

**DISCOURSE MARKERS IN CONVERSATION OF PUBG
GAMERS VIDEO**

THESIS

By:

Ulfa Nur Fitriya Ni'matur Rohmah

NIM 16320218



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2020**

DISCOURSE MARKERS IN CONVERSATION OF PUBG GAMERS VIDEO

THESIS

Presented To

Maulana Malik Ibrahim State Islamic University, Malang In Partial Fulfilment Of
The Requirement For Degree of *Sarjana Sastra* (S.S)

By:

Ulfa Nur Fitriya Ni'matur Rohmah

NIM 16320218

Advisor:

Vita Nur Santi, M.Pd.

NIP 198306192011012008



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2020**



STATEMENT OF ACADEMIC INTEGRITY

Ulfa Nur Fitriya Ni'matur Rohmah testifies that the thesis entitled "Discourse *Markers in Conversation of PUBG Gamers Video*" does not include any works which have been previously submitted at any institutions of higher education or in other word it is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Thereby, I am highly responsible for the novelty of my thesis.

Malang, 25 June 2020



Ulfa Nur Fitriya N. R.

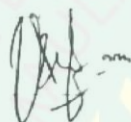
NIM. 16320218

APPROVAL SHEET

This is to certify that Ulfa Nur Fitriya Ni'matur Rohmah's thesis entitled **Discourse Markers in Conversation of PUBG Gamers Video** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

Malang, 25 June 2020

Approved by
Advisor,



Vita Nur Santi, M.Pd.
NIP 198306192011012008

Head of Department of English Literature,



Rina Sari, M.Pd
NIP 197506102006042002

Acknowledged by
the Dean of the Faculty of Humanities,



Dr. Hj. Syafiyah, M.A.
NIP 196609101991032002

Scanned by TapScanner

LEGITIMATION SHEET

This is to certify that Ulfa Nur Fitriya Ni'matur Rohmah's thesis entitled **Discourse Markers in Conversation of PUBG Gamers Video** has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

Malang, June 25 2020

The Board of Examiners

1. Agus Eko Cahyono, M. Pd. (Main Examiner)
NIP. 198208112011011008
2. Mira Shartika, M. A. (Chair)
NIDT 19790308201802012177
3. Vita Nur Santi, M. Pd (Advisor)
NIP. 198306192011012008

Signatures



Approved by
the Dean of the Faculty of Humanities



Dr. H. Syafiah, M.A.
NIP 19660910199103200

Scanned by TapScanner

MOTTO

“Life is like riding bicycle. To keep your balance, you must keep moving.”

-Albert Einstein-

“If you think you can, you can. Mindset can change everything”

“Sehebat apapun seseorang, tanpa restu orang tua tidak ada apa adanya”



DEDICATION

This thesis is proudly dedicated for

My beloved Mom and Dad

My best friends (Baiti, Miftah, Betina Rempong Team)

My aunts, cousins, nephews, nieces

All of my lecturers in this university

My friends



ACKNOWLEDGEMENT

Bismillaahirrohmaanirrohiim

Alhamdulillah rabil ‘alamin, the researcher expresses her highest gratitude to Allah *subhanahu wa ta’ala* for blessing, love, opportunity, health, and mercy to complete this thesis. This thesis was entitled “**Discourse Markers In Conversation Of Pubg Gamers Video**”.

My gratitude goes to the Rector of UIN Malang, Prof. Dr. Abdul Haris, M.Ag., the Dean of the Faculty of Humanities, Dr. Hj. Syafiyah, M.A., and the Head of the Department of English Literature, Ibu Rina Sari, M.Pd. In particular, I express my gratitude to my advisor, Vita Nur Santi, M.Pd., who has patiently helped, taught, managed, and advised me in writing the thesis well.

Furthermore, I would like to send grateful thanks and deep appreciation to all lecturers of the department of English Literature for their education and giving many knowledges and also my beloved family for their unconditional love and endless support, my best friends who always support and hear my complaints, Dinda, Putri, Yoshi, Irma, Baiti, Dhea, Barda, Road, my best listener, Miftah, and all my friends. May Allah SWT give best for them for all their guidance, support and prayers. Hopefully, this study could be beneficial to the writer herself and for the readers in general. Then the researcher hopes that this thesis will be useful for the readers as the reference for the next research to conduct a study related to Discourse Markers.

Malang, 25 June 2020

Ulfa Nur Fitriya Ni'matur R



ABSTRACT

Rohmah, Ulfa Nur Fitriya. 2020. *Discourse Markers in Conversation of PUBG Gamers Video*. Skripsi. Fakultas Humaniora UIN Maulana Malik Ibrahim Malang.

Pembimbing : Vita Nur Santi, M.Pd.

Keywords : DMs (Discourse marker), PUBG mobile game, virtual conversation

In this study, the researcher discussed about Discourse Markers (DMs) that often appeared in the situation or context of informal speech. The study was qualitative research because its aim was to describe what are the types, functions and occurrences from Discourse Markers which were spoken by PUBG Players using the theory from Brinton (1996). The researcher limited the study to one video made by PewDiePew Youtube channel which contains types, functions and occurrences of Discourse Markers. In the process of collecting the data, the researcher watching the original video of PewDiePew then watching, listening, and listing the sentences containing Discourse Markers using note techniques. For the data analysis, the researcher used the theory from Brinton (1996) to determine the types, function and occurrences of Discourse Markers.

The results of the study showed that there were fourteen types of Discourse Markers found in the conversation between PUBG players while playing games in the video, for example: *ok, yeah, I think, well*, and etcetera. All of these variables have their own function. These functions such as *turn-takers, fillers, repair markers, confirmation seekers face-savers, response markers, opening frame markers, closing frame markers, and turn givers*. From several functions that were mentioned above, *turn-takers* is a function which is often used to dominate the conversation and give responses toward the previous reply while playing games. The researcher also found some combination of using Discourse Markers such as *no, no, no* dan *yeah, yeah, yeah* and *yeah, no*. The speaker used those Discourse Markers combination spontaneously while playing games.

The use of Discourse Markers in conversation, especially for informal situations or context that was widespread. In informal situations such as conversation between PUBG players, the gamer as the player often used Discourse Markers that have different functions, notably for discourse markers with *turn-takers* function. This phenomenon happened because there were no binding rules in informal situations, so the player could use Discourse Markers without feeling worry. This phenomenon also affected the situation while the players focused on playing games, and the conversation still on going. Then the researcher also found the existence of Discourse Markers in the beginning, middle, and in the end of sentence. Researcher suggested the next researcher to collect the data in a verbal situation or context, especially for the researcher who had interaction to get the variety of findings.

ABSTRAK

Rohmah, Ulfa Nur Fitriya. 2020. *Penanda Wacana dalam Percakapan pada Video Pemain PUBG*. Skripsi. Fakultas Humaniora UIN Maulana Malik Ibrahim Malang.

Pembimbing : Vita Nur Santi, M.Pd.

Keywords : DMs (Discourse marker), permainan PUBG, komunikasi virtual

Pada penelitian ini peneliti mengambil topik DMs karena fenomena Discourse Markers (DMs) sangatlah sering muncul terutama pada ujaran yang terjadi pada situasi tidak formal. Tujuan dari penelitian ini adalah untuk mengetahui jenis, fungsi dan juga keberadaan dari DMs yang digunakan oleh para pemain permainan PUBG ketika mereka sedang bermain dengan menggunakan teori dari Brinton (1996). Peneliti menggunakan pendekatan deskriptif kualitatif karena bertujuan untuk mendapatkan pemahaman yang komprehensif terhadap penggunaan DMs pada percakapan antar pemain PUBG. Pada penelitian ini hanya ada satu video sebagai data penelitian. Hal tersebut dikarenakan peneliti hanya mengambil satu konteks yaitu bermain PUBG dengan regu secara acak pada satu channel YouTube. Untuk mengumpulkan data, peneliti menonton video berulang kali kemudian peneliti mentranskrib ujaran kedalam bentuk tulisan dengan menggunakan *subtitle detection* dan kemudian peneliti menandai kata-kata atau frasa yang mengandung DMs. Untuk menganalisis data, peneliti mengelompokkan data berdasarkan jenis dan fungsi DMs berdasarkan teori Brinton (1996).

Hasil penelitian menunjukkan bahwa terdapat empat belas jenis DMs yang ditemukan dalam percakapan antara pemain PUBG saat permainan sedang berlangsung, seperti contohnya *ok, yeah, I think, well*, dan sebagainya. Semuanya memiliki fungsi yang berbeda. Fungsi-fungsi ini termasuk *turn-takers, fillers, repair markers, confirmation seekers face-savers, response markers, opening frame markers, closing frame markers, and turn givers*. Dari beberapa fungsi tersebut, fungsi *turn-takers* adalah fungsi yang sering digunakan untuk mengambil alih percakapan dan memberikan respons terhadap ucapan sebelumnya saat permainan sedang berlangsung. Peneliti juga menemukan kombinasi menggunakan DM yang mana adalah *no, no, no* dan *yeah, yeah, yeah and yeah no*. Pembicara menggunakan kombinasi DMs tersebut secara spontan saat permainan sedang berlangsung.

Penggunaan DMs dalam percakapan, terutama dalam konteks informal tersebar luas. Dalam konteks informal seperti percakapan antar gamer PUBG, gamer sebagai pembicara sering menggunakan DMs yang memiliki fungsi berbeda, terutama penggunaan DMs dengan fungsi *turn-takers*. Hal tersebut dikarenakan pada situasi tidak formal tidak ada aturan yang mengikat, sehingga pembicara dapat menggunakan DMs tanpa takut salah. Hal tersebut juga dipengaruhi oleh konteks dimana percakapan terjadi ketika dua orang atau lebih fokus melakukan sesuatu (permainan), sedangkan percakapan masih tetap berlangsung. Kemudian peneliti juga menemukan kemunculan DMs di awal, tengah, dan di akhir kalimat. Peneliti menyarankan bagi peneliti berikutnya untuk mengambil data dalam konteks lisan, terutama yang memiliki interaksi untuk mendapatkan data penemuan yang lebih bervariasi.

مستخلص البحث

رحمة، ألف نور فطريا. 2020. رمز الخطاب في الحوار الفيديو على لاعب PUBG. البحث الجامعي، قسم الأدب الإنجليزية لكلية العلوم الإنسانية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

مشرفة

: فيتا نور سانتني، الماجستير

الكلمات المفتاحية : علامة الخطاب (DMs)، لعبة PUBG ، اتصال بالافتراضية

في هذا البحث، يأخذ الباحثة الموضوع عن علامة الخطاب (DMs) لأن ظاهرتها غالبا ما يظهر على كلام غير الرسمي. يهدف هذا البحث هو لمعرفة نوع ووظيفة وكون من DMs التي تستخدم اللاعبين PUBG حيث يلعبون باستخدام النظرية من برينتون (1996). يستخدم الباحثة المدخل الوصفي الكيفي لأن يهدف لنيل الفهم الشامل إيا استعمال DMs على الحوار بين لاعب PUBG. يستخدم البيانات هذا البحث الفيديو الواحد لأن الباحثة تأخذ 1 سياق فقط (لعب PUBG بفرقة عشوايا على القناة اليوتيوب. لجمع البيانات، تشاهد الباحثة الفيديو تكرارا ثم تنسخ الكلام إلى الكتابة باستخدام كشف الترجمة ثم تميز الكلمات أو العبارات التي تحتوي DMs. لتحليل البيانات، تبوّب الباحثة البيانات على النوع والوظيفة DMs عند نظرية برينتون (1996).

نتائج البحث تدل على أن يكون 14 أنواع من DMs المكتشف في الحوار بين اللاعبين PUBG فور لعب مباشرة كمثل ok, yeah, I think, well, وغيرها. وكلهم يملك الوظيفة المختلفة. هذه الوظائف بما فيها *turn-takers, fillers, repair markers, confirmation seekers face-savers, response markers, opening frame markers, closing frame markers, and turn givers*. من بعض الوظائف، وظيفة *turn-takers* هي وظيفة التي تستخدم مرارا ليصادر الحوار ويعطي الاستجابة على قبل كلامه فور لعب مباشرة. ويستكشف الباحثة المزيج أيضا باستخدام DMs هي no, no, no yeah, yeah, yeah and yeah , no. يستخدم المتكلم المريج DMs تلقائيا فور لعب مباشرة.

