

DISCOURSE MARKERS IN NARRATIVE TEXTS IN ENGLISH
TEXTBOOK OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

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Damanik, Saida Azmi. Registration Number: 2143321033. *Discourse Markers in Narrative Texts in English Textbook of Senior High School Students. A Thesis. English Educational Program, State University of Medan, 2021.*

The objectives of the study were to find out the types and function of discourse markers that used in the narrative texts. The study was conducted by applying a descriptive qualitative research. The data of the research were 10 narrative texts taken from an English textbook for grade XI senior high school students entitled *English in Use*. The data were analyzed by using Fraser Taxonomy (1999). It was found 5 types: Contrastive Markers, Elaborative Markers, Inferential Markers, Reason Markers and Sequential. However, There are 3 types of discourse markers which were not found in the narrative texts, they are Conclusive, Exemplifier and Topic Relating markers. Furthermore, the data were also analyzed by using Brinton (1996). It was found 2 functions: Textual Function and Interpersonal Function. The textual function was the most dominant function found in the narrative texts.

Keywords: *Discourse Markers, Narrative Texts.*

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I. INTRODUCTION

A. The Background of the Study

English as an international language has become one of the most important languages that are needed to be learnt by students. That is why English Teachers have to know the aspects of the successful teaching and learning English. One of important things in the process of learning English is textbooks.

Immanuel (2010) states that textbook are the key component in most language programs. In some situations they are served as the basis for many language inputs that learners receive in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in. Textbooks are learning materials commonly used in teaching and learning process. It is not surprising that they often become the only materials in the classroom. This fact happens for several reasons.

First, textbooks are relatively easy to find and are more commercially provided. Second, it provides a guide or a road map for the learners which offer expected behaviors that they have to perform (Crawford in Richard and Renandya, 2002). Third, textbooks help teachers to prepare the lessons (Brown, 2000). Fourth, they can also become a flexible syllabus for teaching learning process in which teachers can easily modify based on the students' needs. Because of this fact, most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guidance for what should students do. Consequently, a good textbook will potentially become one of the good accesses to students in learning English and influence students' success in learning English.

A good textbook should provide good texts. To measure a good written text, it should consist of several characteristics. One of characteristics of a good composition of the text is coherence, as it is stated by Ngadiman in Sabat (2015) that a written text or a composition is said to be good when it displays unity, coherence, clarity, and emphasis. Coherence means that a written text is easy to read and understand because (1) the supporting sentences are in some kind of logical order and (2) the ideas are connected by the use of appropriate transition signals or Discourse Markers.

According to syllabus of the eleventh grade of senior high school based on the 2013 Curriculum, there are many texts that should be learnt by the students, such as procedure text, report text, analytical text and narrative text. In this research, Narrative texts are chosen to be analyzed. Narrative text is a type of text that functioned to amuse, entertain and to deal with actual or various experience in different ways (Dirgeyasa 2015: 21). Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Since narrative texts consist of complications, the sentences should present the ideas appropriately.

Thus, narrative texts need DMs to show the transitions of the ideas in order to be coherent. And to be coherent, the texts should have appropriate transition signals or Discourse Markers.

Discourse Markers covers speaking and writing because the main function of discourse markers is clues or signals for the hearer or reader that make a coherence and cohesion. Learning discourse markers is really important in language learning and teaching. It is important for English studies because using it can lead to more effective, efficient speaking and listening, writing and reading or interpreting. Literature teachers can learn new approaches to classics by analyzing the discourse markers use, and writing teachers can learn new rhetorical devices for persuasion.

Furthermore, discourse markers are important for teaching reading because it provides benefits for readers with sources for ideas, summaries of thought processes, and mental status, organization of texts, transition guidance of reader expectations, and harmony between writer and reader. Its most important effects on the reader are involvement with and support for an author who cares deeply about the text and the reader and involvement with the text. As for teachers, discourse markers are important in other disciplines because its use can lead to more effective and efficient learning of subject-matter concepts and in technical writing can be presented for needed control structure.

Andayani (2014) states that Discourse Markers will help students to compose writing. Discourse Markers can be good signals of cohesion and coherence in written text (Sadeghi, 2004). Jalilifar (2008) mentions that Discourse Markers help writer provides writing which is effective and satisfactory. Considering that students should be able to produce good writing, they need to know better the components of cohesive devices, particularly Discourse Markers. Al kohlani in Yunus (2014) states that Discourse Markers also important in gaining communication in the text. Boardman in Andayani (2014) states that producing a good paragraph there are two main characteristics. They are coherence and cohesion.

Jalilifar (2008) states that discourse markers have a role to enhance the quality of a piece of writing if they are used purposively and appropriately. Hyland in Rahayu (2015) states that written texts should employ interaction between the writers and readers. The flow of the ideas is clearly recognized and comprehended when the signals of the connection among sentences are provided by the writers.

While discourse markers are grammatically optional and semantically empty, they are not pragmatically optional and superfluous: they serve a variety of pragmatic functions (Brown: 1977). If such markers are omitted, the discourse is grammatically acceptable, but would be judged unnatural, awkward, impolite, unfriendly or dogmatic within the communicative context (Brinton, 1996).

