# DISCOURSE MARKERS USED BY STUDENTS IN NONFORMAL EDUCATION

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## ABSTRACT

It is very common to acknowledge that in order to achieve a good communication, discourse markers are needed as one of a tool to perform in linking the ideas to ideas, especially in spoken language, it's really helpful in guiding the speakers and listeners to comprehend what is being discussed or talked. There are several studies has been discussed about what discourse markers are especially in spoken language, but in this research, the realization of discourse markers is the aim of the study. The data source of this research were students in Harford Institute Sekip Branch, there were 16 students taken from 4 different levels and they were taken by using purposive sampling. The data were the words from their utterances which contains of discourse markers which were collected by using audio recorder. And the research was done by applying descriptive qualitative method. The result revealed that there are 3 realizations based on the position found in Discourse Markers, they are at the boundary (Initial), after the first word (Middle) and later (Final), where initial discourse markers appeared as the most dominant one. It is proved that the discourse marker realized in the Initial position to signal upcoming information, since discourse markers has the essential function to connect or link ideas to the ideas or even as a pause in the speech.

*Keywords*: Discourse Markers, Students Interactions, Nonformal Education

## INTRODUCTION

With no doubt, in delivering the ideas, certain messages or even the purpose of the communication, the expression is needed to be understood based on the meaning of the message

is about. And it can be found generally in our language used and communication. Well in order to achieve a good communication, it is needed the tools of language which discourse markers (DMs) are some of them.

There are a lot of definitions describes what DMs is, it refers to pieces of language that is larger than a sentence which has function together in delivering idea or information, it is a linguistic device which are applied to hang the pieces of language expression together (Sharndama & Yakubu, 2014). It's supported by Swan (2005) states that DMs are words and expressions which were used in order to portray our discourse structurally; they are functioned to serve the purpose of connecting or linking what we are saying, what we have said, and what will be said.

Discourse markers (DMs) are the important elements of language in conversation, or in any kind of interactive face-to-face or non-face-to-face spoken exchange. And it is occurring conversation naturally, including classroom talk and phone conversation, they are characterized by discourse markers not only to provide coherence, but also to serve other essential functions such as regulating turns and signaling utterances with actions relevant to those in prior units.

In short, DMs refers to words or phrases in order to help readers or even listeners in comprehending a text of the speaker or writer (Bantawig, 2019). In conclusion, they play a significant role in achieving the good communication. Hence, DMs serve as vehicles or tools in ascertaining relationships between speaker and listener phatic purposes stated by (Alami, 2015; Buyukkarci adn Genc, 2009) and it has been agreed that Discourse Markers have a crucial role in the organization of interlocutors' speech. It helps the communicator to understand speech and information progression and to facilitate speakers' comprehension by creating a smooth and spontaneous interaction among them. Besides using Discourse Markers makes the spoken English sound more fluent and natural, and it may help to fill in some of the "pause" in speaking, as it's seen in this preliminary data below :

This preliminary data were taken at Harford Institute at Jl. Sekambing No. 17 Sekip Medan Petisah, from Intermediate Level Students when they conducted ODT (Oral Diagnostic Test).

M : *What do you think about national examination ?*

S1 : **Well**, *in my opinion we need to,* **eumm** *have to be in government side, why they still implement the national examination, if they know that, that is not as working as it should be*

M : So *you meant you agree with the implementation of national examination?*

S1 : **no,** *we should think first in detail why it is still used.*

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*M*     *:* okay

From the preliminary data above, it could be seen that there are 3 markers occurred in the conversation that uttered by students in nonformal education. They are well, Eum, so, okay. well there as linking adverbial which is to show the connection among expression and the earlier talk and it realized as the initial, eum in the second clause which is categorized Hesitator marker, in order to fill the hesitation pauses in speech occurred as the initial position, it can be seen that the student was thinking pause the sentence in order to think about another ideas. No is categorized as Response forms, as a response to question as yes or no, in this category it's seen that student directly responded the question given by the teacher and it's realized as the initial position.

From the wonder has been expounded above demonstrated that DMs are an intriguing subject to examine, practicing the sorts, realizations and the reasons of discourse marker utilized in a speaking. Inside the previous fifteen years or more, there has been expanding interest in the hypothetical status of Discourse Markers, zeroing in on what they are, what they mean, and which capacities they are taking job in talking. It is likewise fortified by some different scientists who have examined in a similar field, one of them is Fung and Carter (2007) investigate about Discourse Markers in teacher talk which are still under-investigated, so far little consideration has been paid to the utilization and elements of Discourse Markers as one fundamental interactional factor in classroom teacher-student conversation. It is in accordance with another analysts named Ozer and Okan (2018) which targets deciding discourse markers utilized by Turkish instructors and local educators in EFL classrooms and looking at these things as far as assortments and frequencies, the outcomes demonstrated that Turkish educators utilized 29 diverse discourse markers and local teachers utilized 37 distinctive discourse markers in their classroom talk. It was likewise seen that Turkish teachers underused most discourse markers contrasted with local teachers in EFL classrooms.

