

**Discourse Markers In The Essay Produced By EFL Students Of Mandalika University  
Of Education**

**Kamarudin**

**English Language Education Program  
Faculty of Culture, Management, and Business**

**Mandalika University of Education**

[kamarudin.ntbe@gmail.com](mailto:kamarudin.ntbe@gmail.com)

**Abstract**

The aim of this research was to investigate the types of discourse markers, and to elaborate on the types of discourse markers, and identify the reason why they used these types of discourse markers in the essay text. It used descriptive qualitative research. The subjects were the sixth-semester students of the English Language Department of Mandalika University of Education consisting of 19 students that were chosen out randomly. The data were in the form of the student's essay writing text that was analyzed by using Fraser Taxonomy (1999). The result reveals that out of 8 types of discourse markers, there were 7 types that occurred in the essay text written by students.

**Key Words:** *Discourse Markers, The Essay Produced By EFL Students Of Mandalika University of Education*

**INTRODUCTION**

Discourse markers “sequentially depend element which bracket units of talk” Schiffrin (1987: 31), are among such linguistic signals. Discourse markers used in conversation to make discourse more coherent and they have an important function in the way that we manage our conversation. For example, they signal the speakers or writer's desire to open or close a conversation and for showing turn, joining idea together, showing attitude, and generally controlling communication. Schiffrin classifies types of discourse markers, there are sixth type of discourse markers i.e., markers of information management, (oh), marker of response (well), marker of connectives (and, but, or), marker of cause and result (so because) marker of temporal adverbs (now, then) and markers of information and participation (you know, then).

Most of the students were misunderstanding upon the use of correct discourse markers in their essay writing forms, particularly those students who took English language as their major in UNDIKMA. Some other previous research stated that it is not an easy work for some students to create the text cohesively because there were some misuse and inappropriate discourse markers that they used. This fact shows that there was a possibility of crucial problem in using discourse markers appear in the UNDIKMA. In relating the using of discourse markers, it was supposed to be the increasing of using them by student of UNDIKMA. Therefore, it is important to know how students at UNDIKMA use the types of discourse markers to make their essay produced be cohesively.

Based on the explanation above, previous the problem on the types discourse markers, how the students use the type and then researcher why in the students six semester of English Department use the type of discourse markers. The main problems were 1) what types of discourse markers are performed by the students in their essay? 2) Which types of discourse markers are more determinately performed by the students in their essay?

### **Significance of the Research**

The significant of the research is divided into two part, they are theoretical significant, and practical significant.

#### **a. Theoretically**

1. The research can be used as a reference for anybody else who has the same interest in the same field.
2. The researcher hopes that this research can be useful as a reference for the other researchers who want to conduct a research about Discourse Markers on Essay.

#### **b. Practically**

1. For the researcher, the research can give an experience in developing the knowledge and skill problem-solving process.
2. The researcher hopes this research can give the positive input to the English teachers so that they can teach appropriate English Discourse Markers suitable to use in paragraphs writing.
3. This research is also expected to give positive input to students in order to develop their ability in using English Discourse Markers.
4. For other researchers, the researcher hoped this research can give the general knowledge about Discourse Markers especially in Essay.

### **Scope of the Study**

In this research, the researcher is chosen in discourse markers was used in writing text and only focused in analyzing the writing discourse markers in essay at the sixth semester of English Department UNDIKMA.

### **Definition of Key Term**

To reduce the chances of taking the title of this research, the researcher defines the key terms as follows:

#### **1. Discourse Markers**

According to Fraser (1999), Discourse Markers are not just functioning as textual coherence but also signaling the speakers' intention to the next turn in the preceding utterance. He categorized Discourse Markers into two major types; Discourse Markers which relate messages and Discourse Markers which relate topics.

#### **2. Type of Discourse Markers**

According Fraser (1999) in Martinez (2004) defines discourse markers as a pragmatic class, lexical expressions, drawn primarily from the systematic classes of conjunctions, adverbial, and propositional phrases. with certain exceptions , the signal a relationship between the interpretation of the segment they introduce, subclass 2, and the prior segment, subclass 1. They have a core meaning which is procedural, not conceptual, and their more specific interpretation is 'negotiated' by the context, both linguistic and conceptual.

#### **3. Essay**

According Palmer (2002:132) A definition essay is writing that explain what a term means. Some terms have definite, concrete meaning, such as glass, book, or tree. Terms such as honesty, honor, or love are abstract and depend more on person's point of view. As

essay is a formal, coherent and usually quite lengthy piece of informative and argumentative writing, as are its cousins, the article and the report, to which devote my main attention in the two chapters.

## **RESEARCH METHOD**

### **Research Design**

In this study the reseacer was apply qualitative descriptive method to answer the stetment of the problem stated in the previous chapter qualitative descriptive is purposed to discribe the phenomenon that was happen in the location. According Sugiyono (2019:25) descriptive methods are research whose data is exposed more strongly words uses words or pictures, number, the data may include interviews transcripts, field notes, photography, videotape, personal documents, memos, and other official recording.

