

**AN ANALYSIS OF DISCOURSE MARKERS IN ENGLISH TEXTBOOK
USED BY JUNIOR HIGH SCHOOL STUDENTS**

THESIS

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, formulation of the problem, objectives of the study, significance of the study, scope and limitation of problem, and definition of key terms.

A. Background of The Study

Course books are necessary tools in teaching. They can manage the process of teaching and learning. Razmjoo (2007) has considered textbook as a necessary recourse for foreign language learning that has the main role in teaching and learning a foreign language. Textbooks play a prominent role in the teaching or learning process as they are the primary agents of conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way.

Textbook is one of many materials that are most frequently used in teaching-learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter. A course book also plays an important role in teaching; it facilitates students in learning activities because a course book offers advantages which constitute useful resources.

Human interaction in daily life activities show the involute since the habitually perform sign and symbols instead if direct statements when they are communicating with each other. Moreover, someone always does conversation everyday with everybody which someone cannot count how many words that they are speaking up. Actually, someone can say that it is a discourse which is a serious speech or piece or writing especially subject. Therefore, this interaction requires the use of language tools in which discourse markers (DMs) are some of them.

The researcher gives the opinion that studying discourse markers is important. Because talking about discourse will help all of you to communicate with other people. Therefore, discourse markers help them to make a word or sentence easier especially in speech.

Discourse markers show the connection between speaker and hearer. When the speaker and hearer understand about using discourse markers, they can communicate well. But when the speaker and hearer less understand about using discourse markers it makes confused or misunderstanding in their communication. Discourse markers are words and phrases which function to connect segments of the discourse to one another in ways that reflect choices of monitoring, organization, and management exercised by speakers. Therefore, the researcher should know about meaning and function to a word or sentence. Besides, discourse markers are members or word classes as varied as conjunction (*and, but, or*), interjection (*oh*), adverbs (*now, then*), and lexicalized phrases (*y'know, I mean*).

According to Schiffrin (1994), discourse markers play an important role in understanding discourse and information progression. Discourse markers are a linguistic device that speakers use to signal how the upcoming unit of speech or text relates to the current discourse. Redeker (1990) states that discourse markers also function as language expressions used to signal the relation between the utterance to its immediate context with the primary function of bringing to the listener's attention a particular kind of linkage of the upcoming utterance with the immediate discourse context. It means that discourse markers are elements, such as *you know*, *I mean*, and *well* which provide remarks to show the way the utterance indicates how the speaker intends to relate the message to the previous discourse.

Schiffrin (1994) stated that the important thing of analysing discourse markers is to know how speakers and hearers jointly integrate form, meaning and action to make overall sense out of what is said. Discourse markers have certain features which distinguish them from other language units. One common feature of discourse markers is that they often (but not exclusively) occur at the beginning of a sentence in order to connect one idea to the previous discourse.

Discourse markers are also a tool in English Language Teaching (ELT). It is crucial for both students and teachers because they know types from interjection, adverb, and discourse markers not only in utterances in conversation but also as the lesson in ELT. In other words, someone who

knows about the types and it is also practice to read and understand the meaning of words or sentence.

Based on the description above, the researcher interesting to analyse discourse markers used in English textbook for several reason. Discourse markers are very important for us because discourse markers are part of connection between the first conversation and other conversation.

Analysis of discourse markers in this English textbook is important for both reader and ELT. Because when someone understands about discourse markers in this English textbook it's easier for them to teach the English textbook for their students. Based on the explanation above, the researcher would like to analyse types are used in English textbook, under the title **“An Analysis of Discourse Markers in English Textbook Used By Junior High School Students”**.

B. Formulation of the Problem

Based on statement in background of the study above, the problem of the study formulated as follows:

1. What types of discourse markers are used in English textbook based on curriculum 2013?
2. What are the most dominant types of discourse markers are used in English textbook based on curriculum 2013?

C. Objectives of the Study

Based on the problems of the research, the objectives of the research are presented below:

1. To know the types of discourse markers are used in English textbook based on curriculum 2013
2. To know the most dominant types of discourse markers are used in English textbook based on curriculum 2013

D. Significance of the Study

The researcher hopes that the result of this study can be used to give motivation for using types of discourse markers in different object. The goal of this research is expected to be useful for some points:

For the researcher, this research can give motivation and comprehension about types of discourse markers, and this research will contribute a broader understanding on types of discourse markers. Hopefully this research gives a contribution to all students, reader and learner.