Here is an example of sentence without DMs taken from a narrative text in the textbook that was analyzed.

Thumbelina was unhappy. She did not like the mole.

The sentences above are grammatically right, but somehow those sentences are a bit awkward. It is better to combine the two sentences into:

Thumbelina was unhappy because she did not like the mole.

While most studies have stressed the importance of DMs in spoken discourse, limited research efforts have been made towards investigating written discourse and how the presentation of DMs in textbooks reflect learners' speech data.

Based on the background above, it is interested in conducting a research concerning to describe what types and function of discourse markers used in the narrative texts taken from an English textbook for grade XI senior high school students entitle *English in Use*.

II. REVIEW OF LITERATURE

A. Theoretical of framework

This chapter provides some important terms used in this research. These terms should be elaborated and clarified in details for the readers so that both readers and writers have the same perception.

1. Discourse Markers

a. The Nature of Discourse Markers

Discourse Markers (DMs) have been deemed to be any terms from a variety of perspective and approaches (Müller (2005). Therefore, DMs can be defined differently. Fraser, in Ying proposed that DMs are “linguistically encoded clues which signal the speaker’s potential communicative intentions.” While Redeker in Sun (2013), declares that discourse markers are linguistic expressions that are used to signal the relation of an utterance to the immediate context with the primary function of bringing to listener’s attention a particular kind of upcoming utterance with the immediate discourse context.

In summary, discourse markers are defined as ‘linguistic devices which signal the speakers’ or writers’ intentions by signaling the relation of an utterance to the other utterances in immediate discuss context.

Discourse Markers are like manage ‘how speakers and hearers jointly integrate forms, meaning and actions to make overall sense out of what is said’ (Schiffrin, 1987:49).

Unlike content words, they do not convey meaning on their own. They only perform grammatical functions by linking ideas. Most discourse markers signal the listener/reader the relationship between the preceding and following text. A text would not seem logically constructed without sufficient discourse markers.

b. Types of Discourse Markers

Shareef (2015) mentions that there are six categories and sub categories based on Fraser's model, they are: Contrastive, Elaborative, Inferential, Reason, Conclusive and Exemplifiers.

c. The Function of Discourse Markers

Most researchers agree that the use of discourse markers facilitates the hearer's task of understanding the speaker's utterances (Müller, 2005). Aijmer in Müller (2005) states that discourse markers functioned as cues or guides to the hearer's interpretation. Redecker in Talebinejad and Namdar (2011) declares that discourse markers has the primary function of bringing to listeners' attention a particular kind of the upcoming utterance with the immediate discourse context. Mingliang and Dayon as cited in Talebinejad and Namdar (2011) mention that "discourse markers will help the students to know what and how to read and reading will be simplified if they know about textual functional DMs. So, students distinguish more important sentences, and in this way, their speed in reading will increase."

d. The Characteristics of Discourse Markers

Castro (2009) citing Brinton (1996) and Jucker & Ziv (1998) divides some characteristics of Discourse Markers:

1. DMs are predominantly a feature of oral rather than written discourse.
2. They appear with high frequency in oral discourse.
3. They are short and phonologically reduced item.
4. They may occur sentence initially, sentence medially and finally as well.
5. They are considered to have little or no prepositional meaning or at least to be difficult to specify lexically.
6. As DMs may occur outside the syntactic structure or loosely attached to it, they have no clear grammatical function.
7. They seem to be optional rather than obligatory features of discourse. Their absence "doesn't render a sentence ungrammatical and/or unintelligible" but does "remove a powerful clue" (Fraser, as cited by Brinton, 1996, p. 34).

2. Textbook

According to Talebinejad and Namdar (2011) textbooks are necessary tools in teaching. They can manage the process of learning. Ramzoo in Talebinejad and Namdar (2011) has consider textbook as a necessary resource for foreign language learning that has the main role in teaching and learning a foreign language. A textbook is a manual instruction in many branches of study for teaching and learning process based on the level of study. Textbooks are produced according to the demands of educational institutions although most textbooks are only published in printed format.

3. Narrative Text

Narrative text is one of the genres taught for the eleventh grade students at Senior High School. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

III. RESEARCH METHODOLOGY

This research was conducted by applying descriptive qualitative design. By descriptive qualitative, it was expected for gathering the data of what types and function of discourse markers in the narrative texts.

The data and data sources in this study were 10 narrative texts taken from English textbooks entitle "*English in Use*" for Grade XI Students of Senior High School Students. In collecting the data the writer used documentation technique where the document was the English textbooks. Documentation technique may refer to technique of collecting data by gathering and analyzing documents, while document is any communicable material (such as text, video, audio, etc) used to explain some attributes of an object, systems or procedures.

The researcher analyzed and classified the types of discourse markers gathered from narrative texts in English textbook entitled "*English in Use*" for Grade XI Senior High School.. Then the researcher used Halliday & Hasan modified by Brinton (1996) in order to know the functions of DMs used in narrative texts in the textbook. Then the researcher concluded the data.

