

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the study. The first point of this chapter describes the result of the discourse markers types and the use of discourse markers found in the *English textbook based on curriculum 2013*. The second point of this chapter shows the discussion of which one the types of discourse markers that mostly used in *English textbook based on curriculum 2013*.

A. FINDINGS

This section presents the analysis of discourse markers that are found in the English textbook based on curriculum 2013. The English textbook based on curriculum 2013 has 12 chapters which are grouped into two parts, they are: the first semester has six chapters and the second semester has six chapters also. The English textbook based on curriculum 2013 has 233 pages. The researcher will be analyzed in part of the reading comprehension section. The researcher use theory from Schiffrin (1987), he said that discourse markers have six types, they are: 1.) Marker of Information Management, 2.) Marker of Response, 3.) Discourse Connective, 4.) Marker of Cause and Result, 5.) Marker of Temporal Adverb, and the last 6.) Information and Participation. The whole word is Discourse Markers sentence which will be analyzed. The following table below is used to know the types of discourse markers.

1. Types of Discourse Markers Found in English Textbook based on Curriculum 2013

The researcher will describe the types of discourse markers according to Schiffrin (1987), They are a.) marker of information management, b.) marker of response, c.) discourse connective, d.) marker of cause and result, e.) marker of a temporal adverb, and the last f.) marker of information and participation. The following table below is used to know the types of discourse markers.

a.) Marker of Information Management

According to Schiffrin (1987), a marker of information management has only one discourse marker, it is *oh*. Schiffrin explains that *oh* is exclamation or interjection. It is also is used when it is alone, without the syntactic support of a sentence, it indicates strong emotional states, e.g. surprise, fear, or pain. It can also initiate utterances, followed by a brief pause or without preceding the rest of the tone unit. On the other hand, a marker of *oh* also as a marker of information management includes *oh* in repair and *oh* in the status of information. *Oh* in repair can be divided into two parts, which are repair initiation and repair completion. Repair initiation is used to show surprise or disbelief. While in information status, *oh* mark to changes, which are the recognition of familiar information and receipt of new information. It can be explained on the table below:

Table 4.1: Marker of Information Management

Types of DMs	Wording	Meaning	Location of Utterance
Marker of Information Management	a. " <i>Oh</i> , great! She can run so fast, although her body is small."	The word <i>oh</i> indicates receipt of new information.	Chapter VI, page 104.
	b. "He's a bit fat and chubby. He's wearing a black hat". " <i>Oh</i> ya, I see him now. He's walking toward me. He's carrying a back pack, isn't he?"	The word <i>oh</i> indicates receipt of new information	Chapter VIII, page 140.
	c. "I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My	The word <i>oh</i> indicates repair initiation.	Chapter VIII , page 143.

	mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice”.		
	d.“You are coming, aren't you? Yes, I am. Thanks for inviting me. No problem. Oh ya, don't forget the dress code, ok?”	The word oh indicate show the information.	Chapter III, page 44.

Marker of Information Management will be explained below:

Utterance *a* at table 4.1 “*Oh, great! She can run so fast, although her body is small*” tells about the information from Beni said that Lina looks so happy because she won the school running competition. The utterance in the data above includes a marker of information management. The researcher will be describing the function of the marker oh. Marker of oh actually used an exclamation or interjection. In the utterance above the word oh is used by Beni and his friend when Beni gives the information to his

friend by saying “*Oh, great! She can run so fast, although her body is small*”, which actually word oh show that Beni friend surprised about the information. Beni friend did not expect that Lina could be the winner of the running competition even though she had a small body.

On the other hand, by saying oh Beni friend can continue his said. From the analysis above, the researcher concludes that data **a** table 4.1 represent marker of information management types with the function as repair initiation and repair completion.

Utterance **b** at table 4.1 “*He’s a bit fat and chubby. He’s wearing a black hat*”. “**Oh** *ya, I see him now. He’s walking toward me. He’s carrying a backpack, isn’t he?*”. Tells about the information from Simon friends to the police that he lose Simon in the bus terminal. Simon friends explain the characteristics of Simon body likes, he’s tall and got fair skin, he’s wearing a uniform, black pants and a blue shirt with long sleeves. He’s a bit fat and chubby and wearing a black hat. Simon friend asks the people around in the bus terminal. Then, one of them said that he ever see him, he’s walking toward me and carrying a backpack.

The utterances of data part **b** “**Oh** *ya, I see him now. He’s walking toward me. He’s carrying a backpack, isn’t he?*” represents the marker of information management since from is the marker oh has the function to repair completion especially make information. In the utterances above, the word oh is used by Simon friend and someone who see Simon in the bus

terminal. The researcher concludes that data point **b** represents a marker of information management types with the function as repair completion especially make information.

