

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Indeed, Allah Swt will not change the condition of a people until they change what is in themselves”.

(Q.S Ar-Ra'd: 11)

DEDICATION

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ABSTRACT

Auliyah, Afni. 2019. *An Analysis of Discourse Markers in English Textbook Used By Junior High School Students*. Faculty of Tarbiyah, English Education Department, State Islamic Institute (IAIN) Kediri, 2019. Advisors: 1.) Chothibul Umam, M.Pd. 2.) Burhanudin Syaifulloh, M.Ed.

Keywords: Discourse Analysis, Discourse Markers, English Textbook.

Discourse analysis is concerned with the study of the relationship between language and context in which it is used. In this research, the pragmatic interface will be investigated by studying the properties of discourse markers. Discourse markers are a linguistic device that the speaker uses to signal how the upcoming unit of speech or text relates to the current discourse. This study concerns the discourse markers that are expressed by the Indonesian English textbook based on curriculum 2013. The purpose of this study is the researcher wants to know the types of discourse markers used in Indonesian English textbook based on curriculum 2013. The problems of this research are, What types of discourse markers are used in English textbook based on curriculum 2013? And, What is the most dominant types of discourse markers used in English textbook based on curriculum 2013?.

This research uses the descriptive qualitative method because it is to describe and analyse the discourse markers available in the English textbook based on curriculum 2013. The researcher used it because the emphasis of the qualitative method involves several characteristics. The researcher uses herself as the main instrument. The researcher chose and selected English textbook based on curriculum 2013 of eighth-grade junior high school students. The researcher focus on the reading comprehension section will be analysed.

The result of this research showed that there are six types of discourse markers used in Indonesian English textbook based on curriculum 2013. From 30 utterances used in English textbook based on curriculum 2013, 4 markers of information management, 1 marker of response, 10 discourse connective, 6 markers of cause and result, 5 markers of temporal adverb, and 4 information and participation. It means that 13% as a marker of information management, 3% as a marker of response, 33% as discourse connective, 20% as a marker of cause and result, 17% as a marker of temporal adverb, and 13% as information and participation. Furthermore, the most dominant types of discourse markers used in English textbook based on curriculum 2013 is discourse connective. It shows the process with a frequency of 10 and the percentage 33%.

TABLE OF CONTENT

TITLE.....	i
DECLARATION OF AUTHENTICITY.....	ii
APPROVAL PAGE.....	iii
RATIFICATION SHEET.....	iv
NOTA KONSULTAN.....	v
NOTA PEMBIMBING.....	vi
MOTTO.....	vii
DEDICATION.....	viii
ACKNOWLEDGEMENT.....	ix
ABSTRACT.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xii
CHAPTER I: INTRODUCTION.....	1
A. Background of Study.....	1
B. Formulation of the Problem.....	4
C. Objectives of the Study.....	5
D. Significance of the Study.....	5
E. Scope and Limitation of Problem.....	6
F. Definition of Key Term.....	7
CHAPTER II: REVIEW OF RELATED LITERATURE.....	8
A. Discourse Analysis.....	8
B. Discourse Markers.....	10
C. English Textbook.....	17

D. Previous Study.....	20
CHAPTER III: RESEARCH METHOD.....	21
A. Research Design.....	21
B. Source of Research.....	21
C. Research Instrument.....	22
D. Data Collection.....	22
E. Data Analysis.....	23
F. Triangulation.....	24
CHAPTER IV: FINDINGS AND DISCUSSION.....	25
A. FINDINGS.....	25
1. TYPES OF DISCOURSE MARKERS.....	26
2. THE MOST DOMINANT TYPES.....	58
B. DISCUSSION.....	61
CHAPTER V: CONCLUSION AND SUGGESTION.....	65
CONCLUSION.....	65
SUGGESTION.....	67
BIBLIOGRAPHY.....	68
APPENDIXS.....	70
CURRICULUM VITAE.....	xiv

LIST OF TABLES

Table 4.1 Marker of Information Management.....	27
Table 4.2 Marker of Response.....	31
Table 4.3 Discourse Connective.....	34
Table 4.4 Marker of Cause and Result.....	42
Table 4.5 Marker of Temporal Adverb.....	47
Table 4.6 Information and Participation.....	53

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