Followed by another analysis done by Karlina, Suparno and Setyaningsih (2017) who discuss Discourse markers (DMs), the exploration utilized contextual analysis strategy. Also, the source of data were taken two English teachers teaching six EFL classroom in a secondary school in Surakarta, this examination portrays the event and literary elements of DMs utilized by the instructors. The information investigation uncovers that there are 19 types of DMs, either in English, Indonesian, or Javanese language, utilized by the two teachers in their classroom talk. And Trihartanti (2017) analyzed the different use of discourse markers in spontaneous and non-spontaneous utterances, after being analyzed, it could be concluded that both spontaneous and non- spontaneous utterances, discourse marker 'hmm' as 'filler' is mostly used. The other discourse markers used by students are 'yes', 'oh', 'well', 'I see'. Discourse markers used in

spontaneous utterance are more various, but at the same time the mistakes made in using them are also more.

From those previous studies and the phenomenon found that have been analyzed above proved there are some similarities could be found in this research within the previous journals, but the realization discourse markers used by the students in nonformal education are the focus of this research.

**METHODOLOGY**

This research was conducted by using descriptive qualitative design. The data source of this research were students in Harford Institute Sekip Branch, there were 16 students taken from 4 different levels and they were taken by using purposive sampling. The data were the words from their utterances which contains of discourse markers which were collected by using audio recorder. The data were analyzed by using interactive model (Miles, Huberman, and Saldana, 2014) where the realizations of learning strategies as previously described Clark &Tree (2002).

**FINDINGS AND DISCUSSION**

The realization of discourse markers used in nonformal eduaction is realized by using Clark & Tree (2002), they are at the boundary or we can label it as an initial, so in here the location or the occurrence of discourse markers appear in the beginning of phrase, clause or even sentence, which intended to start a conversation, or it may just because of a delay or disfluency. The second is after the first word or as middle, this occurrence means the marker occurs at the first word which means it's located after the first word in a sentence that uttered. The last is later or final, which means the marker used or appeared at the end of the phrase, clause or sentence. The realization of discourse marker realized in this research could be found exhaustively in this after Table 1.

Table 1. The realization of Discourse Markers used in nonformal education

| No | The realizations of discourse markers | Frequencies | Percentages (%) |
|----|----|----|----|
| 1 | At the Boundary (Initial) | 229 | 80.91 |
| 2 | At the First Word (Middle) | 38 | 13.43 |
| 3 | Later (Final) | 16 | 5.65 |
| | Total | 283 | 100 |

The realization of discourse markers used in nonformal education above were elaborated as follows;

## 1. At the Boundary (Initial)

In this process the discourse markers could be appeared after the first word, before the phrase, the clause or the sentence. There were 229 (80.91%) realized as the initial discourse markers, it is shown that this was dominantly appeared in the discourse markers applied by the students.

Data/HPC-5/SHN/2

*Teacher* : *Have you ever been scolded by your mom?*

*Student(SHN)* : **Yes,** *because I'm lazy*

As it very well may be seen from the information over, the understudy utilized discourse marker which belongs to response form type, it appeared at the boundary of the sentence or as initial marker, it describes that the student responded the teacher's question by saying ***"yes"*** and after that followed by the sentence, it can be concluded that the student used discourse marker as an initial marker to respond the question and starting a conversation.

Data/HPC-5/AMR/28&29

*Teacher* : *how old is she?*

*Student (AMR)* : **huh?**

*Teacher* : *How old is she?*

*Student (AMR)* : **Aah** *I don't know,* **and** *I and my family went to pantai cermin*

From the data above, there were 3 discourse markers used, 2 markers categorized as interjection, and another one is categorized as linking adverbial. These three markers occurred as an initial position, the first is ***"huh?"*** this markers uttered by student occurred at the boundary in order to response the teacher's question, the student felt that she didn't catch up the question given by teacher so she uttered ***"huh"*** as a pause before answering the question and as the teacher to repeat the question. And after the teacher repeat the question the student finally could catch up the question given and ready to answer, it can be seen when the student uttered ***"aah"*** as her first response, it means that she recognize the question given and ready to answer the question asked. The student also uttered ***"and"*** which categorized as linking adverbials and it appeared also at the boundary of the sentence, which function to continue his sentence.

Data 33

*Student(OFL)* : **Chyntia,** *if you have 5 dollars only what would you do?*

*Student (CHY)* : **ha? Eumm** *I would open kinda service like ojek paying*

The next data showed that there are 3 kinds of discourse markers used, the first is vocative which uttered by student(OFL) **"chyntia",** as it can be seen it's occurred at the boundary or initial, this marker appeared at the boundary or initial marker in order to addressing someone, in this case the student mention her friend's name because the next sentence she addressed it to her friend. And the next marker uttered by the student (CHY) is **"ha?"** which belongs to interjection marker, this uttered appeared as the boundary, as the pause to answer the question, it can be seen that CHY caught what question OFL asked, but in order to pause it and not directly answering the question, CHY uttered **"ha?"** as the first response, and then supported by using hesitator discourse markers **"eumm"** as pause either.