Utterance **c** at table 4.1 *“I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice”*. Tells about Lina describe someone who special for her life. Lina describes that she loves her mum very much, Lina mum always beside her. The utterance above the word oh is used by Lina when she describes her mum.

On the other hand, by saying *oh* Lina can continue her said. From the analysis above, the researcher concludes that data **c** table 4.1 represents a marker of information management types with the function as repair initiation.

Utterance **d** at table 4.1 *“You are coming, aren't you?, Yes, I am. Thanks for inviting me. No problem. Oh ya, don't forget the dress code, ok?”*. Tells about Udin is telling Lina by phone that he will come to the party. Lina inviting Udin to come to her birthday party. The utterance above the word oh is used by Lina when she tells with Udin.

On the other hand, by saying *oh* Lina can show her conversation. From the analysis above, the researcher concludes that data **d** table 4.1

represents a marker of information management types with the function of repair initiation.

b.) Marker of Response

Marker of Response also has one of the discourse markers which is marker *well*. Marker *well* in a discourse marker that uses at the beginning of utterances which reject, cancel, agree or disagree with the content of the foregoing discourse. The researcher found the marker *well* in the reading comprehension section. It will be detailed in the table below:

Table 4.2 Marker of Response

Types of DMs	Wording	Meaning	Location of Utterance
Marker of Response	<p>“I want to show you my drawing. What do you think about it?”</p> <p>“Well, I think it’s good”.</p>	<p>The word <i>well</i> indicates agree in conversation.</p>	<p>Chapter I, page 19.</p>

Marker of Response will be explained below:

Utterance at table 4.2, “*I want to show you my drawing. What do you think about it?*” “**Well**, *I think it’s good*”. Tells about Edo friend show his drawing to Edo. Then, Edo thinks that it’s good. Edo friend said that it’s

the real landscape from his hometown. Edo friend asks to Edo to coming in his hometown someday. Edo said that his hometown is very beautiful.

The utterance “*well, I think it’s good*” represents in the marker of response it is used at the beginning of utterances which the content of foregoing discourse. So, by saying *well* Edo can continuation his said. From the analysis above, the researcher concludes that the data above represent a marker of response types with the function as agree with something or ideas.

c.) Discourse Connective

According to Schiffirin (1987), discourse connective consists of three markers. They are *and*, *but* and *or*. The first marker from discourse connective types is *and*. *And* used to coordinate ideas and to continue a speaker’s action in spoken language. It is considered a marker when it connects the narrative section, action, or turns. Marker *but* is a discourse coordinator (like *and*), it has a very pragmatic effect. *But* marks an upcoming unit as a contrasting action, because this effect is based on its contrastive meaning. Marker *or* is used as an option for a marker in the discourse, it provides with a choice between accepting only one member of disjunct or both members of disjunct. It will be detailed in the table below:

Table 4.3 Discourse Connective

Types of DMs	Wording	Meaning	Location of Utterance
Discourse Connective	a. Andi: “The road was bad. And after the flood, it certainly became worse.”	The word and indicates to coordinate idea and to continue a speaker’s action in spoken language.	Chapter VII, page 122.
	b. Yuni: “There are 10 students in the library in the morning. In the afternoon, there are only 5 students. There are more students in the morning, and fewer students in the afternoon.”	The word and indicates to coordinate idea and to continue a speaker’s action in spoken language.	Chapter VII, page 124.
	c. Mr. Adnan: “It is not easy to read a story to your friends loudly and correctly. But , I’m happy that many of you can	The word but indicates to interaction content and take place in the middle of conversation.	Chapter II, page 28.

	do it well. Adi still makes mistakes, but he can read his story loudly.”		
	d. Mrs. Gracia: “The text is long and there are many new words in it. It is not easy to read. But , you can work together. If you read it together, I’m sure you can understand it easily.”	The word but indicates to interaction content and take place in the middle of conversation.	Chapter II, page 28.
	e. Adnan: “My mum is out of town today. My dad is also very busy. But , he will come to my school to collect my report.”	The word but indicates contrast between one idea to another.	Chapter II, page 34.
	f. “Pak Bacu is a janitor in our school. He is a hard worker. He	The word but indicates contrast between one idea to another.	Chapter VIII, page 146.

