

**THE USE OF DISCOURSE MARKERS AMONG THE
STUDENTS OF ENGLISH DEPARTMENT OF UIN
WALISONGO SEMARANG IN THE ACADEMIC YEAR OF
2021/2022**

FINAL PROJECT

**Submitted in Partial Fulfillment of Requirements
for Gaining the Degree of Education Bachelor
in English Language Education**



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Assalamu 'alaikum Wr.Wb.

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MOTTO

❖ رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا (Q.S. Ali Imron (3) : verse 191)

“O Allah, our Lord, you did not create this in vain”

❖ Positive Thinking, Trying and Doing

DEDICATION

I dedicate this thesis to:

- ❖ Allah who always gives his full of rohmah and blessing
- ❖ Myself who have been and still trying and surviving
- ❖ My beloved parents, my Dad Slamet Muslih and my Mom Suminah who give me true love, affection, motivation, sincere prayers and everything for my life
- ❖ All of members in my family who give me spirit and as my inspiration
- ❖ All of my dearest friends of class PBI-C'16 especially for AWEKA SQUAD (Syahla, Silmi, Ella, Puput and Adam) who always teach me the sense of friendship and togetherness
- ❖ My new family in PPTQ AL-HIKMAH especially for ASY-SYARIFAH room who always teach me the real life
- ❖ My special friend Taufiqur Rohman who always there for me anytime and anywhere
- ❖ All of my relatives, friends, and everybody whom I cannot mentioned that always color my life become very bright.

ABSTRACT

Sakiron Lianu'mih (1603046102), *The Use of Discourse Markers among the Students of UIN Walisongo Semarang in the Academic Year of 2021/2022*. Final Project. English Department, Faculty of Education and Teacher Training, Walisongo State Islamic University. Advisor: Sayyidatul Fadlilah, M.Pd.

This study aims to analyze the types and function of discourse markers are used by the students of English Language Education Department of Walisongo State Islamic University students in the academic year 2021/2022 during the oral presentation. The method used in this research was descriptive qualitative method. The research participant used in this study amounted to 11 students, from students who were in several semesters of Walisongo State Islamic University in the academic year 2021/2022. In collecting data, the researcher paid close attention and recorded the presentation process and then transcribed it. In analyzing the data, the author used the theory of Chaudron and Fortuna. The results of this study shows that there are 9 types of discourse markers in oral presentations, namely contrastive, elaborative, implicative, temporal, segmentation, emphasis, starter, meta-statement, and conclusion marker. The most frequently used discourse markers are elaborative markers used to indicate two different things, then implicative markers used to denote or elaborate the information, and emphasis markers used to reformulate the information. The rest only partially appear in the transcript data. In addition, each discourse marker found in the data has its own function. In this study, contrastive markers function for showing a contrastive ideas, elaborative for describing in more detail, implicative for providing an explanation of the previous statement, temporal for showing sequences, segmentation for turn-taking, emphasis for topic switcher, starter for start or open. The presentation, meta-statement for re-focusing, and the last conclusion for close the utterances.

Keywords: Discourse Markers, Presentation, Speaking.

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Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed the researcher so that this thesis is finished. *Shalawat* and *Salam* also raised to Prophet Muhammad SAW, who brings ummah from the dark era into the brightness era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. As the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. As the Head of English Language Education and thesis advisor for his patience and willingness to provide guidance, helpful corrections, advice, as well as a suggestion and encouragement during the consultation.
3. Sayyidatul Fadlilah, M.Pd. As the academic advisor for her patience and willingness to provide guidance, advice, as well as a suggestion and encouragement during college period.
4. All lecturers of English Language Education Department who give input and advice to the researcher while conducting this study.
5. My great parents and family for their love, pray, support, and guidance during my study.
6. My beloved best friends for their support, help, pray and togetherness.

Alhamdulillah. Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the writer will be happy to accept constructive criticism in order to make it better. The writer hopes this thesis will be beneficial for everyone, especially in developing English teaching and learning process. Amin.

Semarang, November 15th 2021

The Writer,

A handwritten signature in black ink, appearing to read 'Sakiron Lianu'mih', written in a cursive style.

Sakiron Lianu'mih

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, questions of the research, objective of the research, significance of the research, and limitation of the research.

A. Background of the Research

Being able to communicate is important skill in this globalization era. The importance of communication is also stated in Al-Qur'an surah al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O mankind, We have created you from a male and a female, and made you into nations and tribes so that you may know one another. The most honorable among you in the sight of Allah is the most pious among you. All wise and omniscient”¹

The statement *lita'arrafa fuhas* means that you must know each other. The stronger the recognition of one party towards the other, the more open the opportunities for mutual benefit. Therefore, the above verse emphasizes the need to know each other. Introduction is needed to take lessons from each other and experience to increase piety to God. God created humans in the world with various nations, tribes, and clothes.² Even so, the language, one country and another country has a different language. People who live in special places

¹Mahmud Y Zaid. 1980. *The Koran; English translation of the meaning of the Qur'an*. Dar Al-Coura. p.384

²Shihab, M. Quraish. 2002. *Tafsir al Misbah messages about the harmony of the Qur'an*. LanternHeart. P. 618

need to work together with others to meet the most basic needs in their lives. Language not only communicates, but also conveys information that can be expressed and explained by something.

As an international language, English has become a very popular language, as well as technological and business developments which are dominated by English.³As the most spoken language in the world is English and the writer itself was an English learner, English become an important language to learn for everyone especially students in any level no matter what form it is, written or spoken. In Indonesia where English is being thought in a whether formal and non-formal education, teaching English effectively is still an issues. The written or spoken production of learners of English as a foreign language (EFL), such as in Indonesia, has been analyzed from various aspects with different concerns.

For the EFL teacher, spoken English or simply called as speaking skill needs more attention among other skill, writing, reading, and listening. This idea is similar with Nunan that speaking skills are considered the most difficult. He added that the success of learning depends on the learner's ability to use the language for dialogue.⁴ It can be said that learning English is not only a theory of understanding language, but also a way for language learners to

³Ikhrum, Ruswan, & Fadillah, S. (2018). *Improving English skills for Islamic Junior High School masters by using the ESA (connect with concentrate on initiating) approach*. Contribution. (1)1. P. 1

⁴Nunan, D. (2005). *Designing assignments for communicative classes*. Cambridge University Press. P. 199

apply and apply theories in actual communication. Therefore, in order to use English well, language learners must pay attention to theory and practice.

The aim of teaching speaking is to make students able to transfer the information from students' L1 to L2 and vice versa. Information move can be successful if L1 learner facilitates L2 learning. The facilitative effect of L1 is evident when the learner demonstrates the correct use of L2 features if these features match L1 features.⁵ Thus to communicate in English effectively, EFL students need to focus deeper on speaking skill than different ones since individuals who realize the language are alluded to as "speakers" of that language. In other words, the ability of speaking is to perform the linguistics knowledge in the actual communication.

According to Celce-Murcia, L2 speaking skills are not only important for communication in L2 classrooms but are also necessary for communication both inside and outside the context of speaking English.⁶ Meanwhile, speaking fluently gives English learners several advantages such as efficient expression of one's thoughts, opinions, and feelings and attracts the attention of the audience to better understand speech especially during presentation.

⁵Liu, B. (2013). The effect of first language on the use of English discourse markers by Chinese L1 English speakers. *Journal of Pragmatics*, 45(1), 149-172. <https://doi.org/10.1016/j.pragma.2012.11.002>, p. 150

⁶Jones, C., and Carter, R. (2014). Teaching explicit oral discourse markers: Comparison III and PPP. *International Journal of English Studies*, 14(1). <https://doi.org/10.6018/ijes/14/1/161001>, p. 38

In Indonesia itself, English has been placed in the educational plan and considered as one of the principle main subjects of school. English subject has been instructed since Middle School to college level of training. It is accepted that by presenting English course in the instructive field, it helps expanding the nature of human resources. In this worldwide period where competitors are coming effectively to our country, having a more noteworthy capacity in utilizing English language is essential. It does as such since it gives us extra focuses than different contenders. Right away, it is gainful for us as English students in case we can communicate in English easily.

The existence of English teaching program in university level also contributes in educating English students in Indonesia. Considering the large number of individuals who are interested in learning English drive individuals dreaming to be an English instructors. Being understudies at English Education Department isn't just about as simple as generally individuals suspected. English education students must have master of all of the four language skills. As educator competitors, they are relied upon to see well all of the English language hypotheses. As a matter of fact, there are a ton of courses that have been given to help them in understanding both hypothesis and practice in English language educating. Those incorporates: intensive course, elementary grammar, advanced listening, prose, academic writing, speaking for general purpose, approach and method in TESOL, English language teaching across

curriculum, information and communication technology, language assessment and some more.⁷

There are many aspects in the process of teaching English such as teaching methods, teaching approaches and theories, teaching media and materials, and many more. Special for adult English learners, the most common media used during the class is power point presentation. The benefit of power point presentation is that it serves learning materials in literary structure, yet additionally incorporates different media, for example, picture and sound. Subsequently, the understudies will grasp the learning material better since they acquired a ton of data from various wellspring of study.

However, having a communicative presentation between the presenter and audiences is not easy as it is expected. The presenters hope that the audiences will be active in listening, asking, and responding to their explanation, while the audiences hope that they will understand the explanation well and absorb the information easily. While the fact is most of the presenters don't give their best on their presentation, and also not all of the audiences listen to the presentation. There are two main reasons why both presenter and audience do not give their best performance in presentation, they are: psychological and cognitive factor.

⁷Tehrani, A. R., and Dastjerdi, H. V. (2012). The pedagogical impact of discourse markers in class lectures: The effect of student writing in focus. *Journal of Language Teaching and Research*, 3(3). <https://doi.org/10.4304/jltr.3.3.423-429>, p.4

There are many studies proving discourse markers can effectively improve students speaking skill. Discourse markers are not highly idiomatic and do not seem to be a sign of cultural identity like slang or slang, so they may be worthy of effective use in ESL classrooms. Talk Markers (DM) are individualized organizations and phrases used to mark utterances in speaking and writing. Discourse markers do this by showing twists and turns, connecting thoughts, showing attitudes, and generally controlling communication. Some people think that discourse markers are just features of spoken language⁸. Discourse markers are an important feature of formal and casual speaking skills. Proficient use of discourse markers often indicates a higher level of language and the ability to generate and understand real language.