استعمال DMs في الحوار، مقام غير الرسمي الدارج مثل الحوار بين اللاعب PUBG كالمكلم الذي يستخدم DMs مرارا ويملك الوظيفة المختلفة، خصوصا استعمال DMs بالوظيفة *turn-takers* لأنها غير رسمي لم يوجد الحكم المقيد حتى يستخدم المتكلم DMs دون الخوف الخطأ. يتأثر بالسياق الذي تحدث فيه الحوار عندما يركز شخصان أو أكثر على اللعبة، ولكن الحوار مستمرا. ثم وجد الباحثة DMs في الأول، وسط، والأخير الجملة. وتقتراح الباحثة أن يأخذ البيانات في مقام اللسان، ويملك التعامل لنيل البيانات المكتشفات المتنوعة.

TABLE OF CONTENTS

| | |
|---|-------------------------------------|
| THESISCOVER | i |
| STATEMENT OF ACADEMIC INTEGRITY | Error! Bookmark not defined. |
| APPROVAL SHEET | Error! Bookmark not defined. |
| LEGITIMATION SHEET..... | Error! Bookmark not defined. |
| MOTTO | vi |
| DEDICATION | vii |
| ACKNOWLEDGEMENT | viii |
| ABSTRACT | ix |
| TABLE OF CONTENT | Error! Bookmark not defined. |
| CHAPTER 1: INTRODUCTION..... | Error! Bookmark not defined. |
| A. Background of the Study..... | 1 |
| B. Research Question | Error! Bookmark not defined. |
| C. Objective of the Study | Error! Bookmark not defined. |
| D. Significance of the Study | Error! Bookmark not defined. |
| E. Scope and Limitation | Error! Bookmark not defined. |
| F. Definition of Key Terms..... | Error! Bookmark not defined. |
| G. Previous Studies | Error! Bookmark not defined. |
| H. Research Method | Error! Bookmark not defined. |
| 1. Research Design | Error! Bookmark not defined. |
| 2. Data and Data Source..... | Error! Bookmark not defined. |
| 3. Data Collection | Error! Bookmark not defined. |
| 4. Technique of Data Verification | Error! Bookmark not defined. |
| 5. Data Analysis..... | Error! Bookmark not defined. |
| CHAPTER II: REVIEW ON RELATED LITERATURE.... | Error! Bookmark not defined. |
| A. Pragmatic | Error! Bookmark not defined. |
| B. Discourse Markers | Error! Bookmark not defined. |

C. The Functions of Discourse Markers **Error! Bookmark not defined.**

CHAPTER III: FINDINGS AND DISCUSSION **Error! Bookmark not defined.**

A. Findings **Error! Bookmark not defined.**

B. Discussion **Error! Bookmark not defined.**

CHAPTER IV: CONCLUSION AND SUGGESTION .. **Error! Bookmark not defined.**

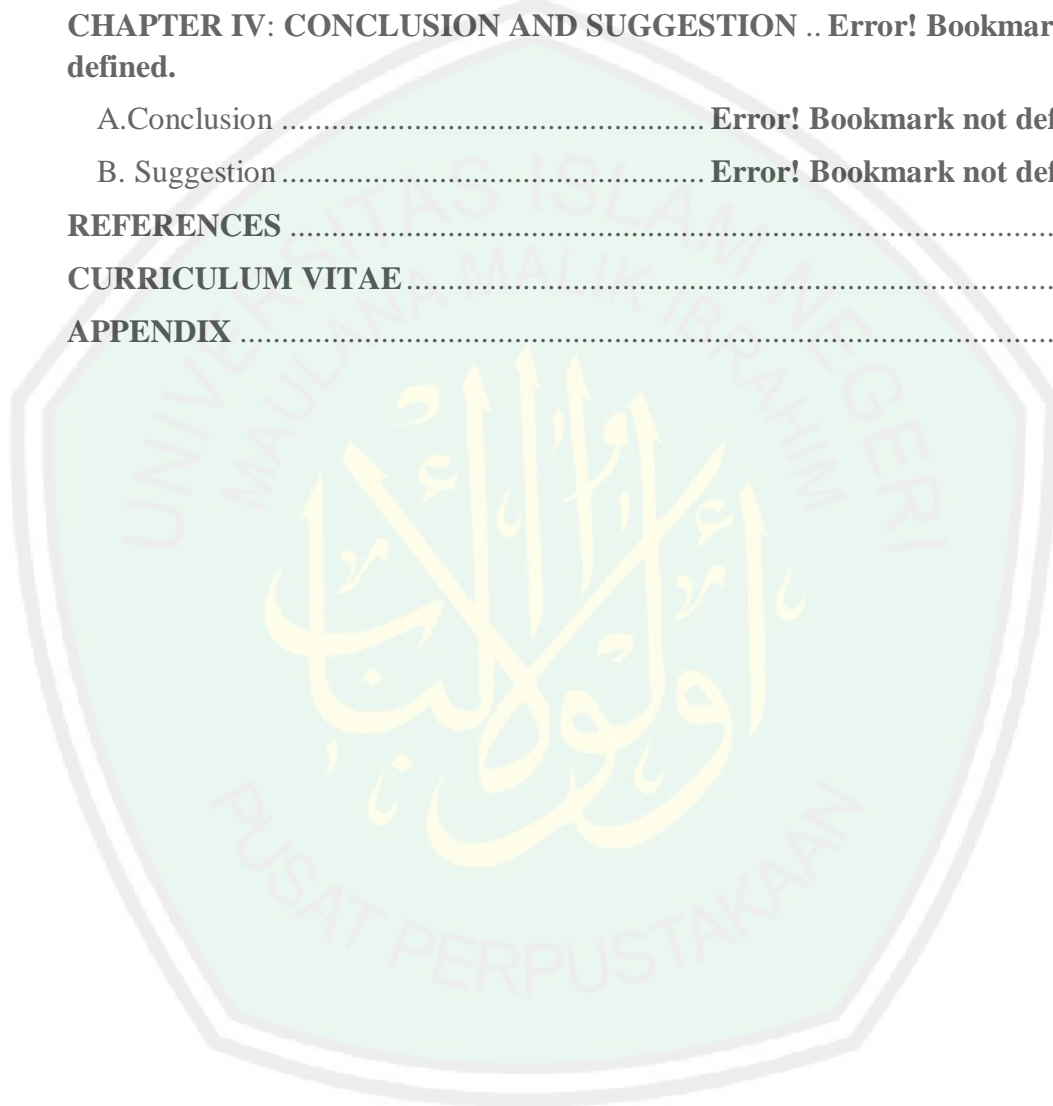
A. Conclusion **Error! Bookmark not defined.**

B. Suggestion **Error! Bookmark not defined.**

REFERENCES 63

CURRICULUM VITAE 65

APPENDIX 66



CHAPTER 1

INTRODUCTION

This chapter involves eight sub-chapters; background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, definition of key terms, previous studies, and research method which includes research design, data source, instrument, data collection, and data analysis.

A. Background of the Study

In linguistics, certain terms discuss language; one of them is a discourse marker. According to Yule (2010), DMs were included in a pragmatic approach defined as the study of how language was committed by the situation or the context and also the purpose of communication which used it. Brinton (1996) stated that DMs had been the most common name which suggested “*seemingly blank expressions found in oral discourse*”. She also stated that DMs might not always contribute propositional meaning, they did make the hearing process by indicating the situation and context that required the intended interpretation of the speaker's utterance and how it was relevant to serve a procedural or purpose the meaning.

DMs are related to the pragmatic. According to Yule (1996), there are four definitions of pragmatic. Firstly, he defined pragmatic as a study of what speakers

mean. Second, pragmatic is the study of contextual meaning. Third, pragmatic is the study of how to get communicated and what the speaker's said. For the last definition, pragmatic is the study of the expression to relative distance. Besides, according to Carrol (1985) pragmatic is the study of language that is used in communicative interaction. Therefore, in this context of using pragmatic functions approach to analyze the compatibility of discourse markers. The researcher investigated the conversation by describing and measuring the context of the conversation to get a deeper understanding of the function of DMs.

The researcher discussed the discourse marker, it because in daily life, the phenomenon of discourse marker was a common habit. According to Ötsman (1982) DMs are predominantly an oral feature rather than conversation. The appearance of DMs is a result of the informality of oral conversation and the grammatical "fragmentation" caused by the lack of planning time, making the users of pragmatic markers expedient. While according to Afrianto & Arles (2018) DMs provides a natural effect in conversation and understanding between speakers and listeners. Especially in informal situations, discourse markers often appear in a speech, either have meaning or have no meaning. Sometimes the use of discourse markers will affect the information that the researcher wants to convey. Therefore, this research was very compatible to be held, given a lack of understanding of discourse markers in the utterance.

Based on the explanation above, the researcher was focusing on the study of DMs through virtual communication on YouTube. The virtual conversation is a

social gathering that took a form on the internet where everyone brings problems in real life to be discussed virtually for a long time and involved the user's feelings or thoughts with a relation formed in cyberspace (Dede, 2018). However, in this game, the virtual conversation appeared when the players were playing the game in one squad but in a different place. DMs will be more apparent because in virtual conversation, especially in this case, the speakers will focus on the communication to respond to the information. It is different from real conversation, where speakers not only focused on the language used but also considered many aspects like expression and body language. Therefore, it became the data of this research which will be investigated more by using relevant theory.

The researcher took a channel created by Felix Arvid Ulf Kjellberg, who is a commentator of gaming videos on YouTube originating from Sweden. In 2020, this YouTube account has 103M subscribers. His videos were watched by 29.6 million viewers on average. Actually, on the PewDiePie channel, there are many contents, such as reviewing stuff, Terraria, mini craft series, LWIAY, YLYL, review memes, tik-tok, Minecraft epic, and so on. Nevertheless, the researcher chose PUBG gamers video as the data of this research.

PUBG Mobile is one of the battle royal games that can be installed through the google play store and has many users. PUBG Mobile was released on March 19, 2018, but in less than a year the PUBG Mobile game has won many awards namely, the Best Games, the Most Competitive Games and the Favorite

Games of Fans at the 2018 Google Play Award (Triyantama et al., 2019). In PUBG, there is also various features including Quick Chat, Chatbox, and Voice Chat (microphone). Some of these features have the same function, which used to communicate. However in a quick chat, the player could only send the text messages when the battle was in progress, while the chat box is almost the same as a quick chat in the chat box, the player has a conversation between other players before war-fighting on the battlefield, and they can create groups containing individual players to do battle in the battlefield. The last feature is the voice chat (microphone), which is a voice message from each player in the match while the game is in progress.

Considering the previous studies related to this study, the researcher decided to explore the use of discourse markers in PUBG gamers video. The researcher took PUBG gamers video as the object of the study in that most previous studies concerned speaking ability, especially in formal contexts like education. The previous studies such as Alvina Zulfa Kumala (2016), Nejadansari & Mohammadi (2015), Ding Rongrong & Wang Lixun (2015), Guo-Ping & Yin Chen (2015), Havva Zorluel özer & Zuhul Okan (2018). Other previous studies concerned in spoken was in interviews, such as Vanda and Petter (2011), Amir Zhan Moghadam & Leila Bikineh (2014). They were focusing on speaking ability in real communication or real situations. Thus, choosing PUBG gamers video on how they use DMs in virtual conversation could bring different findings.

Besides, the reason why the researcher did more on the use of DMs in the virtual conversation context was that most previous studies investigate more on the use of DMs in direct or indirect conversation, such as interviews, classroom interactions, and et cetera. Thus, the researcher chose the PUBG gamers video, which was regarded as a virtual conversation to become the object of this study using Brinton's theory (1996).

B. Research Questions

According to the background of the study, this research is done based on two problems, below:

1. What are the types and functions of discourse markers used by PUBG gamers in their virtual conversation?
2. How are the occurrence of discourse markers used by PUBG gamers in their virtual conversation?

C. Objectives of The Study

Based on the problem of the study above, the objective of the study that is going to achieve:

1. To examine the kinds and functions of discourse markers used by PUBG gamers in their virtual conversation.
2. To examine the occurrence of discourse markers used by PUBG gamers in their virtual conversation.