	<p>sweeps the yard every morning and afternoon. He washes the toilets clean. I like him, because he is friendly, and he knows our names. But, sometimes he is annoying. He often teases me, and laughs at me in front of my friends. He is sometimes fussy too”.</p>		
	<p>g. “All students of Grade 8 will have a study-tour at the end of the year, in November or December. Start saving up”.</p>	<p>The word or indicates for choice an idea</p>	<p>Chapter XI, page 206.</p>
	<p>h. “The big wolf knew that the most delicious sheep were the</p>	<p>The word or indicates for choice an idea.</p>	<p>Chapter XII, page 217.</p>

	lambs, <i>or</i> the young sheep. He then imitated the voice of a ewe or a mother sheep”.		
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Discourse Connective will be explained below:

a. And

Utterance *a* at table 4.3 “*Andi: “The road was bad. **And** after the flood, it certainly became worse”*. Tells about the teacher ask Andi to describe the bad situation or condition in his life. Andi tells in front of his friends that the road in his life was bad, and after the flood, it certainly became worse. I think that the road needs to repair. Because the road it’s important to other people that live in that area.

The utterance “*The road was bad. **And** after the flood, it certainly became worse”*. Represent the discourse connective it is the marker and has a function as a coordinate idea and to continue a speakers action in spoken language. On the other hand, by saying *and* the narrator can continue his said. From the analysis above, the researcher concludes that data *a* table 4.3 represent discourse connective types with the function to coordinate idea and to continue a speakers action in spoken language.

Utterance *b* at table 4.3 “*Yuni: “There are 10 students in the library in the morning. In the afternoon, there are only 5 students. There are more students in the morning, **and** fewer students in the afternoon”*”.

Yuni tells to her friend when she visited the library today. Yuni said that there are 10 students in the library but in the afternoon fewer students in the library. Yuni thinks that some students lazy to visited the library in the afternoon because maybe some of them sleepy or tired.

The utterance of, *Yuni: "There are 10 students in the library in the morning. In the afternoon, there are only 5 students. There are more students in the morning, **and** fewer students in the afternoon"*. Represent the discourse connective it is the marker *and* has a function to coordinate ideas and to continue a speakers action in spoken language. In the utterance above, the word *and* is used by Yuni conversation with her friend. The researcher concludes that data *b* table 4.3 represent discourse connective types with the function to coordinate idea and to continue a speakers action in spoken language.

b. But

Utterance *c* at table 4.3 "*Mr. Adnan: "It is not easy to read a story to your friends loudly and correctly. **But**, I'm happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly"*. Tells about Mr. Adnan give feedback to the Adi group when his group read a story in front of his friends. Mr. Adnan was happy that the Adi group can read a story loudly and correctly. Though Adi still makes mistakes but he can read his story loudly.

The utterance ***But**, I'm happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly"*. Represent

the discourse connective it is the marker *but* has a function interaction content and takes place in the middle of the conversation. In the utterance above, the word *but* is used by Mr. Adnan gives feedback to his students. The researcher concludes that data *c* table 4.3 represents discourse connective types with the function as interactive content and takes place in the middle of the conversation.

Utterance *d* at table 4.3 “Mrs. Gracia: “*The text is long and there are many new words in it. It is not easy to read. **But**, you can work together. If you read it together, I’m sure you can understand it easily*”. Tells about Mrs. Gracia to give a comment to one group. Mrs. Gracia said to her students that it’s long text and there are many new words in it. It is not easy. Mrs. Gracia suggests them to work together because work together can make them more understand about the text.

The data from table part *d* includes the discourse connective. The marker *but* has a function to interactive content and take place in the middle of the conversation. The word *but* is used by Mrs. Gracia when she said to the students. The researcher concludes that data *d* at table 4.3 represents discourse connective types with the function of interactive content and takes place in the middle of the conversation.

Utterance *e* at table 4.3, Adnan: “*My mum is out of town today. My dad is also very busy. **But**, he will come to my school to collect my report*”. Tells about Adnan conversation with his friend. Adnan said that

his parents busy today. His mom out of town and his dad are also very busy. But, though his dad was very busy, he will come to my school to collect my report. Adnan friend said that his mom will come to collect his report.

The utterances *But, he will come to my school to collect my report*". Represent discourse connective it is the marker *but* has indicated the contrast between one idea to another. In utterance above, the word but is used by Adnan conversation with his friend. The researcher concludes that data *e* table 4.3 represent discourse connective types with the function as a contrast between one idea to another.

Utterance *f* at table point 4.3 "*Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He washes the toilets clean. I like him, because he is friendly, and he knows our names. But, sometimes he is annoying. He often teases me, and laughs at me in front of my friends. He is sometimes fussy too*". Tells about Lina describe about someone or something to her friend. Lina said that pak Bacu is a janitor in her school. He is a hard worker. He is always friendly to students in Lina school. But, there are some characteristics of pak Bacu which is Lina dislike. Like, sometimes he teases Lina, laughs Lina in front of her friends and it makes Lina embarrassed.

