since 2021 until now IAIN Ponorogo is led by Dr.Hj. Evi Muafiah, M.Ag. Based on decree number 645/SK/BAN-PT/Ak-PPJ/PT/VII/2021 IAIN Ponorogo got B predicate as institution predication. The major which the researcher did the research of this thesis is TBI (Tadris Bahasa Inggris) or English Education. The researcher took the fourth semester students of TBI as the object of the research.

## 2. History of English Education Department IAIN Ponorogo

English Education Study or (Tadris Bahasa Inggris) was established in 2007 based on Decree of the Director General of Islamic Education number DJ.1/178/2007. According to PMA 36 of 2006, graduates of TBI (Tadris Bahasa Inggris) get an academic degree Bachelor of Education (S.Pd). Based on decree number 5830/SK/BAN-PT/Ak-PPJ/S/IX/2020 Tadris English study got B predicate of department predication which is valid from 2015 to September 2020. The primary competence of program graduates in English Language Undergraduate Studies is having expertise as an English educator at the level of formal education. A graduate from Tadris English study is projected to be an English teacher who is professional, competitive, has moral and spiritual integrity, and has good personality. Besides being an English teacher, graduates of Tadris English study can also become translators who are expected to be able to apply the basic principles of



translation theories that can be accounted for in accuracy, redundancy, and excellence. And can be other professions that are still related to the English language.<sup>95</sup>

### 3. The List of Lectures and Fourth Semester Students A Class in English Education Department at Education and Teacher Training Faculty of IAIN Ponorogo

Based on Pedoman Penyelenggaraan Pendidikan Tahun Akademik 2014-2018 IAIN Ponorogo, there are 14 lectures who have S1 and S2 qualification of the study also hold English Education as their scientific discipline.<sup>96</sup> The description of English lectures as follows:

**Tabel 1.9**

#### The List of English Lectures

No.	Name	Education Background	Course
1.	Aries Fitriani, M.Pd	S1 Tadris Bahasa Inggris IAIN Sunan Kalijaga Yogyakarta S2 Teknologi Pembelajaran Universitas Adibuana Surabaya	Ilmu Bahasa Inggris
2.	Pryla Rochmawati, M.Pd	S1 Pendidikan Bahasa Inggris UNESA Surabaya S2 Pendidikan Bahasa Inggris UNM Malang	Ilmu Pendidikan Bahasa Inggris

<sup>95</sup> *Buku Pedoman Penyelenggaraan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan* (Ponorogo: IAIN Ponorogo Press, 2021), 3-8.

<sup>96</sup> *Buku Pedoman Penyelenggaraan Pendidikan Akademik* (Ponorogo : IAIN Ponorogo Press, 2018), 27.

3.	Nurul Hasanah, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Islam Malang	Ilmu Pendidikan Bahasa Inggris
4.	Tintin Susilowati, M.Pd	S1 Sastra Inggris Widya Mandala Madiun S2 Pendidikan Bahasa Inggris UM Malang	Ilmu Bahasa Inggris
5.	Andi Susilo, M.Pd	S1 Pendidikan Bahasa Inggris Universitas Jember S2 Pendidikan Bahasa Inggris UNISMA Malang	Pendidikan Bahasa Inggris
6.	Dedi Hasnawan, M.Pd	S1 Pendidikan Bahasa Inggris IAIN Sunan Ampel Surabaya S2 Pendidikan Bahasa Inggris Universitas Sebelas Maret Surakarta	Pendidikan Bahasa Inggris
7.	Dr. Dhinuk Puspita Kirana, M.Pd	S1 Pendidikan Bahasa Inggris UN Surabaya S2 Pendidikan Bahasa dan Sastra UN Surabaya	Ilmu Pendidikan Bahasa Inggris
8.	Dr. Dolar Yuwono, M.Pd	S1 Pendidikan Bahasa Inggris IKIP Jakarta	Ilmu Bahasa Inggris

		S2 Teknologi Pembelajaran Univ. Adi Buana Surabaya	
9.	Winatu Kurnianingtyas, S.A.M.Hum	S1 Sastra Bahasa Inggris UN Surabaya S2 Linguistik Univ. Sebelas Maret Surakarta	Ilmu Pendidikan Bahasa Inggris
10.	Ahmad Nadhif, M.Pd	S1 Pendidikan Bahasa Inggris UM Malang S2 Pendidikan Bahasa Inggris UM Malang	Ilmu Pendidikan Bahasa Inggris
11.	Wiwin Widyawati, M.Hum	S1 Sasatra Inggris Univ. Dr Soetomo Surabaya S2 Kajian Sastra Amerika UGM Yogyakarta	Ilmu Pendidikan Bahasa Inggris



Because the researcher took research data from fourth-semester students in English education department A class, the researcher needed to include the names of students in the class that the researcher held the research. Here is the list of fourth-semester students in English education department A class, as follows:

**Tabel 2.1**

**The List of Fourth-Semester Students TBI A**

No.	Name	Students' Number
1.	Adea Faradila	204200001
2.	Akbar Habib Nugroho	204200002
3.	Aldira Nabila Putri	204200003
4.	Anggi Nurdiana	204200004
5.	Anita Puspita Sari	204200005
6.	Annisa Belani Fajryn	204200006
7.	As'ad Afif	204200007
8.	Bela Putri Nur Ainy	204200008
9.	Chevin Erlia Damayanti	204200009
10.	Chusnul Hidayah	204200010
11.	Dela Ayuningtias	204200011
12.	Dharmawan Indra Wicaksana	204200012
13.	Duwi Citra Ningsih	204200013
14.	Eka Nurohmawati	204200014

15.	Eko Arif Budiono	204200015
16.	Elfina Binti Damayanti	204200016
17.	Fadea Rofifa Yumna Amallia	204200017
18.	Faris Sholakhuddin	204200018
19.	Fatmawati	204200019
20.	Firdausia Lysdiana Marilin	204200020
21.	Hanifa Dwi Rahmawati	204200021
22.	Helda Sri Gana Duwi Mahasti	204200022
23.	Ike Yulia Prastiwi	204200023
24.	Indri Alviatuz Azizah	204200024
25.	Irfan Khairul Anam	204200025
26.	Khurotun Ni'mah	204200026
27.	Laila Mudrikah	204200027
28.	Liliani Tri Astuti Bayu Pelipur	204200028

#### 4. The Curriculum of TBI IAIN Ponorogo

The curriculum used at TBI or English Education Department of IAIN Ponorogo is KKNI (Kerangka Kualifikasi Nasional Indonesia) or Market Based Curriculum according to Perpes (Peraturan Presiden) no. 8 in 2012. Curriculum is a set plan or learning rules of teaching-learning process of study. According to KKNI curriculum, the alumna of IAIN Ponorogo is able to bring the needs of student together with the need of society or other hand there is no discrepancy between academic line with the

society or the graduate users. So, by applying that curriculum, as the English Education Department vision, it is able to become the center of English teacher competitively.<sup>97</sup>

## B. Findings

In this part, the researcher presents finding of the study that consists of types of discourse markers and functions of discourse markers in students' presentation and also students' perception about the importance of using discourse markers in the presentation. The researcher used multi-categorical framework of DMs from Fung and Carter (2007) to found out the types and functions of discourse markers in students' presentation. After collecting and analyzing the data, the researcher found that there were 56 utterances from students' presentation that contain DMs.

### 1. Types of Discourse Markers in Students' Presentation

Fung and Carter divided DMs into four types: interpersonal marker, referential marker, structural marker, and cognitive marker. After analyzing the data, the researcher found there were 56 utterances from students' presentation that contain DMs. The researcher found 14 DMs that used in students' presentation, those were; *okay, because, but, and, or, okay, alright, well, first, second, then, so, I think and like*. The complete analysis was summarized in the appendixes and presented in summary of data analysis. Here are the four types of DMs that used in students' presentation as follows:

#### a. Interpersonal Markers

In this research, the researcher found 1 interpersonal marker that used in students' presentation. There were some examples that found in students' presentation:

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<sup>97</sup> Ibidem, 27.

1) *Okay*

- *Okay, I will answer the question from you. [1A]*
- *Okay, any questions? [2A]*

Based on the data above, DMs *okay* is classified into the type of interpersonal markers because DMs *okay* in this data used by speakers to give responses. According to Fung and Carter, DMs *okay* is considered as interpersonal markers that indicate showing responses like agreement, confirmation and acknowledge.<sup>98</sup>

## b. Referential Markers

In this research, the researcher found 4 referential markers that used in students' presentation. There were DMs *because, but, and, or* that found in students' presentation as referential markers. There were some examples that found in students' presentation:

1) *Because*

- *Speaking seems to be the most significant of the four basic ability listening, reading, speaking and writing **because** speaking used to communicate individual from all over countries. [3B]*
- *Georgi Lozanov incorporates music into his teaching method-suggestopedia, **because** music plays an important role in creating a relaxed and comfortable environment, which can encourage language learning. [4B]*

2) *But*

- *In the context of English teaching and learning, the assessment should cover the four language skills namely listening, speaking,*

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<sup>98</sup> Ibidem, 415.

reading and writing skills. **But** the four skills are not assessed equally.[5B]

- To know the quality of a product, it cannot be judged as having excellent quality when it is seen only from the content involved. **But**, it must be seen from other points such as the validity, content, and construct of the product. [6B]

3) *And*

- Students can identify the meaning of a foreign word **and** improve their speaking ability by watching YouTube videos. [17B]
- Learning English does not have to be done in a classroom; it can be done anywhere **and** through any medium. [16B]

4) *Or*

- Based on the findings, language style makes foreign content easier to understand in terms of improving speaking skills. It is one of the abilities to work on oral presentations **or** debates in an academic. [37B]
- TOEFL test can be done online **or** through a direct test, to achieve the desired score. [39B]

Based on the data above, DMs *because*, *but*, *and*, *or* are categorized as referential markers because these words are used by the speakers to mark the relationship between phrases or sentences which indicates the conjunction. According to Fung and Carter, referential markers work on a textual level and mark relationships between verbal activities preceding and following a DM. Relationships of various kinds are indicated mainly by conjunctions.<sup>99</sup>

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<sup>99</sup> Ibidem, 415.



