INTERPERSONAL MARKERS USED BY THE SPEAKERS ON THE SISTER DIARY PODCAST

THESIS

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THESIS

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2020

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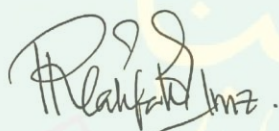NIM. 16320174

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MOTTO

It is ok to be hurt,
but do not forget to wake up again.

If the world do not take side to the honest person,
the eternity will be

DEDICATION

This thesis is dedicated for:

My beloved Parents, Moh Zainal Syafi and Nanik Aminingsih S.Pd.

My lovely sisters, Atikah Azalia and Balqis Nabila Azalia

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In the name of Allah, the Entirely Beneficiant, the Especially Merciful, who has favored an excellent condition of health, an enchanted brain to think, and a valuable time for me so that I have powerful strength to live delightfully and pursue my future slowly. I thank Allah for allowing me to complete this thesis entitled "Interpersonal Markers Used by The Speakers on The Sister Diary Podcast." Furthermore, I also present *shalawat,* and *salam* for the Prophet Muhammad SAW because he has led people from the darkness to lightness.

Finishing this thesis is an accomplishment for me. The process of completing this thesis is not easy. I have to pass some revisions and consider my writing more than once to facilitate the reader in understanding my thesis. This thesis would not complete without the assistance of some people who have supported me patiently and steadily encouraged me to continue my work in this thesis. For my advisor, Mrs. Nur Latifa, the most profound gratitude for her because she has allocated her time to guide me in finishing this thesis. For all lecturers in the English Literature Department, I am grateful to get precious knowledge from them.

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Malang, 19 March 2020

Syafina Azalia

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ABSTRACT

Syafina, Azalia. (2020) *Interpersonal Markers used by the speakers on the Sister Diary Podcast.* Undergraduated Thesis. Department of English Literature. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor   : Nur Latifa, M.A. TESL
Key Words   : Interpersonal Markers, conversation

This study discusses the use of Interpersonal Markers (IMs) by Lauren and Maddie in the Sister Diary Podcasts. IMs are one of the Discourse Markers (DMs) categories that explained the speakers' relationship in the discourse. This study aims to investigate IMs' type and functions in the informal conversation between Lauren and Maddie on the Sister Diary Podcasts. The researcher uses Maschler's (2009) theory that classified IMs' varieties into seven categories according to their meaning; perception verb, the verb of saying, agreement and disagreement tokens, urging token, expression of amazement, enthusiasm tokens, and maintaining tokens to answer the research questions.

This study included to descriptive qualitative study because this study analyzes the data descriptively. The data were obtained from the informal conversation between Lauren and Maddie in Podcasts. In collecting the data, the researcher listened to the conversation repeatedly, made a transcription based on the conversation, and highlighted the words or phrases from the conversation containing IMs. The data is analyzed by categorizing the IMs' type and function based on Maschler's (2009) theory.

This study found twenty-two kinds of IMs used by both Lauren and Maddie. All of those IMs' kinds were included in seven IMs categories by Maschler. From those categories, the maintaining markers used by Lauren and Maddie have varieties number than the other category. Moreover, based on the frequency, both speakers mostly used IMs *yeah* for showing their responses toward each other in the conversation. All of the IMs types and functions found in this study are necessary to use. Those IMs help the speakers in the conversation and show the relationship between speakers, such as responding. For the next research, the researcher suggests collecting the data from the conversation in the actual situation talked by native English speakers who mostly use IMs in different situation from this study to enrich the IMs' varieties.

ABSTRACT

Syafina, Azalia. (2020) Penanda Interpersonal Yang Digunakan Oleh Pembicara di The Sister Diary Podcast. Skripsi. Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Nur Latifa, M.A. TESL

Kata Kunci : Penanda interpersonal, Percakapan

Penelitian in membahas tentang penggunaan penanda interpersonal yang digunakan oleh Lauren dan Maddie di Sister Diary Podcast. Penanda interpersonal adalah salah satu tipe dari penanda wacana yang menjelaskan tentang hubungan antar pembicara dalam percakapan. Tujuan dari penelitian ini adalah untuk mengkaji tipe dan fungsi dari penanda interpersonal di percakapan yang bersifat informal antara Lauren and Maddie di Sister Diary Podcast. Peneliti menggunakan teori dari Maschler (2009) yang menggolongkan keberagaman penanda interpersonal dalam tujuh kategori berdasarkan arti dari setiap penanda interpersonal, yaitu *perception verb, the verb of saying, agreement and disagreement tokens, urging token, expression of amazement, enthusiasm tokens,* dan *maintaining tokens* untuk menjawab rumusan masalah dari penelitian ini.

Penelitian ini termasuk dalam kajian kualitatif deskriptif karena menganalisa data dengan cara deskriptif. Data dari penelitian ini diperoleh dari percakapan yang informal antara Lauren dan Maddie di Podcast. Dalam pengumpulan data, peneliti medengarkan percakapan secara berulang lalu membuat transkripsi berdasarkan percakapan antara Lauren Maddie, dan menandai kata atau frase dari percakapan yang mengandung penanda interpersonal. Data dari penelitian ini dianalisa dengan menggunakan taksonomi penanda interpersonal dari Maschler (2009).

Penelitian ini menemukan dua puluh dua (22) jenis penanda interpersonal yang digunakan oleh Lauren dan Maddie. Semua jenis penanda interpersonal yang digunakan oleh Lauren dan Maddie tergolong dalam tujuh (7) kategori penanda interpersonal milik Maschler. Dari pengelompokan tersebut, kategori *maintaining markers* yang digunakan oleh Lauren dan Maddie mengucapkap jumlah penanda interpersonal yang lebih beragam daripada ketegori lainnya. Berdasarkan frekuensi pemakaian penanda interpersonal, para pembicara sering menggunaan penanda interpersonal *yeah* untuk menunjukkan tanggapan mereka masing-masing dalam percakapan. Semua jenis dan fungsi penanda interpersonal yang ditemukan di penelitian ini diperlukan. Para penanda interpersonal membantu para pembicara di percakapan dan menunjukkan hubungan antar pembicara seperti menanggapi pembicara lainnya saat berbicara. Untuk penelitian selanjutnya, peneliti menyarankan untuk mengumpulkan data dari percakapan yang sebenarnya oleh penutur asli bahasa inggris yang menggukanan penanda interpersonal yang berbeda dengan penelitian ini untuk memperkaya keberagaman dari penanda interpersonal.

المستخلص

شفينا أزاليا. (2020) العلامات الشخصية التي يستخدمها المتحدثون في البودكيست اليوميات الأخت. بحث جامعي. قسم الأدب الإنجليزي. كلية العلوم الإنسانية جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

الكلمات المفتاحية : العلامة الشخصية، المحادثة

يناقش هذا البحث عن استخدام العلامات الشخصية التي استخدمتها لورين ومادي في البودكيست ليوميات الأخت. العلامة الشخصية هي أحدى الأنواع لعلامة الخطاب التي تصف العلاقة بين المتحدث في المحادثة. الهدف من هذا البحث هو لفحص أنواع ووظائف العلامات الشخصية في المحادثات غير الرسمية بين لورين ومادي في البودكيست ليوميات الأخت. تستخدم الباحثة نظرية ماسحلير (2009) التي تصنف تنوع العلامات الشخصية إلى سبع فئات بناءً على معنى من كل العلامة الشخصية، وهي *الفعل الإدراكي والفعل القولي والاتفاق والخلاف والرموز الحث والتعبير عن الدهشة والحماس الرموز والمحافظة الرموز* للإجابة على أسئلة البحث لهذا البحث.

اعتبر هذا البحث دراسة كيفية وصفية لأنه يحلل البيانات بطريقة وصفية. البيانات لهذا البحث مأخوذة من المحادثة غير الرسمية بين لورين ومادي في البودكست. في جمع البيانات، استمعت الباحثة المحادثة متكررة، ثم قامت بنسخها بناءً على المحادثة، ووضعت علامة على الكلمات أو العبارات في المحادثة التي تحتوي على العلامة الشخصية. تحلل البيانات لهذا البحث باستخدام تصنيف العلامة الشخصية لمارسيل (2009).

وجدت هذه الدراسة اثنين وعشرين (22) نوعًا من العلامات الشخصية التي استخدمتها لورين ومادي. جميع أنواع العلامة الشخصية التمستخدمة تندرج ضمن فئات ماشلر السبعة (7) للعلامات الشخصية. من ذالك التصنيف، كشفت فئة *العلمة الصيانة* التي استخدمتها لورين ومادي أنها أكثر تنوعًا مقارنة بالفئات الأخرى. استنادًا إلى معدل استخدام العلامة الشخصية، غالبًا تستخدم المتحدث العلامة الشخصية *"نعم/yeah"* للإشارة علي ردهم الخاصة في المحادثة. جميع أنواع ووظائف العلامات الشخصية الموجودة في هذه الدراسة كانت محتاجة. تساعد العلامة الشخصية المتحدثين في المحادثة وتظهر الاتصال بين المتحدثين وكذلك الاستجابة للمتحدثين الآخرين عند المحادثة. للبحث الفادم، تقترح الباحثة جمع البيانات من المحادثة الحقيقية الصادرة من الناطقين للغة الإنجليزية حيث استخدم العلامة الشخصية المختلفة بهذه الدراسة لإثراء تنوع العلامات الشخصية.

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CHAPTER I

INTRODUCTION

This chapter presents the background of this study, the problems of this study, the objectivities of this study, the significance of this study, scope and limitation, the previous studies related to this study, the methodological research and definition of key terms.

