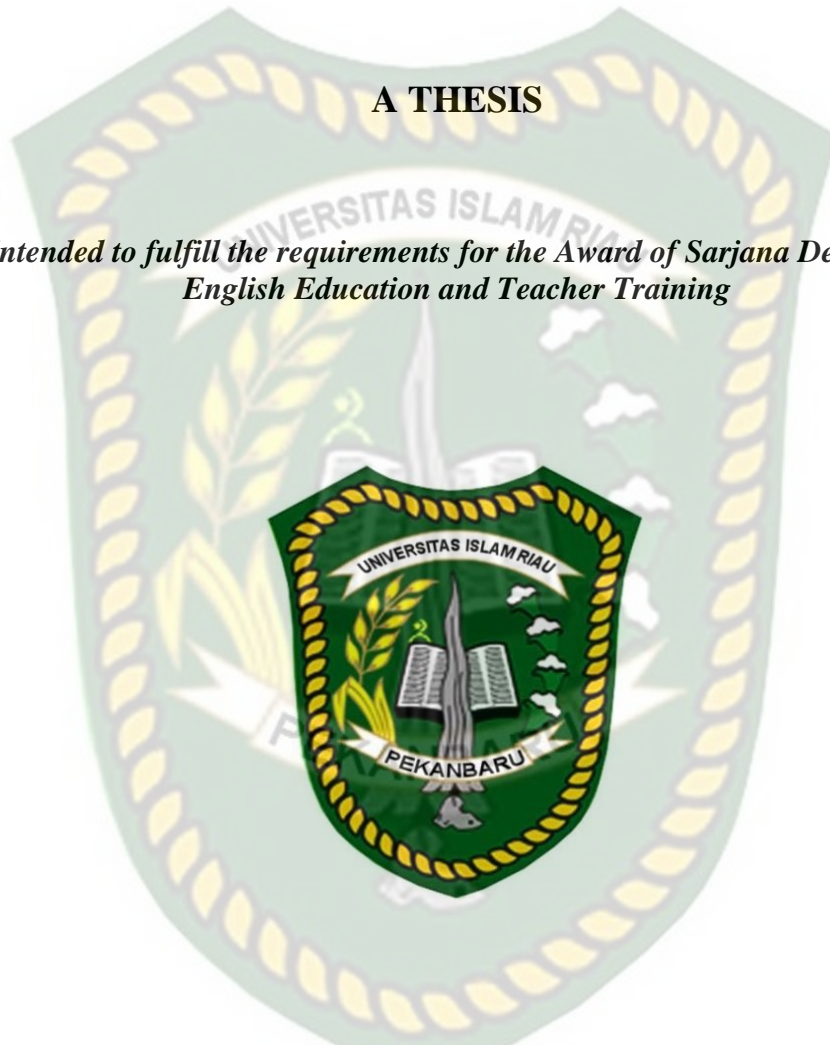# AN ANALYSIS OF DISCOURSE MARKERS FOUND IN ENGLISH TEXTBOOK "*PATHWAY TO ENGLISH*" FOR 11TH GRADE PUBLISHED BY ERLANGGA

# A THESIS

*Intended to fulfill the requirements for the Award of Sarjana Degree in English Education and Teacher Training*

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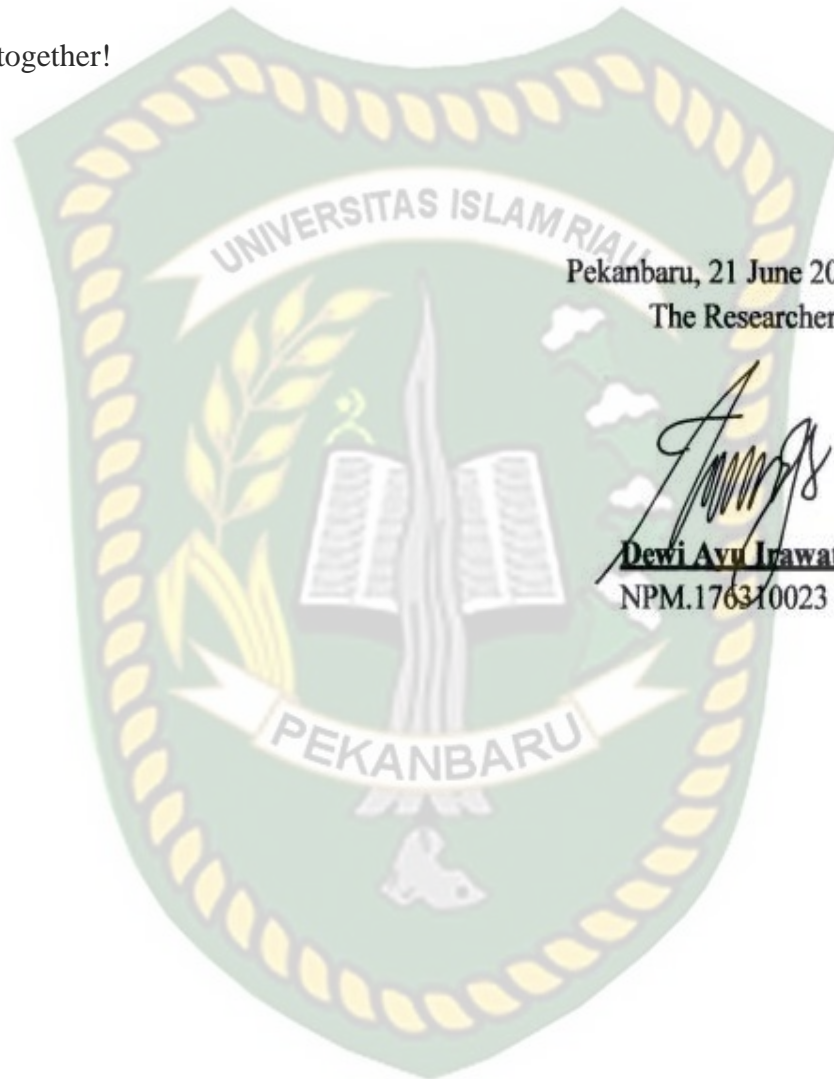
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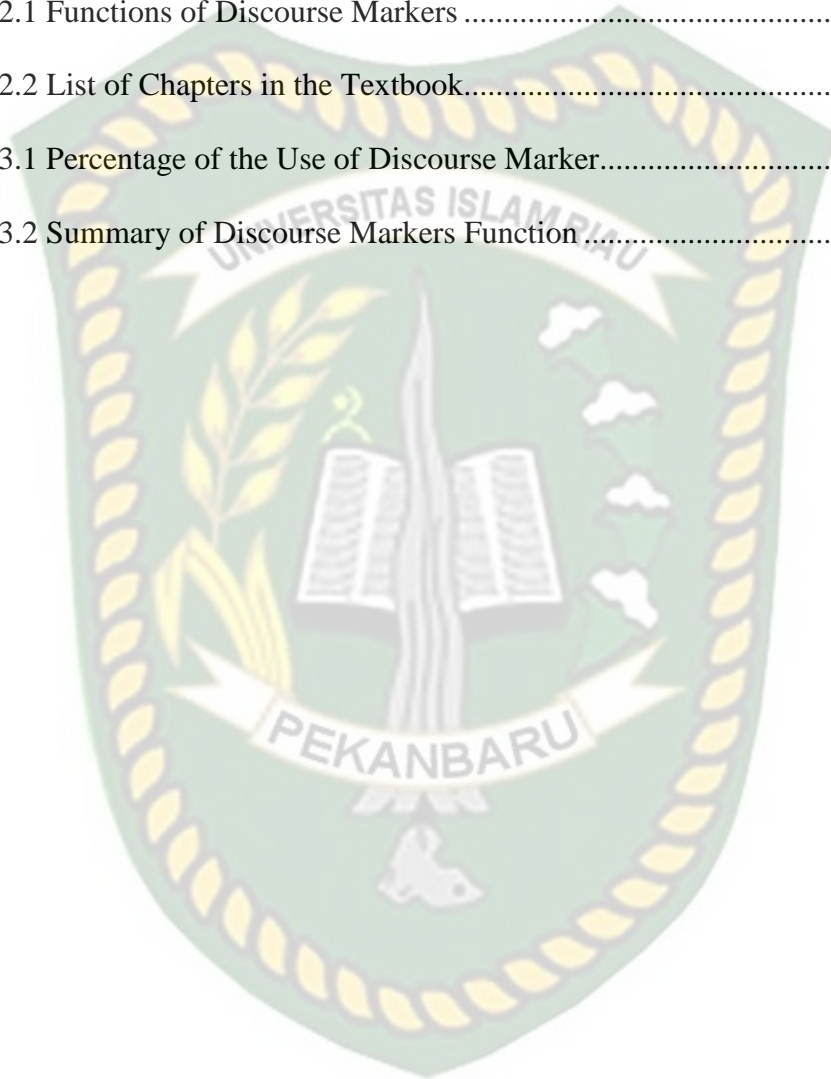NPM.176310023