D. Significance of The Study

This study contributed both theoretically and practically. In theory, it could be obtained from empirical data, which was supported by a theory about how to analyze DMs. Besides, this study was expected to be one of the references for other researchers to research and develop more profound concepts with more sophisticated coverage of DMs. Therefore, the researcher hoped that the study could give a big contribution to the development of the pragmatic study.

In a particular context, the results of this study were for both the speaker (game players) of video games and video game viewers. For the speaker, it was an excellent example of how to use DMs well. Understanding the use of correct DMs made it easier for speakers to do virtual communication to convey each other's information. For viewers, it was easier to understand what a speaker means, so there was no miscommunication in receiving information and making the situation more natural. Furthermore, the viewers can still enjoy the video that was delivered.

E. Scope and Limitation

This research investigated the use of DMs on a PUBG video gamer's conversation, in which there were interactions in the video (virtual conversation) between players. However, what the study would be going to investigate was only discourse markers based on Brinton's theory (1996). The study only focused on the types and function of DMs dialogue in virtual conversation in the context of informal contexts.

The DMs that appeared in the conversation were seen from the discourse between players. From a conversation between players, response and understanding between a squad of game PUBG (first player, second player, third player, and fourth player). The researcher only selects one video game as the research object. It was because the PewDiePie channel only found one video in the random squad category. If the researcher selected two or more videos with various categories and different contexts on one YouTube channel, it would not be related.

F. Definition of Key Terms

1. Discourse Marker

A class of verbal expression drawn primarily from the syntactic classes of adverbs, adverbs, and prepositional phrases. Discourse markers present in the oral or written forms support interaction. Still, they do not generally add any specific meaning to the message, e.g., *yeah, you know, I think, actually, okay, well, etcetera.*

2. Virtual Conversation

A social gathering that takes place on the internet where everyone brings problems in real life to be discussed virtually for a long time and involves the user's feelings or thoughts with a relation formed in cyberspace. Virtual communication makes it easier to build long-distance communication.

3. PUBG

One of the games online that were released on March 19, 2018. It can be downloaded from google play store or other application stores. This game is categorized as a royal battle game. There are three ways to play PUBG, the first is single, the second is double, and the last is with a squad. In this game, there are one hundred people who fight for victory. The reward obtained by the winner who is referred to as the winner, "winner winner chicken dinner." In the PUBG, there are many features like Enhanced Aim Assist, Upgrade to Winner Pass, Bullet Trail Adjustment, Weapon Recoil Suppression, and et cetera.

G. Previous Studies

There were some previous studies related to this research. The first was Vanda & Petter (2011), they analyzed the use of DMs (you know, and I mean) between females and males at television interviews. In this study, the researchers used a combination of qualitative and quantitative research. Researchers found a significant difference between males and females in applying DMs, especially you know but not too much. Women often said DMs, you know from men. Whereas in the use of DMs, I mean, both of them generally used it for elaboration and topic shift. In conclusion, there was no significant difference between females and males in using discourse markers (you know, I mean). The use of these DMs (you know, and I mean) at females and males had the same rate.

The second was a journal by Tzu Yu Tai (2016), she analyzed with a focus on EFL listening that has increased in Taiwan. However, there were such investigations that have been researched on this; there were some things

considered as lacking in the researcher. Therefore, the researcher conducted the study by choosing a corpus study on DM used in junior high school books, listening to workbooks, and CAP (Comprehensive Assessment Program for Middle School Students). In this study, the researcher analyzed the type of DM and determined whether the textbook and the test author emphasizes the DM. The results of this study were to found the use of DM. The difference was quite significant in writing and oral. The researcher was allowed to assess DM that can improve the balance between writing and oral. The complex in this study would be easily understood.

The third was a journal by Guo-Ping & Yin Chen (2015), they conducted the research using a corpus-based study of contrastive discourse markers. This comparison of discussion investigated the use of Contrastive Discourse Markers between Chinese English students and native speakers. In this study, the researchers combined both qualitative and quantitative research methods. The researchers found several examples of discourse markers used by both subjects such as, *but, although, however, but, even, etcetera*. However, there were some differences in the use of these discourse markers, where native speakers used discourse markers more often at the beginning and in the middle of the sentence. In contrast, Chinese students used discourse markers at the beginning of the sentence.

The fourth previous study was from a journal by Nejadansari & Mohammadi (2015). They examined the frequency, distribution, and pragmatic

functions of DMs at Iranian University. In this study, the researchers used qualitative and quantitative as a research method. They used more than one theory, namely Fraser's theory (1998, 2008) and Brinton's theory (1998). The data source that researchers used comes from EFL teachers, student's classroom interaction.

The last previous study was from a thesis by Alvina Zulfa Kumala (2016), she investigated the use of DMs on the EFL learner's presentation. The focus of the research was on investigating the use of EFL learners in the Indonesian context when they were presenting. The researcher used Brinton's theory (1999), which was only an expression to be examined, which was the form of a word or phrase. This research only focused on the variation of the types of DMs, meaning, and function regardless of the gender of the speakers. To analyze DMs, the researcher chooses a descriptive qualitative as a research method.

H. Research Method

1. Research Design

The research design was important for the research because it includes strategy and steps that the researcher will do in his/her field of research exploration. Ary et al. (2010) stated that "the research design is the researcher's plan of how to understand some group or some phenomenon in its context".

In this study, the researcher used descriptive research with a qualitative approach, because based on the criteria: research design was flexible and evolved during the study; research data was taken from one natural setting; the data that

were collected include descriptive and reflective data; emphasize the meaning; having much concern with utterances or words as the analyzing data rather than the number. Ary et al. (2010) state that qualitative research focuses on understanding social phenomena from human participants' perspectives in natural settings. In this case, the phenomenon was a video conversation among PUBG players on YouTube.

2. Data and Data Source

In conducting the research, the data taken from PUBG gamers video in the PewDiePie YouTube channel. In this channel, there are many contents, but the researcher just took one video because in this PewdiePie channel was only found one video in a random squad category. The video was uploaded on August 12, 2018, in <https://youtu.be/9F-WPOCOLpI> with duration for about ten minutes, which had virtual communication among players. The players consisted of four people, and each player did not know each other. Then they used full English to make a conversation while the game was still going on.

3. Data Collection

Data collection techniques were a method taken by researcher to obtain research data. Data collection techniques were intimately tentative because their use was determined by the description of the data and the object of the problem to be obtained. Therefore, in this case, qualitative research was likened to 'craftsman' (Suyitno, 2018, p. 94). The data collection techniques that were conducted by the

researcher in this study were done by watching Technique, listening techniques, and note-taking techniques. The researcher took the steps:

a. Watching Technique

Watching techniques will impact the development of one's cognition; this raises the way someone thinks of egocentrism and binary (Surbakti, 2008, p. 53). Thus, the researcher can think conceptually, rationally, abstractly, and even hypotheses according to every phenomenon in a show (Krippendorf, 1993, p. 78-79). Watching Technique meant extracting the data by watching the object to be examined. Here some steps were taken by the researcher.

First, the researcher watched the whole PUBG gamers video to find data that was consistent with the theory and research objectives. After that, the researcher watched a PUBG gamer's video with a focus on context and utterances that contain DMs. Then, the researcher watched the video repeatedly so that the data obtained was more substantial and more convincing.

b. Listening Technique

Listen technique is a technique carried out by listening carefully, diligently, and thoroughly to the primary data source (Hendrawansyah, 2018, p. 22). The researcher did many steps. First, the researcher focused on the content of the conversation between PUBG players when the game was in progress, as well as paying attention to the context. Then the researcher repeated some of the dialogue

scenes between players carefully and analyzed the DMs that appear in an utterance elaborately.

c. Note Technique

The researcher's note-taking Technique is by listening rather than taking notes that are focused on summarizing the document in the form of data, discourse, or object to be examined. Then, clarifying to be analyzed one by one (Thomas, 192, p. 185). In this part, the researcher did some steps. After the researcher listened to the context and utterances of players on PUBG gamers video, the writer started to write or transcribe that data into writing using subtitle detection on YouTube. Then the researcher reviewed the data that has been recorded. The last, the researcher selected and sorted data that contains DMs in speech between PUBG players.

4. Technique of Data Verification

In this research, the trustworthiness of data analysis was needed to be checked to reduce the research's biases and prejudices. To get the trustworthiness in this research, the researcher used triangulation to check the trustworthiness of data. This technique emphasizes the accuracy or credibility of a conclusion, both in the form of exposure and interpretation of researchers (Bailey, 1978, p. 143).

In this study, the researcher used three data validation techniques, as follows:

1. Triangulation of theories

The theory of triangulation can be called perspective triangulation. It is a technique that refers to ways that researchers can compare their perspective with alternative theoretical schemes to use various theories or perspectives, not a single perspective to test the validity of a data (Denzin, 1978, p. 102). In this section, there are some steps. First, the researcher used the perspective of Brinton's (1996) in conducting this research. Second, the researcher took the data following research objectives based on Brinton's theory or perspective (1996). Then the researcher described each data result in conversations containing DMs on PUBG video gamers conversation using Brinton's theory (1996).

2. Triangulation of Sources

According to Robert K. Yin, source triangulation was an analytical technique used during fieldwork and, later, during formal analysis, to corroborate a finding with evidence from two or more sources. (Yin, 2011, p. 313). In the process of the research, the researcher searched for journals related to theory by paying attention to the keywords that will be studied in the study of DMs according to Brinton's theory (1996). Then the researcher compared the data obtained with previous research and then found the data by the usefulness of the theory used by researchers.

3. Triangulation of time

Time triangulation was a process of checking and rechecking information between one data source and another data source. By using several methods in data collection, investigators, data sources, and other theoretical points of view (Glesne, 2006, p. 37). In this case, the researcher did some steps. First, the researcher started to watch the video PUBG gamers video conversation for the first time in the first week on January 28 to try to see the context in the video. Then while watching the video, the researcher also looked for the information about the data. Second, The researcher begins recording the essential things about PUBG video gamers' conversation. Last, the researcher watched the PUBG gamers video again to get valid data and find out the DMs used by the PUBG players.

5. Data Analysis

In this research, the researcher used qualitative data analysis. In analyzing the collected data, the researcher followed several steps: data reduction, data display, and conclusion drawing/verification.