A. Background Of The Study

Discourse markers (henceforth DMs) in linguistics are known as words or phrases that connect a sentence to other sentences or utterances. Schiffrin (1987) defined Discourse Markers is an element of linguistics related to the unit of sentence or utterances. The appearance of DMs gives the coherency between sentences. The sentences' coherency will affect the clarity of discourse so that people used DMs can deliver their message properly. Besides, in the spoken discourse such as conversation, DMs such as *so, like, I think, yeah, well* are commonly used by the speakers to organize the speakers' statements and respond to the others' statements.

However, in interpreting the DMs, Kohlani (2010) pointed out that DMs' meaning relied on the text and text-producers. It means that the meaning of words or phrases indicated DMs is not only refers to their lexical meaning. Maschler (2009) divided four DMs' realms to interpret the meaning of DMs. Firstly, DMs' function as Interpersonal markers is used to signify the relationship between the speakers, such as responding (*you know, see, ok*). Secondly, referential markers, such as "*but"* and "*because"* indicate the conjunction and coordination between

the statements to demonstrate the causality. Thirdly, DMs' function as structural markers aims to organize the information (*first of all*, *so* and *in the end*). Lastly, DMs' function as cognitive markers refers to the human's brain tasking before doing verbalization such as *uhh!*.

Regarding those realms, the Interpersonal Markers (henceforth IMs) are one of DMs' functions concerned with conversational action (Arya, 2020). IMs function to indicate the relationship between the speakers that signals the speakers to either acknowledge or reject the other speakers' opinion. It means that IMs can build interactive communication. Fung (2007) stated that the words or phrases indicated IMs could correlate the speakers' relationship. For instance, the phrase *I know* in the conversation can act as the speakers' response to show their understanding or speaker agreement toward the other speakers' message. It can influence the conversation purpose into a cooperative discussion instead of competitive or debate.

Maschler (2009) also stated that IMs urge the speaker's closeness and distance in the conversation. IMs demonstrated the interactional signal that affected the speaker's interaction, such as the solidarity between speakers, by showing their attitude. However, when the speakers failed to use the IMs in the conversation, it might also affect the increasing social distance between the speakers (Ali & Mahadin, 2015). Therefore, IMs implementation can present controls to the expected interpretation of the speaker's message because it facilitates the other speakers' understanding in defining the speakers' statement.

The study of IMs is interesting to conduct because the purpose of IMs is to build communication between the speakers effectively. Louwerse and Mitcell (2003) stated that IMs act as the conversational glue so that the speakers can effectively use it to hold the conversation. The speakers can use IMs to establish intimacy and persuade the other speakers with their statements. If the speakers understand to use the correct IMs based on the type and functions, the speakers will easily convey their ideas and catch the meaning of other speakers in the conversation.

Moreover, there are many words or phrases in English indicating IMs with similar or different purposes. The speakers can use the word "*true,*" "*yeah,*" and "*right*" instead of "*yes*" as the agreement purpose or emphasizing the speakers' statement. IMs are various. IMs varieties will show the speakers enthusiasm in the conversation because the speakers can respond to the other speakers in different words or phrases that have the same function. Those IMs varieties also influence the researcher to present the varieties of type and function of Interpersonal Markers in their discussion so that the speakers can correctly implement IMs. .

This study decided to analyze the IMs in the conversation. In the conversation, one speaker conveys the ideas while the other speaker shows her/his responses or attitude. For the speaker who conveys his/her statement, the appearance of IMs will help them in expressing the certainty of their propositional or intensify their emotion in conveying their statement. Meanwhile, for the speaker who responds to the other speaker's statement, IMs are very instrumental

because IMs help them to show their responses like confirmation or understanding of the other speakers' message. Therefore, conversation can be one of the suitable objects to study IMs. Stenstrom (1990) stated that IMs' occurrence is more frequently found in the dialogue than in monologue.

However, this study analyzed the use of IMs through the conversation on Podcast. Podcasts is an audio record published on the website and some applications, such as Spotify. It contains different forms of spoken discourse in a formal or informal format such as interviews, informal conversation, debates, stories, etc., that carries much information about the speakers' attitude, emotion, and personality. Podcasts could become autonomous learning media for English learners because Podcasts facilitate the learners in learning English for a real situation, meaningful and authentic context conveyed by the speakers. The various kinds of spoken discourse, such as dialogue on the Podcasts, help the students learn how to interpret the speakers' responses or reactions toward the other speaker used IMs. Consequently, the learners could implement those IMs in their actual communication. It is because Podcasts mostly contained natural speech that does not have a restricted pre-determined format and unpredictable content (Tan, B. H. & Hasan, M. 2013).

This study take the conversation in the Sister Diary Podcast hosted by Lauren and Maddie. Their conversation is used because their conversation is informal. They spoke casually using daily conversation language, the simple structure sentences and their talking do not rely on the grammar rules. During the discussion, they exchanged information about the topic discussed and

demonstrated their perception of the context. They frequently used IMs, *yeah, um hm, you know*, spontaneously and repetitively. Those markers are included in one characteristic of informal language (Geoffrey and Svartvik, 2002). They instrumentally help the speakers in delivering their opinion toward the message in the conversation.

Lauren is an actress, Youtuber, and social media influencer, while Maddie is a social media influencer and an entrepreneur in the United States. On their Podcasts, they mostly discuss life experiences, including their journey and motivational discussion, beauty products including skincare, lifestyle brand including healthy lifestyle, and fashion. They used IMs to indicate agreement or disagreement responses, to intensify their statement for convincing the other speakers, to involve the other speakers in their statement for building solidarity, and to ask attention to the other speakers about what the speaker wants to share, including sharing the same point of view. Therefore, IMs monitor other speakers' presence, in which the IMs maintain the interaction between the speakers and interlocutors (Komar, S. 2007).

As one of the DMs element, the studies of IMs are mostly investigated under DMs study. However, there are several previous studies focused on IMs analysis in spoken discourse with a different form of this study. They are Ali and Mahadin (2015) and Sukarni (2017). Ali and Mahadin (2017) investigated the use of Interpersonal Markers by Jordanian EFL learners in the interview. This study used Fung and Charter's (2003) theory. Then, Sukarni (2017) analyzed the use of

the Textual and Interpersonal category of DMs on English and Indonesian President Speeches using Hyland and Tse's (2004) theory.

Moreover, several previous studies have the same object as this study. It is in the conversation form. However, those studies have different theories from the present study. First, Lin (2016) investigated the formal conversation between the British and Taiwanese students in the classroom using Fung and Charter (2007) theory. Second, Iis (2017) investigated the casual conversation between the Non-Native English speakers before their class was begun using Thonburry's (2005) theory. Third, Windy, Sudarsono, and Sada (2016) analyzed DMs' use by the speakers in the movie series, namely friends. Fox & Shrock's (1999) theory is used in analyzing the data.

Based on the several previous studies above, IMs' study can be analyzed in some spoken discourse, such as monologue forms in speech and dialogue forms in an interview. Those several previous studies also demonstrated that the IMs analysis of conversation could be investigated in the formal situation such as the classroom conversation and the informal situation such as movie series. Meanwhile, this study is different from those previous studies because this study will analyze the informal conversation between Lauren and Maddie on the Sister Diary Podcast based on Maschler's theory (2009).

B. Research Questions

1. What are the Interpersonal markers used by Lauren and Maddie on the Sister Diary Podcasts?

2. How are the functions of Interpersonal Markers used by Lauren and Maddie on the Sister Diary Podcasts?

C. Objective Of The Study

According to the research questions, the objectives of this study are:

1. To determine the varieties of Interpersonal Markers used by Lauren and Maddie on the Sister Diary Podcasts

2. To investigate the function of Interpersonal used by Lauren and Maddie on the Sister Diary Podcasts

D. Significance Of The Study

From the result, the present study contributed theoretically and practically. Theoretically, this study intended to support the existing theory by providing the empirical data of IMs used in the informal conversation, which was analyzed based on the IMs' type and function of Maschler (2009) on the Lauren and Maddie conversation.

Practically, this study will be beneficial for people who are either teaching or studying English. For teachers, this study will be one of the references in teaching the students about how IMs are used in the conversation. Meanwhile, for students, this study will increase their knowledge to use IMs properly in the conversation. Moreover, this study is also expected to be a reference for further research in the same field.

E. Scope And Limitation

This study focused on one DMs' category used to build the relationship between the speakers, namely IMs. The use of IMs will be investigated in the

informal conversation. Maschler's (2009) theory in functional interactional linguistic will be the leading theory in describing IMs' type and function in the conversation.

The researcher investigated the IMs used by the speakers on the sister diary podcasts, namely Lauren and Maddie. The Podcast will be taken from Spotify, a music streaming platform. It is forty-three minutes duration that discussed their journey. The researcher took this topic because the speakers frequently use IMs to show their relationship in the conversation, such as responding and indicating their attitude. Moreover, the speakers spoke informally and have the same background as the social media influencer on their journey.

F. Previous Studies

There are several previous studies that discussed IMs in the spoken discourse. First, Ali et al. (2015) analyzed the Interpersonal Markers used by students of English at the University of Jordan as the study's object. They analyzed the kinds of IMs used by American and the Advanced EFL Jordanian learners. They used Fung's (2003) theory to investigate the Interpersonal DMs used by Native and Non-Native. In collecting the data, they interview the participants by asking about their hobbies, memory, and difficulties as English graduate students. The result of this study found the function of IMs mostly used to indicate the speaker's attitudes on the proportional context such as *actually* and *I think.*

Second, Sukarni (2017) analyzed the DMs between English and Indonesian President Speech. She investigated the use of DMs in the Textual and

Interpersonal category on English and Indonesian President Speeches. The study aimed to determine the DMs in the Textual and Interpersonal category used by English and Indonesia President. In analyzing the data, this study uses Hyland and Tse's (2004) theory. This study found 395 DMs in English President speech and 550 DMs in Indonesian President speech. However, The Interpersonal Markers maintained rapport with the audience was frequently found in the President's speech.

