

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses introduction in this research. Those are background of study, problem of study, objectives of the study, the significance of the study, scope and limitation of the study, and definition of key term.

A. Background of the Study

In daily life, communication is the way for someone to share their feelings or ideas with others. People usually do communicate by using language. A good communication is needed for everyone in interaction with others in order the communication run well and effectively. Beside, a good communication is needed because it can avoid misunderstanding and misinterpret between the speaker and hearer. According to Yule (1996) speakers and hearer using language not only in its interpersonal function (taking part in social interaction), but also in textual function (creating well-formed and appropriate text), and also in its ideational function (representing thought and experience in coherent way). It can be conclude that people need language to communicate or interact with others.

Discourse is usually as defined as ‘language beyond the sentence’ and the analysis of discourse is typically concerned with the study of language in text and conversation (Yule, 2006: 124). The concept of discourse is principle to understanding language as communication. When

people do communication they usually choose words that constructed with good linguistic devices that make the text good to both hear and read. One of linguistic devices that speaker have to pay big attention is discourse markers (Hasniar, 2017: 2).

Discourse markers (DMs) as a type of usual linguistic events are frequently used in the course of daily communication (Kaveifard & Allami, 2011). Discourse markers used in conversation to make discourse more coherent and they have important function in the way that we organize our conversations. Discourse markers belong to a category of linguistic devices which seem to play an important role in interpreting texts (Castele V,A & Collewaert, K, 2013: 551). According to Oxford Dictionary discourse markers are words or phrase like anyway, right, okay, as I say, to begin with, and etc. We usually use them to connect or manage what we say or write or to express attitude.

This study is concerned with discourse markers. According to (Schiffrin 1987:31) Discourse Markers (DMs) are linguistic elements that index different relations and coherence between units of talk. Discourse markers are words and phrases that help you to connect your ideas.

Therefore, with the use of discourse marker by the speaker or writer, it will make the texts appropriately construct. Moreover, to express an utterance, discourse markers are also needed to make it meaningful. From those ideas, the researcher considered that it is very necessary to study regarding the use discourse marker since its important function in

language use. The researcher is interested in exploring the use of discourse markers in a novel.

Novel is one of literary work that tell complex story. It is a genre of fiction and fiction is defined as the art of sexpending, the story usually represent a human life. This is one of genre that the author can freely tell about their life experience by other people with various rules between their interaction and the environment.

Based on the explanation above, the researcher wants to analyze discourse markers used in the novel "*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*" by C.S. Lewis. The researcher focuses on the dialogues in that novel and she is interest in analyzing discourse markers that used in that novel by using Fraser's theory (2006). As far as the study was concerned, Fraser's model was more up to date and practical than other classifications modeled by outstanding scholars (Mohseni, Ahmad. & Golestani, Muhammad, 2015: 130). In this way, the researcher hope that the reader can improve their ability of speech after they understand about discourse markers. The reason why the researchers choose the novel because in the novel there are many utterance of discourse markers when the characters talk. The researcher analyzes this novel with purpose to analyze the types and to describe the meaning of discourse marker that appear in the novel. The researcher believes this analysis make the understanding of the novel better and understand why the characters said the discourse markers in this novel.

Therefore, the writer choose this study with the tittle “**An Analysis of Discourse Markers Used in Novel “*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*” by C.S Lewis.**

B. Research Problem

Based on background of the study, the researcher formulate research question as follow :

- a. What types of discourse markers that are used in novel “*The Chronicles of Narnia: The Lion, The witch, and The Wardrobe*” by C.S Lewis?
- b. What the dominant types of discourse markers that are used in novel “*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*” by C.S Lewis?
- c. What are the meaning of discourse markers that are used in novel “*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*” by C.S Lewis?

C. Research Objective

Based on the research question above, the researcher has several objectives are follow :

- a. To analyze the types of discourse markers used by all character in novel “*The Chronicles of Narnia: The Lion, The witch, and The Wardrobe*” by C.S Lewis.

- b. To know the dominant types of discourse markers used in novel "*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*" by C.S Lewis.
- c. To describe the meaning of discourse markers used in novel "*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*" by C.S Lewis.

D. Significance of The Study

The researcher expects that this research can add more information knowledge which is useful for herself. And also the researcher hope that this study can useful to learn and understand more about discourse markers.

This study also expect to give benefical contribution and relevant reference for the researcher who will analyze the same case, make them give explanation about discourse markers.