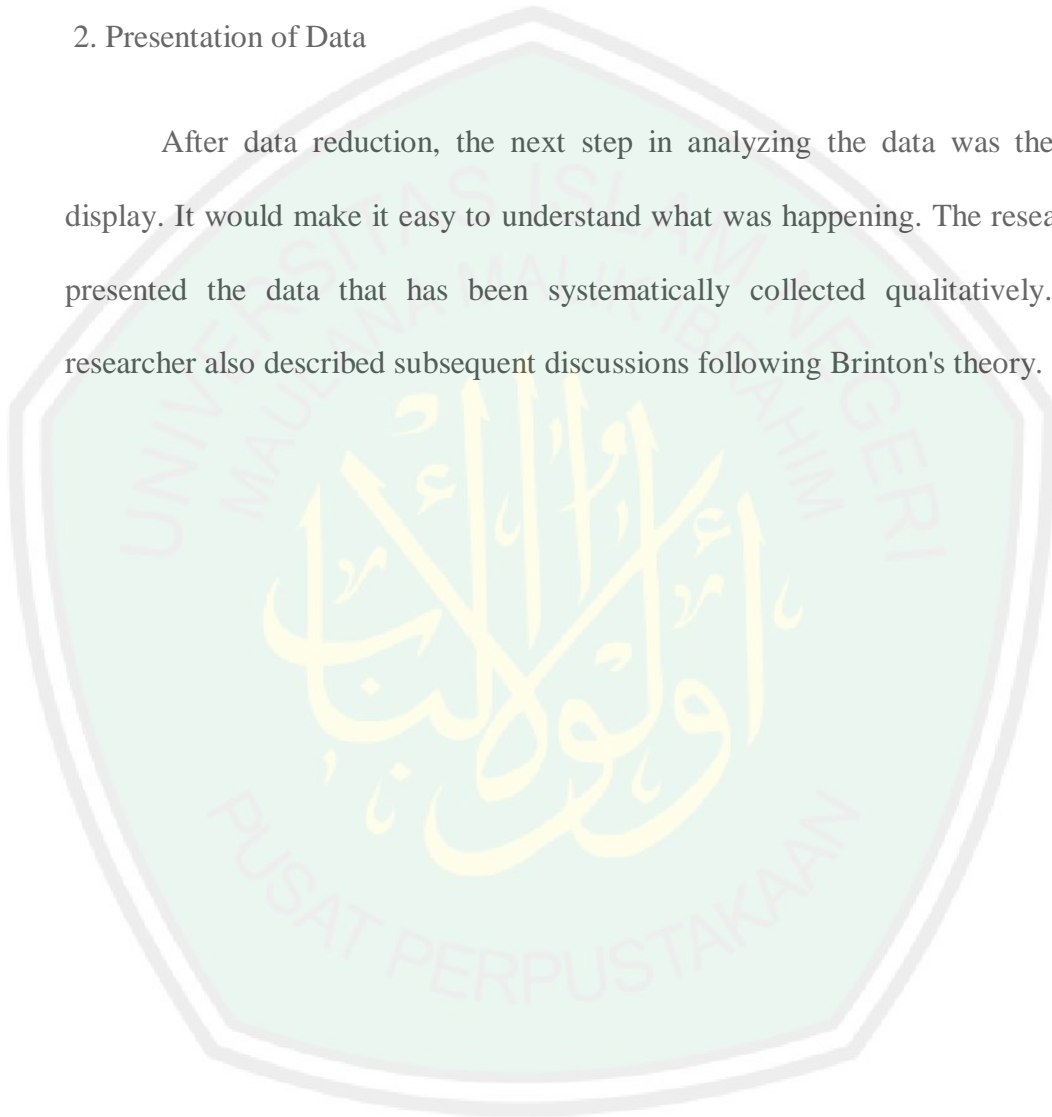
1. Data Reduction

Data reduction is not understood as a reduction in data quality, but on the contrary, data reduction activities aimed to improve data quality by research objectives (Neuman, 2014, p. 480). There are some stages. First, the researcher selected data in the form of utterances that contain DMs in the PUBG video gamers conversation and also ignored the utterances that did not consist of DMs. Second, The researcher classified the data according to their function. The

functions are textual and interpersonal functions. In the textual function there are eight branches and in the interpersonal function only two branches of the functions.

2. Presentation of Data

After data reduction, the next step in analyzing the data was the data display. It would make it easy to understand what was happening. The researcher presented the data that has been systematically collected qualitatively. The researcher also described subsequent discussions following Brinton's theory.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the relevant sources which have some related aspects to the present study in order to help and answer the research questions. This chapter elaborated on pragmatic because it was the close scope of DMs that were related to the theory DMs that have been taken. The second was discourse markers and the last was the Function of discourse markers according to Brinton's Theory (1996).

1. Pragmatics

Human beings are social creatures. As social creatures, humans must establish interaction through communication with each other. It is because human interaction was essential to share the messages or information necessary to carry out daily activities. People use languages as a medium of communication, which is in the languages consisting of parts of speech where categories of words based on their function within a sentence. Then they also have a particular meaning which can change in certain situations or contexts. However, those are many people who do not think about language as an effective media communication. So, it is a possible misunderstanding of the contexts. It can be reduced by one of the ways by making deep understanding through pragmatic study.

Pragmatic is a branch of linguistics that deals with meaning and language use in the context. It is also known as another broad approach to discourse dealing with three concepts called context, meaning, and communication. Those are themselves incredibly vast and unwieldy. There are many concepts to define pragmatic. Parker (1986) defined that pragmatic is distinct from grammar, which is the study of internal structure language. While according to Carrol (1985) pragmatic is the study of language use in communicative interaction. It is concerned with linguistic meaning, the way of using language, the reason for using language, within context. The context can be divided into four parts: physical context, epistemic context, linguistic context, and the last social context.

Yule (1996) divided a pragmatic into four definitions. First, he defined pragmatically as a study of what the speaker means. It means that what people mean of their utterances is more to than the phrases or words in those utterances. The second pragmatic is the study of contextual meaning. It shows that speaker utterances are related to the context (where and when the utterance is uttered, and etcetera). Third, pragmatic is the study of how gets communicate rather than what the speaker says. So, the information or the utterances could be well received by the hearer. The last definition, pragmatic is the study of the expression of relative distance.

The pragmatic function is related to the discourse marker. It is in constructing discourses, indicating the attention and emotion of language users, regulating interpersonal relations and shortening interpersonal distance. Previous

studies used DMs in conversations to serve some pragmatic functions, which are dependent on the context in which DMs occur (Fraser, 1999, Schiffrin, 1987, Redeker, 1991, Brinton, 1996). For example according to Brinton (1996, p.35) DMs serve a variety of pragmatic functions not pragmatically optional or superfluous.

2. Discourse Markers

Discourse Marker has been studied by many researchers in a variety of languages besides English, including Chinese (Biq 1990; Miracle 1989; Wang Tsai, and Ya-Ting 2010), German (W.Abraham 1991; Barske and Golato 2010), Hungarian (Vasko 2000; Deer and Marko 2010), Indonesian (Wouk 1998,2001), Danish (Emmertsen and Heinemann 2010), Russian (Bolden 2003, 2008, in press; Grenoble 2004), Spanish (Koike 1996; Roggia 2012; Schwenter 1996; Torres 2002), and etcetera. They have approached the discourse marker through many different perspectives. Those are many perspectives of discourse markers which explain about the definition of discourse markers and their method of analysis. For example Fraser's pragmatic approach (1990, 1998, 2006, 2009a), Mushler's interactional Linguistics perspective (1994, 1997a, 2009, 2012) and Schiffrin's discourse perspective (1987a, 1994a, 1997, 2001, 2006).

According to Shiffrin (1987) DMs have two definitions of the category given. The first is an *operational definition* and the second is a *theoretical definition*. According to the operational definition, DMs are "sequentially dependent elements which bracket units of talk" (Schiffrin, 1987, p. 31). The

"units of talk" include propositions, speech acts, sentences, and etcetera. The clause of "sequentially dependent" means that discourse markers are not dependent on syntactic structures like clauses and sentences. But sequentially dependent on the structure of the discourse markers (Schiffrin, 1987, p. 40). She analyzed such items like *as, and, but, well, because, then, now, you know, I mean, oh, or*, and etcetera, which occurred in unstructured conversation and spontaneous speech. Then the theoretical definition is in a more comprehensive model of discourse and discourse coherence. The model consists of five planes, which are: Exchange structure (ES), Action structure (AS) which reflects the sequence of speech acts which occur within discourse, Information state (InS) which reflects the ongoing organization and management of knowledge as it involves throughout the discourse. Participant framework (PF) which refers to different ways between speaker and hearer can understand each other. Ideational structure (IS) which reflects a specific relationship the ideas (propositions) found within the discourse. Those elements are connected and all of them give the contribution to the flow of the conversation. Schiffrin believes that successful communication is from integrating all of the components of talk and also the contributing of discourse markers to the discourse coherence by locating utterance on a particular plane(s) of talk.

Like the review thus far, Fraser's (1990,1998) perspective on discourse markers is embedded within a broader framework that gives more impacts in the analysis of markers. In contrast to Schiffrin (1987a) who explains the markers use and the contribution of markers in everyday discourse. While Fraser explains the

classification of types of pragmatic meaning, the description of some pragmatic commentary markers "discourse markers" (Fraser, 1998, p. 302). In this theory, Fraser depends on the differentiation of two things that were content and pragmatic. There are three different sets of pragmatic that are basic pragmatic markers, commentary pragmatic markers, and parallel pragmatic markers. Discourse marker to be a part of the commentary pragmatic marker: they are "a class of expressions, each of which signals how the speaker intends the basic message to the prior discourse" (Fraser, 1990, p. 386). Fraser's focus is the markers that indicate the relationship between messages.

In this study, the researcher utilized Brinton (1996) approach to analyze discourse markers. According to Brinton (1996) DMs have been the most common name suggested for "seemingly blank expressions found in oral discourse. She also compiles an inventory of thirty-three markers which are *ah, actually, after all, almost, and, and (stuff, things), like that, anyway, because, but, go "say", if, I mean/think, just, like, mind you, moreover, now, oh, ok, or, really, right/alright, so, say, sort/kind of, then, therefore, uh, huh/mhm, well yes/ no, you know, you see*. DMs may not always contribute propositional meaning, they do ease the hearer's processing by indicating the context required for intended interpretation of the speaker's utterance and how it is relevant (Brinton, 1996). So DMs are phonologically small items that have little or no referential meaning, but they serve a procedural purpose or pragmatic. In this theory, she uses the term "pragmatic markers". For many scholars, the base function of DMs is to express the relevance of utterance to the context. DMs are predominantly a feature of oral

rather than discourse. The appearance of DMs is a result of the informality of oral discourse and the grammatical "fragmentation" caused by the lack of planning time, making the use of pragmatic markers expedient (Ötsman, 1982, p. 170). (Brinton, 1996, p. 33-35) also classifies the characteristic of DMs:

1. DMs appear more frequently in oral rather than a written discourse.
2. DMs are short and often phonologically reduced.
3. DMs are optional.
4. DMs have many functions, and can operate on both local and global planes.
5. DMs appear either outside the syntactic structure or may be loosely attached to it and have no clear grammatical function.
6. DMs are often qualified to sentence-initial positions, or may always occur sentences initially.
7. DMs form a separate tone group.
8. DMs are often stylistically stigmatized and negatively evaluated.
9. DMs carry little or no propositional meaning.

In the first classification above, it might be a fact. It is because the oral discourse is simply explained by the characteristics of the speech. In speech, the speakers usually did not have much time to plane the utterances, and DMs can provide clues of the topic for the hearer to understand the topics or the messages.

3. The Functions of Discourse Markers

In this study the researcher used the theory of Brinton (1996) which claimed that the DMs are not pragmatically superfluous: they present a variety of pragmatic functions. She (ibid, p.36) disputes that 'if such markers are omitted, the discourse is grammatically acceptable, but would be judge "unnatural", "disjointed", "unfriendly", "impolite", "awkward", or "dogmatic" within the communicative context. She categorized DMs functions into two big umbrellas, which are textual functions and interpersonal functions. In textual functions, there are eight subs of the functions and in the interpersonal functions, only two subs of the functions.

1. Textual Function

The textual function is realized in the theme focus structure of discourse, in the distribution of new information, and cohesive relations (Halliday, 1994). The cohesive relations included the conjunctive relations which relate text elements together. The classification of conjunctive relations into additive, causal, adversative, and temporal. So it was related to the meaning as text, making cohesive passages of discourse, using the language in a way that sends a message with the relevant theory. Brinton also proposed the following functions of the textual function in discourse. The first was marking boundaries type (to end or initiate a discourse or to effect a shift in topic). The second was chunking in written discourse or assisting in turn-taking. To mark boundaries type (to end or initiate a discourse or to effect a shift in topic).

In the textual functions, there were eight points. Those were opening frame markers, closing frame markers, turn takers (turn givers), fillers (turn keepers), topic switchers, information indicators, sequence/relevance markers, and repair markers. All of those points had a different explanation and function. It depended on the use of discourse and according to the context, and many factors.

opening markers appeared at the beginning of the sentence. It was used to open discourse. The opening marker usually was also used for claiming the attention of the hearer. So by using the opening marker, the speaker can build attention to the listener. It was uncommonly contrasted with closing frame markers. These classification markers appeared at the end of the discourse and were used to close the discourse. For the examples are *ok; right; well*. Nevertheless, there were some DMs that appeared at the end of the sentence or utterance but they were not classified as closing markers. For example the DMs of *right* appeared at the end of the sentence that followed the question mark, so it was classified as confirmation seekers or other functions. It was also affected by the context of the discourse.

DMs with the function of turn takers or turn givers are DMs that function as a speech turns. In turn takers, the hearer accepts his turn of the speaker to respond to the speaker. While in turn givers, the speaker allowed the hearer to respond to the discourse of the speaker in the next discourse. Simply put, turn-takers or turn-givers are used to help the speakers in acquiring or relinquishing the floor. For the examples are *ok; and; yeah; well*.

The next was fillers (turn keepers) which in textual functions were used as fillers or delaying tactics used to sustain discourse or hold the floor. It was also used to fill the silence when someone was speaking. They were meaningless words. Although fillers' words did not have a significant meaning but they still had a function in discourse. They simply keep you going while you come up with the rest of your sentence. Furthermore, they also gave the code to the listener that the speaker has not finished speaking. For the example of the fillers are *mhm*; *and*; *etcetera*.

