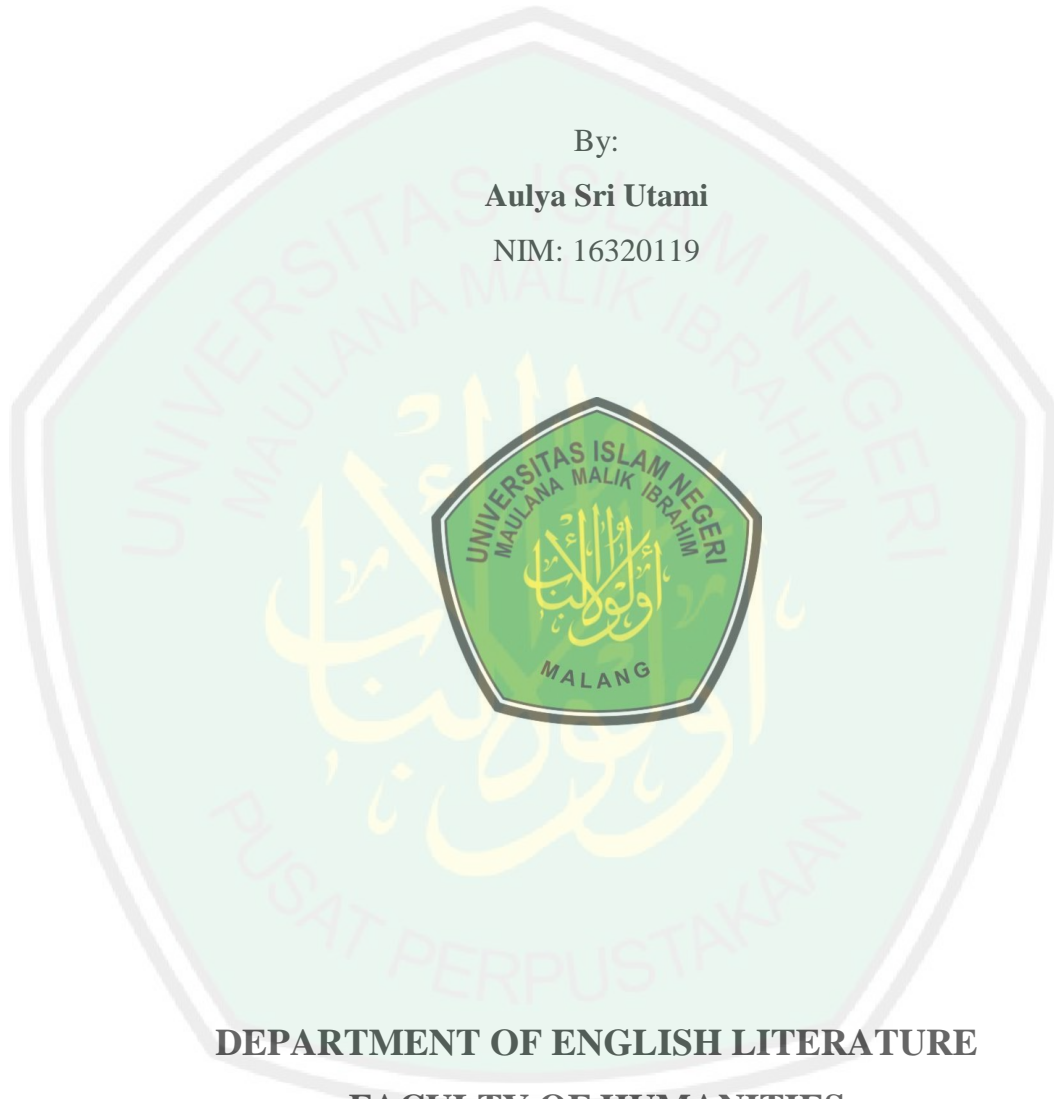# DISCOURSE MARKERS USED BY THE SPEAKERS OF INTERVIEW IN 92ND STREET Y CHANNEL

THESIS

By:

Aulya Sri Utami
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DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2020

DISCOURSE MARKERS USED BY THE SPEAKERS OF INTERVIEW IN 92ND STREET Y CHANNEL

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

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2020

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I state that this thesis entitled **"Discourse Markers used by The Speakers of Interview in 92ND Street Y Channel"** is my original work. I do not include any materials previously written or published by another person, except those indicated in quotation, cited as references and noted in the bibliography. Hence, as a student, I have limitations and mistakes. If there is a claim, I am the only person who will be responsible for that, and I am ready for the consequences.

Malang, 18 June 2020

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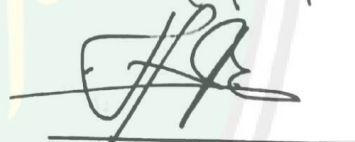The Board of Examiners   Signatures

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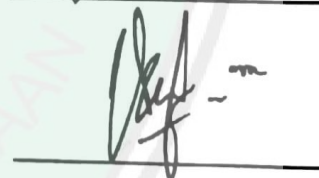   NIP. 198505302009122006

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MOTTO

"And when My servants question thee concerning Me, then surely I am nigh. I answer the prayer of the suppliant when he crieth unto Me. So let them hear My call and let them trust in Me, in order that they may be led aright. And when My servants question thee concerning Me, then surely I am nigh. I answer the prayer of the suppliant when he crieth unto Me. So let them hear My call and let them trust in Me, in order that they may be led aright".

(QS. Al-Baqarah:186)

DEDICATION

"This thesis is specially dedicated for my beloved parents, Drs. Sumanto and Dra.

Mulyasni Maesaroh, my brother Abdi Dzil Ikram, and my sister Maritza

Ussholihah."

ACKNOWLEDGEMENT

All praises belong to Allah SWT, the God of the universe, the Almighty and Merciful, who has given the blessings and pleasure to the universe's creatures, who guided and lighted me as the researcher to finish this study. *Shalawat* and *Salam* are presented to the great Prophet, Muhammad SAW, who brought us from the darkness to Islam's brightness.

In this opportunity, I would like to present my deepest, special thanks to all people who always give good prayers, motivations, and advice to finish this study. They are my beloved parents, Drs. Sumanto (My father) and Dra. Mulyasni (My mother). Also, Abdi Dzil Ikram (My brother) and Maritza Ussholihah (My sister) always give the spirit for me. Thanks to all my family members, who helped me mentally and financially.

I present this study to important people, especially my advisor, in finishing this thesis, Miss Vita Nur Santi, who has given invaluable guidance, good knowledge, advice, understanding, and thousand corrections. I also present my special thanks to all lecturers and staffs of the English literature department who have given me many directions, help, and valuable knowledge during my study.

I do not forget to present my study to all my best friends, special thanks to Sheni Diah Safitri, Nurul Fatimah, Ana Maratulkhaq, Akrima Nuris Salima, and other's Turah's member and Dahlia's member for being there for me throughout the entire degree program, also Dewi Kusuma Ratih, Indah Maria, and Zana Aisyah. They have provided knowledge, advice, and criticism to me during the progress of my thesis. All of them are my best team.

Last, I present the big thanks for me myself, who always keep studying hard and never give up. I hope this thesis will be useful for anyone who needs information related to this thesis, and it is expected there is a contributor who wants to make further studies and critics and suggestions from the reader to make this thesis better.

Malang, 18 June 2020

(Aulya Sri Utami)

ABSTRACT

Utami, Aulya Sri. (2020). "*Discourse Markers used by the speakers of interview in 92nd Street Y Channel*". Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: **Vita Nur Santi, M.Pd.**

Keywords: Discourse Markers. Interview

This study investigated the use of discourse markers (DMs) by Tavi Gevinson and Maggie Rogers in the interview on the 92nd Street Y channel. The aim of this study is to investigate the types and functions of DMs in an informal interview. To investigate the research question, the researcher used Fung and Carter's theory (2007) which divided DMs into four parts; Interpersonal, Structural, Referential, and Cognitive.

This research employed the descriptive qualitative method because the researcher explained the data descriptively. The research's data are in the form of utterances which indicated as DMs spoken by the speakers in the interview. To collect the data, the researcher watched the interviews repeatedly, then the researcher downloaded English subtitles from the video and highlighted DMs words and phrases. Then, to analyze the data, the researcher categorized the data based on DMs' type and function based on Fung and Carter's theory (2007).

The results showed that Tavi Gevinson and Maggie Rogers used all types and functions of DMs. Both speakers used all of these markers to share knowledge, connect several statements, and hold their turn in speaking. Based on the frequency, Maggie, as the interviewee often used cognitive markers to help her convey unplanned speech and Tavi as the interviewer is frequently used structural markers to help her in organizing the topic in the interview process. All types and functions of DMs are necessary to use, and those DMs help the speaker in conversation and help the listeners in interpreting the context of the statements.

مستخلص البحث

أوتامي، أولياء سري، استخدام علامات الكلام من المتكلمات في المقابلة غير الرسمية في
قة ناة ٩٢ ستريت يا. بحث الجامعي . قسم الآدب الإنجليزية ، كلية العلوم الإنسانية،
الجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج . مشرفة: **فيتا نور
سنتي،** M.Pd.

الكلمات المفتاحية: علامات الكلام ، المقابلة غير الرسمية

يحلل هذا البحث استخدام علامات الكلام، ويهدف إلى التحقق من أنواع
ووظائف علامات الكلام التي استخدمها تافي جيفينسون (Tavi Gevinson) وماجي
روجرز (Maggie Rogers) في المقابلة غير الرسمية في قة ناة ٩٢ ستريت يا .للإجابة على
أسئلة هذا البحث، استخدم الباحثة نظرية فونج وكارتر (٢٠٠٧). تقسم هذه النظرية
علامات الكلام إلى أربعة أجزاء؛ الشخصية والبنيوية والمرجعية والمعرفية.

تم إجراء هذا البحث بالاعتماد على المنهج الوصفي النوعي،بأن قامت الباحثة
شرح البيانات وصفية. ويتم تقديم البيانات من هذا البحث كلاما فيها علامات الكلام
التي تحدث المتحدث أثناء المقابلة. جمعت الباحثة البيانا تبشاهد مقابلات البروفة وحملة
ترجمات باللغة الإنجليزية من الفيديو وميّزة الكلمات أو العبارات فيها علامات الكلام.
بيّنت الباحثة بقسم البيانات أنواعا و وظائفا لعلامات الكلام بناءً على نظرية فونج
وكارتر (٢٠٠٧).

أظهرت النتائج لهذا البحث أن تافي جيفينسون وماجي روجرز استخدما جميع
أنواع ووظائف علامات الكلام. يستخدم كلا المتحدثين كل العلامات لمشاركة المعرفة،
وربط الإستفسار، والتناوب، وإيقاف التفكير للتعبير عن رأي.استنادا إلى تكرار استخدام
علامات الكلام،ماجي كمخاطب في المقابلة يستخدم علامات معرفية غالبا لمساعدتها
في نقل المحادثات غير المخطط لها. واستخدم تافي علامات هيكلية لمساعدته على تنظيم
الموضوعات في عملية المقابلة.يحتاج المتحدثون إلى جميع أنواع ووظائف علامات الكلام،

بحيث تساعد علامات الكلام المتحدث في المحادثة وتساعد المستمع على تفسير سياق البيان.