E. Scope and Limitation

This research is focused in analysing of discourse markers in novel "*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*". The limitation of this research is the conversation in dialogues of novel "*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*" by C.S Lewis. This research only analyses the conversation in dialogues of this novel written by C.S Lewis.

F. Definition of Key Term

a. Discourse Markers

Discourse markers is a word or phrase that help the speaker and listener comprehend of their speak or write a text. Discourse markers is an expression that signals the relationship of the basic message to the foregoing discourse, it does not contribute to the representative sentence meaning, but only to the procedural meaning (Yunistia, 2018). The expression of discourse markers like *well, oh, you know, etc.*

b. Synopsis of novel “*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*”

Novel is one of the literary work that contains a series of one’life story with imaginary character and events. Novel usually present a documentary picture in life. The story in novel usually inspired based on true story or some people usually call as life experience. A novel may have complex themes, many characters of various atmosphere.

The Chronicles of Narnia novel was published in October 1950. This novel set in the fictional realm of Narnia, a fantasy world magic, mythical beatss, and talking animals, the series narrates the adventures of various children who play central roles in the unfolding history of that world. This novel tells us about four children from the same family, they are Peter, Susan, Edmund, and Lucy. One day, while playing hide and seek, lucy the youngest of

the children found a wardrobe which leads to a magical land called Narnia. However Narnia is being ruled by the evil White Witch who has made it snow for 100 years and according to old prophecy, Edmund, Lucy, Peter, and Susan are the chosen ones who defeat the Witch. They are assisted by the true ruler of Narnia, the lion, Aslan. With the good Narnians on their side, all children must now defeat the witch using all their strength and fulfill their destinies to become the new kings and queens of Narnia.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theories of related literature of the discourse markers used in novel *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*. Those are definition of discourse analysis, definition of discourse markers, types of discourse markers, synopsis of novel, and previous related studies.

A. Discourse Analysis

Discourse analysis focuses on knowledge about language beyond the word, clause, phrase, sentence that is needed for successful communication. According to (McCarthy in Emmiyati, 2015:1) Discourse analysis is a way of describing and understanding how language is used. It considers the relationship between language and the social and cultural contexts in which is used and looks at patterns of organization across text. It considers what people mean by what they say, how they work out what people mean, and the way language present different views of the world and different understanding. This include an examination of how discourse is shape by relationship between participant, and the effect discourse has upon social identities and relations (Paltridge,2006:2).

According to Douglas cited in Castro (2009), discourse analysis is the examination of language used by the member of a speech community which involves looking at both language form and language function. It

means that people use language in order to share idea, and social interaction with other people.

Discourse Analysis is the investigation of knowledge about language beyond the word, clause, phrase and sentence levels. All of them are the basic building blocks of successful communication. In discourse analysis researchers have to infiltrate language as a whole beyond the micro level of words and sentences and look at the entire body of communication produced in a given / particular situation. Discourse analysis refers to attempts to study the organization of language above the sentence, or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts' (Stubbs 1983:1).

Discourse analysis are interested in how people know into a structure what they intend to convey to others in a conversation or in a piece of writing. One of branch of discourse analysis is discourse markers.

B. Discourse Markers

In linguistics, discourse markers is a word or phrase that is relatively syntax independent and does not change the truth conditional meaning of sentence, and has a somewhat empty meaning (Charter, Ronald: 2011). Its means that discourse markers are word which is used in expression without changing the real meaning and these markers, for someone use, do not have any meaning.

Discourse markers is a part of pragmatic markers. Pragmatic markers is a class of lexical expression in every language. There are four types of pragmatics markers. They are pragmatic markers, commentary pragmatic markers, parallel markers, and discourse markers. In this case the researcher want to know the fourth types of pragmatic markers is the discourse markers, is a word or phrase that help the speaker and listener comprehend of their speak or write a text. Discourse markers is an expression that signals the relationship of the basic message to the foregoing discourse, it does not contribute to the representative sentence meaning, but only to the procedural meaning (Yunistia, 2018). The expression of discourse markers like *well, oh, you know, etc.* Discourse markers are words and phrases that help you connect your ideas. Using discourse markers makes your speaking more fluent and natural-and it may help fill in some of the “pauses” in your speaking.

There are many definition of discourse markers according some authors. In this explanation, the researcher explain the definition of discourse markers according to Schiffrin, Halliday and Hasan, and also Fraser.