In addition, Tsai and Chu explored the effect of DM on the fluency of Chinese learners. For this purpose, 17 Chinese students and 5 native Chinese masters speaking during 220 minutes of courses was transcribed. The data collected from transcriptions included the data drawn from the learners who were learning English as second language, living in Taipei, Taiwan (a Chinese speaking context) and the learners living in non-Chinese speaking countries as EFL learners with little exposure to outside

⁸Namaziandost E., and Shafiee, S. (2018). Sex differences in the use of lexical boundaries in academic spoken language among Iranian EFL students: a comparative study. *International Journal of Research in English Language Education (IJREE)*, 3(4), 64-80. <http://ijreeonline.com/article-1-130-en.html>, p.3

language.⁹ Analyzing the collected transcripts, it was found that the frequency of DM indicates fluency in the target language. Understanding the ability to use DM was also found to be a great way to assess the scope of spoken content and develop teaching methods.

Next, Pazhakh and Karimi investigated the effect of explicit teaching of DM on the pragmatic fluency of Iranian EFL students. For this purpose, fifty Iranian advanced EFL students were selected from the NICO language center in Ahwaz. Randomly selected samples were assigned to one experiment and one control group. The experimental group was familiarized with several types of DM explicitly by using several examples. No DM instructions were given to participants in the control group. They were only asked to memorize the conversation and pretend. At the end of the treatment, to see the effect of DM instructions on students' oral fluency, students in two groups had a conversation about the chosen topic.¹⁰ According to the percentage of using DMs in their aural production, it was concluded that the experimental group outperformed the control group.

⁹Tsai, P.- S., and Chu, W.- H. (2015). The use of discourse markers among Chinese Mandarin masters, and Chinese as a second language and Chinese as foreign language learners. *Applied Linguistics*. <https://doi.org/10.1093/applin/amv057>, p.7

¹⁰Pazhakh, A. R., and Karimi, M. (2015). Effect of explicit teaching of discourse markers on the pragmatic fluency of Iranian EFL participants. *Journal of Research and Analysis*, 1(1), 273-291. <http://doi:10.18535/ijmei/v1i16.04>, p. 275

Reviewing the literature, it was exhibited that various investigations have been done on showing discourse markers, moreover there is a significant impact on students' speaking skill after being thought by discourse markers. Discourse markers enable students to speak more communicatively since it acts as a word connector. Thus, the author take an initiative to overcome students' speaking problems, especially university students, during presentations using discourse markers. As the researchers described earlier by citing several references about the advantages of discourse markers and how to teach it to students so that students can improve their speaking skills, the researcher believes that the problems that are often faced by students during presentations can be solved by understanding this discourse markers. As a result, the audiences will understand what the presenters are trying to explain. So the presentation can be said as effective or success.

With all of the problems and solutions that the author has mentioned above, the object of this study is to investigate how effective the discourse markers to improve the students oral presentation for EFL learners. Many elements of discourse markers can scientifically improve students' speaking skills. In conclusion, this study will describe, analyze, and explain further about the use and function of discourse markers in students' oral presentations and how they can assist moderators in making effective presentations.

B. Reasons for Choosing the Topic

There are two main reasons for choosing the use and function of discourse markers in students' speaking as the subject of this research. The first reason is that too many students have difficulty speaking fluent English. Spoken language skills are considered to be the most difficult of other language skills. There are many strategies to help students improve their speaking skills. One of these strategies is to continue to use discourse markers when speaking. Discourse markers have many functions in helping students communicate. As Blakemore pointed out, discourse markers help build coherence and cohesion in discourse. Therefore, the use of discourse markers when speaking is very helpful to improve students' oral ability.¹¹

The last reason is that the author curious about is what actually happened during the classroom presentation. The author has experienced such a situation that many students are facing difficulties in making presentation in front of their classmates. When the students were presenting materials, they read the content printed on the book or the screen over and over, and also they did not speak naturally. Therefore, students from English Education Department of UIN Walisongo Semarang were selected as the research subjects

¹¹Blakemore, D. (2004). *Relevance and linguistic meaning of semantics and pragmatics of discourse markers*. Cambridge College Press, p. 167

C. Questions of the Research

To solve the problems mentioned above, the researcher formulates research questions as follow

1. What are the most frequent discourse markers used by students of the English Department of UIN Walisongo Semarang in their presentations?
2. What are functions of discourse markers used by students of the English Department of UIN Walisongo Semarang in their presentations?

D. Objectives of the Research

The purposes of the research are as follows:

1. To analyze the discourse markers used by the students of the English Department of UIN Walisongo Semarang in their presentations
2. To discover discourse markers in order to identify discourse markers function used by the students of the English Department of UIN Walisongo Semarang in their presentations

E. Pedagogical Significance

There are some benefits to gain as follows:

1. Theoretical

The researcher wishes that the results of this study will be a material study for the development of learning planning,

especially in the implementation of teaching speaking strategy by lecturers, and also can be used as an information and contributing ideas for education in the formal sector, such as the system of English teaching and learning in university level.

2. Practical

The result of research is expected to be able to give some benefits for students, institutions, and other researchers

a. For the students

To master English language in order to be able to speak English Fluently during presentation.

b. For the institutions

The results of the study can be a guide in the development of English language learning for other teachers and also to motivate them to develop other innovations in English reading comprehension strategies are different.

c. For the other researchers

The result of the study can be used as a starting point for further research conducted in the future in order to create a better English teaching learning process.

F. Limitation of the Research

This research was conducted to explain about the function of discourse markers for improving students' speaking skill especially during presentation. Also, this research was an experimental research, focusing on finding the results of students' discourse marker ability. The research participants in this research were the

students of English Department of Walisongo State Islamic University in the range of 1st -3rd semester. The discourse markers that become the focus are micro-marks (time), such as then, next, after, and macro-marks (starter), such as the first, second. Therefore, students are expected to have a better ability in discourse markers, especially in oral presentation.

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter discusses the review of related literature. The discussions include the general concept of discourse markers, the writer takes references from related books and international journals to enrich the theory.

A. Previous Research

The first previous study *The Frequency Used Discourse Markers by Saudi ELF Learners* by Maryam Alsharif (2017).¹² The purpose of this comparative study is to analyze the types and frequencies of discourse markers used by Saudi EFL Learners in their English essays. The hypothesis is, and based on previous research on discourse markers by English learners, Saudi English learners overuse them. This study compares Saudi students and native speakers in the use of discourse markers and to investigate the similarities and differences between the two groups. Preferences for this type of discourse marker have been investigated to show that learners use list and outcome discourse markers primarily. The many frequencies of discourse markers in the collected corpus

¹²Alsharif, M. (2017). Discourse markers frequently used by Saudi EFL students. *Bedouin World English Journal*, 8(2), 384–397. <https://doi.org/10.24093/awej/vol8no2.28>, p. 384

indicate their preference for varying certain types to avoid repetition and not varying the semantic function of discourse markers.

There are two differences found in Maryam Alsharif's research, and the author introduces this study. Maryam Alsharif's study used comparative research, while this study did not compare the use of discourse markers. In addition, this study examines the use of discourse markers in oral presentations. On the other hand, Maryam's research examines and compares textual markers in written texts. Although similarities are the focus of research, namely discourse markers.

The second previous research was the Role of Discourse Markers in the Speech of the Elected Asian President by Renalyn B. and Bantawiq (2019).¹³ This study linguistically explores the form and function as well as categories of discourse cohesion markers used in 54 speeches of the elected Asian Presidents written in English. The results of the study revealed that DM, Adding Something and DM association, Substitution were popular in the speeches of the elected presidents of Asia. Thus, the president's speech which is full of substantial information is prepared using elaboration as one of the discourse markers. And with significant use of substitution (individual structure of people), presidents have forged a relationship with their audience.

¹³Banguis-Bantawiq, R. (2019). The role of discourse markers in the speeches of Asia's elected presidents. *Heliyon*, 5(3), 1-57. <https://doi.org/10.1016/j.heliyon.2019.e01298>, p.5

Renalyn B. and Bantawiq's study has the same point with the author study in analyzing the uses of discourse markers. However, this present study tends to analyze more categories of discourse markers. While the Renalyn B. and Bantawiq's study investigates the form, function and categories of discourse markers in selected Asian presidents' speeches, while the author's study only investigates the uses functions and categories of discourse markers in students' oral presentations.

The third previous study is proposed by Yeh and Huang in 2016 with the title *Mandarin-speaking Children's Use of The Discourse Markers hao 'Okay' dan dui 'Right' in peer Interaction*.¹⁴ This study aims to investigate the use of two discourse markers frequently used by Chinese-speaking children – hao 'okay' and dui 'correct' – when interacting with their peers to examine how the use of these markers reflects their communicative skills and characteristics. from peer interactions. The information includes 237 minutes of conversation between a 5-year-old Mandarin child and his friends while playing. The results showed that children who speak Mandarin at the age of five have acquired several functions of hao and dui discourse. They use the hao as a sign of approval and acknowledgment in the exchange structure; they use dui to show their agreement in exchange structures and to mark topic transitions in ideational structures. It was concluded that the use of hao and dui

¹⁴Yeh, K., and Huang, C.- chih. (2016). Mandarin-speaking children use the discourse markers hao 'okay' and dui 'correct' in peer interactions. *Linguistics*, 57, 1–20. <https://doi.org/10.1016/j.langsci.2016.04.004>, p. 2

by Chinese speaking children not only demonstrates their communicative skills but also reflects the special nature of peer interaction.

Although Yeh and Huang's study and this present study have the same concern in analyzing the use of discourse markers, there are still found some differences in both studies. The present study investigates the relationship between the uses of discourse markers with adult students' speaking fluency during presentation, while Yeh and Huang's study investigates relationship between children's discourse markers appeared during daily communication. Moreover, both of these two studies uses different discourse markers' theory in analyzing the data.

B. Theoretical Review

1. Discourse Markers

Discourse markers have been the focus of many studies. Discourse markers are part of that gathering of linguistics features enhancing and fostering successful lecture comprehension. Thus many researcher onward the lecture comprehension process whether in L1 or L2 have pointed out the effectiveness of learning about discourse markers for the comprehension of connected discourse.

Discourse Markers (DMs) are words and phrases used in speaking and writing to signpost discourse. Discourse markers do this by showing turns, joining ideas together, showing

attitude, and generally controlling communication.¹⁵ Discourse Markers are used in conversation or writing to show or signal the relationship between ideas or information in a given context. They are words or phrases used by speakers or writers to link ideas or information in a discourse.