ABSTRAK

Utami, Aulya Sri. (2020). "*Discourse Markers used by speakers in 92nd Street Y Channel*". Skripsi. Studi Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: **Vita Nur Santi, M.Pd.**

Kata kunci: Penanda Wacana, Interview

Kajian ini menginvestigasi penggunaan penanda wacana yang digunakan oleh Tavi Gevinson dan Maggie Rogers dalam wawancara pada kanal 92n Street Y. Kajian ini bertujuan untuk menginvestigasi jenis dan fungsi dari penanda wacana yang digunakan dalam wawancara informal. Untuk menginvestigasi rumusan masalah, peneliti menggunakan teori Fung dan Carter (2007), yang membagi penanda wacana menjadi empat bagian yaitu; Interpersonal, Struktural, Referensial, dan Kognitif.

Kajian ini dilakukan berdasarkan metode dekriptif kualitatif dikarenakan peneliti telah menjelaskan data secara deskriptif. Data penelitian berbentuk ucapan-ucapan yang merepresentasikan penanda wacana yang telah diucapkan oleh pembicara dalam wawancara. Untuk mengumpulkan data, peneliti menonton wawancara secara berulang-ulang, kemudian peneliti mengunggah subtitle bahasa Inggris dari video dan menandai kata-kata serta frasa yang mengandung penanda wacana. Kemudian, untuk menganalisa data, peneliti mengkategorikan data berdasarkan teori Fung dan Carter (2007).

Hasilnya menunjukkan bahwa Tavi Gevinson dan Maggie Rogers telah menggunakan semua jenis dan fungsi dari penanda wacana. Kedua pembicara tersebut menggunakan semua penanda wacana untuk membagikan pengetahuan, menyambungkan beberapa pernyataan, dan menahan giliran berbicara dalam percakapan. Berdasarkan frekuensi pemakaian, Maggie, sebagai narasumber sering menggunakan penanda kognitif untuk membantunya dalam menyampaikan kalimat yang tidak direncanakan dan Tavi sebagai interviewer sering menggunakan penanda struktural untuk mengatur susunan topik selama proses wawancara. Semua jenis dan fungsi penanda wacana tersebut dibutuhkan dan

penanda wacana tersebut dapat membantu pembicara dalam percakapan dan membantu pendengar untuk menginterpretasi konteks dari pernyataan.

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher intended to explain the background of the study, research question, objective of the study, significant of the study, scope and limitation, definition of key terms, previous studies, research method, research design, data and data source, data collection, and data analysis.

A.   Background of the study

In the discourse, there are several words and phrases which used to connect some ideas of the discussion. These words and phrases are essential elements in the text and can be found in spoken and written text. These elements are in the lexical forms, which have a role in organizing the structure of discourse. For example, the word "and" acts as a connector for some sentences and then it will contain clear ideas. Also, the word "well" which usually located at the beginning of the statement, that word is used to structure the next idea which will be spoken by the speaker. These words or phrases are called as Discourse Markers (henceforth DMs). DMs as linguistic particles which have the role in making some ideas or statements are coherence. According to Schiffrin (2005), who labelled these particles as discourse markers, she suggested that DMs are used to maintain the coherence or the relation among units in discourse. Schiffrin also divided the type of coherence into five separate planes of coherence.

Besides as the connector in the discourse, DMs also have other functions. The use of DMs is important to convey several ideas and opinions from the discourse. The other functions of DMs are showing attitude, opening and closing the conversation, diverting the topic, and turn-taking in the interview. Words and

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phrases are commonly used in discourse are "*and, by the way, I know*." As Fung and Carter (2007) revealed about DMs function in their analysis about DMs used in teacher-student interaction, it played the fundamental role to indicate the active or responsive communication and engaged listenership between speaker and responder.

In conversation, the use of proper DMs produces the good communication. Good communication is how the way the responders can understand the meaning of what is being said by the speaker. The use of DMs shows a natural impression in conveying the idea. As Afrianto and Arles (2018) revealed that DMs provide a natural effect in conversation and give the speaker and listener an understanding of the conversation. The structure of the text with inappropriate use of DMs can make the text becomes stiff and unconnected, and it will provide the unclear information from the text. Blakemore (2002) stated in his theory of DMs coherence that the conversation could be interpreted if the speaker produced the clear DMs in their utterance, so DMs are used to avoid the ambiguity context.

The study of DMs is interesting to do because DMs are elements of the discourse. The use of DMs makes the user easily to communicate and write the idea. DMs act as monitors to manage the idea so that the speaker and listener can understand the idea conveyed in the conversation based on the type and function of the DMs. If the speaker can organize the idea using the correct DMs without overthinking about the use of DMs in speaking, they might already use formal language. It should be noted that the use of DMs in the text should not be excessive because it can make unnatural to listen. According to Chaung (2017), DMs are essential to use, but it must only be used when necessary.

The study of DMs is related to linguistic in many fields, such as language acquisition, educational setting, sociolinguistics, and interculturality. The role of DMs in educational settings can help EFL teachers in delivering the lesson. Also, the students use DMs in writing and speaking assignments. There are several studies discussed DMs in educational settings such as Sura (2018), Gloria and Eva (2017), and Lin (2016). Besides, DMs can be associated with sociolinguistic studies as the use of DMs used by different genders and social classes. Some studies which examined DMs in the sociolinguistic aspect are Sali (2005) and Almendo (2017). DMs also related to the language acquisition, such as in Brittany (2016) and Ament and Pares (2017), which investigated DMs in language acquisition through a developmental learner corpus. Last, DMs related to the intercultural communication aspect as well. There are several studies related to this aspect, such as Jabeen and Rai (2011) and Yen (2016). They investigated how DMs are used across different cultures.

From the explanation about the DMs above, this study decided to analyze the use of DMs in the interview. The interview involves the speakers to produce the language in conversation. The language text used by the speakers is indicated as the linguistic aspect to concern on the linguistic interactions and language structure used by the speakers. This study is part of the linguistic analysis which addressed the characteristic of language in an interview, how the speaker's way to use linguistic forms or grammar. DMs are very instrumental in the interview when the speakers want to convey their opinions. DMs have a role in the interview, such as opening or closing markers in conversation, changing topics, turn-taking to share opinions, etc. Therefore, the use of DMs in interviews is often found. The

proper use of DMs can make it easier for speakers to achieve good communication. According to Piurko (2015), discourse markers function as helpful linguistic clues to achieve successful communicative actions in the interview. Therefore the interview can be one of the right objects to analyze the use of DMs.

Meanwhile, this study analyzed the interview by Tavi Gevinson and Meggie Rogers on the 92nd Street Y channel in 2019. The reason why the researcher choose Tavi and Maggie's interview because the interview is informal. It is shown from both speakers spoke in an informal situation when asking some questions and conveying the opinions. They often used DMs to help them in their conversation. They used DMs in spontaneous speech, especially Maggie Rogers when she often said "*yeah, like*" as the DMs to convey her statement. It made the listener can accept comprehensive information from their idea. This situation became the linguistic uniqueness of the object. According to Fox and Shrock (1999), when DMs are used in spontaneous when delivering the ideas, the use of DMs will be seen from how the speaker uses the functions of DMs.

Tavi Gevinson and Meggie Rogers are the speakers in the 92nd Street Y channel. Tavi Gevinson is an owner of a United States online magazine, namely Rookie magazine, while Maggie Rogers is a songwriter. Both of them were invited as speakers on the 92nd Street Y channel. Tavi Gavinson as an interviewer and Maggie Rogers as an interviewee. Channel 92nd Street Y is a youtube channel owned by one of the cultural communities in New York City.

In this channel, there are some interview talk shows which discussed culture, art, family, and health. Those speakers who performed in the channel are from

different professions. In this channel, Tavi and Maggie talked about how Maggie Rogers tried to push the quality of pop music in 2019. Both Tavi and Maggie have an interview in informal settings. Tavi asked Maggie about how her response was about the topic. They spoke casually and enjoy during the interview as in the daily conversation. This informal conversation has many characteristics; their conversation is the same as daily conversation; the structure of words is simple, and their language does not pay attention to grammar rules. In informal conversation, DMs used when the speakers want to show their personal opinion. It is different from the formal conversation in which the language looks stiff; the words are rarely heard. DMs have the function in a formal context. In formal writing, DM manages your text logically (Markham, 2019). DMs are necessary to get the maximum marks under coherence and cohesion in discourse. They are typical when writing formal letters, reports, or essays. In spoken discourse, DMs mostly used in speech or formal interviews.

There are some previous studies related to DMs in the interview, but they used another theory to analyze it. First, Magdalena (2014) investigated the use of DMs in police interviews. This research analyzed the function of DMs from *I mean,* and *I know* in the police interview transcript. The researcher analyzed by using Fox and Schrock's theory (2002). Second, Sura (2018) analyzed the use of DMs in social interviews. This study investigated the effect and the role of social context in determining the function of DMs. He chose the interview as the object because the interaction between the speakers in the interview is active and direct. To analyze the data, the researcher used Fraser's theory (1996).

Furthermore, some previous studies related to DMs analysis, have the same theory as this study, namely Fung and Carter (2007). First, Zand and Bikineh (2014) analyzed the DMs used in the text of English and Persian newspapers. The researchers investigated the use of DMs in formal- written interviews in the newspaper. Second, Lin (2016) analyzed DMs used by students from a different culture. They are British and Taiwanese adolescent students.

Based on the explanation above, this study has some differences from previous studies. The previous studies analyzed the DMs in interviews but used different theories; there are Fraser (1996) and Fox and Schrock's (2002) theory. The previous studies analyzed the DMs in many contexts or media, such as newspapers and classroom settings, which are both formal media. Meanwhile, this study analyzed the DMs in a different context; it is an informal interview by Maggie Rogers and Tavi Gevinson in the 92nd Street Y channel. This study analyzed the data based on Fung and Carter's (2007) theory.

B.   Research question

Based on the research topic described in the background, the researcher decided to formulate research questions from this topic

- How are the DMs used by Tavi Gevinson and Maggie Rogers's interview in the 92nd Street Y channel?

C.   Objective of the study

Based on the research question above, there is the objective addressed in this study:

- To analyze the DMs used by Tavi Gevinson and Maggie Rogers's interview in the 92nd Street Y channel.

D.   Significances of the study

From the result of this study, the researcher want to contribute theoretically and practically. Theoretically, this study provided the empirical data of DMs used in the informal interview, in which the researcher investigated the process of DMs used by the speakers. The result of the study also provided additional data on existing theory from Fung and Carter (2007).

Practically, this study contributed to academic people like students or teachers, especially in the English department. For the teachers, this study can be a reference to teach the student about the knowledge and information about DMs while the students can add knowledge about the use of DMs. For other researchers who want to analyze the DMs, it is expected that DMs studies can be developed in future studies. This study can be a reference for other researchers to develop DMs studies.