Furthermore, several previous studies analyzed the IMs utilization under DMs study in the conversation. First, Lin (2016) investigating the intercultural communication between British and Taiwanese in a classroom with Fung and Carter's (2007) theory. The result of this study demonstrated four kinds of DMs. Taiwanese mostly used DMs' function as the interpersonal use such as *yeah* and structural use such as *so* and *okay*. While the British mostly used referential such as *because* and cognitive such as *well*.

Second, Gloria and Eva (2017) investigated DMs' function by Croatian EFL teacher talk on primary and secondary school. The study aimed to extend an in-depth explanation of DMs' function in two proficiency levels of English (teaching to the primary and secondary students) used Fung and Carter's (2007) theory. The study results demonstrate the similar functions of DMs used in Primary and Secondary schools in facilitating the students in understanding the lesson.

Third, Windy, Sudarsono, and Sada (2016) analyzed the DMs used in the Short Series Movie' Friends'. The purpose of the study was to improve the

speaking ability of English learners. Fox & Shrock's (1999) theory was used in analyzing the data. The result found that DMs were mostly found in the dialogue form. Moreover, There are seventeen discourse markers found in this study. The word *yeah* is mostly used by the speakers in the movie, while the *by the way* was used least by the speakers.

Fourth, Iis (2017) investigated DMs' interactivity function used by Non-Native English Speakers in a casual conversation. She analyzed the data using Thonburry's (2005) theory. The result of this study found that there are 57 DMs of interactivity features in the conversation. *well,* and *yeah* are mostly found in the conversation to show the non-committal response. The speakers in this study used the DMs to maintain the conversation.

G. Research Method

1. Research Design

This research belongs to descriptive qualitative research since the data is not numeral and not a percentage. The qualitative method is the research procedure that resulted in the descriptive form, including written and oral words from the object of the study (Meleong, 2007). The data is taken from the transcription of English conversation. That is from the speakers on the Sister Diary Podcasts. This study discusses the discourse markers analysis focused on Interpersonal Markers (IMs) as one of Discourse Markers' elements.

This study also aims to describe the type and function of IMs used by Lauren and Maddie on the Sister Diary Podcast. Maschler's (2009) theory is used in analyzing the data to give a depth explanation about IMs' type and function in

the conversation. According to Creswell (2014), qualitative research aims to gain insight and explore the richness of the phenomena.

2. Data and Data Source

The data of this study are some words and phrases from the informal conversation on Podcasts. The researcher selected the data indicated IMs based on types and functions of Maschler's (2009) theory. The data source derived from the transcription of the conversation between Lauren and Maddie on the Sister Diary Podcast. The Podcasts were published on Spotify on December 20, 2019. The podcasts can be accessed in the link below:

https://open.spotify.com/episode/30Ifs8bt1EL44l5xE6Mn4d.

3. Data Collection

Before analyzing, the researcher gathered the data from Lauren and Maddie's conversation on the sister diary podcasts. There are several steps to collecting the data in this research. Firstly, the researcher listened repeatedly to Lauren and Maddie's conversation on the sister diary podcast on Spotify. Secondly, the researcher made a transcription based on the conversation. Thirdly, the researcher highlighted the words or phrases indicated IMs. Lastly, the researcher analyzed the types and functions of IMs based on Maschler (2009) theory.

4. Data Analysis

After collecting the data, the researcher followed several steps in analyzing the data to answer the research questions. Firstly, the researcher classified the words or phrases indicating IMs in the conversation to IMs' type categorized by

Maschler's IMs' taxonomy. They are agreement and disagreement markers, amazement markers, urging tokens, enthusiasm and lack of enthusiasm markers, perception verb, discontent, maintaining markers, and verb of saying. Secondly, this study analyzed the function of IMs based on the context of the conversation. Then, in discussing the data, the researcher discussed the IMs' type and function that the speakers mostly used and concluded from the findings.

H. Definition Of Key Terms

1. Discourse markers: Words, phrases, or expressions such as *well, so, you know, I think,* and *yeah,* that commonly occur in the spoken and written discourse to help the speakers' or writers' in conveying their ideas to the others.

2. Interpersonal Markers: This Marker is one DMs' type that exemplified the participants' relationship (the speaker and interlocutors). Interpersonal Markers construct the relationship between the speakers to show a response or indicate attitude to another speaker. According to Maschler (2009), IMs control the process of communication.

3. Podcasts: A Podcast is an audio and visual record uploaded on some Internet platform such as youtube, Spotify, and a personal website that is created by an individual or group of people to delivering the information or entertaining the listener.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents some theories related to the present study. First, the explanation of conversation that has been associated with the object of this study, informal English conversation. Second, the researcher presents the explanation of Podcasts. Third, the researcher turns to the description of Discourse Markers as the head of the Interpersonal Markers category. Fourth, the researcher explains the properties of Discourse Markers. Fifth, the researcher demonstates the explanation of Interpersonal Markers and its classifications.

A. Conversation

Conversation refers to the action in communication. It functions to communicate an exchange between two or more than one person (Horton, 2017). Conversation demonstrates a speakers' contribution to interpreting a message conveyed by the other speaker. In the conversation, people share their opinions, argue about the statement, and express their agreement or disagreement about the topic.

Becker (1988) viewed that the speakers will through six differentiates realm to be achieved in the conversation act. They are interpersonal, referential, structural, prior-textual, medial, and silence. They referred to an extra lingual world beyond language, including speakers' interaction, shaping linguistic structures, remembering and evoking prior-text, using a particular medium, and occupying space, if not for speakers' utterance, would have consisted of silence.

Besides, there are two different processes of conversation in transmitting a message for communication. They are conversations that happen directly and indirectly. Direct conversation is usually called face-to-face. Meanwhile, in the indirect conversation, people need a tool to connect them in communication. Horton (2017) pointed out that direct conversation is typically instantaneous. The utterances are received directly or spontaneously. The responses or feedback of the other speakers' statements are also simultaneously accepted as they produce.

The language used by the speakers in the conversation can be formal and informal. Geoffrey (1983) stated that people must employ an appropriate language depending on the situation. Formal language is commonly used to communicate with people in a certain location, such as an office, school, and business. Meanwhile, informal language is mostly used by people in their everyday conversations. Besides, formal and informal language can be seen from the sentences' structure by the speakers in the conversation. Dontcheva (2005) stated that formal language has the complex sentences' structure than informal language affecting the shorter sentence of informal than formal language.

B. Podcast

Podcasts are audio records published on some internet platforms, such as Spotify – a music streaming platform. It offers some spoken discourse, including monologue, dialogue, interview, talkshow, and speech with numerous topics discussed. The numerous topics provided by the Podcasts were influenced by the easiness of Podcasts' access (Rosell-Anguilar, 2015). This access makes people

free to express their opinion records. Moreover, it makes people who recorded Podcasts demonstrated their authentic language.

Podcasts contain several materials to be discussed based on Larson's (2008) theory that analyzed the framework of podcasts preference. They are the Podcast Content, Podcaster, Podcast Context, and Technical Execution. First, Podcast Content referred to the content or topic that wants to be discussed by the speakers in the podcast. Second, Podcaster demonstrated how the speakers in the podcast convey their ideas. Third, Podcast Context referred to the speakers and listener or the subscriber of interaction, such as answering the follower's questions or responding to the comments. Last, the technical execution that analyzes the production or packaging of the podcast itself.

From those categories, this study will explain the Podcasts content and the Podcaster because they concerned about the speakers' performance on the Podcasts as the focus of this study. In the term of Podcasts content, there is a various topic discussed in the podcasts, such as factual information, suggestion, recommendation, opinion, etc. However, Katariina (2020) stated that the speakers on the Podcasts often express the speakers' personal views and opinions than displaying factual information.

The Podcaster explained how the speakers conveyed the topic in the podcast. It contains the speakers' fluency in conveying their stories and their language style used by the speakers. The speakers at podcasts commonly introduce themself casually and spontaneously at the beginning of the conversation. As stated in the previous paragraph, the podcast speakers are mostly

expressing their personal view and opinion. Consequently, the speakers commonly apply the monitoring and interactional features such as discourse markers (e.g., *I think, you know*) to build interactive communication with the other speakers. Geoffrey and Svartvik (2002) stated that discourse markers are one of the examples of informal features. It means that mostly podcasts contained informal conversation than formal conversation.

C. Discourse Markers

Word or phrases such as *oh, yeah, you know,* and *well* that function in cognitive, expressive, or cohesive are called Discourse Markers (DMs) in linguistic (Schiffrin, D. & Maschler, Y. 2015). The study of DMs has been abundantly investigated by some experts in other languages besides English, including Chinese (e.g., Lee-Wong 2001), Hungarian (e.g., Der and Marko 2010), Indonesia (e.g., Wouk 2001), French (e.g., Degand and Fagard 2011), Dutch (e.g., Bergen et al. 2011), German (e.g., Gelato 2010), Japanese (e.g., Konishi 2010), Portuguese (e.g., Macario Lopes 2011), Taiwanese (e.g., Chang and Su 2012), Spanish (e.g., Roggia 2012), Korean (e.g., Ahn 2009), etc. Those studies have been analyzed in different approaches. Muller (2004) stated that DMs had been investigated from various perspectives. For instance, Fraser's (1990, 1998, 2006, 2009) theory signals a sequential relationship between utterances and Schiffrin's (1987, 1994, 1997, 2001, 2006) theory as marking discourse coherence.

