DISCOURSE MARKERS ON ESSAY WRITING OF THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF KUTAI KARTANEGARA UNIVERSITY

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Abstract: This study was intended to see what types of discourse markers found in essay writing made by of the fifth semester students of English Department of Kutai Kartanegara University in academic years 2013/2014. The subject of the study was 52 students of the fifth semester students of English Department. This study used an essay test to identify the types of discourse markers used in essay writing. A model of analysis consisting of three concurrent flows of activities: data reduction, data display and conclusion drawing/verification was used to analyze the data. The analysis of the data discovered that the types of discourse markers found in essay writing of the fifth semester students of English Education Department University of Kutai Kartanegara in academic years 2013/2014 were: discourse marker of connectives i.e. **and** *and* **but***, discourse marker of cause and result, namely:* **because** *and so, and discourse marker of temporal, i.e.* **then***.*

Keywords: discourse, discourse marker, essay writing

DISCOURSE is a stretch of language larger than a sentence. It is natural spoken or written language, with meaning being transferred through a sentence of a text, in context (Crystal, 1998:115). Discourse can be classified into two kinds, namely: (a) Oral Discourse or Spoken Discourse. It is discourse which used the spoken text, such as conservation. By oral discourse, we mean discourse which text is constructed in the real time. It means oral discourse is concerning some actual facts in the present time. (b) Written Discourse It was formed by the written text (written language). By written discourse, we mean discourse which text is not constructed in the real time (Schriffin, 1997:49). Briefly, these two types of discourse can be distinguished according to the type of situation. Oral discourse is concerning face-to-face situation while a recorded transmission situation involves in the written discourse.

There are still other types of discourse which is important to be distinguished namely interactive and non-interactive discourse. A definition of interaction, if it is to be used for the term of discourse, should be based on an analysis on the type of role play by participants in the communication. It is called interactive discourse if each participant constructs only part of text, expressing a number of fragments in alternation with the other participants. It is called noninteractive discourse if a single participant is responsible for the whole of the discourse. Can both the oral and written discourse be both interactive and noninteractive? It is undutiful that the majority of oral discourse is

interactive, since this type of discourse is usually realized in face-to-face communicative situation which generally need the interactive participation of all present. In certain situation, however, the oral discourse can be in non-interactive form, for example the political speech or lecturer, who is clarifying the subject of the lesson, produce the whole discourse orally by him without any participant of the collegian. On the other hand, a written discourse can also be interactive and continuity. For example: in the first letter, Eyza writes to his uncle asking for help. In the second letter, Eyza's uncle replies the help will be given at the exact time he needs. In the third letter, Eyza thanks his uncle for the favor that was offered, and mentions the time when he needs the help. These three kinds of letters are regarded as three "speaking turns" which form the whole. This discourse is, therefore, interactively coherent.

Furthermore, discourse analysis is concerned with the study of the relationship between language and the context in which it is used. Some words and expression are used to show discourse is constructed. They can show the connection between what has already been written or said and what is going to be written or said. They can indicate what speakers think about what they are saying. This study concerns with discourse markers. Discourse markers are part of the more general analysis of discourse coherence-how speakers and hearers jointly integrate forms, meaning, and actions to make overall sense out of what is said (Schriffin, 1997:49). Discourse markers are those parts of the language that connect one piece of discourse, or extended speech/writing to another, such as an introductory phrase or one that raises a new point or counterpoint. These markers are important in connecting parts of the discourse as well as contributing to fluency. They organize and extended stretches of discourse helping to make text cohesive and coherent. It also has contribution to the message. Discourse markers have function in relation to enduring talk and text. In other word, that discourse markers could be considered as a set of linguistic expressions comprised of members of word classes as varied as conjunctions such as "and", "but", or interjections such as "oh", adverbs "now", and "then", and lexicalized phrases as like "you know" and "I mean".