E.   Scope and Limitation

This study concerned the process of DMs used in the pragmatic side. The focus of the study is the analysis of DMs in the conversation of the interview. The researcher intended to describe the kind of DMs and investigated the functions of DMs. Fung and Carter's theory (2007) become the theoretical framework of this study. It discussed the conversation between two speakers in an interview on the 92nd Street Y YouTube channel.

This study focused on analyzing the use of DMs in conversation on the interview in the 92nd Street Y channel. The interview got from Youtube, and it contained one hour interview. Tavi Gevinson, as the interviewer, had a conversation with the songwriter, her name is Maggie Rogers.

F. Definition of key terms

1. Discourse Markers: one discourse particle or elements such as (*well, I mean, and you know, etc*.) that used by the speakers to organize the statement or idea and make it coherence to each other. It also helps the speaker as a linguistic expression to provide comprehensive and detail. It caused the communicative conversation.

2. Interview: one of the spoken media involved the interviewer in giving some questions and the interviewee in delivering some opinions and ideas. This spoken media as the facilitation to exchange the opinion for some purposes.

G. Previous Studies

There are many similar previous studies of DMs which related to DMs analysis in the interview. First, Magdalena (2014) investigated the use of DMs in police interviews. This research aimed to analyze DMs' function; *I mean,* and *I know* in the interview transcript. To analyze the data, the researcher used Fox and Schrock's theory (2002). This study is related to the socio-pragmatic context of police-suspect interaction. The finding showed that *I mean* in the interview has some functions in repairing, monitoring, and organizing the speech. The phrased I mean can modify the ongoing interaction related to the coherence from the

interviewee's narrative. In the discussion showed the role of DMs I mean plays in linguistic manifestation in institutional settings.

Sura (2018) analyzed the use of DMs in the social interview. This study investigated the role of social context in determining the function of DMs. The interview as the object of this research because the interaction between the speakers is active and direct. The researcher used Fraser's theory (1996) to categorize the type of DMs into two types: pragmatic function and textual function. The result showed that DMs' functions are related to social context and factors such as gender and social distance. The speakers most used the interpersonal DMs to show the attitude and to produce the personal comment.

Also, several previous studies analyzed DMs by using Fung and Carter's (2007) theory. First, Zand and Bekineh (2014) analyzed DMs in written interviews of Persia and English newspapers. The researchers investigated the comparison of DMs use in the written interview of newspapers in which both newspapers are in the different backgrounds of culture. They found that interpersonal marker as one of DMs which often used in the newspaper. The DMs occurred in written interviews to build the interpersonal statement, make an informal and neutral impression because the interview is formal, and share knowledge among two cultures.

Second, Lin (2016) analyzed the discourse markers used in spoken intercultural communication. Participation is British and Taiwanese adolescent students. The researcher used Fung and Carter's (2007) multi-category framework to analyze the data. The results showed the significant differences in the frequencies of each discourse markers; most Taiwanese used interpersonal and

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structural categories; the British mostly used referential and cognitive discourse markers. Even between Taiwanese and British participants have different usage of DM, it did not make a misunderstanding of the use of DMs. This study has direct pedagogical implications that increase EFL teaching to prepare the students for real-life communication scenarios.

In terms of casual conversation, Alami (2016) analyzed the use of DMs' pragmatic function by Tehrani speakers. The researcher investigated how the use of pragmatic DMs and the position of DMs. To analyze the data, the researcher used Brinton's (1996) theory, which divided DMs into textual and interpersonal DMs. The DMs word which frequently used by the speakers is *yes, I mean, but,* and *I know*. According to the author, the study of Persian DMs contributes to the growing cross-linguistic body.

Okati and Ghasedi (2016) investigated DMs used by male students in the dormitory. This study took the Iranian case to analyze the DMs. They aimed to analyze the DMs in conversation and know-how they affect EFL's pedagogical implication. The researchers used a qualitative method based on Sacks, Schegloff, and Jefferson's transcription system. The result showed that the role of DMs in the EFL context is to produce accurate utterances and to help the learners boost their oral skills in the EFL context.

H. Research Method

1. Research Design

The researcher conducted this study in a descriptive qualitative method. According to (Rahardjo, 2010) qualitative research is used to understand a phenomenon that wants to be studied. The researcher hoped that the method and

the theory obtained an understanding of the phenomenon. The researcher used a descriptive qualitative method in describing the kind and the function of DMs used in the interview. This method is used to get comprehensive results by using Fung and Carter's (2007) theory. The data are in the form of word and phrase which contained the DMs used by Tavi Gevinson and Maggie Rogers in the interview.

This study examined the DMs context to find out the DMs functions. This study also aimed to analyze the construct meaning; therefore, this study would be done in a constructivist philosophical worldview.

2.   Data and Data Source

The data of this study contained some words or phrases from the conversation in the interview, which identified as the DMs, and it's types and functions based on Fung and Carter's theory (2007). The data sources of this study were taken from the transcript of Maggie Rogers and Tavi Gevinson's interview. The interview's video has published in November 2019 on 92 Street Y Channel. The researcher downloaded the interview's video from Youtube. The video is accessed in the link below: https://www.youtube.com/watch?v=GERptG2bTkk

3.   Data Collection

The data was taken from a video by the two speakers, Tavi Gevinson and Maggie Rogers. The data were collected in several steps: first, the researcher watched the interview on Youtube many times to get the detail information to relate to this study. Second, after watching the video, the researcher copied and

read the English transcript. Third, the researcher determined some words and phrases contain as DMs.

2. **Data Analysis**

After collecting the data, the researcher did several steps to investigate the data. The researcher analyzed the data based on the research question of the study. To answer the research problem, the researcher identified the types of DMs based on Fung and Carter's (2007) theory, which categorized the DMs into four classes; interpersonal, structural, referential, and cognitive. Then, the researcher classified the function of DMs based on Fung and Carter's theory too. After analyzing the data, the researcher discussed DMs, which used by the speakers mostly, and took the conclusion from the finding in the study.

CHAPTER II

LITERATURE REVIEW

This chapter discussed some sources which related to this study. It elaborated on Pragmatics, Discourse Markers, and Fung and Carter's multicategory framework on DMs.

A.   Pragmatics

Pragmatic is one of the linguistic fields which has developed rapidly until now. As a branch of linguistic, pragmatics focuses on the relationship between language form and language use. But, linguistic and pragmatic are different. If a linguistic study examines the language without regard to its aspects, while the pragmatic focus on how the communities use it. According to Yuni (2011), there are several factors in the use of language based on the pragmatic side; there are meaning, context, and language usage. By taking attention to these factors, the meaning of utterances can be understood. Therefore, the pragmatic study is one of the linguistic disciplines concerned in the context of language. The implementation of pragmatics is by understanding the message or perspective of the word so that language can be understood in communication.

There are several explanations about pragmatics by some linguistics experts. Levinson (1983), divided two limitations of pragmatics. The first limitation is pragmatics as the study of language, which concerns the relationship between language and context as basic language understanding. We are required to understand the use of language and the context from the first limitation. The second limitation is how the language's ability can associate the sentence and the

context which being expressed. The main point of the two limitations is not much different. Besides, Levinson (1983) explained that pragmatic analyzes the language from the structure of language to the perspective outside of language.

While Crystal (1997), related the use of language and its meaning with social interaction. According to Crystal, pragmatics is the study of language that examines language based on the speaker's perspective, such as; the choice of words or language used, barriers to language use, and the influence of language in social interactions as communication. Thus, the definition of pragmatics, according to Crystal (1997), has a functional role in social interaction or communication. Last, Kecskes (2013) examined pragmatics based on intercultural pragmatic perspectives. He applied the socio-cognitive approach to intercultural communication. According to Kecskes (2013), pragmatic studies that use a socio-cognitive method can suppress the production of language comprehension by involving the prior knowledge and experience of the user. Kecskes claimed that the user's expression and knowledge play an essential role in understanding the meaning and context of the sentence.

From the explanation of those experts, it can be concluded that in the use of language, we have to consider the meaning and context from the word, not only to other linguistic elements such as language structure (syntax) and semantics. Suppose the language is conveyed based on the context. In that case, the listener can accept and interpret the language context to get the listener's information or message that can be understood. This option can create communicative and smooth communication. According to Levinson, pragmatics is "the study of

language that examines the relationship of language and its context, the context of that language becomes the basis of language understanding" (Levinson, 1983).

Pragmatic studies cannot be separated from the proper use of language. The purpose of the language requires the arrangement of language properly. Thus, language arrangement can use one of the linguistic elements known as Discourse Markers (DMs). The use of DMs in communication can make it easier for the user to produce appropriate language context. Therefore, DMs play a role in pragmatic studies.

B.   Discourse Markers

Discourse markers (DMs) are linguistic elements that have been studied by linguistic experts in the contemporary period. Several DMs studies used different objects with different definitions, theories, and perspectives of DMs. DMs also have other labels such as discourse connective, discourse particle, discourse operators, pragmatic connective, pragmatic particle, pragmatic marker, and sentence connective.

Besides, DMs have several different definitions and approaches developed by experts such as the coherence model approach by Schiffrin (1987), grammatical-pragmatic approach introduced by Fraser (1987), the relevance theory related with the pragmatic approach by Blakemore (1992) and DMs function by Halliday and Hasan (1973). According to Schourup (1999), to investigate DMs, it is necessary to select some characteristics. The different DM approaches will be explained in more detail below.

Schiffrin (1987) the first expert who explained the theory of DMs in her book entitled "Discourse Markers." In her book, Schiffrin discussed the DMs functions

in several different levels of discourse. Schiffrin classified DMs as markers of the coherence that have a role in connecting several sentences or utterances. According to Schiffrin, the general definition of DMs is "sequentially dependent elements which bracket the unit of talk," " which means that DMs as "stick" of several words or sentences in the discourse. Schiffrin stated beside as markers of coherence, DMs also multifunctional. The DMs function is related to grammatical features. In grammatical terms, DMs act as linguistic expressions through conjunction, interjection, adverbs, and lexical. Schiffrin (1994) suggested that the important thing to make DMs useful is how the users and the responders can integrate the meaning, action, and the form to make an overall sense of what is said.

Fraser (1996) proposed the second DMs approach, which related DMs analysis with pragmatic approaches. Fraser labelled DMs as "Pragmatic Markers" because of DMs as markers of the message. Fraser's theory focused on the function of DMs as the signal of different messages in discourse. There are four types of messages based on pragmatic markers; there are parallel message, discourse message, commentary message, and basic message. The characteristics of DMs based on Fraser's theory are optional; it can be markers of the message in the discourse. Fraser divided DMs into several types, such as contrastive markers (e.g. though, in contrast), elaborative markers, topic change markers, and inferential markers. In general, Fraser defines DMs as the lexical expressions that serve as markers to provide a contextual interpretation of discourse.