Fraser (1990, 1998, 2006, 2009) takes pragmatic in investigating DMs (Schiffrin and Maschler, 2015). He believes that one pragmatic type in a sentence correlates with a message conveyed by the prior sentence. However, before

categorizing the DMs, Fraser classified the pragmatic meaning into three groups. First, the basic pragmatic markers constitute the signals of illocutionary force, including sentence mood (declarative, interrogative, and imperative) and lexical expressions such as *I promise*. Second, pragmatic commentary markers, which is an encoding of another message that provides comments to the basic message. This category signals a comment on the way the speakers are conveying the message, such as *truthfully*. Third, parallel pragmatic markers, which encodes a message separate from the basic and any commentary messages. Thus, from those pragmatic's types, Fraser deduces that DMs are one type of pragmatic commentary marker.

Fraser has identified six categorize of pragmatic commentary markers indicated DMs, including Assessment Markers, which includes in the adverbial forms such as *amazingly* to signal an assessment of the speakers, Manner-of-speaking Markers that signals a message to the hearer commenting the speakers conveying the basic message such as *seriously*, Evidential Markers that force the message conveyed by the speakers such as *certainly*, Perlocutionary Markers that present a message about the discourse activity and it is also called as the performative expression such as *I repeat*, Mitigation Markers which give a signal of the speakers' desire to decrease the expression related to the previous message and Emphasis Markers that are used to assert the basic message. The approach conveyed by Maschler referred to the textual function of pragmatic markers (Andersen, 1998 as cited in Muller 2004).

Schiffrin's (1987, 1994, 1997, 2001, 2006) theory marked discourse coherence conducted discourse perspective in defining the discourse markers. In contrast with Fraser, who started the classification of pragmatic type as a starting point in defining discourse markers, Schiffrin presented the use and distribution of markers in everyday life as a starting point in defining discourse markers (Schiffrin and Maschler, 2015). Schiffrin proposed that conjunction (e.g *and, but, or),* interjection (e.g. *oh*), adverb (e.g., *now, then*), and lexicalized phrase (e.g., *you know*) are included in the discourse markers. Those markers benefited in giving the discourse coherency and the interpretation of discourse. In the discourse coherency, Schiffrin specified that those markers connected the utterance either in a single plan or across different plans and displayed the relationship locally connected to the adjacent utterances and globally connected to across spans of discourse. Thus, the discourse coherency will interpret discourse, including justification, maintaining the core meanings, and displaying information. Eventually, Schiffrin classified three classifications of DMs. First, the word conditions in the sentence included DMs are syntactically detachable, initial position, range of prosodic contours, operate at both local and global levels, operate on different planes of discourse. Second, the contextualization cues that view markers as indexical as the speaker stance function. Last, the multifunctional use of markers.

In this study, Maschler's (2009) theory is the leading theory in analyzing the data since incorporating functional interactional linguistic approach in defining DMs in her study associated with the focus of this study. Functional

Interactional linguistics viewed the functionality of language from the speakers' interaction (Schiffrin, 2015). The emergent grammar theory by Hoppermaintains the use of this perspective in Maschler's study. The emergent grammar viewed that the languages' structure emerged from social interaction (Hopper in Maschler, 2009).

Thus, from the functional interactional linguistic, Maschler defined DMs as Metalanguage that referred to the language utilization in the communication. Metalanguage constitutes the word, including a verb, noun, adjective, and adverb, describing another word (Wil, n.d). She divided the metalanguage function of DMs into three functions; managing between and before upcoming discourse, managing the relationship between speakers, and managing the speaker's relationship with the text conveyed by the speakers.

Based on the concept above, Maschler (1998) classified the function of DMs into four classifications. Maschler's classification also has been adopted by Fung and Charter (2003). First, Interpersonal Markers are markers correlated to the speaker's relationship, such as showing the speakers' attitude to the other speaker. Second, referential markers are the markers that contain deictics and conjunction. It refers to the causality that referred to the word narrated by the text (proximal and distal deixis) and conjunctions to signify the relationship between words in the conversational action(e.g, coordination, contrast, and concession). Third, Structural markers included the sentence or utterance signaling the correlation of one sentence to the whole sentence reflecting the conversational action. The markers in this realm are used to organizing the speaker's thoughts,

such as summarizing. Last, cognitive markers constitute the markers used to attest to the cognitive process of the conversation, such as processing the information and realizing information.

D. The Properties Of Discourse Markers

The properties of DMs are used in defining words or phrases included in DMs. Maschler (2009) classified two great majorities in defining DMs. They are semantic requirements and structural requirements.

1. Semantic Requirements

In this realm, Maschler stated that to qualify words or phrases as DMs, they must have metalingual interpretation in the context conveyed by the speakers. A similar definition to Schiffrin classification (1987) stated that one marker could operate to more than one meaning or function. It means that the words or phrases indicated IMs are **Multifunctional**. A marker generally has several functions that must be interpreted according to the action used in the context (Schiffrin and Maschler, 2015).

In accomplishing the multifunctionality of words or phrases, they must be connected to the adjacent sentence or the speakers' entire sentences. The meaning and function of the words or phrases referred to the text, the interaction between the speakers, and the cognitive phrases (Maschler, 2009).

Fung's theory that adopted Maschler's (1998) theory mentioned the term **Indexicality** (Fung and Carter, 2007) and the **Connectivity** (Fung and Charter, 2003) properties to give the same explanation about DMs that must have a relation toward the other sentences. Indexicality referred to the indexical

expression (e.g *I guess*), in which the meaning or function of them is associated with the preceding context. DMs connect the relationship between the basic message to the previous discourse (Fraser, 1996 as cited in Fung, 2007).

2. **Structural Requirements**

The structural requirements that must be fulfilled in defining words or phrases as DMs. This requirement is included in the prosody, the flexible position of DMs, grammatical, and semantical optional.

In prosody term, Maschler (2009) pointed out that words or phrases indicated IMs conveyed by the speakers occurred at the intonation-unit initial position, at the point of speaker change, or at the same time with the other speaker talk (e.g backchannel) directly follow any intonation contour other than continuing intonation. They may occur after continuing intonation or at a non-intonational-unit position. The different prosodic demonstrated the different function DMs. Shortly, this realm followed the **phonological features** that referred to the stress and rhythm, including pauses, phonological reduction, and separate tones to convey several expressive meanings (Schiffrin, 1987).

Based on the phonological features above, DMs can appear in different places within a sentence. It can occur in the front, middle and last sentence that prosodically different from the other utterance that the speaker conveyed. Some experts also defined that **DMs are flexible**. Brinton (1996) pointed out that DMs are frequently found in the sentence medial and final sentence.

Thus, the flexible position of DMs influenced the structure of the sentence itself. No adjustment rules those words or phrases in certain places within

sentences or utterances. Thus, the existence of words or phrases indicated DMs do not affect the sentence structure and meaning. DMs can occur before or after noun, adjective, adverb, and other words category. Fraser (1988) and Schiffrin (1987) stated that DMs' absence does not include the sentence into ungrammatical or unintelligible. It means that DMs include in the **grammatical and semantical optional**.

Example:

Line	Speakers	Utterance
1	Rachel :	**Wow**↑ Oh, my gosh↑ Your House is amazing, Mrs. Goh
2	Neenah :	You're *such* a sweet talker. Call me Auntie. Auntie Neenah
3	Rachel :	Sorry. Auntie Neenah
4	Neenah :	*Uh* . Yeah, yeah, yeah. We were inspired by the Hall of Mirrors in Versailles

Context:

In the conversation above, there are two speakers, including Rachel and Nenah. Rachel visited Nenah's house for the first time. Rachel showed her admiration for Nenah's glorious house.

Analysis:

There are some DMs in the conversation above that occur in line one, two, and four. The words or phrases indicated DMs are signaled by bold. First, DMs **wow** in the first line has the multilingual interpretation that can be accomplished if it was connected with the next sentence (your house is amazing). It means that the word **wow** in the conversation above can be interpreted as Rachel's admiration for the house.

Second, the example of DMs from the conversation above is the word **such** in line 2 conveyed by Nenah. Like the DMs **wow**, the DMs **such** in line 2 also has a multilingual interpretation that can be accomplished due to the adjacent sentence's connection. DMs **such** connects the preceding sentence (you're) and the next sentence (a sweet talker). The meaning of DMs **such** in this utterance is not only as of the connection but also as the emphasizing markers of the message conveyed by Nenah.

Third, the DMs that appeared in the conversation above is **uh.** DMs **uh** responds to the previous message conveyed by Rachel (Sorry, auntie Neenah). It functioned as cognitive markers that demonstrated the brain tasking process before verbalization in the conversation (Maschler. 2009).

Prosodically, the intonation of DMs **wow, such,** and **uh** are different to their adjacent sentences conveyed by the speakers. DMs **wow** and **such** have a higher intonation than the other sentences conveyed by the speakers. Meanwhile, DMs **uh** has a separate tone from the other sentence uttered by Nenah in the fourth line. Besides, the position of those DMs in the conversation above demonstrated that DMs are free. DMs **wow** and **uh** is in the initial position while DMs **such** is in the middle of the sentence.