Schiffin et al suggested that discourse markers comprised set of linguistic expressions from word classes such as conjunctions (e.g., *and*, *but*, *for*), interjection (*oh*), adverbs (*now*, *then*) and lexicalized phrases (*y'know*, *I mean*). Based on Schiffin, discourse markers are set of words in the form of conjunction, interjection, adverbs, and lexicalized phrases which have function as linguistics expression. Also proposed is a discourse model with different planes: a participation framework, information state, ideational structure, action structure, exchange structure. Her specific analyses showed that markers could work at different levels of discourse to connect utterances on either a single plane or across different planes.¹⁶

The other definition of discourse marker is come from Fraser. Fraser stated that discourse marker is a class of lexical expressions drawn primarily from the syntactic classes of

¹⁵Khandaghi Khameneh, A., & Fakhraee Faruji, L. (2020). The effect of teaching discourse markers (DMS) on speaking achievement among Iranian intermediate EFL learners. *International Journal of Research in English Education*, 5(4), p.2. <https://doi.org/10.29252/ijree.5.4.1>

¹⁶Schiffin, D., Tannen, D., & Hamilton, H.E. (2001). *The handbook of discourse analysis*. Blackwell Publisher Ltd. p. 57

conjunctions, adverbs, and prepositional phrases. With certain exceptions, they signal a relationship between the interpretation of the segment they introduce, S2, and the prior segment, S1. Fraser has the same opinion as Schrifin which defines discourse marker as an expression used as a signal in communicating in a certain discourse.¹⁷

Based on Levinson, viewed Discourse Markers as an independent class, which is worthy to be studied, although he obviously did not entitle it. He believed that those are used in discourse since they provide contextual coordinates for utterances namely contributing to build the local coherence jointly constructed by the addresser and the hearer in their discourse, context, meaning and action. There are eleven Discourse Markers in which he focuses, those are oh, well (particle), and, or, so, because (conjunction), now, then (time deictic) and you know (lexicalized clauses).

To sum up, although discourse marker has a lot of definition, the concept of discourse markers will always be the same. Regarding to the previous experts who elaborate the definition of discourse markers in their own view, the writer itself viewed discourse markers most likely as linguistics expression which has function as a connector in delivering language meaning in a communication.

2. Characteristics of Discourse Markers

¹⁷Fraser, B. (1998). Contrastive discourse markers in English. *Discourse Markers*, 301. <https://doi.org/10.1075/pbns.57.15fra>, p. 35

There are several characteristics of discourse markers which are stated by many researchers in their study. Brinton and Jucker & Ziv also stated their own view about the characteristics of discourse markers. Those characteristics are stated as follows:

- a) Discourse markers are predominantly a feature of oral rather than of written discourse.
- b) They appear with high frequency in oral discourse.
- c) They are short and phonologically reduced items.
- d) They may occur sentence initially, sentence medially and finally as well.
- 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 function.
- g) They seem to be optional rather than obligatory features of discourse.
- h) They may be multifunctional, operating on the local and global levels simultaneously though it is difficult to differentiate a pragmatically motivated from a non-pragmatically motivated use of the form.¹⁸

The other researcher which observed the same topic in his study is Hasund. Hasund investigated that discourse marker

¹⁸Brinton, L., J. (1996). *Pragmatic markers in English: grammaticalization and discourse functions*. Walter de Gruyter. p. 67

has several characteristics in many views of language features, they are presented as follows:¹⁹

1. *Phonological and lexical features*
 - a. They are short and often phonologically reduced.
 - b. They may form a separate tone group or be subordinated to another word.
 - c. They are marginal and heterogeneous forms that are difficult to place within a traditional word class.
2. *Syntactic features*
 - a. They frequently occur in sentence-initial position, but are also found sentence medially and finally.
 - b. They are a-syntactical, existing outside the syntactic structure or loosely attached to it and have no clear grammatical function.
 - c. They are grammatically optional.
3. *Semantic features*
 - a. They apparently lack semantic meaning and are not part of the ideational/propositional content of the sentence.
4. *Functional features*
 - a. They may be multifunctional, serving textual and interpersonal functions simultaneously.
5. *Sociolinguistic and stylistic features*

¹⁹Hasund, I. (2003). *The discourse markers like in English and liksom in Norwegian teenage language: a corpus-based, cross-linguistic study*. PhD dissertation, Department of English, University of Bergen, pp. 56-57

- a. They are predominantly a feature of spoken rather than written discourse and are associated with informality.
- b. They appear with high frequency.
- c. They are stylistically stigmatized and negatively evaluated.
- d. They are often associated with women's language and are thought to be more common in women's speech than men's.

Brinton, Jucker & Ziv, and Hasund have almost the same views on the attributes of discourse markers. Hasund's theory also embodies the characteristics of discourse markers mentioned by Blington and Yuk and Ziff. In his theory, Hansun classifies discourse markers according to language characteristics, and derives the characteristics of discourse markers. In summary, it can be said that these features provided by experienced researchers help authors better understand what discourse markers are and their positions in the text.

3. Types of Discourse Markers

The first discourse markers theory comes from Schiffrin. In Schiffrin's view, discourse markers have two main meanings, they are; semantic and pragmatic meanings. Hence, Schiffrin categorized the discourse markers in to eleven expressions only, namely: *and, because, but, I mean, now, oh, so, then, well, and y'know*. She also added in her study that all of those expressions are meaningful except for the expression

oh and *well*... Furthermore, there are a lot of findings in Schriffin's study concerning about the discourse markers used in spoken discourse of ordinary conversation. Schriffin's study has been particularly relevant in the field of discourse studies. Moreover, Schriffin has been contributed more for the ongoing research since she studied discourse markers in the spoken discourse of ordinary conversation.²⁰

Fraser presented a different side of discourse markers. In his study, he classified discourse markers in to three meanings, they are: syntactic, semantic, and pragmatic. As the writer can see, that Fraser offers more meanings in a discourse than Scriffin did. According to discourse marker's syntactic properties, Fraser stated that there are five categories that contribute primarily to discourse markers:

- 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, in fact, in general, in contrast (to that)*...

²⁰Schiffrin, D., Tannen, D., & Hamilton, H.E. (2001). *The handbook of discourse analysis*. Blackwell Publisher Ltd. p. 80

e) Prepositions: *despite, in spite of, instead of, rather, than*²¹

Fraser's syntactic properties seem not to be effective enough when it is applied in spoken discourse although those syntactic categories are sometimes very useful in written discourse. Fraser's semantic properties of discourse markers displays four basic semantic relationships in the use of discourse markers, they are:²²

- a. Contrastive Markers (CDMs): *but, alternatively, although, contrariwise, contrary to expectations, conversely, despite (this/ that), even so, however, in spite of (this/ that), in comparison (with this/ that), in contrast (to this/that), instead of (this/ that), nevertheless, nonetheless, notwithstanding, on the other hand, on the contrary, rather, (than this/ that), regardless (of this/ 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,*

²¹Fraser, B. (1998). Contrastive discourse markers in English. *Discourse Markers*, 301. <https://doi.org/10.1075/pbns.57.15fra>, p. 35

²²Fraser, B. (1998). Contrastive discourse markers in English. *Discourse Markers*, 301. <https://doi.org/10.1075/pbns.57.15fra>, p. 36

moreover, on that basis, 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/ that), as a result (of this/ that), because (of this/ that), consequently, for this/ that reason, hence, it follows that, accordingly, in this/ that/ any case, on this/ that condition, on these/ 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 theory comes from Chaudron and Richards who studied discourse markers in the lecture discourse. In this study, they propose a distinction between micro markers (lower-order discourse markers) and macro markers (higher-order discourse markers). Micro-markers provide pause filler as the links between sentences within the lecture. They give a pause time for both speakers and listener to process what will they say and what will they think. Macro- markers considered being more important than micro markers when it used in a lecture. They are covering the major structure of the lecture and sequencing that information orderly. In Chaudron's theory, there are five semantics categories

namely, Segmentation, Temporal, Causal, Contrast, and Emphasis. Segmentation is used to frame the segments of a discourse. Temporal and Causal categories express the intersectional relations. Contrastive category in discourse markers indicate the relationships which are represented by the contrast category. Emphasis category explains and elaborates information deeper in order to make the listener understand.²³ Here is the table of Chaudron's discourse markers categories.

Table 2.1 Micro marker's category

Micro Markers

Segmentation	Temporal	Causal	Contrast	Emphasis
Well	At the time	So	Both	Of course
OK	And	Then	But	You can see
Now	After this	Because	Only	You see
And	For the moment		On the other hand	Actually
Right	Eventually			Obviously
Alright				Unbelievably
				As you see

²³Lee, Y.-K. (2016). The effect of Discourse markers on Efl reading comprehension. *Studies in Modern Grammar*, 2016(90), 99–115. <https://doi.org/10.14342/smog.2016.90.99>, p. 101

				In fact
				Naturally

List of those macro-markers contained in the lecture used to maintain the management of a discourse. There are a lot expressions provided by Chaudron and Richard in their study, they are stated as follows:

Table 2.2 Macro marker category

Macro Markers

What I'm going to talk about today is something	Another interesting development was
You probably know something about- Already	You probably know that
What [had] happened [then/after that] was [that]	The surprising thing is
We'll see that	As you may have heard
That/this is why	Now where are we
To begin with	This is how it came about
The problem [here] was that	You can imagine what happened next
This/that was how	In this way
The next thing was	It's really very interesting that
This meant that	This is not the end of the story
One of the problems was	Our story doesn't finish there
Here was a big problem	And that's all we'll talk about

	today
What we've come to by now was that	

The last theory that the writer presented in this chapter is the Fortuno's discourse markers theory. In his study, Fortuno carried out a contrastive study of the use of discourse markers between North American and British English lectures. Although Chaudron and Richard and Fortuno classified discourse markers in to two categories, actually they presented the different result in their study. Chaudron and Richard's study stated that the frequency of the use of macro markers is higher than macro markers. In contrast, in Fortuno's study showed that the use of micro markers was more relevant and recurrent than macro markers due to the spoken lecture corpus under Fortuno's study.²⁴ Here are the discourse markers which are categorized by Fortuno's:

Table 2.3 Discourse markers classification

Micro Markers

Segmen- tation	Temporal	Causal	Contrast	Empha- -sis	Elicita- Tions
Okay	And then	So	But	In fact	Why is

²⁴ Fortuno, Belle. (2014). Using affective effectively: Oral presentations in efl classroom. *Journal of Language and Literature Education*. <https://doi.org/10.12973/jlle.11.239>, pp. 63-67

		(that)			that
And	After this	Because	Although	Of course	Anything else?
Now	After that	Therefore	Unless	As you know	Anyone?
Well	Eventually				Why not?