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# ABSTRACT

***Dewi Ayu Irawati N. 2021. AN ANALYSIS OF DISCOURSE MARKERS FOUND IN ENGLISH TEXTBOOK "*PATHWAY TO ENGLISH*" FOR 11ᵀᴴ GRADE PUBLISHED BY ERLANGGA.***

*Discourse markers (DMs) known as device which is utilized to signal a sequential relation among previous ideas mentioned and the ones will be mentioned. The texts were taken from ten selected written texts in English Textbook "Pathway to English" for 11th Grade published by Erlangga as the source of data.*

*This research was conducted through a descriptive qualitative approach toward the textbook which was aimed to investigate the types and functions of discourse markers. The result presented that there were 159 expressions of discourse markers found in the texts analyzed by the researcher based on Fraser's (2009) and Mahendra & Dewi's (2017) theories.*

*The research findings reflected that the entire types of discourse markers by Fraser were discovered. Those types are elaborative, contrastive, inferential, and temporal markers with elaborative marker as the most frequently appeared while contrastive marker was the least one. Moreover, words and phrases represented the function of each expression of discourse markers were also revealed. Those functions were categorized into discourse markers used to add information or idea, to signal contrast idea, to limit idea or introduce example, to show cause effect relationship, to indicate sequence and time order, and to conclude the whole idea within the text. The result implied that the utilization of discourse markers must be appropriately improved since students' knowledge toward the signal still lack while there were also some signals indicating two functions within a sentence that may cause misunderstanding if students have no enough knowledge about these markers.*

**Keywords:** Discourse Markers, Coherence, Cohesion, English Textbook

# ABSTRAK

*Dewi Ayu Irawati N.* **2021. ANALISA TERKAIT PENANDA WACANA YANG DITEMUKAN DALAM BUKU BAHASA INGGRIS KELAS 11** *"PATHWAY TO ENGLISH"* **YANG DITERBITKAN OLEH ERLANGGA.**

*Penanda wacana merupakan sinyal yang digunakan untuk menandai hubungan antara ide-ide yang telah diungkapkan dengan ide-ide yang akan disebutkan setelahnya. Adapun teks yang dianalisa diambil melalui 10 teks yang telah dipillih dari buku Bahasa Inggris "Pathway to English" untuk kelas 11 yang diterbitkan oleh Erlangga sebagai sumber data.*

*Penelitian ini dilaksanakan dengan pendekatan kualitatif deskriptif yang bertujuan untuk menganalisa tipe-tipe beserta fungsi dari penanda wacana yang ditemukan di dalamnya. Data yang diperoleh menunjukkan setidaknya ada 159 markah ditemukan di dalam buku yang diteliti berdasarkan teori yang diadaptasi dari teori Fraser (2009) serta Mahendra & Dewi (2017).*

*Selain itu, hasil temuan mengungkapkan bahwa seluruh tipe penanda wacana yang dirumuskan oleh Fraser ada di dalam buku ini. Adapun tipe-tipe tersebut diantaranya; penanda elaborative, contrastive, inferential, dan temporal dengan penanda elaborative sebagai markah yang paling banyak ditemukan serta penanda contrastive sebagai markah yang paling jarang digunakan. Adapun kata-kata dan frasa-frasa yang muncul pun sesuai dengan fungsi dari teori terkait; markah yang berfungsi untuk menambah informasi atau ide, untuk menghubungkan ide yang bertolakbelakang, untuk membatasi ide atau menyebutkan contoh, untuk menunjukkan hubungan sebab-akibat, sebagai indikasi urutan kejadian dan waktu, serta untuk menyimpulkan keseluruhan ide dalam suatu teks. Sebagai implikasi, penggunaan penanda wacana harus ditingkatkan sebab pengetahuan siswa masih minim sementara dalam temuan terdapat beberapa markah yang memiliki dua intensi dalam satu kalimat sehingga dapat memunculkan kebingungan jika siswa masih belum memamhami penggunaan dari penanda wacana ini.*

**Kata Kunci:** Penanda Wacana, Koheren, Kohesi, Buku Bahasa Inggris

# CHAPTER I
# INTRODUCTION

## 1.1 Background of the Problem

Since language becomes communicative tool, the studies on language are broadly conducted. Linguistic that is generally described as the study of language – specifically, human language – covers various elements combined to create and make up a particular language. Those elements are particularly studied in each branches of linguistics which are divided into several and one of them is called as discourse analysis.

As one of linguistics branches, discourse analysis is a broad term for the study about how language used by people – both in written and spoken are being analyzed – (McCarthy, 1991). Therefore, the scope of discourse analysis is enormous and diverse. Discourse analysis relates with the content of communication and the way of analyzing how the message of a discourse is organized, used and understood in order to figure out the intention conveyed within the discourse. Further, in analyzing a discourse, we need to know several tools encouraging the comprehension toward the ideas such coherence and cohesion.

The term of cohesion and coherence must be familiar among English students, particularly after they finished discourse analysis subject. Cohesion itself is well-known as a linguistic feature which creates a sequence of ideas within a text which focus on the grammatical rules while coherence covers the unity of related ideas used in a written text. Therefore, as crucial part of

discourse analysis should be noticed, the appearance cohesive texts must be implemented to create a well-formed text and avoid a misconception in interpreting the message portrayed since cohesion has function to bind the flow of ideas among sentences in a whole text, so the text will be unity and connected to one another which make it makes sense and easier to be comprehended. In forming a coherence and cohesive discourse, there are particles should be considered to link the ideas among sentences and paragraphs within a whole discourse called as discourse markers.

To produce a good writing, the application of discourse markers within a text becomes essential. As it is known, discourse markers are words and phrases which connect particular segments of a discourse that contribute either local or global coherences by giving specific signal of writer's intention (Zhao, 2014). Therefore, through the signal that DMs engaged, we can understand what people will intend and response it in appropriate way. On the other hand, when the writer ignores its use, it may generate a mess discourse because the ideas don't link each other. Moreover, discourse markers consist of various signals where conjunction, adverbs, and prepositional phrases are the majors. Unfortunately, 4 out of 10 students observed still have problem with the use of discourse markers and how to distinguish the discourse markers with conjunctions while 2 of them even have no idea about what discourse marker is. The use of discourse markers can be easily found in every types of texts include students' textbook.

Varieties of books are handily found nowadays, but students' textbook is the closest one that can influence to encourage students' understanding toward the lesson (Talebinejad & Namdar, 2011). That is the main reason of why the researcher interested in analyzing students' textbook instead of another media of writing. Instead only required tool in teaching, course book can manage and control the teaching and learning process. Further, providing appropriate learning tool may also increase students' ability toward the material discussed. Therefore, the researcher chooses English textbook "*Pathway to English*" for 11th Grade published by Erlangga which elaborate diverse types of discourse markers within the texts written in the book. So, it can expand students' knowledge toward discourse markers are able to be used for a written text while the researcher may also determine whether the texts provided are created cohesively or not based on the flow of the ideas.

Based on the information mentioned above, the researcher is fascinated to analyze discourse markers found in written texts of students' textbook "*Pathway to English*" for 11th Grade published by Erlangga. Further, the researcher aims to discover the types and functions of the discourse markers found in the textbook. As the result, the researcher intends to conduct a research entitled **AN ANALYSIS OF DISCOURSE MARKERS FOUND IN ENGLISH TEXTBOOK "*PATHWAY TO ENGLISH*" FOR 11TH GRADE PUBLISHED BY ERLANGGA.**

## 1.2 Identification of the Problem

There are lots of studies which focus on discourse analysis particles due to its importance in conceiving a whole discourse, such the study at different principle of politeness, cooperative learning, theme and rheme, coherence, and cohesion as well. Since discourse markers cover the language components – specifically, *words* and *phrases* – which has function to connect particular segments of a discourse to one another, it can be portrayed that the existence of DMs are required in both written and spoken discourse to link each parts of the discourse and portray meaningful language appropriate to the topic discussed. Unfortunately, based on the preliminary research on 7th semester students of English Education Major in FKIP UIR, it is found that the term of discourse marker and its usage is not familiar enough for most of the students who will eventually being progressive English teachers. Therefore, discourse markers are needed to be analyzed in order to clarify its term and differentiate its utilization based on its types and functions, promptly.