In showing the grammatical and semantical optional, below is the example of why the word **such** include to DMs as the grammatical and semantical optional.

i.   You're such a *sweet talker*   become   you're such

ii.   *You're* such a sweet talker   become   such sweet talker

iii.   You're *such* a sweet talker   become   You're a sweet talker

When the other words or phrases (i and ii) that are not include to the DMs are omitted, they will cause the misunderstanding of the message conveyed by the speaker. It will remain the other speaker questions like *such what?* (i) and *who's the sweet talker*? (ii). In contrast, when the words or phrases including DMs are omitted, the meaning of the message still can be conveyed properly (iii). It means that the absence of DMs do not influence the whole meaning of a sentence. The DMs **wow** and **uh** are also similar to the DMs **such** in grammatical and semantical optional**.**

E. Interpersonal Markers

Interpersonal Markers (IMs) are one type of DMs that is mostly appeared in conversational action. It is because this realm indicates the relationship between the speakers in the conversation. Maschler (2009) stated that many actions happen in the conversation, including shifting moment between the speakers and shaping discourse from the various contextual realm. The speakers in the conversation can show their responses, reaction, and ideas, or perspective toward several topics to their interlocutors. Besides, several experts such as Brinton (1996), Komar (2007), and Fung and Carter (2003) have formulated the functions of IMs as one of DMs' elements that concern with the speakers' relationship in the conversation.

Brinton (1996) divided the function of IMs into two realms. First is the subjective function used to express a response or reaction to the preceding discourse, such as backchannel, which signals the speakers' understanding and the continued reaction that happens when the other speakers are still speaking. Second is an interpersonal function used to give the effect of cooperation or sharing

knowledge, including confirmation, sharing assumption, requesting, expressing the disagreement, and saving face, including politeness.

Komar (2007) demonstrated that markers used as the interactional signals between the speakers are monitoring functions. This function is divided into three categories. First, reformulate the function that is used by the speaker to alternate the speakers' words or phrases in order to create attention toward the context conveyed by the speakers (e.g *I mean, well, I was saying*). Second, shared knowledge is used by the speakers to check the understanding of the discussed topic (e.g. *you know*). Third, responding that is used by the speakers to give responses from the message given (e.g. *ok, yeah*).

Fung and Carter (2003, 2007), who adopt Maschler's (1994. 1998) understanding in categorizing their framework, suggested that IMs' function is used to indicate speakers' responses (e.g. *yeah, alright*), to indicate speakers' attitude including claiming speakers' understanding (e.g *I see*), and to express the certainty of speakers' propositional meanings (e.g. *actually, really*), and to involve the other speakers in the statement signaling shared knowledge (e.g *you know, see, listen*).

Regarding the explanation above, all of the IMs' functions proposed by some experts above have a similar understanding of IMs utilization. They demonstrated that IMs correlate the relationship between the speakers in the conversation. In other words, Maschler (2009) defined that IMs comprise the issues about closeness and distance between the speakers of interactions. Moreover, Maschler also proposed several categories of IMs. They are perception

verbs, verbs of saying, agreement and disagreement tokens, urging tokens, expressions of amazement, enthusiasm and lack of enthusiasm, and maintaining markers. Those categories are based on IMs meaning in the conversation showed three major speakers' function, namely indicating attitude, involving the other speakers and showing response.

For detail, below are the IMs' categories occurred in the conversations based on Maschler (1998, 2009) with example for each:

1. **Perception Verbs**

The perception verb is a perception conveyed by sensations of feeling such as *see, listen, taste, feel, etc.* (Richard, 2020). The words or phrases indicated in this category are an intention-getting device to increase speakers' involvement in conversation (Maschler, 2009). The implication of perception verbs is indicated by the context in conversational action. According to the Merriam Webster Dictionary, the definition of perception itself could be interpreted as the speaker's consciousness. In this realm, IMs intended to signal the speaker's perception of the previous discourse conveyed using the sensation verb and indicate the speaker's consciousness toward the context. Shortly, the perception verbs are used to show the speakers' understanding response conveyed by the perception verb (*I see*), to demonstrate the speakers' attitude conveyed by the perception verb in the speakers' statement (*I feel*) and to check the other speakers' understanding toward the discussing context (*Listen, see, you know*).

Example:

Line	Speakers	Utterance
1	Host	= anyways, keeping it light, what do you guys like to watch? Do you like to watch stuff on netflix?
2	Justin	*see,* we were talking about love is blind=
3	Host	=yes

Context:

In the conversation above, Justin is an interviewee attempting to answer the host's questions as the interviewer.

Analysis:

Justin's word "**see**" said in line two does not ask the other speaker to watch as its literal meaning, but the meaning of "**see**" itself is in the text. The word "**see**" is used by the speaker (2) to share his understanding of the interviewer's questions. It is proved by the next sentence conveyed by Justin after utilizing the word "**see**" (we were talking about love is blind). The word "**see**" is included in the perception verb because it shows the speaker's understanding using the verb of perception "see." Interpersonally, the word "**see**" in the conversation above indicates the attitude of Justin, who understands the meaning of the other speakers' questions and shares his information with the interviewer.

2. **Verbs of Saying**

The words or phrases interpreted as the saying verb formulates the definite meaning in the speakers' statement (e.g *I said, I was saying, I wanna tell*). Maschler (2009) also pointed out that this marker indicates the speaker's attitude toward the conveying context. Merriam Webster dictionary defines that the function of *say* is to declare the speaker's statements or ask the other's speaker to explain their opinion (as Imperative).

Example:

Line	Speakers	Utterances
1	Ellen :	You're following Gloria Steinem. *tell me* how you met her and um=
2	Emma :	=Oh my goodness. She is the dream. I did this speech for the UN and this campaign that e launched called ... , and I had like a massive case of the imposter syndrome because suddenly I was like (pauses) me com ing coming out as the feminist was kind of concern I was like okay Wow to what do ... =

Context:

In the conversation above, Ellen acts as the interviewer, and Emma acts as the interviewee. Ellen proposed the conversation topic above in line one about Emma, who follows Gloria Steinem on her Instagram.

Analysis:

The saying verb "**tell me**" is utilized by Ellen to grant other speakers (Emma) in expressing her story with Gloria Steinem (line 1). "**tell me**" is used to crystallize the next statement (how you met her). Moreover, "**tell me**" is used by Ellen to show her attitude to the context conveyed by her and show the speaker's closeness by inserting the phrase "**tell me**" to intensify Ellen's emotion to her prior discourse (how you met her).

3. **Agreement and Diasgreement Tokens**

The agreement and disagreement tokens are mostly used by the recipients in the conversation. They may utilize this token to signal an acceptance or rejection of the other speakers' statements or ideas. This token constructs the relationship between the speakers in the conversation by responding to the others' statements. According to Maschler (2009), the agreement must be reached by the

speakers before moving to the rest of discourse to get the satisfactory effect of the

conveying context.

Example:

Line	Speakers		Utterance
1	Olivia	:	so you start=
2	Evie	:	=**okay** so from me I had a very tightned group for ages and them had a big full out in probably about year nine so i was alone for probably it wasn't that long like i quite i quite quickly found new friends=

Context:

      The conversation above occurs at the beginning of their podcast—Olivia

and Evie as the speakers in their Podcasts. Here, Olivia, as the first speaker,

requested Evie to tell her story.

Analysis:

      "okay" is commonly found in the conversation for taking a turn during

the conversation, which signals a turn and a new topic (Arya, 2020). The

word **okay** utilized by Evie in the conversation above is used to respond to

Olivia's request. Evie accepted Olivia's request to begin the conversation on their

Podcasts with Evie's story. The meaning of **okay** as acceptance is also maintained

by Evie's next utterances in line two.

    4. **Urging Tokens**

      According to Maschler (2009), IMs' meaning as urging token prompts the

flow of conversation. It could be used for hastening the other speakers and

demanding the other speakers to continue their talking (e.g. *uh hm, yeah, mmm*).

Additionally, it suggested the other speaker to move to the next story. Here, the

IMs' use demands the other speaker to explain (e.g. *Go ahead, so*).

Example:

Line	Speakers		Utterances
1	Evie	:	I know, literally. so I was looking through the comments and there's this one guy who's saying something on the line of how she's selling insecurity and essentially anorexia
2	Olivia	:	**Right**
3	Evie	:	and she actually replied and said just like posting a picture with pizza, you're actually encouraging obesity

Context:

The conversation above talks about someone's comment in the social media narrated by Evie in line one.

Analysis:

The word "**right**" utilized by Olivia occured when Evie tells her story. The meaning of the word "**right**" in the conversation above related to the preceding and next narrative. It is used as the continuer, which is utilized by the other speaker (Olivia), to respond to the speaker's (Evie) story. "**right**" signaled the other speaker (Evie) to continue her talking. It is proved by Evie, who proceeded with her narrative in line three.

5. **Expression of Amazement**

Amazement is defined as a feeling of astonishment or a state of being amazed. The speakers usually use this expression to respond to the other speakers for a fantastic context or situation. The recipients mostly use this expression in the conversation. However, sometimes this expression is used by the first speaker, who is amazed at the situation around them and tells the other speaker.

Example:

Lines	Speakers	Utterances
1	Evie :	um anyway i made a video called "instagram models,

> unrealistic expectations and celebs profitting off our insecurities"

2   Olivia :   **Wow**

Context:

In the conversation above, Evie told Olivia that she had made a video on her Instagram. Olivia responded to Maddie's statement in the next turn.

Analysis:

The expression of "*wow*" in the conversation above is used by Olivia (second line) to show her response to Evie's statement. The meaning of "**wow**" in the conversation above is related to Evie's preceding utterance (1st line). It demonstrated Olivia's amazement feeling toward Evie.