The utterance **But**, *sometimes he is annoying. He often teases me, and laughs at me in front of my friends. He is sometimes fussy too*". Represent the discourse connective it is the marker *but* has function contrast between one idea to another. The word *but* is used by Lina describe about pak Bacu. The researcher concludes that data *f* table 4.3 represent discourse connective types with the function as a contrast between one idea to another.

c. **Or**

Utterance *g* at table 4.3 "*All students of Grade 8 will have a study-tour at the end of the year, in November or December. Start saving up*". Tells about the notice in school for the students. There is some notice in that school, and it's one example of a notice that needs to be attention for eight grade. In the notice explaining that all students of grade 8 will have a study tour at the end of the year, in November or December. So, all of the students grade 8 will prepare to study tour in November or December.

The utterance, "*All students of Grade 8 will have a study-tour at the end of the year, in November or December. Start saving up*". Represent the discourse connective it is the marker *or* has the function as choice an idea. The word *or* is used by notice for grade 8 about the study tour in their school. The researcher concludes that data *g* table 4.3

represents discourse connective types with the function as choice an idea.

Utterance **h** at table **4.3** “*The big wolf knew that the most delicious sheep were the lambs or the young sheep. He then imitated the voice of a ewe or a mother sheep*”. Tells about the teacher read the story for her students entitled a wolf in sheep clothing. The teacher explains about one of the contents of the story that the big wolf more like sheep were the lambs or the young sheep because the taste is delicious.

The utterance, “*The big wolf knew that the most delicious sheep were the lambs or the young sheep*”. Represent the discourse connective since from is the marker *or* has the function as choice an idea. The word *or* is used by the teacher read story for her students in the class. The researcher concludes that data **h** table **4.3** represents discourse connective types with the function as choice an idea.

d.) Marker of Cause and Result

According to Schiffrin (1987), the marker of cause and results included two markers. They are *because* and *so*. The marker *because* is used to indicates convey a meaning of cause. The marker *so* conveys the meaning of the result. It will be explained in the table below:

Table 4.4 Marker of Cause and Results

Types of DMs	Wording	Meaning	Location of Utterance
Marker of Cause and Result	a. "Rani has so many friend even though she does not have much money". "She's friendly and helpful, <i>so</i> everyone like her".	The word <i>so</i> indicate to use convey a meaning of result.	Chapter VI, page 104.
	b. "why don't you ride your bicycle?" "it is broken, <i>so</i> I am walking now".	The word <i>so</i> indicate to use convey a meaning of result.	Chapter VI, page 102.
	c. "What are you doing?" "The window is dirty, <i>so</i> I am cleaning it".	The word <i>so</i> indicate to use convey a meaning of result.	Chapter VI, page 100.
	d. "I am bringing an umbrella <i>because</i> it was cloudy this morning. I thought it will be raining today".	The word <i>because</i> indicates to use convey a meaning of cause.	Chapter VI, page 102.
	e. "Why do you come late?"	The word <i>because</i> indicate to use convey a	Chapter VI, page 102.

	“it is <i>because</i> I missed the bus. I took an ojeg but I couldn’t come on time still”.	meaning of cause.	
	f. “Beni is wearing a jacket although the weather is warm”. “it is <i>because</i> his got fever”.	The word <i>because</i> indicate to use convey a meaning of cause.	Chapter VI, page 104.

Marker of Cause and Result will be explained the data below:

a. So

Utterance *a* at table 4.4 “*Rani has so many friends even though she does not have much money*”. “*She’s friendly and helpful, so everyone likes her*”. Tells about the conversation between Simon and Lina. Simon tells Lina that Rani has so many friends even though she does not have much money. Lina said because of Rani friendly and helpful. So, every one like her. Lina said to Simon when you want to has so many friends, you have to be like Rani.

The data *a* includes the marker of cause and results. The marker *so* has a function to use convey the meaning of the result. The word *so*

is used by Simon and Lina conversation about Rani. The researcher concludes that utterance **a** at table 4.4 represents a marker of cause and result types with the function as conveying the meaning of the result.

Utterance **b** at table 4.4 “*why don’t you ride your bicycle?*”, “*it is broken, so I am walking now*”. Tells about Lina and Rani conversation when they both arrive in school. Lina asks Rani why she doesn’t ride her bicycle. Because every day she goes to school by bicycle. Rani tells to the Lina that her bicycle it’s broken. So, she walking now. Then, Lina gives suggestions to Rani to repair her bicycle so as not walking to go to school.

The utterance of “*why don’t you ride your bicycle?*”, “*it is broken, so I am walking now*”. Represent the marker of cause and result since from is the marker *so* it has the function as conveying a meaning of the result. The word *so* is used by Lina and Rani conversation about the Rani bicycle. The researcher concludes that data **b** at table 4.4 represents a marker of cause and result types with the function as conveying the meaning of the result.