In further discussion on the types of discourse markers (Holker, 1999:50-68) identifies the discourse marker intothe following:

1. Marker of Information Management

The first type discourse markers in *oh*. The explanation of discourse markers *oh* is not clearly based on semantic meaning or grammatical status. *Oh* is traditionally viewed as an exclamation of interjection. When it is used alone, without the syntactic support of a sentence, *oh* is said to indicate strong emotional states. Regardless of its syntactic status on intentional contour, that *oh* occurs as speakers shift their orientation to information. *Oh* pulls the flow of information in discourse to the temporary focus of attention which is the target of self and or other management. *Oh* occurs in several different situations such as: *oh* in repair initiation, for example, Isya is answering a question about whether she believes in extrasensory perception by describing her husband Eyza's abilities to predeict future political events.

2. Marker of Response

Like *oh,* the use of *well* is not based on semantic meaning or grammatical status. Although *well* sometimes is noun, an adverb or degree of word, its use in utterance initial position is difficult to characterize in terms based on any of these classes. We can see some placement of *well.* It can occur in request-compliance pairs, for example: in (a) Isya issues a request for section to Azka and Salwa, who have been talking about topics other than those on conversational agenda.

    a. Isya : Let's get back because she'll never get home
       Salwa : ***well***, actually we do not have that much more

Well can occur in request for confirmation although it is a bit harder to identify. Such requests are often identifiable because of the information statusassumed to hold at the time of speaking, that is, speaker or hearer knowledge and meta-knowledge. This is, if a speaker makes a statement about an event about which a hearer is expected to have knowledge as request for confirmation, then, are statements about the hearer's past life, abilities, like and dislike, knowledge, and so on. For example:

    b. Eyza : And my father has been working for the government company.
       Azka : So your father must like them as an employer then
       Eyza : ***well*** my father likes his job, now

Well is a response marker, *well* anchors its user in a conversational exchange when the option offered through a prior utterance for the coherence of an upcoming response it is not precisely followed. More generally, *well* is possible whenever the coherence options offered by one components of talk differ from another; *well* locates a speaker as a respondent to one level of discourse and allows release from attention to others.

3. Markers of Connectives

Another different set of markers are *and, but,* and *or.* They are called discourse connective. The first item of this kind of marker is *and. And* is the most frequently used as mode of connection at a local of idea structure. *And* also occurs in an environment shared by *so. And* is a structural coordinator of ideas as which has pragmatic effect as a marker of speaker continuation, required looking into the content and structure which tell us what idea units, are being marked by and. The second item of connective marker is *but.* Although *but* is a discourse coordinator (like *and*), it has a very pragmatic effect; *but* marks an upcoming unit as a contrasting action, because this effect is based on its contrastive meaning, the range of ideational uses of but is considerably narrower that of *and.* The third item of connective marker is *or.* Or is use as an option marker in discourse. It differs from *and* and *but* not only in meaning, because it is move hearer-directed: whereas *and* marks a speaker continuation, and *but* a speakers return to a point, or a mark a speakers provision of option to hearer. *Or* offers accepting only one member of disjunct or both members of disjuncts. *Or* provides idea option in argument-a mode of discourse whose organization has also revealed the use of *and* and *but.* Or is used in arguments primarily to mark different pieces of support as multiple evidences for a position. *Or*

is used as an option for a marker in discourse: it provides with a choice between accepting only one member of disjunct or both member of disjunct. Thus, or is fundamentally different from *and* and *but* because it is not a marker of a speakers action toward his own talk, but of a speakers desire for a hearer to take action. More specifically, or represents a speakers effort to elicit from a hearer a stance toward an ideas unit, or to gain a response of some kind, or thus prompts the exchange the status quo, and but returns it to a prior state.