### **Research Subject**

The subject of the study is the student in the sixth semesters of English Department Undikma to consist of one class.

### **Research Instrument**

To get the results of the study, researcher used several instruments, namely observation test and interviews to help work more. In this study, the researcher used a set of observations, test and interviews which are included in the qualitative data collection technique. Furthermore, to get a deeper meaning from the results of observations, test and interviews for the implementation of Discourse markers in the essay produced by EFL students of Mandalika University of Education.

Data collection instruments are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and facilitated by them. The method used by researchers in collected data in this study is as follows:

#### **1. Test**

Siyoto (2015:78) the test can be in the form of a series of questions, worksheets, or knowledge skill, talents, and abilities of the research subject. Sheet the instrument in the form of this test contains test questions consisting of question item. Each item represent one type of variable being measured.

#### **2. Interview**

Sugioyono, (2019:418) defines an interview as a gathering of two people to exchange information and ideas or ideas through a question and answer activity, thus constructing meaning in a particular topic.

#### **3. Documentation**

In Sugiyono (2019: 430) documentation is used to supplement the use of test and interview techniques so that research result can be more believable or credible.

### **Technique of Data Collection**

After preparing all the instruments for collect data, the researcher processed the data collection. Researcher obtained data from class observations, test and in-depth interviews. Researcher conducted classroom observations to obtain accurate data because with classroom observations researcher know how the teaching and learning process in the classroom. Every information obtained by the researcher was written in field notes. After conducting class observations, researcher was conduct interview to deepen the data obtained by researcher. The

interview aims to expand finalize the data. This interview is the second step to get data related to the topic in this research. Questions in interviews with research subjects made by researcher are in accordance with the theories and topics that researcher take. In the interview section, the researcher was ask in-depth questions to the research subject.

### **Technique of Data Analysis**

After the data is collected, then the data analysis is carried out, the data procedure of data analysis in this research consist of three procedures. According to Miles and Huberman (1984:21-22)

#### 1. Data Reduction

The process of selecting, focusing simplifying, abstracting and transforming the 'raw' data appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis.

#### 2. Data display

The second is flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text.

#### 3. Conclusion Drawing\verification

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what thing mean, is nothing regularities, patterns, explanation, possible configuration, causal flaws, and propositions. Final conclusions may not appear until data collection is over.

### **RESEARCH FINDING AND DISCUSSION**

In obtaining the data, a kind of test was administered. The students were asked to write an essay text based on the topic that had given by the researcher. The researcher found that there were word 33 types of Discourse Markers in the essay text by the students.

#### Contractive Discourse Markers

Contractive Discourse Markers (CDMs) refers to DM that signals explicit interpretation of Second Segment (S2) contrasts with an interpretation of First Segment (S1). The Contractive Discourse Markers consist of: But, whereas, while, on the other hand, unlike, although, even though, though, despite the fact, however, nevertheless, despite, in spite of instead of, in fact, still, in contrast. Among the 17 of CDMs, there were 3 CDMs used by students. They were: But, while and still.

“...When mature enough **but** the texture is still soft, turn off the fire”.

“...**While** the butter is melting, mix the carrots into the egg”.

“...The part of the eggs that is **still** liquid, will fill the step 5 until no part of the eggs is still liquid”.

#### Elaborative Discourse Markers

Elaborative Discourse Markers includes : And, above all, also, besides, better yet, for another thing, furthermore, in addition, moreover, more to the point, on top of it all, too, to cap it all off, what is mire, I mean, in particular, namely, parenthetically, that is (to say), analogously, by the same token, correspondingly, equally, likewise, similarly, be that as it my, or, otherwise, that said, well, as well as, indeed, it seem like. Among the 33 of CDMs there were 4 CDMs used by students. They were: And, or, also, too.

“...Second, mix your eggs with salt and **black** pepper”.

“...Stir slowly used a wooden spoon **or** spatula bringing in the all the mixture from the egg of the pan”.

“...Cook 1/3 cup of crumbled cooked meats or chopped vegetables for a couple of minutes before adding the eggs mixture. See **also** southwestern scrambled”.

“...First, boiled corn and cut pieces flat and boiled shrimp **too**”.

#### Inferential Discourse Markers

Inferential Discourse Markers include : So, so that, of course, accordingly, as a consequence, as a logical construction, as a result, because of this/that, case, under these/those condition, then ; all things considered. Among the 16 of DMs, there were 2 CDMs used by student, they were : then and so that.

“...**Then**, whisk it until is mixed”.

“...Keep moving the egg mixture around. **So that** it scrambles, the egg will keep cooking.”

