

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

English is an international language in internet, business, science, entertainment, and even on the communications. Communication is impossible without language. When using language for communication, we face the major types of process: transmitting our ideas and understanding the meaning.¹ When we transmit our idea through our language, someone has to understand the meaning. Sometimes, people are different in giving the meaning of English language. Obviously language is a central and essential component of talk. English language is very important and almost all of schools in this world study it. To native speakers of it, it is easy because they use that language every day, but different for non-native speakers because English is not their first language. Non-native speakers in Sekolah Tinggi Agama Islam Negeri (STAIN) Kediri learn the material in any field to understand English Language. In its realization, the function of language as means of power exists in the process of verbal communication, either

¹ Deborah Schiffrin, dkk. *The Handbook of Discourse Analysis*. Oxford: Blackwell Publishers. 2001

transactional or interactional in nature. Fairclough states there is a power can exist in relationships among social classes, among groups in an institution, among ethnical groups, between men and women, and between parents and children.² It is supported by Celce-Murcia & Olshtain, teaching and learning in the classroom has perspective on discourse and context on language to identify the role for teachers, learners, and material.³ Yang examines the effects of discourse to give the signal to the hearer.⁴ It means that discourse markers help the speakers to distribute their idea and help the hearers to receive the meaning clearly. For that reason, the researcher analyzes one specific aspect of English language in class presentation and language use, namely Discourse Markers (DMs).

There are many definitions of DMs defined by some experts with different names. According to Schiffrin as “sequentially dependent elements which bracket units of talk”⁵, can help the listener to know what the speaker means. It helps the speaker to make the hearer understand what the speaker wants to say even that is a word. While Haliday and Hasan state DMs express certain meanings which presuppose the presence of other components in the discourse.⁶ According Byron and Heeman, DMs is a linguistics device that speaker uses to signal how to upcoming unit speech or text, DMs can be used

² Jumadil. *Representation of Power in Class Discourse: A Study Of Communication Ethnography*. Jurnal Ilmu Pendidikan Jilid 12, Nomor 3, 2005

³ Celce-Murcia M & Olshtain E. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press. 2000

⁴ Akhyar Rido. *The Use of Discourse Markers as an Interactive Feature in Science Lecture Discourse In L2 Setting*. Teflin Journal, Vol.21, Number 1, 2010

⁵ Shanru Yang. *Investigating Discourse Markers in Pedagogical Settings: A Literature Review*. Arecls, Vol.8, 2011

⁶ Wuwuh Andayani. *The Use of English Discourse Markers in the Argumentative Writing of EFL Indonesian and Thai University Students*. Journal Of Education, Vol.7, Number 1, 2014

to mark changes in the global discourse structure.⁷ We can understand that DMs are important in communication to make their speaking understood by the other. In such oral communication there is always room for misunderstandings. First, the speaker does not have full command of language and produces to say; second, the necessary background knowledge is not shared by the speaker and the hearer in spoken interaction; the last is the speaker and the hearer do not share sociocultural rules of appropriateness, and therefore the speaker may have transfer from the first language.⁸ It is deal with Morel and Camicciottoli⁹; interactive discourse structuring is especially important role in improving students. According to Schiffirin, important to understand DMs since they are part of general analysis of discourse coherence – how speakers and hearers integrate forms, meanings, and actions to make clear and easy to understand what is said.¹⁰ The point in the research of DMs is how markers assist in language classroom. DMs are found to have a positive role in classroom context as effective conversational in presentation. DMs also can help us as language speakers get the attention of our interlocutors. Simultaneously, they can help the presenter convey our intended meaning more effectively through restricting the contextual assumptions available to our hearer and guiding his/her interpretation

⁷ Melia Nesti Ayu. *The Students' Ability in Using Discourse Markers in Writing Discussion Text*. Universitas Negeri Padang: Journal of English Language Teaching, Vol 1, No 2. 614-624. 2013

⁸ Frenette Southwood, Matty Carinus & Salomé Engelbrecht. *The Use of Discourse Markers by Afrikaans-Speaking Preschoolers with and Without Specific Language Impairment*. Stellenbosch Papers in Linguistics PLUS. Vol.40. 79-94. 2010

⁹ Akhyar Rido. *The Use of Discourse Markers as an Interactive Feature in Science Lecture Discourse in L2 Setting*. Teflin Journal, Vol.21, No.1. 2010

¹⁰ Ibid.

process.¹¹ As a result, the researcher analyzes DMs that the students use in the classroom of presentation because DMs are important to connect their sentences when they present their material to their friends and will make them understand what they present.