Last, Halliday and Hasan (2006) focused on cohesion theory in the formation of texts in English discourse. Thus, they considered DMs as markers of cohesion

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in discourse. Halliday and Hasan (2006) divided the kinds of cohesion into several parts: lexical cohesion, ellipsis, substitution, and reference. They indirectly discussed the use of DMs and considered DMs as conjunctive items. According to Halliday and Hasan (2006), conjunctive elements are not directly cohesive. In detail, it is not a tool to connect texts, but it has functions to express specific meanings by presupposing other components in the discourse.

It can be concluded that some experts have different perspectives and explanations about DMs. Each expert categorized DMs into several different types. All experts integrated DMs as the study of linguistics. As Fraser (1998) use a pragmatic approach to conduct the study of DMs, Shciffrin (1987) referred to DMs as a discourse model, and Halliday and Hasan (2006) made DMs a conjunctive element. All researchers explained DMs in detail and clearly so that future researchers can choose one theory related to their study. According to Lenk (1998) stated that many researchers had determined the definition of DMs. Therefore researchers should be consistent with the definition, type, and theory of DMs used by them.

1. The Characteristic of Discourse Markers

DMs have several characteristics found in discourse. The characteristics of DMs serve as the determination to prove that linguistic elements in the discourse included in the category of DMs or not.

The basic features of DMs compiled by Brinton(1996) then explained again by Ziv and Jucker (1996). These characteristics refer to the type of pragmatic marker, mostly found in speech rather than in writing. First, in terms of phonology and lexical features, DMs are phonologically short and reduced. Second,

syntactically DMs are often in the initial position, and DMs are optional. Third, semantically, DMs have little propositional meaning. Fourth, functionally, DMs are multifunctional; it operates on several linguistic levels simultaneously. Finally, in the field of sociolinguistic, DMs appears in oral discourse rather than a written discourse. In gender communication, DMs mostly occur in the conversation of women than men.

For the detail, these are the features or characteristics of DMs based on Fung and Carter (2007). They proposed the general characteristics of DMs such as connectivity, optionality, non-truth conditionally, initially, dan multi-grammatically. For the detail, each characteristic will be explained below:

The first characteristic is the **connectivity**. The experts established connectivity as a general characteristic of DMs; DMs play a role in connecting the units of discourse. However, there are two different opinions from experts about the connectivity of DMs. Schiffrin (1987) and Fraser (1996) defined the elements of connectivity of DMs textually in connecting two paragraphs in the discourse and showing the coherence between discourses. While Kohlani's (2010) opinion about the connectivity of DMs is different from the previous idea. Kohlani (2010) claimed that connectivity does not connect discourse units. Still, connectivity can be seen from how DMs can deliver or express messages from discourse to build perspectives from discourse readers. It can be concluded that DMs can create connectivity between writers and readers.

Second, DMs are known as **optional** linguistic elements. If DMs are omitted in sentences, it does not affect the grammar or semantic features in the sentence. However, according to Schourup (1999), it does not mean that DMs are

not needed in sentences or even make sentence structures look excessive. However, the deletion of DMs does not indicate the speaker's attitude when the text is delivered. Therefore, the user should consider the structure of sentences or utterances if the DMs are omitted. According to Brinton (1996), DMs with optional feature has a function as markers of correct interpretation of discourse. Therefore, the proper use of DMs can give a message of discourse to make the listener and reader interpret it correctly.

The third characteristic is **initially**. This characteristic is shown from DMs' position at the beginning of the sentence (Schiffrin, 1987). This characteristic is to influence the whole sentence or paragraph based on the context of the DMs. If DMs are located in other positions of the sentence, it serves to refine the meaning of the text or utterance (Kohlani, 2010). Initially of DMs serves to mark the boundaries of the conversation (okay), start the topic (now), and also conclude or close the topic (right) (Fung, 2007).

The next characteristic is **non-truth conditionality**. It is known that DMs generally do not contribute to the proposition sentences expressed by the utterance. According to Kohlani (2010), non-truth conditionality is an essential characteristic of DMs because it can distinguish which functions as markers and contribute to propositional sentences' structure.

The last is **multi-categorial**. According to Schourup (1999), DMs have several functional categories related to grammatical elements. The functional categories of DMs are divided into several parts, namely; coordinating or conjunction (and, because, but), interjections (oh, gosh), adverbs (anyway, actually, really, really, certainly, absolutely), clauses (you see, you know, I mean),

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verbs (see, look, say), prepositional phrases (by the way, in particular, at the end of the day), word responding (yes, yeah), and meta expressions (in other words, what I mean is). The multifunctional characteristics of DMs can be seen from how the use of DMs are used in flexible interactions such as concluding topics, switching topics, maintaining opinions, and other functions.

2. Fung and Carter's theory of Discourse Markers

As explained in the previous chapter, the study of DMs has been widely related to various fields. Then, this study used a theory proposed by Loretta Fung and Ronald Carter (2007) in their journal that discussed the use of DMs by native speakers in educational settings.

DMs themselves have an important role in class situations. According to Walsh (2006), DMs are important tools for classroom management, so DMs are required by both students and teachers. According to Fung and Carter (2007), DMs can help students to understand the context of the lesson. Also, DMs can help teachers to provide social and educational functions to students. According to Fung and Carter (2007), DMs build interpersonal relationships in the classroom, thus helping students become active participants in the class.

Fung and Carter (2007) proposed a multi-categorial framework of DMs. In general, they consider DMs as *"intra-sentential and supra-sentential linguistic units which fulfill a large non-propositional and connective function at the level of discourse"*, which means DMs act as non-propositional and connective functions at each level of discourse. Fung and Carter's theory is based on different functional and contextual perspectives of DMs in educational settings. According

to Yang (2011), Fung and Carter's approach is "a descriptive model for analyzing DMs at the discourse level.

The reason why this study used Fung and Carter (2007) multi-categorial framework of DMs because to examine how the types and functions of DMs role in other fields besides pedagogic settings. This study used Fung and Carter (2007) theory in different contexts, such as interviews. Fung and Carter's (2007) multicategory framework categorized the types and functions of DMs into four types:

2.1   Interpersonal Markers

The interpersonal category is a DMs category which is often used by the speaker. The interpersonal marker has a role in building communication between speakers comprehensively. By using interpersonal markers, the speaker can persuade the listener with his statement. Besides, with interpersonal markers, the speaker can show solidarity with the listener. Interpersonal markers also have a social function in communication. According to Carter and Mc Carthy (2006), DMs are one of the mechanisms which mark the social functions of DMs, especially in spoken. Interpersonal DMs are used to mark the affective and social functions of spoken grammar and indicate how the speaker feels towards the discourse statements (Andersen, 2001). The interpersonal category has several functions, there are: to share knowledge (*you know, see, you see, listen*), to show the responses like agreement, confirmation and acknowledgement (*oh, okay, yes, yeah, yeah, right / alright, I see , oh great, great, sure*), to show the attitudes of the speaker (*well, you know, I think, sort / kind of, just, like*), to show propositional meanings (*basically, actually, really, absolutely, obviously, exactly*).

For the detail, here are the function and example of Interpersonal markers in the discourse:

2.1.1 Marker of sharing knowledge

In the interpersonal category, the DMs word (*see, listen, know*) and phrases (*you know, you see*) are often used as DMs to share knowledge between the speakers. Here is the example of a marker to share knowledge:

- *See, he can't answer the question correctly, I think he can easily solve the problem, and you **know** people think he is the winner of the class.*

The verb *see* acts as DMs to ask attention to the listener about what the speaker wants to be told. The position of the marker is at the beginning to give a signal about what has happened before.

While the phrase ***you know***, which is in the middle position, has a function to ask the listener's experience or knowledge about the topic being discussed, so the information explained also received by the listener because the listener previously even knew about it.

2.1.2 Marker indicates attitude

There are many adverbs such as *really, absolutely, actually, basically* are occur in the discourse. They categorized as attitude markers or stance of the speaker. The example of the marker of showing attitudes:

- *Actually, they don't get along each other*

- *I mean she main work's on Channel **really**.*

Actually and ***really*** acts as a marker to express certainty or reality of the meaning of the proposition of the utterance. The adverb has an interactive effect

on the interaction between speakers; usually, the speaker will say that word slowly and with a low tone.

Another DMs to express the attitude in conversation is *well*. In conversation, *well* almost always occurs in the initial position. According to Schiffin (1987), *well* is used to show the response of questions or statements given. The example like:

- *She said **well**, you could take it.*

Besides being a marker to share knowledge and to indicate attitudes, DMs are used to responding to speakers. Crystal (1988) argues, DMs are produced spontaneously in a speech to show active participation and positive listeners, making communication more interactive and informal. DMs with these criteria like *oh, okay, yes, yeah, right/alright, I see, oh great, great, sure*.

2.2 Referential Markers

Referential markers are DMs category, which has the main function in the textual level of discourse, and DMs mark the relationship between verbal activities preceding and following DMs. In conversational actions, referential markers give the signal to show the relationship between words. This functional category summarized based on Halliday and Hasan (1976), Fraser (1990) dan Quirk (1985). The referential category has functions such as: to show the relationship which indicates the conjunction: comparison (*likewise, similarly*), cause (*because/ cos*), contrast: (*but, and, yet, nevertheless, however*), consequence (*so*), digression (*anyway*), coordination (*and*), disjunction (*or*). DMs in this category seem to be more syntactically and textually bound than the other DM categories.

2.3 Structural Markers

In this category, DMs have the function to organize the discourse in progress. The use of structural categories affects the subject discussed in discourse or when taking turns in conversation. Structural DMs serve metalinguistic textual functions on how the flow of discourse is to be segmented. At the textual level, DMs signal the transition to a discussion of topics; to show opening and closing of the topic (*okay, now, right, let's start, let me introduce, well, by the way*), to indicate sequential relationship (*first, second, firstly, finally, then, next*), to change the topic (*so, how about, now, and what about*). At the interaction level of discourse, the structural categories of DMs refer to: to continue the topic (*yeah, and, cos, so*), to take the conclusion of the topic (*well*), and turn-taking in conversation (*well, right*). The detail explanation about the function of DMs are explained below:

2.3.1 Opening and Closing the topic

DMs have the function to mark the opening and closing the topic of conversation. The speaker can set the end of the topic and begin to set the next topic. It has been explained by Sinclair and Coulthard (1975) who observed the repetition of words which often occur in conversations such as the words *right, well, good, okay, now* in their research on class discourse. The example is:

- *Okay, **now** is there any book in the box?*

- ***Okay**, today we are going to discuss the topic.*

Besides functioning as an interpersonal marker to mark the responses, *right/alright* also has another function as a marker of opening and closing topic.

- ***Right****, can you tell me about your opinion? (opening)*

- ***All right****, let's start from here. (opening)*

- ***Right****, mmm well, the main topic of this paragraph... (closing)*

2.3.2   Marker of sequence

DMs are frequently used as the sign of sequence of talk and mark the logical segments of talk such as (*first, firstly, secondly, the, and then*)

- ***First****, what thing that important in your carrier?*

- ***Then****, please tell the audience about your experience to get your carrier.*

2.3.3   Marker of transition

DMs like *so, how about, and how about* are found in conversations that act as markers of topic transitions, marking the end of topics, and beginning the other topic. *Now* marks the transition of issues to how the questions they previously asked can be answered.