For the learner and reader, this research can give information about types of discourse markers used in Indonesian English textbook based on curriculum 2013. The researcher focused on reading comprehension section because it is relevant for types of discourse markers. Especially for English learner can more understand about types of discourse markers used in Indonesian English textbook based on curriculum 2013. The types of

discourse markers in Indonesian English textbook based on curriculum 2013 show four six types of discourse markers, there are marker of information management, marker of response, discourse connective, markers of cause and result, marker of temporal adverb, and information and participation.

For the next researcher, this research can give understanding to additional reference on their research and can make better than this research, and also the next researcher can research with proposed other theories like Redeker (1990), Fraser (1990), Blakemore (2006) and so on.

E. Scope and Limitation of Problem

The study is tried to analysis discourse markers implementation in an Indonesian junior high school English textbook based on curriculum 2013. The researcher will analyse the English textbook of eighth-grade junior high school in all of the chapters of the book. The researcher has added that the main focus in English textbook is on the reading comprehension section. Therefore, the researcher uses the theory from discourse markers have six types according Schiffrin (1987), they are: marker of information management, marker of response, discourse connective, marker of cause and result, marker of temporal adverb, and information and participation.

F. Definition of Key Terms

In order to understanding of some terms used in this study, the following parts will clarify.

1. Discourse Markers

According to Schiffrin, discourse markers function as sequentially dependent elements that group units of talk. It means discourse markers have function in relation between talk and text. It is not only the word or sentence but also its meaning and function are crucial. They have six types such as Marker of Information Management, Marker of Response, Discourse Connective, Marker of Cause and Results, Temporal Adverb, and the last Marker of Information and Participation.

2. English textbook

A Textbook is a means to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, to study, even though there are so many kinds of media rivalling the printed materials of communication, the textbook remains the major source in school.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would discuss about previous studies and any literatures which related the topic selected in this thesis. In this chapter the researcher would discuss about discourse analysis, discourse markers, types of discourse markers and English textbook.

A. Discourse Analysis

According to Zallig Harris (1952) discourse as a way of analysing connected speech and writing. Harris had two main interests: the examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistics. Discourse analysis focuses on knowledge about language beyond the word, clause, phrase, and sentence that is needed for successful communication.

Discourse is a form of language use which includes the functional aspects of a communicative event. It means that people use language in order to communicate ideas, beliefs or emotions in social events and situations such as encounter with friends or a lesson in the classroom. This also suggests while they interact, in these communicative events, the participants do not limit themselves to use the language or communicating. Matthew (1997) describes discourse as successive coherent sentence, spoken or (in most usage) written. It could be a novel, a speech by a

politician or a lecture to students, an interview or any other series of speech events in which successive sentences or utterances hang together. He further states that discourse in general usage is a type or style of language such as political discourse, religious discourse or loosely whatever happens to the object of discourse analysis.

Widdowson (2007) stated that discourse must have coherent and cohesive meaning simultaneously. He writes cohesion is based on contextual words presented on a text while coherence relies on shared knowledge between producer and receiver. Therefore, discourse markers as connectors of meaning should be taken seriously. If they are not used appropriately or adequately the communication may fail.

Fairclough (1995) looks at discourse beyond analysis of sentences. He sees discourse as social practice, and discourse analysis as the analysis of how texts work within socio-cultural practice, such as analysis requires attention to textual form, structure, and organization at all levels, phonological, grammatical, lexical (vocabulary) and higher levels of textual organizations in terms of exchange system (the distribution of speaking turns), structures of organization, and generic (activity type) structure.

In the discourse analysis, “discourse” has the meaning of actual communication. But not all communication can be said or written. Like for example, there is a manual language (American Sign Language) that uses more gestures than voice signals or graphics. In our discourse analysis we are more interested for people who uses their language knowledge. Based

on the things they remember, see, say or write before. To do something they do, such as exchanging information, expressing feelings, making things happen, creating beauty, entertaining themselves and others. This kind of knowledge can be called something generalizing, sometimes can be expressed as a rule about what words in general mean, about what happens in a sentence, etc. According to Schiffrin (1995) consider three differences definition of discourse: discourse as a sentence, discourse as the use of language, and the third definition attempts to link the first two definition and view discourse as speech.