### c. Structural Markers

In this research, the researcher found 7 structural markers used in students' presentation. There were DMs *okay, alright, well, first, second, then,* and *so* that found in students' presentation as structural markers. There were some examples that found in students' presentation:

1) *Okay*

- *Okay, then let us get started. [1C]*
- *Okay, I think this enough from us. [3C]*

2) *Alright*

- *Alright, now let us discuss about the result. [2C]*

3) *Well*

- *Well, we have done the presentation, thank you for your attentions. [4C]*

4) *First*

- *First, presenting the result of observation in teaching and learning process by using Instagram platform and eclectic way. [5C]*
- *First, teacher made an official Instagram account that must be followed by all of the students in experimental class. [7C]*

5) *Second*

- *Second, the result of students' speaking test in experimental class and control class. [6C]*
- *Second, all of the students in experimental class were asked to create their own Instagram account and must follow teacher official Instagram. [8C]*

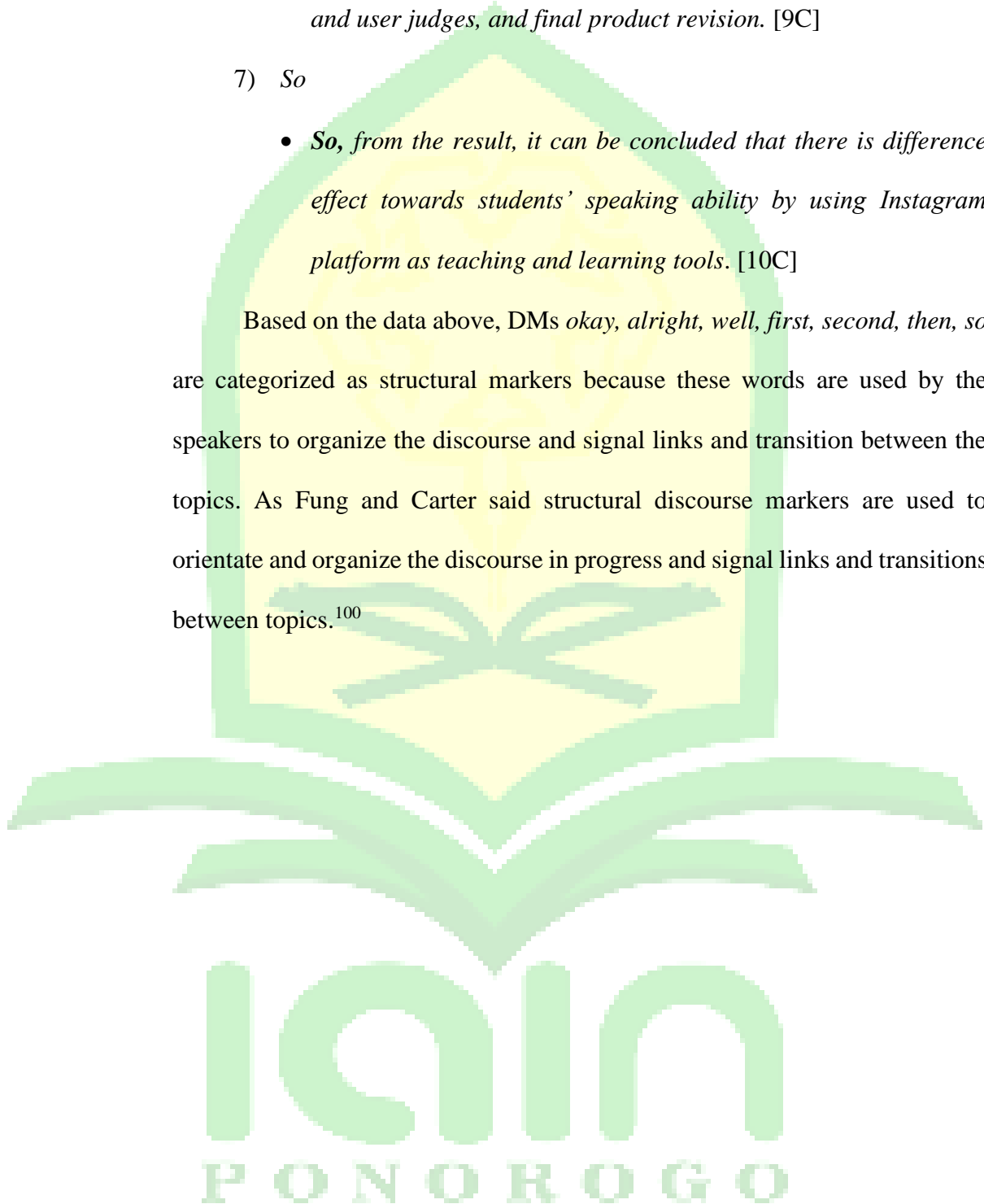
6) *Then*

- *Then, it was continue with syllabus analysis, product planning and design, product development, validation product from expert and user judges, and final product revision. [9C]*

7) *So*

- *So, from the result, it can be concluded that there is difference effect towards students' speaking ability by using Instagram platform as teaching and learning tools. [10C]*

Based on the data above, DMs *okay, alright, well, first, second, then, so* are categorized as structural markers because these words are used by the speakers to organize the discourse and signal links and transition between the topics. As Fung and Carter said structural discourse markers are used to orientate and organize the discourse in progress and signal links and transitions between topics.<sup>100</sup>



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<sup>100</sup> Ibidem, 415.

