

FUNGSI PEMARKAH WACANA: SEBUAH KASUS DI KELAS BERBICARA PADA LEVEL UNIVERSITAS

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Abstrak

Penelitian ini menginvestigasi fungsi pemarkah wacana dan pengetahuan mahasiswa mengenai pemarkah tersebut. Penelitian ini adalah penelitian kualitatif. Data dikumpulkan melalui *video-recording* dan transkripsi. Analisis data menggunakan teori Brinton dan Alami. Penelitian ini menemukan seluruh jenis fungsi tekstual, yaitu *sequence, repair, opening and closing frame markers, filler, information indicator, topic switcher, dan turn taker*. Namun, fungsi interpersonal jarang ditemukan karena pembicara hanya berfokus pada penyampaian materi. Lebih jauh dapat dikatakan bahwa pembicara memiliki keterbatasan pengetahuan mengenai pemarkah wacana sehingga kerap menggunakan pemarkah yang sama. Oleh karena itu, penelitian ini menyarankan dosen untuk memperhatikan masalah ini dan menjadikan ini sebagai salah satu butir dalam penilaian.

Kata Kunci: pemarkah wacana, fungsi tekstual dan interpersonal

FUNCTIONS OF DISCOURSE MARKERS: A CASE STUDY OF A SPEAKING CLASS AT TERTIARY EDUCATION

Abstract

This study aimed to investigate functions of and students' familiarity with discourse markers. This was a qualitative study. The data were collected through video-recording and transcription. The data analysis used Brinton's and Alami's theories. The study revealed all textual functions, i.e.: *sequence, repair, opening and closing frame markers, filler, information indicator, topic switcher, and turn taker*. The interpersonal function was almost never found because the speaker only focused on delivering materials. Further, it was noted that the speaker had limited knowledge of discourse markers so that the same discourse markers were often used. The study thus suggested the lecturer should take these into account in the assessment.

Keywords: discourse markers, textual and interpersonal functions

INTRODUCTION

Linking words or sentences is what discourse marker functions. Further, discourse markers also indicate a speaker's attitude to what speaker is saying (Ismail, 2012:2). Written or spoken text is where the discourse markers appear from. Schiffrin in Rido (2010) says that it is important to understand discourse markers since they are parts of discourse coherence and cohesive devices such as to integrate forms, meaning, and action to make overall sense out of what is said. Furthermore, Fraser (1996) states that discourse markers help the speaker to clarify the relationship the speaker intends to convey between two segments. It contributes to the interpretation of message. Thus, this research investigated discourse marker especially used in a presentation conducted by a student, and then it focused on the function of the discourse marker itself. Further, this research was intentionally designed to deeply understand the phenomena of the usage and student's familiarity of discourse markers. Here is an example taken from a student's presentation. This presentation was recorded on April 2016 in Teknokrat when the student took the examination of speaking skill for tour guide.

Good morning ladies and gentleman, thank you for the chance given to me and I am so glad to meet you today. First of all, let me introduce myself, my name is Arlez Restika as tour guide and today I would like to guide you in exploring the tourism in Turkey. First, you go by plane from Soekarno-Hatta international airport to Ataturk international airport of Turkey and it takes time for about 12 hours 15 minutes.

It is noted that there are three discourse makers found, they are *Good morning ladies and gentleman, first of all* and *first*. The first discourse marker (*Good morning ladies and gentleman*) initiates the greeting to open the presentation. Then, the second one is *first of all*, it functions to show the order of the points spoken and it indicates the first point. The following marker found is not too different from the previous one, it is *first*. It refers to the sequence indication, in which the first thing that visitors should do to visit Turkey is taking off by the plane. Further, from the example there is also a marker of cohesion used to connect two clauses by providing further information toward the previous one. It is *and*. Hence, each marker used in the presentation has its own function. This is the thing that this research tried to find out, further it also was aimed at probing any possibilities of finding a marker which has more than one function in a discourse. Discourse thus refers to pieces of language larger than a sentence that function together to convey a given idea or information.

Regarding the example above, it can be stated that discourse marker plays an important role to help the listener understand what speaker or writer means. Along with it, Sharndama and Yakubu (2013) define a marker as the linguistic device used to hang pieces of discourse together. It is used in conversation and writing to show or link ideas or information in a particular context. Furthermore, Swan (2005) posits discourse markers as words or expressions showing the connection between what the speaker said and the context. Analogically, the discourse marker plays as a bridge connecting islands or

cities of a country. In this case, island or cities refer to utterances/expressions/sentences, and then a country construes a discourse. According to Schiffrin (1987: 49), discourse markers are parts of the more general of discourse coherence. Without sufficient discourse markers, the information will not seem logically constructed and the connections between previous and next sentences will not be obvious. Here is another example taken from Feng (2010).

How to improve our English? Don't think the English is just a matter of grammar and vocabulary. [Because] Listening, reading, writing and speaking are [also] the key to learn English well. Listening frequently to special programs will help us improve our listening comprehension. [And] You can watch English and American Film to train your hearing. [And] Watch movies also can train you words' pronunciation.

