

## CHAPTER I

### INTRODUCTION

This chapter presents some aspects. They are: (a) Background of Study, Statement of the problem, (c) Objective of the study, (d) Scope and Limitation of the study, (e) Significance of the study (f) Operational definition of the key term.

#### **A. Background of Study**

Writing can not be separated from human life, especially in the academic purposes. For academic purposes, all students' obligation to complete a science project before graduating from the undergraduate level is to write a thesis as a final project. It needs a thinking process to put ideas into words, giving them structure and coherent organization.<sup>1</sup> Good organization writing combines a critical approach with mechanics, grammar, vocabulary, and syntax.<sup>2</sup> The organization of text sentences is not like laying bricks one by one.<sup>3</sup> Several relationships, such as cohesiveness and coherence, between the sentences must be considered when the writer plans to write in good order.

---

<sup>1</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (New York: Longman, 2001), 219.

<sup>2</sup> Dio Adewibowo, et. al., "A Study of Discourse Markers Used in The Theses Background Written by The Students of English Department of Bengkulu University," *Journal of English Education and Teaching (JEET)* 2, no. 3 (2018): 89.

<sup>3</sup> Li Feng, "Discourse Markers in English Writing," *Journal of International Social Research* 3, no. 11 (2010): 299.

Developing writing skill begins with gradually identifying letters to complex skill acquisition. This skill is the most complex and challenging of the other necessary language skills because it involves linguistic competencies such as morphological and syntactic knowledge. The knowledge about morphology and syntax requires students to form a basic understanding (knowledge of words and sentence structure). There are four levels that deal with handle writing, punctuation, spelling, and handwriting in the first level sentence. Then word choice and grammar. Paragraphs, and the whole organization is the last level. This perspective assumes that students need to learn to write words. Then form sentences using words that appropriate correct punctuation.<sup>4</sup>

In discourse analysis, writing is a part of discourse, namely written discourse. Written discourse and oral discourse are text that must have texture as the determining principle.<sup>5</sup> In this case, written discourse deals with the various meaning and understandings about what the writer writes. It is known that discourse is a language in use in communication. It means that whatever the writer writes has a specific meaning, as the writer explains through the written passage. One unit of the whole text contains each readable text and several structures that bind parts of the text.<sup>6</sup> Therefore, the way the author composes the writing can influence the reader's interpretation.

---

<sup>4</sup> Emmanuel C Sharndama, and Samaila Yakubu, "An Analysis of Discourse Markers in Academic Report Writing: Pedagogical Implications," *European Journal of English Language, Linguistics and Literature* 1, no. 1 (2014): 40.

<sup>5</sup> Emily Ayieta Ondondo, and Francis Owino Rew, "Discourse Markers and Plagiarism in the Literature Review Section of a Research Thesis: A Study in Kenya," *Communication and Linguistics Studies* 6, no. 2 (2020): 28.

<sup>6</sup> Michael Alexander Kirkwood Halliday, and Ruqaiya Hasan, *Cohesion in English* (London: Longman, 1976), 290.

Using discourse markers is one way to organize good paragraphs. Discourse makers as a growth market in linguistics, focusing on studying multiple languages. They connect between several aspects of the discourse segment they are part of, namely second sentence S2, and several aspects of the previous discourse segment, first sentence S1. They function like a two-place relationship. One different argument is in the segment they introduced, and the other is placed in the previous segment. Fraser declares the canonic form as S1. DM + S2.<sup>7</sup> Discourse markers usage determines the writers' statements quality because discourse markers play crucial roles in creating the cohesion and coherence of the text.<sup>8</sup> They also show the relationship between the interlocutors, namely, writer and reader, or the addresser and addressee, to have a significant interactive role in discourse.<sup>9</sup> Sentences and paragraphs will not be exact and logically structured if no discourse markers are involved.

In this case, this study uses the thesis discussions of undergraduate students of the English Department of IAIN Kediri, IAIN Tulungagung, IAIN Ponorogo, IAIN Salatiga, UIN Surabaya, UIN Walisongo, UIN Banten, and UIN Syarif Hidayatullah Jakarta. Discussion is the part of research papers that requires the authors to write the research results and relate the research questions that the researcher wants to answer.<sup>10</sup> The discussion must be written

---

<sup>7</sup> Bruce Fraser, "What are Discourse Markers," *Journal of Pragmatic* 31, (1999): 938.

