



**An Exploration of the Uses and Functions of Discourse Markers  
in Students' Oral Presentations**  
(A Case of English Education Students of Universitas Negeri Semarang in the  
Academic Year of 2017/2018)

**submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English Language Education Study Program**

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## APPROVAL

This research report entitled An Exploration of the Uses and Functions of Discourse Markers in Students' Oral Presentations (A Case of English Education Students of Universitas Negeri Semarang in the Academic Year of 2017/2018) has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Arts on January 22<sup>nd</sup>, 2019.

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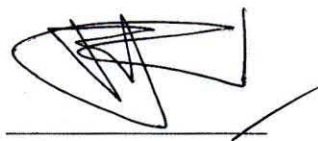
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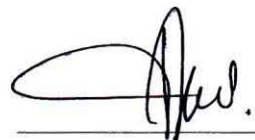
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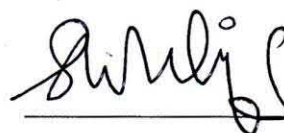
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## DECLARATION OF ORIGINALITY

I, Rosyana Etyas Galih Saputri, hereby declare that this final project entitled “An Exploration of the Uses and Functions of Discourse Markers in Students’ Oral Presentations (A Case of English Education Students of Universitas Negeri Semarang in the Academic Year of 2017/2018)” is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, January 22<sup>nd</sup>, 2019



Rosyana Etyas Galih Saputri

## **MOTTO AND DEDICATION**

“When you’re struggling with something, look at all the people around you and realize that every single person you see is struggling with something, and to them, it’s just as hard as what you’re going through”

(Nicholas Sparks)

With my utmost gratitude, I dedicate this work to:

My beloved parent, Ibu Etik Soemarti’ah and Bapak Soeprapto

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## ABSTRACT

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The study was aimed to find out the uses and functions of discourse markers and how discourse markers contribute to students' fluency in their oral presentation. Qualitative study was used as the method of the study, particularly spoken discourse analysis. The unit of analysis of this study was the discourse markers produced by the sixth semester students of English Education students of Universitas Negeri Semarang in the academic year of 2017/2018 during their oral presentations. The students' oral presentations during Information and Communication Technology course were recorded and then transcribed in to written form. The data were analyzed through coding, highlighting, and classifying. The researcher used method and expert triangulation to validate the data. From the results of data analysis, it could be inferred that according to Fortuno (2006) micro markers was the most frequent discourse markers used by the students. Based on Fortuno (2006), there are three categories of discourse markers and each of them having five functions. The most used discourse markers were the discourse markers which had function as additional marker. Last but not least, it could be inferred that the use of discourse markers in oral presentation affected and contributed to students' fluency.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents introduction of the study. It consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, definition of the key terms, and outline of the report.

### **1.1 Background of the Study**

In this current globalization era, English language plays an important role in connecting humans all over the world. English has been used as a major language in many fields, such as: education, science, law, business, entertainment, communication, health, art, internet, and many more. Consequently, there are plenty of people who are eager to learn English to fulfill some purposes. MacKay (2002) states that the interest in learning English has increased to such an extent that English is now considered by many researchers to be an international language. It is clear enough that knowledge of English as an international language is required by many people in many different fields. Furthermore, the high number of English speakers in the world indicates that people do need English to communicate globally. As a result, speaking ability is more dominant due to the communicative purposes of English as an international language.

In the educational field, English has four major skills that should be mastered by learners. Those four main skills are listening, reading, writing and speaking skills. According to Nunan (1991), speaking skill is considered to be the most difficult one among the others. He also adds that a success in learning is defined by the learner's ability to perform conversation in that language. It can be

said that learning English is not about understanding the language's theory only, but it also pushes the language learners to use and apply the theory in real communication. For this reason, in order to be able to use English well, language learners have to put their attention both on theory and practice.

Since there is a huge number of English learners in the world, teaching English is developing not only in English speaking countries, but also in non-English speaking countries. In Indonesia itself, English has been put in the curriculum and considered as one of the main subjects of school. English subject has been taught since Junior High School to university level of education. It is believed that by introducing English course in the educational field, it helps increasing the quality of human resources. In this global era where competitors are coming easily to our country, having a greater ability in using English language is crucial. It does so since it gives us additional points than the other competitors. Shortly, it is beneficial for us as English learners if we are able to speak English fluently.

The existence of English teaching program in university level also contributes more in educating English learners in Indonesia. Considering the high number of people who are interested in learning English and also the importance of English in this global era drive people dreaming to be English teachers. Being students at English Education Department is not as easy as mostly people thought. English education students have to be able to master all of the four language skills. As teacher candidates, they are expected to understand well all of the English language theories. Actually, there are a lot of courses that have been

provided to assist them in understanding both theory and practice in English language teaching. Those includes: intensive course, elementary grammar, advanced listening, prose, academic writing, speaking for general purpose, approach and method in TESOL, English language teaching across curriculum, information and communication technology, language assessment and many more (English Department, UNNES Curriculum, 2018).

In this twenty one century, the development of English language teaching runs so fast. This condition is indicated by the change in whole teaching process, such as: teaching method, teaching approach and theory, teaching media and material, and many more. One of the most popular media used in English language teaching at university level is power point presentation. Presentation of learning materials in graphical form is beneficial for students (Rose, 2001). Power point presentation serves learning materials not only in textual form, but also includes other media, such as: picture and sound. Thus, the students will comprehend the learning material better since they gained a lot of information from different source of study.

On the other hand, presentation as the popular learning media used in college life has many weaknesses in some point of views. There are some problems arising from both presenter and audience. In order to be able to communicate well, a good relationship between presenter and audience is crucial. The presenters hope that the audiences will be active in listening, asking, and responding to their explanation, while the audiences hope that they will understand the explanation well and absorb the information easily.

However, reality is not as pleasing as expectation. Most of the presenters don't give their best on their presentation, and also not all of the audiences listen to the presentation. There are two main reasons why both presenter and audience do not give their best performance in presentation, they are: psychological and cognitive factor. Psychological factors in students related to students' personalities, while cognitive factors related to students' knowledge.

Every student has their own characteristics which is absolutely different with the others. Moreover, there is none of them having the same level of language competence. Thus, the differences in students' language competence influence students' participation during presentation. As a good presenter they have to be communicative enough in delivering information. Consequently, the use of discourse markers in speaking can assist students to communicate their ideas clearly.