#### d. Cognitive Markers

In this research, the researcher found 2 cognitive markers used in students' presentation. There were *I think* and *like* that found in students' presentation as cognitive markers. There were some examples that found in students' presentation:

##### 1) *I think*

- ***I think** they should find place that have a good data connection.*

[1D]

- ***I think** student can send their photos as evidence that they are following the class. [2D]*

##### 2) Like

- *Recently, account in Instagram arise bring out an English materials content, **like** the account of Instagram at Skinnyfabs, at pronunciationwithemma and many others. [4D]*
- *They are sharing content **like** grammar, pronunciation, speaking practice, and also quiz, and also challenge. [5D]*

Based on the data above, DMs *I think* and *like* are categorized as cognitive markers because these words are used by the speakers to mark the speaker's informational state. According to Fung and Carter, DMs in this category are thought to provide information on the cognitive state of the speaker and instruct the listeners as to how to construct their mental representation of the ongoing discourse.<sup>101</sup>

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<sup>101</sup> Ibidem, 415.

## 2. Functions of Discourse Markers in Students' Presentation

After analyzing the types of discourse markers, the researcher examines the functions of discourse makers found in students' presentation. The researcher found that there were 10 functions of discourse markers contained in students' presentation. For detail explanation, the researcher explains this in below:

### a. Marker of Showing Responses

This function of DMs is used to mark responses. The speaker usually used DMs to give responses or feedback to the listeners' utterances. In students' presentation, the researcher found DMs *okay* as DMs that have the function to show responses that used by the speaker to give response to the audience.

#### Datum 1

*Okay, I will answer the question from you. [1A]*

#### Context:

The male speaker tried to give response to the audience that ask the question.

#### Analysis:

This utterance appears in the questions and answers session in the presentation. The audience first asked the presenters questions after the audience has finished asking the question, one presenter responded to the audience that asked the question by giving the statement "*okay, I will try to answer your question*". In this case the speaker used DMs *okay* to express a response that the speaker would try to answer the audience's questions and this also mean that the speaker tried to give confirmation to the audience that the speaker ready to answer the audience's questions. DMs *okay* that appear

at the beginning of this utterance have a function to mark responses in the form of a confirmation. According to Fung and Carter, DMs such as *oh, okay, yes, yeah, yeah, right/alright, I see, oh great, great, sure* can be used as showing responses.<sup>102</sup>

b. Marker of Cause

This function of DMs is used to show causal relationships, consequence or effect and to mark the link between two clauses to give the rationale (cause) to an argument. In students' presentation, the researcher found DMs *because* as DMs that have the function to mark the reason for the things.

**Datum 2**

*Speaking seems to be the most significant of the four basic ability listening, reading, speaking and writing because speaking used to communicate individual from all over countries. [3B]*

Context:

The male speaker tried to explain about the reason why speaking is the most significant of the four basic ability of English.

Analysis:

In this part, the speaker tried to explain the background of a research journal. First of all, the speaker explained that speaking is the most significant skill that needs to be considered because speaking is the ability to communicate in English. Here the speaker tried to show the reason why speaking is important because speaking is an ability that is used to

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<sup>102</sup> Ibidem, 415.

communicate individually around the world. In explaining the reason for this statement, the speaker used DMs because as a conjunction which mark the reason why speaking is the most significant of the four basic abilities of English. This shows that DMs *because* used by speakers to mark the reason why something is important. Jennifer et. al argues that DMs because is used to show causal relationships, consequence or effect and to mark the link between two clauses to give the rationale (cause) to an argument. <sup>103</sup>

c. Marker of Contrast

Marker of contrast is used to mark a contrast between the prior and preceding part of talk, and connect two contrasting ideas. The researcher found DMs *but* that used by the speaker to mark a contrast between two ideas in presentation.

**Datum 3**

*In the context of English teaching and learning, the assessment should cover the four language skills namely listening, speaking, reading and writing skills. **But** the four skills are not assessed equally.[5B]*

Context:

The female speaker explained about the self-assessment instrument of the introduction of research journal.

Analysis:

The word “*but*” in this utterance is used by speaker to show that in the four skills of English still not assessed equally. The speaker first explained that assessment in context of English teaching and learning should cover the

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<sup>103</sup> Ibidem, 44.

four language skills after that the speaker continue the explanation by giving the contrast idea that the four skills are not assessed equally. This utterance shows that DMs *but* is used by speaker to mark a contrast between two ideas. Based on Fung and Carter said that the conjunctions such as *but, and, yet, however, nevertheless* are considered DMs that has function to mark contrast in utterance.<sup>104</sup>

#### d. Marker of Coordination

Marker of coordination function of DMs used to create coordination and link between the preceding and prior statements. The researcher found DMs *and* that used by the speaker in presentation to link between two ideas.

#### Datum 4

*Students can identify the meaning foreign word **and** improve their speaking ability by watching YouTube videos. [17B]*

#### Context:

The male speaker tried to explain YouTube videos as media to improve speaking ability.