1. Schiffrin's Theory

According to Schiffrin (in Castro and Claudia, 2009) stated that discourse markers are elements that relay to fill conversation units. It means that discourse markers are elements in spoken or in written discourse which is depending on the context. In spoken discourse, it is

important in building local coherence between the speaker and the listener in determining the structure of discourse, meaning, action, and context for interaction. Through discourse markers, connectedness between what will be said and what has been said can be demonstrated. Sciffin do his own research on eleven discourse markers, they are *oh well (particles), and, but, or, so, because (conjunctions), now, then, you know, I mean*. There are seven types of discourse markers based on Schiffrin's theory. They are Discourse connective, marker of information management, marker of response, marker cause and result, marker of temporal adverb, information and participation.

2. Halliday and Hasan's Theory

Halliday and Hasan classified conjunction (connective element) as discourse marker are summarized: additive, adversative, causal and continuative.

3. Fraser's Theory

Fraser (1996) uses constructed examples for analyzing Discourse markers within a grammatical-pragmatic framework. A discourse marker is defined by Fraser (1996, p.186) as "an expression which signals the relationship of the basic message to the foregoing discourse." Unlike content words, they do not convey meaning on their own nor change the meaning of a sentence. They only perform grammatical functions by linking ideas in a piece of writing. Most

discourse markers signal the listener/reader of continuity in text or the relationship between the preceding and following text. Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious. Discourse markers are the fourth and final type of pragmatic markers. In contrast to the other pragmatic markers, Discourse markers do not contribute to the representative sentence meaning, but only to the procedural meaning: they provide instruction to the on how the utterance to which the discourse markers is attached to be interpreted.

Thus 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 stresses three aspects attached to discourse markers' definition:

- 1) Discourse markers are just lexical expressions, not non-verbal gestures.
- 2) S1 and S2 are jointly connected. i.e. they follow each other.
- 3) S1 and S2 "encode a complete message".

C. Types of Discourse Markers

According to Fraser's theory, they classified the use of discourse markers into four categories. They are contrastive discourse markers,

elaborative discourse markers, inferential discourse markers and temporal discourse markers.

1. Contrastive Discourse Markers

Contrastive markers is a signals that the explicit interpretation of S2 contrast with an interpretation of S1. In addition, signalling that the utterance following is either a contrast of some preposition associated with the preceding discourse (Fraser, 1996). For example :

- a. A. We can go now, children. B. **But** we haven't finished our game yet.
- b. John won't go to Canada. **Instead**, he will stay in New York.
- c. Jane is here, **however**, she isn't going to stay.

In sentences (a) and (b), “but” and “instead” signala that are relationship between S1 and S2 is one of contrast. In general, the aspects of the discourse segment S1 and S2 being contrasted must be members of contrasable set, that is collection of expressions which may be contrasted along one (or more) dimensions.

2. Elaborative Discourse Markers

Elaborative Markers is the DM signals a quasi-parallel relationship between S2 and S1. this signal that the utter-ance following constitutes a refinement of some sort on the preceding discourse (Fraser, 1996).

For example :

- a. Take your raincoat with you. But **above all**, take gloves.

- b. I think you should cool off a little. **In other words**, sit down and wait a little bit.
- c. He did it. **What is more**, he enjoyed doing it.

In sentence (a), (b), and (c), the word “above all”, “in other word”, and “what is more” are classified as elaborative discourse markers. Because it can be seen in those sentence that required S1 and S2 encode a complete sentences. It means that there are relationship between S1 and S2.

3. Inferential Discourse Markers

Inferential discourse markers known as inferential markers, expressions which signal that the force of the utterance is a conclusion which follows from the preceding discourse. The meaning of inferential discourse markers words according to Frasers’ theory are conclusion. It is because it has conclusion sentence like so, for example, therefor, and etc.

These are illustrated by the examples in.

- a. Mary went home. **After all**, she was sick.
- b. A: Marsha is away for the weekend. B: **So**, she won’t be available Saturday.

In these sequences, the discourse markers signals that to be taken as a conclusion based on S1.

4. Temporal Discourse Markers

Temporal markers are time deitic to convey a relationship between the time at which a proposition is assumed to be true, and the

time at which it is presented in an utterance (Fraser, 2006:19). The meaning of temporal markers according to Fraser theory are adverb of time and also conjunction.

Example :

- a. You should read **while** doing that.
- b. A: I can't see the boy. B: **Then**, don't leave.