In the topic switchers, DMs were used by speakers to change a conversation topic. It often happened in a conversation, because it did not rule out the possibility of a conversation only discussing one topic at a time. So, the use of DMs as topic switchers helped the speaker change topics from A to B.

The information indicators were the function of DMs that were used to indicate either new or old information. It appeared when the speaker wanted to give new or old information to the hearer. So, using DMs with this classification made the speaker easier to deliver the information to the hearer. They were also helping the hearer to get the information provided by the speaker. For the examples are *and*; *because*; *so*.

Sequence or relevance markers were one of the DMs textual functions that was used to mark sequential dependencies. In this function, DMs were used as markers that connect the central discourse and broader discourse. Usually, the use

of DMs rarely appeared in simple sentences. For the examples are *so*; *and then*; *because*.

The last point of textual functions of DMs was repair markers. It was used to repair one's own or other discourse. So in this part, the speaker can repair their discourse or the previous speaker's discourse by using DMs that have a classification of repair markers. For the examples are *well*, *I mean*, *you know*, *and etcetera*.

Example of using DMs as textual function:

1a)

Example of using DMs as textual function:

1a)

| Line | Participants | Utterances |
|------|--------------|--|
| 1. | S | Good morning students! |
| 2. | A | Good morning miss! |
| 3. | S | <i>Ok. Before we go further about..</i> |
| 4. | | <i>u;m</i> my book, entitled the story |
| 5. | | of The Tallow |
| 6. | | Candle by Hans Christian Andersen, I wanna |
| 7. | | ask one of you.. <i>u;m</i> . |

Analysis:

From the example above, there were three parts; the first was a line which gives a number of the utterance by the speaker. Moreover, the part participants consist of the speaker, S was the first speaker and A was the second speaker. While in the utterances were utterances produced by the speaker. In line number four until seven was the utterance of the second speaker. In line number three, the

speaker used a DMs *ok* to initiate the discourse and to attract the attention of the hearer. So, the hearer could more easily influence to take part in this presentation. Then, "before we go further about" was used as the starter of the discourse used by the speaker. The speaker also used two fillers "*u;m*" in line number four and seven as a delaying tactic to hold the floor. Those markers occurred spontaneously. Especially the DMs "*u;m*" in number four show that the speaker tried to remember the title of the book.

1b)

| Line | Participants | Utterances |
|------|--------------|---------------------------------------|
| 1. | U | Hai, I got a new story today |
| 2. | A | <i>Oh/</i> , what is the information? |
| 3. | U | <i>Mhm</i> , but you do not angry |
| 4. | A | <i>Yeah</i> |

Analysis:

In line number two above, the speaker used a DMs *oh* to give a response to the speakers. It also functioned as turn givers because the speakers gave feedback or chance to the hearer to be the next speaker. After giving a turn to the hearer, the hearer (3) gives a response, but she also uses *mhm* at the beginning of the sentence that has a function as fillers to delay a tactic in holding the floor. The last DM was *yeah*, the word *yeah* without any statement or comment functions as response marker which just responds to the preceding discourse.

2. Interpersonal Function

The interpersonal functions had many different definitions. According to Hyland (2013), the interpersonal model of metadiscourse consists of the two dimensions of interaction, which are an interactive and interactional dimension (p.77). The inventory subcategories (Brinton, 1996; Aijmer 2002; Hyland 2005; Kopple 1985) of the interpersonal mode provide more specific functions that can be employed in analyzing DMs within any communication of spoken and author. Generally speaking, the interpersonal function was an intrinsic feature of DMs. They act as mitigators or hedges to soften the adverse effects of upcoming discourse as relations, responses, and reactions built by the participant to make an interaction. The interpersonal was also an expression of the speaker's attitudes, judgments, evaluations, and demand as well as of the nature of the social exchange. At the interpersonal function, there were also two points that were subjectively (expressing attitude) and interactively (achieving intimacy between addressee and speaker).

In the interpersonal functions, there were two big umbrellas that were subjectively and interpersonally. In subjectively, the functions were subjective such as expressing responses, reactions, attitudes, understanding, tentativeness, or continued attention. In the expressing responses, the hearer just gives a response to the speaker without giving any feedback like turn takers. The hearer also could use this DM to show understanding and attitude and continued the attention. In interpersonal function or as well as interactive functions such as expressing

intimacy, cooperation, shared knowledge including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference, or saving face (politeness).

The example of DMs as an interpersonal function:

1a)

| Line | Participants | Utterances |
|----------|--------------|---|
| 1. 2. | S | What do you thing about The Story of Tallow Candle? (rising intonation) |
| 3. 4. | A | //yes// Candle |
| 5. 6. | S A | Candle (rising intonation) just it? (rising intonation) //no// fairytale |
| 7. | S | //Okay// |

Analysis:

In line number three, the audience used DMs *yes* to give responses toward the speaker's question in line number one. It was included in the interpersonal function. Then the speaker used "just it" with rising intonation to invite more audiences to give more comments. So the speaker hoped that the audiences not only have one answer (Candle) but more than one, maybe two or more. Further, another DMs was used; it is *okay*. It had a function as an expression of reaction or responding audience's answer; it was also signaling the agreement of the answer.

1b)

| Line | Participants | Utterances |
|------|--------------|---|
| 1. | S | Hallo, Din. |
| 2. | S | Today, I get bad experience. You know I lost my money. |
| 3. | D | Are you kidding, //right?// |

| | | |
|----|---|----------------------------------|
| 4. | S | No |
| 5. | D | Ok, don't worry I will help you. |
| 6. | S | Yeah. |

Analysis:

This conversation appeared in the school. Sherly told Dina that she lost her money when she went to the school. Whereas, they wanted to buy a special gift for their mom. Dina was shocked with the sherly's statement. She thought that her best friend was making a joke. Dina responded to the Sherly's statement, she told "Are you kidding, *right*?". The word *right* is classified as DMs. It appeared at the end of the sentence. The function of the DMs *right* was not closing the frame marker. It was because the speaker used DMs *right* with the rise intonation or there was a question mark after *right*. It functions as confirmation-seekers which the speaker wants to get the confirmation of the previous speaker's statement.

FINDINGS AND DISCUSSION

This chapter presented two subheadings; those were findings and discussion of discourse markers in video game PUBG. The result of findings was discussed later in the discussion section to have a comprehensive understanding of how the use of DMs in video PUBG gamers conversations.

1. Findings

In this part, the researcher presented the data consisting of discourse markers in video PUBG gamers and the close sentences or utterances for the sake of investigating the context. They were not presented based on the classification of their types. Besides, the first the researcher gave a mark to the DMs from the data source, so it made the researcher easier to analyze the data. The researcher used Brinton's theory (1996) to analyze the data. The data obtained from some players who are playing a game in a team in video has been uploaded in Channel YouTube of PewDiePie.

In the findings, the researcher found thirty-six data which contains DMs. The researcher used the term AP and P to analyze conversations. AP was a term for another player, while P was used as a PewDiePie. The researcher also added a context to support the explanation of the conversation. Meanwhile, after the context, the researcher analyzed conversations that contain DMs to find a DMs function.

Datum 1

P : "Don't die, ok?"

AP : "I will try."

This datum was the first conversation among players. They started the game by looking for a place to land. Every player must be careful in finding a place to land, because every place has its own risks. P tried to give an instruction to his team player that they could not die too quickly or usually in this game called "*too soon*". In his instruction P used discourse marker *ok* at the end of his utterance. The word *ok* was a category of DMs since it was not used for expressions of approval, acceptance, or recognition. In other words, in this context, the name *ok* was not an adjective of fine. However, it has a function as confirmation-seekers. P used it to seek confirmation from the hearer about the preceding discourse. Using this marker could make the speaker get a response from the hearer whether he agreed with the instructions given by the speaker or not.

Datum 2

AP : "We are all going instantly."

P : "No, no, no trust me, I am super good at this game."

In the process of looking for a place, one of the players was already feeling hopeless. He thought that all of the players would die instantly. P responded to the

AP's statement. He confidently said that he could play well and he stressed to his playing team that this game would be fine with using the DM which was *no, no, no* at the beginning of the sentence. This DM has a function as confirmation-seekers savers. He emphasized his statement on the word *no, no, no* in a tone that indicated he did not agree with the statement that the speaker had previously given. The DM *no, no, no* has the same meaning, which was "*no/not*" but in this context the word *no* was repeated because it was to emphasize to the listener that he really did not agree with the previous statement.

Datum 3

P : "No, no, no trust me, I am super good at this game."

AP : "Yeah, I'm pretty good too, sometimes."

P : "I think I am better than you."

AP : "Well"

In this part of the conversation, P gave a statement that he was super good at the game. Then P as the team player responded to him, he said that he was also pretty good at the game sometimes. However, P responded to the statement while focusing on the game that P was better than AP. AP responded to him by saying "well". From this conversation, the researcher found three DMs which were *yeah*, *I think*, and also *well*. All of these DMs were used at the beginning of the sentences. Although these words were located at the beginning of a sentence, they were not categorized as opening markers. All of them had different functions

which DM *yeah* had a function as turn-takers, DM *I think* had a function as repair marker, and the last DM *well* had a function as response marker. The DM of *yeah* was used to take the turn of the speech from the first speaker. Then the DM *I think* was used by P to repair the AP's statement and giving a statement after the DM *I think* to show that he was better than AP. The last DM was well used to give a response to the previous speaker without adding any comment. It showed only response and there was no other discourse.

Datum 4

AP : "Oh really? congrats."

P : "I have killed shourd five times."

AP : "Yeah him, justin and disrespect."

In the fourth datum, the players still showed each other their advantages in this game. One of the team players explained that he had beaten PUBG top players like Shroud Justin and Dr. Disrespect. The researcher found two DMs which were *oh really?* And *yeah* at the beginning of the sentence. These DMs had different functions. DM *oh really* had a function as confirmation-seekers while DM *yeah* had a function as turn-takers. The speaker used *oh really* to seek the confirmation of the hearer that the previous statement was right. It showed that the first speaker, which was AP, doubted about P's utterances by asking him by using the question "Oh really?".. Then AP used DM *yeah* to take a turn of speak and

also give a comment of the previous statement. He said, "Yeah him justin and disrespect."

Datum 5

P : "Booth camp it is."

AP : "Booth camp homo."

P : "Yeah, sorry we are not homosexual."

In this context, there was a conversation between the team players who have arrived at the booth camp or battlefield game. One of the team players tried to break the ice with a joke. It was free to make a joke because they did not do the formal activities, so they could say everything they want. P started give an information to the team player that they have arrived in the booth camp. However, because the P's sound was not clearly enough so AP repeat the P's statement and change the utterance from "*booth camp it is*" to be "*booth camp homo*". P gave the statement to respond AP with using DM *yeah* at the beginning of the sentence. This DM had a function as turn-takers which took a turn of the speak after the first speaker had finished talking. P continued the conversation with the same topic that he was not homosexual.

Datum 6

P : "Are you just discriminating?"

AP : "Yeah, I am."

P : "Wow"

In this datum the game was started. However the topic of the conversation was same with the previous datum. P asked the AP about AP's joke "are you just discriminating?". Then AP answer P question. AP start his answer with using DM *yeah* at the beginning of the sentences. The function of DM *yeah* as turn-takers. It was because AP took a turn of the speak. The DM "yeah" had the same meaning with "yes" which contributed the meaning of this context. So AP gave the answer that he was just discriminating against this situation and he did not give any statement, just answer the question of P. Then after hearing AP's statement, P gave the comment. He just said "wow" without any statements.

Datum 7

AP : "If you die once we drop in few seconds you are gay."

P : "Oh *** No, no, no, don't say that."

AP : "Bro I was reloading it and I got wrecked by somebody."

In this conversation, there were various ways to make the atmosphere more lively such as making a joke. AP as one of a team player made a fun challenge for other team players. The challenge was that if a player died within seconds, he would be dubbed "gay". Unfortunately, one of the team players was shot in the first game and had to die early. AP said if P died once we drop in few seconds, you are gay. P gave a response to him. He said, "Oh *** No, no, no don't say that". In this utterance, the researcher found two DMs in one unity but had a

different function. The first discourse marker was *oh* and the second was *no, no, no*. The discourse *oh* had a function as turn-takers while discourse marker *no, no, no* had a function as confirmation-seekers. It happened because in this context there was a pause. So the speaker used *oh* to take a turn of speech and continued the statement using DM *no, no, no* to show the disagreement.

