

MILIK PERPUSTAKAAN  
STAIN KEDIRI

**DISCOURSE MARKERS USED BY ENGLISH DEPARTMENT  
STUDENTS OF STAIN KEDIRI  
IN THEIR ORAL PRESENTATIONS**

**THESIS**

Presented to  
State College for Islamic Studies (STAIN) Kediri  
in Partial Fulfillment of the Requirements  
For the Degree of Sarjana in English Language Education



STAIN / IX / Prps.

No. Klas: KS TBH-6 006  
No Inv: 1622006  
Tanggal: 26 SEP 2016  
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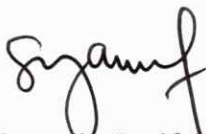
Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 21 Juli 2016 kami dapat menerima dan menyetujui hasil perbaikannya.

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**MOTTO**

**THE POINT OF OUR LIFE IS**

**FINDING THE MISSIONS.**

**- A. FAUDI -**

## DEDICATION

This thesis is dedicated to

Allah SWT for everything in my life.

My beloved family bapak Mustofa and ibu Sarufatul Umi Hanik. My lovely brother Moh. Elham, my sister Nurhidayati, my little sister Bilqis Audiva Shavina. And do not forget to my brother in law Destafi Bachtiar Yusuf and my nephew M. Aidan Runsuy Putra. Thank you so much in giving me support and solution when I have problem. I will not forget your struggle in educating me.

All of my lecturers at STAIN Kediri, especially for my advisors Pak Burhan and Pak Chotib, I extend my gratitude to you for all of your advice and suggestion to make my thesis better.

All of my friends in STAIN Kediri, especially to WE A"re" FAMILY thank you so much guys for everything, we are as truth family and become good person in the future. Unforgettable Rizqi Safitri Widyarini as my close friend thanks you to help in the past and sorry if I have many mistakes on you. Umi Lestary, thank you to give me sprit in few days before registration and giving me more info. I do not forget to say thank you for Mardiani, Zustina and Brili.

All my friends since I was child until now (especially in KKN and PPL) that cannot be mentioned one by one thanks for everything you give.

I do not forget to say thank to GMNI (Gerakan Mahasiswa Nasional Indonesia), I cannot mention one by one, in giving me time in good position and giving me many experiences, especially to Alifah Mansur as my team work to do everything.

All my teachers for giving me very much knowledge and friends in support me in the past, in Elementary School, Junior High School, and Senior High School.

Lailatul Mukaromah, my friends since senior high school, thanks to all your help and pray to you SAMARA in new your family.

The last for my friend, Eka Pandu Dharmawan, help me in everything, to support me in doing this thesis, sorry to made you confuse when help me, thanks you so much.

## ACKNOWLEDGEMENTS

All praises are to Allah, the Almighty, the Merciful, and the Beneficial who always blesses us, so that I can finally finish this thesis entitled DISCOURSE MARKERS USED BY ENGLISH DEPARTMENT STUDENTS OF STAIN KEDIRI IN THEIR ORAL PRESENTATION. The highest greeting is also always delivered to our beloved Prophet Muhammad S.A.W. who has guided us from the darkness to the lightness namely Islamic religion.

The researcher also believes that thesis could not be finished yet without any support from several people that help the researcher in finishing this thesis. Here, I would like to express my appreciation and gratitude to the following people:

1. Dr. Nur Chamid, M.M., the chief of STAIN Kediri.
2. H. Burhanudin Syaifulloh, M. Ed., the first advisor who has given advice and guidance patiently during the process of this thesis.
3. Chothibul Umam, M.Pd., the second advisor who has given me much advice and correction intensively, patiently in this thesis.
4. All of the lecturers of the faculty who have thought and guided me during the years of my study at the faculty.
5. My parent who has given me support, praying and all of their love so I could get the degree of *Sarjana*.
6. My big family and all of my friends who has given their support and praying.



The writer does realize that this thesis is not perfect yet. Therefore, the writer will receive any suggestion and critic to make this thesis better. Finally, I hope the result of this study will be valuable for all the readers and this research can be used as a useful reference for other researcher in the future.

Kediri, 28 Juni 2016

Norma Fitri Ratna Sari

## Abstract

Sari, Norma Fitri Ratna. 2016. "*Discourse Markers Used By English Department Students of STAIN Kediri in Their Oral Presentation*". Thesis, English Department, Faculty of Education, Undergraduate Program, State College for Islamic Studies (STAIN) Kediri, Advisors (1) H. Burhanudin Syaifulloh, M. Ed (2) Chothibul Umam, M. Pd.

Key words: Discourse markers, English department students.

This research focuses on analyzing discourse markers used by English department students of STAIN Kediri in their oral presentation. It is because discourse markers are found to have a positive role in classroom context as effective conversational in presentation. Discourse markers also can help the speaker to get the attention. It helps the speaker to make the hearer understand what the speaker wants to say. The purpose of this study is to know the types of discourse markers are used by English Department students in their oral presentation and to know the functions of discourse markers are used by English Department students in their oral presentation.

This research employs purely qualitative method, because all of the data collected are in the form of words rather than numbers. The object of this study is the words that students present. The main instrument of this study is the researcher herself, she collected the data by herself. There are 5 steps in doing this research, first, identifying the discourse markers based on problems of the study; second, determining the types of DMs; third, organizing DMs into the types; fourth, the researcher determined the functions of DMs into Fraser's theory; fifth, organizing DMs into the functions. There are nine presentations analyzed in this study.

The result of the study shows that there are 117 DMs found in the types of Fraser's theory, 7 presentation of discourse markers *but*, 71 presentation of discourse markers *and*, 1 presentation of discourse markers *too*, 1 presentation of discourse markers *I mean*, 1 presentation of discourse markers *or*, 22 presentation of discourse markers *so*, 2 presentation of discourse markers *then*, 1 presentation of discourse markers *for that reason*, 1 presentation of discourse markers *therefore*, and 11 presentation of discourse markers *because*. The function that the researcher found are signaling contrast or denial (*but*), signaling parallel relationship (*and, also, too, I mean, or*), showing conclusion (*therefore, so, for that reason, then*), showing reason (*because*).

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