

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the related literature which includes the concept of discourse analysis, discourse markers, types of discourse markers, and function of discourse markers.

A. Discourse Analysis

Discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. It looks at the relationship between language and the social and cultural contexts in which it is used.¹⁶ Discourse analysis also considers the ways that the use of language presents in different understandings. It examines how language is influenced by relationships participants as well as the effects in using the language has upon social identities and relations.¹⁷ It considers how views of the world, and identities, are constructed through the use of discourse.

Discourse analysis also provides communication with a compelling way to study how people present themselves, manage their relationships, give responsibility and blame, create organizations, enact culture, persuade others, and so on.¹⁸ Stated a bit differently, taking talk seriously has enabled

¹⁶ Brian Patridge. *Discourse Analysis*. London: Great Britain. 2008. Page 2

¹⁷ Ibid., p. 3

¹⁸ Marianne Jørgensen, and Louise Phillips. *Discourse Analysis as Theory and Method*. London: Sage Publications, 2002

communication researchers to reframe and address long-standing disciplinary concerns in powerful, persuasive new ways. By now, it should be obvious how ideas from intellectual traditions outside communication have shaped discourse work within communication.¹⁹

Many experts have different meanings of DMs with different names. According to Schiffrin, "The analysis of DMs is part of the more general analysis of discourse how speakers and hearers jointly integrate forms, meaning, and actions to make overall sense of what is said".²⁰ Coherence relations, discourse relations, or rhetorical relations are different means to achieve coherence in discourse. Within the field of discourse analysis, there have been many studies which have compared different languages but which would not, on this understanding, be considered to be specifically typological, because they are not focused upon developing a system for direct, systematic, and universal comparison of a wide variety of languages.²¹ Douglas (2001) points out, discourse analysis is the examination of language used by the members of a speech community which involves looking at both language form and language function.²²

¹⁹ Marianne Jørgensen, and Louise Phillips. *Discourse Analysis as Theory and Method*. London: Sage Publications, 2002

²⁰ Davood Mashhadi Heidar, and Reza Biria. *Sociopragmatic Functions of Discourse Markers in International Law Texts*. Finland: Academy Publisher Manufactured, Vol. 1, No. 11. 2011. P.1479-1487.

²¹ Ibid.

²² Celce-Murcia M & Olshtain E. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press. 2000

B. Discourse Markers

Discourse markers have many meanings by some experts with different names. Fraser 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.²³ Schiffrin provides “an operational definition”, DMs at a more theoretical level as members of a functional class of verbal and nonverbal devices which provide contextual coordinates in talk”.²⁴ Schiffrin suggests DMs are “sequentially dependent elements which bracket unit of talk.”²⁵

According to Van Dijk, discourse is a form of language use which includes the function aspects of communicative event,²⁶ it helps the speaker in speaking to transfer what the speakers mean to the hearer. Competitive speaking provides a setting for students to gain skills beneficial to effective public speaking and critical thinking. The basic assumption in any oral interaction is that the speaker wants to communicate ideas, feelings, attitudes, and information to the hearers or wants to employ speech that relates to the situation. The objective of the speaker is to be understood and for the message to be properly interpreted by the hearer(s). It is the speaker’s intention that needs to be communicated to her or his audience. Lastly, the

²³ Li Feng. *Discourse Markers in English Writing*. The Journal of International Social Research, Volume 3 / 11. 2010

²⁴ Ibid.

²⁵ Ibid.

²⁶ Celce-Murcia M & Olshtain E. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press. 2000

nature of the limited preparation even, provides a context conducive to studying normal vocal and linguistic patterns. DMs are more likely to occur in these events because students normally do not speak from manuscript and the speeches are typically spontaneities.

Müller analyzed the use of DMs by German EFL speakers as compared to its use by American native speakers in detail both quantitatively and qualitatively. The results show that non-native data consists of different types of pragmatic functions when compared with the ones of native speakers. This study also acknowledges that if language learners are capable of using DMs effectively and adequately in spoken discourse, their utterances will be much more understandable for the hearer or the listener.²⁷ Recently, Fung and Carter have also focused on the production of DMs in pedagogic settings by using data of Hong Kong learners of English and British native speakers. Their study also displays that non-native speakers tend to use less frequently the kind of DMs British speakers usually use and the diversity of functions in non-native corpus is limited.²⁸ Thus, Fung and Carter propose that language learners should learn DMs “in order to facilitate more successful overall language use and at the very least for reception purposes”.²⁹

In educational settings, Othman, DMs are found to have a positive role in classroom context as effective conversational endeavors.³⁰ Fung and

²⁷ Asuman Aşık, and Paşa Tevfik. *Discourse Markers and Spoken English: Nonnative Use in the Turkish EFL Settin*. Canadian Center of Science and Education, Vol. 6, No. 12, 2013

²⁸ Ibid. p.434

²⁹ Ibid.