#### Analysis:

Before discussing this topic, the speaker explained that speaking is an important language skill, after that the speaker discussed how to improve speaking using media that is available on the internet, one of these is YouTube videos. After that, the speaker continues the explanation by saying this utterance “*Students can identify the meaning of foreign words and improve their speaking ability by watching YouTube videos*” The word *and* used in this utterance serves as a marker of coordination because the speaker used

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<sup>104</sup> Ibidem, 415.

DMs *and* to link the sentence to provide the connection between two ideas. According to Schiffrin, DMs *and* has both cohesive and structural role. Structural role of *and* shows that *and* used to link two or more syntactic units such as clauses, phrases, or verbs and cohesive.<sup>105</sup>

e. Marker of Disjunction

Marker of disjunction function of DMs used to show an option in discourse. The researcher found DMs *or* that used by the speaker in presentation to show an option in utterances.

**Datum 5**

*TOEFL test can be done online or through a direct test, to achieve the desired score. [39B]*

Context:

The male speaker explained about background of the study in research journal that discuss about TOEFL test.

Analysis:

The speaker presented the background of the study by explaining TOEFL test in general. In the utterance above, the speaker explained that TOEFL test can be done online or through direct test. In this statement the speaker tried to inform to the audience that TOEFL test can be done both on online or through direct test. This statement is clearly show that the speaker used DMs *or* to show an option the listeners. Schiffrin states that *or* is a coordinator like *and* and *but*. *Or* serves function as an option marker in

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<sup>105</sup> Ibidem, 7.



discourse. It provides listeners with a choice between accepting only one member of disjunct, or both members of disjunct.<sup>106</sup>

f. Marker of Opening and Closing the topics

Marker of opening and closing the topics function of DMs is used to help the speaker to signal the opening and closing of discourse or mark the end or beginning of turn. The researcher found DMs *okay*, *well* and *alright*. DMs *okay* and *alright* as marker of opening the topics and *well* as marker of closing the topics that used by the speaker to signal the opening and closing of the topics in presentation.

**Datum 6**

*Okay, then let us get started.* [1C]

Context:

The male speaker tried to start the presentation.

Analysis:

At the first time, the speaker begins the presentation by introducing the members of the presentation group. After that, the speaker tried to start the presentation by saying "*okay, then let us get started*". In this case, the speaker used DMs *okay* to give a signal to the audience that the presentation will start immediately, followed by the sentence *let us get started*. This shows that the speaker used DMs *okay* to signal the opening of the topics. Based on Fung and Carter said that with co-occurrence of *okay*, they mark the beginning of a new topic.

<sup>106</sup> Ibidem, 181.

**Datum 7**

*Alright, now let us discuss about the result.* [2C]

Context:

The male speaker tried to move discussion by opening new discussion.

Analysis:

At this point, the speaker wants to open a new discussion topic that the speaker would present, that is the result of the study. To signal the opening of a new discussion topic, the speaker said “*alright, let us discuss about the result*” which indicates that the speaker starts a new discussion topic, that is the result of the study that the speaker will present. DMs *alright* followed by the sentence *let us discuss about the result* has a function as a marker of opening topics. According to Fung and Carter, *alright/right* is used to signal discourse boundary where the topic ends and another begins.<sup>107</sup>

**Datum 8**

*Well, we have done the presentation, thank you for your attentions.* [4C]

Context:

The female speaker tried to close the presentation

Analysis:

Before closing the presentation. The speaker explains the results of the research journal which is the last part of the presentation section. After finish explains and conclude the results of the presented research journals. The

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<sup>107</sup> Ibidem, 103.

speaker closes the presentation by saying " *Well, we have done the presentation, thank you for your attentions*". The speaker gave a signal to close the presentation by using DMs *well*, followed by a closing statement. This shows that the speaker used DMs *well* to signal the closing of the topics. According to Fung and Carter, DMs *well* has function to signposting opening and closing of topics.<sup>108</sup>

g. Marker of sequence

Marker of sequence the function of DMs is used as the sign of sequence of talk and mark the logical segments of talk. The researcher found DMs *first*, *second*, and *then* that used by the speaker to sequence the unit of talk.

**Datum 9**

*First, teacher made an official Instagram account that must be followed by all of the students in experimental class. [5C]*

**Datum 10**

*Second, all of the students in experimental class were asked to create their own Instagram account and must follow teacher official Instagram. [8C]*

Context:

The female speaker tried to explain about how the researcher collect research data.

Analysis:

This section is part of the research results. Before explaining the results of the research journal. At the first, the speaker explained how the researcher

<sup>108</sup> Ibidem, 415.

in the research journal that the speaker presented collected the research data. In explaining the steps of data collection, the speaker used *first* and *second* DMs. The speaker used DMs *first* and *second* in explaining the steps of data collection to give a sequence between each step so that the speaker can give a clear and structured explanation to the listeners. This shows that *first* and *second* DMs used by the speaker here have a function as a marker of sequence. As Fung and Carter said that DMs *first*, *second* are frequently used to signal sequence of talk and signpost to listener the logical sequence of how segments of talk are organized.<sup>109</sup>

### **Datum 11**

*Then, it was continue with syllabus analysis, product planning and design, product development, validation product from expert and user judges, and final product revision. [9C]*

#### **Context:**

The female speaker tried to explain about some steps to developing the self-assessment in teaching speaking.