On the other hand, there is a question may appear such, *"Is it important to analyze the discourse markers used in students' textbook?"*. Since textbook is the closest learning media used by teacher to engage students understanding toward the subject discussed, the analysis of discourse markers used within the book is required to ensure that the topic and material discussed can be obviously comprehended by students through the flow of language features used within the written texts presented. Based on the

statement, the researcher will analyze the types and functions of discourse markers appear within the English textbook for 11th Grade entitled "*Pathway to English*" published by Erlangga.

## 1.3 Focus of the Research

In accordance to the identification of the problem above, this research focuses on analyzing the types and functions of discourse markers found within written texts provided in English textbook for 11th Grade entitled "*Pathway to English*" published by Erlangga. In specific, the types of discourse markers are adopted from Fraser's theory (2009) categorized into; *contrastive markers, elaborative markers, inferential markers,* and *temporal markers.* On the other hand, the textual functions of discourse markers' theory are adapted from Mahendra & Dewi (2017) who categorize it into *additive, contradictive, limit & introduce idea, cause and effect, sequence,* and *conclusion* expressions.

## 1.4 Formulations of the Research

In conducting the research, researcher must have questions that will be answered through the research, and the questions of this research are formulated as follows:

1. What are the types of discourse markers found in English textbook "*Pathway to English*" for 11th Grade published by Erlangga?

2. What are the functions of discourse markers found in English textbook "*Pathway to English"* for 11th Grade published by Erlangga?

## 1.5 Objectives of the Research

Considering the research questions designed in the previous point, the objectives of this study are formulated as follows:

1. To find out what types of discourse markers are used in English textbook "*Pathway to English"* for 11th Grade published by Erlangga.

2. To determine which functions of discourse markers are found in English textbook "*Pathway to English"* for 11th Grade published by Erlangga.

## 1.6 Significations of the Research

After conducting this research, the researcher desires that it will give influential contributions as mentioned below;

1. First, by conducting this research, the researcher desires that the researcher herself will get further information relates to what discourse marker is, what types of discourse markers are, and its utilization on English discourse, in order to expand the researcher's understanding toward the discourse markers study.

2. Second, by observing this research, the researcher expects that the information provided within this research can be eventually useful for prospective English teachers in conducting understandable learning

material formed cohesively by using the discourse markers discussed here.

3. Third, the researcher wishes that the terminology of discourse markers and its utilization within English learning material can be more recognized by students since the utilization of discourse markers appear in students' textbooks.

4. At last, the researcher hopes that the presence of the information provided within this research will be worthwhile and may encourage the others to learn and understand the unit of study discussed here while it probably will influence them to conduct similar study which is better than this one.

## 1.7 Assumption

By considering the formulation of the study in previous section, the researcher assumes that discourse markers along with its types and functions can be easily found in English textbook for 11<sup>th</sup> Grade entitled "*Pathway to English*" published by Erlangga since discourse marker is a common particle of discourse analysis often applied within a particular form of discourse to make the flow of each ideas presented.

## 1.8 Definition of Key Terms

In order to prevent misunderstanding and misinterpretation toward the topic that might occur, it is essential to mention the key terms used in this research as mentioned below;

- **Discourse Analysis:** Discourse analysis is defined as a study which concern at the use of language in a whole discourse, both of written texts and spoken data. (McCarthy, 1991:5)

- **Discourse Markers:** Discourse marker is known as words and phrases used to connect particular segments of a discourse to one another (Carter & McCarthy, 2006).

- **Textbook:** Fitriyanti (2018: 32) mentioned textbooks as teaching and learning resources which contain facts and ideas relate to particular subjects written by authorized authors.

## 1.9 Grand Theories

McCarthy (1991:5) defined discourse analysis as a study which concern at language in use where one of the discussion is called as discourse marker used to connect particular segments of a discourse to one another (Carter & McCarthy, 2006). Discourse markers itself are classified into several types named contrastive, elaborative, inferential, and temporal markers (Fraser, 2009) along with its functions which categorized by Mahendra & Dewi (2017) into 6; additive, contradictive, limit & introduce

idea, cause and effect, sequence, and conclusion expressions which will be further elaborated in Chapter 2.

## 1.10   Research Methodology

### 1.10.1.   Method of Research

Instead of only accumulate the number of Discourse Markers used in English textbook "*Pathway to English*" for 11th Grade published by Erlangga, the research also focus on analyzing and elaborating the types and functions of Discourse Markers found. Therefore, this research will be conducted by using descriptive qualitative method which come from 2 words; descriptive and qualitative. Kothari (2004) mentioned that descriptive research covered fact-finding which aim to describe the circumstances, measure items, and discover causes even when the researcher has no control over the variables. Meanwhile, Shanti & Sashi (2011) noted that qualitative research concerns with phenomenon which commonly descriptive and harder to analyze because qualitative research involves further research at non-numerical data that yield naturalistic data. Besides, Creswell (1998:15) prescribe that qualitative research insists the researcher to analyze the words and provides specific viewpoints of the informants during the process of topic understanding.

In accordance with the argumentation above, Hossein (2015) said that there is an interchangeably terms of qualitative and descriptive research because the fundamental of both research involve naturalistic data. In short, instead of intervening or manipulating the variable, descriptive qualitative research tend to describe the problem deeply.

### 1.10.2. Source of Data

In designing the study, the researcher should collect relevant data to start the research. There are two kinds of data sources named as primary and secondary. In conducting this research, the researcher only require primary data from English textbook written by Theresia Melania Sudarwati and Eudia Grace entitled "*Pathway to English*" for 11th Grade published by Erlangga.

### 1.10.3. The Instrument of the Research

In establishing the research, the researcher requires instrument to assist collected and analyzed data. Since this research employs descriptive qualitative method, then the instrument will be used in this research is documentation by using document analysis method (Bowen, 2009), more precisely public records because students' textbook is categorized as public documents (O'Leary, 2014). Considering the method will be applied, the researcher collect and

analyze the data in English textbook "*Pathway to English*" for 11th Grade published by Erlangga to find out the types and functions of Discourse Markers used.

**Table 1.1 Blueprint of Discourse Markers (DMs)**

| No. | Types of DMs | Function of DMs |
|-----|--------------|-----------------|
| 1. | Contrastive marker | To signal any contradictions, contrasts, or comparisons. |
| 2. | Elaborative marker | To denote additive information or idea. |
| | | To limit or introduce example of particular idea. |
| 3. | Inferential marker | To show cause and effect relationship. |
| | | To conclude information or ideas. |
| 4. | Temporal marker | To indicate sequence of event, time order, or logical division. |

*Sources: Fraser (2009:300-301), Mahendra & Dewi (2017:90)*

### 1.10.4. Technique of Collecting Data

Several methods and techniques in collecting the data for qualitative research can be applied, but there are 5 recommended methods as mentioned by Leedy and Ormrod (2001) in William (2007: 68) where one of those notions called as content analysis

which means that the researcher – as the instrument of the research – will collect the data by identifying patterns and specific characteristic of discourse markers used in English textbook "*Pathway to English"* for 11th Grade published by Erlangga. Meanwhile, the technique used is public documentation where the researcher will capture the information found in the textbook.

Within this research, there are several procedures have been done in collecting the data as mentioned below:

1. Determining the textbook that will be analyzed,
2. Prescribing specific texts within the textbook that will be chosen as research data,
3. Identifying the Discourse Markers used in the texts chosen,
4. Classifying those Discourse Markers found into its appropriate types and functions based on adopted theories.
5. Displaying represented data obtained into following outline table and narrative explanations.

### 1.10.5. Data Analysis Technique

After the data collected, it must be processed by analyzing the result of the data in order to ensure that the data obtained are relevant with the research questions formulated in the research. Kothari (2004: 123) described that the processing operations of

data analysis are divided into 4, where one of them is named classification.

In organizing this research, the researcher carried out several steps in analyzing the data as follows:

1. **Collecting,** in this part, the researcher collected the required data found in the textbook.

2. **Identifying,** in this section, the researcher identified the Discourse Markers used in the textbook.

3. **Classifying,** this is the step where the researcher classified the Discourse Markers found in the textbook based on its adopted types and functions theories.

4. **Displaying,** at last the researcher presented the data arranged systematically in form of tables and narrative explanation for each classification of discourse markers' types and functions that is aimed to draw comprehensive conclusion.

# CHAPTER II

# THEORETICAL FRAMEWORK

## 2.1 Discourse Analysis

The term of discourse seems familiar for language learners since it covers both of spoken and written form – sentences and utterances – interpretation. McCarthy (1991) defined discourse analysis as the study which concern into the relationship between language and the context in which the language is used both in all kinds of written texts and spoken data which covers from daily conversation to highly institutionalized forms of talk.

In accordance, Yule (2006) mentioned that discourse analysis is undertaking about how language-users successfully interpret what other users of language intend to convey within either texts or conversations. Moreover, the discussion of discourse also covers how to make sense of what people read, how people recognize well-constructed texts as it supposes to, and even the investigation of how people can understand the intention of indirect meaning in a conversation.