It is noted that those sentences are grammatically correct but if the discourse markers in the brackets are added, the sentences would read more naturally and be related each other. Further, if it is related to writing or speaking class, students sometimes do not use discourse markers. It is purposively to avoid the unpredicted mistakes because of unfamiliarity. This unfamiliarity deals with the idea how to use it correctly. This situation thus makes the presentation and the writing a bit unnatural. They even sometimes use discourse markers in an improper context, so the utterances or sentences are not well-organized. Simply, it sometimes problematizes students in their presentation and writing. Going from such a phenomenon, this research was conducted. Specifically,

this research was designed in a speaking class of the English Literature Study Program of Universitas Teknokrat Indonesia, Lampung. Since the class consisted of 25 students, this research made the criteria to choose a student. The criteria are GPA (Grade Point Average) should be more than 3.5; being active in any campus events; getting award or winning any English competitions; and lecturer's recommendation. Those criteria then led the research to find a student.

Regarding the lecturer's recommendation, this research would go along with a presentation dealing with a fiction book report; it is one of the agenda (based on the learning contract). Fiction book report requires the students to present their review toward a novel. The presentation will be in 15 to 20 minutes covering two sessions; explanation and question and answer sections. Thus, this research focused on the explanation section only. As further information, this research engaged discourse analysis as the approach.

Discourse analysis is sometimes defined as the analysis of language beyond the sentences. Zellig Harris, an American linguist who first used the term of discourse in 1952 to refer to the analysis of connected speech or writing. Connected discourse occurs within a particular situation – whether of a person speaking, or of a conversation, or of someone sitting down occasionally over the period of months to write a particular literary or scientific tradition. (Harris, 1952 as cited by Meyerhoff, 2012: 2).

Thus, according to Harris (1952) as cited by Meyerhoff (2012:2) there are typical ways of using language in particular situations. He posits that they do not only contain a certain meaning but they can

also be characterized based on linguistic features associated with them. The meaning and the features are the central interest of discourse analysis. Accordingly, one of discussion in discourse analysis is discourse marker. The following part would provide a discussion of discourse markers.

Linguistic devices that are used to hang the pieces of language or expression together are called discourse markers. They are used in spoken or written text to show the relationship among ideas or information in a particular context and it can be in form of word or phrase. For example *so, right, moreover, um, oh*, etc. Giving a naturalistic conversational effect and helping the hearers in understanding what speaker says are what discourse markers can do.

Further, Lenk (1997:4) as cited by Fritz (2007: 4) defines discourse marker as a short lexical item associated with a pragmatic meaning on a multilingual level of discourse, further it is used to signal the hearer how the speaker intends the current contribution related to preceding and/or following parts of the discourse. It means that discourse marker is one of crucial parts in communication and it helps the hearers or readers catch up the preceding and following information given by speaker. Discourse marker also helps the speaker how to signal the information to the hearer, so that speaker and hearer have the same assumption.

Brinton (1996) as cited by Alami (2015) proposes the definition of discourse markers as phonologically short items that have no or little referential meaning but serve pragmatic or procedural purpose. Therefore, discourse markers help the listeners to interpret what speaker says. She also

proposes the characteristics of discourse markers, such as: frequently appearing in oral discourse as a sufficient condition as impromptu; occurring in sentences initially, medially, and finally; having little or no prepositional meaning or at least to be difficult to specify lexically; and occurring outside the syntactic structure or loosely attached to it. In other words, they have no clear grammatical function and seem to be optional rather than obligatory features. Further, Yule (1983: 106) as cited by Brinton (1996: 34) notes discourse markers represent optional cues which writers or speakers may use to organize what they want to communicate. It means discourse markers bridge ideas one to another delivered by the speaker or writer. It is also posited by Fraser (1998:22) as cited also by Brinton that the absence of discourse markers does not render a sentence ungrammatical and/or unintelligible but does remove a powerful clue.

In another discussion dealing with the lecture discourse, Chaudron and Richards (1986) as cited by Fortuno (2006) define the type of discourse markers into two i.e. micro markers (lower-order discourse markers) and macro markers (higher-order discourse markers). Micro markers are used as links to signal the internal or ideational relations within sentences so the relations of one clause to another clause or one sentence to another sentence are easier to comprehend (Rido, 2010:2). Further, they function as fillers and they fill pauses giving listeners more time to process individual segments of a piece of discourse. Meanwhile macro markers are essentially used to signal the transition or the moves from one phase of a lecture to another phase, to indicate a shifting of

one topic to another topic, and to organize the lecture structurally so that students are clear about the subject matters (Rido, 2010: 2).

Discourse markers have a number of different functions depending on the context. For example, it is used to signal the relationship of an utterance to the immediate context with the primary function to draw the listener's attention to a transition or a break in conversational routine. In addition, Brinton presents an inventory of ten functions which she groups into two main categories. First, textual function which is related to the way the speaker structures meaning as text, creating cohesive passage of discourse, using language in a way that is relevant to the context (Brinton, 1996:35-40 as cited by Alami, 2015:6). And second, interpersonal function which refers to the nature of the social exchange, that is, the role of the speaker and the role assigned to the hearer (Brinton, 1996:35-40 as cited by Alami, 2015:6).

In textual function, Brinton divided it into eight functions. They are:

1. Opening frame marker is to initiate discourse, including the attention of the hearer.
2. Closing frame marker is to close the discourse.
3. Turn-taker is to aid the speaker in acquiring or relinquishing the floor.
4. Filler is to serve as a filler or delaying tactic used to sustain discourse or hold the floor.
5. Topic switch is to indicate a new topic or partial shift in topic.
6. Information indicator to donate either new or old information.
7. Sequence/relevance marker is to mark

sequential dependence.