Datum 8

P : "Alright green. Keep crawling."

AP : "Aw, there is two people. I am.. I stand still, what the **** are you doing?"

P : "Kay, aye. Stand still. What the **** are you doing?"

This conversation appeared when in the war area or commonly in a PUBG game called a boot camp. Actually in this section, every player had to increase the focus. P tried to remind his team player to stay focused. The situation was slightly unconditional. The AP position was threatened because there were two people who indicated as the enemy. Unfortunately one of the team players got shot. P gave reproach to him by calling him "gay", but P still helped him with a health pack so he could play again. Unfortunately, they both got shot. In that conversation the researcher found one discourse marker that was alright. It appeared at the beginning of the sentence. The word *alright* had a function as an opening marker. It was used by P to claim the attention of the hearer who is giving guidance. Then AP responded to P's instructions.

Datum 9

AP : "Fine"

P : "Can you stand still? Oh you fuck. Hei."

In this game, P tried to help his team player who gets shot by the enemy. However, when he was helping him, he was upset with AP. P tried to help him so he could survive at this game but AP did not hear the P's instructions. Then P asked the AP "can you stand still? Oh you fuck. Hei." However, AP ignored the instructions. The word *oh* at the middle of the sentence was categorized as discourse marker. It also had a function as a filler or turn keeper. The speaker used it to keep a turn of the speech. P asked the AP, but before the P's turn to speak P used *oh* to keep his discourse before moving to next discourse.

Datum 10

AP : "What's up Pew?"

P : "Oh. We have to win now."

AP : "How do you know?"

This conversation appeared when the team and all of the enemies in the one location which was in the game preparation area. In this area, the players were still on the plane and already to dive into battle. AP started the conversation by asking P with a question, "What's up Pew?". Then P responded to him by answering his question, "*Oh*. We have to win now." In this context, the use of *ohat*

the beginning of the sentence was categorized as DM. It had a function as turn-takers. P used this word to take a turn or to speak and answer the previous question.

Datum 11

P : "How do I know?"

AP : "How do you know we are gonna. Oh, I miss heard you my guy, my bad."

In this datum, P and AP were looking for enemies in the booth camp area. All of the team players were focusing on the game but the conversation was still ongoing. P asked the AP "how do I know". Then AP answered the question while focused on the game. AP used DM *oh* at the middle of the sentence. This DM *oh* had a function as a filler or turn keeper. It showed that the speaker tried to delay a tactic to hold the floor. Actually he wanted to answer more but because he was focusing on the game, he responded with the statement , "How do you know we are gonna... and spontaneously said *oh* which showed that he missed heard of the previous utterances.

Datum 12

AP : "Are we gonna win?"

P : "I mean, I just said it."

This conversation took place while the players were at the battlefield. AP asked the P “are we gonna win?”. This question showed that in this section AP was a little unsure of winning this game. Then P answered the question with full confidence that he could win this game. P started his statement with the DM *I mean* at the beginning of the sentence and continued with the supporting statement. It had a function as a repair marker. The DM *I mean* was used to repair the previous statement. P emphasized AP that he said in the previous section. However AP remained unsure and wanted to find certainty that this game team will win the game by asking repeatedly to the P.

Datum 13

P : "Well, it will happen alright. Don't worry about it. Just pick where we are landing."

AP : "Is that not your style?"

P : "Yeah no that is how you win the game dude."

There was one player who intended to go down on a small island near the camp booth, but the looting spots were only a few, and some enemies were almost non-existent. It was very different from the P style of play, which was a little out of control. P gave information to his team by saying, "Well, it would happen alright. Don't worry about it. Just pick where we are landing. " The use of the word *well* and *alright* belongs to the DMs category. The word *well* occurred at the beginning of a sentence. It had a function as a closing marker. Then the DM

alright had a function as a closing marker. The speaker used DM *well* to open the new discourse and the DM *alright* was used to close the discourse. Then the AP responded to the instructions of P. He asked P if P was not him. P responded to the question by using the discourse marker *yeah no*. The DM *yeah no* had a function as a confirmation seekers. P used it to confirm the AP gave, which showed that what P did was not his style but only a strategy to win this game.

Datum 14

P : "That is thinking outside of the box."

AP : "Yeah"

This statement showed that he agreed with P's statement about getting off in a quiet spot with no enemies and no weapons. It was very far from what was said by P thought there would be many enemies and evidence at this spot. In this context, the researcher only found one DM, which was *yeah* at the beginning of the sentence. It had a function as the response marker. The speaker used it to give a response to the preceding discourse. P tried to provide information that what P did before was very outside the box. Then P responds to AP's statement by answering "yeah" without adding any statements. It also showed that P understood what AP's statement.

Datum 15

AP : "Are you not really Pewd?"

P : "I just sound like him."

AP : "Yeah a lot feels bad man."

AP was starting to suspect that he was playing with one of the most popular gamers in the world. However, P concealed his identity by claiming that his voice was just like PewDiePie's. AP started to get suspicious of P, and he asked P if he was not a PewDiePie. However, P made a joke by not answering the point. He said that he only resembled Pewd's voice but not Pewd's. AP responded to P with the sentence, "yeah a lot feels bad man". In that sentence the use of the word *yeah* at the beginning of the sentence had a function as turn-takers. AP took a turn to give a response in the same topic to the P.

Datum 16

P : "I am just kidding. It's me."

AP : "No, I don't believe you."

P : "Alright"

P claimed that what he said earlier was a joke, he confessed to one of his team that he was PewDiePie. The player who asked him did not believe that he was PewDiePie. However, because in the first answer, P answered that he was not P, the AP finally did not believe with that statement. Then, P only responded with the word *alright*. This word was categorized as DMs and had a function as a response marker. The speaker used this DM to respond to the preceding discourse

without any statements, comments, or opinions. So, the speaker did not want to extend the conversation.

Datum 17

AP : "You are going to be like swimming across and get shot down."

P : "No no no there is two buildings, we get one each."

P responded to the team player statement. One of the team players thought that he would fall first, but P wanted to find a loot first between the two buildings nearby. One of P's team players felt hopeless when they were going to cross the river. AP thought that when he predicted that if he crossed the river, he would die first. Then, P responded to the words of one of his team players by using DM *no, no, no* at the beginning of the sentence. The DM *no, no, no* had a function as a marker disagreement. It meant that P did not agree with his opinion. P would find a way to keep the game team in a safe condition and make sure the team player that there were two buildings and they would get one each.

Datum 18

AP : "Just for you, pick with one do you want"

P : "Oh, I already picked. Alright I got a health pack."

In this conversation, it was being teased that his team player said that, according to P, all players would not find proper weapons or loot in a quiet spot like this small island. In this context the researcher found two DMs in this case,

which were *oh* and *alright*. Both of them appeared at the beginning of the sentence but they had different functions. The word *oh* had a function as turn takers. Then the DM *alright* had a function as an opening marker. P used the DM *oh* to take the turn of the speak to respond to the preceding utterance. After that P also used DM *alright* to open the new discourse and get the attention from the hearer that he told him that after he picked one, he got a health pack.

Datum 19

AP : "That does not sound like the essentials."

P : "Alright, what did you get? You did not get a gun?"

AP was mocking P that the health pack that P got was not good. And P laughed and responded to AP's words to ask again if he got a weapon or just like P did not get anything. AP gave an opinion that what is obtained by P is not a good thing. P immediately laughed and responded by initiating the conversation using the word *alright*. It had a function as *turn givers*. The speaker used DM *alright* to give a turn of the next speaker. It was because after the DM *alright*, the speaker added the question "What did you get? You did not have a gun?". From this question, the next speaker would take a turn of the speak and give a response by answering the question in the same topic.

Datum 20

AP : "I got health pack too. Wait, where are you?"

P : "No, no, no we both get health kits, we got health packs dude."

AP gave information to the P that he got the same health pack. This statement made P laugh because almost all of the team players did not get other packs. P responded AP will use DM *no, no, no*. It had a function as turn taker. DMs *no, no, no* often used to show disagreement, but here the word *no, no, no* was not an expression of difference but as turn takers which respond to the preceding discourse. The word *no, no, no* has closer meaning to the *oh no*. The speaker used *no, no, no* because in this situation he also found the health kits. So, this DM was also used to showing the speaker's expression.

Datum 21

AP : "This is the start, what do you mean don't loot! There is still a team."

P : "Wait, there is more people?"

AP : "Yeah, he was knocked, right?"

In this conversation in boot camp, they were making communication and giving instructions to each other. AP told P that this game was still the beginning, did not rush to boot because there were still other teams. P again asked the AP if there were still enemies, and the AP responded by using the DMs *yeah* at the beginning of the sentence. It was used to respond to P's question that a player has been knocked and used the word *right* to confirm the hearer's response to whether what P said is true or not. So, in this case, the two DMs have a different function.

DMs *yeah* that appeared at the beginning of the sentence had a function as response markers, and the DMs *right* had a function as confirmation seekers.

Datum 22

AP : "Can I drive?"

P : "Mhm, are you any good?"

AP : "Ah, I thought so. I do autocross racing when I am not wasting my life on the Internet."

AP : "Show me the flips."

One of the team players wanted to go somewhere by driving a car. However, before going to the place, AP and P discussed first who will be a driver. AP offered to P to drive a car. Then P doubted his ability by saying, "*mhm*, are you any good?". The word *mhm* at the beginning of the sentence was included in the discourse marker, which had a function as turn keeper. The speaker used it to delay a tactic to hold the floor while focusing on the game. AP tried to convince P that he was good at driving a car and he also gave a statement that he often did autocross.

Datum 23

AP : "You got another tip for me?"

P : "Yeah"

AP : "But only the tip right?"

P : "What? Just the tip? Are you making dirty jokes?"

The team player was getting off the plane to go somewhere. AP asked P if he had other tips for him. P responded to AP questions using the word *yeah* at the beginning of the sentence. The word *yeah* was categorized as a DM. It had a function as a response marker. P used it to respond to the preceding utterances without giving any comments or statements. Then the AP tried to break the ice by talking out of topic. It made P a little upset and thought that the AP was making dirty jokes. Using DM *right* at the end of the sentence had a function as confirmation seeker. The speaker used it to seek the confirmation of the hearer about the topic of the conversation which was "tip".

Datum 24

AP : "Can you even report your own team?"

P : "Yeah, yeah, yeah you can. Don't threaten me to not do it. Dude this guy has a **** machete dude."

On the battlefield, the team player was looking for enemies. AP and P were talking about reporting a teammate. P used discourse maker, namely *yeah, yeah, yeah* at the beginning of the sentence. It had a function as a *response marker*. The use of this word was the same as in previous cases but has experienced repetition. It did not change the function of the word *yeah, yeah, yeah* which functioned to respond to the previous utterances. In the previous statement, AP

asked P if he could transfer his team. Then P responded and also gave a little warning to the team player.

Datum 25

P : "This is what you get for swearing on a christian server."

AP : "Oh, look at this guy, what is he doing?"

P : "what's he doing? Don't kill him, he is my christian slave."

P told the AP and he gave him a warning. Then when he was on the battlefield, the AP was watching the enemy hanging around. P warned that they were on a Christian server so they could not make dirty jokes. Then AP responded by telling P if he sees an enemy. The AP used the word *oh* in sentences as the openingmarker. He used DMs *oh* to open the discourse and to hold the attention of the speaker. The speaker used DM *oh*, because he wanted the hearer to look at what other players did on the battlefield.

Datum 26

AP : "Gonna give me anymore tips?"

P : "No tips!"

AP : "Alright."

This conversation appeared when AP asked P about tips where they were in the battlefield. AP asked P if he had more tips than him. Unfortunately, P did

not have more tips. P could not say anything, and spontaneously he said *alright*. This word was categorized as DM which had a function as a response *marker*. P said that there were no tips. Then AP gave a response “alright”. It meant that AP had the same thought with P that there were no tips without adding any comments or statements.

Datum 27

AP : "What did you watch/ dude, I can heard you. You are so died."

P : "No no no I heard. No, that's not what you said, you said, you said a not [christian word and I'm playing on christian server.