The use of discourse markers in students' oral presentation is important due to its function to assist students in speaking. Discourse markers enable students to speak more communicatively since it acts as a word connector. Thus, if words are well connected and structured, the meanings will be delivered accurately to the audiences. As a result, the audiences will understand what the presenters are trying to explain. Unfortunately, the students are not too familiar in using discourse markers. The students tend to read the learning material printed on their book while doing presentation. This condition absolutely drives them not to speak up using their own words. They are likely to depend on what are stated on the LCD screen or on their printed book. In the other word, it is simply said that



the students are presenting written language, not the spoken one. That is why discourse markers are rarely used by the students.

Presentation is said to be effective when the audiences understand the content of the presentation. There are several factors which influence the audiences' participation. One of them is the presenters' ability in presentation. The ability here means the presenter's oral ability in delivering the material during presentation. There are some ways that can be used to make the audiences participate in the presentation. One of them is increasing the presenters' speaking skill. Presenters can speak more communicatively during presentation by inserting some discourse markers in their speech. Discourse markers will definitely help them to maintain the flow of their oral presentation. So, this study will describe, analyze, and explain more about the uses and functions of discourse markers in students' oral presentations and how they can assist the presenters in creating an effective presentation.

## **1.2 Reasons for Choosing the Topic**

There are three reasons why the uses and functions of discourse markers in students' oral presentations is chosen as the topic of this study. The first reason is that there are so many students having difficulties in speaking English fluently. Nunan (1991) asserts that speaking skill is considered to be the most difficult skill among the other language skills. There are a lot of strategies that can help students to improve their speaking skill. One of those strategies is by maintaining the use of discourse markers in speaking. Discourse markers have a lot of functions in

assisting students to speak communicatively. As it stated by Blackmore (2006) that discourse markers contributes in establishing the coherence and cohesion in a discourse. Therefore, the use of discourse markers in speaking can be very helpful to improve students' speaking skill.

The second reason is that power point presentation is commonly believed to be one of the most popular media used in teaching and learning activity. Power point presentation offers a lot of benefits in improving students' speaking skill. It does so since oral presentation enables students to speak up in front of public. It helps students share and discuss their own thoughts with the other students. Therefore, it is interesting to investigate how the students use discourse markers in their oral presentations.

The last reason is that the writer felt curious about what actually happened during oral presentation in class. The writer witnessed that kind of situation where there are so many students facing the difficulties in doing oral presentation in front of their classmates. In presenting the materials, the students keep reading what are printed on their book or stated on the screen, they did not speak naturally. Thus, the students of English Department of Universitas Negeri Semarang were chosen as the subjects of the research.

### **1.3 Research Questions**

The problems of the research are stated as the following questions:

- 1) What are the most frequent discourse markers used by students of the English Department of Universitas Negeri Semarang in their oral presentations?

- 2) What are the uses and functions of discourse markers in the students' oral presentations?
- 3) How do the discourse markers contribute to the students' fluency in oral presentations?

#### **1.4 Objectives of the Study**

The objectives of this study are:

- 1) To analyze discourse markers in order to identify and describe discourse markers frequently used by the students of the English Department of Universitas Negeri Semarang in their oral presentations;
- 2) To analyze discourse markers in order to describe the uses and functions of discourse markers in the students' oral presentations;
- 3) To analyze discourse markers in order to explain how discourse markers can contribute to the students' fluency in oral presentation.

#### **1.5 Significance of the Study**

This study contains significant impacts on the theoretical, pedagogical, and practical aspects.

Theoretically, it can elevate knowledge and enrich references of the previous studies on discourse markers, especially the studies focusing on the use of discourse markers in oral presentation.

Pedagogically, this study is about the analysis of the use and function of discourse markers in students' oral presentation. Discourse makers can be taught for certain purposes in teaching English, mainly in improving students' speaking ability. Discourse markers enable students to talk more communicatively and provide enough time for students to think for a moment about what they are going to say.

Practically, the findings of this study can be useful for students who want to improve their speaking ability, especially for the presenters who are trying to be communicative during their oral presentations. The presenters are supposed to raise awareness in using discourse markers in speaking, which have a great contribution to the coherent and cohesion in a discourse.

### **1.6 Definition of Key Terms**

There are several key terms in this study. The definitions of them are provided below:

#### 1) Discourse Marker

Discourse markers have the different label in different researchers, such as mentioned in Fortuno (2006). Those other names or labels are pragmatic connectives (van Dijk et al, 1978), cue phrases (Knott & Dale, 1994), discourse signaling devices (Polanyi & Scha, 1983), discourse connectives (Redeker, 1990), or pragmatic markers (Schriffin, 1987,; Fraser, 1988, 1990). Regarding to the previous experts who elaborate the definition of discourse markers in their own views, the writer itself viewed discourse markers most likely as linguistics

expression which has function as a connector in delivering meaning in a communication.

## 2) Types of Discourse Markers

In this study the researcher used Fortuno (2006) discourse marker theory to analyze the data. Comparing to Fortuno's previous study in 2004, Fortuno (2006) taxonomy offers more complex categorization of discourse markers. It consists of three main categories, they are: micro markers, macro markers, and operators.

## 3) Oral Presentation

According to King (2002) oral presentations provide a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public. So, it is clear enough that students' oral presentation is essential in teaching and learning activity. Furthermore, students' oral presentation can be used as an assessment tool to access student's speaking skill. Besides that, oral presentation also trains students to be more active in participating during teaching and learning activity.

## 4) Students' Speaking Fluency

According to Widhiatama (2011) fluency is the ability to produce an oral discourse without being necessarily accurate but intelligible, because in the production of English discourse, it is not enough to be grammatically correct in order to be fluent. Regarding to the previous definition of fluency, the writer simply conclude that the use of discourse marker in speaking contributes to enhance students' fluency.

## **1.7 Outline of the Report**

This final project consists of five chapters, they are stated as follows:

Chapter I contains introduction which presents the background of the study, reason for choosing the topic, research problem, objectives of the study, significance of the study, definition of key terms, and outline of the report.

Chapter II is about review of related literature which consists of references and theories that related to the topic. This chapter consists of three subchapters which present some of previous study, theoretical study, and theoretical framework. The first subchapter is about review of previous studies which discuss about the use and function of discourse markers in English language teaching. The second subchapter is mainly about review of theoretical study which explains the description of theories used in this study. In last, the third subchapter presents theoretical framework which describes theory used by the writer and how to apply it.

Chapter III presents method of investigation. This chapter consists of five subchapters; they are research methodologies, research setting, research participant, source of data, unit of analysis, methods of analyzing data, and trustworthiness.

Chapter IV is about findings and discussions. This chapter presents discussion and explanation about analysis of data findings which are related to the use and function of discourse markers in students' oral presentations.

Chapter V is about conclusions of the research findings and followed by some suggestions for teachers, students, and next researchers dealing to the subject matter of the research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses review of previous studies, review of theoretical studies, and theoretical framework. The writer reviewed the previous studies which are related to the use and function of discourse marker in students' oral presentations. Not only reviewing the previous studies, the writer also reviewed some theories which are related to the topic of this study. After gaining some theories from the experts and also information from the previous researches, the writer presents the theoretical framework of the study.