B. Discourse Markers

Discourse markers is linguistic expression used to signal the relationship of an utterance to its immediate context, with the primary function of bringing to the listener attention a particular kind of linkage of the upcoming utterance with the immediate discourse context, Redeker (1990). According to Fraser (1990) discourse markers are practical markers which provide a remark on the following utterance, that is they show the way of an utterance and indicate how the speaker intends basic message to relate to the previous discourse. According to Bolden (2009) states that “the discourse marker is a resource for establishing discourse coherence and, more fundamentally, accomplishing understanding”. So, if we can put the discourse markers based on its context, we can be more understand about the texts. Discourse markers is a word or phrase that plays a role in managing

the flow and structure of discourse. That is why discourse markers has an important role in the communication, both in spoken and written text. The English Discourse Markers or we called EDMs has many functions as a mark in both the spoken and written text. There are textual function and interpersonal function in the spoken text.

According Fraser (1999) there are some type of discourse like: discourse markers, discourse connectives, discourse operators, pragmatic connectives, sentence connectives, discourse particles, discourse signaling devices, phatic connectives, pragmatic expressions, pragmatic formatives, pragmatic markers, relational phrases, and semantic conjuncts. To him, these discourse elements are “a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases”. Schiffrin (1994) said that the important thing of the analysis on discourse markers is to know how speaker and hearer jointly integrate forms, meaning, and action to make overall sense out of what is said.

Discourse refers to pieces of language larger than a sentence that function together to convey a given idea or information. The linguistic devices that are used to hang the pieces of language or expression together are called discourse markers. They are used in conversation or writing to show or signal the relationship between ideas or information in a given context. They are words or phrases used by speakers or writers to link ideas or information in a discourse. According Gerard (2010), discourse are words such as however, although and nevertheless which are referred to more

commonly as linking words and linking phrases, or sentence connectors. Discourse markers have many meanings by some experts with different names. According to Fraser (1990) calls DMs “a growth market in linguistics”. Since the late 1980’s DMs have been studied in a variety of languages and examined in a variety of genres and interactive contexts, though many scholars do not agree on how to define them, even what to call them.

Blakemore (1987) discussed some discourse markers like *and*, *after all*, *you see*, *but*, *moreover*, *furthermore* and *so*. She called them “discourse connectives”. She proposed that these expressions are used to indicate how the relevance of one discourse element is dependent on another. In the work of Halliday and Hasan (1992) particular attention is given to the six items: *now*, *of course*, *well*, *anyway*, *surely* and *after all*. They claim that due to their phonological reduction these words acquire significant meaning. *now* means the opening of a new stage in the communication. *Of course* is used to make someone accept something the speaker knows he is likely to reject and to suggest that something should have been obvious. *well* occurs at the beginning of a response in dialogue. *Anyway* indicates cohesion with the preceding sentence by simply brushing it aside. *Surely* has the meaning whether the someone who really understand what is said by the person they are talking to. *After all* is used to denote the following meaning after everything relevant has been considered.

According to Schiffrin (1987), each marker occurs in certain situations in a text or a conversation, each of them has a core meaning

signaling how the speaker intends the role of the utterance to relate to the prior discourse. Relationships that discourse markers signal include the speaker's intention to change the topic, an expression of dispreferred response (*well*), a repair of the phrase or clarification of the meaning (*I mean*), and so on. According to Lahuerta Martínez (2004), states that speakers use discourse markers in order to direct their audiences to appropriate interpretation of the discourse communicated. In other words, discourse markers are one of the linguistic devices which help hearer to comprehend the message correctly.

Fraser (2006) categorizes discourse marker under pragmatic markers. He defines discourse markers as those which signal a relation between the discourse segment which hosts them, and the prior discourse segment. He mentioned that discourse markers do not create a relationship between two segments, rather the relationship exists beforehand. They just help the receiver interpreting the relationship accurately.

In this research, the researcher used theory according to Schiffrin (1987), discourse markers have six types, they are: marker of information management, marker of response, discourse connective, marker of cause and result, marker of temporal adverb, and the last one information and participation. The researcher would like to more explanation below:

1. Marker of information management

Marker of information management such as "*oh*" is used as exclamation or interjection. When it is used alone, without the syntactic

support of sentence, it indicates strong emotional states, surprise, fear or pain.

Example:

A: was that interesting games?

B: *Oh!* Yes, it was

Marker *oh* can be divided into two parts, which are repair initiation and repair completion. While in information status, *oh* mark to changes, which are the recognition of familiar information and the receipt of the new information, Schiffrin (1994).