Below are the four classifications and the variants of discourse markers.

Table 1
Types of discourse markers based on Fraser's classifications

Types	Discourse markers
Contrastive Discourse Markers	But, however, although, in contrast (with/to this), whereas, in comparison (with/to this), on the contrary, contrary to, conversely, instead (of), rather (than), on the other hand, despite (doing) this/that, in spite of (doing) this/that, nevertheless, nonetheless
Elaborative Discourse Markers	And, above all, also, besides, for another thing, furthermore, in addition, moreover, more to the point, in particular, namely, parenthetically, analogously, by the same token, correspondingly, equally, likewise, similarly, or, otherwise, for instance, for example
Inferential Discourse Markers	So, of course, accordingly, as a consequence, as a logical conclusion, as a result, because of, consequently, for this reason, hence, it can be concluded that, therefore, thus, in this case, under these/ those conditions, then, after all, because, for this/that reason, since
Temporal Discourse Markers	Then, after, as soon as, before, eventually, finally, first, immediately, afterwards, meantime, meanwhile, originally, second, subsequently, when

D. Synopsis of novel “*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*”

The Chronicles of Narnia novel was published in October 1950. This novel set in the fictional realm of Narnia, a fantasy world magic, mythical beasts, and talking animals, the series narrates the adventures of various children who play central roles in the unfolding history of that world.

“*The Lion, The Witch, and The Wardrobe*” is a novel that tell story of 4 children who go to live with an old professor during the war. One day, when they playing hide and seek, Lucy as the youngest of the children, find a wardrobe which leads to a magical land called Narnia. However Narnia is being ruled by the evil White Witch who has made it snow for 100 years and according to an old prophecy, Edmund, Lucy, Peter, and Susan are the chosen ones who will defeat the witch. They are assisted by the true ruler of Narnia, the lion, Aslan. With the good Narnians on their side all 4 children must now their destinies to become the new kings and queens of Narnia.

E. Previous Studies

To improve the knowledge about discourse markers, the researcher reviews some of the previous study. Those previous study have the correlation with this research.

Talebinejad & Namda (2011) in their research *Discourse markers in high school English textbook in Iran*. This study aims to investigate the reading comprehension sections of Iranian high school English textbooks (IHSETs) to find out the extent of using discourse markers and their types. To this end, the reading sections in IHSETs were analyzed to determine discourse markers based on Fraser's theory. Fraser's (1999) category of Discourse markers were used with 4 main classifications: a) Contrastive Markers, b) Elaborative Markers, c) Inferential Markers, and 4) Topic Change Markers. In order to analyze the discourse markers, They used some criteria from Frasers' (1999) category of dicourse markers to analyze the reading comprehension sections in IHSETs in terms of using the Discourse markers and familiarizing the students with Discourse markers in the reading comprehension sections. To make this investigation viable, parallel texts in internationally-developed English textbooks were compared with IHSETs in terms of the use of Discourse markers. To insure the equality of the number of words and level of difficulty, the Flesch (1948) readability formula was used. The results showed that there was a significant difference between the frequency of Discourse markers in the reading sections of IHETs and the authentic texts to the benefit of the authentic texts. Materials designers may find the results helpful in their work.

Bantaiwig (2019) in his study entitled *The role of discourse markers in the speech of selected Asian President*. This study linguistically

delves into the forms and functions and categories of discourse cohesion markers employed in the 54 speeches of the selected Asian Presidents which are written in English. The results reveal that DM, Adding Something and DM cohesion, Substitution are popular in the selected Asian presidential speeches. Thus, the presidents' speeches loaded with substantial information are organized using elaboration as one of the discourse markers. And with significant utilization of substitution (personal pronouns), the presidents have established connection with their audience.

Kastele & Collewaert (2013) in their research *The use of discourse markers in Spanish language learners written composition*. The aim of this research is to explore how frequently discourse markers appear in written productions of foreign language learners and to verify which kind of markers they mostly use. A learner corpus of approximately 26 500 words has been compiled for this study. By comparing the results of the language learners with the texts composed by a control group of Spanish native participants, we want to shed light on which types of discourse markers seem more or less evident to acquire and which problems learners seem to encounter in expressing discourse cohesion.

Some of the previous above have the similarity with this research especially in the research question. To find out the kinds and which kind of discourse markers mostly used in the conversation. But the different of this research is the object of the two thesis above use textbook, speech,

and Spanish language learners written composition as an object, and this research will use novel as object. From the two thesis above, the researcher inspired to analyze the discourse markers. The researcher chooses novel "*The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*" because the researcher thinks that in this novel there are discourse markers utter by all character.