<sup>8</sup> Nur Alfin Karimah, Ahmad Munir, and Syaiful Anam, "The Use of Discourse Markers in The Background of Thesis Proposals," *International Journal of Education and Social Science Research* 4, no. 1 (2021): 94.

<sup>9</sup> Junitri Dian Syahdanis, "An Analysis of Discourse Markers Used By Students in Writing Argumentative Text," *Proceeding of 1st International Conference on The Teaching of English and Literature* 1, no. 1 (2020): 157.

<sup>10</sup> Samuel A Livingston, *How to Write an Effective Research Report* (New Jersey: Educational Testing Service, 2012), 14.

to be read in logical and meaningful ways, have no choppy way, or do not copy-paste from other research researchers' results. This section also contains statements about the results of data with social phenomena, interprets the results but does not restate the results, and even uses only text as a form of display in discussions without inserting tables, images, or graphs.

An excellent way to start a discussion section is to follow each question with a brief description of the relevant results. The researcher needs to show the limitations of the researcher's studies because most research studies can only cover some value investigate conditions or explain a series of conditions in the study. The researcher should let the reader know the shortcomings and strengths of the research. In addition, the researcher needs to compare the study results with other studies with the same topic in a meaningful way, conclude what practical implications of the study results and who can use the information provided in this study. The particular advice for researchers who will research and use this research as one of the references is needed so that future researchers can follow up from the research.<sup>11</sup>

A good discussion will help the reader get essential points from the research and attract the reader to read the study further. It means that students should communicate their thoughts through sincerity coherently and cohesive to help readers understand research quickly and clearly.<sup>12</sup> This one is what the researcher wants to know more through discourse markers analysis. Discourse markers show the coherence of the text, but this one is not only coherence. The

---

<sup>11</sup> Ibid, 15.

<sup>12</sup> Ibid.

coherence has a specific meaning inside of the text that the writers wrote in the thesis discussion.

Meanwhile, generally, in academic writing in using discourse markers, the students found some difficulties in using discourse markers. Discourse markers are rarely used in everyday conversations, resulting in a lack of understanding of discourse markers' meaning and meaning function, especially for EFL students. Both native and non-native speakers tend to use a monotone style to use discourse markers, such as 'on the contrary' to express contrast and 'so' to tell results. Difficulty in word order causes misunderstandings in placing discourse markers in sentences. Comprehension, style, word order, and form are usually found by students when using discourse markers. It forces students to make mistakes when using discourse markers and makes it difficult for readers to understand the writer's intent.<sup>13</sup>

Based on the background above, the current study focuses on accuracy of students using Discourse Markers and students' language use problems to make the students' writing more effective. Therefore, the research is entitled "Discourse Markers Usage Among Islamic Higher Education Students"

## **B. Research Problem**

Based on the background of the study above, the problem of this research as the following questions:

1. How was the accuracy of Discourse Marker use in discussion section of Indonesian Undergraduate Theses?

---

<sup>13</sup> Titik Rahayu, et al., "Discourse Markers in EFL Student Presentations," *Iconebs*, (2021).

2. What are the problems in the use of Discourse Markers in their theses discussion?

### **C. The Objective of the Study**

This study aims to describe the accuracy of students using discourse Markers and to know the students' problems of discourse markers usage in the discussion of Indonesian learners' undergraduate theses.

### **D. Significance of the Study**

The researcher hopes that this research will be useful for the following:

1. For the students

Discourse Markers are needed to inform the students that they play an essential element in communication in the text. Writing is required to organize the paragraphs in order to be effective, and a text seems logically constructed by using discourse markers.

2. For the next researcher

This research is essential for any researcher who wants to investigate the markers of discourse further. The next researcher can use this research for one of the references and find a gap from this study.