8. Repair markers is to repair one's or others' discourse.

Interpersonal function deals with the addressor and addressee role, that is, the social exchange. Brinton divided interpersonal function into two, such as:

1. Subjectivity to express a response or reaction to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn.
2. Interpersonally to achieve intimacy between speaker and addressee. Further, it function to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness).

METHOD

This research was conducted by applying qualitative method. It was because this type of study was based on data expressed mostly in the form of words rather than on number (William, 2011:130). The researchers video-recorded in a real class and collected the data from the transcription of the fiction book report presentation. It was an individual presentation, in which the student had to report/present the review of a fiction book/novel. Thus, this study was deeply aimed at investigating an individual qualitatively. It is in line with Croker (2009); he says that the characteristic of qualitative method is exploratory with the goal to uncover new ideas and insights and to interpretatively analyze to figure out pattern of behavior

and thinking. There was only one presentation recorded and it was taken from one of the students of speaking class. This student met with the criteria of the subject. Analyzing the data, the writer employed Brinton's and Alami's theory covering two types of functions; they are textual and interpersonal function. Both would be framed from the data. Further, to figure out the student's familiarity, this research would not determine from both types of function, but it would capture the familiarity from markers employed by the student.

The data source of this research was the transcription which was taken from oral fiction book report in speaking class. And the data of this research were in forms of words and phrases.

FINDINGS AND DISCUSSION

FINDINGS

Regarding the objectives, the writer found textual and interpersonal functions. Textual functions of discourse markers are more related to the contraction of the discourse coherence, while the interpersonal functions of discourse markers are precisely more related to the reactions, responses, and relations built by the participants during the interaction, that is, the role of the speaker and hearer in the presentation. During the analysis, there are four initial letters used in the table, they are 'S' (Speaker); 'A' (Audience); 'L' (Line); and 'P' (Participants).

Excerpt 1

L	P	Utterances
1	S	Assalamualaikumwarohmatullahiwabarohaktu/
2	A	Waalaiikum salamwarohmatullahiwabarokatu/
3	S	Okay. Before we go further about. u:m my book
4		report, entitled the authentic story of Pinocchio of
5		Tuscany by Carlo Collodi, maybe I wanna
6		ask one of you. Maybe miss Dena..u:m.

The word "okay" in line three is used by speaker in order to initiate the discourse and to attract the attention from the hearer. This marker is used intentionally in order to persuade the audience to take a part in this presentation. Then, "Before we go further about" is used as the starter of the discourse. Further, the speaker used a couple of fillers such as "u:m" in line three and six as delaying tactic to hold the floor. Those markers occurred unintentionally. In line three, the speaker tried to remember the title of book report. While the speaker was recalling the memory, the speaker deliberately uttered "u:m" and it also happened in line 6. The speaker tried to think about the question that will be asked to the audience. The word "maybe" in line five included into interpersonal function which is used to check the understanding of the audience about the topic which will be discussed. While "maybe" in line six functions as turn taker, in which the speaker gave the chance to audience to share something they know about Pinocchio before the speaker continued discussing it further. It is in order to have response from the audience.

Excerpt 2

L	P	Utterances
7	S	what is the first thing, that come to your mind, about
8		Pinocchio†
9	A	//yes//
10		Nose
11	S	nose† Just it†
12	A	((no)) lie
13	S	//okay//

The audience used 'yes' to express a response toward the speaker's question. It is included in interpersonal function. Then, the speaker used 'just it' with rising intonation. It is in order to invite more audience.

ces to give more comments. Further, another marker is also found, it is 'okay'. It is used to express a reaction or to respond audience's answer, it is also signalling the agreement.

Excerpt 3

L	P	Utterances
20	S	so ladies and gentlemen , in THIS quotation, we --
21		we know that the implicit meaning about -- about the
22		quotation itself/ it means that , u:m from one
23		generation to other --another generation, the
24		Pinocchio story, always give the good moral message
25		for -- especially for children, about do not tell lie,
26		and then do not trust with stranger easily,

In excerpt three, there are five discourse markers found. They are 'so ladies and gentlemen', 'it means that', 'u:m', 'especially', and 'and then'. They are included into macro marker. To start the discourse and give the summary from the previous information, 'so ladies and gentlemen' was used. Then, in order to repair the discourse and to make previous information clearer, 'it means that' is used. It is noted that the marker 'especially' is used to emphasize moral message given in Pinocchio story to the children. The last marker found is 'and then' which was used to indicate the continuity of the message; i.e. do not tell lie and do not trust stranger easily. Whereas, the marker 'u:m' is used to fill an empty between two ideas (fillers).

Excerpt 4

L	P	Utterances
33	S	So , pino that – we believe that , there is no. u:m .
34		there there is no -- ((what)) -- there is no someone
35		that, u:m you can know from Pinocchio story, there
36		are so many kinds of moral message in- +inside it/

In excerpt 4, the speaker emphasized and strengthened the important information in the discourse by using meta-state-

ment macro marker. There is an expression 'we believe that' used by speaker. It aimed to emphasize and strengthen important information in the discourse which related to moral message inside the story. Then, the marker 'u:m' as also found in lines 33 and 35 was employed to have delaying tactic and to hold the floor.