6. Enthusiasm and Lack Enthusiasm

Enthusiasm constitutes a marker that is used to signify the high-involvement of the speaker in a conversation. This action usually happens in present or on-going interaction (Maschler, 2009). It means that enthusiasm refers to the positive response in the communication where the speakers tend to have a keen interest in the conversation. In comparison, the lack of enthusiasm is used to signify the low-involvement of the speakers in the conversation. The speakers use lack of enthusiasm marker to show the disinterested responses or reaction to the other speaker. It is explored as the dissatisfaction of the speaker in a conversation. The phonological features of DMs characterize enthusiasm and lack of enthusiasm marker. The enthusiasm marker is commonly symbolized by the lengthening word or the speaker's rising intonation in the conversation.

Example:

Line	Speakers		Utterance
1	Ellen	:	Have you started rehearsing, are you excited↑?
2	Justin	:	I'm rehearsing now and i'm very excited. I'm puped. Um I like singing, I love dancing. I'm excited to get back on the road. I feel better=
3	Ellen	:	*=Oh **good**↑*
4	Justin	:	I'm not feeling sick anymore

Context:

The topic of the conversation above is delivered by Ellen. After taking a break for a long time, Ellen asks about Justin's feelings.

Analysis:

In the second line, Justin answered Ellen's questions. He told his feeling to Ellen. However, in the middle of Justin's utterance, Ellen responded, "oh good." The word "**good**" utilized by Ellen refers to Ellen's excitement toward Justin's story delivered in the second line. The word "**good**" that prosodically different from the adjacent word conveyed by Ellen has an appealing intonation symbolized by the rising tones. It signifies Ellen's enthusiasm toward the satisfying news from Justin.

7. **Maintaining Marker**

The process of communication usually constructs the discussion between the speakers. One speaker shares her opinion with the other, while the other speaker shows their response to the other utterances. They also signify the certainty of their idea to the listener (Fung, 2007 in Ali, 2015). According to the Cambridge Dictionary, maintain constitutes the word that has the function to keep up a statement's existence and express the speakers' belief toward something. It

means that the speaker uses this marker in asserting their opinion. In this marker, the speakers persuade the other speakers by indicating their attitude on the speakers' statement or involving the other speakers in their statement. Maschler (2009) stated that in order to give the explicit meaning in the speakers' message, this marker is used as a delicate matter for the speakers which reduce the blunt effects in the conversation.

Example:

Line	Speakers		Utterances
1	Linda	:	what happen you have been with this post week
2	Paniz	:	yeah this be so much
3	Linda	:	(laugh)
4	Paniz	:	I **definitely** don't have a time

Context:

The context of the conversation between Linda and Paniz is about Paniz's bustling. It is shown by Linda's utterance, who asked Paniz's condition in line one.

Analysis:

Paniz utilized the maintaining markers in the conversation above in the fourth line. It connects the pronoun "I," which refers to Paniz as the speaker to the next statement, "don't have a time." Instead of saying, "I don't have time," Paniz added the word **definitely** to assert her statement. The word **definitely** is used to intensify Paniz's prior statement. She wanted to convince the other speaker (Linda) about her condition. The word **definitely** indicated Paniz's attitude on her proposition content toward Linda's questions. The absence of the word **definitely** makes the conversation stiff.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents two sections. The first section is the findings, and the second section is the discussion. The findings section presents the analysis of Interpersonal Markers used by Lauren and Maddie on the sister diary podcasts. Then, the discussion section presents the findings section's result.

A. Findings

In this part, the researcher would like to present the findings of the data referring to the research questions of this study. The researcher presented the data in the following order; Firstly, the researcher identified the conversation contained IMs. Secondly, the researcher highlighted some words or phrases that indicated IMs in the conversation based on IMs types of Maschler (2009), namely verbs, verbs of saying, agreement and disagreement tokens, urging tokens, expressions of amazement, enthusiasm, and lack of enthusiasm, and maintaining markers. Finally, the researcher analyzed the function of IMs according to the context discussed in the conversation. After analyzing the data, the researcher found 30 data on the conversation of the Sister Diary Podcast.

1. Perception Verb

The speakers convey their understanding by using verb of taste such as listen, see, feel, know and etc. The data below presented the conversation between Lauren and Maddie that comprised of perception verb as IMs in their utterances.

Datum 1

Maddie : ... I'm try to change for actually my 2nd year but not my college to transfer, so it's kind like unique program=

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Lauren :=so, good thing you do cause we're life in Toronto now=
Maddie : =**I know**

Context:

The conversation above discussed Maddie's experience when her family had to move to another country for a while when Maddie was in university. Maddie explained that she wanted to change her college, but it was impossible. In the other turn, Lauren stated her opinion about Maddie's story.

Analysis:

Maddie utilized "**I know**" after Lauren presented her opinion (*so, good thing you do cause we're life in Toronto yeah*). "**I know**" in the conversation above is not followed by other sentences. Hence, the meaning of the phrase "**I know**" utilized by Maddie refers to the preceding statement utilized by Lauren. It demonstrated that Maddie showed her stance toward Lauren's statement. Maddie perceived what Lauren said to her. By utilizing the phrase "**I know,**" Maddie showed her acknowledgment toward Lauren. Therefore the function of "**I know**" in the conversation **shows the speaker's response** in perceiving the other speaker's opinion.

Datum 2

Maddie: I think kind of social media became more normal when I was in my 3rd and 4th years in the university, like kind of post trying to have step of a job too
Lauren : you post like when you're with your friends and [stuff like all]
Maddie: [yeah] very like [normal]
Lauren : [like] with other friends yeah=
Maddie: **I feel** like 50 60 thousand followers that I don't really know but I didn't post it like trying to be the influencer at all
Lauren   : yeah of course

Context:

The conversation in the datum above discussed when Maddie began to become knowledgeable with her social media. Then, Lauren showed her opinion toward Maddie's statement that was agreed by Maddie. In the next turn, Maddie presented her opinion.

Analysis:

After she showed the agreement response (*yeah very like normal*) toward Lauren's statement (*you post like when you're with your friends and stuff like all*), Maddie utilized the phrase "**I feel**" when she took a turn to talk. "**I feel**" utilized by Maddie is in the initial position followed by some sentence conveyed by Maddie (*I feel like 50 60 thousand followers that I don't really know but I didn't post it like trying to be the influencer at all*). The meaning of the phrase "**I feel**" was obtained by connecting the phrase "**I feel**" to the next sentence conveyed by Maddie (*like 50 60 thousand followers that I don't really know but I didn't post it like trying to be the influencer at all*). By connecting them, the meaning of the phrase "**I feel**" is Maddie's perception toward her followers in social media. Maddie claimed her acknowledgment by showing her stance in her propositional content to Lauren as her listener. It **demonstrates Maddie's attitude** on her proposition content to share her opinion with Lauren. .

Datum 3

M   : ... not to be friends with everyone [not everyone need]
L   : [yeah]=
M   : =everyone to be best friends so that'll be good for me to realize that I don't need to hang out with every single person **you know**..

Context:

The context of the conversation in the datum above is about having a good friendship. Maddie told Lauren what she thought about being a friend with everyone.

Analysis:

The phrase **you know** in Maddie's sentence *(.... realize that i don't need to hang out with every single person you know ...)* is ungrammatical. Still, it does not influence the meaning and the structure of the whole sentence if it is omitted. Maddie inserted the phrase **you know** to share her understanding of their discussion context to Lauren. In showing her understanding, she implicated the presence of Lauren to establish the active interaction between them and to mark the same knowledge about the context. It means that the phrase **you know** in the conversation above interpersonally function **to involve the other speakers**.

2. **Verb of Saying**

The IMs including to the verb of saying indicate the speaker's attitute toward the other speakers in their statement. The data below consist of the conversation between Lauren and Maddie on the Sister Diary Podcasts comprised IMs that has saying verb meaning in it.

Datum 4

M   : = at the time cause now we knew the new apps was blowing up and everyone in the apps were under 16th that **I wanna [say]**
L   : [yeah]=
M   : =that's crazy=

Context:

Maddie talked about the new popular application in the social media in which the users of the application is young generation under 16th years old.

Analysis:

In conveying a notion, Maddie, in the conversation above, inserted the saying verb. It is, "**I wanna say.**" It is utilized after Maddie explained her notion about a new application mostly used by people under 16th years old *(...everyone in the apps were under 16th that ...)*. The meaning of "**I wanna say**" in the conversation above is showed by the next statement conveyed by Maddie (*that's crazy*) after Lauren showed her overlapped response (*yeah*). It means that Maddie wanted the other speaker (Lauren) to pay attention to Maddie's opinion (*that's crazy*) in describing the application. Therefore, "**I wanna say**" utilized by Maddie in the conversation **indicates Maddie's attitude** to Lauren about her opinion.

3. Agreement and Disagreement Tokens

The agreement and disagreement tokens are used to respond to the other speakers. They signify the speakers' concurrence or rejection of the other speakers' opinions. The conversation below comprises the varieties of IMs used by Lauren and Maddie in showing the agreement or disagreement responses.

Datum 5

L   : my spontanous sister=
M   : =**yeah** I am spontanous when Lauren what she want to make sure everything is perfect but . it's okay, we can balance each other

Context:

Lauren stated that Maddie is her spontaneous sister in the conversation above. Then Maddie showed her response to Lauren.