Macro Markers

Starter	Elicitation	Accept	Attitudinal	Metastatement	Conclusion
Today I'm/we're going to talk about , I'll/we'll talk about	(wh-) do you think?	That's right	I think	Let me (Lemme)	Finally
To	Any	Right	I	Let's try,	The last

begin With	Questions		believe That	go back, find, focus	thing
The second Thing	How about...?	Excellent	We believe	It says	To end/up With
Firstly, secondl y, Thirdly	Eventually			I wanna/ want to mention, go back to, do...	

Comparing to his previous study, in Fortuno's taxonomy offers more complex categorization in a discourse of lecture. This discourse markers' theory is based on the Halliday which elaborates the functional meanings. Micro markers deliver ideational meaning in a part of discourse with the other parts. Moreover, micro-markers indicate links between sentences within the lecture, or function as fillers. They 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.²⁵ They aim at segmenting and structuring utterances. Moreover, they play an essential role in activating content schemata and helping listeners to successfully follow the lecture. 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. These are the new taxonomy offered by Fortuno in his study:

Table 4 Discourse marker classification

Micro Markers

Additional	Temporal	Causal	Contrastive	Consecutive
And	Then	Because, cuz	But	So
Or	After	Since	Although/ though/ even Though	Then
Now	Before	Because of	However	So that

²⁵ Fortuno, Belle. (2014). Using affective effectively: Oral presentations in efl classroom. *Journal of Language and Literature Education*. <https://doi.org/10.12973/jlle.11.239>, p. 68

Macro Markers

Starter	Rephraser	Organizer	Topic shifter	Conclusion
First (of all)	I mean	Let's/ let us try, go back/ through focus, look	So	Finally
To begin (with), we're gonna begin, let's begin	In other words	Let me/ lemme try, go back/ through focus, look	Now	To end up/with, to finish/up
I want to/ wann a do today / start with/t alk	That's it	I wanna/ want to discuss , do, empha size...	Actually	I'll see you

About				
-------	--	--	--	--

Operators

Relation Speaker-speech	
Attitudinal	Pause filler
I think/ we think	And
As you know	Well
I believe/ we Believe	Okay

Relation Speaker-hearer		
Elicitation	Acceptance	Confirmation check
Any questions (?)	Okay	Okay
Why is that?	Alright	Right?
Anyone?	Right	Alright?

In summary, it can be said that among these five theories, the author chose the Chaudron and Fortuno theory as the basic theory. The theory of Chaudron and Fortuno are considered to be similar to the author's research. In the research of Chaudron and Fortuno, there is an operator that is very helpful for the author to analyze the discourse markers used by

students in the discussion meeting after the presentation of the material.

4. Function of Discourse Markers

After elaborating the definition and the characteristics of discourse markers, in this part the writer presents some theories which are related to the function of discourse markers based on different study. The first elaboration was taken from the Castro which defines the pragmatic function of discourse markers. In Castro's study, there are two main functions of discourse markers viewed from its pragmatic function, they are: textual and interpersonal functions.²⁶

Table 5 Functions of Discourse Marker

Textual functions	To initiate discourse, including claiming the attention of the hearer	Opening frame marker
	To close discourse	Closing frame marker
	To aid the speaker in acquiring or relinquishing the floor	Turn takers (Turn givers)
	To serve as filler or delaying tactic used to	Fillers Turn keepers

²⁶Castro, Claudia Marcela Chapeton. (2009). The use and functions of discourse markers. *Universidad Nacional de Colombia, Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras*. p. 67

	sustain discourse or hold the floor	
	To indicate a 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
Interpersonal function	Subjectively, to express a response or a reaction to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn	Response/reaction markers
	Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking	Confirmation-seekers Face-savers

	or expressing understanding, requesting confirmation, expressing difference or saving face (politeness).	
--	--	--

Here are some functions of discourse markers derives from the Bulletin of the Transylvania University of Brasov series IV Volume 3 in 2010. There are eight functions of discourse markers from different point of views, they are present as follows:

- a. The first function derives from Blakemore which stated that discourse markers contribute in establishing the connectivity (Coherence and Cohesion) in a discourse.²⁷
- b. Discourse marker highlights cohesion and coherence relation in a discourse which is involving the speakers' choice in constructing the meaning, especially pragmatic meaning.
- c. Discourse markers act as constraint on relevance. Discourse markers are used in line with the

²⁷ Blakemore, D. (2004). *Relevance and linguistic meaning the semantics and pragmatics of discourse markers*. Cambridge University Press., p. 232

Halliday's three variables (field, tenor, and mode) in constraining the discursive and contextual relevance of the discourse they bracket.

- d. Discourse markers have an interactive and expressive function which covers such aspects of politeness, face-saving or face-threatening uses of markers, turn-taking, and signaling emotional involvement of speakers in their contribution.
- e. Discourse markers have a deictic or indexical function which indicates its ability to show the relationship established by the hearer between prior and ensuing discourse.
- f. Discourse are functional elements of discourse management which are used to initiating discourse (e.g. *now, now then, so, indeed*), marking a boundary or a shift, serve as a filler (e.g. *em, well, like*), delaying tactic and holding or claim the floor (e.g. *and, coz –because*), focusing attention (e.g. *look*), diverting (e.g. *well*), reformulating (e.g. *in other words, I mean, actually*) and resuming (e.g. *to sum up*).
- g. Discourse markers are used to express shared knowledge or common ground between speakers. Here, discourse markers are used to display other attentiveness by giving verification towards listeners (e.g. *you see, got it*).

h. Discourse markers are used in responses to signal the listener's attention and involvement. This function can be fulfilled by markers such as *okay, right, I see, all right*, etc. Minimal responses such as *mhm* can also be included in this category. This list of functions is an ever expanding one as well as the list of functions that a certain marker can acquire in discourse because the negotiation of meaning in talk-in-interaction is a never ending process.

5. Students' Presentation

According to King, oral presentations provide a useful and stimulating experience for teachers to develop appropriate skills and students to train themselves to speak confidently in public.²⁸ When doing presentations, the teacher usually asks the students to make a presentation group. Then they will get some handout materials that need to be shown in the lecture. Therefore, it is obvious that the student's oral presentation is very important to the teaching activity. In addition, students' oral statements can be used as assessment tools to improve students' oral skills. In addition, oral reports train students to participate more actively in teaching activities.

²⁸King, J. (2002). Preparing EFL learners for oral presentations preparing. *Journal of Humanistic Studies*, 4, 401-418., p. 402

C. Conceptual Framework

The conceptual framework is the theory that is used in this study. The writer used Fortuno's discourse markers taxonomy as the basic theory. This taxonomy divides discourse markers into three categories. Those three categories are: micro markers, macro markers, and operator. All of those categories are used to analyze the use of discourse markers in students' utterances while doing presentation.²⁹

By employing those three categories of discourse markers presented by Belle Fortuno, the writer is helped in analyzing the discourse markers used by students. The first two categories (micro and macro markers) help the writer in analyzing the whole students' oral presentation. While the last category (operator) assists the writer in analyzing the students' oral performance while doing question and answer session after the presentation. Finally, the data findings are strengthened by the used of triangulation to validate the data. Below is the frame work of the study:

²⁹Fortuno, Belle. (2014). Using affective effectively: Oral presentations in efl classroom. *Journal of Language and Literature Education*. <https://doi.org/10.12973/jlle.11.239>, p. 90

CHAPTER III

RESEARCH METHOD

The writer needs to introduce the examination technique. The exploration technique is identified with the method of doing this examination. This incorporates research plan, information and information sources, research instruments, information assortment procedures, and information investigation strategies.

A. Research Design

This study aimed to describe what it was about the types and functions of discourse markers in students' oral presentation, not to test certain hypotheses. In addition, this research also produced descriptive data in the form of words from the analysis of the kinds and functions of discourse markers in students' oral presentation.

Clearly, this study was descriptive qualitative method as it is aimed for exploring and understanding the meaning individuals or group as tribe to a social or human problem.³⁰ This study intended to understand the types and functions of discourse markers contained in sentences that naturally produced during oral presentation by students. In light of the clarification above, it tended to be contended that this investigation expects to portray the importance of types and functions of discourse markers contained in sentences that naturally produced during oral presentation by utilizing the theoretical representation hypothesis by Chaudron and

³⁰Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc. p. 67

Fortuno. So unmistakably this examination is an expressive subjective exploration.

B. Data Source

This research was all about to analyze the discourse markers in students' oral presentation. Thus, the sources of data were the sentences produced by students' of English Department of Walisongo State Islamic University Semarang during oral presentation.

Before the research participants were collected, the researcher had to determine the population. The population was whole of research subject, it should has quality and certain of characteristic that set by researcher to learning then make the conclusion. The population of this study was the 1st and 3rd semester of English Department students of Walisongo State Islamic University. The class was not necessary the speaking class, as the variable focused in this research was the sentences produced during presentation in natural context.

The researcher took the research participant as much 11 students of English Department students of Walisongo State Islamic University, 6 students from the 1st semester from the voice and accent and vocab and grammar class, while the other 5 students from the 3rd semester from the English syntax class.

C. Data Collection Technique

In this research, there were two techniques used to obtain the data in order to answer the problems. The techniques were:

1. Observation

The writer did the observation to gain some information during collecting the data. There were two types of observation, which are participant and non-participant observation. But, this research was used participant observation.

The writer used an observation notes to get the data and observes the discourse markers produces by students' of English Department of Walisongo State Islamic University Semarang. The observation notes described below.

This method decided as the method of data collection in this research to gain all of the information of discourse markers produces by students' of English Department Walisongo State Islamic University Semarang.

2. Documentation

Documentation was one of data sources in the form of document. It could be personal, such as written documents; files of material of teaching English vocabulary, reports, letters, etc. and minutes of an event or setting. Besides, it may documents of popular culture, such as: books, photo's collections, films, and videos. During the process of research, the researcher collected qualitative documents. This process

was carried out by transcribing the students' utterances during oral presentation.

This process of documentation was needed to help the researcher run the research. The writer used documentation to support the data collecting about the discourse markers produces by students' of English Department Walisongo State Islamic University Semarang. The writer collected the utterances data in form of transcriptions.

D. Data Collection Procedure

The researcher collected the data from 11 members as a sample in this research. Here are the steps in conducting the research:

1. Asking permission from the lecturer of class to join the class, observe, and conduct research.
2. The researcher observed directly to the presentations of each presentation by EFL Learners to have the data by herself. The researcher only observes the presentation without having any intervention.
3. During the observation, the researcher also supported the observation by recording the presentation process performed by EFL Learners to obtain the data consisting of the discourse markers.
4. The researcher transcribed the data which is gotten from the record of observing those EFL Learners' presentation.