Excerpt 5

L	P	Utterances
65	S	okay ↑, and the next (()) physical description in this
66		-- in this book, the author of this book is Carlo
67		Collodi, and then the title is the authentic story of
68		Pinocchio of Tuscany↑. and then the year two
69		thousand, publisher Jerry Cross and Pauline
70		Bondonno Cross, Italy.
71		And then this book contains of one hundred forty
72		three pages, and the genre is fantasy,
73		Because u:m the writer -- after the – af- +after read
74		this book, especially . Pinocchio itself is fantasy

Further, it can be reported that the same function found from the word "okay" in excerpt 5 (line 65). Uttered with rising intonation, it functions as the starter of discourse. Further, this marker was used to get the attention from the audience and also to check whether or not the audiences still pay attention to the speaker. It means that it is used intentionally by the speaker. In addition, to begin the new information, "and the next" is used. In addition, it is noted that the marker "And then" was found three times in lines 65, 67, 68, 71. Then, the marker "and" was also found in line 72. Both are used to signal the continuity of information (the additional information). At another time, the speaker also used "because" to show causal marker in which speaker tried providing reason why the story has fantasy genre. Thus, "because" is used to signal the reason from the speaker.

Excerpt 6

L	P	Utterances
104	S	Okay, e:m about {NS} e:m extrinsic element in this
105		Pinocchio's -- Pinocchio book, the theme is -- e: the
106		theme of the story about end lasting love/
107		Why I choose. the theme is end lasting love, because
108		I don't choose. do not tell lie, and then e:m do not
109		trust to stranger easily {NS}, because I think that..
110		everlasting love is the story, when gepetto really love
111		pinocchio, and the lasting love. u:m even pinocchio
112		tell lie, and then even pinocchio become naughty
113		boy, so Gepetto really love. and always take of -- take
114		of him/
115		So I choose that the theme is everlasting love,
116		become, the theme of this story/
117		and then , about the character and characterization,
118		the first one is, major character/
119		The first protagonist character is Pinocchio.
120		So , why.. Pinocchio become the the major
121		protagonist character, because u:m Pinocchio↑ as the
122		main character, in all of -- all of the story, or the sub --
123		the subtitle in the story itself/
124		So, I believe that , Pinocchio hav- +have protagonist
125		character, and it can be seen, from the {CG} -- it can
126		be seen from the, quotation inside the story, "but I am
127		different from the other boys! I am -- the
128		best boy in the world, and I↑ always tell the truth/
129		I promise you, papa↑. I will be --
130		I will be very nice to you and
131		I will take good care of you"/

It seemed that every time the marker 'okay' (line 104) was produced by the speaker and it was mostly used to start a new discussion. It was noted that this marker was uttered ten times during the report presentation. Another thing found is fillers, such as u:m, e:m, and e. They can be found in lines 104, 105, 108, 111, and 121. These fillers were produced to fill a momentary hesitation and to hold the floor. Further, the marker 'because' in lines 107, 109 and 121 indicate cause and effect relation of why the speaker finally decided end lasting love as the theme of the fiction book. The speaker strengthened her statement by adding marker 'because'. The following finding is the marker 'and then' in lines 108, 112, and 117. It is the connector linking for the additional infor-

mation of the discourse. For instance in line 108, the speaker used 'and then' to give more information; while in line 117, it was used to switch the discussion from talking about theme to character and characterization.

It is further noted that the markers 'the first one' (in line 118) and 'the first' (in line 119) were used to initiate any entity which is mentioned as the points discussed. Simply, it functions as the starter. The next marker found in lines 1120 and 124 is 'so'. Contextually, it was used to conclude and end up the discussion. In addition, the marker 'and' is found in lines 111 and 125. Hence, it has the same function as discussed before that it indicated additional or further information for the previous one. Besides, the marker 'or' also appears, it clear that this marker functions as the indication of another/other alternative choices.

Excerpt 7

L	P	Utterances
137	S	We can -- we can know from the quotation itself,
138		that Pinocchio really want to buy ABC book, but
139		Gepetto does not have. u:m money↑ -- does not
140		have money. and after that Gepetto sells. his jacket,
141		and then just wearing shirt and trousers to buy ABC
142		book's (()) to Pinocchio itself/
143		So , I choose. Gepetto as the second protagonist
144		character, inside the story/

So far, the markers found in the excerpt 7 have the same function. For instance, the filler 'u:m' function as the delaying tactic; the markers 'and after that' and 'and then' indicates the sequences of information or story; and the marker 'so' is used to indicate the end of the discussion which in form of conclusion. Further, another marker is also found; it is 'but'. Considering the context of the sentence, it clear that the marker 'but' was

used to bridge the contrastive or opposite idea. It can be seen in lines 138-139. Accordingly, Pinocchio really wanted to have the book whereas Gepetto did not have money. It can reported from the finding that the marker ‘but’ links clauses in a sentence.