Analysis:

The word "**yeah**" is utilized by Maddie in her statement (*yeah I am spontaneous*). The word "**yeah**" in the conversation above is in the initial position. The meaning of the word "**yeah**" includes in the agreement of the speakers. It is showed by the next sentence conveyed by Maddie (*I am spontaneous*). Based on Maddie's statement, she accepted that she is Lauren's spontaneous sister. Maddie did not show her denial toward Lauren's opinion (*my spontaneous sister*). Therefore, the function of the word "**yeah**" in the conversation above showed the **speakers' agreement response** to other speakers' statements.

Datum 6

L   : our brother started youtube channel with the other sister Darian
M   : **yes**

Context:

In Lauren's statement, she declared that their brother had started a youtube channel with their sister. Maddie, as the other speaker, responded to Lauren's statement.

Analysis:

The meaning of the word "**yes**," used by Maddie in the conversation above, has the same meaning as its lexical meaning of the word "**yes**" as an acceptance or affirmative. Maddie agreed with Lauren's statement (*our brother started youtube channel with the other sister Darian*) because she did not signal a

contradiction with Lauren. Hence, "**yes**" in the conversation above justified Lauren's statement. Besides, the function of the word "**yes**" showed the relationship between the speakers in responding to the other speakers' statements (Lauren). Maddie utilized the word "**yes**" <u>to respond</u> to Lauren's statement.

Datum 7

L   : .... we had no like intention when we started=
M   : =**exactly** It's funny ....

Context:

The conversation above happened when they discussed Lauren's youtube channel. Lauren stated the truth of their feeling when they started (youtube *channel*). In the next sentence, Maddie responded to Lauren's statement.

Analysis:

The word **"exactly"** in Maddie's statement (*exactly It's funny*) demonstrated her concurrence toward Lauren's statement (*we had no like intention when we started*). This word (*exactly*) constitutes Maddie's acknowledgment. It is used to justify the other speaker's (Lauren) opinion. Therefore, the word "**exactly**" in the datum above refers to agreement markers used to respond to the other speakers.

Datum 8

L   : =a lot of people that really younger or getting interact on . it's gonna be their job, it's kind like gonna go viral or [whatever]
M   : [**right**]=

Context:

The conversation above occurred when they discussed social media. In there, Lauren showed her opinion about social media issues. Maddie, in the next turn, showed her response to Lauren.

Analysis:

The word "**right**" in the conversation above is utilized by Maddie after Lauren's statement. In the datum above, "**right**" is the agreement markers because the speaker, Maddie, did not show her denial to Lauren's opinion. She acknowledged Lauren's opinion. Maddie utilized the word "**right**" to <u>show her response</u> toward Lauren's opinion (*a lot of people that really younger or getting interact on . it's gonna be their job, it's kind like gonna go viral or whatever*).

Datum 9

L : it's funny because no one else were ever said that you're spontaneous but only [compare to me]
M : [**true**]

Context:

Lauren clarified that she is the only person who said that Maddie is spontaneous. In the other turn, Maddie showed her response to Lauren.

Analysis:

The word "**true**" in the conversation above has a similar meaning with its lexical meaning of the word true as showing the correctness of something. However, the meaning of "**true**" in the conversation above is grounded by the preceding sentence conveyed by Lauren (*it's funny because no one else were ever*

said that you're spontaneous but only compare to me). Maddie showed her confirmation toward Lauren's statement that shared her opinion about Maddie. Hence, Maddie utilized the word "**right**" to show the **agreement response** to Lauren.

Datum 10

L : =(laugh) I really did grow up funny and so I was probably like six or seven=
M: =**uh hm**

Context:

The context of the conversation above is about the beginning of their journey in using social media. Lauren stated her proposition about her age when she started to use social media. Then in the next turn, Maddie responded to Lauren.

Analysis:

"**uh hm**" utilized by Maddie in the conversation above is stand alone. Hence, the meaning of "**uh hm**" is based on the preceding statement that was utilized by Lauren (*I really did grow up funny, and so I was probably like six or seven*). Maddie clearly said "**uh hm**" without signaled the contradiction of Lauren's statement. It means that Maddie demonstrated the agreement toward Lauren. Maddie used it to show her positive confirmation toward Lauren's statement. Therefore the function of "**uh hm''** in the datum above **shows the response** to the other speaker.

4. **Urging Tokens**

This token prompts the other speakers to continue their talking. It is used to respond to the other speakers. The recipients frequently use this token in the conversation. The datum below consists of the conversation that comprised IMs' role as the urging tokens used by Lauren and Maddie on the Sister Diary Podcasts.

Datum 11

L   : yeah but it was that idea and then almost like a few months later we decide and actually make it happen=

M   : =**mmm**=

L   : =so we're in to the studio. And this was, No it's not a studio, I just like a ran . dom↑ studio in LA that we found and=

Context:

In the conversation in the datum above, Lauren acts as the speaker who told about their past event at the beginning of their Podcasts.

Analysis:

"**mmm**" is uttered by Maddie in the middle of Lauren narrating her story. However, even though "**mmm**" appears in the middle of Lauren's utterance, its existence does not influence Lauren's action in telling her story. In the conversation above, she did not change her talking topic. Even though Maddie interrupted Lauren talking, Lauren still proceeded her story. The word "**mmm**" is immediately employed by Maddie to follow Lauren's statement (*.... then almost like a few months later we decide and actually make it happen*). It encouraged Lauren's talking to urge her to continue her story. It means that the word "**mmm**" is Maddie's response to keep Lauren's utterance. **It is used to respond** to Lauren's story.

Datum 12

L : [which is actually] kind of crazy that we got to there . just being normal kids in this small town that we life in [Toronto]

M : [**yeah**]=

L : = like outside of Toronto. It is crazy that we're got there

M : **yeah**

L :but like now looking back on it ...

Context:

   The conversation above talked about their transfer to another city from their original city, Toronto. Lauren told what they should do, and Maddie responded to Lauren.

Analysis:

   The urging token in the datum above is "**yeah**." Both of the "**yeah**" utilized by Maddie belong to urging tokens. They are uttered when Lauren told her opinion. "**yeah**" is used as Maddie's stance, who asked Lauren to continue her talking. It is showed by Lauren's performance that continues her talking after Maddie shows her active response to Lauren. It means that the word yeah's function in the datum above is **showing the speakers' response** to the other speakers who told their opinion or story.

Datum 13

M : oh I've been in LA by myself=

L : =**uh hm**=

M : =for a long time and I have to meet a lot of people ...

Context :

The context of the conversation above is about making a group of friends. Maddie told Lauren that she have been in LA, and before Maddie continued her story, Lauren showed her response.

Analysis :

"uh hm" in datum 13 above occurred in the middle of Maddie's talking. Lauren utilized it. Even though Lauren utilized **"uh hm"** when Maddie was talking, Maddie proceeds her talking. Moreover, "**uh hm**" in the datum above presented that Lauren signaled Maddie to continue talking after telling her story (*oh i've been in LA by myself*). It means that "**uh hm**" demonstrated the **positive responses** utilized by Lauren. It signified an activeness of Lauren as the active listener of Maddie.

5. **Expression of Amazement**

The IMs that include to this realm demonstrate the amazement response of the speakers toward the context. It means the the speaker utilize the IMs to signal her amazement or surprise feeling.

Datum 14

L : .... She was like definitely the master man behind this and she also planned up the video. She told me what to say [basically]
M : [**oh my god↑** yeah]

Context:

Lauren told Maddie about the first person who had made the video for her for the first time. In the other turn, Maddie expressed her response to Lauren.

Analysis:

In the datum above, an expression of amazement is demonstrated by Maddie (**oh my god**). She showed amazement response to Lauren's story. "**oh my god**" as the amazement marker signaled with the high intonation is used by Maddie in the conversation above. She increased her tones in conveying her response. The meaning of "**oh my god**" in the conversation above is not literal. Hence, the meaning of "**oh my god**" relates to the preceding utterance told by Lauren (*She was like definitely the master man behind this, and she also planed up the video. She told me what to say basically*). She was amazed at Lauren's statement that described the person who planed up the video. Hence, "**oh my god**" is used **to show the speakers' response** toward the other speakers.

Datum 15

M : so you did 4 season in the year and a half,
L : yeah
M : right . that's crazy
L :**wow↑**

Context:

The context of the conversation above is about the movie series starred by Lauren. Maddie stated that Lauren and the other movie's staff had finished the movie for a year and a half. Lauren, in her turn, showed her response toward Maddie's statement.

Analysis:

"**wow**" in the conversation above stands alone after Maddie expressed her statement (*that's crazy*) that referred to her preceding opinion (*so you did 4 seasons in the year and a half*). Then, Lauren used "**wow**" to demonstrate the

admiration response toward Maddie's statement describing the process of the movie starred by Lauren. Hence, "**wow**" said by Lauren is used to **show the amazed response**.

6. **Enthusiasm and Lack enthusiasm Tokens**

This token demonstrates the speakers' excitement to the other speakers. It is marked by having different intonation used by the speakers. The conversation below comprised IMs that signified speakers' enthusiasm.

Datum 16

L : it's on youtube channel
M : **okay**↑ . everyone should look at them

Context:

They talked about an old video about their family. In the conversation above, Lauren said that their old video is on her channel. In the next turn, Maddie showed her response to Lauren's expression.

Analysis:

The word "**okay**" in Maddie's statement (*okay . everyone should look at them*) is marked using rising intonation. It is used to show Maddie's enthusiasm after Lauren expresses her statement (*it's on youtube channel*). Maddie responded to Lauren by utilizing the word "**okay**" followed by her statements (*everyone should look at them*). Maddie signaled her excitement by asking the podcast listener to watch the video on Lauren's youtube channel. Hence, the word "**okay**" followed by the rising intonation benefited in **showing the speakers' response** in the conversation.