IV. DATA ANALYSIS AND RESEARCH FINDINGS

This chapter presented the research findings gained from the study undertaken and the discussion to answer the research questions formulated in chapter 1. This chapter discussed the types and functions of discourse markers in narrative texts.

A. Data

The data was obtained by researcher as shown in the table below:

Table 4.1. Data of narrative texts

No	Level of grade	Genre	Amount
1	The 11 th	Narrative	10

B. Data Analysis

1. Types of Discourse Markers used in narrative texts

This study focused on the discourse markers that were used on narrative texts in the 11th grade of Senior High School students textbook. The data analysis showed that the narrative texts contained 5 out 8 types of discourse markers. The 5 discourse markers used on narrative texts are: Contrastive, Elaborative, Inferential, Reason and Sequential. Each of the discourse markers types was presented in details as follow:

a. Contrastive Discourse Markers

Contrastive Discourse Markers refer to discourse markers that signal explicit interpretation of second segment contrast with an interpretation of first segment. The contrastive discourse marker consists 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 and in contrast. Among the 17 contrastive discourse markers, there were 3 contrastive discourse markers used in the textbooks. They are: but, (al) though and however.

b. Elaborative Discourse Markers

Elaborative Discourse Markers is a discourse markers that signal a quasi-parallel relationship between two sentences. The elaborative discourse markers consists of: 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 of, what is more, I mean, in particular, namely, parenthetically, that

is (to say), analogously, by the same token, correspondingly, equally, likewise, similarly, be that as it may, or, otherwise, that said, well, as well as, indeed, and it seems like. Among the 33 elaborative discourse markers, there were 5 elaborative discourse markers used in the narrative texts. They were: and, likewise, otherwise, also and well.

c. Inferential Discourse Markers

Inferential type signals that second segment is to be taken as a conclusion based on the first segment. The inferential discourse markers consist of: so, so that, of course, accordingly, as a consequence, as a logical construction, as a result, because of this/that, consequently, for this/that reason, hence, it can be concluded that, therefore, thus; in this/that case, under these/those conditions, then; and all things considered. Among the 16 inferential discourse markers, there were 3 inferential discourse markers found in the narrative texts. They were: so, of course and then.

d. Reason Markers

The Reason Markers is used to state the result or outcome before the cause. Reason Markers consists of 3. They are after all, because and since. Among the 3 reason markers, only 1 reason markers found in the narrative texts. It was: because.

e. Sequential Discourse Markers

This type refers to discourse markers that signal “temporal” or “time” in the segments. The sequential discourse marker consists of: first, second, third, 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, and the beginning. Among the 21 sequential discourse markers, 2 of them were found in the narrative texts. They were: first and before.

2. The Functions of Discourse Markers

In answering the second problem of the study, the researcher analyzed the narrative texts using the function of Discourse Markers by Brinton (1996). DMs were analyzed for both textual and interpersonal functions. The data analysis showed that the narrative texts contain textual and interpersonal functions. Taking into consideration functions of DMs, there were found 419 occurrences of DMs fulfilling textual functions and 4 occurrences of DMs in interpersonal functions.

C. Findings

Based on the analysis of the data, the researcher found out some findings as follows:

1. Out of 8 types of discourse markers, there were 5 types occurred in the narrative texts such as: Contrastive, Elaborative, Inferential, Reason and Sequential.
2. Conclusive Markers, Exemplifier Markers and Topic Relating Markers were the discourse markers that didn't found in the narrative texts.
3. It was found 410 occurrences of DMs in the narrative texts. Out of 410 occurrences, 406 DMs fulfilling textual functions and 4 DMs in interpersonal functions. The high use of DMs was clearly an important feature of the narrative texts.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research and data analysis, the writer concludes that there are 5 types and 2 functions of discourse markers found in the narrative texts. They are as follows:

1. According to type, there are 5 types that occurred in the narrative texts. They are: Contrastive Markers (with 54 occurrences), Elaborative Markers (with 233 occurrences), Inferential Markers (with 73 occurrences), Reason Markers (with 4 occurrences) and Sequential Markers (with 46 occurrences). . However, There are 3 types of discourse markers which were not found in the narrative texts, they *are conclusive, exemplifier and topic relating markers*. It was also found 2 functions: Textual Function (with 406 occurrences) and Interpersonal Function (with 4 occurrences).
2. The reasons why elaborative markers were dominantly used because narrative text was basically about story or events in the past. Elaborative markers were used to elaborate the story to the readers or listeners. And the reason why textual function was occurred more than interpersonal function was because interpersonal function commonly used more in spoken language.

B. Suggestion

After analyzing the functions and types of discourse marker in the narrative texts, the writer found that discourse marker has a significant role in communication. Not only to emphasize meaning, it is also to create a more efficient and elegant way of communicating both through writing and speaking.

Therefore, to the further researchers, it is expected that the result of the study can give an informative input about discourse marker analysis.

The writer believes that there are still many phenomena that can be revealed in this research study. The writer expects that this result of study can inspire other researchers to conduct the research related discourse marker analysis to enrich the existing study.

To the next researcher, it is strongly advised to pay more attention not only doing a research of discourse marker in the spoken language but also in the text from students' textbook to provide better reading source for the students to learn.

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