Utterance **c** at table 4.4 “*What are you doing?*”, “*The window is dirty, so I am cleaning it*”. Tells about the conversation between Rani and Simon. Simon sees Rani stand up in front of a window. Simon asks Rani what are you doing?. Then Rani said because the window is dirty, so she is cleaning it.

The utterances of “*What are you doing?*”, “*The window is dirty, so I am cleaning it*”. Represent the marker of cause and result it is the marker *so* it has the function as convey the meaning of the result. On the other hand, the word *so* is used by Simon and Rani conversation about the Rani cleaning window. The researcher concludes that data *c* at table 4.4 represents the marker of cause and result types with the function as conveying the meaning of the result.

b. Because

Utterance *d* at table 4.4 “*I am bringing an umbrella because it was cloudy this morning. I thought it will be raining today*”. Tells about Robet and Simon conversation. Robet asks Simon why he bringing an umbrella. Simon said that because it was cloudy this morning, he thought it will be raining today. So, he bringing an umbrella to anticipate if it is raining.

The data *d* in table 4.4 includes the marker of cause and results. The marker, *because* has a function to use, conveys a meaning of cause. The word *because* is used by Robet and Simon conversation about why Simon bringing an umbrella this morning. The researcher concludes that data *d* represents a marker of cause and result from types with the function to use convey a meaning of cause.

Utterance *e* at table 4.4 “*Why do you come late?*”, “*it is because I missed the bus. I took an ojeg but I couldn’t come on time still*”. Tells

about the conversation between Udin and Simon. Udin sees that Simon comes late in school and he ask Simon why he comes late. Because Udin knows that Simon never comes late to the school. Simon explains to Udin that he waking up too late in the day and he missed the bus to go to school. Then, he orders ojeg to go to school but he couldn't come on time still. Udin said that for tomorrow and the next Simon's must set the alarm so as not to be late to school.

The utterance "*Why do you come late?*", "*it is **because** I missed the bus. I took an ojeg but I couldn't come on time still*". Represent the marker of cause and result it is the marker *because* has the function to use conveys a meaning of cause. The word *because* is used by Udin and Simon conversation because Simon comes late to school. The researcher concludes that data *e* at table 4.4 represents a marker of cause and result from types with the function to use conveys a meaning of cause.

Utterance *f* at table 4.4 "*Beni is wearing a jacket although the weather is warm*". "*it is **because** he's got a fever*". Tells about Simon and Lina conversation. Simon sees Beni wearing a jacket although the weather is warm. Then, he asks Lina why Beni wearing a jacket. Lina said that because Beni got the fever. Simon said should be Beni a rest in his home if he was sick. He should be drinking the medicine also.

The utterance "*Beni is wearing a jacket although the weather is warm*". "*it is **because** he's got a fever*". Represent the marker of cause

and result it is the marker of *because* has the function as to use conveys a meaning of cause. The word *because* is used by Simon and Lina conversation about Beni because he wearing a jacket although the weather is warm. The researcher concludes that data *f* at table 4.4 represents a marker of cause and result from types with the function to use convey a meaning of cause.

e.) Marker of Temporal Adverb

Based on Schiffirin (1987), the marker in temporal adverb included two markers. They are *now* and *then*. The marker *now* is used to indicate a speaker’s progression through a discourse that contains an ordered sequence of subordinating parts. It also used to indicate the upcoming shift in a talk, or when the speaker wants to negotiate the right to control what will happen next in talk. It will be detailed in the table below:

Table 4.5 Marker of Temporal Adverb

Types of DMs	Wording	Meaning	Location of Utterance
Marker of Temporal Adverb	a. “Mrs. Harum: “I’m very proud of Siti. <i>Now</i> she can help me with the housework. She can get up early herself. She can	The word <i>now</i> indicates a speaker’s progression through a discourse which contains sequence of	Chapter II, page 28.

	sweep the house before school.”	subordinating parts.	
	b. “They do their homework. They study for the next day. Then , they go to bed early”.	The word then indicates a succession from one topic to another.	Chapter V, page 77.
	c. “After that we rubbed them with sandpaper to make them smooth. Then , we dried them in the sun for one week.”	The word then indicates a succession from one topic to another.	Chapter X, page 182.
	d. “On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then , some of us washed the desks and	The word then indicates a succession from one to another.	Chapter V, page 182.

	<p>the chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs".</p>		
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Marker of Temporal Adverb will be explained the data below:

a. Now

Utterance *a* at table 4.5 “Mrs. Harum: “I’m very proud of Siti. **Now** she can help me with the housework. She can get up early herself. She can sweep the house before school”. Tells about Mrs. Harum described Siti. Mrs. Harum very proud of Siti because now she can help Mrs. Harum with the housework. Previously, Siti had never helped Mrs. Harum in doing housework. But, now that she is changing. She is very diligent and passionate about helping Mrs. Harum. That makes Mrs. Harum proud of Siti. Siti can get up early and she can sweep the house before going to school.