Excerpt 8

L	P	Utterances
249	S	In conclusion , Pinocchio was one of fiction story,
250		which WRITTEN with the purpose or
251		sociali- socialai- +socializing children to meet {NS}
252		definite normative, expectation at home
253		and in the society/
254		So moral – moral lesson, we can get from Pinocchio
255		story, do not tell lie,
256		and about the lasting love, {NS} because it is – u:m
257		-- do not to lie, it is not good, and it will only lead
258		you to some serious problem/

This discourse marker, “*in conclusion*” in line 249, is included into macro markers that can help the audiences to recall and retain the presentation. “*Or*” in line 250 and “*and*” markers in 253 function as the connector between the clauses. “*Or*” is used to connect the clause *Pinocchio was one of fiction story, which written with the purpose expectation at home and in the society* to the next clause *socializing children to meet definite normative*.

After concluding Pinocchio as a fiction story, the speaker delivered moral message. To initiate it, the speaker used “*so*” in line 254. “*because*” in line 256 is used to indicate relational reason. It can be seen from these clauses, *moral lesson, we can get from Pinocchio story, do not tell lie, and about the lasting love, because it is – u:m -- do not to lie, it is not good, and it will only lead you to some serious problem*. Completely, the speaker would like to explain that the fiction book presented teaches the readers to tell the truth whatever the condition is.

Thus, there will be bad consequence coming to us, for example in this story, whenever Pinocchio is telling lie, his nose will grow abnormally.

Excerpt 9

L	P	Utterances
259	S	So , I have. one quotation from pinocchio, “a lie
260		keeps GROWING AND GROWING, until . it is†
261		as PLAIN. as the NOSE. on your FACE/
262		Thank you very much for your nice attention,
263		wasalamualaikumwarohmatullahiwabarokatu/

After delivering the report in front of the class, the speaker should sum up the presentation. The speaker gave the conclusion by illustrating it through the quotation. That quotation illustrates the moral message from Pinocchio’s story. To indicate the conclusion, the speaker used “*so*” in line 259. This marker was uttered intentionally in order to make the audiences always remember moral message that can be taken from the story. While the marker “*until*” functions as the connector between the clauses of message *a lie keeps GROWING AND GROWING* to following clause *it is† as PLAIN. as the NOSE. on your FACE*. Then, the speaker closed the presentation by using discourse marker *Thank you very much for your nice attention*. It was delivered in order to say thank you to the audience for paying attention and participating during the presentation of fiction book report presentation.

DISCUSSION

Through the results, it is noted there are 26 kinds of marker found and those markers have their own function. The type of function a marker has depends on the context of the discourse. Those markers are *okay, maybe, actually, before we go further,*

u:m, yes, just it, Ladies and Gentlemen, especially, and then, we believe that, I believe that, and the next, because, the first, the first one, the second one, and fourth, so, but, in conclusion, or, until, thank you very much for your nice attention, it means that. There are three functions of markers which are produced most frequently. They are sequence marker, filler, and information indicator. They are presented in this part.

It can be reported that as the most frequent one, the sequence marker was used to signify the continuity of points discussed. It seemed so because the students presented some points of report. On another extent, Asik and Cephe (2013) found the same thing. They figured out that this type of marker was most frequently used by the native students. Furthermore, the second marker which appeared most frequently after sequence marker is filler, in form of *u:m* and *e:*. It was used often to hold the floor and to fill empty among ideas. This current research also figured out that the student produced this marker to recall information stored in the memory. It means that sometimes it is produced unconsciously by the student. Another function of this filler is that it is a strategy to delay the presentation because of memorizing materials. In addition, Castro (2009) captured this phenomenon from a research of a class interaction investigation. She found that students so often produced fillers, such as *um/e, yeah, mhm*. Further, Asik and Cephe (2013) found *um* produced by the native student while the non-native students produced *uhh*. It means that there are some alternative markers functioning as filler, they are *u:m, umm, e:, mhm, and uhh*.

Another function which has number

of times of occurrence is information indicator. The markers functioning information indicator are *the first, the first one, the second one, the third one, and fourth, the last*. They were used to indicate entities of information mentioned as the point discussed from the earliest and the latest point.

There is an interesting marker discussed in this part, i.e. *okay*. This current research came to a conclusion that this marker has more than one function depending on context. For instance; Okay produced in a raising intonation indicates a start of a discourse or initiation of a talk. Another point is that this marker was used also to respond audience's answer. In addition, in a class interaction, Thornbury and Slade (2006) argue that the markers (*right?* and *Ok?*) can signal a response elicitors.

Regarding the frequent marker used by the student, it is noted that the student was not too familiar with discourse marker and had limited knowledge of it. This phenomenon was also figured out by Fung and Carter (2007), they came to a conclusion that the non-native students (Hong Kong) experienced such a limited corpus of discourse marker variety. In addition, Muller (2004, 2005) conducted comparative study of discourse markers employed by American and German students. Then, he found that the non-native student used less discourse marker than the native one. Further, in another research, Asik and Cephe (2013) also revealed that non-native student (Turkish) underwent less knowledge of it. It is found that both Asik and Cephe also investigated the senior undergraduate student just like what this current research did. There are also other

researchers who found a similar phenomenon, they are Weinert (1998), Trillo (2002) and Hellerman and Vergun (2007).