4. Markers of Cause and Result

Another different set of markers are *so* and *because.* They are called markers of cause and result. Like *and, but*, and *or, so* and *because* have grammatical properties with contribute to their discourse use. *So* and *because* are grammatical signals of main or subordinate clauses respectively, and this grammatical difference is reflected in their discourse use: *because* is a marker of subordinate idea units, and so is a complementary marker of main idea units. It is important to define "subordinate" and "main" in discourse. Such designations depend on both the functional and referential organization of talk. From a functional perspective, subordinate material is that which has a secondary role in relation to a more encompassing focus of joint attention and activity. From a referential perspective, subordinate material is that which is not that relevant in and of it, as it is to a more global topic of the talk. For example, *so* and *because* may show a fairly clear differentiation of main by from subordinate material.

Because and so have semantic meaning which are realized at both sentence and discourse levels: *because* conveys a meaning of 'cause' and *so* conveys meaning a 'result'. These meanings appear on three of planes of discourse: ideational structure, information state and actions. *Because* and *so* can mark fact-based cause and result relations at both local and global levels of discourse. It is important to note down that so is used at potential transition locations in talk-when speakers offer hearer a turn a talk, a chance to complete an incomplete proposition by answering a question, an opportunity to change topic. *Because* and *so* convey meanings of cause and result which may be realized as fact-based, knowledge-based and/or action based relations between units of talk. Like the other markers considered so far, *so* and *because* work at both local and global levels of talk. At local level, so and because allow two ordering options which are thematically contrained by surrounding discourse. Like *and, but,* and *or, so* and *because* are used in discourse in ways which reflect their linguistic properties.

5. Markers of Temporal: Now and Then

Deictic elements relate an utterance to its person, space and time coordinates. *Now* and *then* are time deictics because they convey a relationship between time at which a proposition is assumed to be true and the time at which it is presented in utterance. In other words, *now* and *then* are deictic because their meaning depends on a parameter of the speech situation (time of speaking). *Now* occurs in discourse in

which the speaker progress though a cumulative series of subordinates unit. The discourse in which *now* occurs need not be explicitly structured or identified as having two subordinates units. *Now* occurs not only when the comparison is explicitly identified as having two clearly introduced subtopics, but also when the subtopics under comparison are only implicit. *Now* shows speakers progression through the discourse time of a comparison a discourse which a comprised of a cumulative series of subtopic, in all the comparisons, however*, now* has the same function. It displays that what is coming next in the discourse is but a subpart of a larger cumulative structure, and thus has to be interpreted as a subordinate unit in relation to a progression of such units. In short, *now* marks the speaker's orderly progression in discourse time through a sequence of subpart. *Then* indicates temporal successions between prior and upcoming talk. Its main difference from now is the direction of the discourse which it marks: *now* points forward in discourse time and *then* points backward. Another difference is that *now* focuses in how the speakers own discourse follows the speakers own prior talk; *then*, on the other hand, focuses on how the speakers discourse follows either party's prior talk.

6. Markers of Information and Participation

The last markers whose literal meanings directly influence their discourse use are *you know* and *I mean*. *You know* marks transition in information state are relevant for participant framework, and *I mean* marks speakers orientation toward own talk i.e., modification of idea and intention. Both markers also have the uses which are less directly related to their literal meanings: *you know* gains attention from the hearers to open an interactive focus on speaker-provided informational and *I mean* maintains attention on the speaker. These both markers are called information and participants. *You know* function as the first information and participant marker. The literal meaning of expression you know suggest the function of *you know* in information status. You is a second pronoun and it is also used as an indefinite general pronoun similar to one. Know refers to the cognitive state in which one has the information about something. *You know* also occurs when a hearer invited to share the information transfer being accomplished through narrative discourse. The interaction effect of *you know* in narratives differs however, because *you know* enlist the hearer not just as an information recipient, but as a particular kind of participant to the story telling (an audience). This function is suggested by the fact that *you know* has two primary location in narratives: with the events which are internally evaluated of the story's point, and with external of the narratives point. *You know* helps creating a particular kind of exchange structure. *Youknow* displays the speaker as one whose role as the information provider in contingent upon the hearer reception.