#### **2.1 Review of Previous Studies**

In this section, the writer presents the previous studies which have relations with this study. These previous studies are concerned on discourse markers which are used by native and non-native speakers of English.

Castro (2009) conducted a study which concerned with the use and functions of discourse markers in EFL classroom. The purpose of this study is to investigate the use of discourse markers in classroom interaction in the context of English as a foreign language. In addition, the researcher also examined the occurrence of discourse markers used by both teachers and students and she also analyzed the functions of discourse markers. Castro had observed five students of EFL class at language centre located in Barcelona, Spain. Moreover, she also observed their teacher who had teach English for seven years. The researchers used two instruments to collect the data; they are questionnaire and audio-recording. The researcher designed the questionnaire to gain the background



information of the course and the students' profile, while the audio-recording was used to record the classroom's oral interaction. The oral interaction was mainly in the form of daily conversation which talked about the tradition to celebrate Christmas. Besides that, the students were also instructed to talk about a topic in their textbook. This study showed that there are 398 discourse markers used by the participants. It also showed that mostly discourse markers are used by the teacher (61%), while the students used only 19%. Regarding to the function of the discourse markers in classroom interaction, teacher effectively used discourse markers to organize the discourse in the classroom. Moreover, it also used to fulfill interpersonal and pragmatic function. On the other side, students used discourse markers to fulfill interpersonal and textual purposes. Similar to Castro's study, this present study investigates the uses and functions of discourse markers in classroom's oral interaction. However, the present study only investigates the uses and functions of discourse markers particularly in students' oral presentation. The findings of the Castro's study are more complex than the findings of the present study. Castro's study tended to analyze the uses and functions of discourse markers in the whole classroom interaction; on the other side this present study has a limitation in the unit of analysis.

At the same year, Eslami et al. (2009) conducted a research about discourse markers in academic lecture. The aim of this study was to find deeper effect of discourse markers on academic listening comprehension of university students in English as a foreign language. The participants of this study were 72 EAP students majoring in teaching English as a foreign language at Najafabad

Azad University. All of those participants were native speakers of Persian. Then, the participants were divided into two groups of experimental and control. Each of them was given three texts selected from their textbook. Two educative native speakers in the field were asked to give lectures based on the provided texts. The experimental group was lectured using more discourse markers, both textual and interpersonal. In contrast, the control group was lectured by omitting discourse markers. The listening test and its result were analyzed by the researchers. The result of this study showed that students concentrated more when discourse markers were included in lecturing. For this reason, the students should be made aware of the presence, importance, and facilitating effects of discourse markers for academic lecture comprehension. In addition, the use of discourse markers in lecturing may have an immediate effect on comprehension. In conducting the research, Eslami et al employed experimental research to investigate the deeper effect of discourse markers in academic lecture, particularly in listening skill. However, the present study employed spoken discourse analysis to investigate the uses and functions of discourse markers in students' oral presentation.

Similar to Castro's study, Al-Yaari et al. (2013) discussed about the descriptive approach in using discourse markers by Saudi EFL learner. The aim of this research is to find out the frequency of discourse markers used by learners and the usage of discourse markers in comparison to other EFL learners as well as native speaker. The subject of this research was 200 EFL learners studying at 20 public and private secondary schools in KSA. In addition, all of the subjects were having the similar level of proficiency in English. The researchers collected the

data by recording the learners while they were studying English. After gaining the data, they began to analyze it linguistically and statistically. The result of this research showed that English discourse markers “and”, “but”, and “also” are the most frequent markers which were used by learners. Other result stated that Saudi learners used English discourse markers less than the native speakers and used it in different ways. They used EDM by mixing some of discourse markers with other grammatical devices. For example, they tended to speak “Me also” rather than “Me too”. As a result, they misused the function of English discourse markers. Similar with this present study, Al-Yaari’s study also focuses on the uses of discourse markers in spoken discourse. Al-Yaari’s study, however, doesn’t only analyze the uses of discourse markers in spoken discourse, but it also compares the uses of discourse markers of EFL learners and native learners.

The next research was entitled *The Students’ Ability in Using Discourse Markers in Writing Discussion Text: A Study at English Department of State University of Padang* (Ayu et al, 2013). There are two main reasons why the writers conducted this study. The first objective is to find out the students’ ability in using discourse markers, and then the second objective is to know what discourse markers dominantly used by students in writing discussion text. In doing the research, the writers collected the data from 190 students of the third year who have taken class of writing 1, writing 2, and writing 3. This research was a descriptive research which used writing test as an instrument. The students were asked to write a discussion text about the given topic around 5 to 7 paragraphs. Also, the students were given 100 minutes to finish their work. Right after that,

their writing was scored. There are some important findings after doing this research. The first findings state that the students' ability in using discourse markers was average. Some students used them correctly, while some of them were used it ineffectively. The second findings showed that students mostly used contrastive markers than the other three types of discourse markers based on Fraser (1990). Ayu's final project and the present study have similarity in term of analyzing the uses of discourse markers. But, this present study offers difference in the term of its unit of analysis. This study analyzes discourse markers produce by English students during their oral presentations, while Ayu's study analyzes discourse markers produced by students in writing discussion text. Moreover, Ayu's study considered the difference discourse markers' theory used in analyzing the data. The present study uses Fortuno's (2006) theory, while Ayu's uses Fraser's (1999) theory.

Abdolkani and Alipour (2015) conducted a study about the comparison of the use of discourse markers in American and Iranian Physics lectures. In this study the researchers identify the type of discourse marker used in American and Iranian monologic lectures of Physics. Furthermore, the researchers also identify the significance difference in the use of discourse markers between American and Iranian monologic lectures of Physics. There are ten corpus of spoken physics lectured which are used to be analyzed. Those ten corpuses were derived from five American lectures from the Standford University website ([www.stanford.edu](http://www.stanford.edu)) and five Iranian lectures from the Sharif University of Technology website ([www.maktabkhooneh.org](http://www.maktabkhooneh.org)). All of those lectures talked about the same topic and

used the same language. After downloading and transcribing the corpus, the researchers then analyze the data. In this study, Fortuno's discourse markers theory (2006) was used to analyze the data. This theory consists of three categories; micro markers, macro markers and operators.