Going with the point above, this current research thus suggested the lecturer to take attention and put it as a point in the scoring system. It will be better as well to make discourse marker a point of presentation review. It is in order to make the students get attention and familiar with discourse marker and its varieties. Well knowing and understanding it, the student can likely deliver a presentation better and more cohesive and coherent. Muller (2004, 2004) also argues so, he grants that if students know it adequately and use it effectively in spoken discourse, the points discussed will be easily gained by the audience (the receiver). Accordingly, Fung and Carter (2007) state that learning discourse markers facilitates students to get more successful overall language use and concern a well-constructed discourse. Further, in the following years, Lam (2009) posits that discourse marker is important for students to communicate pragmatically and get comprehensible interaction. Lam also notes that through discourse marker non-native students can gain nativeness in the spoken and written discourse of English. This argumentation is in line with Halliday and Hasan (1976) who posit that discourse marker may help people to create natural text (spoken and written) which gain a higher level of coherence.

Dealing with learning process, Asik and Cephe (2013) specifically argue that Turkish non-native students may have a fluent spoken discourse, if they have adequate insight of discourse marker and tend to use it and they need to be supported by teacher through class interaction. Thus,

this point is in line with what this current research suggested to the lecturer. Furthermore, discourse markers can be taught by both explicit and implicit teaching (Rose & Kasper, 2001; McCarthy & Carter, 1998). Therefore, it can be argued that going along with discourse markers may help students to get coherent discourse and deliver a discussion which is understandable for the hearer.

CONCLUSION

It can be reported that both textual and interpersonal functions were found. Textual functions were used by speaker in order to link the discourse, structure meaning as text, create a cohesive passage of discourse, and to make the language relevant to the context, so that the sentences will look more organized and easy to understand. Further, all divisions of textual function were found as well, they are opening frame marker, closing frame marker, turn-taker, filler, topic switch, information indicator, sequence marker, and repair markers. The findings show that sequence marker is most frequently used. Each of function is presented below followed by the markers found. Sequence markers (*and then, and, and the next, after that, and also*) occurred for 53 times employed to indicate the continuity of information. The second one is filler (*u;m, e:*), it was used to hold the floor and to fill an empty between two ideas happening 43 times. The next one is information indicator (*the first, the first one, the second one, the third one, the last*), they were found 28 times and used to initiate any entity mentioned as the point discussed; repair markers (*it means that*) were found 14 times and employed to repair the discourse and to make previous

information clearer. Further, opening frame markers (*Ladies and Gentlement, before we go further, and okay*) were identified 13 times and used to open and to start a discourse. While closing frame markers (*so, in conclusion*) were found 10 times and employed to conclude and ended up the discussion. There is another closing marker found i.e. *thank you very much for your attention*, it was not only used to thank audiences, but also to close a spoken discourse. Further, topic switch marker (and then) was also found 9 times, and the least is turn taker only occurred once. In contrary, interpersonal function seldom occurred. It just occurred for 7 times. It is because speaker only focused on giving the explanation. There are 4 markers which indicated audience's and speaker's response, they are *okay, yes, and just it*. Then, 3 other markers are used by speaker to check the audiences' understanding and asking the agreement from the audiences toward the topic given. Further, this study also reported that one discourse marker has more than one functions. It depends on what condition and context of the sentence that speaker uttered.

On the other hand, this study came to another conclusion as well that sometimes the speaker seemed like being confused in applying the discourse markers in the presentation. As the result, the speaker often used the same discourse markers to connect clauses or sentences or even to indicate something in the discourse. Consequently, it influenced the way the speaker delivered the presentation and it made the presentation monotonous. Thus, this study also suggested to the lecture to be more aware toward the discourse markers uttered by student and consider it as the

crucial part in delivering the presentation in the class. The lecturer also needs to discuss it intensively and then put it as an element of scoring system.

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APPENDICES

Lines	Participants	Utterances
1	S	Assalamualaikum warohmatullahi wabarohaktu/
2	A	Waalikumsalam warohmatullahi wabarokatu/
3	S	Okay↓. Before we go further about. u:m my book
4		report, entitled the authentic story of pinocchio of
5		tuscany by Carlo Collo- +Collodi, maybe I wanna ask
6		one of you. Maybe miss Dena.. u:m.
7	S	what is the first thing, that come to your mind, about
8		Pinocchio?
9	A	//yes//
10		nose
11	S	nose? Just it?
12	A	((no)) lie
13	S	//okay//
14	S	okay, u:m.
15		actually↑ , all of you. us u:m know about Pinocchio's
16		story, right?
17	A	//yes//
18	S	It is tell us about not tell lie, and then about u:m . gifeto,
19		and then blufery and others/
20	S	so ladies and gentlemen , in THIS quotation, we -- we
21		know that the implicit meaning about -- about the
22		quotation itself/ it means that, u:m from. one
23		generation to other --another generation, the Pinocchio
24		story, always give the good moral message for --
25		especially for children, about do not tell lie,
26		and then do not trust with stranger easily,
27		and others/