## 2. After the First Word (Middle)

In this process, the discourse markers could be occurred after the first word, the phrase. There were 37 discourse markers used by students realized as a middle discourse marker, it's shown this one is the secondly dominant position appeared in discourse marker with percentage 13.43%. The elaboration of data analysis could be seen below;

Data/HPC-5/SHN/3

*Teacher* : *So, what were you doing at 9 am this morning*

*Student(SHN)* : *I* **eumm** *I do my homework*

From the data above the student (SHN) uttered **"eumm"** which is known as hesitator marker, this marker appeared after the first word which we can label as middle, it describes that the discourse marker appeared in the middle as delay or disfluency, it can be seen that the student applied a restart and suddenly return to the beginning and continuing his sentence.

Data/HPC-5/AMR/33

*Teacher* : *what have you done?*

*Student(AMR)* : *I have lunch, I have breakfast and I have* **eumm** *what is mengerjakan in English miss?*

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From the data above it can be seen that the student used **"eumm"** which categorized as hesitator as well, and it appeared in the middle between clauses, it describes that in the middle of answering the question given by the teacher, the student found difficulty, and it's proved by question given by student to the teacher which is "*what is mengerjakan in English*" strengthen the hesitator discourse marker used by the student in the dialog above.

Data/HPC-5/DRL/68

*Teacher* : *haa you should send message, if fordy didn't pick up your call, you chat, so she will call you back*

*Student (DRL)* : *I have miss but **eumm** fordy still don't call, don't call back*

The same type of discourse marker also used in the data above, which is **"eumm"** and it also in appeared after the other discourse marker that is **"but".** it can be seen the student tried to respond the statement given by the teacher, the student felt confused and started uttered **"eumm"** in the middle of his sentence as the pause or delay, then continuing completing his sentence.

3. **Later (Final)**

The last location based on Clark and Tree is later or appeared in the last phrase, clause or sentence. It is usually used as an indication to point out an object or could be meaningless. It is found that there were 16 with percentage amount 5.65% realized in discourse markers used by students, it could be seen in this data below;

Data/HPC-5/AMR/36

*Teacher* : *change my sentence into present continuous tense "I eat banana"*

*Student(AMR)* : *I eumm I was*

*Teacher* : *no present continuous tense*

*Student (AMR)* : *will, no itu future, have, oh itu perfect, it was, **right?***

In this data the student(AMR) used discourse marker which categorized as response elicitors and as it seen it appeared in the last sentence or final, as we know already that the response elicitor marker used by the speaker to get or elicit agreement from the hearer Biber et al (1999:1080), and it's formed as question tag, as we know already that question tag often used at the end of the sentence, in this data AMR tried to convince the teacher either her answer was correct, so AMR uttered the response elicitor marker to get an agreement about her answer.

Data/PAD-2/CHY/96

*Teacher*                *: okay, then questions please*

*Student(CHY)*         *: don't ask me ya **axel***

As it can be seen in the data above, the student(CHY) used discourse marker which categorized as Vocatives, as it known that vocatives as noun phrases that refer to the addressee, in this data vocative discourse marker appeared in the final sentence, it's used by the student to addressed the other speaker not to ask CHY.

Data/PAD-2/AXL/98

*Student (AXL)*        *: no, it's easy question*

*Student (CHY)*        *: no, I still don't want*

*Student (AXL)*        *: okay, to hans **then***

From the data above, it can be seen that "then" appeared in the last sentence given by the student (AXL), the discourse markers categorized as linking adverbial, as Levinson (1989;87) stated that linking adverbial is used to indicate the relationship between an utterance and the prior discourse, but mostly linking adverbial appeared as the initial position, but there are some linking adverbial can be often appeared in the last sentence, one of them is then, then in the phrase uttered by AXL indicate to point out the object, it's seen that CHY didn't want to be axed by AXL, then AXL responded by giving it to another friend, and closing the sentence by using then, it strengthen that that AXL gave his question to another student.

**CONCLUSIONS**

1. There were 3 realizations of discourse markers found as an occurrence. They are at the boundary (initial), at the first word (middle) or later (final), there were 283 positions of discourse markers found in the data, as detail elaboration, 229 initial discourse markers found with the percentage amount to 80.91%, followed by Middle position with the total 37 or 13.43%, and final found 16 times with percentage amount to 5.65%. It can be concluded that the most dominant occurrence in the data is initial discourse marker, then followed by middle, and the last final.

2. Dealing with the realizations of discourse markers, and found out that the most dominant appeared in the initial position, it's highly recommended to the further investigator to figure out whether there are more different findings if it is analyzed in another source of

data, involving the culture or ethnic would be highly recommended.

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