Analysis of Discourse Markers Used by Students of English Department of UKI Toraja in Oral English

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ABSTRACT. The types of discourse marker used by students of English Department of UKI Toraja in speaking English. The objective of this research is to analyze the discourse markers used by students of English of UKI Toraja in oral English and the dominant of discourse markers used by students. In analyzing the data of research, the researcher employed quialitative methods and quantitative method. This research conducted at UKI Toraja and the participant of this research is students seventh semester of English department. The data of this research was collected by providing topic choices to students, then identifying and classifying discourse markers to find the types used. Based on the findings, the researcher found that there are six types of discourse markers, namely discourse ma rkers (So, right, okay), discourse markers organize what we say, discourse markers um and erm, discourse markers sounding less direct, discourse markers as a response, and discourse markers as responses. The most dominant types of discourse markers used by students of English department of UKI Toraja in speaking English are the discourse markers um and erm.

Keywords: Discourse Marker · Speaking English · Students

1 Introduction

Speaking is ability of people to communicate with other people by using verbal language. In school, the students learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English [1]. It is different if someone has spoken using English since birth because learning the language as a child in a natural setting, which is usually learned from hearing their parents speak. These can be called native speakers. Some are called non-native speakers learning the language as children or adults [2].

Discourse marker is a word or phrase that is relatively syntax independent and does not change the truth-conditional meaning of the sentence, and has a somewhat empty meaning. [3] Provide the recent studies in the area of your focus problem. This studies are needed to establish the state-of-the-art statement of your field of study and to identify the limitations of recent studies. This could be written in two or three paragraphs [4].

Identify the gap between the recent studies and the current empirical and theoretical aspect of your focused study [5]. This could be written in one or two paragraphs. State your research question and research objectives based on the gap analysis presented in the previous paragraph. Furthermore, please state the novelty of your research. This could be written in one paragraphs [6].

2 Methods

The researcher decided to use mixed method research to analyze the types of discourse markers used by students of English Department of UKI Toraja, mixed method enables researchers to seek a more panoramic view of their research landscape, viewing phenomena from different viewpoints and through diverse research lenses.

By mixing both quantitative and qualitative research, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself [7]. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Mixed method allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques [8]. Successful mixed method requires careful analysis of the type of information provided by each method, including its strengths an d weaknesses. By combining both of the qualitative and quantitative method the two questions contained in the research methodology about the type of discourse markers used by student of English department of UKI Toraja can be analyzed [9].

The Subject of this research was the seventh semester students the total numbers of the seventh semester is 90, distributed into three classes. There are 15 students has been the subject in this research chosen by using random sampling technique it means that the researcher has taken 5 students from each class. The research was conducted at English Department at Campus 1 UKI Toraja on JL. Jendral Sudirman No.9, Bombongan, Makale, South Sulawesi.

In this research, the writer used the following techniques as bellow:

1. The researcher gave some topics for the students
2. The students chose one of the topics and speak about it in monologue
3. The researcher recorded the students speaking.

Techniques of data analysis in this research was divided into two major parts:

1. To answer research question number one, that is the types of discourse markers, the researcher did the following:
   a. Transcript the recording.
   b. Identifying the discourse markers.
   c. Classifying the discourse markers to find the type.
2. To answer research question number two, the researcher used percentage:

$$p = \frac{\text{Discourse markers made by students}}{\text{Total discourse markers}} \times 100\%$$

3   Result and Discussion

This is the result of the use of discourse markers by 15 students from UKI Toraja, especially the seventh semester from the English Department. The following of the data analysis of test interpreted by the researcher as follow (Table 1).

The table above shows that there are 28 **discourse marker** (so, okay, right) made by the students. There are 69 discourse marker (um,erm) made by the students. There are 10 discourse markers (as response) made by student. There are 9 discourse marker (organize what we say) made by student. There are 13 discourse markers (sounding less direct) made by student. There are 1 discourse markers (showing attitude) made by student. The total of all discourse markers that used by the students is 130 discourse markers[10].

Discussion
Subheading Level 2
     1. Types of discourse markers.
     a. Discourse markers (so, right, okay).
     The sentences that contain the discourse markers in the type of discourse markers (so, right, okay) can be seen in the sentence said by student 2. He said "**Okay** erm, in my opinion there are four main problems if someone didn't understand about the material in online classes" this can also be seen in the sentence uttered by student 4 that " **So** erm That's all my experience." In this situation "okay" and "so" show a marks the beginning of new part of the conversation as stated by Ismail that discourse markers have many function one of them is an interpersonal function for example sentence openers so we can paint a picture in the readers mind and grab their attention by drawing. As in the student 4 he previously talked about his experiences during learning through online classes and then continued his sentence to end the story but he used the previous "so" as a filler to start a new part of what he said like the student 2 mean "okay" is not used to respond to show that alright or well but he is only as a filler to start a new chapter because previously speaking alone was not a response from the other person. As the researcher can notice that in this situation "so" and "okay" here doesn't function as conjunction[11].
     b. Discourse Markers um and erm.
     The sentences that contain the discourse markers in the type of discourse markers um and erm can be seen in the sentence uttered by the student 1"…the first **erm** usually the student hard to get the material because usually some students don't have a good connection internet…" this also can be seen in the sentence said by student 4 "…Because erm many lecturers just focus in absent …" In this situation "um" and "erm" show that the student stops before we say something, especially when they are not sure what to say. As the student 1 tried to mention the first thing that had become his experience in studying online but he used the discourse markers "um" before entering his explanation because he was still not sure what he wanted to say next. Similarly to the student 4 he wanted to state why the student didn't pay attention in class but he paused for a moment using the discourse marker "um" before continuing his reasoning[6].
     c. Discourse markers as responses.
     The sentences that contain the discourse markers in the type of discourse markers as responses can be seen in the sentence said by student 2 that "second may be the material