Lines	Participants	Utterances
28	S	So , in this Pinocchio story itself, we know that.. u:m
29		Pinocchio is just like e -- just like -- just like puppet, and
30		then , become the real↑ boy/ it means that, u:m this --
31		this teach to all – to all children that, nothing is
32		impossible/
33	S	So , pino that – we believe that , there is no. u:m . there
34		there is no -- ((what)) -- there is no someone that, u:m
35		you can know from Pinocchio story, there are so many
36		kinds of moral message in- +inside it/
37	S	Okay , about the urgency↑ of this fiction book,
38		Pinocchio is know ((as)) far and wide as the puppet who
39		strived, to become a boy, who learned to live↑, to the
40		qualities required of the -- of a real boy, to be brave↑,
41		truthful↓, don't tell lie, and unselfish/
42	S	So , in this book↑, e:m there are so many kinds of moral
43		message, especially for children that. so after read book,
44		perhaps that children can u:m.. APPLY ↑ the good
45		behavior, especially do not tell lie with our parents↓,
46		with the society, and etcetera/
47	S	Okay , about the biographical of sketch, especially u:m --
48		every single book have their own author, so . the book of
49		the authentic story of Pinocchio of Tuscany, u:m the
50		author Carlo lorenzini was born in Florence, Italy on no-
51		+ November twenty four, eighteen twenty six/
52		
53	S	He later↑ adopter the pseudonym, “Carlo Collodi”, so it
54		means that , the name of Carlo -- Carlo Lorenzini
55		change to Carlo Collodi, borrowing his u:m nom de
56		plum from the village of collodi. So , they – he changes
57		his name from Calro Lorenzini to Carlo Collodi,
58		following the name of the village, in their town/
59		And also Collodi was the eldest – the eldest of ten
60		children, though seven of his. sibling, died very early in
61		life, his parents, Dominico -- Domini- +Dominico
62		Lorenzini and Angelica Orzani, were
63		domestic servants to
64		Marquis Lorenzo Ginori lisci/

Lines	Participants	Utterances
65	S	okay ↑, and the next (()) physical description in this -- in
66		this book, the author of this book is Carlo Collodi, and
67		then the title is the authentic story of Pinocchio of
68		Tuscany↑. and then the year two thousand, publisher
69		Jerry Cross and Pauline Bondonno Cross, Italy.
70		And then this book contains of one hundred forty three
71		pages, and the genre is fantasy,
72		because u:m the writer -- after the – af- +after read this
73		book, especially .
74		Pinocchio itself is fantasy
75	S	Okay , {NS} e:m the strength of this book, especially
76		after the writer -- read this book, the first one↑ is↓ the
77		title of this book. is simple and interesting/
78		It means that , e:m when the chil↑dren↓ or u:m . adult
79		people and etcetera/
80		They can also understand, the meaning of the authentic
81		of Pinocchio/
82		So it means that Pinocchio is, a really famous story, u:m
83		in -- in our era, and then second one , is the cover is
84		colorful and attract people to read this book↑, especially
85		for children, and the third one is, this book so good to be
86		read, u:m especially for children, because . there are --
87		there are some moral message inside this -- inside the
88		story, and fourth is, this book is using simple -- simple
89		language style, because COMMONLY, the u:m .
90		children, read – read this book, because the. language
91		u:m .. really simple/ so , children or adult people can
92		read this book, understand -- can understand what is the.
93		story inside this book/
94		And then , communicative and easy to understand, so
95		the reader able to construct the meaning easily/ and the
96		last is, there are some pictures. inside u:m the story, so
97		the reader can understand that.
98		what the story talking about,
99		and then setting,
100		there are some picture {NS} of Pinocchio and then
101		Geffeto, {NS} some character in the story of Pinocchio
102		{NS}. book↓
103		

Lines	Participants	Utterances
104	S	Okay, e:m about {NS} e:m extrinsic element in this
105		Pinocchio -- Pinocchio book, the theme is – e: the
106		theme of the story about end lasting love/
107		Why I choose. the theme is end lasting love, because I
108		don't choose. do not tell lie, and then e:m do not trust
109		to stranger easily {NS}, because I think that..
110		everlasting love is the story, when gepetto really love
111		pinocchio, and the lasting love. u:m even Pinocchio tell
112		lie, and then even Pinocchio become naughty boy, so
113		Gepetto really love. and always take of -- take of him/
114		So I choose that the theme is everlasting love, become,
115		the theme of this story/
116		and then , about the character and characterization, the
117		first one is, major character/
118		The first † protagonist character is Pinocchio. So , why..
119		pinocchio become the the major protagonist character,
120		because u:m Pinocchio† as the main character, in all of
121		-- all of the story, or the sub – the subtitle in the story
122		itself/
123		So, I believe that , Pinocchio hav- +have protagonist
124		character, and it can be seen, from the {CG} –
125		it can be seen from the, quotation inside the story, “but I
126		am different from the other boys! I am -- the best boy in
127		the world, and I† always tell the truth/
128		I promise you, papa†. I will be –
129		I will be very nice to you and
130		I will take good care of you”/
131		
132	S	And then about the second protagonist character,
133		I choose.. Gepetto. as the second protagonist character,
134		because u:m . Gepetto† as the creator of Pinocchio
135		itself, as the father of -- of the Pinocchio itself/
136		
137	S	We can -- we can know from the quotation itself, that
138		Pinocchio really want to buy ABC book, but gepetto
139		does not have. u:m money† -- does not have money. and
140		after that Gepetto sells. his jacket, and then just
141		wearing shirt and trousers to buy ABC book's (()) to
142		Pinocchio itself/
143		So , I choose. Gepetto as the second protagonist
144		character, inside the story/