#### **Analysis:**

This section is the final part of the presentation where the speaker presents the discussion and research results. Here the speaker discusses several steps in developing self-assessment in teaching speaking. The first step is research analysis and needs assessment then it was continued with syllabus analysis, product planning, and design, product development, product validation from expert and user judges, and final product revision.

The speaker here used DMs *then* as a sequence to explain the next stapes of

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<sup>109</sup> Ibidem, 104.

self-assessment development. This shows that DMs *then* here is used by the speaker as a marker of sequence that used to organized different segments of talk in order to make it related each other. Fung and Carter argue that all DMs that have function as marker of sequence such as *then* can clearly orientate the listeners to how the different segments are ordered and related to each other.<sup>110</sup>

h. Marker of Summarizing the topic

Marker of summarizing the topic function of DMs is used to indicate summary or conclusions. The researcher found DMs *so* that used by the speaker in presentation to give conclusion of the topic.

**Datum 12**

*So, from the result, it can be concluded that there is difference effect towards students' speaking ability by using Instagram platform as teaching and learning tools. [10C]*

Context:

The female speaker discussed the results of the research

Analysis:

Before drawing a conclusion. The speaker explained in advance the results of the research which stated that learning speaking using Instagram was able to improve students' speaking skills because Instagram was considered an interesting, accessible, and effective learning medium. Then from those result of the study, the speaker give conclusion with the statement “*So, from the result, it can be concluded that there is a difference effect towards students' speaking ability by using Instagram platform as teaching*

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<sup>110</sup> Ibidem, 104.

*and learning tools*". The speaker used DMs so in this utterance to give conclusion from the topic that the speaker has discussed. According to Fung and Carter, *so* functions to signal that the conversation or discussion has come to end and prefaces a summary of the opinions that will be made as conclusions.<sup>111</sup>

i. Marker of Denoting Thinking Process

Marker of denoting thinking process function of DMs is used when the speaker tries to think and arrange the words that want to be conveyed by fill the pauses in their speaking. The researcher found DMs *I think* that used by the speaker in presentation to denote thinking process.

**Datum 13**

*I think (pauses) student can send their photos as evidence that they are following the class. [2D]*

Context:

The male speaker tried to answer the question from the lecturer.

Analysis:

First of all, the speaker gets questions from the lecturer regarding the presentation material that the speaker has delivered. the lecturer asked the speaker "*How to find out students are following online class in WhatApps group?*", then the speaker answers the question with utterance *I think (pauses) student can send their photos as evidence that they are following the class*. In this statement, the speaker seems to be thinking about the

<sup>111</sup> Ibidem, 105.

answer by pausing the word after *I think*. This shows that DMs *I think* followed by a pause that used by the speaker have function as marker of denoting thinking process. Fung and Carter declare that *I think* serves function as denoting thinking process.<sup>112</sup>

j. Marker of Elaboration

Marker of elaboration function of DMs is used to explain the examples, look for appropriate expressions and serve as lexical focuser. The researcher found DMs *like* that used by the speaker in presentation to elaborate or give an example for the things.

**Datum 14**

*Recently, account in Instagram arise bring out an English materials content, **like** the account of Instagram at Skinnyfabs, at pronunciation with emma and many others. [4D]*

Context:

The female speaker discussed Instagram account that provide English materials.

Analysis:

Here the speaker discussed the introduction of the research journal that the speaker was presented. The speaker explained that there are many mobile applications that are used, one of the most famous is Instagram. The speaker said that now there are many Instagram accounts that bring out English material content like the account of Instagram at *Skinnyfabs*, at *pronunciation with emma* and many others. In this case, the speaker used DMs *like* to provide elaboration on the thing that speaker tried to explain.

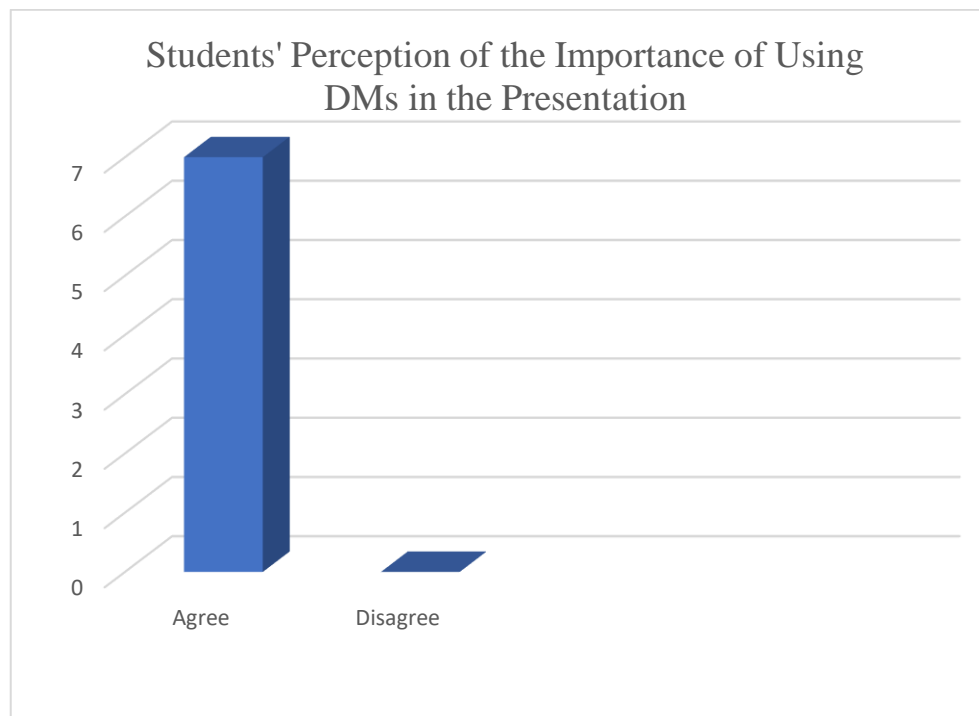
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<sup>112</sup> Ibidem, 108.