### **E. Scope and Limitation of Study**

The research focuses on investigating the accuracy of students and the students' problems in using Discourse Markers. It takes place on undergraduate students of the Indonesian English Department in IAIN Kediri, IAIN

Tulungagung, IAIN Ponorogo, IAIN Salatiga, UIN Surabaya, UIN Walisongo, UIN Banten, and UIN Syarif Hidayatullah Jakarta. The data is only about thesis discussions that are taken from the English Departments of undergraduate students. This research is based on the theory of Discourse Markers.

## F. Previous Studies

Some previous researches tell about the Discourse Markers that can be used as references for conducting this research as follows.

No	Title	Writers	Source	Previous Finding	Relation
1.	A Study of Discourse Markers Used in The Theses Background Written by The Students of English Department of Bengkulu University (Academic Year December 2016).	Dio Adewibowo, Imranuddin, and Azwandi.	<i>Journal of English Education and Teaching (JEET)</i> 2, no. 3 (2018): 89-97. Published on February 14, 2019	The result shows four categories of discourse markers found in thesis backgrounds: inferential, temporal, contrastive, and elaborative markers. The most dominant marker used by the student is inferential markers. Meanwhile, temporal markers are the most accurate marker used, and elaborative markers are the lowest accurate marker	The types and accuracy of discourse markers usage
2.	An Analysis of Discourse Markers Used By Students in Writing Argumentative Text	Junitri Dian Syahdanis	<i>Proceeding of 1st International Conference on The Teaching of English and Literature</i> 1, no. 1 (2020): 157-164. Published on November 18, 2020	The dominant discourse markers are elaborative (33,91%), while only 18 of 345 inappropriate discourse markers. the problematic discourse markers found are overuse, semantic incompleteness, and the wrong relation with the most inappropriate	The types of discourse markers used by the students and students' problems in using discourse markers usage

				discourse marker is overuse	
3.	Discourse Markers in EFL Student Presentations	Titik Rahayu, Muhyiddin Aziz, Ita Permatasari, Alief Sutantohadi, Yulius Harry Widodo	<i>Iconebs</i> 2021. Published on February 25, 2021	The students most frequently used discourse markers <i>and</i> , <i>also</i> , <i>but</i> , <i>so</i> , <i>however</i> . Meanwhile, overuse and surface logicality was the most inappropriate students in their presentation when using discourse markers	The types of discourse markers and the students' problems in using discourse markers usage

Furthermore, the previous studies and this current research analyze discourse markers focusing on their accuracy and the students' problems using discourse markers. The theories used by the current research are Bruce Fraser's theory in 2009 to find out the types and accuracy use of Discourse Markers; and Kao and Chen's approach to analyze the students' problems in using discourse markers. Meanwhile, others use Bruce Fraser's theory in 1999 to investigate types of discourse markers. There was also another difference in the object of the research used by the previous and current studies. In this case, most previous studies research student writing in essays, literature reviews, and thesis backgrounds. Not many researchers check the research discussion as an object of this research. Therefore, this study investigates more about using discourse markers in undergraduate students' research discussion.



## G. Definition of Key Terms

Some terms in this study to avoid misconception are defined as follows:

### 1. Discourse

Discourse is about the language used and even it is an oral language or written language. Every language that is used has a specific meaning that must be understood to get the complete information.

### 2. Discourse Markers

Discourse markers are a class of verbal expressions of categories of sign words, conjunctions, and preposition phrases.<sup>14</sup> For an expression to be a discourse marker in sequence S1-DM+S2, where first (S1) and second (S2) are discourse segments.<sup>15</sup> Speakers use them to connect ideas or information in discourse and indicate relationships between sentences or clauses.

### 3. Thesis Discussion

Thesis discussions are about the one of important role in the research report. In this part, the writers show the summary of the research results that are relate to the research questions. The discussion section has 6 to 7 paragraph and they consist of introductory paragraph, intermediate paragraf, and closing paragraph. Here, the researcher uses the whole data of thesis discussion.

The texts that the researcher serves to summarize the logical explanation of research conducted. Thesis discussions are also the

---

<sup>14</sup> Fraser, "What are., 931.

<sup>15</sup> Bruce Fraser, "An account of discourse markers," *International Review of Pragmatics*1, (2009): 297.

researcher's natural product, and from these, the reader will get the lessons and conclusions that can be learned and formulated from the study results.