CHAPTER III

RESEARCH METHOD

This chapter present the descriptions of the research method which is used in this study. It discusses some aspects included research design, data sources, technique and collecting the data, data analysis, and triangulation.

A. Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. The design of this study is qualitative reseach design. Qualitative methods are generally associated with the evaluation of social dimensions. Qualitative methods provide results that are usually rich and detailed, offering ideas and concepts to inform the research. Through qualitative research we can explain a social phenomenon. Based on the statement above, the design of this research is descriptive qualitative because the data are inthe forms of words rather than numbers. The researcher describes types of discourse markers in “*The Chronicles of Narnia; The Lion, The Witch, And The Wardrobe*” novel byC.S Lewis. The aims of this method to find the types and the meaning of discourse markers that used in novel “*The Chronicles of Narnia; The Lion, The Witch, And The Wardrobe*” by C.S Lewis.

B. Data Source

This research analyzed the Discourse Markers in novel “*The Chronicles of Narnia; The Lion, The Witch, And The Wardrobe*” by C.S Lewis. The researcher take the data by read carefully the coversation in this novel. The data of this research are word, phrase, sentences within the dialogues of that novel which contain discourse markers. Before taking the data , the researcher take some references, such as read some of linguistic books, dictionary, and previous study.

C. Research Instrument

The instrument of this research is the researcher herself. In addition the researcher read the novel. The researcher also use some sources in order to analyze better. The researcher analyze the discourse markers in coversation by all character from this novel and then classify the types of discourse markers, and also show the meaning of discourse markers that classified into those types.

D. Data Collection

Data is important in the research and must be found be researcher. Data collection is a technique to get quality data. To collect the data, the researcher will use some steps as follow :

1. The researcher read the novel “*The Chronicles of Narnia; The Lion, The Witch, And The Wardrobe*” by C.S Lewis.

2. The researcher finding the dialogues in novel “*The Chronicles of Narnia; The Lion, The Witch, And The Wardrobe*” by C.S Lewis.
3. The researcher identify the types of discourse markers in the dialogues.
4. The researcher show the meaning of discourse markers in each sentence that classified into those types of discourse markers.

E. Data Analysis

After collecting the data, the researcher analyze the data by do some steps :

1. Identifying

The first step, the researcher identify the “*The Chronicles of Narnia; The Lion, The Witch, And The Wardrobe*” novel. In addition the researcher will know more detail about what types of discourse markers and what the dominant types are used in this novel. After found them, the researcher will take a note.

2. Determining

After the researcher identify the data, the researcher determine four types of discourse markers in this novel based on Frasers’ theory. They are contrastive discourse, elaborative discourse markers, inferential discourse markers, and temporal markers.

3. Analysing

After determining the data, the researcher analyze the data. In addition the researcher will put where is the words in contrastive discourse, elaborative discourse markers, inferential discourse markers, and temporal markers. Then, the researcher analyze what the dominat types of discourse markers that used in this novel and show the meaning of discourse markers word that classified into those types of discourse markers.

4. Drawing Conclusion

In the last step, the researcher makes a drawing conclusion about the data which has been classified and analyzed in the steps before.

F. Triangulation

In this research, triangulation technique is used to check the validity of findings. To enhance credibility, the researcher discusses how the information provided by the different data sources was compared through triangulation corroborate the conclusion. It means that the researcher uses two or more perspective to get validity. There are four types of triangulation, those are theoritical triangulation, investigator triangulation, methodological triangulation, and analysis triangulation:

- a. Theoritical triangulation : defined as the use of multiple theories in the same study for the purpose of supporting or refuting findings

since different theories help researchers to see problem at hand using multiple perceptions.

- b. Investigator triangulation : defined as the use of more than two researchers in any of the research stages in the same study.
- c. Methodological triangulation : defined as the use or more than two methods in studying the same phenomenon under investigation.
- d. Analysis triangulation : referred by some authors as the data analysis triangulation.

Based on the data which collected by the researcher, this research need triangulation to make the data truly objective. In this study, the researcher would like to use theoretical triangulation. Theoretical triangulation is used because in confirming the finding of the study, the researcher uses theory of Fraser and Shrifin to recheck the result in the purpose of achieving the accuracy of the research finding.