5. The researcher analyzed each sentence and looked for markers considered as discourse markers.
6. The researcher identified all markers were found in the sentences.
7. The researcher analyzed the types and functions of discourse markers to the theory of discourse markers.

E. Instruments

Instrument, in a research, is a tool used by the researcher in collecting data with doing the measuring. The researcher needs an instrument to get data to complete their research and to get a research's conclusion. In qualitative research, the role of human as an investigator is a crucial instrument for gathering and collecting the data.³¹

In connection with the explanation of the qualitative research instrument above, the researcher in the study was acted as an instrument in this study. The researcher as an instrument was responsible for planning, conducting research, conducting research focus, collecting data, analyzing data, interpreting data, and in the end the researcher has reported the research results.

F. Data Analysis Technique

The researcher had analysed the data using theory of forms and functions of discourse markers by Chaudron and Fortuna. Then,

³¹ Ary, D., Jacobs, L., C., & Razavieh, A. (2002). *Introduction to research education*. (6th Ed). Wadsworth. p. 27

the researcher has categorized the data found in the transcript into the source domain of discourse markers' forms and function where they belong to and interpret them. The researcher has analysed the data by following steps:

1. Data Collection

As mentioned in the sentence above, the activity of data collection and the activity of data analysis was a cyclical and interactive process. Thus, during the data collection the researcher circulated among these four steps continually in order to grasp all of the information needed in the next steps of data analysis. In the other words, it was the stage where the researcher tried to find out the “unripe” data that reduced, displayed, and concluded by scanning reading. In this research, the writer collected the data of the students' utterances during oral presentation that had been transcribed.

2. Reduction

The data reduction or data condensation process were varied in several ways, such as through selection, summary or paraphrase and being subsume in larger pattern. After collecting the data of the students' utterances during oral presentation, the writer continued the study by selecting and simplifying the data in the transcript so that there was no unimportant locution included in the data.

3. Data Display

The next point of data analysis was data display. After collecting and reducing the data, the researcher displayed the

amassed data in organized and compressed information that would lead to conclusion. The forms of qualitative data display included types and function of discourse markers. The function of these types of data display is to perform accessible, compact, and organized information of the data. The writer classified the data of the students' utterances during oral presentation and displayed them in informative tables.

Table 3.1 Types and Functions of Discourse Markers

No.	Types of DM	Words	Functions

4. Drawing Conclusion and Verification

After the data displayed in the form of table, then the researcher would be able to interpret it and to reach conclusions and verifications. Derived from the data displayed in tables, the next step conducted by the writer was describing and interpreting the data so that the conclusions and verifications of the types and function of discourse markers produced by students' during oral presentation can be drawn.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer would like to present the data of research and answer the statements of the problem that have been explained in the chapter I. The analysis of the data started from research finding to the discussion. In this chapter, the writer would like to discuss discourse markers analysis of students' presentation and the contributions of the analysis of discourse markers analysis of students' presentation to teach speaking skill.

A. Findings

This study focuses on discourse markers used by EFL learners of Walisongo State Islamic University during oral presentation. According to the experts that the writer has explained in chapter II, the table below showed the types and the functions of discourse markers used in EFL learners' during oral presentation.

1) Types and Functions of Discourse Markers based on Fortuno's Theory

Table 4.1 Types and Functions of Discourse Markers based on Fortuno's Theory

No.	Types of DM	Words	No. of Student	Functions
-----	-------------	-------	----------------	-----------

1.	Contrastive Markers	Although While However	1 2 1	To indicate the existence of two different things or as a comparison
2.	Elaborative Markers	And also For example In addition Moreover In particular Meanwhile	1 1 1 1 4	To denote either new or old information
3.	Implicative Markers	So that That is why For this reason Again	1 3 2 2	Re-formulating information
4.	Temporal Markers	Then/And then The next	8 9	Sequence/relevance markers
5.	Segmentation Markers	Well Ok/Okay Right/Alright	3 6 3	Fillers, or turn keepers

The table above showed the types that the EFL learners used during oral presentation based on fortuna's theory. It showed that there were five discourse markers commonly used by the students. The first is contrastive marker such as *although*, *while*, and *however*. The second is elaborative marker which are *and also*, *for example*, *in addition*, *moreover*, *in particular*, and *meanwhile*. The next

is implicative marker such as *so that*, *that is why*, *for this reason*, and *again*. And then temporal marker, this types is the most frequently occur during the presentation. There are only two variations of this types such as *then/and then* and *the next*. The last is segmentation marker such as *well*, *ok/okay*, and *right/alright*. The writer shows about the discourse markers that being uttered and giving explanation about the functions of discourse markers in findings and discussion below.

a) **Contrastive Marker**

Contrastive markers is the first type of discourse markers used by students of EFL learners of Walisongo State Islamic University. Based on the table above, the kinds or variants of discourse markers are *Although*, *While*, and *However*. Below the researcher shows the sentences in using contrastive markers.

The national language was not official English. **Although**, it is always a strong things on this list of English rules all the countries to use English as international language.

(*Student 1*)

Based on the examples above, they all were showing a contrastive ideas. First, the contrastive marker “*Although*”, it was a comparative conjunction. There is usually a comma punctuation to compare the two sentences. The comparative marker “*Although*” used to connect the idea of both two sentences. It is

stated that English is not official language, in the first sentence. But to talk to people across countries, people used English. So there is a similarity which was the roles of English.

So the two examples 34 A and 34 B are not identical in meaning. Example 34 B is true if the gardener fills the garden with rose bushes, **while** 34 A opens it with rose bushes throughout the garden or only in one part of it.

(Student 9)

Second, the contrastive marker type “*While*” indicate that when the speaker tries to compare several examples of the topic he is explaining, there are conflicting points. In the data presented above, the speaker tries to compare the two examples. The first example that is focused on is the Gardener, while in the second example, the focus is on Roses, even though both examples have the same phrase, but have different structures. So that they have different ideas. From the use of the contrastive marker type “*While*” above, it can be concluded that the contrastive marker type “*While*” is used to indicate the meaning or idea of contradicting sentences.

So the two examples 34 A and 34 B are not identical in meaning. Example 34 B is true if the gardener fills the garden with rose bushes, while 34 A opens it with rose bushes **throughout** the garden or only in one part of it.

(Student 8)

The last of the type of contrastive marker was “*However*”. Contrastive markers of type “*However*” are comparative conjunctions, when used at the beginning of a sentence, there is usually a comma to compare the two sentences. Contrastive markers of the type “*However*” are more often used to connect formal or official sentences.

b) Elaborative Marker

Elaborative markers are the second type of discourse markers used by EFL learners during oral presentation. Based on the table above, the variants of elaborative markers are; *And also*, *For example*, *In addition*, *Moreover*, *In particular*, and *Meanwhile*. Below the researcher shows the sentences in using contrastive markers.

And also, certain verbs and object did not require a different role for subject nouns as shown

(Student 11)

The type “*And also*” marker categorized as elaborative marker. The context of this utterance was the speaker explained about the definition of verb and object material during his presentation. The marker “*And also*” in speech shows to precede the support of his speech through explanation also shows the continuation of the speaker.

English is a major interest in Southeast Asia. **Moreover**, the first role is a local guarantees of English rich powerful.

(Student 1)

In the previous sentence before the marker “*Moreover*”, it stated that English is widely used by people in Southeast Asia. Then the speaker went on to give the reasons why it happened by starting with marker “*Moreover*”. Clearly, the reason why the speaker use the marker was as her current continuation of what had preceded. Also the marker elaborate her utterance of English as major interest in Asia.

English as international lingua franca in Southeast Asia. **In particular**, number one Singaporean English for standard is currently being displayed.

(Student 1)

This data was taken from the same speaker as the sample above. The context of the talk was clear, explaining the role of English in Asia. This marker explicitly explain in which countries where the function of English was as lingua franca. The speaker mentioned the marker “*In particular*”.

Based on the examples above, it is clear that “*And also*”, “*Moreover*”, and “*In particular*” have a tendency to elaborate the ideas, more rather than concluding, giving example and to connector their

utterances. From the first three examples, all of them explain or explain the idea from the previous sentence in more detail. For a more complete example, see the appendix.

So that, 34 B is true. **Meanwhile**, but if 34 A is true, 34 B might or might not be true.

(Student 9)

The "*Meanwhile*" type elaborative marker shows the existence of mutually supportive comparisons or mutually impacting each other. It can be seen in the example above, the first sentence shows the existence of a requirement. Whereas in the next sentence, which begins with "*Meanwhile*", shows the consequences that arise because of the first sentence.

You can see the pictures. **For example**.

(Student 1)

The last is elaborative marker type "*For example*". Contrastive markers of the type "*For example*" in speaking are usually used in both formal and informal situations. As we saw in the example above, the speaker said: *You can look at the pictures. For example*. It can be concluded that the speaker uses "*For example*" to give an example at the end of his statement. The researcher found quite a number of cases where the speaker gave an example to explain in

more detail the topic that had been explained using the word "*For example*". See the appendix for more details.

c) **Implicative Marker**

The implicative markers are of discourse markers was also being used by EFL learners during oral presentation. This type of discourse markers were quite often being used by them. Based on the table above, the variants of implicative markers are; *So that*, *That is why*, *For this reason*, *Therefore* and *Again*. Below the researcher shows the sentences in using implicative markers.

Because all phrases are propositional phrases. **So there** is no difference in the structure of the effect.

(Student 7)

The use of marker "*So that*" is to introduce the main idea of the unit in narrative mode. Here, the marker "*So that*" indicates that the speaker has reached a point in presenting his idea where the listener can conclude what will happen next. In the beginning the speaker state that the phrases are propositional phrases, then he gives another reinforcement by giving a cause utterance started with marker "*So that*".

The garden is completely affected in 34 B, and this gives us essential difference in meaning from 34 A. **That is why**, that this basic difference in grammar and meaning of fact 35 are not influenced.

(Student 10)

The main function of the marker "*That is why*" in the data above was to summarize the utterance by its speaker. The context of the utterance was the speaker explained and compared some examples about noun phrase, what the difference on each example. Thus, the speaker used marker "*That is why*" in the beginning of her last clause in order to summarize what she has been said.

Final position is very common in first speech in many dialect of English. **Therefore**, it is very common

(Student 2)

The marker "*Therefore*" introduces the main idea of the discourse with a specific cause and result. The main idea was the final position is very common. So that, marker "Therefore" marks a result of an idea, event, or even action by the speaker that being told before.