2. Marker of response

The use of *well* of not based on semantic meaning or grammatical status. Although *well* sometimes is a noun, an adverb, or degree word, it uses in utterance initial position is difficult to characterize in terms based on any of these classes. The usual dialog function identified for *well* as a discourse marker are used in the beginning of utterances which reject, cancel, agree or disagree with the content or destination of the foregoing discourse.

3. Discourse connectives

There are three kinds of discourse connectives they are *and*, *but* and *or*. The first item of kind of marker is *and*. The word *and* is use to coordinate ideas and continue a speaker's action in spoken language, it is considered as marker when it connects narrative section, action, or turns. The second item of discourse connective is *but*. Although *but* is a discourse

coordinator, like *and*. It has a very pragmatic effect, *but* marks upcoming unit as a contrasting action, because this effect is used on its contrastive meaning, the range of ideational uses of *but* is considerably narrower than of *and*. The third item of connective marker is *or*. *Or* is used as an option marker in discourse. It differs from *and* and *but* not only in meaning, because it is more hearer-directed, whereas *and* marks a speaker's continuation. And *but* a speaker's return to appoint, or marks a speaker's provision of option to hearer. *Or* is used as an option for a marker in discourse. It provides with a choice between accepting only one member of disjunct or both members of disjunct.

4. Marker of cause and result

There are two markers of cause and result they are *so* and *because*. They can mark idea units, information states, and action. They have semantic meanings, which are realized at both sentence and discourse levels. *Because* conveys a meaning of course of event, and *so* conveys a meaning of result. *Cause* and *result* are used to solve problems in person life. The first step in analysing any problems is to find the cause. A problem can have one cause or several causes which may have one result or several result. Sometimes the causes of a problem are obvious or easy to find, sometimes it is very difficult to find.

So and *because* are grammatical signals of main or subordinate clauses respectively, and this grammatical difference is reflected in their

discourse use, *because* is a marker of subordinate idea units, and *so* is a complementary marker of main idea units.

5. Marker of temporal adverb

There are two items of marker of temporal adverb, they are *now* and *then*. Marker *now* occurs in discourse which the speaker progresses through a cumulative series of subordinate unit. The discourse in which *now* occurs need not be explicitly structured or identified as having two subordinate units. *Now* occurs not only when the comparison is explicitly identified as having two clearly introduced subtopics, but also when the subtopics under comparison are only implicit. According to Schiffrin (1987), *now* is used to indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts. It is also used to indicate the upcoming shift in talk, or when the speaker wants to negotiate the right to control what will happen in the next talk. Marker of *then* used in discourse to indicate succession prior and upcoming talk a succession from one topic to another.

6. Marker of information and participation

The last marker whose literal meaning directly influences their discourse use are *you know* and *I mean*. According to Schiffrin (1987), she believes that the basic meaning of *I mean* is to forewarn upcoming adjustment. Unlike *um* and *uh* which represent pauses, the term *you know* does not represent natural pauses in speech. Marker is a cognitive process and used by speaker. Marker *you know* encourages addressees to think about the

comprehensibility of what has just been said. *You know* function as the first information and participation marker. The literal meaning of expression *you know* suggests the function of *you know* in information status. *You* are a second pronoun and it is also used as an indefinite general pronoun similar to one. *Know* refers to the cognitive state in which one has the information about something.

C. English textbook

Textbook is a book giving instruction in a subject, used especially in schools. The textbook is a stimulus or instrument for teaching and learning. In another definition, textbook is a manual of instruction or standard book in any branch of study which is produced according to the demands of educational institutions. Moreover, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purpose.

In learning English at school textbook are the key component. Textbook is an important resource. It is foundation of school instruction and the primary source of information for students and teachers. Textbook servers as one of the main instrument for shaping knowledge, attitudes and disciplines of the students. A textbook means a created material designed as material for teaching learning process in order to increase the learners knowledge and experience. Textbook is one of many materials which is

most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter. Course book also plays an important role in teaching: it facilitates students in learning activities because a course book offers advantages which constitute useful resources.

Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education.

According to Cunningsworth (1995) textbooks are the best seen as a source in achieving aims and objectives that have already been set in terms of learner need. Textbook also can be defined as a book prepared for school student in teaching learning process. Textbook give benefits to increase the students ability in English.