The second information and participant marker is *I mean*. *I mean* functions within the participant's framework of talk. *I mean* marks the speaker's attention to two aspect of the meaning of talk: ideas and intentions. There are some reasons for having considered *you know* and *I mean* together. First, the semantic meaning of *you know* and *I mean* influence the discourse function of both markers: *you know* marks

interactive transition in shared knowledge, and *I mean* marks the speakers orientation toward the meaning of own talk. Second, the function of *I mean* and *you know* are complementary; whereas *I mean* focuses on the speakers own adjustments in the production of his or her own talk, *you know* proposes that a hearer adjust his/her orientation toward the reception of another's talk. Third, whereas *you know* work basically within the formation of state of talk, with secondary effects on the participant framework, the functioning of *I mean* may be the reserve. Fourth, the reason to have being considered *you know* and *I mean* together is that both are markers which are socially evaluated and negatively sanctioned. So the analysis suggests a reason for such consideration. Fifth, we have seen that *you know* is used whenever the continuation of conversation hinges upon a hearer giving to the speaker something which is the exchange for the speaker's talk. *You know* can be interpreted as revealing a speakers dependence on other for his/her own talk, simultaneously forcing the hearer in to relationship ofexchange and reciprocity. Second, we have seen that *I mean* focuses attention on the speakers own orientation to his/her own talk. *I mean* can be interpreted as displaying the speakers own involvement with his/her own talk. In short, the use of both *you know* and *I mean* could run counter to standard beliefs about the appropriate division of labor in conversation: use of *you know* can be interpreted ad overdependence on the hearer, and use of *I mean* can be interpreted as over involvement with itself.

RESEARCH METHODOLOGY

The design of this study is a descriptive qualitative design, because it wants to describe the phenomena which were found at the investigation was conducted. This is relevant to the statement of Ary et al. (1985:322), who state that descriptive studies are design to obtain information concerning the current status of phenomena and to determine the nature as it exists at the same time of the study. The subject of this study was 52 of the fifth semester students of English Department of Kutai Kartanegara University in academic years 2013/20014. This study used an essay test to identify the types of discourse markers used by the students on essay writing. The data sources of this study were the students' essay writing obtained from the essay test. As this study is the descriptive qualitative research, the key instrument of study is the researcher himself. To analyze the data, the researcher used a model of analysis based from Miles and Huberman in Sugiono (2010:338) that the activities to analyze the qualitative data consist of three concurrent flows of activities: data reduction, data display and conclusion drawing/verification. The data reduction is the process of selecting and focusing to simplify the data which is obtain from the data source through data collection technique. In addition on data reduction step, the researcher also classifies and omits the data which are not relevant to the focus of the study. The second step of the data analysis is the data display. In this step the researcher arranges and to display the data based in their type of content words. The data display may be in the forms illustrations, fact, and features. To support the illustrations is also use tables, number or

statements. The third step of the analysis is to draw conclusion and verifications which are based upon the step of the data collection, data reduction, and data display. The conclusions are used to answer the research problems that have been formulated on the study.

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of the research are based on the data source concerning the essay writing of the fifth semester students of English Department of Kutai Kartanegara University in academic year 2013/2014. The findings of the research presented following data.