The result of this study showed that discourse markers were often used in American lecture than in Iranian lecture. The amount of discourse markers used in American lecture is 2852 markers, while in Iranian lecture the amount of discourse markers is 1496 which is lower than the American. The other finding of this study stated that the American tends to use micro markers than the two other categories of discourse markers. This finding also works the same as the type of discourse markers used in Iranian lecture. Moreover, there is no significance difference in the terms of discourse markers' type used in both lecture. This possibly happened because the lecturers in both corpora express logico-semantic relation in their lectures. Thus, discourse markers plays important role in conveying lexical and descriptive meaning in the discourse of physics lecture. The similarity of Abdolkani and Alipour's study with the present study is the used of the same theory in analyzing the use of discourse markers. However, there are a lot of differences found in both studies. The present study presents the analysis of the uses and functions of discourse markers in English students' oral presentation, while Alipour's study presents the analysis of discourse markers used in American and Iranian Physics lectures.

Qianbo (2016) held a research about the pragmatic use of discourse markers. The objective of this study was that the writer wanted to analyze the use

of discourse markers in selected conversation. In addition, the writer wanted to demonstrate that the use of discourse markers is very crucial for the pragmatic competence of a speaker. The participant of this study was the English speakers from America. The spoken corpus were selected to be analyzed since it had a higher frequency used of discourse markers rather than the written on. “*Friends*” as the popular TV sitcom becomes the object of this research. In order to process the data, the first thing that the writer needs to do was identifying and calculating the discourse markers. This activity then was followed by analyzing the frequency used of discourse markers with the distributional properties. The result of this study showed that there are top five of discourse markers which frequently used by the speakers; they are *you know, I mean, I think, Well, Y’know?* Those top five of markers were categorized as utterance fillers. In addition, the writer mentioned that the conscious and active acquisition of these utterance fillers used in speaking English can promote the pragmatic level of English learners. Moreover, learners used discourse markers as a referential marker. Thus, the function of discourse markers was to avoid vagueness and maintain logic while delivering their speech. The other result of this study was the position of discourse markers mostly used in the conversation. Based on the data, the discourse markers are presented at the initial and final position, but only a few of them appeared in the middle of sentence. Although Qianbo’s study and the present study investigate the uses of discourse markers in spoken discourse, there are several differences depicted in these studies. The writer of this present study is interested in conducting further research on the unit of the analysis. Qianbo’s study analyzed the uses of discourse

markers in American conversation, while this study presents different unit of analysis. The writer tends to analyze the discourse markers produce by English students of UNNES during their oral presentation in Information and Communication Technology course.

In addition, Sadhegi and Yarandi (2016) did a study entitled Analytical Study on the Relationship between Discourse Markers and Speaking Fluency of Iranian EFL Students. By doing this research, the writers wanted to know what factor that affects learners' oral fluency. Moreover, the writers also tried to find out to what extent discourse markers play the role in class. Forty students of English Language Teaching in Islamic Azad University Central Tehran Branch became the participant of this study. Right after that, they were tested to specify their level of proficiency. The test itself is called Michigan Test of English Language Proficiency (MTELP). This proficiency test was consist of 100 items for three parts; they are forty items for grammar, forty items for vocabulary, and twenty items for reading comprehension questions. As a result, the number of the participants in this study was reduced to 36 since 4 of the participants were excluded in the test. The participants then were divided into two groups of students. The first group was given instruction about the importance of discourse markers. Meanwhile, the second group did not get any instruction about discourse markers. After giving the different treatments for each group, the writer distributed same conversation text towards both groups. Then, the next activity was the students were asked to retell those conversations by their own words. After that, the writers recorded the students' speech. After analyzing those data,

there are several findings in this study. The first group which had given knowledge about discourse markers was using discourse markers much more frequently than the second group. Furthermore, students' ability in using discourse markers was increase. Discourse markers helped students to connect sentence and find coherence in the text. In addition, by using discourse markers students can connect segments in discourse, fill pauses in conversation, act as nervous glitches, let speakers feel comfortable while delivering their speech, and allow the speakers to collect idea before speaking. Sadhegi's study analyzes the relationship between discourse markers and speaking fluency of Iranian EFL Students. Sadhegi, in his study wanted to know what factor that affects learners' oral fluency. Actually, one of the objectives of the present study has the similarity with Sadhegi's study in term of finding the relationship of discourse markers towards students' speaking fluency.

Next, Gurkosh and Badie (2016) conducted a study about the role of discourse markers in the quality of the descriptive composition of Iraqi ELT students. There are two main purposes of this study; first, this study aimed to investigate whether there is any relationship between students' quality of writing and the use of discourse markers. Second, the objective of this study is to find out which category of discourse markers used by Iraq students in their expository composition. The subject of this research were 100 ELT students majoring English Language and studying in Tikrit University of Iraq. In conducting this study, researchers used several instrument; first, a writing composition written by students. Then, the scoring procedure was used to evaluate the students' score. In



analyzing the data, the researchers utilized Fraser (1999) taxonomy of Discourse Markers. In conclusion, the researchers found that there was strong and positive relationship between writing ability and two types of discourse markers. This was proven by the previous research which stated that discourse markers improve the quality of language in oral and written composition. It does so since it helps improving the quality of writing through cohesion and coherent. This study also showed that Iraqi students mostly used the contrastive categories of discourse markers than the two other types. Although Gurkosh's study and this present study have the same concern in analyzing the use of discourse markers, there are still found some differences in both studies. The present study investigates the relationship between the uses of discourse markers with students' speaking fluency, while Gurkosh's study investigates relationship between students' quality of writing and the use of discourse markers. Moreover, both of these two studies uses different discourse markers' theory in analyzing the data.

The study entitled "The Frequency of Macro/Micro Discourse Markers in Iranian EFL Learners' composition" by Azhadi and Chalak (2017) aimed to investigate the use of micro and macro discourse markers in the composition of Iranian EFL learners. The participants of this study were EFL students at three levels of English language classes in Pooyesh Language School in Isfahan, they are; pre-intermediate, intermediate, and advance level. Then, they were asked to write a composition on individually. The data were gained from 150 pieces of writing which are picked up randomly. Then, the frequency and types of discourse markers used by Iranian EFL learners were investigated using Fortuno (2006).

The findings showed that in EFL pre-intermediate students likely to use micro discourse markers such as Additional, Temporal, and Causal. In intermediate level, micro discourse markers such as Additional, Contrastive, and Consecutive are also employed with the highest frequency. To the EFL advance students, the highest frequency was the use of Contrastive and Consecutive of the micro discourse markers. The other result of this study showed that advance students utilized discourse markers better than the other levels. Moreover, this study indicated that intermediate level and pre-intermediate level need to build up their awareness in using discourse markers in a composition. Azhadi and Chalak's study has the same point with the present study in analyzing the uses of discourse markers. However, this present study tends to analyze more categories of discourse markers. Chalak's study only investigates the uses of micro and macro markers in Iranian EFL learners' composition, while the present study investigates the uses of micro markers, macro markers, and operators in students' oral presentations during Information and Communication Technology course.