Lines	Participants	Utterances
145	S	And then the second one is, major antagonist.
146		character, the fox and the cat, are ((available)) in the
147		film, because e:m there are some additional {NS}
148		character inside the story of Pinocchio {NS}, just like,
149		the fox and the cat. Because , the fox and the cat u:m .
150		always e tell -- tell lies, with Pinocchio and also (())
151		want to, u:m ... always.. make↑. his way to pleasure
152		island/ it means that, e:m always having e:m bad
153		planning to Pinocchio, just like e wanna kill Pinocchio,
154		and etcetera/
155	S	Okay , about the plot, especially, ladies and gentlemen ,
156		in this. Story have u:m .. plot/
157		The first one is introduction, u:m the story was begin
158		when mister Cherry the carpenter found a piece of
159		woods, that laughed and cried like a child, when he
160		picked up. his ax to cut, {NS} the bark of the log, he
161		heard a tiny -- tiny voice whimpering. "don't hit me
162		hard!" and also, it means that , we can see from the.
163		quotation inside the story, "don't hit me hard!", it
164		means that, u:m .. the introduction or the -- the first
165		story, appear when mister Cherry e find e such kind of.
166		Piece of wood↑/
167		so the writer. believe that, it is↑ as the introduction of
168		the story↓/
169	S	and then the second one is about the climax/
170		the climax, starts, when mister Cherry give
171		the wood that can make a tiny voice to the -- the
172		Gepetto↓/
173		so it is e:m . As the begi- +begining of the problem, or
174		we ((say)) as the. climax where. Mister Cherry afraid, e:
175		there is s- +sound of the wood/mister Cherry, gave to..
176		the Gepetto, and after that , think about, he wants make
177		puppet/
178		so it means that, e: the climax of this -- of this story,
179		when Gepetto makes the puppet,
180		and after that um gepetto gave the name
181		of the wood itself, as u:m Pinocchio/

Lines	Participants	Utterances
182	S	Okay , the top of con- +conflict/
183		The top of conflict start when.. pinocchio tells. lie to the
184		gepetto/ so , there are so many kind of problem.
185		Happen in Pinocchio, because they -- he always tells lie
186		with. Gepetto just like. It can be seen from the
187		quotation, “and the Pinocchio sold. ABC book to him.
188		right then and there”/
189		So , after Gepetto sell it {NS} to another people/
190		it means that {NS} there are such top of con- +conflict
191		or the u:m .. the high problem that happen in the -- in
192		the story when gepetto. sold. ABC book to another
193		people/
194	S	About the resolution. Pinocchio feels that, after he tells
195		lie. u:m again and again, and then he thinks that, no
196		one↑ can help him -- ask -- ask him sorry to the gepetto,
197		about -- about about his -- e -- his mistake, and also hug
198		Gepetto. He was. When he found, a ((minutelately))
199		that he was no longer a woo- +woo↑den puppet, he had
200		become a boy, like all the other/
201		So , we see from the quotation, u:m .. the resolution is,
202		when. pinocchio asking sorry to the gepetto, and after
203		that .. they -- he changes become a real boy/ So
204		pinocchio, does not -- does not um .. couldn't be. e :
205		puppet anymore/
206		
207	S	Okay , about the. setting inside. the Pinocchio story
208		itself/
209		The setting of place, took in gepetto's home, forest,
210		puppet theatre, blue fairy house/
211		and then the setting of the time Pinocchio story, in the
212		golden ERA of Disney film, is consi- +considered
213		nineteen thirty seven until nineteen forty two/
214		It means that , when the.. Pinocchio story e : establish in
215		the era that literature, first establish and their
216		imagination/
217		So it means that , the golden era, in -- in that era, the
218		literature especially children literature, like -- just like
219		fairy tale, and the e the imagination.
220		So , setting of circumstance↑.
221		In this story, talking about, the common society in
222		the real life/

Lines	Participants	Utterances
223	S	About the moral message, the writer found. Three of
224		moral messages, the first one is, do not tells lie to
225		everyone, especially our parent/
226		And the second one is, do not trust -- do not trust with
227		the strangers easily/
228		And the third one is, it is really IMPORTANT. no one
229		GIVE everlasting love, except our parent/
230		So it make so important↓/
231	S	and then about{NS} {LG} e: the {NS}.... {CG} so the
232		point of view, u:m the moral value that used. by the
233		author, is omniscient point of view/
234		so it means that , omniscient is the.. e: which is based
235		on.. borogh two thousand and seven, “omniscient
236		point of view is the author. knows↑ everything about
237		the character and the author narrator tells the story↓/
238		so it can make children feel confuse, just like. Pinocchio.
239		in blue fery house, and after that in Gepetto’s house,
240		and after that in the sea,
241		and after that/
242		so ((*apa)) {NS} it can makes -- it can makes the
243		children feel confuse/
245		so , especially where the –
246		u:m where Gepetto’s house, where Pinocchio’s exactly.
247		House/
248		
249	S	In conclusion , Pinocchio was one of fiction story,
250		which WRITTEN with the purpose or
251		sociali- socialai- +socializing children to meet {NS}
252		definite normative, expectation at home
253		and in the society/
254		So moral – moral lesson, we can get from Pinocchio
255		story, do not tell lie,
256		and about the lasting love, {NS} because it is – u:m --
257		do not to lie, it is. not good, and it will only lead you to
258		some serious problem/
259	S	So , I have. one quotation from Pinocchio, “a lie keeps
260		GROWING AND GROWING, until . it is↑ as PLAIN.
261		as the NOSE. on your FACE/
262		Thank you very much for your nice attention,
263		wasalamualaikum warohmatullahi wabarokatu/