Therefore, through this study, we can learn to analyze indirect intention that people actually want to deliver, understanding the conditional relation exists in a discourse, and we can even make a reasonable interpretation of an ungrammatical discourse instead of just identifying the grammatical errors within the discourse. In line, Simanjuntak & Paramitha (2018) declared that discourse organizes a larger idea of a writer and or a speaker to arrange their idea into a coherent state in order to make an easy-

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understand discourse for the reader and or the listener. In accordance to the theories mentioned, it can be portrayed that the flow of both conversations and texts along with the way people understanding implicit meaning intended within a certain discourse which the tool is called as cohesive devices are needed to be comprehend as well.

## 2.2 Cohesion and Coherence

We know that the correlation among words, phrases, clauses, sentences, and even paragraphs are required to comprehend the whole discourse. That formation of text is named as cohesion which can be seen through the organization of the discourse. As it is argued by Latifa & Triyono (2020:45) who mentioned cohesion as *syntactic organization in which sentences are arranged in integrated manner to produce discourse*. In addition, Halliday & Hasan (1976) theorized that particles include in cohesion are called as cohesive devices which concern to the accurateness of various grammatical utilization used among sentences to produce cohesive texts. As the result, the appearance of cohesion which systematically connects elements in a text will help the reader to interpret the intention displayed by the writer.

Meanwhile, coherence is the event where the bonds among language features are acceptable and mutually related. Brown & Yule (1983) pointed out that coherence is the cohesiveness among units in either text or utterance which encouraging the integrity of ideas among discourse's parts. In short, cohesion is the formation of words, phrases, clauses, and sentences that links

the idea and information provided within a discourse while coherence is the unity and connectedness as a result of the cohesion formed. As a preview into the next sub-unit, Sadeghi & Kargar (2014) supported the statement by noting that the relationship between sentences within a discourse is formed by cohesion and coherence which engages DMs as the most essential aspect of it.

## 2.3 Discourse Markers

As one of main units discussed in discourse analysis subject, the definition of discourse marker is widely theorized. However, there are various terms of discourse marker stated by different researchers. As it is stated by Vinca (2018) various names of DMs that experts generally mention are pragmatic markers or pragmatic approach stated by Fraser (1999), discourse connectors, discourse operators, discourse perspective (Schriffin, 2001), and so on. Considering the argument portrayed by Vinca, Ali & Mahadin (2016) strengthen that there are diverse names of discourse markers mentioned by different experts such as discourse connectives/operators and sentence connectives which all of them refers to the term of DMs. In specific, discourse markers for written discourse are also called as transition signals. Therefore, when we find another paper that used one of those names, we will be able to recognize that the researcher is going to discuss DMs.

Even though there are different terms of discourse markers stated by linguists that may form different point of views toward its definition, generally discourse marker is known as words and phrases used to connect

particular segments of a discourse to one another (Carter & McCarthy, 2006). Several researches mentioned that DMs is low-key connectives. Therefore, Chen (2019) noted that the signal used to link any utterances or other discourse units is the strongest characteristic of DMs that must be figured out. In addition, Fraser (1990:302) as cited in Ayman & Albesher (2013) argued that the words and expressions used to connect, such as now, well, so, and so on signal a sequential relation among previous ideas mentioned and the ones will be mentioned. Moreover, Rahayu & Cahyono (2015) conveyed that DMs is also needed in connecting interaction by giving explicit clues to facilitate the cohesion among writers and readers. Thus, the intention can be well-delivered without any hesitation occurs during reading the discourse.

Hence, Ayman & Albesher (2013) noted that people awareness toward the practical use of discourse markers can greatly contribute to the quality of discourse produced. In line, Yulianto (2021) also suggested to consider enough number of discourse markers used in delivering writer's intention. Therefore, developing ability in using discourse markers is required since it can be a helpful guide in connecting information within paragraphs and texts in a whole effectively to make it more accessible to the readers, so they may interpret the messages intended by the writer. Automatically, the correlation among cohesion and discourse markers becomes tight to form a well-written text coherently.

The application of discourse markers increase the opportunity of texts to be cohesive since cohesion itself deals with the features put together to

make a sequence by connecting details to one another. In accordance, Guna & Ngadiman (2015) stated that when the text becomes cohesive and understandable, it will help the readers to convey the meaning. In accordance to several theories have been mentioned above, Andayani (2014) concluded that to create a well-formed and understandable text, we should maintain that DMs and other cohesive devices work together so the coherence will automatically follows as the logical ideas are linked. From these explanations, it proves that cohesion and discourse markers have a strong relationship since both of them have same destination to create a well-formed texts by involving certain particle appropriate to be used. Hence, those particles in which categorized as discourse markers' types must be considered as well to obtain further information toward the study.

## 2.4 Types of Discourse Markers

Previously, it has been mentioned that the discussion about types of discourse markers may be required to get more detail information toward the utilization of discourse markers within texts. Ramos (2010) mentioned that the logical link of ideas in the previous sentence and the new ones within the texts are affected by the types of DMs that students utilize. So, it means that the functions of DMs relay on the types that students use to engage the discourse. Henceforth, in this section, those types will be revealed by involving several linguists' classification since the term of discourse markers itself is different among experts while this categorization will also ease us to

distinguish the varieties of markers' expression used in a certain text along with its function within the discourse. In general, we can differentiate discourse markers and conjunction because of its scopes where discourse markers are wider. The major sources of discourse markers consist of conjunctions (*and, or, but, since…*)*,* adverbs (*furthermore, particularly, consequently…*)*,* and prepositional phrases *(on the other hand, in opposite, in accordance…)* as it is argued by Fraser (1996)

However, the theory of discourse markers' type that can be more applicable for written discourse, one of them is formulated by Fraser (2009:301) who classified discourse markers into three functional classes:

### A.  Contrastive Markers

These markers give signal that there is contrast information or choice between first sentence (S1) and the next one (S2) either direct or indirectly. Fraser (2009:300) explained that words and phrases categorized in this type are; *"but, alternatively, although, contrariwise, contrary to expectations, conversely, despite, even so, however, in spite of, in comparison, in contrast, instead of, nevertheless, nonetheless, notwithstanding, on the other hand, on the contrary, rather, regardless, still, though, whereas, yet…)"*

Hence, when these expressions are found within a discourse, we may be able to distinguish that these are used to mark contrast information. Look at the example below;

(1) May said that she was sick last night. <u>But</u>, Lisa saw her at SKA mall
at that time.

(2) Delta is still doing her task <u>in spite of</u> being very exhausted.

## B. Elaborative Markers

Hereafter, Fraser (2009:301) asserted that these markers used to indicate an elaboration or addition in S2 toward the information asserted in S1. He classified the expressions include as elaborative markers into; *"and, above all, after all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further (more), in addition, in other words, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, or, otherwise, rather, similarly,...).* For the example, let's see the following sentence;

(3) The theory of discourse marker is framed by Schriffin. <u>Moreover</u>, it is
also mentioned by Fraser and Blakemore.

## C. Inferential Markers

The next type of discourse markers formulated by Fraser (2009:301) is called as inferential marker which represents certain signals to what S2 is inferring based on information provided in S1. The expressions include as inferential markers are; *"so, all things considered, as a conclusion, as a consequence, as a result, because, consequently, for*

*this/that reason, hence, it follows that, accordingly, in this/that/any case, on this/that condition, on these/those grounds, then, therefore, thus…).*
Let's see the following example to show the application of this marker.

(4) Civil awareness in reforestation is terribly low. As a result, the water
can't be absorbed properly.

### D. Temporal Markers

In fact, this type of discourse marker is framed by Fraser in 2006 as cited in Faghih & Mousaee (2015:12) where these markers are used to signal the sequences among S1 and S2, and indicate the signal of time as well. The signals classified into temporal markers are; *"then, after, as soon as, before, eventually, finally, first, immediately, afterwards, meantime, originally, second, subsequently, when…).* For the example, take a look on these sentences.

(5) The meetings for this semester have been completed. Afterwards, the
last project must be submitted soon.

## 2.5 Function of Discourse Markers

After the explanation toward the classification of discourse markers above, understanding toward its functions will be required as well to complete the series of discourse markers' study. As it is mentioned previously, the main function of discourse marker is to construct coherent texts as stated by Zhao (2014). Some theories have analyzed the functions of

discourse markers, so have Shriffin (1987) who mentioned that DMs affect the signals of local coherence. In addition, Wilson (1998) as cited by Zhao declared that DMs also influence global coherence which connects the segments by including external information between the parts of discourse that enhance coherence for a whole discourse.