Furthermore, Tadayyon and Farahani (2017), their study entitled "Exploring Discourse Markers Used in Academic Papers: A Comparative Corpus-based Inquiry of Iranian and English Native Writers". The aim of this comparative study is to analyze the type and the frequency of discourse markers used in Iranian scholar's articles which is published in English. Furthermore, the writers also compared the Iranian articles with English native articles. The data were collected from thirty articles published by Iranian scholar and thirty articles also published by native English scholar. Hence, the data from both articles were compared to

investigate the differences of the use of discourse markers in academic papers between Iranian's scholar and English's scholar in which Fraser's categorization (2006) was used to analyze the data.

The result of the study showed that Iranian scholar tended to use discourse markers more frequent than English scholar. The lack of native-like competency of discourse markers drives Iranian scholar to overuse of discourse markers and misuse of various types of the discourse markers in writing academic paper. Furthermore, this study also stated that "and" and "or" were the highest discourse markers used by both Iranian and English scholar. The other finding stated that English Discourse Marker is the most commonly discourse markers' categories used by both Iranian and English scholar than the Iranian Discourse Markers. There are a lot of differences found in both studies of Tadayyon and Farahani, with the writer present study. Comparative study is used in Tadayyon and Farahani's study, while in the present study; there is no comparison of the use of the discourse markers. Furthermore, this present study investigates the use of discourse markers in spoken discourse. On the other side, Tadayyon's study investigates and compares discourse markers in written discourse.

Rosalina (2017) conducted a study about the use of discourse markers in student's oral presentation. The objective of this study is to analyze the use of discourse markers in student's oral presentation at English graduate program of Semarang state university in academic year 2015/2016. And then, the subject of this descriptive qualitative research was the students of the second semester in English graduate program of Semarang state university. The researcher collected

the data by doing recording and transcribing the student's oral presentation. After gaining the data, the researcher began to analyze the data by using Blainpain's theory. There are three results gained from this study, the first is that the students used discourse markers signpost in their oral presentation such as, getting started, referring to a previous point, starting or announcing a new point, referring to visuals, giving an example or elaboration, expressing reasons and connections, restating, aside markers, inviting questions, and summarizing. Then, the second result stated that in order to indicate transition the students used gesture, gaze and intonation. The last result showed that the students usually used monotone expressions when they lack of vocabularies while delivering the material in a presentation. Similarly, the present study also explores the uses and functions of discourse markers in students' oral presentation. The present study, however, analyzes the uses and function of discourse markers using Fortuno's (2006) theory, while Utami's study uses Blainpain's theory in investigating the uses of discourse markers.

Some studies reviewed above have shown that discourse markers bring great impacts towards students' learning development. The same point between those studies with the writer study is about the use and function of discourse markers itself. It has been mentioned above that discourse markers can assist students in developing their speaking and writing ability during teaching and learning activity. Due to the great benefit of using discourse markers in spoken and written discourse, the teacher as the facilitator need to maintain students' awareness in using discourse markers.

In this study, the writer presents the real phenomenon which deals with the use of discourse markers in classroom interaction. This study differs with the previous study since it analyze about the use and function of discourse markers in students' oral presentation. As the writer mentioned before that oral presentation serves a lot of benefit to help students improve their speaking skill. Not only describing about the use of discourse markers, the writer also analyze how discourse marker influences the effectiveness of a presentation.

## **2.2 Review of Theoretical Studies**

In this part, the writer presents a review of some related theories which are related to the topic of this study. The explanation which is presented in this part is the review of the theory about discourse markers, and oral presentation.

### ***2.2.1 Discourse Markers***

#### ***2.2.1.1 Definitions of Discourse Markers***

Discourse markers have been studied for many researchers in their field. Actually, there is no fixed definition of what discourse markers is, but many researchers almost presents the same concepts of discourse markers in their study. Discourse markers have the different label in different researchers, such as mentioned in Fortuno (2004, 2006). Those other names or labels are pragmatic connectives (van Dijk et al, 1978), cue phrases (Knott & Dale, 1994), discourse signaling devices (Polanyi & Scha, 1983), discourse connectives (Redeker, 1990), or pragmatic markers (Schriffin 1987,; Fraser 1988, 1990). Discourse markers also have the different definition viewed from different study. Schrifin et al (2001, p. 57) suggested that discourse markers comprised set of linguistic expressions from

word classes such as conjunctions (e.g., *and, but, for*), interjection (*oh*), adverbs (*now, then*) and lexicalized phrases (*y'know, I mean*). Based on Schrifin, discourse markers are set of words in the form of conjunction, interjection, adverbs, and lexicalized phrases which have function as linguistics expression. Redeker (1990) defined discourse markers as a word or phrase that is uttered with the primary function of bringing to the listener's attention a particular kind of linkage of the upcoming utterance with the immediate discourse context. According to Redeker, discourse marker is a word or phrase which forms connection between the speaker and the listener in a specific discourse. The other definition of discourse marker is come from Fraser (1999). Fraser stated that discourse marker is a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases. With certain exceptions, they signal a relationship between the interpretation of the segment they introduce, S2, and the prior segment, S1. Fraser has the same opinion as Schrifin which defines discourse marker as an expression used as a signal in communicating in a certain discourse. The other researcher who studied discourse marker is Brinton. Related to the definition of discourse marker, Brinton (1996) claimed that discourse markers fulfill a variety of pragmatic functions on the textual and interpersonal level of discourse. Within the communicative context of language, the presence of discourse markers in a communication is quite important to assist speakers in delivering meanings to the listeners. The communication seems to be awkward or unnatural when the speakers omit

discourse markers although what the speakers utter is grammatically correct and acceptable.

To sum up, although discourse marker has a lot of definition, the concept of discourse markers will always be the same. Regarding to the previous experts who elaborate the definition of discourse markers in their own view, the writer itself viewed discourse markers most likely as linguistics expression which has function as a connector in delivering language meaning in a communication.

#### *2.2.1.2 Characteristics of Discourse Markers*

There are several characteristics of discourse markers which are stated by many researchers in their study. Brinton (1996) and Jucker & Ziv (1998) also stated their own view about the characteristics of discourse markers. Those characteristics are stated as follows:

- a. Discourse markers are predominantly a feature of oral rather than of written discourse.
- b. They appear with high frequency in oral discourse.
- c. They are short and phonologically reduced items.
- d. They may occur sentence initially, sentence medially and finally as well.
- e. They are considered to have little or no prepositional meaning, or at least to be difficult to specify lexically.
- f. As discourse markers may occur outside the syntactic structure or loosely attached to it, they have no clear grammatical function.
- g. They seem to be optional rather than obligatory features of discourse.