Based on the examples above, it is clear that the implicative marker types "*So that*", "*That is why*", and "*Therefore*" have the same function, which is providing an explanation of the previous statement. For example, the researcher took one, "*So that*", from the four

examples already mentioned. In the first sentence, the speaker mentions that all phrases are the same, propositional phrases. So the second sentence concludes that there is no difference because all the phrases are the same, prepositional phrases.

For this reason, the vowel is key.

(Student 2)

The marker “For this reason” was a reasonable markers. These markers signaled the entailment provide a reason and cause-effect relationship for the content of previous clause. The context of this utterance was the speaker explained and compared some examples that has word which has similar pronunciation. Thus, the marker “For this reason” in the beginning of the clause functioned as a sentence connector to conclude what the speaker had explained.

Now as an agent, **again**, the important point is that.

(Student 8)

The context of this data was in the beginning of a presentation. The next presenter was just begun the presentation after the previous presenter had finished. Thus, the topic is a new topic for the audiences. In order to make them completely understand what will be explained, the speaker put marker “*Again*” as an

emphasize to the source of fact that is explained in the next clause.

In the last two examples, "*For this reason*" and "*Again*", also have the same function, that is re-stating or re-explaining the previous ideas. From these two examples, the speakers utter the discourse markers "*For this reason*" and "*Again*" before stating the re-statement. So that the audiences can indicate or assume that what will be evaporated is an important point, because of the discourse marker that was said earlier.

d) Temporal Marker

The next is temporal markers. Temporal markers are the type of discourse markers where was rarely being used by EFL learners during oral presentation. Based on the table above, the variants of temporal markers are; *Then/And then*, and *The Next/Next*. Below the researcher shows the sentences in using temporal markers.

This is our member, Tiara, Natasha, etc. **And then**, the table of contents are the role of syntax, the meaning criteria for roles, the roles of grammar and its meaning.

(Student 6)

As the researcher explained earlier in Chapter 2, that the main function of temporal markers is sequence/relevance markers, to mark sequential

dependence. So, it can be concluded in the example above "*And then*" is used by the speaker to indicate sequence, moving from one subtopic to another but still in the same topic. In this case, each student presented several topics. The speaker start her utterance by mentioning the presenters, then used the marker "*And then*" to explain the table of content, which is completely have different main idea.

The next is presentation will be explained by.

(Student 3)

The last marker of temporal marker found in the data is "*The Next*". It is clear that "*The next*" are often said by the speaker especially in the end of the presentation, either to finish the presentation or let the next presenter take his/her turn, see the appendix for more details. The researcher can assume the speaker tend to use this marker is to make the audiences are able to understand that a new subtopic has been started or will be explained by the speaker.

e) **Segmentation Marker**

The segmentation markers was quite often being used by EFL learners during oral presentation. They mentioned this markers usually as the turn taking marker, moreover for gaining the audience attention. Based on the table above, the variants of segmentation

markers are; *Well*, *Ok/Okay*, and *Right/Alright*..Below the researcher shows the sentences in using segmentation markers.

Well, for the example there are differences in word of it.

(Student 9)

The speaker attempts to build coherence, she mark the attempts with used this marker. In the view of interactional level with audience, she use “*Well*” as her response of self-raised expectation toward audience to give bigger attention. In this context the speaker has finish her explanation, the she wants to continue making audience understand with what her explanation by giving them some example. So the marker “*Well*” here functioned as a mental state interjection at the beginning of speaker’s quotation. Simply, the speaker tried to signal her move in discourse to audience by using “*Well*”.

Okay, next prototypical address flow closest to be continued by.

(Student 8)

In this context, the words “*Okay*” is the discourse markers functioned as connecting adverbs and also turn-taking markers. The reason why the speaker used the marker “*Okay*” in her speech is because her need in shifting the topic focuses to one of

the topics which have already talked. The marker “*Okay*” here shows the relationship between the previous sentence and the following sentence. So “*Okay*” has a function about connecting sentences.

Alright, account of the active and passive contractions of preposition in English.

(Student 7)

The examples above are examples of segmentation markers. For more details, see the appendix because the researcher only took a few examples to describe in detail. Segmentation Marker has the main function as a turn taking marker, moreover for gaining the audience attention. Researchers can conclude that the function of segmentation markers is not much different from adverbial linking. It is usually used to show the relationship between speech and before. “*Alright*” considered to be discourse markers because discourse markers can function both as cohesive devices and considering the fact that they have pragmatic meaning. They can also ensure text and coherence.

In the examples above, the speakers show information, the speakers want to show the next topic, in the form of an example or further explanation. The discourse markers “*Well*”, “*Okay*”, and “*Alright*” here function as fillers. The discourse markers “*Well*”,

"Okay", and "Alright" here also indicate that the speakers only want to fill the speech gap so that it do not appear empty, and appear as a natural speakers to make a good speech. The speakers also want to make the audience really understand what they are saying.

2) Types and Functions of Discourse Markers based on Chaudron's Theory

Table 4.2 Types and Functions of Discourse Markers based on Chaudron's Theory

No.	Types of DM	Words	No. of Students	Functions
1.	Emphasis Marker	As you see/as you can see We have already seen that You might know that As you may have heard We know that	3 1 2 3 1	Topic switcher
2.	Starter Marker	First Well, I am going to explain to you what it is	1 2	Opening the frame marker

		about I will talk about I want to talk/discuss about	1 1	
3.	Meta- statement Marker	Let me retell/explain to you Let's see the example/another example here Let's look at Let me give you another example	2 3 1 1	Re-focusing attention and gaining deeper understanding
4.	Conclusion Marker	That is/so that is In conclusion	4 1	Closing the frame marker

The table above showed the types that the EFL learners used during oral presentation based on Chaudron's theory. The writer only found four types of discourse marker based on Chaudron's theory. The types are emphasis marker, starter marker, meta-statement marker, and the last is conclusion marker. First, emphasis marker consist of *as you see/as you can see, as you may have heard, we have already seen that, you might know that, and we know that*. The second is starter marker which consist of *first, well, I am*

going to explain to you what it is about, I will talk about, and I want to talk/discuss about. And then meta-statement marker, this marker consist of *let me retell/explain to you, let's see the example/another example here, let's look at,* and *let me give you another example.* The last is conclusion marker. The researcher only found two types of this marker, that are *that is/so that is* and *in conclusion.* The researcher shows about the discourse markers that being uttered and giving explanation about the functions of discourse markers in findings and discussion below.

a) Emphasis Marker

The emphasis markers are used for topic switcher. This marker was the most frequently used by EFL learners during oral presentation especially in showing the examples of the topics or taking audiences to another topic. Based on the table above, the variants of emphasis markers are; *As you see/As you can see, As you may have heard, We have already seen that, You Might know that,* and *We know that.* Below the researcher shows the sentences in using emphasis markers.

Afraid of experiencing English with someone is because you are not an expert when there's a people who like a good one and yes. **You might know that** you have negative attitude towards English.

(Student 3)

The connectivity of topic switcher is the main function of discourse marker type emphasis. The marker “*You might know that*” is an information state marker. The clause “*You know*” leads a hearer to focus attention on a piece of information (either prior or upcoming) being presented by speaker. The speakers used this marker mostly when they want to show the hearer something important and new expectation. In this context the speaker want to switch to new topic but still related to the previous one.

It might be used of the simple past tense form are used in temporal and conditional Cloud. **As you see**, next question might be in variant example.

(Student 4)

This type of discourse marker is used to express shared knowledge or common ground between speakers. So that, there is a relationship between the current topic and the previous one. The marker “*As you see*” used by the speaker to encourages addresses to think about the comprehensibility of what has been said. In this context, the speaker tried to connect some example that had been explained before.

There is no difference in consequence structure. **As you may have heard**, what’s different is the role attention to the NP in the prepositional phrase.

(Student 7)

The marker of “*As you may have heard*” is used when the speaker want to show something important. In this utterance, the speaker emphasizes that important thing by introduce an explanation that mark with “*As you may have heard*”, the audiences have to know about this point if they want to understand her view and keep up with the speaker’s speech tone.

The writer concludes that this discourse marker had the function as grounding. That is why the writer concludes that the words “*As you may know*”, “*As you may have heard*”, and “*You might know that*” here showing the attention from the audiences. The discourse marker “*As you may know*”, “*As you may have heard*”, and “*You might know that*” used to express or display other attentiveness. Moreover, the discourse marker “*As you may know*”, “*As you may have heard*”, and “*You might know that*” here have the function as express shared knowledge as well. The speakers want to the hearer give him attention and care at the speakers condition. See appendix for the complete example.

b) Starter Marker

The second most frequently used by EFL learners during oral presentation was starter markers. The starter marker was indicated that the topic was

about to start. Based on the table above, the variants of implicative markers are; *First, I am going to explain to you about, I will talk about, and I want to discuss about.* Below the researcher shows the sentences in using starter markers.

Okay I want to talk about a “Planting roses” chapter.
(Student 9)

Starter marker was included as macro discourse marker. Starter marker considered quite a lot occurred during the oral presentation by the EFL learners. This might happen because this starter marker has functions to initiate discourse, including claiming the attention of the hearer. In other words, to indicate a new topic that was going to be explained by new speaker. In this context, the speaker directly say the marker “Okay I want to talk about” in the beginning of his utterance. Clearly, the reason why the speaker mentioned this marker is to open his presentation.

Well, I am going explain to you what it is about. In the examples 35 A it means that roses are prepared to be planted in the garden by the gardener.
(Student 10)

If the example above had been comprehend textually without involving the sentences after it, it has no meaning in the context of discourse marker. But, if it had been comprehend contextually, involving the

sentence before and after it, it has meaning as an opening or starting marker. This is what it called as macro marker. “*Well, I am going to explain to you what it is about*” is intentionally done by the speaker to warm the audiences’ attention at the beginning of the prior discourse. Thus, this marker is employed as opening to warm up audiences’ attention.

What I am going to explain to you today is syntactic variation.

(Student 4)

The context of this utterance is similar with the previous examples above. It was in the beginning of the presentation. The same as the two previous examples, the marker "What I am going to explain to you today is" functioned as an opening for the presentation. As a result of the use of this marker, it gives a sign that the speaker want to start a presentation, so that audiences are able to know that a new topic was about to start.

The examples of starter marker found during oral presentation were "*I want to talk about* ", "*I am going explain to you what it is about*", "*I will talk about*", and "*What I am going to explain to you today is*". These examples, clearly, have same function which was to get the audiences’ attention, so the audiences can get themselves ready to listen how the topic was.

c) **Meta-statement Marker**

Re-focusing the audiences, so that they can gain more understanding is the function of meta-statement markers. The implicative markers are of discourse markers was being used by EFL learners during oral presentation especially for showing the examples of the topics. Based on the table above, the variants of meta-statement markers are; *Let me retell/re-explain to you*, *Let's see the example/another example here, let's look at*, and *Let me give you another example*. Below the researcher shows the sentences in using meta-statement markers.