Discourse markers for written form are also called as transition signals, Mahendra & Dewi (2017) classified that the common functions along with words and phrases involved in each function which are displayed as follow:

**Table 2.1 Functions of Discourse Markers**

| No. | Functions | Expressions* | Example |
|---|---|---|---|
| 1. | To denote additive information or idea | *And, in addition, also, too, as well as, another, further, besides, moreover, furthermore, in other words, including, in addition, in fact, to put in another way, etc.* | (6) Formalin is a chemical ingredient that is not allowed for food. In fact, it will poison our bodies by destroying vital body organs. |
| 2. | To signal any contradictions, contrasts, and or comparisons | *However, instead (of), rather (than), but, yet, although, nonetheless, despite, whereas, even though, neither…nor, either…or, likewise, etc.* | (7) Deficit calorie is the best way to reducing weight. However, it doesn't mean that we can cut it carelessly. |
| 3. | To limit or introduce example of particular idea | *Namely, for example, such as, for instance, if, unless, in case, except, etc.* | (8) There are lots of food contain Omega 3, such salmon. |

| | | *Thus, since, because (of), so, as a result, consequently, therefore, hence, etc.* | (9) <u>Since</u> class participation affects our score, we've to be active at class. |
|---|---|---|---|
| 4. | To show cause and effect relationship | | |
| 5. | To indicate sequence of event, time order, or logical division. | *Next, after that, finally, later, before, now, eventually, at first, second (ly), at last, soon, then, etc.* | (10) The topic of this research will be <u>eventually</u> noticed by researchers out there. |
| 6. | To conclude information or ideas. | *To summarize, to sum up, in conclusion, in brief, in short, thus, etc.* | (11) <u>In short</u>, cohesion and DMs have a tight correlation in forming a well-produced discourse. |

**Adapted from Mahendra & Dewi, 2017:90).**

∗ The expressions will be modified sufficiently based on the data obtained later.

## 2.6 Textbook

Varieties of supporting books can be easily found nowadays, but students' textbook still the closest one that can influence students' understanding toward the lesson given at school. Fitriyanti (2018) defined textbooks as teaching and learning resources which contain facts and ideas relate to particular subjects written by authorized authors. Textbook may involve texts, tables, graphics, pictures, and even barcodes that can be scanned through certain application in smartphone to provide better information and learning materials which engage students to deepen their understanding. In accordance, Talebinejad & Namdar (2011) claimed that besides only required tool in teaching, course book can manage and control

the teaching and learning process. Therefore, analyzing DMs used in students' course book seems must be done.

At last, based on the theories stated previously, the textbook will be analyzed throughout this research is K13 English textbook for $11^{th}$ grade entitle "*Pathway to English*" 2017 revision published by Erlangga. Further, the data are taken from several written texts in each chapter of the book which contain the utilization of discourse markers particles.

**Table 2.2 List of Chapters in the Textbook**

| Chapter | Title | Page |
|---|---|---|
| 1 | You Should Keep Your Environment Clean | 2 |
| 2 | I Think So, Too | 18 |
| 3 | We Cordially Invite You | 34 |
| 4 | Why Is It a Good Habit | 50 |
| 5 | It's Made of Glass | 78 |
| 6 | Dear Beloved Mother | 94 |
| 7 | Because of You | 114 |
| 8 | How Does It Occur? | 136 |
| 9 | I'd Like To Teach the World To Sing | 154 |

From 9 chapters discussed, the researcher finds that there are numerous texts written in the whole textbook. However, the researcher will only choose 10 texts to be analyzed, at least 1 text for each chapter, which is selected based on these criteria;

a. The text consists of 2 or more paragraphs,

b. Even though the texts are short, the researcher can find more than 5 expressions of discourse markers for each text, and

c. The text is purely a written information text instead of spoken text scripted.

**2.7 Conceptual Framework**

Please take a look into the following diagrams in the next page which reflects the research plot that will be organized:

**Diagram 2.1 Conceptual Framework**
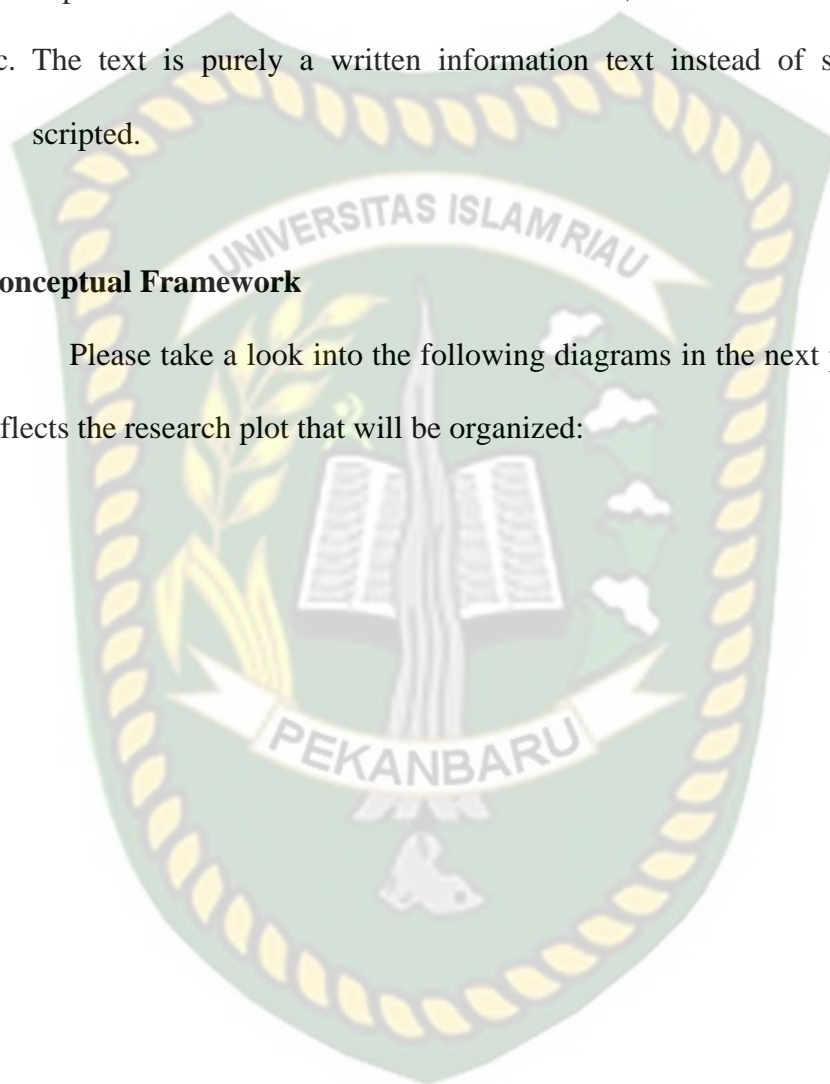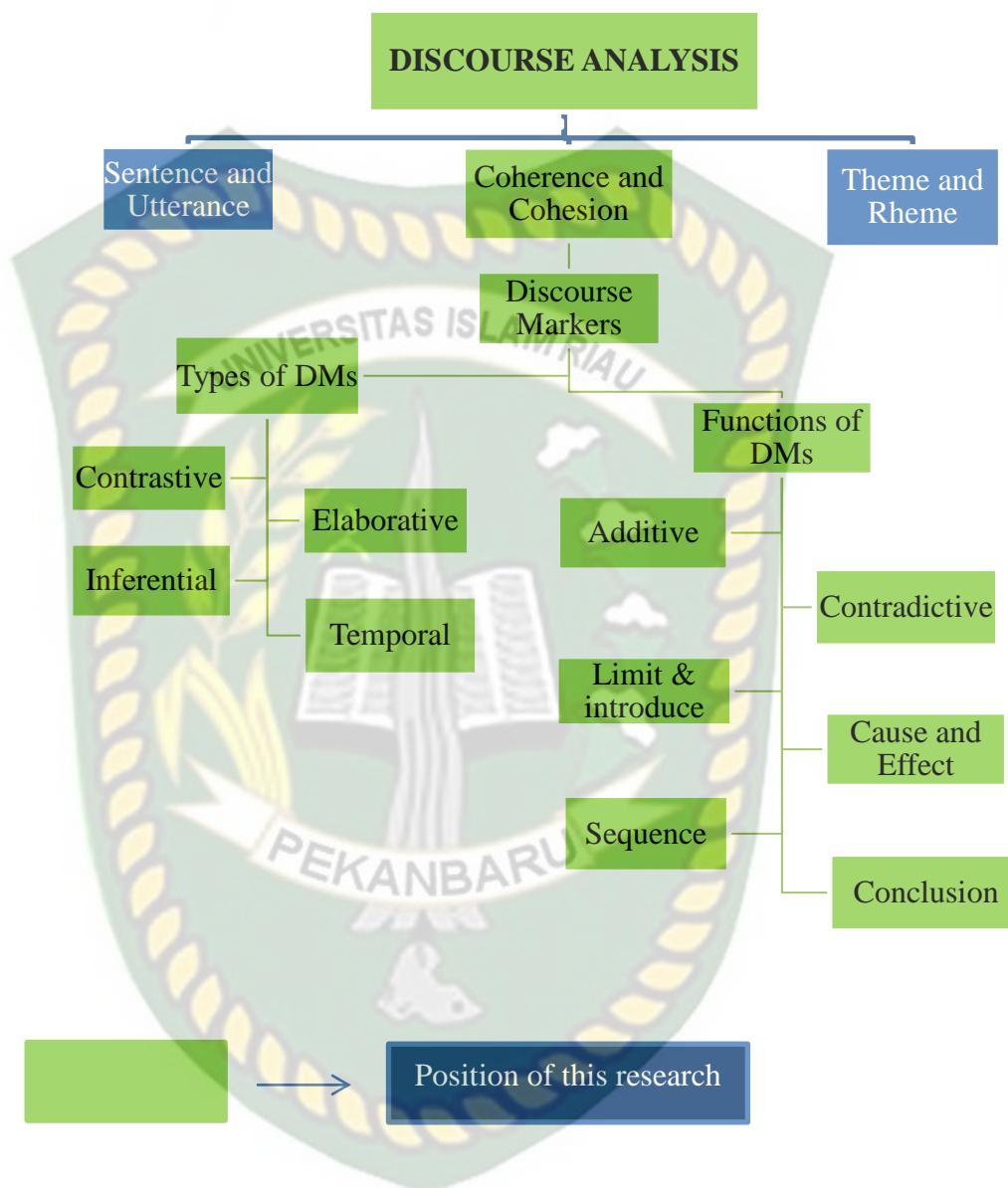


At first, the researcher will concern on the discourse analysis unit named coherence and cohesion, specifically discourse markers. Moreover, the discussion in discourse markers sub-unit is divided into types and functions where this research focuses on. The researcher use theory which classifies the types of discourse markers into 4; contrastive, elaborative, inferential, and

temporal markers along with the functions of discourse markers which signal additive, contradictive, limit & introduce idea, cause and effect, sequence, and conclusion expressions as the scope of the research will be eventually conducted.

## 2.8 Review of Related Research

Research terminology formed by words *re* and *search* which means that in conducting a certain research, it must use relevance theories from various related studies established previously which aim to either strengthen or proves the theories stated.

The first research was organized by Mohammad Reza Talebinejad and Azam Nandar in 2011 entitled *"Discourse Markers in High School English Textbooks (IHSETs) in Iran"* which concerned to compare DMs usage in IHSETs (4 books) and internationally develop book in which the DMs was more frequently found in the authentic texts with quite distinct result. There were 9:45 for book 1, 25:41 for the 2$^{nd}$ book, 20:45 for book 3, and 39:49 for the fourth book. In addition, this research was also aimed to analyze different types of DMs found in each book. in book 1, there were 36 total markers found from 3 types of DMs as well as the 2$^{nd}$ book with 52 total markers and 35 markers in the third book (these all excluding topic change marker). Finally, in book 4, all types of DMs were found with 74 total markers. So, it can be concluded that the use of DMs in IHSETs was less than authentic books in which topic change marker became the least type used.

Next, the researcher observed the study established by Titik Rahayu and Bambang Yudi Cahyono in 2015 entitled *"Discourse Markers in Expository Essays Written by Indonesian Students of EFL"* which attempted to find out the most frequently used types and common variants of DMs along with its appropriate and inappropriateness in the usage by analyzing 275 essays written by 55 participants from undergraduate of ELT students in Universitas Negeri Malang. The first step done by the researchers was categorizing the development method of essays written by participants into 5; exemplification, comparison and contrast, classification, process analysis, and cause-effect analysis. Then, the frequency of DMs was observed by classifying the DMs into a specific types framed by Fraser. It is found that participants tent to use contrastive marker for comparison and contrast method (7.83% per 24.30%) as well as elaborative (9.06% per 37.24%). In opposite, inferential markers were more involved when cause-effect analysis method applied (12.275 out of 38.40%). As for the variants, *but* was the most used contrastive markers with 590 total number (14.57%) while *also* for elaborative markers with 586 segments (14.47%) and *because* for the inferential ones (14.79%). Finally, the misused patterns of DMs used are 19 for non-equivalent exchange, 6 for overuse, 7 surface logicality, 22 wrong relations, 20 semantic incompletion, and 9 distraction total numbers for all types.

At last, the research was conducted by Made Wahyu Mahendra and Ni Putu Ratna Puspita Dewi in 2017 entitled *"The Use of Transition Signals in*

*EFL Academic Writing Context: A Corpus Study"* that was proposed to identify problems and tendency of transition signals used by students in academic writing (AW) from 306066 words distributed in 33 writing products compared to reputable journal articles (JA). Then, it was found that there are 6 functions of TSs used where in indicating addition, there are 159 signals for AW and 219 for JA. Then, for comparison, contrast, and contradiction are 78:210. TSs signaling time relationship and logical division are 65:53 while there were 83:140 for limit or introducing example and 191:165 for TSs indicating cause and effect. At last, there were 42:26 for TSs indicating conclusion. In conclusion, the uses of transition signals are more frequent in reputable journal articles rather than students' academic writing.

Considering the researches mentioned above, it can be inferred that those studies have similar variables of DMs discussed by the researcher. However, the distinctive element is that this research concerns on English textbook for 11th grade published by Erlangga. Hence, this research combining the analysis on both types and functions of DMs in one study.

# CHAPTER III

# RESEARCH FINDINGS

## 3.1 Findings

Come forward to the next section, in this chapter, the researcher presents the data obtained through the analysis conducted in English textbook entitled "Pathway to English" for 11th grade published by Erlangga, specifically ten texts chosen by the researcher, based on the research questions formulated previously. The findings yielded the result that types of discourse markers adopted from Fraser theory – which was divided into 4; *Contrastive, Elaborative, Inferential,* and *Temporal* – are found within the textbook. In addition, the functions of discourse markers used in the textbook can also be determined based on the list formulated in previous chapter.

For further presentation of the data obtained, the researcher will accumulate the total number of discourse markers found in table as the beginning. Afterward, those data will be classified based on its types and functions as representation of each texts analyzed.

Considering the description mentioned above, the researcher will display the findings of discourse markers types and function along with its discussion and analysis into the following explanation. However, at first, the researcher will present the accumulation of discourse markers found within the textbook into the table below based on this formulation:

$$P = F/N \times 100$$

**Description:**

**P** **:** Percentage of data

**F** **:** Frequency of data

**N** **:** Total Number of Entire Data

*(Sources: Arikunto, 2010: 193)*

**Table 3.1 Percentage of the Use of Discourse Marker**

| No. | Types of DMs | Frequency | Percentage |
|-----|--------------|-----------|------------|
| 1. | Contrastive Markers | 9 | 5.7% |
| 2. | Elaborative Markers | 84 | 52.8% |
| 3. | Inferential Markers | 27 | 17% |
| 4. | Temporal Markers | 39 | 24.5% |
| | **Total** | **159** | **100%** |

Based on the table, it could be inferred that elaborative marker was the most frequently type of discourse markers used that dominates the research finding, followed by temporal marker, then inferential marker, and contrastive marker as the least type used. The actual number of discourse markers data was 95, yet the number increased because there are more than one type of discourse markers within a data. Therefore, after the researcher separates the data into each type, the expression become 159 total data.

Referring to this result, the first research question was answered and theory of DMs types stated by Fraser was also proven since all types were found.

On the other hand, to answer the second research question and verify the theory of DMs functions stated by Mahendra & Dewi, the researcher displays the presentation of discourse markers' functions where its finding is presented in the following table;

**Table 3.2 Summary of Discourse Markers Function**

| No. | Functions | Expressions | Frequency |
|-----|-----------|-------------|-----------|
| 1. | To denote additive information or idea | And; also; moreover; indeed; or; where; besides; which; and which; so | 72 |
| 2. | To signal any contradictions, contrasts, and or comparisons | But; however; yet; despite; while | 8 |
| 3. | To limit or introduce example of particular idea | For example; such; such as; when; especially | 15 |
| 4. | To show cause and effect relationship | Because; because of; so; due to; that; as; therefore; as a result; as a direct result; consequently | 24 |
| 5. | To indicate sequence of event, time order, or logical division. | First of all; firstly; first; secondly; second; third; before; finally; in the late 18th century; after; in 1994; in the last decade; then; in 1991; previously; in recent years; on 26 December 2004; these | 36 |

| | | days; lastly | |
|---|---|---|---|
| 6. | To conclude information or ideas. | Based on those reasons; according to the extract above; based on the reasons above | 3 |
| | | **Total Data** | **159** |

Considering the table above, it is reflected that all functions of discourse markers theorized in the previous chapter are reflected through the expressions found. From the data presented, it can be described orderly where additive becomes the most significantly function of DMs interpreted within the textbook. It is followed by sequence et.al as the second, and cause-effect function as the third. Moreover, function of limiting idea and introducing example is in the fourth position followed by the contrast et.al at fifth, while concluding idea becomes the least function of discourse markers interpreted.