- h. They may be multifunctional, operating on the local and global levels simultaneously though it is difficult to differentiate a pragmatically motivated from a non-pragmatically motivated use of the form.

The other researcher which observed the same topic in his study is Hasund. Hasund (2003, p. 56-57) stated that discourse marker has several characteristics in many views of language features, they are presented as follows:

a. *Phonological and lexical features*

- They are short and often phonologically reduced.
- They may form a separate tone group or be subordinated to another word.
- They are marginal and heterogeneous forms that are difficult to place within a traditional word class.

b. *Syntactic features*

- They frequently occur in sentence-initial position, but are also found sentence medially and finally.
- They are a-syntactical, existing outside the syntactic structure or loosely attached to it and have no clear grammatical function.
- They are grammatically optional.

c. *Semantic features*

- They apparently lack semantic meaning and are not part of the ideational/propositional content of the sentence.

d. *Functional features*

- They may be multifunctional, serving textual and interpersonal functions simultaneously.



e. *Sociolinguistic and stylistic features*

- They are predominantly a feature of spoken rather than written discourse and are associated with informality.
- They appear with high frequency.
- They are stylistically stigmatized and negatively evaluated.
- They are often associated with women's language and are thought to be more common in women's speech than men's.

Brinton, Jucker & Ziv, and Hasund almost have the same opinion towards the characteristics of discourse markers. The characteristics of discourse markers which are mentioned by Brinton and Jucker & Ziv are also stated in Hasund's theory. In his theory, Hansun elaborates the characteristics of discourse markers by classifying it based on the language features. To sum up, those characteristics which are delivered by expert researchers helps the writer to understand more in defining what discourse marker is and what position discourse markers matter in a discourse.

### *2.2.1.3 Functions of Discourse Markers*

After elaborating the definition and the characteristics of discourse markers, in this part the writer presents some theories which are related to the function of discourse markers based on different study. The first elaboration was taken from the Castro (2009) which defines the pragmatic function of discourse markers. In Castro's study, there are two main functions of discourse markers viewed from its pragmatic function, they are: textual and interpersonal functions.

**Table 2.1** Functions of Discourse Marker

<b>Textual functions</b>	To initiate discourse, including claiming the attention of the hearer	Opening frame marker
	To close discourse	Closing frame marker
	To aid the speaker in acquiring or relinquishing the floor	Turn takers (Turn givers)
	To serve as filler or delaying tactic used to sustain discourse or hold the floor	Fillers Turn keepers
	To indicate a new topic or a partial shift in topic	Topic switchers
	To denote either new or old information	Information indicators
	To mark sequential dependence	Sequence/relevance markers
	To repair one's own or others' discourse	Repair markers
<b>Interpersonal functions</b>	Subjectively, to express a response or a reaction to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn.	Response/reaction markers Back-channel signals
	Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness).	Confirmation-seekers Face-savers

(Castro, 2009,p.61)

Here are some functions of discourse markers derives from the Bulletin of the Transylvania University of Brasov series IV Volume 3 (2010). There are eight functions of discourse markers from different point of views, they are present as follows:

- a.* The first function derives from Blakemore (2006: p.232) which stated that discourse markers contribute in establishing the connectivity (Coherence and Cohesion) in a discourse.
- b.* Discourse marker highlights cohesion and coherence relation in a discourse which is involving the speakers' choice in constructing the meaning, especially pragmatic meaning.

- c. Discourse markers act as constraint on relevance. Discourse markers are used in line with the Halliday's three variables (field, tenor, and mode) in constraining the discursive and contextual relevance of the discourse they bracket.
- d. Discourse markers have an interactive and expressive function which covers such aspects of politeness, face-saving or face-threatening uses of markers, turn-taking, and signaling emotional involvement of speakers in their contribution.
- e. Discourse markers have a deictic or indexical function which indicates its ability to show the relationship established by the hearer between prior and ensuing discourse.
- f. Discourse are functional elements of discourse management which are used to initiating discourse (e.g. *now, now then, so, indeed*), marking a boundary or a shift, serve as a filler (e.g. *em, well, like*), delaying tactic and holding or claim the floor (e.g. *and, coz –because*), focusing attention (e.g. *look*), diverting (e.g. *well*), reformulating (e.g. *in other words, I mean, actually*) and resuming (e.g. *to sum up*).
- g. Discourse markers are used to express shared knowledge or common ground between speakers. Here, discourse markers are used to display other attentiveness by giving verification towards listeners (e.g. *you see, got it*).
- h. Discourse markers are used in responses to signal the listener's attention and involvement,. This function can be fulfilled by markers such as *okay*,

*right, I see, all right*, etc. Minimal responses such as *mhm* can also be included in this category. This list of functions is an ever expanding one as well as the list of functions that a certain marker can acquire in discourse because the negotiation of meaning in talk-in-interaction is a never ending process.

#### 2.2.1.4 Types of Discourse Markers

The first discourse markers theory comes from Schiffrin. In Schiffrin's (1987) view, discourse markers have two main meanings, they are; semantic and pragmatic meanings. Hence, Schiffrin categorized the discourse markers in to eleven expressions only, namely: *and, because, but, I mean, now, oh, so, then, well*, and *y'know*. She also added in her study that all of those expressions are meaningful except for the expression *oh* and *well*... Furthermore, there are a lot of findings in Schiffrin's study concerning about the discourse markers used in spoken discourse of ordinary conversation. Schiffrin's study has been particularly relevant in the field of discourse studies. Moreover, Schiffrin has been contributed more for the ongoing research since she studied discourse markers in the spoken discourse of ordinary conversation.

Fraser (2004) presented a different side of discourse markers. In his study, he classified discourse markers in to three meanings, they are: syntactic, semantic, and pragmatic. As the writer can see, that Fraser offers more meanings in a discourse than Schiffrin did. According to discourse marker's syntactic properties, Fraser stated that there are five categories that contribute primarily to discourse markers:

- a. Coordinate conjunctions: *and, but, or, so, yet...*
- b. Subordinate conjunctions: *after, although, as, as far as, as if, as long as, assuming that, if, immediately...*
- c. Adverbials: *anyway, besides, consequently, furthermore, still, however, then...*
- d. Prepositional phrases: *above all, after all, as a consequence, as a conclusion, in fact, in general, in contrast (to that)...*
- e. Prepositions: *despite, in spite of, instead of, rather, than ...*

Fraser's syntactic properties seem not to be effective enough when it is applied in spoken discourse although those syntactic categories are sometimes very useful in written discourse. Fraser's semantic properties of discourse markers displays four basic semantic relationships in the use of discourse markers, they are:

- a. Contrastive Markers (CDMs): *but, alternatively, although, contrariwise, contrary to expectations, conversely, despite (this/ that), even so, however, in spite of (this/ that), in comparison (with this/ that), in contrast (to this/that), instead of (this/ that), nevertheless, nonetheless, notwithstanding, on the other hand, on the contrary, rather, (than this/ that), regardless (of this/ that), still, though, whereas, yet...*
- b. Elaborative Markers (EDMs) *and, above 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, that is (to say)...*

- c. Implicative Markers (IDMs) *so, after all, all things considered, as a conclusion, as a consequence, (of this/ that), as a result (of this/ that), because (of this/ that), 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...*
- d. Temporal Markers (TDMs) *then, after, as soon as, before, eventually, finally, first, immediately afterwards, meantime, meanwhile, originally, second, subsequently, when...*

The next theory comes from Chaudron and Richards (1986) who studied discourse markers in the lecture discourse. In this study, they propose a distinction between micro markers (lower-order discourse markers) and macro markers (higher-order discourse markers). Micro-markers provide pause filler as the links between sentences within the lecture. They give a pause time for both speakers and listener to process what will they say and what will they think. Macro-markers considered being more important than micro markers when it used in a lecture. They are covering the major structure of the lecture and sequencing that information orderly. In Chaudron's theory, there are five semantics categories namely, Segmentation, Temporal, Causal, Contrast, and Emphasis. Segmentation is used to frame the segments of a discourse. Temporal and Causal categories express the intersectional relations. Contrastive category in discourse markers indicate the relationships which are represented by the contrast category.

Emphasis category explains and elaborates information deeper in order to make the listener understand. Here is the table of Chaudron's discourse markers categories.

**Table 2.2** Micro marker's category

**Micro Markers**

<b>Segmentation</b>	<b>Temporal</b>	<b>Causal</b>	<b>Contrast</b>	<b>Emphasis</b>
Well	At the time	So	Both	Of course
OK	And	Then	But	You can see
Now	After this	Because	Only	You see
And	For the moment		On the other hand	Actually
Right	Eventually			Obviously
Alright				Unbelievably
				As you see
				In fact
				Naturally

(Chaudron, 1986, p.113-127)

List of those macro-markers contained in the lecture used to maintain the management of a discourse. There are a lot expressions provided by Chaudron and Richard in their study, they are stated as follows:

**Table 2.3** Macro marker category

**Macro Markers**

What I'm going to talk about today is something	Another interesting development was
You probably know something about-already	You probably know that
What [had] happened [then/after that] was [that]	The surprising thing is
We'll see that	As you may have heard
That/this is why	Now where are we
To begin with	This is how it came about
The problem [here] was that	You can imagine what happened next
This/that was how	In this way
The next thing was	It's really very interesting that
This meant that	This is not the end of the story
One of the problems was	Our story doesn't finish there
Here was a big problem	And that's all we'll talk about today
What we've come to by now was that	

(Chaudron, 1986, p.113-127)

The last theory that the writer presented in this chapter is the Fortuno's discourse markers theory. The writer will elaborate two versions of Fortuno's theory, the first one which was done in 2004 and the recent one in 2006. In his study which is done in 2004, Fortuno carried out a contrastive study of the use of discourse markers between North American and British English lectures. Although Chaudron and Richard and Fortuno classified discourse markers into two categories, actually they presented the different result in their study. Chaudron and Richard's study stated that the frequency of the use of macro markers is higher than micro markers. In contrast, in Fortuno's study showed that the use of micro markers was more relevant and recurrent than macro markers due to the spoken lecture corpus under Fortuno's study. Here are the discourse markers which are categorized by Fortuno's (2004):

**Table 2.4** Discourse markers classification

**Micro Markers**

<b>Segmentation</b>	<b>Temporal</b>	<b>Causal</b>	<b>Contrast</b>	<b>Emphasis</b>	<b>Elicitations</b>
Oke	And then	So (that)	But	In fact	Why is that
And	After this	Because	Although	Of course	Anything else?
Now	After that	Therefore	Unless	As you know	Anyone?
Well	Eventually				Why not?



### Macro Markers

<b>Starter</b>	<b>Elicitation</b>	<b>Accept</b>	<b>Attitudinal</b>	<b>Metastatement</b>	<b>Conclusion</b>
Today I'm/we're going to talk about, I'll/we'll talk about	(wh-) do you think?	That's right	I think	Let me (Lemme)	Finally
To begin with	Any questions	Right	I believe that	Let's try, go back, find, focus	The last thing
The second thing	How about...?	Excellent	We believe	It says	To end/up with
Firstly, secondly, thirdly	Eventually			I wanna/ want to mention, go back to, do...	

(Fortuno, 2004,p. 63-76)

Comparing to his previous study, in Fortuno (2006) taxonomy offers more complex categorization in a discourse of lecture. This discourse markers' theory is based on the Halliday (1994) which elaborates the functional meanings. In this theory Belle adds one more categories, so there are three categories stated in his discourse markers theory. Micro markers deliver ideational meaning in a part of discourse with the other parts. Moreover, micro-markers indicate links between sentences within the lecture, or function as fillers. They fill pauses giving listeners more time to process individual segments of a piece of discourse; they hence provide more opportunities for bottom-up processing. Macro-markers signal the macro-structure of a lecture through highlighting major information in the lecture and the sequencing or importance of that information. In addition, macro-markers convey an overall structure of the ongoing discourse. They aim at segmenting and structuring utterances. Moreover, they play an essential role in activating content schemata and helping listeners to successfully follow the lecture. While operators deliver meaning that they signaling the speakers'

intentions and affect the illocutionary force. These markers are more specifically related to conversational, spoken discourse rather than written discourse. These are the new taxonomy offered by Fortuno in his 2006 study:

**Table 2.5** Discourse marker classification

**Micro Markers**

<b>Additional</b>	<b>Temporal</b>	<b>Causal</b>	<b>Contrastive</b>	<b>Consecutive</b>
and	Then	Because, cuz	But	So
or	After	Since	Although/ though/ even though	Then
now	Before	Because of	however	So that

**Macro Markers**

<b>Starter</b>	<b>Rephraser</b>	<b>Organizer</b>	<b>Topic shifter</b>	<b>Conclusion</b>
First (of all)	I mean	Let's/ let us try, go back/ through focus, look	So	Finally
To begin (with), we're gonna begin, let's begin	In other words	Let me/ lemme try, go back/ through focus, look	now	To end up/with, to finish/up
I want to/ wanna do today/ start with/talk about	That's it	I wanna/ want to discuss, do, emphasize...	Actually	I'll see you

**Operators**

<b>Relation Speaker-speech</b>	
<b>Attitudinal</b>	<b>Pause filler</b>
I think/ we think	And
As you know	well
I believe/ we believe	Okay

<b>Relation Speaker-hearer</b>		
<b>Elicitation</b>	<b>Acceptance</b>	<b>Confirmation check</b>
Any questions (?)	Okay	Okay
Why is that?	Alright	Right?
Anyone?	Right	Alright?