An English textbook has an essential role in English as a Foreign Language (EFL) classroom. The use of English textbooks has a prominent merit for both teachers and students. The most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with. According to Yulianti (2011), a textbook is an instructional material which consist of content and material of the subject that is well organized in written form and has great contribution in the teaching and learning process. To sum up, a textbook is the complete package of English skill and components that helps teachers and learners as their source of materials and exercise in EFL learning.

D. Previous Study

There are several studies which have been conducted previously by researcher. The previous studies have their own classification in their work. In this research, the researcher explain each of the previous studies briefly as follows:

The first, an articles entitled "*Discourse Markers in High School English Textbook in Iran*". Written by Muhammad Reza Talebinejad (2016). This study discussed the type of discourse markers in academic and non-academic writing of Iranian EFL learners. The researcher tried to find out the most frequent types and tokens of discourse markers and to determine a significant difference between discourse markers in academic and non-academic writing. The 60 participants of this study were selected

from Safire Lian language institute. Thirty were chosen to write academic writing and 30 to write non-academic writing. In this study, the researcher used theory according to Fraser (1999).

The second, the study entitled “*Discourse Markers Used by Obama and Romney in the First of Presidential Debate at the University of Denver in 2012*”. Written by Lailiyatul Munawaroh (2013). This study intends to understand and describe discourse markers used by Obama and Romney in the first of presidential debate at the University of Denver in 2012. Consequently, the researcher used descriptive qualitative and she analysed using theory according to Schiffrin (1987).

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the description of the research methods used in this study. This chapter consist of research design, source of the research, research instrument, data collection, and data analysis.

A. Research Design

In this study, descriptive qualitative method is used. This research describes what types of discourse markers are used in English textbook based on curriculum 2103. In this research, the researcher used qualitative approach because this study focuses on the analysis or interpretation of the written material context. Material can included textbooks, newspaper, magazine, papers, films, manuscript, article, etc. In this research, the researcher used design of descriptive method which is a method of research that attempt to describe and interpret the object in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. The researcher used English textbook based on curriculum 2013 that are being analysed.

B. Source of Research

The source of the data is English textbook based on curriculum 2013 that the data source are utterances in the form of words, phrases or sentence. The source of data is the source where the data was obtained. The source of

data for the analysis is taken from English textbook based on curriculum 2013.

C. Research Instrument

Research instrument is one of important data in research. This is because without instrument, the research will not work fluently. The research instrument in this study is researcher. It is because the researcher wants to know the types of discourse markers used in Indonesian English textbook based on curriculum 2013.

D. Data Collection

Method of data is the techniques are used by researcher to collect data. Technique can be seen use through: questionnaire, observation, interview, etc. in this study the researcher used the method of documentation. Documentation is intended to obtain data directly from the research, including relevant books, studying, reporting on activities, relevant research data. However, in this study the researcher obtained data documentation from the English textbook based on curriculum 2013.

The researcher read and underlined the important things from the English textbook based on curriculum 2013 such as the information can be used. Selecting the data that has been collected that support the problem that being discussed. All of information that the researcher had collecting were being selected and related data were used in the process of making analysis at the research. The steps collecting data are described below:

1. Reading and understanding the English textbook based on curriculum 2013.
2. Choosing the data dealing with types of discourse markers are used in English textbook based on curriculum 2013.
3. The researcher analysis the English textbook based on curriculum 2013 by making list to events which shows the types of discourse markers.

E. Data Analysis

Data analysis is the review process, sorting, and grouping data in order to formulate working hypothesis dan lifted it into conclusion or theories in the research findings.

To gains easiness of this study and to answer the research problem, after the data collected, then the researcher analysed them systematically. In order to make it systematic, the researcher conducted the analysis through some steps as follow:

1. Identifying types and function of discourse markers used in English textbook based on curriculum 2013. The researcher does not only know about discourse marker, but she must know more detail about the types and function of discourse markers.
2. Determining the six types and function of discourse markers used in English textbook based on curriculum 2103.
3. Make conclusion based on the data analysis.

F. Triangulation

Based on the data, this research needs kind of triangulation to make the data truly objective. In this qualitative research, the researcher uses the investigator triangulation. In this study, investigator triangulation is used because to confirming the findings of the study, the researcher uses the investigator triangulation to recheck the result of the study in the purpose of achieving the accuracy of the researcher finding. Furthermore, it can reduce the potential bias that may result from a single investigator working alone.