According to Fung and Carter, DMs *like* has function as an approximator or exemplifier to mark the information that the speakers try to explain.<sup>113</sup>

### 3. Students' Perception about the Importance of Using Discourse Markers in the Presentation

To investigate students' perception about the importance of using DMs in the presentation, The researcher asked seven students of English Department TBI A class in the interview to choose whether statement agreed or disagreed that discourse markers were important to use in the presentation. The following is the chart of students' perception of the importance of using DMs in the presentation:



**Figure. 1.1 Students' Perception of the Importance of Using DMs in the Presentation**

From figure 1.1, the researcher concluded that seven out of seven students agreed that discourse markers were necessary to be used in presentation which provides that students agreed that DMs were important to use in presentation. All

<sup>113</sup> Ibidem, 110.



students gave the same reason for the importance of using DMs in presentation, namely because DMs can help to connect words, maintain the flow of presentation, help to fill the pauses, make it easy to convey the ideas, make the presentation more structured, and can help to make the transition between utterances.

### C. Discussion

To provide a better explanation of the findings above, the researcher serves a discussion of the study. In this section, the researcher elaborated an explanation of the results of the data with the theory of multi-categorial framework of DMs by Fung and Carter (2007). Fung and Carter divided discourse markers into four types, namely: interpersonal markers, referential markers, structural markers and cognitive markers. After collecting and analyzing the data, the researcher found 56 utterances from students' presentation that contain of DMs. The researcher found 14 DMs that used in students' presentation, those were; *okay, because, but, and, or, okay, alright, well, first, second, then, so, I think and like*.

The first type of DMs used by students in the presentation is Interpersonal markers. The researcher only found one interpersonal marker used by students in the presentation that is *okay*. DMs *okay* that used by students has function as marker of responses. The speaker used *okay* that presented in Datum 1 to give response to the audience. Fung and Carter argue that marker of responses used to provide responses or give feedback, the one of DMs that has function as marker of response is DMs *okay*.<sup>114</sup>

This type of discourse marker is the type that less appear in students' presentation. This type of DM is used to provide feedback on audience statements. This type of dms usually appears in question and answer sessions in presentation. This type is very rarely used in presentation because sometimes the presenter is confused about giving feedback to

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<sup>114</sup> Ibidem, 99.

the audience, so this type of DMs is rarely used by students. There were some others reason why Interpersonal markers less appear in students' presentation this type of DMs is usually used in informal contexts, while students' presentation here is considered a formal context. Another one is because students still lack the skill to utilize this type of DMs. Fung and Carter said students lack the skill to utilize this Interpersonal aspect of language through which solidarity is maintained and social meanings expressed.<sup>115</sup>

The second type of DMs used by students in the presentation is Referential markers. The researcher found four referential markers those were (*because, but, and, or*). Those four DMs are used in the middle position since those DMs are considered as a conjunction. First, DMs *because* in Datum 2 has function as marker of cause, the speaker used DMs *because* to mark reason for the things. Second, DMs *but* in Datum 3 has function as marker of contrast, the speaker used DMs *but* to mark contrast between two ideas. Third, DMs *and* in Datum 4 has function as marker of coordination, the speaker used DMs *and* to link between two ideas. And the last, DMs *or* in Datum 5 has function as marker of disjunction, the speaker used DMs *or* to show an option in utterances.

This type of discourse marker is the type that frequently appears in students' presentation, because referential markers are mostly conjunctions that are commonly used to connect words, therefore this type is frequently used by students in the presentation. This DMs type is mostly used by students to give the signal to show the relationship between the existing utterance with the preceding utterance. This type of DMs is mostly used and produced by students based on the presentation text that students read when giving presentations. This type of DMs is conjunction that is commonly found in written language which are also used in spoken language which has the function of connecting words or phrases to make the utterance more cohesive. According to Fung and Carter, referential

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<sup>115</sup> Ibidem, 293.

markers have functions such as showing the relationship which indicates the conjunction, conjunctions frequently used in written language are always exploited in spoken discourse to signpost the relationship of the existing utterance with the preceding one.<sup>116</sup>

The third type of DMs used by students in the presentation is Structural markers. The researcher found seven structural markers that used by students in the presentation, those markers were (*okay, alright, well, first, second, then, so*). Structural markers that were used by students in the presentation mostly appeared in the initial position of utterances because this type of DMs used to organize or manage the direction of conversation that is why this type of DMs often appear in the initial position. First, DMs *okay* in Datum 6 has function as marker of opening and closing the topic, the speaker used DMs *okay* to signal the opening of the topic. Second, DMs *alright* in Datum 7 has function as marker of opening and closing the topic, the speaker used DMs *alright* to signal new discussion. Third, DMs *well* in Datum 8 has function as marker of opening and closing the topic, the speaker used DMs *well* to signal the closing of the topic. Fourth, DMs *first* and *second* in Datum 9 and Datum 10 have function as marker of sequence, the speaker *first* and *second* used DMs the speaker to sequence the unit of talk. Fifth, DMs *then* in Datum 11 has function as marker of sequence, the speaker used DMs *then* to give sequence to the next steps. And the last, DMs *so* in Datum 11 has function as marker of summarizing the topic, the speaker used DMs *so* to give conclusion of the topic.