- *Okay, so you're happy with the news.* ***Now,*** *how are we going to tell the teacher, would anyone like to call her?*

2.3.4   Marker of summarizing the topic

These categories of DMs occur when users want to end the topic by taking conclusions from the topic. The marker of summarizing is often in the initial position of the utterance, which contains the conclusion. Marker with this category is (***so***), The example like:

- ***So,*** *the main point of my presentation is...*

2.3.5 Marker to continue the topic

DMs are also often used by users as the marker to continue discussing topics that still want to be conveyed. Some of the DMs include the word *and* and *coz*. These markers use when speaker 1 wants to hold his turn to speak broadly and long. The use of a marker of continuation is a strategy to hold the turn to speak.

In this situation, the listener or speaker two who listen to the speaker 1 speak, they respond with the word yeah or just mumbling (*mmm ..., mhmm*). The example like:

- T: *I like about it so much because there are songs about audience and that even kind of a dress right the audience ...*
- M: *yeah*
- T: *...**and** yeah as a result, it sort of feels like..*

2.4 Cognitive Markers

In the cognitive markers, DMs are usually used in the speech, which not planned by the speaker. DMs in the cognitive category are thought to provide information on the cognitive state of the speaker and instruct the hearer as to how to construct their mental representation of the ongoing discourse. Therefore DMs are needed as a diversion of the topic of conversation so listeners can understand the purpose of the topic being discussed. DMs in the cognitive category have some functions including: to denote thinking process (*I think, I see, well, and*), to add more (*I mean, in other words, that is*) to mark the hesitation when delivering topic (*sort of, well*), to assess the listener's knowledge about utterances (*you*

know). The detail explanation about the function of Cognitive category are explained below:

2.4.1 Marker of Denoting the thinking process

In the cognitive category, DMs play a role in concerning cognitive processes. For example, *well* is frequently used as delaying tactics to show the thought process. According to Svartvik (1980), cognitive markers function in conversation used when the speaker pauses while speaking to think the arrangement of words to be conveyed.

- *Well ....(pause)... it looks so difficult...*

Another DMs from the cognitive category which shows the thinking process is, *I think*. The phrase *I think*, is usually followed by a vowel (em, er). The difference between well and *I think* can be seen from its position in the sentence. Well occurs mostly in the initial position, while *I think* it is in a flexible position. The example of *I think:*

- *Well, **I think** emm helps stay present and stay invested because you have to have something at risk...*

2.4.2 Marker of reformulation

Usually, the speaker is a real under time constraints to structure and formulate their ideas. Therefore, DMs are exploited to provide sufficient time for the speaker to reformulate, rephrase, self-correct, or repair their utterance. One of the common DMs used to mark this goal is *I mean*. According to Schiffrin (1987), *I mean* marking the speaker's reformulation or modifying his ideas or intentions beforehand. The example of I mean in the sentence:

- *So this is my big project **I mean**... this awesome show is my project.*

From the example above, it can be seen that *I mean* is located in two clauses. From this example, *I mean* used by the speaker to reinforce the initial statement (*So this is my big project*) by adding the second statement (*this awesome show is my project*).

2.4.3 Marker of elaboration

The DMs *like*, and *I mean*, can be used to modify existing propositional meanings to clarify intentions and add meaning. Muller (2005) observed the function of elaborative markers to explain the examples, look for appropriate expressions, and serve as a lexical focuser.

- *"What genre of drama do you like?"*

*"**Like** thriller, romance, comedy.*

2.4.4 Marker of hesitation

The DMs *sort of* and *well* can be used as the filler of the hesitation. Usually, after using a marker of hesitation, the speaker paused to speak for a moment to arrange the idea that the speaker wants to convey.

CHAPTER III

FINDINGS AND DISCUSSION

In this section, the researcher focused on the types and the function of DMs used by Tavi Gevinson and Maggie Rogers in the talk show. Their conversation as the main concern of the study. The data are analyzed in finding section based on the research question. The results from the findings are discussed in the discussion section to get a comprehensive explanation of the data.

A.   Findings

This part focused on the investigation of the kind and function of DMs in the conversation by Tavi Gevinson and Maggie Rogers as the speaker of the interview. The researcher highlighted the DMs from the conversation. Then, the data are selected based on the multicategory framework of DMs by Fung and Carter, which categorized DMs into four types; interpersonal marker, referential marker, structural marker, and cognitive marker. After analyzing the data, the researcher found 26 DMs from the interview.

1.   Interpersonal category

The interpersonal category contained the markers used to show the relationship between speaker and listener. The speaker in the interview used interpersonal markers as a strategy to build conversations that can be understood by the two speakers. Interpersonal markers can make the natural and the polite impression in informal conversations between the speakers in the interview. The researcher found several interpersonal markers that have some functions, such as markers of sharing knowledge, a marker of showing responses and showing attitude.

Datum 1:

M: "it's really difficult to have those moments where **you know** you're going to remember it and **you know** it's important it's like trying to appreciate it in the moment mm-hmm but the show is awesome."

Context:

In this sentence, Maggie, as the interviewee, told her experience and moment when she has the show, she informed Tavi that they should appreciate the moments.

Analysis:

To tell the experience, Maggie said "you know" in the conversation. The word "you know" in the sentence (*you know it's important it's like trying to appreciate it at the moment*) is produced by the speaker to share the knowledge or experience towards the listener. This sentence (*it's important it's like trying to appreciate it at the moment*) showed that the speaker wants to share the suggestion with the listener. The word "you know" in this datum is located in the middle of the sentence. Therefore "you know" is categorized as an **interpersonal marker** as **a marker of sharing knowledge**.

Datum 2

> T: "I'm gonna read some of these"
> M: "**Okay**"

Context:

The sentence shows Tavi as the interviewer told Maggie that she wants to read some cards. Then, Maggie responded by saying "okay".

Analysis:

In datum 2, Maggie said "okay" when she gives the response to Tavi's statement (*I'm gonna read some of these*). She produced "okay" to show the agreement of what Tavi said. The word "okay" is used to give a response to other's speaker statements or questions conveyed in conversation. In conversation, the speaker produced "okay" spontaneously. In other words, "Okay" has a role in fulfilling the response signal in conversation. The researcher concluded that "okay" is categorized as **an interpersonal marker**, which functions as **a marker of showing responses.**

Datum 3

T: ...for like meaning like catharsis?"
M: "...**Yeah** that's exactly what I mean yeah I've kept waiting for there to be some sort of friction that would manifest into something it's my moment..."

Context:

In the conversation, Tavi ensured the word intended by Maggie. After that, Maggie confirmed what Tavi said because it was her mean.

Analysis:

The word "yeah" in the sentence (*Yeah that's exactly what I mean*) is produced spontaneously by Maggie at the beginning of the statement. The word "yeah" is located in the initial position of utterance. Maggie said "yeah" because she responded and confirmed to what Tavi said like (*for like meaning like catharsis?*). "Yeah" in the sentence or utterance used by the speaker to fulfil the response signal in conversation "Yeah" is produced by the speaker also has the role in showing the agreement to what other speaker said. From the context, the

word "yeah" is categorized as **interpersonal.** The researcher concluded that the word "yeah" is a marker used as **a marker of showing the responses**.

Datum 4

T: "That sound's great. But I could see that being... I mean you have
sure of thing?"
M: "... **right"**

Context:

After hearing Maggie's opinion, Tavi asked Maggie about whether Maggie was sure of what Maggie had done. Then, Maggie responded to Tavi's question by saying "right".

Analysis:

In datum 4, Maggie said "right" when giving the response to Tavi's question (*I mean you have sure of thing?*). She produced "right" to show the agreement of what Tavi asked. The word "right" is DMs that used to give the response to other's speaker statements or questions conveyed in conversation. In conversation, the speaker produced "right" spontaneously. In other words, "right" has a role in fulfilling the response in conversation. The researcher concluded that the word "right" is categorized as **an interpersonal marker** as **a marker of showing responses.**

Datum 5

M: "it's a very strange and surreal that that's a sentence that is part of my life I had alot of fun you got to come to the first night..."

T: "it was **great"**

Context:

In the Maggie statement, she said that she felt strange and fun to come to this interview. While Tavi gave a response to Maggie statement.

Analysis:

In this datum, it can be seen that Tavi said "it was great" to response Maggie statement (*it's a very strange and surreal that that's a sentence that is part of my life I had alot of fun you got to come to the first night..."*). This situation is happened in the beginning of the topic. Tavi produced "it was great" or same as "great" to show that Tavi is an active listener because she gave the sign to response what the speaker or Maggie said in conversation. The word "great" is used to give the response to the speaker which means that this word is categorized as an **interpersonal marker** which has duction as a **marker of showing reponses**.

Datum 6

M :"I thought... gosh! That **really** makes me think I wish it was just more normal to think of more creative pursuits in that way."

Context:

In the sentence, Maggie showed astonishment; after that, she told the truth about what she felt in the situation.

Analysis:

Maggie used the word "really" when expressing the sentence (*which really makes me think, I wish it was just more normal to think of more creative pursuits in that way*). Maggie used "really" to say the reality of what she feels. In

conversation, "really" is a adverb word which used when the speaker wants to convey a sentence that has the proposition meaning. The speaker used really when expressing the certainty and reality of what the speaker said. To produce "really" in the sentence, the speaker used this word in a low tone and slow to show the attitude in speaking. Therefore, "really" is categorized as **an interpersonal marker** which used as **a marker of showing the attitude**.

Datum 7

M: "I have had a practice of writing my whole life but I 've **actually** just spent the last three years performing."

Context:

Maggie said that she had experience in writing during her life, but she actually did the show only three days.

Analysis :

Maggie issued her opinion by using the word "actually," which is located in the middle of the sentence. In the first statement, Maggie said what she actually did (*actually spent the last three years performing*) rather than the statement of what she had previously done in her life *(I have had a practice of writing my whole life)*. The word "actually" is adverb word which used by the speaker to express the certainty fact of what the speaker said before. The speaker usually produced "actually' slowly and in a low tone to express the attitude in speaking. From this context, the word "actually" is categorized as **an interpersonal marker**. This marker has a function as a marker of showing attitude.

Datum 8

T: ...for like meaning like catharsis?"
M: "Yeah... that's **exactly** what I mean"

Context:

Tavi ensured the term intended by Maggie. After that, Maggie said that Tavi term was true.

Analysis:

In the Maggie statement (*Yeah... that's **exactly** what I mean*), the word "exactly" which indicated that Maggie showed certainty or truth. Based on this context, the word "exactly" is an adverb word which used as a marker of a sentence's reality or certainty. The speaker usually produced "exactly' slowly and in a low tone to express the attitude in speaking. "Exactly" in the statement also located in the middle of the sentence. From this analysis, the marker "exactly" is classified as **an interpersonal marker**. These DMs are useful as **markers of showing attitude.**

Datum 9

M: "I was able to go to that stage that I played it for Coachella and see other bands play and then when I returned and was **sort of** watching this video of me playing first of all I'm moving a ton".

