

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last chapter in this research. In this chapter containing of conclusion of the research, and also suggestion for the reader and the next researcher.

A. Conclusion

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. Every research has certain object to be observed. The object of this study is the words that students present. The main instrument of this study is the researcher, she collected the data from 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*).

B. Suggestion

Based on this research, studying discourse analysis especially DMs can give more knowledge to the students in speaking and writing. It will help them in their speaking to communicate to their friends and others, to make the hearer understand what we say. I believe that having such knowledge of functions of DMs, teachers can help learners of English to develop competence in this regard. For the speaker, if we confuse in saying

something, we had better keep silence while thinking then say “*aaa...*” or “*ammm...*”.

DMs have many things to analyze, a potential in this area for further research. The same research can be repeated with larger corpus so then there will be richer data to be analyzed. Further, since this research only employs qualitative method, collaborating quantitative and qualitative research can enrich the data and give an added-value for the findings as well. There is always space for improvement in expanding this research. So, it may be useful and helpful in the future.