This type of discourse marker is the type that is widely used by students because this type of DMs is generally used to manage and organize students' utterances to be more structured. This type of DMs is commonly used by students to create sequences in presentation to make them more structured. This type of DMs is very important to use to make presentations more structured so that the audience will more easily understand the

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<sup>116</sup> Ibidem, 101.

flow of the presentation. This type of DMs is usually used by student to mark the opening and closing of presentations, helps to transition topics, helps to sequence parts in a topic and helps to continue the topic. Fung and Carter stated that structural markers provide information about the ways in which successive units of talk are linked to each other. This includes how the opening and closing of topics, the transition of the topic, sequence of verbal activities and the continuation of topic are organized and managed.<sup>117</sup>

The fourth type of DMs used by students in the presentation is Cognitive markers. The researcher found two cognitive markers that used by students in the presentation, those markers were (*I think* and *like*). This type of DMs appeared in the initial and middle position of the utterances. First, DMs *I think* in Datum 12 has function as marker of denoting thinking process, the speaker used DMs *I think* to denote thinking process, Second, DMs *like* in Datum 13 has function as marker of elaboration, the speaker used DMs *like* to elaborate or give an example for something that the speaker try to explain.

This type of discourse marker is the type of DMs that usually appear in unplanned speech. This type of DMs used by students in the presentation to construct the ideas and give listeners comprehension of the topic that the students try to explain by providing elaboration of the topic. Students usually used this type of DMs to provide a more detailed explanation in presentation. Such as DMs *like* students used *like* to provide additional information from an explanation of a topic by providing an example so that the audience can easily understand what the student is conveying in the presentation. Then DMs *I think* which usually appears in question and answer sessions in presentation. *I think* is commonly used by students in presentation to provide an explanation of the presenter's understanding about the topic that the audience asked so that the presenter can provide better understanding of the topic for the audience. Fung and Carter declare that the cognitive markers pertaining to the process of comprehending the discourse, instruct the listeners to

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<sup>117</sup> Ibidem, 102.

identify the relevant phenomenon, and construct a mental representation of the discourse.<sup>118</sup>

From figure 1.1, the researcher concluded that seven out of seven students agreed that DMs were important to use in the presentation because DMs can help to connect words, maintain the flow of presentation, help to fill the pauses, make it easy to convey the ideas, make the presentation more structured, and can help to make the transition between utterances. To get a conclusion from this statement, before conducting the interviews, the researcher asked students to watch video material about what DMs was to provide students with an understanding of DMs in general then after that the researcher asked 10 questions to seven students from TBI A. The researcher concluded that the students had actually used DMs but they had not realized that they had actually used DMs in their spoken interaction, especially in presentation. After knowing what discourse markers was, students agreed that DMs were important to use in presentation. Furthermore, students also stated that DMs need to be used in speaking because DMs can help to improve speaking more fluently, flexibly, and not too stiff. Regarding the importance of using DMs, Fung and Carter stated that DMs have a fundamental role in spoken interaction. This argument from Fung and Carter shows that it is important to incorporate DMs in the spoken interaction that students do such as in speaking or presentation.<sup>119</sup>

The researcher found that there were several problems that prevent students from speak English fluently when delivering presentation namely; nervousness, lack of vocabulary and grammar skills, difficulty connecting words, lack of confidence, and too much focus on the text. This causes DMs produced by students in presentation tend to be unnatural and were produced from the texts that students read when delivering the presentation.

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<sup>118</sup> Ibidem, 104.

<sup>119</sup> Ibidem, 1.

To show the novelty of this research, the researcher compares the results of this research with previous studies. The previous studies from Tanya did studies about DMs used in Thai University students' conversation also used the same theory from Fung and Carter.<sup>120</sup> By using the same theory, the researcher found that there were differences between the result of this study and the study from Tanya in terms of the frequency of DMs. The previous studies found that *and*, *OK but*, *so* were the most frequently DMs used as in this study found that *and*, *because*, *but*, *or* were the most frequently DMs used. The difference occurred because both of the study used different context. The previous study used students' conversation as subject to analyze DMs while this study is used students' presentation as subject to analyze DMs. In addition, there was also the similarity between this study and the previous that the researcher found the most types of DMs that frequently used are Referential category. The similarity occurred because Referential category indicates as conjunction that has function to link the words that is why this type is frequently used by students. As Fung and Carter stated that the referential category contains DMs in the form of linking that have a role as indexical direction



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<sup>120</sup> Ibidem, 247-263.

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