In this context appeared in the boot camp. They were looking for enemies. AP gave comment in this situation, P did not say too much. AP said that P died. However, P heard what AP said, but he still focused on the game. He used DM *no no no* at the beginning of the sentence. It had a function as confirmation seekers. P told AP that P heard what AP said but he was still focusing on the game. P used *no, no, no* to construct the AP's statement that P was not so dead in the situation. In other words, P showed the disagreement of the preceding utterances.

Datum 28

P : "Can you stop please?"

AP : "Ok, I'm sorry."

P wanted AP to stop what he did, but he asked him, "can you stop please?". Then AP responded to him, he said "ok, I'm sorry." The word *ok* at the beginning of the sentence was categorized as DM and also has a function. The function of DM *ok* was as turn takers which used to respond to the preceding discourse.

Datum 29

AP : "Ok, I'm sorry."

P : "Alright, you're forgiven. I still have to report you. You are a piece of trash, garbage. You are bag of balls that no one wants (laughing)"

AP : "Oh, that's true."

In this context, P still wanted to report one of his team players because according to P one of the players is a piece of trash. However, P said with a laugh. Then AP tried to apologize to P, he got a response. P responded AP that he was forgiven in this game. Nevertheless, P still wanted to report one of his team players. The used *alright* at the beginning of the sentence and followed by any arguments had a function as turn takers which responded to the AP. While the use of DM *oh* was also as a turn takers. It was acquired off the floor.

Datum 30

P : "Alpha is too far, c'mon."

AP : "No, it is not."

P : "Yeah, it is c'mon, if I don't make it I am going to report you."

In this data, there was a conversation between the team that was heading to the game spot. P gave the team information that alpha was very far away. Alpha means here was the alpha spot war camp, which was included in the PUBG game. P and his team wanted to go there. In the PUBG game if the team went too far, the team would lose much time for looting weapons or ammunition. However, the AP responded that alpha was not far off. Then P responded to AP. He still thought that alpha was very far away by saying *yeah* and he also invited his team to immediately go to the location because if it took too long, the team would lose much time for looting weapons or ammunition. DMs *yeah*, in this context served as a response marker to respond to the preceding discourse or as response marker.

Datum 31

AP : "*Yeah*, I'm not sure we can get past the mountain."

P : "*No no no*, yellow said we can make it. I trust you, yellow you are so bad."

The team was not sure they could cross the mountain when they went there, but P was sure to get through it. P landed well, but another friend fell in the wrong position and could not cross the mountain. In the end, P's teammate died in vain. In PUBG, a sparring technique was also used so that when landing, it did not bleed because of the wrong fall position. The use of the word *yeah* at the beginning of the sentence included DMs to open the discourse of the conversation. It had a function as an opening marker. The AP told P that he was not sure if this team could cross the mountain or that it could be said that the AP was psychic to

get to a game place. Then P responded to the opinion of the AP *no, no, no* yellow said we could make it.... In that sentence, there is a DM, namely *no, no, no*, which showed the expression of disagreement with the opinion that the AP gave. It had a function as confirmation seekers. In this session, P proved what he said by the way he landed safely, but it turned out there was one of the other friends who could not pass this obstacle as well as P.

Datum 32

AP : "Behind us, oh behind us."

P : "Yeah behind us, don't worry guys, I'll save you. I told you I'm pro, watch this solo dinne. Do you see this? I have five hundred kills."

AP : "Stolen other people's kills."

P : "No, I am doing all the work dude. You are dead, alright? You can't talk."

P gave his team player to know that he could win this game. P also stated that he could kill five hundred players. Whereas in this game the number of kills was not too significant. Every player must survived until the end of the game "last man standing" the winner of this game. In this context I found three DMs which were *oh*, *alright* and *yeah*. The occurrences of them were different, DM *oh* appeared at the middle of the sentence, the DMs *alright* at the end of the sentence while DM *yeah* appeared at the beginning of the sentence. It also made them had a different function. The use *oh* at the middle of the sentence functioned as filler or

turn keepers and the used of DM *yeah* as a response marker to respond to the first speaker and gave a feedback about the topic.

Datum 33

P : "I am going to have to report you now."

AP : "But I burped."

P : "Yeah, this is a christian server."

In this datum, AP was burping very hard, which according to P "this was not police in a Christian server (server collection of good people)". P used DM *yeah* which appeared at the beginning of the sentence. In this context the use of *yeah* was to respond to the previous speaker and also gave an argument that every player did not make any dirty joke in this Christian server. It was because he believed that Christian server meant a place with a kind person. The researcher categorized this DM into a turn-takers function. P started the statement with DM *yeah* and added the statement with the same topic to respond to the preceding discourse that P did not like what AP did in the christian server.

Datum 34

AP : "It was like I was a dinosaur. Wait, that's point of controversy, let's not mention those christian."

P : "Oh"

AP : "Oh we got the main reporter back him"

P : "Oh don't threaten me. I will yeah. Do you see that carry last game?"

This conversation took place when one of the AP belched very loudly and P laughed at him. Then AP told P not to tell the server which was a Christian server that he was burping hard. When he heard that statement P laughed again and responded by giving the response *oh* my God. After hearing the response, the AP gives a response back to P and in the P statement, it contains two DMs which are *oh* and *yeah*. The DM *oh* had a function as a response marker and the DM *yeah* had a function as a closing frame marker. The first word *oh* was used to respond to previous conversation and while the word *yeah* at the end of the sentence was used to close the discourse.

Datum 35

AP : "I left, I don't know what happened."

P : "Alright I got. I got five thousand kills but I died at the last one."

AP : "Oh nice."

P : "Well you should have stayed, I needed the support."

P's words were arrogant by admitting that he got 5,000 times but could not win the match and P said someone should support him in order to win the game. Almost all utterances in this conversation consist of DMs. They were *alright*, *well*, *oh*. The three DMs appeared at the beginning of the sentence. All of these DMs have the same function which was as turn-takers. In this context, P said that he

killed five thousand people but that he was killed at the end of the game. AP responded to the statement in a normal way. After hearing the response P gave a response to the AP that the AP must stay afloat because P needed support from him to win this game.

Datum 36

AP : "I was thinking like paradise but a lot of people don't like dropping hot spot."

P : "Paradise has the worst. I have heard, don't ever give your opinion again. I'm sorry, I'm just joking."

AP : "Oh I got you man."

AP said that paradise (one of the war spots in PUBG) was a spot where all PUBG players had never jumped in because there were not many loots, and P agreed that paradise in there was no dirt, all were empty. And they went down in another spot. AP believed that a paradise was a place where all PUBG players did not get any benefits because there was not much loot in paradise. P agreed with the statement given by AP that in paradise, there was only empty. And some other players laughed at the opinion of P. Then P told the team that he was playing that he was joking with a little tone of a laugh. AP responded to him using DM *oh* which has a function as turn-takers which used to take a turn to speak of the preceding utterances.

2. Discussion

This study proved that there were fourteen kinds of DMs with the various functions from the video of PUBG gamers in their virtual conversations resulting from the data analysis. The types and functions found in this research were: *ok, no no no, yeah, I think, well, oh, alright, I mean, mhm, ah. Oh really, yeah no, yeah yeah yeah, right*. All of those DMs do not have the same function. Brinton (1996) claims that the DMs are not pragmatically superfluous: they present various pragmatic functions (p.35). Therefore in this context, the function of DMs is related to the pragmatic function. It means that the context of the conversation influenced the function of DMs.

DMs *yeah* was commonly used by PUBG gamers in their conversation and had several functions. Firstly, DMs *yeah* had a function as turn takers. The speaker used DMs *yeah* to take a turn and respond to the preceding utterances. Besides, players also used these DMs to acquire the floor when they were playing a game. Secondly, DMs function as a response marker. It was the expression of the speaker to the hearer. Thirdly, as a closing marker. This marker was used to close the discourse. These three functions were based on Briton's (1996) Taxonomy. However, at the point of this DMs *yeah* were found fourteen in PUBG gamers conversation. It found that *yeah* sometimes utilized at the beginning and end of the utterances.

DMs *oh* emerged thirteen times in the PUBG gamers conversation. DMs *oh* also had several functions, which turn takers function, turn givers function, and

fillers function. DMs *alright* also found the PUBG gamers conversation seven times. These DMs had various functions such as opening marker, closing frame marker, response marker, turn givers, and the last turn takers. All of this function was influenced by the context when they were playing the game. The researcher also found DMs *ok*, *well*, *right* two times of each. DMs *ok* had a function as confirmation seekers. Gamers used DMs *ok* and added the question tag (?) to confirm another gamer or check the understanding of whether the hearer understands. Simultaneously, DMS *ok* functioned as turn takers were to take the preceding speaker's turn and respond with a comment. DM *well* also have two functions, namely as a response marker and an opening marker.

The researcher also found five DMs that only happen once for each. Those were: *I think*, *I mean*, *mhm*, *ah*, *oh really*. The DMs *I think* and *I mean* at the beginning of the sentence function as a repair marker. In the middle and the beginning, DMs had a function as a filler, and DMs *oh really* with question tag functions as confirmation seekers.

A gamer who was speaker used DMs *oh* as turn takers to take the turn and respond to the preceding speaker while the use of DMs as turn givers was used when the speaker responds and also turns to the next speaker. As a filler, DMs *oh* were used to fill the discourse and delay a tactic to hold the floor.

In the response marker, the speaker used it to respond to the preceding discourse without any discourse. Furthermore, the use of DMs well as opening markers were used by the speaker to claim the reader's attention. In comparison,

DMS *right* had a single-use, which was confirmation seekers. DMS *right* with a question tag was used to confirm the understanding of the hearer.

This research was contributed to several previous studies that had similarities to objects and theories. Researchers classified their object similarity in terms of the similarity of the use of DMS in speaking. In previous studies, Vanda and Petter (2011) used interviews in a formal context, Tzu (2016) used EFL listening comprehension, while Guo-Ping & Yin (2015) and Nejadansari & Mohammadi used classroom interaction. Moreover, in this study, researchers used conversation in a natural or informal context. The results of this study indicated that virtual communication was found in many DMS. However, the use of DMS appeared more often in spoken English. Speaking which contained interaction was communication between two or more people, which contained a topic. It was supported by Huangs (2011) that states that the more interactive the genre is, the more frequently occurring.

Whereas, in the same theory, the researcher uses Brinton's theory to investigate DMS' function. There were differences in using the same theory in the previous study by Alvina (2016). She took the data from a formal context presentation and used the same theory, Brinton's theory. The difference was in the informal context, especially conversations among PUBG gamers, DMS that appeared had more varied types and functions than DMS in the formal context. As a result, this research gave richer data than previous studies.

A finding of DMs included in the inventory of thirty-three markers. However, DMS *yeah yeah yeah* and *no no no* were the new combination of DMS. Those DMs came from the primary form of DMs: *yeah* and *no*, but they may have the different or same function. A context influenced it. In this context, the gamer used it when they were still focusing on the game, but they also made a conversation, so they used it reflectively to respond to the speaker but still focus on the game.

This research found some kinds of DMs. There were fourteen kinds of DMs from the video of PUBG gamers in their virtual conversations. Firstly, the researcher found the highest result of "ok" in 2 or 3,7% of 54 discourse markers for "Ok". Secondly, the researcher found 8 or 14,8% of 54 discourse markers for "No no no". Thirdly, the researcher found 12 or 22,2% of 54 discourse markers for "Yeah". Fourthly, the researcher found 1 or 1,85% of 54 discourse markers for "I think". Fifthly, "Well" (3). Sixthly, "Oh" (13). Seventhly, "Alright" (7). Eighthly, "I mean"(1). Ninthly," mhm" (1). Tenthly, "Ah" (1). Then, "Oh really?" (1). Next, "Yeah no" (1), "Right?" (2). The last, "Yeah, yeah, yeah" (1).

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

There were two research problems to conclude from this research. The first question was *what are the types and functions of discourse markers used by PUBG gamers in their virtual conversation?*. The second was *how are the occurrences of discourse markers used by PUBG gamers in their virtual conversation?* In the previous chapter, findings, and discussion, the researcher proposed two conclusions.