The researcher found the other research about DMs in classroom. It writes by Claudia Marcela C.C. (2009) with the title "The Use and Function of Discourse Markers in EFL Classroom Interaction".¹² It uses a qualitative analysis supported by Brinton's theory. The result of this research is the total number of words in the sample taken for the development of this paper (of transcribed oral data) is two thousand one hundred. The most frequent word of this sample is the definite article *the*, with 93 occurrences accounting for 4.43% of the data. It was followed by the nominative pronoun *I* with 90 occurrences (4.28%). The fourth most frequent word is the DM *and* with 74 occurrences (3.52%). This information may be unsurprising. Words such as *the*, *I*, and *and* are highly frequent in spoken communication. To give an example, who used a far bigger sample (330,000 words), identified *the*, *I*, *you* and *and* as the four top words used in spoken English. The researcher found the thesis of Fitriana Sulistiowati (2004) with the title "Discourse Markers Usage in the Undergraduate Thesis of English Department Students of

¹¹ Rahele Mavaddat, and Mohammad Saber Khaghaninejad. *Using English Discourse Markers: a Comparison of Persian and English Dentistry Authors*. Theory and Practice in Language Studies. Vol. 5, No. 1, pp. 97-105, January 2015

¹² Claudia Marcela C.C. *The Use and Functions of Discourse Markers in EFL Classroom Interaction*. Colombia: Universidad Pedagógica Nacional. 2009. P.57-77

STAIN Kediri”¹³. She used descriptive qualitative method and Bruce Fraser’s theory to analyze the data. There are four types of discourse markers; those are Contrastive Markers, Elaborative Markers, Inferential Markers, and Temporal Markers. Then she analyzes the occurrences of DMs with the writer’s intention (the function of DMs). She arranges the data systematically in accordance with the problems of the study. The result showed that the most type that occurs is inferential markers with 35 occurrences; it is from DMs *so that*. Then she found the contrastive markers 15 occurrences with the DMs most occurrences in this type are *but* with the 7 occurrences. She found elaborative markers 14 occurrences with the most occurrences of DMs *and*. She also found temporal markers 5 occurrences with the most occurrences of DMs *meanwhile*. All of 69 data on the use of DMs concord with the function in the sentences, it means that all of students in STAIN Kediri can use the DMs correctly. As the result of those previous studies, Claudia Marcela C.C. investigated the lecturer in teaching learning using the theory of Brinton and Fitriana Sulistiowati investigated the students in writing using the theory of Fraser. Then, the researcher investigates the students’ presentation using Fraser’s theory.

According to Flowered, “participants, events, and setting are called as a series of vignettes”.¹⁴ Even though there are lecturers and students as participants, this study only focused on the students. The students are from

¹³ Fitriana Sulistiowati. *Discourse Markers Usage in the Undergraduate Thesis Of English Department Students Of STAIN Kediri*, STAIN Kediri, 2004.

¹⁴ Akhyar Rido. *The Use of Discourse Markers as an Interactive Feature in Science Lecture Discourse in L2 Setting*. *Teflin Journal*, Vol.21, No.1. 2010

sixth term of STAIN Kediri in the year 2016 exactly class of Discourse Analysis, because of the researcher has educational there; so it helps the researcher to collect the data.

From the explanation above the researcher analyzes DMs of the types and functions of DMs by English Department students at STAIN Kediri in their oral presentation. DMs can be studied with regard to their frequency, their nature, and their effect on quality of a specific skill, such as writing and speaking. Therefore, the researcher focuses her study on **“DISCOURSE MARKERS USED BY ENGLISH DEPARTMENT STUDENTS OF STAIN KEDIRI IN THEIR ORAL PRESENTATION”**.

B. Problems of the Study

Based on the background of study, the researcher has two problems to be discussed through this study. We can see problems of the study bellow.

1. What types of discourse markers are used by English Department students in their oral presentation?
2. What are the functions of discourse markers used by English Department students in their oral presentation?

C. Objectives of the Study

A research is carried out to develop science and to discover some new invention. This objective of the study is to find the answer from problem of the study. We can see the objectives of this study bellow.

1. To know the types of discourse markers are used by English Department students in their oral presentation.
2. To know the functions of discourse markers are used by English Department students in their oral presentation

D. Significances of the Study

Hopefully, the study can give advantages for the reader and for the next researchers.

1. For the reader

Significance of this study is to develop the reader's knowledge in studying DMs. It can improve their speaking variety and they can express using it. DMs help us make the hearer knows what we mean. In speaking, our knowledge of how language occurs in its natural contexts is growing all the time. What is more, we know more about what people actually do with language when they speak and write.

2. For the next researchers

This study is expected to give beneficial contribution and relevant reference for the next researcher who will analyze the same case, make them give explanation about DMs and have new idea about analysis in DMs, because they are expected to take this into account for further development or invention.

E. Scope and Limitation

In conducting the study, the scope and the limitation are set up of the study. The study focuses on types and functions of DMs in the classroom of presentation, especially of English Department students in STAIN Kediri. The researcher takes in class presentation. The subjects are 54 students of sixth term in year 2016. The material of the presentation is discourse analysis.

F. Definition of key terms

We have to know the key term to explain the topic discussed to avoid misunderstanding and misinterpretation of different terms used.

1. Discourse Markers

Schiffrin proposed that “DMs could be looked from theoretical level as members of a functional class of verbal (and non-verbal) devices which provide contextual coordinates of talk”.¹⁵ DMs are as connection in writing or speaking comes before and after the sentences.

2. English Department Students

English Department Students are the students of the sixth term in STAIN Kediri who study English language as their second language, but in the classroom they use English language to communicate. In this research they are who in the year 2016.

¹⁵ Asuman Aşık, and Paşa Tevfik. *Discourse Markers and Spoken English: Nonnative Use in the Turkish EFL Setting*. Canadian Center of Science and Education, Vol. 6, No. 12, 2013