Table 1. 28 Discourse Marker.

No	Student	Discourse marker	Type
1	1	Erm	Discourse markers ordering what we say
		Erm	Discourse marker um and erm
		And	Discourse marker um and erm
2	2	Okay	Discourse marker (so, right, okay)
		Erm	Discourse marker um and erm
		First of all	Discourse markers organize what we say
		Erm	Discourse marker um and erm
		Erm	Discourse markers organize what we say
		Okay	Discourse markers organize what we say
		Erm	Discourse marker um and erm
		Erm	Discourse marker um and erm
		Um	Discourse marker um and erm
		Yeah	Discourse marker as responses
		Um	Discourse marker um and erm
		Erm	Discourse marker um and erm
		Um	Discourse marker um and erm
		Um	Discourse marker um and erm
3	3	Okay	Discourse marker (so, right, okay)
		Okay	Discourse marker (so, right, okay)
		Okay	Discourse marker (so, right, okay)
		Okay	Discourse marker um and erm
		And	Discourse markers organize what we say
		Um	Discourse marker um and erm
		Okay	Discourse marker (so, right, okay)
		Um	Discourse marker um and erm
		Um	Discourse marker um and erm
		So	Discourse marker (so, right, okay)
4	4	Okay	Discourse marker (so, right, okay)
		Okay	Discourse marker (so, right, okay)
		Erm	Discourse marker um and erm
		Just	Discourse marker sounding less direct
		Erm	Discourse marker um and erm

(*continued*)

Table 1. (*continued*)

No	Student	Discourse marker	Type
		Erm	Discourse marker um and erm
		And	Discourse markers organize what we say
		Erm	Discourse marker um and erm
		Yeah	Discourse marker as responses
		Yeah	Discourse marker as responses
		Erm	Discourse marker um and erm
		Erm	Discourse marker um and erm
		Yeah	Discourse marker as responses
		Yeah	Discourse marker as responses
		Erm	Discourse marker um and erm
		Erm	Discourse marker um and erm
		Just	Discourse marker sounding less direct
		Erm	Discourse marker um and erm
		Just	Discourse marker sounding less direct
		Erm	Discourse marker um and erm
		Erm	Discourse marker um and erm
		Yeah	Discourse marker (so, right, okay)
		Yeah	Discourse marker um and erm
		So	Discourse marker (so, right, okay)
		Erm	Discourse marker um and erm
5	5	Okay	Discourse marker (so, right, okay)
		Erm	Discourse markers um and erm
		Um	Discourse markers um and erm
6	6	Um	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Honestly	Discourse marker showing attitude
7	7	Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		And	Discourse markers organize what we say

Table 1. (*continued*)

No	Student	Discourse marker	Type
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		And	Discourse markers organize what we say
		So	Discourse marker (so, right, okay)
		So	Discourse marker (so, right, okay)
		Just	Discourse marker sounding less direct
		Yeah	Discourse marker as responses
		And	Discourse markers organize what we say
		And	Discourse markers organize what we say
		Yeah	Discourse marker as responses
		I think	Discourse marker sounding less direct
8	8	Okay	Discourse marker (so, right, okay)
		So	Discourse marker (so, right, okay)
9	9	Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Yeah	Discourse marker as responses
		Just	Discourse marker sounding less direct
		Just	Discourse marker sounding less direct
10	10	Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		I think	Discourse marker sounding less direct
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		I think	Discourse marker sounding less direct
11	11	Erm	Discourse markers um and erm
		So	Discourse marker (so, right, okay)
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		I think	Discourse marker sounding less direct
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm

Table 1. (*continued*)