The utterance “Mrs. Harum: “I’m very proud of Siti. **Now** she can help me with the housework. She can get up early herself. She can sweep the house before school”. The word *now* is used by Mrs. Harum described Siti, and *now* in that data has a function to indicate a speaker’s

progression through a discourse that contains an ordered sequence of subordinating parts.

On the other hand, by saying *now* the narrator can show the temporal adverb he said. From the analysis above, the researcher concludes that data *a* at table 4.5 represent a marker of temporal adverb types with the function as indicating a speaker's progression through a discourse which contains an ordered sequence of subordinating parts.

b. Then

Utterance *b* at table 4.5 "*They do their homework. They study for the next day. Then, they go to bed early*". Tells about a teacher show for his students some description of successful people. Successful people have a way so that they can achieve what they want. They do their homework, and they never delay their homework. They study for the next day. Then, they go to bed early to wake up on time. When they fail, they never give up to trying again.

The utterance "*They do their homework. They study for the next day. Then, they go to bed early*". Represent the marker of temporal adverb it is the marker *then* has the function to indicate succession from one topic to another. The word *then* is used by a teacher to show his students some descriptions of successful people. The researcher concludes that data *b* at table 4.5 represents a marker of temporal adverb

types with the function as to indicate succession from one topic to another.

Utterance *c* at table 4.5 “*After that, we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for one week*”. Tells about Udin and Lina conversation about their selves experience. Udin tells that last week my brother and I made the garden benches. Firstly, my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea. We told dad that we wanted to make garden benches from the wood. He agreed and he would help us. My father helps us to make the garden benches, he sawed the wood into three pieces. 25 cm in diameter and 25 cm in height. After that, we rubbed them with sandpaper to make them smooth. Then we dried them in the sun for one week. After that, we dry and we painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days.

The utterance “*After that we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for one week*”. Represent the marker of temporal adverb it is the marker *then* has function indicate succession from one topic to another. The word *then* is used by Udin and Lina conversation about their selves experience. The researcher concludes that data *c* at table 4.5 represent a marker of temporal adverb types with the function as a succession from one topic to another.

Utterance *d* of table 4.5 “*On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs*”. Tells about Lina and Edo conversation about the won first prize in the classroom competition. Edo tells us that the principal announced the classroom competition on Monday in the flag ceremony. Then, when we were back to the classroom, we realized that many desks and chairs are old and dirty. some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them. Then, on Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Some of us washed the desks and the chairs. Some furnished them. Some fixed the legs. Now our desks and chairs are clean and strong. And we won the first prize in the classroom competition.

The utterance “*On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs*”. Represent the marker of temporal adverb it is the marker *then* has the function as a succession from one topic to another. The word *then* is used by Udin and Lina conversation about the won first prize in the classroom competition. The researcher concludes that data *d* at table 4.5

represents a marker of temporal adverb types with the function as a succession from one topic to another.

f.) Information and Participation

According to Schiffrin (1987), the marker of information and participation included two markers. It is *I mean* and *you know*. Schiffrin (1987) explained that the basic meaning “I mean” is to forewarn upcoming adjustment. Marker *you know* cognitively processes and used by the speaker. Marker *you know* encourages addresses to think about the comprehensibility of what has just been said. It will be explained in the table below:

Table 4.6 Information and Participation

Types of DMs	Wording	Meaning	Location of Utterance
Information and Participation	a. “ <i>You know</i> I never come late to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was	The word <i>You know</i> indicates to encourage addresses to think about the comprehensibility of what has just been said.	Chapter IX, page 160.

	<p>already closed. So here we are, not attending the flag ceremony”.</p>		
	<p>b. “You know what. I found this cute healthy cat when he was hiding under a garbage truck a month ago. It was very thin, hungry, and dirty”.</p>	<p>The word you know indicates to encourage addresses to think about the comprehensibility of what just been said.</p>	<p>Chapter IX, page 176.</p>
	<p>c. “Do you know what I mean?” “Yes, Sir”.</p>	<p>The word I mean indicate to forewarn upcoming adjustment.</p>	<p>Chapter I, page 14.</p>
	<p>d. “Ah! That’s what I mean,” “Do you know where he is tonight?”.</p>	<p>The word I mean indicate to forewarn upcoming adjustment.</p>	<p>Chapter I, page 15</p>

Marker of Information and Participation will be explained in the data below:

a. You Know

Utterance *a* at table 4.6 “*You know I never come late to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six-fifty, and the gate was already closed. So here we are, not attending the flag ceremony*”. Tells about Lina reason why she not attending the flag ceremony. Fara asks Lina why she not attending the flag ceremony because as long as Fara knows Lina never comes late to school. Lina always comes on time, she is a diligent student. Finally, Lina tells that she morning got a flat tire. The, she walked with her bike to go to school. She arrives at school at six fifty and the gate was already closed. Because that accident Lina not attending the flag ceremony.