³⁰ Shanru Yang. *Investigating Discourse Markers in Pedagogical Settings: A Literature Review*. Arecls, Vol.8, 2011

Carter, their studies on DMs in teacher talk yet are under-researched. So far, little attention has been paid to the use and functions of DMs as one essential interactional factor in classroom teacher-student conversation.³¹ It is hence important to look at the previous works on DMs and particularly their relations to pedagogical purposes in classroom context.³²

C. Types of DMs

Fraser divides DM into four kinds. They are Contrastive markers, Elaborative Markers, Inferential Markers, and Reasonable Markers.³³

1. Contrastive Markers

One of the types of Fraser's theory is Contrastive Markers. This subclass can be divided into *but, however, (al) though, in contrast (with/ to this/that), whereas, in comparison (with/ to this/ that), on the contrary (to this/that), conversely, instead (of (doing), this/that), on the other hand, despite, (doing) this/that, in spite of (doing) this/that, nevertheless, nonetheless, and still.*

2. Elaborative Markers

The second types are Elaborative Markers. This subclass can be divided into *and, above all, also, besides, better yet, for another things, furthermore, in addition, moreover, more to the point, on top of it all, too, to cap it all off,*

³¹ Shanru Yang. *Investigating Discourse Markers in Pedagogical Settings: A Literature Review*. Arecls, Vol.8, 2011. p.95-108

³² Ibid.

³³ 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

what is more, I mean, in particular, namely, parenthetically, that is (to say), analogously, by the same token, correspondingly, equally, likewise, similarly, be that as, it may, or, otherwise, that side, and well.

3. Inferential Markers

The next types are Inferential Markers. This subclass can be divided into *so, of course, accordingly, as a consequences, as a logical conclusion, as a result, because of this/that, consequently, for this/that reason, hence, it can be conclude that, therefore, thus, in this/that case, under these/those conditions, then, and all things considered.*

4. Reasonable Markers

The last types are Reasonable Markers. This subclass can be divided into *after all, because, for this/that reason, and since.*

D. Function of DMs

These are important in understanding function of DMs related some aspects of the message. The aspects that will be introduced (statement2) and the prior aspects (statement1) are signaled by DMs. DMs are not just functioning as textual coherence but also signaling the speakers' intention to

the next turn in the preceding utterances. Here is the function of Fraser's theory.³⁴

1. Signaling Contrast or Denial

The function to give the signal that statement2's content is in contrast with statement1's content. Considers the sentence below that contains DMs.³⁵

*John weighs 150 pounds. **In comparison**, Jim weighs 155.*

2. Signaling Parallel Relationship

The function to give signal that the utterance following constitutes a refinement of some sort on the preceding discourse, in this case DMs refers to aspects of statement1 and statement2 message signal a parallel relationship between statement1 and statement2. It could be seen in the examples bellow.

*You should be polite. **Above all**, you should not belch at the table.*

*They did not want to upset the meeting by too much talking. **Similarly**, we did not want to upset the meeting by too much drinking.*

3. Showing Conclusion

The function is to show that statement2 is a conclusion for statement1.

It could be seen in the examples bellow.

*The bank has been closed all day. **Thus**, we could not make a withdrawal.*

³⁴ 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

³⁵ Seyed Ali Rezvani Kalajahi, Dkk. *Discourse Connector: An Overview of the History, Definition and Classification of the Term*. World Applied Sciences Journal 19 (11): 1659-1673, 2012

*It is raining. **Under those conditions**, we should ride our bikes.*

*Susan is married. **So**, I guess she is no longer available.*

It can also be said that statement1 is viewed as a reason for statement2.

4. Showing Reason

It is referring to a group of DM which specifies that statement2 provides a reason for the content presented statement1. It could be seen in the examples bellow.

*I love you, **because** you are beautiful.*