#### Reason Discourse Markers

The Reason Discourse Marker consists of: After all, because, since, among, the Reason Discourse Markers, 2 Reason Discourse Markers was used by student. It was because and since.

“...After the food presented, immediately eaten **because** the new matures tasted more food”.

“...Cook until just before you feel that they are done, **since** the egg will continue to cook after being removed from the pan”.

#### Conclusive Discourse Markers

The Conclusive Discourse Markers are: To sump up, in conclusion, in sum, finally, lastly, at the end, in the ending, in summary. Among the 8 Conclusive Discourse Markers, there were 2 was used by the students. It was finally and lastly.

“...**Finally**, the scrambled egg ready to eat”.

#### Exemplifier Discourse Markers

Exemplifier Discourse Markers refer to DMs that convey example for the segment. The Exemplifier Discourse Markers are: for example, such as, for instance. Among the 3 Exemplifier Discourse Markers, there were 2 Exemplifier Discourse Markers was used by the students. It was such as and the for example.

“...Prepare the ingredients fore make scrambled egg **such as**: (1) Crack the egg inside bowl (2) Mix the egg with fork, until blended etc”.

“...Heat the oil, while waiting you can to prepare others, **example** stir the egg on the bowl, used a fork”.

#### Sequential Discourse Markers

The Sequential Discourse Markers are: First, a few days later, the next, the last, and finish, fourth, the next day, suddenly, after, after that, before, when, eventually, immediately, as soon as, meanwhile, begins, as the time passes by, the beginning. The students used: First, after, after that, next, when, immediately and finish.

“...**First** break the egg, put into the bowl and stir until spread evenly”.

“...**After** 15 minutes, get it out and spread the sliced celery”.

“...**After that**, stir it with spatula until its scrambled cooked.”

“...**Next**, put the half cooked eggs to the pizza dough.”

“...**When** it's cooked enough, slice some cheeses with knife and add it on the eggs as a topping”.

“...Remove eggs from heat, continuing to fold and stir to cook eggs a minute more.

Slide eggs into waiting plate and serve **immediately**”.

“...Seventh, decorated the scrambled eggs, **and finish**”.

#### CONCLUSIONS

After the data have been analyzed, the conclusions were stated that out of 8 types of Discourse Markers, there were 7 types occurred in the Essay text written by the student. Topic

Relating Markers was the one and only Discourse Markers that was let used by the students. Then, the sequential Discourse Markers are the first dominant type of discourse markers used by students which consist of 18 words in compiling essays written by student. And the reason why the students used Discourse Markers in the way student did that the student used the Discourse Markers to explain for the next segment of the Essay text about how to make scrambled eggs, the student used the 7 discourse markers from the 8 type discourse markers, first the discourse markers Contractive Markers, second the discourse markers Elaborative Markers, third the discourse markers Inferential Markers , fourth Reason Markers as the, fifth Conclusive Markers, Sixth Exemplifier Markers, and the last Sequential Markers. Discourse markers as the last steps and for the explanatory sentence of the text, used the discourse markers as the choices from the two or more items, and the student used by discourse markers as the conclusions.

## REFERENCES

- Alghamdi, E. A. (2014, February). Discourse Markers in ESL Personal Narrative and Argumentative Papers: A Qualitative and Quantitative Analysis. *International Journal of Humanities and Social Science*, 4 (Special Issue), 294-305.
- Arianto. (2016). *Discourse Analysis*. Medan: University of Muhammadiyah North Sumatera.
- Ary, e. a. (2006). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Brinton, L. (1996). *Pragmatics Markers in English*. Grammaticalization and Discourse Markers.
- Bussman, R. (1984). *The Rutledge Dictionary of Language and Linguistics*. New York: Oxford University Press.
- Castro, C. M. (2018, January Wednesday). The Use and Functions of Discourse Markers in EFL Classroom Interaction. pp. 57-79.  
<https://revistas.unal.edu.co/index.php/profile/article/view/10540/36783>
- Faghih, E. &, & Mousaee, A. (2015). English Writing Skill in Terms of Discourse Markers in INTERPOL Electronic Messages Written by Non-Native and Native Police Officers: A Comparative and Constructive Study. *Journal of Applied Linguistics and Language Research*, 2(7), 10-23.
- Fraser, B. (1990). An Approach to Discourse Markers in English. *Journal of Pragmatics*, 14 (3), 383-305.
- Fraser, B. (1999). What are discourse markers? *Journal of Pragmatics*, 931-952.
- Fraser, B. (2005). Towards a theory of Discourse Markers In: Fischer, Kerstin (Ed). *Journal of Approach to Discourse Particles*, 189-204.
- Fraser, B. (2009). An Account of Discourse Markers. *Journal of International Review Pragmatics*, 1,1-28.
- Hornby. (2002 : 721). *Oxford Advanced Learners Dictionary*. London: UK: Oxford University Press.