The roles of grammar and its meaning. **Let me** retell the table of content of our presentation today.

(Student 6)

In general the marker "*Let me/lemme*" is used to indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts. In the previous part of her talk, the speaker has explained about grammar. After finishing explaining, the speaker tried to give an example of what has been explained by using the marker "*Let me/lemme*", which also adds another function for this maker apart from refocusing audiences' attention that is delaying temporal markers.

Alright, **let's see the example** now.

(*Student 7*)

The marker "*Lets*" has precise function with marker "*Let me/lemme*" above. At this utterance the speaker used this marker in the beginning of the sentence. The Marker of "*Lets*" related to temporal relationship between units of talk, the speaker progressively describe what he thought through cumulative sequence events that mark by "*Lets*". What was explained in the previous presentation was the definition of something. Then followed by a new speaker whose job is to give examples related to what has been explained. Furthermore, this marker can also be used as an opening of a talk. But in this context, because it is a macro marker, its main function is refocusing audiences' attention.

Meta-statement marker usually begins with *Lets*, in the contracted form or *let us* in the full form with the first person plural object pronoun and *let me*, or the contracted from *Lemme*, using the first person singular object pronoun. The meta-statement marker appeared during the oral presentation followed by verbs, especially, look/see the examples.

The examples of meta-statement marker found during the presentation were "*Let me/lemme*", "*Let's see the example*", and "*Let's see another example*". The

researcher assumed that the speakers tried to re-focus the audiences, signal the listener's attention and involvement. To sum up, meta-statement marker was being used to emphasize important information in the topic that being explained by the speakers.

d) **Conclusion Marker**

To end up the utterances, in this case the presentation, was the main function of conclusion markers. However, in this case only a few cases was found although the main data was taken when EFL learners doing oral presentation. Based on the table above, the variants of conclusion markers are; *So that is/That is* and *In conclusion*. Below the researcher shows the sentences in using conclusion markers.

Thank you. **That's all our presentation** about roles.
(*Student 10*)

The context of this marker was in the end of the presentation and also told by the last speaker. There were some students in one presentation. The marker "*That's all*" has a contextual meaning that it was the end of the presentation. There is no further information. Clearly, this marker used by the speaker to mark the closing of the presentation.

So that is about the participant roles.

(Student 9)

This marker used by the speaker to conclude the main topic of what has been explained. The use of marker “*So that is about*” was used appropriately by the speaker as a conclusive discourse markers. Where the speaker would like to explain from the last part or explain the conclusion from the previous part. Then, the use of “*So that is about*” was correct because it refers as conjunctive which explain what the first part until the last part.

In the situation described by examples that are in the 33B the faces and the passports are in the same place. **In conclusion**, the situation described by example 33C Sally and Andrew are in the same place.

(Student 8)

The context of this sentence is the speaker had explained and compared some examples of noun phrases. Then, in the end of the sentences the speaker used “*In conclusion*” to sum up what has been explained.

Moving on to the conclusion marker, the researcher found some examples during the oral presentation. They were “*That's all our presentation*”, “*So that is about*”, and “*In conclusion*”. The complete examples of the conclusion marker can be seen in appendix. As happened before, those markers add information to the ongoing presentation that is going to

close or finish the discourse or the section of talk. The speakers tried to give a conclusion in the end of their utterances.

To sum up all the findings that the researcher explain above, the researcher found nine types of discourse marker. Nine types of discourse marker were contrastive, elaborative, implicative, temporal, segmentation, emphasis, starter, meta-statement, and conclusion marker. Those type have difference functions such as guide the interpretation process of hearer towards a desired meaning, signaling emotional involvement of speaker in that situation, filler, grounding, that used to express or display other-attentiveness, fulfilled in the response hearer with give a response to signal the hearer's attention and involvement, as expressive function which cover face-threatening use of marker, and as express shared knowledge, that used to display other-attentiveness. The researcher concluded that discourse marker was usual thing and someone often use that to make a good speech.

B. Discussions

From analyzing the findings, the writer awares the discourse marker as a tactic to make a good speech and make a well conversation. It can be seen from the functions found by the

researcher in his findings, such as discourse markers as various formulations of polite speech acts that are used to make respectful language and have a function as an expressive function which includes politeness. To give respect to a spouse or person who he or she is older etc.

It is undeniable that the linguistic phenomenon in the use of discourse markers clearly occurs in the context of the presentation of EFL learners. This is evidenced by presenting and describing the findings of discourse markers in the presentation of EFL learners above. The results showed that there were nine types of discourse makers found in this study, namely contrastive, elaborative, implicative, fleeting, segmentation, emphasis, starter, meta-statement, and conclusion marker. Each discourse marker does not only always have the same function when produced by the speaker. In fact, its functions vary depending on the context that appears there.

Well/Alright/Okay discourse markers are commonly used by EFL learners to indicate a new topic or start an explanation that the speaker wants to convey. Speakers use this marker exclusively at the beginning of speech. Start a turn with a marker *well/Alright/Okay* prepare an expectation that the speaker will begin to move on to the next part of their presentation, either implicitly or explicitly, from the previous turn. With another individualized structure, *well/Alright/Okay* is considered to have two functions in this Indonesian context, namely the opening frame marker and topic switcher.

However, at the point where this discourse marker appears, well is found several times in the presentations of EFL learners. It was found that *well/Alright/Okay* are always used at the beginning of speech. There are no cases that show evidence that the discourse markers *good/good/good* are used in the middle or at the end of the speech. When this is produced the first time the speaker presents his speech, it serves as an opening/opening frame marker. In addition, this marker does not appear on every speaker.

The next is discourse markers *Although/While/However* which is included in contrastive marker. Consequently, because they are used by the speakers to compare the ideas that is being explain. The speakers used them to indicate the existence of two different things. Moreover, discourse markers *And also/In particular/ Meanwhile/Moreover/For example*, which included in elaborative marker, also found in the data. These discourse markers have function as markers to elaborate the ideas, rather than concluding, giving example and to connector their utterances.

In the data, they are used to precede support units of talk through explanation, the speakers depend on using specific markers to achieve their aims. Moreover, the speakers used these markers as a sign of moving towards a new step or an event in the future and they are also considered as announcement markers which refer forward to future section during presentation.

However, the writer also found the implicative marker and conclusion marker that has a similar function in the discourse, ending the utterances. But there is a slight difference between them.

Discourse markers *That is why/So that/ Which is why/Therefore/Again* used by the speaker to re-state or re-explain the previous ideas. So that the audiences can pay more attention by indicating or assuming that what will be evaporated is an important point. This case has similarity with discourse markers *That is/So that*, including in conclusion marker. The function of this marker is to close or finish the discourse or the section of talk. Both of the markers were used by the speakers in the end of their presentations. Usually it was started by re-stating and re-explaining the ideas/topics explain, then followed by closing.

Discourse markers *And then/The next* found in the data of this research, which included in temporal marker. This discourse markers has function as sequence/relevance markers or to mark sequential dependence. The speakers used this discourse markers usually to give a signal to the audiences that the speakers was about to move to another session, can be a sub topic, during their presentation. Although these discourse markers give a slight contribution on the coherence or the content of the presentation.

The speakers also switched the topics sometimes during the presentation using the discourse markers *As you see/As you may have heard/You might know that*. These markers are used as marker of what speakers and audiences share and what is generally known. They are also used to indicate situation in which the speaker knows that the audiences share some knowledge about a particular piece of information. So that, there would be a relationship between the

current topic and the previous one. The speakers uttered these discourse markers usually in the middle of their presentation.

During the process of gathering the data, the speakers always started their presentation by saying *First/I want to talk or discuss about/I am going to explain* then continued by mentioning the title of the topic. The speakers said that discourse markers right after greeting the audiences and the lecturers. Clearly the speakers used these discourse markers to give a marker to the audiences that the topic was about to start. Moreover, by continuing mention the title of the topics can make the audience understand what the topic is.

The last is meta-statement marker. The main function is to re-focus the audiences, so that they can gain more understanding. The speaker usually said *Let me give you/Let's see the* to make the audience back to focus mode. The speakers usually said that after giving long and complex explanation, through giving example or even re-telling what has being explained. In other words, this marker was used to emphasize important information.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestion needed to complete this research is explained in this chapter.

A. Conclusions

In this part, the writer presents some conclusions of the research of discourse markers found in the students' oral presentation. After the researcher analyzes the data, the researcher gets some points. There are nine kind of discourse marker found in the data, they are contrastive, elaborative, implicative, temporal,

segmentation, emphasis, starter, meta-statement, and conclusion marker. The discourse markers commonly used in the oral presentation is elaborative marker because the speakers had a tendency to elaborate the ideas more rather than concluding, giving reasons and examples, contrasting, and inferring.

B. Suggestions

This research deals with the use of discourse markers that are used during oral presentation by the students of English Department of Walisongo State Islamic University. This research can be beneficial for those who are interested in the educational field or writing in English as the second language field.

1. English Learners

This research is beneficial for English learners who are interested in the speaking field. The researcher recommends that English learners use this research to deepen their knowledge in speaking field. The findings in this research show the variants of the discourse markers that are usually used and the discussion of this research gives information to those who want to deepen their knowledge about speaking.

2. English Teachers

This research is beneficial for English teachers, especially in teaching speaking (public speaking) as the additional source in giving examples the use of discourse markers. This research also gives information on the misuse

that commonly occurs. Therefore, English teachers can help students avoid the misuse.

3. Future Researchers

Considering the limitation of this study which the data is only an online recording data and didn't complete, the researcher recommends that other researcher conduct research using the data from direct and complete source. The researcher also recommends for future researchers to do similar research on other type of speaking context.

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APPENDIX

Appendix 1

Data Transcript

Student 1 (Semester 1, Voice and Accent)

Well, okay. In Malaysia and Philippine, English has been come in 1900 after the arrival of some 500 American teachers, not long after the colonialism farmer called via policy even in 1900, the national language was not official English. **Although** it is always a strong things on this list

that English rules all the countries to use English as international language. **And then**, the next is the role of English in Southeast Asia. English has been used as a means of communication by the Southeast Asian looking forward in this additionally compressed to major interest in Southeast Asia. **Moreover**, the first role is a local guarantees of English has rich powerful as its take on us if English as international lingua franca in Southeast Asia. **In particular**, number one Singaporean English for standard is currently being displayed on condition with the lexicon see a common, and this English are appropriate dialogue and so on will be made and you can see the pictures. **For example**

Student 2 (Semester 1, Voice and Accent)

Okay the next will be explained by, to continue our presentation for the example you can. **First**, for the purposes of this being the continent of NCT see table 3A and the lines linking the different continent or meet in case this autonomous may conflated in standard thinking.