1. Discourse Markers of Connectives

Discourse Markers of Connectives found in essay writing of fifth semester students of English education Department are among others: **and** and **but**. **And** is a structural coordinator of ideas as which has pragmatic effect as a marker of speaker continuation. As it was found of the data of Robiannur of Class B, *"In BKM, all students visited Benua Puhun village in three days. I remembered that time full of activity. We were sharing with the society. The most important from that moment, we were taught training in the elementary school **and** many more."* It was appeared on the data of Siska Andriawati of Class B, *"The first time I meet so many new friends in class **and** we were introducing each other. In class, I had some new best friend, they were very nice **and** I love that.* Another example of using discourse marker of connective was found on Siti Muntofingah's essay of Class B, *"when I studied in English faculty, I meet different lecturer and many different technique of teaching. For the first time, I felt afraid because I can't speak English fluently. But, in this time, my English is being more excellent.* Data Warsini of Class C were also indicated, *"I decided to met Mr Jafar Shodik, my pronunciation lecturer to repair my grade. Luckily he was very kind **and** wanted to repair my grade but I had made additional task and I agree about it."* and data of Desi Arda Yuda of Class A, *"After PK2 finished **and** the lecture started, I just felt that the campus was very different case with school.* The data presented previously indicated the students used discourse markers of connectives in their essay.

Futhermore, the students also used the discourse marker of **but** as marking idea units which are functionally related- support, position, the functional relationship is less important than their contrastive contents in explaining the use of **but** As contained in analysis of Data Fitri Retno Sari on Class A,*" Everytime presentation, examination, and homework, **but** that's fun to me. I started too fast and finished too early. I'd like gone to campus with my friends."* Data of Carolina Rosiana of Class A, *"There is also a lecturer who only go to class just for routines, **but** he was never explained his material at all. Each time he was came only task given, so boring."* Data of Susanti of Class B, *"In our class, we had some different such as ethnic, religion etc. **but** we always done*

good socialization with each other, and never looks something different to be a big problems." Those data indicated that the students used *but* as discourse markers.

2. Discourse Marker of Cause and Result

Discourse markers of cause and result found in essay writing of the fifth semester students of English Department are among others: *so* and *because*. The discourse maker of **so** is a complementary marker of main idea. The samples of the data were as follows: Data of Carolina Rosiana of Class A "*Each time he was came only task given, so boring.*" And in Data Fathul Jannah on Class C "*My group is the first in the show, so we nervous and panicky,.....*" The discourse maker of **because** is a marker of subordinate idea units. As it is found on the data Carolina Rosiana of class A, "*At the beginning of the first semester I getting happy **because** I felt new things, met new friends, enjoyed being a student whois different from the high school.*", Data Imelda Fitrima of class C, "*Thereis also something unforgettable and annoying at the time **because** I made a mistake so my sister punish rate condition.*" Data of Nurhalipah of Class B, "*Sometimes we are also tired **because** our faculty are moved to the top......*" Data of Hairil Anwar of Class A "*I hate phonology **because** it is difficult,*"

3 Discourse Marker of Temporal

The use of discourse marker of **then** which indicates temporal succession between prior and upcoming talk was found on essay writing of Rizki Haifa Sari of Class B, "*We use the ship from Samarinda and stop in Tenggarong, **then** we gone to Benua Puhun and the last back to Tenggarong and Samarinda. Another example of using **then** was also found in essay writing of Amidin as follows: The first day in full live events, **then** the second day was equally full of activities. After the last day regardless of BKM feels detected from prison, as long as the village of Benua Puhun, because all energy and thoughts run out.* The data presented above indicated that the students used *then* as discourse marker of their essay riting.

B. Discussion

Based on the findings of the research, it was found that there were three types of discourse markers used in essay writing of the fifth semester students of English Department of Kutai Kartanegara University in academic year 2013/2014, those were (a) Discourse Marker of Connectives, (b) Discourse Marker of Cause and Result, and (c) Discourse Marker of Temporal. Discourse Marker of Connective which were found in essay writing of the fifth semester students of English Department were among others: *and*, and but**,** such as in the Discourse of Data Robiannur of Class B "*The most important from that moment, we were taught training in the elementary school **and** many more.*" It was also found on the data Siska Andriawati of Class B, "*The first time I meet so many new friends in class **and** we were introducing each other. In class, I had some new best friend, they were very nice **and** I love that.* Data of Siti Muntofingah of Class B also indicated the use of discourse markers of connectives, "*when I studied in English faculty, I meet different lecturer and many different technique of teaching.For*