(Fortuno,2006,p.95)

To sum up, among those five theories, the writer chooses Fortuno (2006) theory to be used as the basic theory. Fortuno (2006) theory is considered having the similarity with the writer's study. In addition, the categorization of discourse markers presented by Belle will be worked if it is applied in the writer's study. Fortuno's previous study, which was conducted in 2004, is not accordance with the writer's study since it only categorized discourse markers in to micro and macro markers. While in Fortuno's (2006) study, there is operator which is really helpful for writer to analyze the discourse markers used by students while having discussion session after presenting the material.

### ***2.2.2 Oral Presentation***

According to King (2002) oral presentations provide a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public. In doing presentation, generally the teacher will ask their students to make a group of presentation. Then, they will be given some lecture materials which need to be presented in presentation. So, it is clear enough that students' oral presentation is essential in teaching and learning activity. Furthermore, students' oral presentation can be used as an assessment tool to access student's speaking skill. Besides that, oral presentation also trains students to be more active in participating during teaching and learning activity.

### **2.1 Theoretical Framework**

The theoretical framework is the theory that is used in this study. The writer used Fortuno's (2006) discourse markers taxonomy as the basic theory. This taxonomy

divides discourse markers into three categories. Those three categories are: micro markers, macro markers, and operator. All of those categories are used to analyze the use of discourse markers in students' utterances while doing presentation.

By employing those three categories of discourse markers presented by Belle Fortuno, the writer is helped in analyzing the discourse markers used by students. The first two categories (micro and macro markers) help the writer in analyzing the whole students' oral presentation. While the last category (operator) assists the writer in analyzing the students' oral performance while doing question and answer session after the presentation. Finally, the data findings are strengthened by the used of triangulation to validate the data. Below is the frame work of the study:

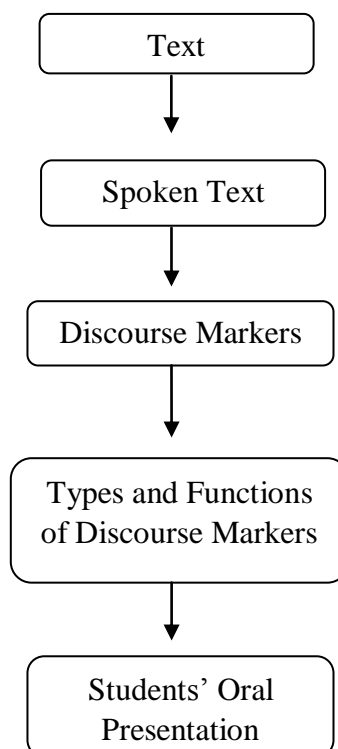


Figure 2.1 Framework of Present Study

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In chapter five, I present conclusions of the analysis results based on chapter four. Moreover, the suggestions are also delivered for the lecturers, teachers, students, and for the future researchers theoretically, practicality, and pedagogically for having the better education system.

#### **5.1 Conclusions**

In this section, the writer give the conclusion of the whole study which had been obtained from the analysis results. First of all, we already know that the use of discourse marker in oral presentation is quite important. It does so since it helps students to speak communicatively. As we know that in an oral presentation, the audiences' participant is really needed. Presentation is said to be good when there is a relation between the speakers with their speech and also the speakers with their audiences. So, that is why there must be a good relation between both parties to make the presentation going well. In this case, discourse markers take role in managing and arranging the speech in a presentation.

The result of this study stated that the use of discourse markers during students' oral presentation is still low. The data finding stated that the most frequent discourse marker used by the students is micro marker. Micro marker is having 65.68% occurrences out of all. While the lowest discourse marker used by the students is macro marker.

The second result showed that there are a lot discourse marker functions that is used by the students. From 15 functions of discourse marker, there are only 2 functions that are not used by the students; they are organizer and conclusion. The most frequent discourse marker that is used by the students is discourse marker *and* which is functioned as additional marker and pause filler. However, students still need to improve their knowledge about discourse marker, so that they will not misuse it.

The last result also showed that discourse marker contributes to students' fluency. By using discourse markers, it helps connecting sentences in a discourse; it helps the speakers to speak more fluently. As we know that in a presentation, the audience participation is really important. So, that is why in order to make them participate, the presenter has to be able to speak communicatively. Thus, discourse markers take a role to help them speak fluently.

## **5.2 Suggestions**

I give some suggestions for English language lecturer, English language students, and future researchers who are related to the use of discourse markers in order to engage students' speaking ability.

First, for English language lecturers, this study contains the theory of discourse markers which shows that the use of discourse markers actually contribute to students' oral presentation fluency. English language lecturers can use this theory as reference in order to use discourse markers for certain purposes in English language teaching. Particularly for speaking skill, discourse markers

help students to speak fluently. Speaking skill is considered to be the most difficult skill. Thus, that is why there are some students feel pressured when their lecturers ask them to speak up. In this case, in order to facilitate students to speak up during teaching and learning activity, some lecturers asked them to do presentation in front of the class. Unfortunately, the result turned out bad. There is no communication between presenters and audiences. One of the reasons why there was less participation from the audiences is because mostly the presenters preferred reading the material than speak it up. This reason also affects the usage of discourse marker.

Therefore, the lecturers as the controller of the whole teaching and learning activity in a classroom need to pay attention to what their students did during presentation. The lecturers can not let their students continually present the materials by reading from books, but lecturers have to give them a bunch time to freely speak up. Never mind whether it takes a lot of time waiting the students to speak up, yet it helps them to speak up in front of classmates.

Second, for English language students, they have to be more active during presentation. For presenters, they should prepare well what they are going to presents in front of their classmates. The ways of the presenters deliver the materials in front of the class directly affect audiences' participation. Thus, the presenters have to maintain their speech while presenting the materials. In this case, the presenters can use discourse markers as their reference to train their speaking skill, especially for preparing the oral presentation. In addition, the audiences have to give their participation during presentation. They have to

appreciate their classmates who are presenting the materials. Listen the presentation briefly and ask some questions if you do not understand what the presenters said. Presentation is said to effective when there is a good relation between the presenters and the audiences.

Third, for other researchers who are interested in the same issues, this research should be developed more. Considering the limitation of this study, by extending the other scope of the unit of the analysis, particularly in English language teaching, it helps widening the insights of how discourse markers circulate into other English discourse.



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