The utterance “*You know I never come late to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six-fifty, and the gate was already closed. So here we are, not attending the flag ceremony*”. Represent the marker of information and participation. The marker *you know* has the function to encourage addresses to think about the comprehensibility of what has just been said.

On the other hand, by saying *you know* the narrator can show the information and participation he said. The word *you know* is used by

Lina reason why she not attending the flag ceremony to Fara. The researcher concludes that data **a** at table 4.6 represent a marker of information and participation types with the function to encourage addresses to think about the comprehensibility of what has just been said.

Utterance **b** at table 4.6 “*You know what. I found this cute healthy cat when he was hiding under a garbage truck a month ago. It was very thin, hungry, and dirty*”. Tells about Simon story for Dita about his new cat. Simon found the cat when he was hiding under a garbage truck a month ago. It was very thin, hungry and dirty. Actually, Simon like a cat. He cares about the cat and he brings his cat in his home to be treated.

The utterance “*You know what. I found this cute healthy cat when he was hiding under a garbage truck a month ago. It was very thin, hungry, and dirty*”. Represent the marker of information and participation. The marker *you know* has the function to encourage addresses to think about the comprehensibility of what has just been said. On the other hand, the word *you know* is used by Simon story for Dita about his new cat. The researcher concludes that data **b** at table 4.6 represent a marker of information and participation types with the function as encourage addresses to think about the comprehensibility of what has just been said.

b. I mean

Utterance *c* at table 4.6 “*Do you know what I mean?*”, “*Yes, Sir*”. Tells about a teacher explain to his students about a narrative text. A teacher gives the example and structure of a narrative text. Some of the students listening to the explanation of their teacher and some of them are noisy. Then, the teacher asks them do you know what I mean?. The students said yes, sir. The teacher asks the students to make an example of narrative text. The teacher wants to know so far they understand the narrative text.

The utterance “*Do you know what I mean?*”, “*Yes, Sir*”. Represent the marker of information and participation. The word *I mean* is used by the teacher explain to his students about a narrative text. The researcher concludes that data *c* at table 4.6 represents a marker of information and participation types with the function as to forewarn upcoming adjustments.

Utterance *d* at table 4.6 “*do you understand what I mean?*,” “*yes, sir you said that we should speak English in our English class*”. Tells about Mr.Johan said what rules students must obey when taking English classes. Mr.Johan explains that all of the students can’t eat in class, it shouldn’t be noisy when the teacher explains the material. Then, Mr.Johan ask them, do you understand what I mean?. Yes, sir. And don’t forget that all of you should speak English in our English class.

The data *d* include the marker of information and participation. The marker *I mean* has a function to forewarn upcoming adjustments. On the other hand, by saying *I mean* the narrator can show the information and participation he said. From the analysis above, the researcher concludes that data *d* at table 4.6 represents a marker of information and participation to forewarn upcoming adjustment.

2. Types of Discourse Markers mostly used in English Textbook Based on Curriculum 2013.

The most dominant types of discourse markers used and its frequencies in English textbook based on curriculum 2013 are presented below:

No	Types of Discourse Markers	Frequency	Percentage
1.	Marker of information management	4	13%
2.	Marker of response	1	3%
3.	Discourse connective	10	33%
4.	Marker of cause and result	6	20%
5.	Marker of temporal adverb	5	17%
6.	Information and participation	4	13%
	Total	30	100%

The table shows that classification of types of discourse markers used in English textbook based on curriculum 2013 is various because each strategies has its own function. In this research, discourse markers have some types according to Schiffrin (1987), they are Marker of Information Management, Marker of Response, Discourse Connective, Marker of Cause and Result, Marker of Temporal Adverb, and Marker of Information and Participation.

Each marker has a word indicating the point of types of discourse marker. Like, a marker of information management has only one marker, it is *oh*. Marker of response has only one marker also, it is *well*. Discourse connective consists of three emarkers, they are *and*, *but* and *or*. Then, a marker of cause and result included two markers, they are *because* and *so*. Marker of temporal adverb has two markers also, they are *now* and *then*. For the last, a marker of information and participation included two markers, they are *you know* and *I mean*.