After succeeding to answer those two research questions, the researcher will specifically demonstrate the findings obtained through simplified table along with its narrative explanation toward types and functions of discourse markers in each text have been analyzed previously. However, the researcher will give glance explanation toward the codes used below as the guidance:

**Data 1, 2, 3, etc.** : Title of the texts

**S1, S2, S3, etc.** : Representative sentences in each texts

**Data 1: Cultural Awareness (Page 8)**

**a. Elaborative**

> S1: *For example,* when your friend is thinking about buying new shoes, you might recommend that he or she visit a nearby shop that is offering discounts.
>
> S2: It *also* helps the recipient make future decisions regarding the same issue.

The word *for example* in S1 is indicated as elaborative marker since it has function to introduce example of giving suggestion which has correlation to the topic discussed in the text. Meanwhile, the word *also* in S2 is used to add information about the utility of giving suggestion.

**b. Inferential**

> S3: Finally, the recipient will be more confident in the decision they are going to make *because* it will be an informed one.
>
> S4: *So,* when making a recommendation either for a particular choice or against it, give people information!

In S3, there is word *because* which is categorized as inferential marker because it show cause-effect relationship experienced by a person after getting suggestion. On the other hand, the word *so* in S4 has different hit spot since it is used to conclude the whole information.

**c. Temporal**

> S5: *Secondly,* new information helps make the recipient aware of something they have never considered *before*.
>
> S6: *Finally,* the recipient will be more confident in the decision they are going to make because it will be an informed one.

The word *secondly* in S5 and *finally* in S6 included as temporal markers which has function to show sequence of giving suggestion's advantages while the word *before* in S6 is applied to show time order of an event.

### Data 2: RSVP (Page 42)

#### a. Elaborative

S1: RSVP is derived from the French phrase *Repondez s'il vous plait,* ***which*** means "please respond".
S2: A response card often comes with a wedding invitation, where you can write your information ***and*** state whether you will attend or not.

The word *which* after comma (,) in S1 is indicated as elaborative marker that shows additional information relate to RSVP meaning. Then, in S2 there is word *and* that also shows additional information of RSVP utilization.

#### b. Inferential

S3: It is inconsiderate not to, ***because*** it will make it difficult for the host to plan the event efficiently.
S4: ***So*** the next time you see RSVP on an invitation, please contact the host as soon as possible.

Inferential markers in this text can be showed through word *because* in S3 that indicates cause-effect of not respond RSVP and *so* in S4 to conclude the idea of the text.

**c. Temporal**

> S5: The RSVP etiquette began in the French court ***in the late 18<sup>th</sup> century.***

The temporal expression, *in the late 18<sup>th</sup> century* is used to describe the time order of RSVP's beginning.

## Data 3: Why Books are Important for Us? (Page 55)

**a. Contrastive**

> S1: Secondly, books not only contain stories, ***but*** also record facts and review histories.
> S2: Lastly, books do not only educate, ***but*** also entertain.

Both of S1 and S2, there is word *but* that is categorized as contrastive marker. However, it is followed by *also* where if those 2 words are integrated, in this context it will add information written before commas (,).

**b. Elaborative**

> S3: For example, after reading a book, ***even*** if you don't agree with some of the points in the book, you might have ideas on how to improve them.
> S4: You can ***also*** learn about a certain period in history by discovering the popular books of that era.

Then, S3 and S4 are determined as elaborative marker. Both of the words *even* and *also* have function as transition which add argument of reading book.

c. **Inferential**

> S5: ***Based on the reasons above,*** it is obvious that reading books is important for us.

In S5, one of expressions of inferential marker, *based on the reasons above* is used to infer the whole idea of book's importance within the text.

d. **Temporal**

> S6: For example, ***after*** reading a book, even if you don't agree with some of the points in the book, you might have ideas on how to improve them.
> S7: ***Lastly,*** books do not only educate, but also entertain.

There is word *after* in S6 that shows time order while the word *lastly* in S7 indicates sequence of idea about the importance of book.

**Data 4: Start Saving Up Now! (Page 59)**

a. **Elaborative**

> S1: ***Moreover,*** tuition from primary school to university increases each year.
> S2: Travelling on a holiday ***or*** hanging out with friends at a café is needed to relieve stress after working for a long time.

Word *moreover* in S1 is utilized to continue the flow of idea related to school tuition while the word *or* in S2 is used to add the example of money consumption.

### b. Inferential

S3: Without saving money, paying tuition will be so hard *that* sometimes people decide not to continue their studies *due to* a lack of funds.

S4: Life still goes on when people retire from a job, *so* they will need to save money to fulfill their daily needs.

In S3 there are word *that* and *due to* which both indicate cause effect of not saving money. The word *so* in S4 also expresses next motive of saving money.

### c. Temporal

S5: *These days,* the better education, the higher the tuition will be.

S6: *Third,* people need to save money for retirement.

The word *these days* in S5 demonstrates time order of a phenomenon while the word *third* in S6 denotes sequence of idea from previous information without changing the main topic.

**Data 5: Why Students Should Stop Cheating (Page 61)**

### a. Contrastive

S1: Cheating during tests is a "small" form of corruption, *but* as time passes, it can lead to bigger forms.

In S1, there is word *but* which signal contrast idea than previous phrase exemplified cheating as small corruption, but it will be bigger if it is ignored.

**b. Elaborative**

> S2: They might underestimate their actual abilities due to anxiety ***and*** fear of failure.
> S3: If this continues, they will be led into the habit of doing anything to get what they want, ***even*** if it means doing morally questionable acts.

The word *and* in S2 has function to add information that "anxiety"

*and* "fear of failure" can make students underestimate themselves.

Meanwhile, the word *even* in S3 is used to emphasize the previous idea.

**c. Inferential**

> S4: This practice should be discouraged, ***as*** cheating has no benefit for students.
> S5: ***Based on those reasons,*** we can conclude that cheating is a bad habit that should be discouraged in students.

The word *as* in S4 demonstrates the reason of why cheating habit

should be removed while the word *based on those reasons* in S5 is used

to give a conclusion toward the discussion in the text.

**d. Temporal**

> S6: ***First,*** by cheating, students fail to use their own intelligence. S7: ***Second,*** cheating on other students leads to dependency.

The word *first* in S6 and *second* in S7 both perform sequence of idea

related to "cheating" to maintain the flow of information formed

cohesively.

**Data 6: The Advantages of Broccoli (Page 89)**

a. **Contrastive**

> S1: They think broccoli is only green *but* it also comes in more colorful versions, for example, there is purple broccoli.
> S2: *However,* water should not be standing on the soil.

The word *but* in S1 indicates different information which also has function to add information because there is word also after that. The word *however* in S2 also performs different information with previous sentence where even though broccoli grows best in moist soil, don't put too much water in it.

b. **Elaborative**

> S3: They think broccoli is only green but it *also* comes in more colorful versions, *for example,* there is purple broccoli.
> S4: Broccoli, *which* belongs to the cabbage *or* Cole family, is among the most nutritious vegetables.

In S3, there is word *also* is used to add information that broccoli has various version while the word *for example* demonstrates the example of other color of broccoli. Then, the word *which* after comma (,) give additional information that broccoli is kind of cabbage while the word *or* to show another name of cabbage named Cole.

c. **Inferential**

> S5: The head, stalk, and leaves of broccoli are edible, *so* don't throw out the stalk when you cook it.
> S6: It is said that broccoli should be planted *so* that it can be harvested before the hottest weather.

The word *so* in S5 reminds the writer to not to remove the stalk because all part of broccoli can be eaten while the word *so* in S6 is used to show the reason of planting broccoli before the weather becomes hot.

### Data 7: Mutual Assistance in Indonesia: Why (Page 128-129)

**a. Contrastive**

S1: We're very diverse, *yet* we are very social and communal.

The word *yet* in S1 pointed out different information that Indonesians are diverse, but still very social and communal type of people.

**b. Elaborative**

S2: ***Indeed,*** this character has been immortalized in ***and*** associated with one of the five principles that make up the state ideology.