Context:

In this sentence, Maggie said that she performed on the Coachella show and watched other bands, which also played at the same show. When she returned

home and watching a video of her first show at Coachella, then she felt excited after watching it.

Analysis:

Maggie used the word "sort of" in the sentence (*when I returned and was **sort of** watching this video of me playing first of all I'm moving a ton*) in the middle of her statement. "Sort of" in the sentence has a role as the filler in text or speech. The speaker used "sort of "to soften other words and phrases so that they do not appear too direct or exact. "Sort of" as DMs has a function to make the utterance or text natural and not stiff. So, the speaker used this word to express the attitude in speaking. The researcher concluded that the word "sort of" is **a marker of showing attitudes**. The word "sort of" is categorized as an **interpersonal marker**.

2. Structural Category

This category contained several markers which used to show the order of the statements. The speakers of the interview used these markers to organize the order of the topics in the interview. In this study, the researcher found some structural markers with several functions such as a marker of opening the topic, a marker of closing the topic, marker of summarizing the topic, a marker of topic continuation, and marker of topic transition.

Datum 10

T: "**Right,** it wasn't like a sudden suddenly you knew exactly what you were doing?"
M: "Yeah, like if I think in a lot of ways there was a lot of fast change."

Context:

In datum 10, Tavi started to ask questions for Maggie about whether Maggie was aware of what she does. Maggie answered that there are many ways to change.

Analysis:

Tavi said "right" at the beginning of her question (*Right, it wasn't like a sudden suddenly you knew exactly what you were doing?*) to open the topic which they discussed. The speaker used the word "right" as a marker to start the discussion of topics or questions. Therefore, the location of "right" is usually found in the initial position. The researcher concluded that "right" is categorized as **a structural marker**. These DMs are useful as **a marker for opening the topic**.

Datum 11

T: "**Okay**, I'm gonna ask you one last question before we move to cards."

Context:

After discussing the previous topic, Tavi said that she would like to ask a few questions before proceeding to the card reading.

Analysis:

Tavi used the word "okay" at the beginning of her statement (*Okay, I'm gonna ask you one last question before we move to cards*). Tavi used "okay" to inform Maggie about what she wants to do. Her statement indicated that she wants to open the topic of the interview. The word "okay" in the sentence is used to open a new topic which being discuss. Therefore, the location of "okay" is usually found in the initial position. From the analysis, the marker "okay" is classified

as **a structural marker**. These DMs are useful as **a marker for opening the topic.**

Datum 12

T: Oh **okay,** thank you so much for coming.

Context:

Tavi gave thanks to Maggie for her coming, and after that, Tavi went to close the interview.

Analysis:

Tavi produced the word "okay" at the beginning of her statement (*Oh okay, thank you so much for coming*). In the interview, Tavi intended to close the topic by saying "okay" at the beginning of the statement. She asked the attention of Maggie and the audience because she went to close the topic. She closed the topic by using "okay" followed by a statement of thanks for the interviewee for his presence. The context proved that "okay" is used as **markers of closing the topic**. Then, this marker is categorized as **a structural marker.**

Datum 13

M: "I think that was it there again there was a control, I was able to go to that stage that I played him for Coachella and see other bands play and **then** when I returned and was sort of watching this video of me playing first of all I'm moving a ton".

Context:

In the sentence, Maggie shared her experience when performing in Coachella, then, she watched the video of her performance, and she was happy.

Analysis:

In datum 13, Tavi used then in the middle of her sentence (*and **then** when I returned and was sort of watching this video of me playing first of all I'm moving a ton*). "Then" is used by Maggie to add the information about what she does after performing in Coachella. To make the sequence of her statement, the speaker used "then" in the statement. The role of "then" in the middle of the sentence/clause indicated the sequence of two statements. The use of the word "then" is also used as a filler in sentences and also to make the statement conveyed seem natural. The author concluded that "then" is part of a **structural marker**, and its main function is as **a marker of sequence**.

Datum 14

M: "Well, I think you have to take care of yourself **first**, right?"

Context:

Maggie suggested Tavi and the audience. She said "first" they must protect themselves."

Analysis:

Based on the sentence of her suggestion (*Well, I think you have to take care of yourself **first**, right?*), Maggie used the word "first" in the middle of the statement. The context of this sentence is Maggie went to suggest Tavi and audiences about the first thing that they should do. The statement is followed by the word (right) at the end of the sentence. The word "first" in that statement is marked as DMs. The word "first" in the utterance has a role in showing the order of the points the speaker wants to make. "First" is used as a marker to determine

the boundaries of a statement. The researcher concluded that "first" is categorized as **a structural marker** that functions as a **marker of sequence.**

Datum 15

T: "Hi hi everyone I thank you so much for coming, Maggie thank you for being here"
M: "You too thanks for doing it"
T: "yeah, **so** I guess it's my job to start, How are you?"

Context:

Tavi was grateful for Maggie arrival in the interview, after giving the thanks to Maggie, Tavi turned to start opening the topic to be discussed.

Analysis:

In datum 15, Tavi said "so" in her statement (*yeah, **so** I guess it's my job to start*) at the beginning of the interview. Tavi gave a greeting to Maggie and the audience of the interview, then she used "so" indicated that Tavi went to take her turn to change the topic. Based on this context, "so" is used as markers for changing topics. "So" is the common DMs in speaking. It usually located in the initial position or at the beginning of clauses. The word "so" signals a topic transition in conversation. Therefore, "so" is categorized as **a structural marker** that functions as **a marker of topic transition**.

Datum 16

T: Ok, **well**, that's one thing I wanted to ask about... is that this album was made with the fact that a lot of people would be hearing it in mind?,"

Context:

The interviewer wants to ask a new question to the interviewee about her album.

Analysis:

In this datum, Tavi used "well" at the beginning of her statement (*Ok, well, that's one thing I wanted to ask about*). Tavi said that statement after hearing Maggie's opinion. Then, she took a turn to change the topic that she went to ask Maggie. The word "well" used by Tavi to change the topic. The word "well" included DMs that serve as markers for topic switching. Usually, "well" is included at the beginning of the statement. Based on this context, the researcher concluded that "well" is **a structural marker** which used as **a marker of topic transition.**

Datum 17

M: "**So**, the idea that you would like measure the successor hard work of an artist based on how much they're putting themselves out there is completely in contrast to the personality type".

Context:

Maggie took the conclusion, and she said that the success of an artist depends on how a person can adapt to an environment that contrasts with his personality.

Analysis:

In the datum 17, Maggie used "so" at the beginning of her statement (*So, the idea that you would like to measure the success or hard work of an artist*). Maggie used "so" to convey the conclusion of the topic which she has stated before. The word "so" located in the initial position to sign that the speaker wants

to take the conclusion the topic. Based on the context of the statement, it can be concluded that "so" acts as a **marker of summarizing the topic**. "So" as one of the DMs is categorized as a **structural marker**.

Datum 18

M : "that just explain it **cuz yeah** after every show I'm like why like every run of a show **and** I'm like why am I so cranky and agitated and have all this unused energy be**cause** you're raw... dude! **yeah** I read also I know the youth this was a while ago, **so** I wanted to know if you still felt this way"
(T: okay)
M: "and you considered yourself a writer first and performer second yeah"

Context:

Maggie told in her statement that she felt uneasy when she prepared on the show.

Analysis:

In this datum, Maggie stated a long statement in the interview. In delivering this statement, Maggie used several words such as" yeah, cuz, and", which are considered as DMs. Maggie used these markers because she explained many things when she prepared the show. The use of DMs like "yeah, cuz, and" by the speaker explains a long and complete statement. The use of DMs is also a strategy for the speaker to hold his turn in speaking. The words that were delivered were spoken spontaneously and briefly, like the word "cuz" which from linking verb" because." Based on this context, yeah, and, cuz acts as **markers of continuation**. "Yeah, cuz, and" is part of DMs that is categorized as **a structural marker**.

Datum 19

M: "because, it's not about me receiving the energy it's being able to take the energy from an audience and redirect it back at people (T: mm-hmm) **so** they can see or feel whatever they need to in their life" (T: right)

Context:

Maggie told in her statement about the energy that is obtained from the audience when the show can not be given to others. Therefore they will feel what they need in life.

Analysis:

In the datum 18, Maggie used "so" in her statement (*so they can see or feel whatever they need to in their life*). Maggie used "so" to hold her turn in speaking with making a lengthy statement in conversation. On the other side, as the listener, Tavi just said the short responses like (mmm) or (right) to give Maggie a chance to continue the statement comprehensively. Like DMs in datum 17, the word "so" has the same function to help the speaker in making a long and detail statement or opinion. In this datum, the speaker produced "so" in the middle of the statement or sentence. Based on that context. It can be concluded that "so" is **a marker of continuation** and is categorized as **a structural marker.**

3. **Referential Category**

This category contained the DMs in the form of linking words, which used to link some utterance and make it become coherence. The researcher found some DMs in referential, which used as a marker of coordination, a marker of causes, marker of disjunction, and marker of contrast.

Datum 20

M:."..right so that that's it, I think the last show I had in New York was at Hammerstein Ballroom **and** the show is amazing."

Context:

In datum 20, Maggie said that the last show she visited was in New York, and she said that the show was amazing.

Analysis:

There are two clauses in Maggie statement. The first clause is (*I think the last show I had in New York was at Hammerstein Ballroom*) and other clauses (*the show is amazing*). These clauses are connected by using the word "and" in the middle of clauses. The word "and" is a "linking word" which generally plays a role in connecting clauses or sentences. In the category of DMs "and" are considered as **referential markers**, and it functions as **a marker of coordination**.

Datum 21

M: "I think the last show I had in New York was at Hammerstein Ballroom and the show is amazing **but** it was hard like I was really really working and really thinking the whole show."

Context:

Maggie said that the show he had in New York was amazing, but it would take hard work and thought to happen.

Analysis:

In this datum, Maggie used "but" between two clauses there are (*the show is amazing*) and (it *was hard like I was really really working and thinking the whole show*). It separately arranged the word "but", because Maggie went to deliver the two clauses which have the contrast meaning. "But" is a linking word that plays a role in the discourse to mark two sentences or clauses in which the

prior sentence has the contrast meaning with the upcoming sentence. Based on this context, "but" is categorized as **a referential marker** that used as **markers of showing the contrast**.

Datum 22

M: "I think the Radio City show was so fun but also disorienting **because** I think I was just prepared and I think I'm I'm getting to the first part of my career."

Context:

Maggie thought that Radio City is disorienting because working at Radio City was her first career.

Analysis:

In datum 22, Maggie explained two segments, including (*I think the Radio City show was so fun but also disorienting*) and (*I think I was just prepared and I think I'm getting to the first part of my career*). The two segments are connected by the linking word "because". Maggie used "because" to sign the upcoming sentence (*I think I was just prepared, and I think I'm getting to the first part of my career*) and it is the cause from the prior sentence (*I think the Radio City show was such fun but also disorienting*). "Because" is one of the DMs used to indicate causes. In the datum, "because" has a role in denoting the second sentence as the cause of the first sentence. Based on the analysis, the researcher concluded that "because" is **a marker of showing the causes.** "But" is categorized as **a referential marker**.