No	Student	Discourse marker	Type
		I think	Discourse marker sounding less direct
		Erm	Discourse markers um and erm
13	13	Okay	Discourse marker (so, right, okay)
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		I think	Discourse marker sounding less direct
		Erm	Discourse markers um and erm
		So	Discourse marker (so, right, okay)
14	14	Okay	Discourse marker (so, right, okay)
		So	Discourse marker (so, right, okay)
		Erm	Discourse markers um and erm
		So	Discourse marker (so, right, okay)
		So	Discourse marker (so, right, okay)
		Erm	Discourse markers um and erm
		So	Discourse marker (so, right, okay)
		Erm	Discourse markers um and erm
		Um	Discourse markers um and erm
		So	Discourse marker (so, right, okay)
		So	Discourse marker (so, right, okay)
15	15	Erm	Discourse markers um and erm
		Okay	Discourse marker (so, right, okay)
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		Erm	Discourse markers um and erm
		I think	Discourse marker sounding less direct

presented is the quite boring **yeah** boring" this also can be seen in the sentence uttered by student 7 "I think he is different with other lecturers **and yeah,** I can see different something in is life" In this situation "yeah" shows that the student interested in what being said. As we listen to someone speaking, we usually show responses to what we hear either by gesture or by a short response. As the student 2 stated that the material

given to students was a little boring then he used the discourse marker "yeah" to express a brief response to his previous words. Also, the student 7 responds to his words by using "yeah" because he thinks it's the right thing that there is something different from the life of the lecturer and different from other lecturers.

d. Discourse markers organize what we say.

The sentences that contain the discourse markers in the type of discourse markers organize what we say can be seen in the sentence uttered by student 7 that "he is a kind person **and** I do love the way he teach us in the class" [12]In this situation Student 7 listed two things about the lecturer by stating that the lecturer was a good person and he also stated that he liked the way the lecturer taught than he use discourse markers "and" to connect them as Swan (2005:172) said that this type is used to show the structure of what we are saying.

e. Discourse markers sounding less direct.

The sentences that contain the discourse markers in the type of discourse markers sounding less direct can be seen in the sentence said by the student 7. He said "I think **just** that thank you" In this situation the student 7 uses "just" in the end of his sentences to make him more relaxed in ending his conversation about the topic he has chosen. we are using "just" so that we are not seen too careful when we speak and not to sound too direct or forceful.

f. Discourse markers showing attitude.

The sentences that contain the discourse markers in the type of discourse markers showing attitude can be seen in the sentence uttered by student 6. He said "…**honestly** I lost understanding a material during online class than offline class…"[13] we also can see this in the sentence said by student 10 "…**I think** I understand about the material was given by lecturers …" and by the student 11"…**I think** it will be more better if we use that…" In this situation "honestly" explains that the student is being truthful about what they're saying, or confident in the truth about what he said. "I think" in that situation explains that he has his own thoughts about two things which he makes his personal opinion. As the student 6, he uses "honestly", to show that he truly lost understanding of the material given during online classes and used the discourse marker "honestly" on. Same as the student 10 and student using discourse markers "I think" to express his opinion that he understood the material provided during the online class and he thought that it was better for them to use the online class[14].

g. The most dominant types of discourse markers that used by students in speaking English (Table. 2).

The table above shows that there are 28 (21,5%) discourse makers made by the students in discourse makers (so, right, okay). There are 69 (53%) discourse makers made by the students in discourse makers (um. Erm). There are 10 (7,6%) discourse markers made by student in discourse markers (as responses). There are 9 (6,9%) discourse markers made by student in discourse markers (organize what we say). There are 13 (10%) discourse markers made by student in discourse markers (sounding less direct). There are 1 (0,7%) discourse markers made by student in discourse narkers (showing attitude). Total of discourse markers from the 6 type that used by students are 130 (100%). Based of the data above, it can be conclude that the most dominant type of discourse

Table 2. Percentage

No	Types of discourse Markers	Frequency	Percentage
1	Discourse Markers (so, right, okay	28	22,5%
2	Discourse Markers (um, erm)	69	53%
3	Discourse Markers as responses	10	7,6%
4	Discourse Markers organize what we say	9	6,9%
5	Discourse Markers sounding less direct	13	10%
6	Discourse Markers showing attitude	1	0,7%
Total		130	100%

markers used by the student of English Department of UKI Toraja is discourse markers um and erm with a percentage of 53%.

Subheading Level 3.

Compared to previous researchers by Helmi (2020) with title "An analysis discourse markers use in student undergraduated thesis of English Department of IAIN Metro". Previous researcher divided discourse markers into three parts, namely additive, adversative, casual, and temporal, this time the researcher divided discourse markers into 12 sections as stated in chapter two[15]. Previous researchers both tried to find the dominant type of discourse marker and the results of previous researchers concluded that the additive type (and, or, also, in addition, furthermore and beside) is the most dominant type of all existing types, whereas this present research concluded that the types of the discourse markers used by the students are discourse markers (so, right, okay), discourse markers um and erm, discourse markers as res ponses, discourse markers organize what we say, discourse markers sounding less direct and discourse markers showing attitude. The most dominant type used were the discourse marker um and erm [16].

4   Conclusion

Discourse markers made by the seventh semester students of English department at UKI Toraja are 1) discourse markers um and erm; 2) discourse markers (so, right, okay); 3) discourse markers sounding less direct; 4) discourse markers as responses; 5) discourse markers organize what we say; and 6) discourse markers showing attitude.

The dominant discourse maker made by the students is discourse markers um and erm, it is showed that there are 69 or 53% of the respondent use this discourse marker.

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