

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter present the conclusion of the research finding and discussion. Moreover, it also presents the suggestion for the next researcher who wants to study about discourse markers.

#### **A. CONCLUSION**

The conclusion answer of the formulated research question from the data display in the previous chapter. The researcher can draw some points of conclusion from this English textbook based on curriculum 2013.

From the explanation of the research findings, the researcher concluded that types of discourse markers by Schiffrin (1987) stated, that there are six types of discourse markers in English textbook based on curriculum 2013. They are: marker of information management, marker of response, discourse connective, marker of cause and result, marker of temporal adverb, and information and participation.

The result of this study are 30 utterances which used types of discourse markers used in English textbook based on curriculum 2013. There are 4 utterances in marker information management. For marker of response have 1 utterance. Then, there are 10 utterances in discourse connective. For marker of cause and result there are 6 utterances. Marker of

temporal adverb have 5 utterances. The last marker of information and participation have 4 utterances.

The result of this study is to know the function of types of discourse markers used in English textbook based on curriculum 2013. The first, marker of information management has types *oh* which have function repair initiation and repair completion. The second, marker of response like *well* that have function as the beginning of utterance to reject, cancel, agree or disagree. In the research, researcher only found one data from marker of response type. The third, discourse connective such as *and*, *but* and *or* that has function to coordinate ideas and to continue a speaker action in spoken language. The fourth, marker of cause and result like *because* and *so* in which used by the speaker to indicate a relation of cause and result. This function was appropriate with the data from the researcher in this research. The fifth, marker of temporal adverb as *now* and *then* which have function to indicate speaker progression through a discourse which contains as ordered sequence of subordinating parts. It is also used to indicate the upcoming shift in talk and to indicate succession between prior and upcoming talk a succession from one topic to another such as in data from the researcher. The last one, marker of information and participation *y'know* and *I mean*. They have function to indicate encourages addresses to think about the comprehensibility of what has just be said and forewarn upcoming adjustments such as the data from this research. The result of this research

shows that the most dominant types of discourse markers used in English textbook based on curriculum 2013 is discourse connective.

## **B. SUGGESTION**

After concluding this research, the researcher would like to give suggestion. Reading an English textbook based on curriculum 2013 can take some example of discourse markers types. It also occurs not only in our daily activity but also in English textbook based on curriculum 2013.

The researcher suggest to whom are interested in studying discourse marker especially in a English textbook, they should understand kinds of types of discourse markers and also the reason why discourse markers are used. For the next researcher, it is suggested to study more and more about discourse markers in order to get the better research.

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## APPENDIX

Types of DMs	Wording	Location of Utterance
<b>Discourse connective</b>	I need shoes with a strap, <i>and</i> open in the front, like sandals. It's always hot here, <i>and</i> my toes need air to breath.	Chapter VII, page 133
	No. You are right. Okay. In front of my house there is also a big stone. Some children often sit <i>and</i> play there.	Chapter VII, page 133.
	Hasim: "The hospital is 3 kilometers from my here, the bank is 4 km from here, <i>and</i> the post office is 5 km from here. The hospital is nearer than the bank, the bank is nearer than the post office. So, the hospital is the nearest, <i>and</i> the post office is the farthest."	Chapter VII, page 126

	Our school is smaller than the other schools in my town. It is the smallest, <b>but</b> it is the best. It is cleaner and greener than the others. There are more trees and less waste. Our garden is also the most beautiful of all.	Chapter VI, page 128.
	Look! The horse and the donkey look like each other. <b>But</b> , the horse is bigger than the donkey. The donkey is smaller than the horse, right?	Chapter VII, page 109
	Siti says, “You can wear a batik shirt or a formal shirt. <b>But</b> please don’t wear T-shirt.”	Chapter III, page 48.
	Mrs. Fauzia: “Birds can fly because they have wings. We don’t have wings, so we cannot fly. <b>But</b> we can make planes. With	Chapter I, page 28

	a plane we can fly very high and go to far places.”	
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Types of DMs	Wording	Location of Utterance
<b>Marker of cause and result</b>	<p>“Although Mr. Erry is old, he is still an energetic teacher”.</p> <p>“It is because he loves sport”.</p> <p>“Yes, he also teaches his student happily, <i>so</i> all of his students love him”.</p>	Chapter VI, page 104.
	<p>After walking for five minutes she noticed that no other children were going to school. Soon she realized it was Saturday! <i>So</i>, she walked back home.</p>	Chapter X, page 193
	<p>“What are you doing?”</p> <p>“I am feeding the rabbit <i>because</i> my mother gave me a carrot for it this morning”.</p>	



	<p>“What are you doing?”</p> <p>“I am watering the plant <i>because</i> there’s no raining for couple days”.</p>	Chapter VI, page 100
	<p>Mrs. Fauzia: “Birds can fly <i>because</i> they have wings. We don’t have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places.”</p>	Chapter I, page 28