the first time, I felt afraid because I can't speak English fluently. But, in this time, my English is being more excellent. Data of Warsini of Class C also indicated the usef of discourse markers of connectives, *"....my pronunciation lecturer to repair my grade. Luckily he was very kind **and** wanted to repair my grade but I had made additional task and I agree about it* Another sample of Connective Markers, such as **but** which was used to mark functionally related support, position, or functional relation as in the discourse of Data of Fitri Retno Sari of class A,*" Everytime presentation, examination,and homework, **but** that's fun to me. I started too fast and finished too early. I'd like gone to campus with my friends."* Data of Carolina Rosiana of class A, *"There is also a lecturer who only go to class just for routines, **but** he was never explained his material at all. Each time he was came only task given, so boring."*, Data of Susanti of class B, *"In our class, we had some different such as ethnic, religion etc. **but** we always done good socialization with each other, and never looks something different to be a big problems."*

Furthermore, discourse markers of cause and result which were found on essay writing of the fifth semester students of English Department were *so* and *because*, as in the discourse of Carolina Rosiana B of Class A: *"Each time he was came only task given, **so** boring."* And in Data of Fathul Jannah of Class C: *"My group is the first in the show, **so** we nervous and panicky,..."* Another sample of Cause and Result Markers, such as **Because.** This is marker of subordinate idea units, such as in the discourse of Data Carolina Rosiana class A, *"At the beginning of the first semester I getting happy **because** I felt new things, met new friends, enjoyed being a student who is different from the high school."* Imelda Fitrima'data of class IV C also indicated that she used the discourse marker of because, *"There is also something unforgettable and annoying at the time **because** I made a mistake so my sister punish rate condition."* , Data of Nurhalipah of Class B, *"Sometimes we are also tired **because** our faculty are moved to the top..."*

Finally, discourse marker of temporal found in essay writing of the fifth semester students of English Department was **then** which indicated temporal succession between prior and upcoming talk, such as in the discourse of Data Rizki Haifa Sari of class B, *"We use the ship from Samarinda and stop in Tengggarong, **then** we gone to Benua Puhun and the last back to Tenggarong and Samarinda.*

CONCLUSION

After analyzing of the essay writing made by the fifth semester students of English Department, it can be concluded that the types of discourse markers found in essay writing of fifth semester students of English Education Department of Kutai Kartanegara University in academic years 2013/2014 are among others: discourse markers of connectives, discourse markers of cause and result, and a discourse marker of temporal. Henceforth, the discourse markers of connectives are *and* and *but*; the discourse markers of cause and result are: *so* and *because*; and the discourse marker of temporal is *then*. In addition, it is found that discourse marker of connective is mostly

used, it is followed by the discourse marker of cause and result, then the discourse marker of temporal. In essay writing of the fifth semester students, it is not found the usages of discourse marker of information management, the discourse marker of response, and the discourse markers of information and participation in their essay.

SUGGESTIONS

The suggestion was developed based on research findings, data discussion, and conclusion. Suggestions are addressed to people involved in teaching learning English at English Department of Kutai Kartanegara, especially the lectures of Discourse Analysis and the students of English Department.

1. The students are supposed to improve their competence on discourse markers, especially on discourse markers which are mostly used in essay writing as much time outside the class as possible, where they altogether may acquire useful conventions on the discourse markers. The students should aware that constructing essay writing will be more cohesive and coherent if the students used discourse markers appropriately, and they have to pay specially attention to which type of discourse markers are serious problems to learn.
2. The English Department lectures in general, and the lecture of Discourse Analysis in particular are suggested to give more information and explanation about discourse markers, especially the types and usages of discourse markers which are difficult for the students to master. The exercises on discourse markers are still needed to improve the students' competence relating to the topic.

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