For the table above, the researcher found some types of discourse markers. The data from the analysis English textbook developed by based on curriculum 2013 shows that the first, there is *four* markers of information management in the English textbook. The second, there is *one* marker of response in the English textbook based on curriculum 2013. The third, for the discourse connective the researcher found *ten* markers with the classification like this, *two* markers of *and*, *six* markers of *but*, and *two* markers of *or*. The fourth, for the marker of cause and result the researcher

found *six* markers in the English textbook based on curriculum 2013, with the classification like that, *three* markers of *because*, and *three* markers of *so*. The fifth, the researcher found a *fifth* marker of a temporal adverb in the English textbook based on curriculum 2013, with the classification like this, *one* marker of *now*, and *three* markers of *then*. For the last, the researcher found *four* markers of information and participation in the English textbook based on curriculum 2013, with the classification such as, *two* markers of *you know*, and *two* markers of *I mean*. From the data above, types of discourse marker mostly used in English textbook based on curriculum 2013 is *discourse connective*.

B. DISCUSSION

This section is about the discussion. The discussion related to the research findings of the data analysis. With the result of the data analysis above, the researcher was justified that in the English textbook based on curriculum 2013 is used six types of discourse markers namely: marker of information management, marker of response, discourse connective, marker of cause and result, marker of temporal adverb, and marker of information and participation. Additionally, this English textbook has been analyzed especially of types and functions each of them is differences.

The first, the marker *oh* used in the reading comprehension section. The marker *oh* has function used as exclamation or interjection. It can also initiate utterances, followed either by a brief pause or without pause preceding the rest of the tuning unit. For the function of *oh* is at the beginning of the utterance then use the supporting sentence or word.

The second, the speaker also uses the marker *well* in the English textbook based on curriculum 2013. The marker *well* is used in the beginning or middle of utterance to reject, cancel, agree or disagree. But, in this data, it is just used to agree for opinion. The marker *well* has the function to indicate a reject, cancel, agree or disagree such as in the data of this research.

The third, discourse connectives have three marker they are *and*, *but*, and *or* in the reading comprehension section based on curriculum 2103. The marker *and* is uses to coordinate ideas and to continue a speaker action in

spoken language. For marker *but* has to function as to interactive content and take place in the middle of the conversation. The last marker *or* has the function as an option between two ideas. *Or* is used as an option marker in discourse. It differs from *and* but not only in meaning, because it is move hearer – directed, whereas *and* marks a speakers continue they spoken, and *but* speakers return to appoint, *or* marks a speaker provision of option to the hearer.

The fourth, the marker of cause and result has two markers there are *because* and *so* in which is used by the reading comprehension section. The marker of cause and result has the pattern as a conjunction. Marker *because* convey a meaning of course or event. Marker *so* conveys the meaning of the result.

The fifth, marker of temporal adverb has two markers there are *now* and *then*. *Now* also used by the reading comprehension section. For the *now*, it has a function to indicate a speaker's progression through a discourse that contains an ordered sequence of subordinating parts. Next, the marker *then* also used by the reading comprehension section. It has the function to indicate succession between prior and upcoming talk a succession from one topic to another

The last, the researcher used the marker information and participation to analysis the part of the reading comprehension section. The marker information and participation has two markers, namely: *you know* and *I mean*. The pattern of two markers is lexicalized phrases. For the

pattern *you know* has the function to indicate encourages addresses to think about the comprehensibility of what has just be said. For marker *I mean* has the function to forewarn upcoming adjustments.

From the explanation above, the most dominant types of discourse markers used in English textbook based on curriculum 2013 are types of *discourse connective*. Because in this study researcher analyzed the English textbook based on curriculum 2013 focusing on the reading comprehension section. In this research, the researcher found that the most dominant types are discourse connective that has three markers, they are *and*, *but* and *or*. In the English textbook based on curriculum 2013 part of reading comprehension shows reading stories, conversations, and descriptions of objects or humans. Which part of the reading comprehension section the writer of the English textbook based on curriculum 2013 used discourse connective to connect one story to another story or one conversation to another conversation. Schiffrin (1987) stated the marker *and* is used to coordinate ideas and to continue a speakers action in spoken language. Marker *but* has to function as to interactive content and take place in the middle of the conversation. The last marker *or* has the function as an option between two ideas.

In the previous study, the thesis from Lailiyatul Munawaroh under the title discourse markers used by Obama and Romney in the first of presidential debate at the University of Denver in 2012. Show that the marker of the *well* was dominant types used by Obama and Romney because

they always defend their opinion by reject and disagree with another opinion during debate. It can be concluded that in debate marker of *well* used more dominant than others. Based on the real situation, the result of this research and the previous study was different because the object was different. The object of this research is written, and the object of thesis of Lailiyatul Munawaroh is spoken.