For this reason, the vowel is key. It's then the next number two is Molly can follow somebody can call for their ERP infantry diverse as a as an all inventory what contents 20 distinctive follow. **For this reasons**, its difference influence the pronunciation as you can see at the table number three the follows contract in VR a significantly distinctive false.

Student 3 (Semester 1, Voice and Accent)

Which is why, afraid of experiencing English with someone is because you are not an expert when there's a people who like a good one and yes. **You might know that** you have negative attitude towards English because they keep using that there is additional reference is provide resources some information.

I think, It is because that's what we believe for robbing lock translations for other languages are very common. **And then**, here it says that it becomes

Alright then, the next is presentation will be explained by.

Student 4 (Semester 3, English Syntax)

What I am going to explain to you today is syntactic variation. **As you see** that the syntactic variation uncovered nouns are not always marked by as floor continuous or protected with the contraction. **Then**, the Question tag is also used for a durational phase of a prospective. It might be the prospective the used of the simple past tense form are used in temporal and conditional Cloud. **As you see**, next example might be in variant example, you know it's a might yes used to agree with negative SFCs exception and verb may be position contrary. There is a tendency to omit the article or nonspecific object repetitions of words is used for emphasis preposition may be are used differently animals may be used instead of can and will be seen as more polite.

Student 5 (Semester 1, Voice and Accent)

Alright, the next Presentation is about attitude toward English in South Asia that will be presented by

Okay, so that is our presentation and if you have **any question, please ask**

Student 6 (Semester 3, English Syntax)

Yeah, okay thank you for the time and in this occasion we would like to do a presentation of the roles in syntax. **So**, this is our member, Tiara,

Natasha, etc. **And then**, the table of contents are the role of syntax, the meaning criteria for roles, the roles of grammar and its meaning. **Let me** retell the table of content of our presentation today

Student 7 (Semester 1, Vocab and Grammar)

Alright, account of the active and passive contractions of preposition in English and of preposition and cause suffixes in other languages and with respect to various syntactic structures. **That is why**, it is essential to understand the difficulties in defining roles and to be aware of what counts as good practice in this area of grammar of the reply. The concept of roles has never failed to elicit an immediate interested response from students to use colloquial praise it rings a bell and deserves to be explored. **So**, the third part of the reply is the roles are used in description of many languages other than English.

As you can see on the text book that the roles can be used in analysing the contract, they have the same syntactic structure but different sets of rules external. **Meanwhile**, a memo is invoked in an action but not in the situation in order to pay when B are more like class action, he has different roles or in part may more is the subject.

Alright, let's see the example now to “Emma eats some food” to be “Emma made her eat some food”. Whereas in another example, “Emma does something for Harry”. **Again**, Harry plays different roles although Harry is the indirect object, input examples in their object as defined at the end of chapter eight. **Next**, and PCs can be changed as shown in example three certain restrictions apply and exam was the prey the restrictions on example, create the coach and I were cooking, recommit

remodel an omelette and the kitchen mice in the coach and I were cooking refers to an agent but the creature doesn't.

Well, let's see the next example. Bill went to London on Monday. My brother lives near the street for nearest way to work.

So that, there is no difference in consequence structure. **As you may have heard**, what's different is the role attention to the NP in the prepositional phrase.

Oh, yeah. For the point C, the adverb such as, price at the end of the sentence. Examples five and six are parallel to assemble one and two, not the lesson of anger can be moved to the front of the class but morphing with trusses to the front of the class produce a very peculiar example. **And then**, the next is criteria for roles in the discussion that follows roles are treated as a segment to none. Since nouns are the head of noun phrases, the property of being an agent or patient say spreads from nouns to the noun phrases that they had. We begin the simple sort of example as in 5-6, example 5 the Baby chew the biscuit. Example 6 the baby is iffy.

Student 8 (Semester 1, Vocab and Grammar)

The next is roles and role players. **We have already seen that** the grammatical patterns in English establish a very general role by the Asian. The differences in meaning and normalizes the roles results. **And then** they arise from the meaning of specific lexical forms and should be handled in the lexical and tries for this purpose. **We know that** the role of agent in example 14, the concept of prototype, was useful in a discussion of what classes in and distinguishing clearly between roles and role players.

Let me explain to you, Jim in example 25 is promote people agent. **Meanwhile**, in the example 25 Jim was happily chopping blocks.

Okay, next prototypical address flow to be continued by example 26 A and 26 B. Example 26 A, Jim was chopping locks when Margaret left and was still at it when she got back. Example 26 B Jim was enthusiastically chopping locks. Some agents made the general criteria outlined above but achieve some goal by exerting their real power.

However, they produce an effect by virtue of being in a certain position and in a certain place. Example 28 is an instance of this. Note that it meets the above general criteria as demonstrated by example 29. Example 28 supports the wake of the tower that symbol 29 A, what does this arch to? It supports the wake of the tower be B what is arched does is support the wake of the tower C this arch is supporting the work of the tower agents initiate an action that will no more because they merrily give a common to others to carry out some action.

Let's see another example here. The examples are in 31 example 31A. You can see them on the screen.

In example 32 is an agent and has the agent preposition by in 32 inserted, which is the insert preposition, but see below. Now as an agent, **again**, the important point is that we have to go by the grammar and the grammar indicates that code is presented as the agent in example 32 B but as a non-agent in example 32 C. Example 33 A Catriona open the door with this key. B the faces are the passports. C Sally went to the party with Andrew. D Ellen made the leap of faith with strong white floor. D the builders made the wall with contract. The one noun they obviously do not an instrument is in example 33. A in the situation

described by examples that are in the 33B the faces and the passports are in the same place.

In conclusion, the situation described by example 33C Sally and Andrew are in the same place, they are together and they make their way to the party and they are together at the party. In the situations described, example 33D and E. The example in 33 have in common the notion of paying in the same place for which the term accommodative or accompanying is commonly used.

Okay, next presentation will be explained by

Student 9 (Semester 3, English Syntax)

Okay I want to talk about a “Planting roses” chapter. **So** this chapter finished with well-known and much discussed set of examples that is directly refers to the participant roles.

You can see at the example of 34 A “the gardener planned the roses in the garden.” 34 B “the gardener plated the garden with the roses.”

Okay guys, so both examples 34 A and 34 B are not identical in meaning. Example 34 B is true if the gardener filled the garden with rose brushes, **while** 34 A place it open with the rose bushes at all over the garden or only in one part of it. So that, 34 B is true. **Meanwhile**, but if 34 A is true, 34 B might or might not be true. It is depending on the detail of a particular.

Okay, next is the differences in meaning a company difference in syntax. The letter make it clear that we are dealing with two different constructions. **Well**, for the example there are differences in word of it. 34 A planet roses garden versus 34 B planet garden roses. Roses were

planted in the garden by the Carpenter in 34 B the direct object is curtain with not the passive.

So that is about the participant roles.

Student 10 (Semester 3, English Syntax)

Okay thank you. **The next is** three facts make this view so untenable is that there is a contract in the meaning. The difference in syntax set up above indicates clearly the difference constructions are in false. **And then**, the differences extend to other construction, as shown by 35 and 36. Continuing the example before, in the example 35A “It was roses that the gardener planted in the garden”, **while** 35B “It is the garden that the gardener planted with the roses”.

Well, I am going explain to you what it is about. In the examples 35 A it means that roses are prepared to be planted in the garden by the gardener. **Meanwhile**, in the example 35 B it means that the gardener is prepared the roses to be planted in the garden. **So yeah**, all of the examples have the same ambiguous meaning. They leave it open where the roses fill the entire garden or are confined to one part of it. The B example I'll have the interpretation. The garden is filled with roses. The garden is completely affected in 34 B, and this gives us essential difference in meaning from 34 A.

That is why, that this basic difference in grammar and meaning of fact 35 are not influenced just on the basis of inflation. **In addition to** the grammatical criteria, when other criteria has been broke, there should be only one inspection, two phrases are complementing the core. Many first exclude movement phrases and the information has to be entered in the lexical entire. **That is all about** guys.

Well, let me tell you about the conclusion. We send the phrases from a status optional and can occur within combination of perks and other consistent and last summary participant roles play a useful part in the analysis of the interpretation of construction. Typical roles are placed who ma'am on the basis of the medical criteria to distinction up to them involved. There is a difference between role and role players. An agent may be involved in many kinds of fiction, and the patient may be adapted by an action. **So** it connects up directly with the words, **but** with the ways in which the speakers of language can sit off and present situation in New York.

Okay. Thank you. **That's all our presentation** about roles. Thank you very much for your participation.

Student 11 (Semester 3, English Syntax)

I will talk about an agent and the patient. What is important is that there are tests in English that distinguish the contraction in the baby chewed the biscuit and the Baby is heavy. The baby chewed the biscuit, does not mean that the baby is heavy is an appropriate answer to the question in second what happened the above question enable us to short out events from states.

Let's look at example the baby chewed the biscuit. Next. It can be incorporated in the contraction to your pen. What the baby did was chewed the biscuits.

Let me give you another example. Example 13-16 introduces the rules. 13 hurt filed house is in Surrey 14 Mr. Knightley wrote to Kingston. 15 Eleanor and Marian travelled from swap child in her five houses, house is in there. There has the role of place. It denotes the location of first

house in Mrs. Nathalia road to Kingston. Kingston has the role of school in the aid denotes the call of Mr. coagulase journey while Elana and Marian principles from Trump's child Trump Turkey not starting point of sort of the q&a and has the role of search.

And also, certain verbs and objectives did not require a different role for subject nouns as shown, for example, 20 Sue knows the answer B The answer is known to Sue. The example of Sue knows the answer is not an answer to the question what does Sue does, to the question, what is happening to sue?. The answer is known to Sue shows the two is a possible progression in the process which in turn indicates the Sue doesn't mean it can't have participant roles per person the role of experience level referencing shouldn't that Sue knows the answer describes a situation in which Sue has a psychological experience.

Okay, the next is

Appendix 2

Curriculum Vitae

CURRICULUM VITAE

A. Identity

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2. Junior High School : MTs AL-MUAYYAD 3 Tegowanu
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