Datum 23

T: "Yeah, I wonder if you feel the repetation of these songs that you wrote of sharing them so often and singing and performing them how that changes you **or** changes the songs yeah completely."

Context:

Tavi told Maggie that she wonders about how Maggie's feelings about the repetition of her song, which she was often performing or singing by those songs and how those songs can influence Maggie or changes the songs completely.

Analysis:

In the datum 23, Tavi used "or" in her statement (*how that changes you **or** changes the songs yeah completely*). The word "or" as the linking verb between two clauses (*how that changes you*) and (*changes the songs yeah completely*). Tavi used "or" in the statement because those two clauses have different possibilities. "Or' has the main function in sentence or utterance to link two clauses. Therefore, the researcher states that "or" is categorized as **a referential marker**. This marker has the function as **a marker of the disjunction.**

4. Cognitive category

This category contained the DMs used to sign the speaker's process in producing some idea or utterances when delivering the statements. In interviews, the speaker usually presents an opinion that might not have been thought of before. DMs in the cognitive category used to provide information on the speaker's cognitive state and instruct the hearer on how to construct their mental representation of the discourse. In this study, the researcher found some DMs of cognitive which used as the marker of elaboration, the marker of self-correction or

reformulation, and the marker of hesitation and marker of denoting thinking process.

Datum 24

T: it's so satisfying to see, **I mean** you can feel the way that you everything that you put into bringing these songs to life and giving them their own life and not just kind of recreating something that yeah as a listener you're used to hearing.

Context:

Tavi told me that she was impressed with Maggie's experience, and she said that Maggie, as a songwriter, could make her songs feel alive.

Analysis:

In the datum 24, Tavi said unclear statements like (*it's so satisfying to see*), then she clarified the statement with a statement like this (*I mean you can feel the way that you put everything that you put into bringing these songs to life*). From this statement, Tavi used "I mean" to modify the statement that she conveyed before. Based on this context, the "I mean" contained in the statement serves to clarify the idea or statement that previously produced unclear by delivering the detailed statement which the speaker intended. Therefore, "I mean" in a sentence or statement used as **a marker of reformulation or self-correctness**. "I mean" is categorized as **a cognitive marker**.

Datum 25

M: "Yeah, **well, I think** people need I don't want to speak for all people but I need a gathering space (T: yeah) and I needed to feel community and connection and that's always been their music but it's funny that we're like as we're talking about this it's interesting."

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Context:

Maggie thought that she doesn't want to talk to many people but she also went to feel the community and broad connections to talk about many things.

Analysis:

In datum 25, Maggie conveyed her statement (*Yeah, **well, I think** people need I don't want to speak for all people but I need a gathering space*) to Tavi. To begin the delivery of the idea or statement, Maggie used "well" and "I think" which noted as DMs. The words "well" and "I think" in the statement above indicate that the speaker thinks before conveying the ideas. The interpretation is proven when the Maggie paused in speaking after using the two markers (well and I think). The use of "well" and "I think" in the delivery of the ideas makes the speaker easier to think about what ideas are conveyed to the listeners. From this context, the researcher concluded that "well and I mean" are categorized as **cognitive markers** that function as **markers of denoting the thinking process**.

Datum 26

M: I feel like I go into survival mode or **like** I'm I'm in the middle of a marathon and it's everything I do whether **like** eating, sleeping, writing it's all in service of the show.

Context:

Maggie told said that all the things she did, such as eating, sleeping, and writing, were her way of survival mode.

Analysis:

In the datum 26, Maggie conveyed her statement by adding the word "like" many times in her statement. Maggie used "like" to show the intention in

conveying some examples or choices such as (*like eating, sleeping, writing it's all in service of the show*). The word "like" is a part of DMs that serves to show examples or choices. From this context, the word "like" has the function as **a marker of elaboration** which is categorized as **a cognitive marker**.

Datum 27

M: "I always think about the space that a record is going to take up or hold like my EP I made in a bedroom and so I **sort of** I , I struggled playing it live, because... "

Context:

　　　　Maggie told about how she tried to make a recording; usually, she made a recording in her bedroom or sort of doing live.

Analysis:

　　　　In the datum 27, Maggie used "sort of" her statement (*I always think about the space that a record is going to take up or hold like my EP I made in a bedroom and so I **sort of** I , I struggled to play it live*). Maggie uttered "sort of", because she hesitated to convey her idea. Then, she paused her speech in a moment to think about the idea that she wants to convey. "Sort of" is a marker used to fill hesitation pauses in speech. By using this marker, the speaker has the time to arrange the idea that she wants to say. The researcher concluded that "sort of" is a **marker of hesitation** and categorized as **a cognitive marker**.

B.　Discussion

This part aimed to provide clarification about the result of the data in the finding. The discussion-based on Fung and Carter's (2007) multi-categorial framework divided into four types of DMs and their functions. Therefore, in the

discussion section, the researcher discussed the data. In this study, the researcher found twenty-seven words and phrases which contain DMs.

The researcher found all types of DMs. **Interpersonal marker** is the first type of DMs which used by the speakers. It is shown from the analysis of words or phrases that contain interpersonal markers such as in datum 1 (you know), datum 2 (okay), datum 3 (yeah), datum 4 (right), datum 5 (really), datum 6 (actually), datum 7 (exactly), datum 8 (sort of).

Based on the finding section, the researcher found some words and phrases that included the functions of DMs in the interpersonal category. The first phrase is "you know", which is analyzed in datum 1. The word "you know" is used by the speakers in the interview as **a marker of sharing knowledge**. In the interview, Maggie, as the interviewee often used this phrase when sharing knowledge and experience as the songwriter. Fung and Carter (2007) stated that "you know" used by the speaker to take attention to the listener's attention before conveying the upcoming talk, and then it accepted by the listener.

Second, some DMs explained in datum 2 (okay), datum 3 (yeah), datum 4 (right), and datum 5 (great). Both speakers used those DMs as **a marker of giving the responses** for some statements or questions delivered by each other. Especially Tavi as the interviewer and she often became as the listen. Tavi frequently used "yeah" to give the response to Maggie opinion. Tavi said, "yeah" spontaneously when she listened to Maggie's statement. Tavi's action showed that she was an active listener; she kept listening and responded to what Maggie said. According to Fung and Carter (2007), the marker of showing responses indicates that the listener is active participation and positive listenership, and interactive.

Third, there are four words or phrases that indicate the **marker of showing attitude** used by the speakers in the interview. These markers are analyzed in datum 6 (really), datum 7 (actually), datum 8 (exactly), and datum 9 (sort of). Fung and Carter (2007) stated those markers are the adverb words used to express certainty or meaning of propositions from utterances. Both speakers of the interview used those words in a low tone to show the attitudes in delivering statements.

The second type of DMs used by the speakers in the interview is **structural markers.** Based on the finding, the researcher found ten words categorized as structural, including datum 10 (right), datum 11 (okay) & datum 12 (okay), datum 13 (then), datum 14 (first), datum 15 (so), datum 16 (well), and datum 17 (cuz, yeah, and). Some words and phrases that included the functions of DMs in the structural category.

There are two words of DMs, such as datum 10 (right) and datum 11 (okay), which used by the speakers as **a marker of opening the topic**. Also, in datum 12 (okay), which has the same DMs, but "okay" has another function as **a marker of closing**. These words almost used by Tavi because she was an interviewer who has a role in managing the process of the topic; it occurred at the beginning and the closing of the topic. As Fung and Carter (2007) said, the structural category provided a small set of words that used to signal a discourse boundary in the beginning and the closing of the topic. Those DMs as the filler words in the statement of the interview. Usually, those three markers are used by speakers repeatedly.

Second**,** the researcher found two words of DMs indicated as **markers of sequences** such as in datum 13 (then) and datum 14 (first). These DMs are used by the speakers to mark the boundaries in the conversation. The researcher found that Maggie used this marker to make the sequence of her logical statement. The word sequence "first" which signified the first segment in the statement and "then" as a marker to mark the end of the topic.

Third**,** two markers/words are explained in datum 15 (so), and datum 16 (well) indicated as **markers of transition.** The speakers used these words to mark the topic shift or topic transitions. In interviews, these words are often used to manage the transition of the topic. These words are necessarily used by Tavi as the interviewer to organize the topic shift in the interview. According to Fung and Carter (2007), that structural is useful when the speaker needs to make the sequence of the discourse

Fourth**,** one DMs in datum 17 (so) indicated as **markers of summarizing the topic.** Based on the interview, the speakers used this word when they want to take the conclusion from the topic. Fung and Carter (2007) said "*so"* as the signal the closing of conversation, and then they continued to make the opinion as to the summary of the topic.

Last, there are three words such as in datum 18 (cuz, and, yeah) and datum 19 (so) indicated as **markers of topic continuation**. The speakers used those words as a strategy to hold their turn in conversation so that they can make long statements. In interviews, Maggie, as the interviewee, often used this marker when she expressed her opinions and experiences. In such situations, usually Tavi as the active listener only responded by using "yeah" or mumbling like (umm,

mm). Fung and Carter (2007) said that "*and, yeah, cuz* is used strategically as a 'staller' to hold the speaker's turn in speaking, while another speaker keeps on acknowledging by saying mhm, mm, or yeah".

The **referential category** is the third category used by the speakers. Based on the finding, the researcher found four words categorized as referential, such as in datum 20 (and), datum 21 (but), datum 22 (because), and datum 23 (or). Fung and Carter (2007) stated this category contained DMs in the form of linking words that have the role of the indexical direction of the interview. The researcher found some words and phrases that included the functions of DMs in the referential category. First, The word (and) in datum 20 indicated as a marker of coordination. The term "and" is often used because it used to connect some words or sentences in writing or conversation. Second, different from the previous DMs, the researcher found one word in datum 21 (but), which has the function as a marker of showing the contrast. Tavi and Maggie used "but" to deliver two ideas or opinions that have the contrast meaning or purpose. Third, this word also indicated as linking word, namely (because) in datum 22. The speakers used this marker to show the cause of the things that she had said before. When the speaker went to tell the causes of something in her opinion, they usually used it. The last is (or) in datum 23 used by speakers to state the two sentences with different purposes or possibilities.

The **cognitive category**, as the last category used by the speaker in the interview. In this study, the researcher found four markers in datum 24 (I mean), datum 25 (I think, well), datum 26 (like), and datum 27 (sort of), which

categorized as cognitive. The speakers used these markers in the process of delivering the sentence.

First, datum 24 (I mean) indicated as **a marker of reformulation**. "I mean" is used by the speakers to correct the statements that have a less meaning by conveying the correct intention as the second statement. Tavi often used a marker of self-correctness "I mean" when she intended to correct her sentence with less meaning to give the understanding for listeners, and she modified her statement with the correct statement. This marker used by Tavi in the middle of the clause of a sentence. Fung and Carter (2007) stated, "DMs are exploited to allow sufficient time for speakers to reformulate, rephrase, self-correct or repair their utterance".