S3: ***Besides,*** those are being established in local associations, ***and*** which may well be more important than the specific function of the associations.

The word *indeed* in S2 is used to emphasize the idea from previous sentence about gotong royong whiles the word *and* used to connect between 2 phrases. Meanwhile, the word *besides* in S3 presents additional information of integrated idea whiles the word *and* asserts it.

### c. Inferential

S4: ***Therefore,*** people only hope that their neighbors will also reciprocate by offering help when they need it.

S5: ***As a result,*** *gotong royong* activities make associations more effective.

The word *therefore* in S4 shows the reason of helping each other while the word *as a result* in S5 is used to conclude whole information provided within the text.

### d. Temporal

S6: ***In this century,*** major earthquakes in the United States have damaged or destroyed numerous buildings, bridges, and other structures.

S7: ***In 1984,*** the magnitude 6.2 Morgan Hill, California, earthquake shook the West Valley College campus, 20 miles away.

The word *in this century* in S6 shows the order of time when the number earthquake in US is increased while the word *in 1984* points out the time when earthquake in California occurred.

### Data 8: Building Safer Structures against Earthquakes (Page 143)

### a. Elaborative

S1: Building codes provide the first line of defense against future earthquake damage ***and*** help to ensure public safety.

S2: Records of building response to earthquakes, ***especially*** those from structures that failed or were damaged, have led to many revisions and improvements in building codes.

The word *and* in S1 is used to connect between two phrases with related information. Meanwhile, the word *especially* in S2 is used to specify the information about destroyed building caused by earthquake.

**b. Inferential**

S3: ***As a direct result*** of what was learned about the West Valley College gymnasium roof, in 1991 the Uniform Building Codes was revised.

S4: It now recommends that such roofs be made less flexible and ***therefore*** better able to withstand large nearby earthquakes.

In S3, the word *as a direct result* is used to show the effect of flexible roof of college gymnasium mentioned in previous sentence. The word *therefore* in S4 performs the impact of less flexible roof application.

**Data 9: Explanation Text of Tsunami (Page 151)**

**a. Contrastive**

S1: ***Despite*** these losses, tsunamis still reach the coast with tremendous amount of energy.

The word *despite* in S1 expresses contrasting idea to the previous sentence. The sentence explains that despite the loss of energy, tsunami still have enormous amount of energy to reach the coast.

**b. Elaborative**

>S2: Then, as a tsunami leaves the deep water of the open-ocean *and* travels into the shallower water near the coast, it transforms.

The word *and* in S2 is used as connecting word signals two sustainable information of tsunami's movement in the ocean.

**c. Inferential**

>S3: ***Consequently,*** as the tsunami's speed diminishes, its height grows.
>S4: ***Because of*** this shoaling effect, a tsunami that is unnoticeable at sea may grow to be several meters or more in height near the coast.

In S3, the word *consequently* portrays the impact of tsunami's movement described in previous sentence while the word *because of* in S4 draws the consequent that may be faced caused by shoaling effect tsunami creates.

**d. Temporal**

>S5: ***In the last decade,*** great, deadly waves called tsunamis have occurred all around the world, claiming lives and damaged buildings and other properties.
>S6: This is what causes a *drawback **before*** a tsunami hits the land.

The word *in the last decade* expresses specific time of tsunami's occurrence that hit many places around the world while word *before* performs previous time order.

**Data 10: Do You Know? (Page 160)**

a. **Contrastive**

S1: First, new artists often record cover songs to make themselves more known by public, *while* they would be less likely to gain public recognition through their original songs.

The word *while* in the sentence indicates contrast impact received by new artists between covering song and singing their original songs. So, it is used to compare the idea.

b. **Elaborative**

S2: A cover song is a new performance *or* recording of a song that has been previously recorded, done by another person *or* another artist.

S3: In recent years, the existence of platforms *such* YouTube has encouraged covers songs to proliferate on the Internet.

The words *or* in S2 demonstrate elaborative marker by mentioning two type of cover song; "performance" and "recording", and two subject who do the cover "ordinary person" or "artist". Meanwhile, the word *such* is used to introduce the example of platform called YouTube.

c. **Temporal**

S4: A cover song is a new performance or recording of a song that has been *previously* recorded, done by another person or another artist.

S5: *In recent years,* the existence of platforms such YouTube has encouraged covers songs to proliferate on the Internet.

In S4, the word *previously* indicates time arrangement before covering song while the word *in recent years* in S5 points out the time of online platforms appearance which affects cover singers to proliferate.

**3.2 Discussion**

Scientific analysis toward the use of discourse marker has been tremendously conducted and yielded the result that knowledge about discourse makers' utilization is required to connect sentences. There are discourse markers used to indicate contradictive idea, add information from previous sentence, demonstrate cause-effect relationship and conclusion of the text, and present sequence of event or time. Refers to Fraser (2009:300-301), those markers are classified into 4 types; contrastive, elaborative, inferential, and temporal. The researcher assumes that this is the most convenient theory in analyzing this textbook proven by the finding explained above.

Regarding to the data analyzed by the researcher, it is found that all four types of discourse markers are intensely applied within the textbook which reach 159 total data from 10 texts. The expressions of discourse markers are variously presented as well. It can be assumed that the textbook's writers have advance knowledge related to the use of discourse markers since the number of expression used to connect ideas is enough to support reading comprehension toward each text served. Furthermore, the most frequently used is elaborative marker which has function either to add information and

idea, or to provide appropriate example integrated to the text. In opposite, contrastive marker used to indicate contradict, contrast, and comparison idea has the least expression found. Thus, it can be concluded that the writers tend to use elaborative markers in creating the text, specifically the texts selected by the researcher.

# CHAPTER IV
# CONCLUSION AND SUGGESTION

## 4.1 Conclusion

In this chapter, the researcher concludes the whole information from data collected in the previous chapters. As it is  known, this research concerned on discourse markers analysis which is aimed to find out its types and functions used within an English textbook entitled "Pathway to English" provided for 11th grade published by Erlangga. Regarding to the finding in chapter III, the researcher discovered that 4 types of discourse markers theorized by Fraser along with the functions formulated by Mahendra & Dewi were used within 10 selected texts in the textbook which means that research questions framed were answered.

Furthermore, as for the way the researcher analyzed the data was following the steps mentioned in chapter one. The researcher marked words and phrases expressing discourse markers from each text which was referred to the classification of DMs by Fraser, then categorizing those expressions into the table of DMs types. At last, the researcher determined its function and put in each expression into another table as a fixed data presentation.

Based on the data presented in previous chapter, it can be assumed that the textbook analyzed was appropriate to be used for learning purposes since it provided enough use of discourse marker expressions in its written discourse. The book can enhance students understanding toward the information conveyed in each text because the text was formed coherently so

students' difficulties in reading such as formulated by Satriani; *low reading habit, reading material is too complex, deficient skill of reading, and less strategy of reading technique* (2018:21) can be gradually overcome. Moreover, the result also indicates that the theories adopted in this research were verified and the assumption established by the researcher was proven.

Lastly, this research might generate some implications toward education, specifically for English lesson. First, by analyzing the use of discourse markers, students' knowledge about how to connect idea and its variations can be improved. Hence, students can distinguish the function of each expression appears in the text and able to interpret intended message written in the text. Second, over use marker can be prevented since students know more varies expression. So, instead of using over used marker, students can apply other markers which have similar intention to improve the quality of their discourse.

## 4.2 Suggestion

In accordance to the whole information provided in this research and understanding the research finding, the researcher would like to encourage some notable recommendations which might give any influential contribution toward related parties as mentioned below;

First, for teachers, it is required to recognize the appearance of discourse markers expression within the texts provided in students' textbooks. Besides, teachers also need to comprehend the use of discourse marker as

information connector in order to create understandable texts and enhance students' understanding toward texts intention through the signal that DMs express.

Further, for lecturers, it would be necessary to stimulate students to significantly explore this scientific field – *discourse marker* – in order to produce critical mindset of students in interpreting someone's intention through the indic ation performed, either in form of written or spoken discourse. Moreover, when students master the use of discourse marker, it can also help them to overcome their reading difficulties as mentioned above.

Respectably, for the publisher, the textbook analyzed by the researcher was greatly applicable to develop students' skill in reading and comprehending texts intention. However, it would be more attractive if the variations of discourse marker expressions are augmented. Thus, students' dictionary toward the transition signal will be more extensive and diverse which can remind them when they find it in other reading materials later, they will read the text instead of skipping it because now they can recognize the markers properly.

At the end, for the next researcher who wants to conduct similar study, it will be more meaningful if you develop the theoretical framework from previous theories, either found in this research or other references, to analyze the most updated English learning material in order to invent the newest study related to the use of discourse marker expressions.

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