The researcher found forty-five DMs that consist of fourteen types which was *ok* (2), *no no no* (8), *yeah* (12), *I think* (1), *well* (3), *oh* (13) *alright* (7), *mhm* (1), *ah* (1), *oh really* (1), *yeah no* (1), *right* (2), *yeah yeah yeah* (1), *I mean* (1). All of these DMs had different functions. The function was influenced by the context. Firstly, the DMs as opening frame markers included *yeah*, *alright* and *well*. It was used to open the discourse. Secondly, DMs as a closing frame markers included *alright* and *yeah* which was used to close the discourse. Thirdly, DMs as a turn-takers included *oh really* (?), *yeah*, *oh*, *yeah no*, *alright*, *ah*, *ok*. It was found twenty seven times. This function was used more often than other functions of DMs. It was because DMs as turn takers were used to giving a response to the

preceding speaker. So, in this context the conversation required as a turn takers function to make a more interactive situation and helping for the player to give some instructions to the team player in virtual communication. Fourthly, DMs as fillers or turn keepers included *mhm, oh*. This function was found four times which had a function to sustain discourse or hold the floor. The last, in textual function there was DMs as repair markers included *I think* and *I mean*. This function was used to repair one's own or other discourse.

In this context also found interpersonal function. Firstly, DMs as response or reaction markers back-channel signal included *well, oh, yeah, alright*. Each of them appeared once. This function was used to give a response but not giving any comment to the first speaker. Secondly, DMs as confirmation seeker face-savers included *ok, no no no, right?* This function was found eleven times. So in this study, the researcher found many functions of the DMs according to Brinton's theory. The most frequent function was interpersonal function, especially turn-takers, and several functions were not found in this context. Those were topic switchers, information indicators, sequence or relevance markers.

In terms of occurrence, for the DMs functioning as a filler, they were occupied not only in the middle of the utterance, but it could appear at the beginning of the utterance. Then DMs functioning as turn-takers, opening markers, turn givers, and repair markers are used at the beginning of utterance. Nevertheless, in this case, the researcher also found DMs at the end of the

utterance, which was that DMs function as confirmation seekers and closing markers. A context influenced all of these DMs.

B. Suggestion

For the next researcher, choosing objects with informal context and something related to interactions, such as conversation can provide rich data. It is because a person can be free to express what he wants to convey in the informal context. Then, consider the background knowledge of the speaker might lead to a crucial and worthy study to investigate the common DMs that they used. For instance, gamers from native or he has good skill in English. The subject who has proper pronunciation can help the researcher easier to transcribe the data. Additionally, having more data and more time to collect data could give more data and more potential references for the next researcher.

REFERENCES

- Al-Khawaldeh, A. (2018). Uses of the Discourse Marker Wallahi in Jordanian Spoken Arabic: A PragmaDiscourse Perspective. *International Journal of Humanities and Social Science*, 8 (6): 114-117.
- Amaliyah, I. (2017). A Pragmatics Study On Deixis Analysis In The Song Lyrics Of Harris J'S Salam Album Song. (*Education And Teacher Training Faculty Walisongo State Islamic University Semarang, 2017*. Retrieved March, 14, from <http://etheses.uin-malang.ac.id/4092/1/12320060.pdf>
- Brinton, L. J. (2010). *Pragmatics Marker in English*. German: De Gruyter Mouton.
- Bublitz, W & Norrick, N. R. (2011). *The Fondations of Pragmatics*. Germany: De Gruyter Mouton.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches 2nd Edition*. Thousand Oaks, CA: Sage.
- Denzin, Norman K. (1987). *The Research Act: A Theoretical Introduction to Sociological Methods (Second Edition)*. New York: McGraw-Hill.
- Faghih, E., & Mousaee, A. (2015). English Writing Skill in Terms of Discourse Markers in INTERPOL Electronic Messages Written by Non-Native and Native Police Officers: A Comparative and Contrastive Study. *Journal of Applied Linguistics and Language Research*, 2 (7): 10-23.
- Holland, M (2016). How YouTube Developed into a Succesful Platform for User-Generated Content. *Elon Journal of Undergraduate Research in Communication*, 7 (1): 5-6.
- James, P. J (2001). *An Introduction to Discourse Analysis Theory and Method*. UK: Taylor & Francis e-Library.
- Keith, A & Jaszczolt, K, M. (2012). *The Cambridge Handbook of Pragmatics*. Inggris: Cambridge University Press.
- Kummala, A. (2016). *Discourse Markers in Leaner's Presentations*. Unpublished Dissertation. Malang, Faculty of Humanies, Maulan Malik Ibrahim State Islamic University Malang.
- Liu, X. (2016). The Meta-pragmatic Functions of English Discourse Markers. *7th International Conference on Education, Management, Computer and Medicine*, 59 (1): 1277.

- Manizheh, A. (2015). Pragmatic Functions of Discourse Markers: A review of Related Literature. *International Journal on Studies in English Language and Literatur (IJSELL)*, 3 (3): 6-7.
- Müller, S. (2005). Discourse Markers in Native and Non-native English Discourse. Amsterdam: John Benjamins B.V. Priyantik, S. (2016). *Pragmatics Approach On Steve Harvey's*. (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016). Retrieved February, 12, from <http://etheses.uin-malang.ac.id/4025/1/12320017.pdf>
- Nejadansari, D., & Mohammadi, A. M. (2015). The Frequencies and Functions of Discourse Markers in The Iranian University EFL Classroom Discourse, 2 (1): 3-20.
- Pelto, Pertti J. (2017). *Mixed Methods in Ethnographic Research: History Perspectives*. London: Routledge.
- Rong-Rong, D., & Lixun, W. (2015). Discourse Markers in Local and Native English Teachers' Talk in Hong Kong EFL Classroom Interaction: A Corpus-Based Study. *International Journal of Language and Linguistics*, 2 (5): 65-71.
- Rousan, R. A., Huwari, F., & Al-Harabsheh, A. (2020). The Pragmatic Functions of The Discourse Marker Bas in Jordanian Spoken Arabic: Evidence from a corpus. *Journal of Educational and Social Research*, 10 (1): 132.
- Tzu Yu Tai. (2016). A Corpus-Based Analysis of Discourse Markers in Curriculum-Based English Textbooks and the English Entrance Exam in Taiwan. *The Journal Of Asia Tefl*, 13 (4): 262-279.
- Vanda, K. H & Peter, F. B (2011). Gender Differences in The Use of The Discourse Markers You Know and I Mean. *ResearchGate* 7, 1-18.
- Yang, G., & Chen, Y. (2015) Investigating the English Proficiency of Learners: A Corpus-Based Study of Contrastive Discourse Markers in China. *Open Journal of Modern Linguistics*, 5 (6): 281-290.

CURRICULUM VITAE



Ulfa Nur Fitriya Ni'matur Rohmah was born in Kediri on Februari, 27, 1998. She graduated from MAN 1 Kediri in 2016. During her study at the Senior High school, she actively in extracurricular journalist. She started her higher education in 2016 at the English Letters Department of UIN Maulana Malik Ibrahim Malang and finished in 2020. During her study at the University, she joined Sedekah Habit Malang since 2017 until 2019.

APPENDIX

Table 1a. Functions of DMs

| | Function | DMs | Utterances |
|---------------------|--------------------------|--|---|
| Textual Function | Opening frame markers | Yeah, alright, well | <ol style="list-style-type: none"> 1. “<u>Alright</u> green. Keep crawling.” 2. “<u>Well</u>, it will happen alright. 3. “oh, I already picked. <u>Alright</u> I got a health pack.” |
| | Closing frame markers | Alright, yeah, | <ol style="list-style-type: none"> 1. “Well, it will happen <u>alright</u>.” 2. “I will <u>yeah</u>.” |
| | Turn takers (turn gives) | Oh really?, yeah, oh, yeah no, alright, ah, ok | <ol style="list-style-type: none"> 1. “<u>Yeah</u>, I’m pretty good too sometimes.” 2. “<u>Yeah</u>, him justin and disrespect.” 3. “<u>Yeah</u>, sorry we are not homosexual.” 4. “<u>Yeah</u>, I am.” 5. “<u>Oh</u> *** No no no no don’t say that.” 6. “<u>Oh</u>. We have to win now.” 7. “<u>Yeah</u> a lot feels bad man.” 8. “<u>Oh</u>, I already picked. 9. “<u>Alright</u>, what did you get? You did not get a gun?” 10. “<u>Yeah</u>, he was knocked, right?” 11. “<u>Ah</u>, I had like think so. I do autocross racing when I am not wasting my life on Internet.” 12. “<u>Yeah, yeah, yeah</u> you can. Don’t threaten me to not do it. Dude this guy has a **** machete dude.” 13. “<u>Ok</u>, I’m sorry.” 14. “<u>Allright</u>, you’re forgiven.” 15. “<u>Oh</u>, thats true.” 16. “<u>Yeah</u>, it is c’mon, if I don’t make it I am going to report you.” 17. “<u>Yeah</u>, behind us, don’t worry guys, I’ll |

| | | | |
|---------------------------|----------------------------|--------------------------|---|
| | | | <p>save you. I told you I'm pro, watch this solo dinne. Do you see this? I have five hundred kills."</p> <p>18. "<u>Oh</u>, we got the main reporter back him."</p> <p>19. "<u>Oh</u>, don't thteaten me."</p> <p>20. "<u>Alright</u> I got. I got five thosand kills but I died at the last one."</p> <p>21. "<u>Oh</u> nice."</p> <p>22. "<u>Oh</u> I got you man."</p> <p>23. "<u>No, no, no</u> we both get health kits, we got health packs dude"</p> <p>24. "<u>Oh</u>, look at this guy, what is he doing?"</p> <p>25. "<u>Yeah</u>, I'm not sure we can get past the mountain"</p> <p>26. "<u>Yeah</u>, this is christian server."</p> <p>27. "<u>Well</u>, you should have stayed, I need the suport."</p> |
| | Fillers Turn keepers | Mhm, oh | <p>1. "How do you knew we are gonna. <u>Oh</u>, I miss heard you my guy, my bad."</p> <p>2. "<u>mhm</u>, are you any good?"</p> <p>3. "Behind us, <u>oh</u> behind us."</p> <p>4. "Can you stand still? <u>Oh</u> you fuck. Hei."</p> |
| | Topic switchers | - | |
| | Information indicators | - | |
| | Sequence/relevance markers | - | |
| | Repair markers | I think, I mean, | <p>1. "<u>I think</u> I am better than you."</p> <p>2. "<u>I mean</u> I just said it."</p> |
| | Response/reaction markers | Well, oh, yeah, alright, | <p>1. "<u>Well</u>"</p> <p>2. "<u>Yeah</u>"</p> <p>3. "<u>Alright</u>."</p> <p>4. "<u>Oh</u>"</p> |
| | Back-channel signals | | |
| Interpersonal Function | Confirmation-seekers | Ok, no no no, right?, | <p>1. "Don't die, <u>ok</u>?"</p> <p>2. "<u>No, no, no</u> trust me, I am super good at this game."</p> <p>3. "<u>Oh really?</u> Congrats."</p> <p>4. "<u>No no no</u> don't say that."</p> |
| | Face-savers | | |

| | | | |
|--|--|--|--|
| | | | 5. “ <u>No no no</u> there is two buildings, we get one each.” |
| | | | 6. “ <u>No, nono</u> we both get health kits, we got health packs dude.” |
| | | | 7. “Yeah he was knocked, <u>right?</u> ” |
| | | | 8. “ <u>No no</u> I heard.” |
| | | | 9. <u>Yeah no</u> that is how you win the game dude.” |
| | | | 10. But only the tip, <u>right?</u> |
| | | | 11. <u>No, no, no</u> yellow said we can make it. I trust yellow you are so bad. |

Table 1b. Occurances of DMs based on Brinton’s inventory of items.

| DM | Occ | % |
|----------------------|-----|-------|
| 1. Ok | 2 | 3.7% |
| 2. No no no | 8 | 14.8% |
| 3. Yeah | 12 | 22.2% |
| 4. I think | 1 | 1,85% |
| 5. Well | 3 | 5.4% |
| 6. Oh | 13 | 24% |
| 7. Alright | 7 | 13% |
| 8. I mean | 1 | 1,85% |
| 9. mhm | 1 | 1,85% |
| 10. Ah | 1 | 1,85% |
| 11. Oh really? | 1 | 1,85% |
| 12. Yeah no | 1 | 1,85% |
| 13. Right? | 2 | 3,7% |
| 14. Yeah, yeah, yeah | 1 | 1,85% |
| | 54 | 100% |