Second, some markers like (I think and well) in datum 25 indicated as the **marker of denoting the thinking process**. Those markers used by the speakers as the delaying tactics to show the thought process when expressing opinions. As the interviewer, Maggie Rogers had to use DMs to express the coherence opinion because, in the interview, the speaker conveyed the unplanned opinion. Fung and Carter (2007) stated that cognitive markers are often used in unplanned speech; without DMs, it will damage the coherence. In this situation, The speaker will need more time to think and convey a coherent opinion by using the right DMs. At the same time, Tavi Gevinson showed an expression of understanding by saying "yeah" which showed that Tavi could understand Maggie's opinion. As Fung and Carter (2007), stated that cognitive categories instruct the listener in discourse representations through inferential procedures to make them understand.

Third, the word (like) in datum 26 is a **marker of elaboration.** This marker has many functions beside to elaborate the clauses. But, in the interview, these markers are used to clarify the intentions of their utterance and also to mention the examples. The last marker is (sort of) in datum 27 indicated as a **marker of hesitation**. In the interview, the speakers used this marker to help them in structuring the statements when they feel hesitant in delivering their statements.

From the previous explanation, both Maggie and Tavi often used the different type and function of DMs. As the interviewee, Maggie mostly used cognitive marker (*I think, like*) to help her in arranging the unplanned statement in informal interviews. While, Tavi often used structural marker (*well, so*) in managing the section of the interview. Also, referential markers mostly used by both speakers to link their statements. While interpersonal markers are rarely used by speakers, especially the marker of shared knowledge, this situation happened because the speakers only used few markers to share their experience or knowledge.

Besides those DMs kind and functions which explained in the finding section, the researcher also found other words or phrases used by speakers which were not mentioned in Fung and Carter's multicategorial of DMs, but the researcher categorized those words as Fung and Carter's DMs. Those words are included stance adverbial words such as *openly, quickly, fundamentaly,* and *completely*, the researcher concluded those words as interpersonal markers and she included as markers of showing attitude. According to the researcher that murmured expession like *umm, ugh, err* also the part of DMs which have function

to fill hesitator. Then, those words are included as marker of thinking peocess. There are other's DMs words or phrases used by Tavi or Maggie which were not mentioned by Fung and Carter's theory. The researcher categorized these words as DMs according to another theory, namely Biber (1999). Biber (1999) revealed that expletive words indicated as DMs which divided into two types such as taboo word like *Dude!* indicated as DMs to show casual expression and moderated expletive word (some markers are acceptable in many situation) such as *Oh My God!*. Those words used spontaneously by speakers because they were in casual situation.

Furthermore, this study is compared with the previous study, which has explained in chapter one. The explanation about the frequency of DMs use is provided to make those explanations became the novelty of this study. The previous studies, such as study by Zand and Bikineh (2014), they studied about DMs' use in Persia and English newspapers' written interviews. By using the same theory, namely Fung and Carter (2007), the researcher found the difference between the studies in terms of frequency DMs use. As explained in chapter one, the previous studies' subject is mostly used **interpersonal** category of DMs. Previous studies' result is different from this study in which the speakers are mostly used **cognitive** category. The difference occurred because of the previous studies with this study are use different situations or contexts. The previous studies are used a semi-formal situation and in the form of written media. In contrast, this study analyzed DMs in informal situations or casual conversation in spoken media like an interview. From the different situations and media, the characteristic of data found from both studies also different. Besides that, the

researcher also found the similarity between this study and previous studies. Both of this study and previous studies are used **referential markers** both in informal-spoken media and formal-written media. The similarity occurs because the referential marker has the same function in both of the studies. Fung and Carter (2007) stated that the referential category contains DMs in the form of linking words that have a role as an indexical direction.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provided some conclusions and suggestions. After analyzing the data about DMs used by Tavi Gevinson and Maggie Rogers in the interview, the researcher took some conclusions and suggestions.

A.   **Conclusion**

Based on the data analysis, the researcher concluded four types of DMs used by Tavi Gevinson and Maggie Rogers in the interview. Those types are interpersonal, structural, referential, and cognitive.

Regarding the types of DMs, the function of DMs also used by the speakers in the interview. They are marker of sharing knowledge, marker of showing attitudes, marker of showing responses, a marker of opening and closing the topic, marker of sequence, marker of topic transition, marker of summarizing, marker of continuation, marker of coordination, marker of contrast, marker of showing causes, a marker of denoting thinking process, a marker of reformulation or self-correction, a marker of elaboration, and marker of hesitation.

There are some types and functions which frequently used by Maggie herself and also Tavi. They used different types and functions because of some reasons. Maggie often used in cognitive markers such as (*I think, like*). As the interviewee, she used cognitive markers to arrange unplanned statements and elaborated the sentence until the statement became clear. While Tavi, as the interviewee, mostly used the structural marker *(well, so)* to help her in managing

the topic discussion process with the interviewee. Both speakers also often used the referential marker to link their statements.

The researcher found some differences and the similarities between this study and previous studies, as explained in chapter one that all of the previous studies analyzed the DMs in written interviews of a newspaper. In contrast, this study analyzed DMs in a casual interview. In terms of frequency, the researcher found that previous studies mostly used interpersonal category while this study is often cognitive. The differences occurred because the previous studies analyzed the written interview informal situations, and this study analyzed informal interview. From a different situation, the characteristic of data found from both studies also different. Besides that, the researcher also found that both of this study and previous studies are used **referential**. The similarity occurred because the referential marker has the same functions in both of the studies.

B. Suggestions

After analyzing the study of DMs in the interview, the researcher realized that this study still has some weaknesses and need some criticisms from the reader to develop this study. From the interview, the researcher found the speakers rarely use interpersonal functions. After that, the researcher hoped this study could be a reference to other researchers who interested in the study of DMs. The researcher also hoped that the future researcher could develop this study.

The researcher suggested for the next researchers, who are interested in the same topic and the same theory, especially Fung and Carter's theory, to analyze more about DMs' interpersonal functions. Further research also may take the data in spoken media such as in daily conversation, vlog, and movie, to get more about

interpersonal expression. Besides, the researcher suggested that future researchers should combine Fung and Carter's theory with another theory to support the data and know more functions of each category of DMs.

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Sample	Dialogues	Function	Types of DMs
Datum 1	M: "it's really difficult to have those moments where **you know** you're going to remember it".	Marker of sharing knowledge	Interpersonal
Datum 2	T:"I'm gonna read some of these" M: "**Okay".**	Marker of showing response	Interpersonal
Datum 3	T:"...for like meaning like catharsis?" M: "...**Yeah** that's exactly what I mean".	Marker of showing response	Interpersonal
Datum 4	T: "That sound's great. But I could see that being... I mean you have sure of thing?" M: "... **right".**	Marker of showing response	Interpersonal
Datum 5	M: "it's a very strange and surreal that that's a sentence that is part of my life I had alot of fun you got to come to the first night..." T: "it was **great** "	Marker of showing response	Interpersonal
Datum 6	M: :"I thought... gosh! That **really** makes me think I wish it was just more normal to think of more creative pursuits in that way".	Marker of showing attitude	Interpersonal
Datum 7	M: "I have had a practice of writing my whole life but I 've **actually** just spent the last three years performing."	Marker of showing attitude	Interpersonal
Datum 8	T: ...for like meaning like catharsis?" M: "Yeah... that's **exactly** what I mean"	Marker of showing attitude	Interpersonal
Datum 9	M: "I was able to go to that stage that I played it for Coachella and see other	Marker of showing attitude	Interpesonal

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	bands play and then when I returned and was **sort of** watching this video of me playing first of all I'm moving a ton".		
Datum 10	T: **Right,** it wasn't like a sudden suddenly you knew exactly what you were doing?	Marker of opening the topic	Structural
Datum 11	T: **Okay**, I'm gonna ask you one last question before we move to cards.	Marker of opening the topic	Structural
Datum 12	T: Oh **okay,** thank you so much for coming.	Marker of closing the topic	Structural
Datum 13	M: "and **then** when I returned and was sort of watching this video of me playing first of all I'm moving a ton."	Marker of sequence	Structural
Datum 14	M: "Well, I think you have to take care of yourself **first**, right?"	Marker of sequence	Structural
Datum 15	M: You too thanks for doing it T: "yeah **so** I guess it's my job to start, How are you?"	Marker of transition	Structural
Datum 16	T: "Ok, **well**, that's one thing I wanted to ask about... is that √this album was made with the fact that a lot of people would be hearing it in mind?,"	Marker of transition	Structural
Datum 17	M: "**So**, the idea that you would like measure the successor hard work of an artist based on how much they're putting themselves out there is completely in contrast to the personality type."	Marker of summarizing	Structural
Datum 18	M : "that just explain it **cuz yeah** after every show I'm like why like every run of a show **and** I'm like why am I so cranky and agitated..."	Marker of continuation	Structural
Datum	M: "Because, it's not about me	Marker of	Structural

19	receiving the energy it's being able to take the energy from an audience and redirect it back at people (T: mm-hmm) **so** they can see or feel whatever they need to in their life"	continuation	
Datum 20	M:"...right so that that's it, I think the last show I had in New York was at Hammerstein Ballroom **and** the show is amazing."	Marker of coordination	Referential
Datum 21	M: "I think the last show I had in New York was at Hammerstein Ballroom and the show is amazing **but** it was hard like I was really really working and really thinking the whole show."	Marker of showing contrast	Referential
Datum 22	M: "I think the Radio City show was so fun but also disorienting **because** I think I was just prepared and I think I'm I'm getting to the first part of my career."	Marker of showing causes	Referential
Datum 23	T: "Yeah, I wonder if you feel the repetation of these songs that you wrote of sharing them so often and singing and performing them how that changes you **or** changes the songs yeah completely."	Marker of disjunction	Referential
Datum 24	T: "it's so satisfying to see, **I mean** you can feel the way that you everything that you put into bringing these songs to life and giving them their own life"	Marker of self-correctness	Cognitive
Datum 25	M: "Yeah, **well, I think** people need I don't want to speak for all people but I need a gathering space (T: yeah) and I needed to feel community and connection"	Marker of denoting the thinking process	Cognitive
Datum 26	M: I feel like I go into survival mode or **like** I'm I'm in the middle of a marathon and it's everything I do whether **like** eating, sleeping, writing it's all in service of the show.	Marker of elaboration	Cognitive

Datum 27	M: "I always think about the space that a record is going to take up or hold like my EP I made in a bedroom and so I **sort of** I , I struggled playing it live	Marker of hesitation	Cognitive

CURRICULUM VITAE

Aulya Sri Utami was born in Pekanbaru on July 20, 1997. She graduated from Darussalam Gontor Boarding School in 2015. During her study at senior high school, she actively participated in OPPM or boarding school organization as central cleaning section. She started her high education in 2016 at English Letters Department of UIN Maulana Malik Ibrahim Malang and finished in 2020. During her study, she joined some organization such as LDK At-Tarbiyah and also teaching community, Omah Wacan Volunteer.