Datum 17

M : =and set 2020 goals. You want me to share that?
L : **yeah↑**
M : okay first one is realize cloathing line and i said maybe with real media partner, ...

Context:

Maddie declared that she had arranged her goal in 2020 and asked Lauren whether she wants to listen to her plan or not. Lauren, in her turn, showed her answer to Maddie's question.

Analysis:

Lauren utilized the word "**yeah**" after Maddie posed the question (*You want me to share that?*). The word "**yeah**" is used to demonstrate Lauren's interest in Maddie. It is showed by Maddie's next action, who continues her talking (*okay first one is realize cloathing line and i said maybe with real media partner, ...*) after Lauren's response. Lauren's word "**yeah**" includes the enthusiasm markers due to the intonation utilized by her in responding to Maddie's question. In short, the word "**yeah**" in the datum above demonstrated the **speaker's response** toward the other speakers.

7. **Maintaing Markers**

This marker indicates the maintenance of the speakers' statement. It constitutes IMs that has the function to keep up a statement's existence and express the speakers' belief toward something.

Datum 18

M : I know we're **just** struggling but we're back and we're very excited. We're back on a normal schedule . and .. so let's talk about . what we thought is it could gonna be. What it is now like and what is it in to

L : right . I **just** gonna say it's definitely of all and actually I don't even know if it was just like an idea . right?

Context:

The conversation of the datum 17 above appeared at the beginning of the sister diary Podcasts episode. Maddie declared that they had returned to their Podcast, and Lauren, in the next turn, expressed her opinion about their confusion about how to begin their conversation in the Podcasts again.

Analysis:

Both speakers uttered the maintaining markers in the datum above. First, the word "**just**" in Maddie's statement (*I know we're just struggling*) connected *we're* and *struggling*. It showed that Maddie wanted Lauren to pay attention to the word *struggling* conveyed by her. She maintained her statement by inserting the word "**just**" in the middle of her sentence. Second, the word "**just**" in Lauren's statement (*I just gonna say it's definitely of all*) is also used to assert her statement. It connected the pronoun *I* that referred to Lauren with the phrase *gonna say*. It means that Lauren wanted to intensify her statement by inserting the word "**just**" in her utterance. Both Lauren and Maddie indicate their attitude toward the discussing context. They wanted to clarify their condition to their listener of the Podcast. Hence, in conveying their statement, they utilized the word "**just**" to **<u>mark her attitude</u>** in intensifying their emotion.

Datum 19

M : I know and so we **really** happy to be here and feeling very gratefull=
L   : =for sure=

Context:

  In the conversation above, Maddie expressed their emotion to be the Podcast speaker, and Lauren showed her response.

Analysis:

  The word "**really**" in Maddie's statement (*I know and so we **really** happy to be here and feeling very gratefull*) above connected the pronoun *we* and the adjective *happy*. It is used to intensify Maddie's emotion (*happy*). Hence, the word "**really**" is used to maintain Maddie's statement. It **indicates Maddie's attitude** toward the statement that was delivered to Lauren as the other speakers.

Datum 20

L : it's funny because no one else were ever said that you're spontaneous but only [compare to me]
M : [true]
L   : it's just fun spontaneous=
M : =**honestly** that's really true

Context :

  In the conversation above, Maddie clarified Lauren's opinion that stated that Maddie is her spontaneous sister.

Analysis :

  "**honestly**" is used in the initial position by Maddie. "**honestly**" in the sentence (*honestly that's really true*) demonstrated that it is the stance word toward Maddie's statement (*that's really true*). It is used to show the certainty of

the statement conveyed by Maddie. It means that Maddie wanted to maintain her statement by adding the word "**honestly**" in her statement. Therefore, the word honestly **indicates the speakers' attitude** toward their propositional content in the conversation.

Datum 21

M : =okay so how're we talk about today how're we got to where we are for people who don't know us if there's new listener

L : yeah because the podcast is still relatively new to us, it's **only** been a few months but=

Context:

In the conversation above, Maddie requested Lauren to discuss their journey. In the next turn, Lauren approved Maddie's request.

Analysis:

Lauren utilized the maintaining markers "**only**" after she agreed with Maddie's statement (*okay so how're we talk about today how're we got to where we are for people who don't know us if there's new listener*). The word "**only**" in Lauren's statement (*it's **only** been a few months but*) is used to give the pressure to the next sentence (*been a few months*). Hence, the word "**only**" is used to maintain the speakers' statement. Therefore, the function of the word "**only**" **indicates the speakers' attitude** in the conversation.

Datum 22

L : we've been doing social media for six years I think

M : yeah it's been **basically** all of Lauren's life which is crazy=

Context :

Lauren told Maddie that they had been using social media for six years. Then, Maddie, in the next turn, responded to Lauren's statement by conveying her opinion.

Analysis :

The word "**basically**" in Maddie's statement (*yeah it's been **basically** all of Lauren's life which is crazy*) occurred in the middle of her statement. The existence of "**basically**" in Maddie's statement does not influence the whole sentence's meaning. It can be omitted (*it's been all of Lauren's life which is crazy*). However, the utilization of the word "**basically**" in the sentence will give the certainty of the statement conveyed by Maddie. **It indicated the attitude** of Maddie toward the context in the conversation.

Datum 23

M   : … Lauren somehow got inspired to make her own youtube channel even know you're like probably seven or eight

L   : **I think** it was eight and our sister Darian was like I make videos for John but now I should make a video for you too ….

Context:

In the conversation above, Maddie was confused about whether Lauren started her own youtube channel at seven or eight years old. Then, Lauren showed her opinion in the next turn.

Analysis:

Lauren **showed her attitude** toward Maddie's opinion by uttering the phrase "**I think**" in the initial of her speaking turn. It is used to maintain the next sentence (*it was eight*) conveyed by Lauren after the phrase "**I think.**" The phrase "**I think**" in Lauren's statement (*I think it was eight*) can be omitted (*it was eight*), but the absence could remain the bluntness of her statement toward Maddie and increase the distance relationship than closeness relationship between the speakers in the conversation.

Datum 24

L : ... Darian like okay so say this is my sister bedroom whatever and then she
    goes okay go and then I say so this is my sister like just repeating her and
M : that's [**so** funny]

Context:

The context of the conversation above is told by Lauren to Maddie. Lauren said that her first video recording was arranged by Darian (her sister). Maddie, as the listener, showed her response by utilizing her opinion toward Lauren's story.

Analysis:

In conveying her opinion, Maddie utilized "**so**" in her statement (*that's **so** funny*). "**so**" occurred in the middle sentence between *that's* which refers to Lauren's story and the adjective *funny*. The word "**so**" stressed the word *funny* to describe Lauren's statement. The meaning of "**so**" in Maddie's statement is to intensify her emotion toward Lauren's story. Hence, the function of the word **so** in the datum above **indicates Maddie's attitude** in the conversation conveyed by her propositional content.

Datum 25

M : Things just kind of comes to you they're like following to you raher than even you're trying
L : yeah
M : I mean just by as an association
L : there's **definitely** a lot more going on in LA and especially in entertainment industry ...

Context:

In the conversation above, Maddie stated that many good things had followed Lauren since their move to LA (here, they talked about the entertainment industry since Lauren is an actress).

Analysis:

After Lauren justified Maddie's statement by saying the word *yeah*, Lauren shared her opinion with Maddie. She inserted the word "**definitely**" in her statement (*there's definitely a lot more going on in LA*). She maintained her statement by using "**definitely**" in the middle of her sentence to **indicate her attitude** toward Maddie's statement (*I mean just by as an association*) on her propositional content (*there's definitely a lot more going on in LA*).

Datum 26

M : yeah I'm just **totally** late but I'm . came on to the university like school holidays time off and I really didn't think that I would end up here . And I'm also gonna so worry with you guys with move . to LA. Say that a lucky year and move back and I'll be in the university in California and be alone=
L : =like a few of transform

Context:

They talked about their migration to LA left Maddie alone because Maddie is in university.

Analysis:

"**totally**" in Maddie's statement (*I'm just totally late*) is used to give the stresses of the next word (*late*). It means that Maddie wants the other speaker (Lauren) to pay attention to the word *late*. The word "**totally**" in Maddie's statement can be omitted. However, it would not influence the whole sentence's meaning, but it will remain a dull conversation and increase the distance relationship between Maddie and Lauren in the conversation. Hence, the speaker's word "**totally**" is interpersonally used to **indicate their attitude** in the conversation.

Datum 27

M : well I **actually** have been gone for a while and it's been weird to not recording every week because usually I guess like to hold the whole summer for schedule recording
L : yeah we had like a routine and then ...

Context :

Maddie clarified her clumsiness to be the speaker in their own podcast again because she have been gone for a while to do the other activities.

Analysis:

The word "**actually**" in Maddie's statement (*well I actually have been gone for a while ...*) signals the explicit attitude toward her proporsitional content. She maintained her opinion by inserting the word "**actually**". When the word **actually** is omitted (*I have been gone for a while*), the conversation will become

dull and Maddie's statement will become blunt. Therefore, the word "**actually**" **indicate the speaker's attitude** toward the context conveyed by the speakers.

Datum 28

L : =I thought it was cute
M : **obviously** those goals were very like broader than basic

Context:

The conversation on the datum above happened when the speakers (Lauren and Maddie) discussed setting goals that were made by Maddie. Because of that, Lauren said that Maddie's planners are cute. Then, in the next turn, Maddie responded to Lauren's statement.

Analysis:

"**obviously**" is utilized by Maddie in the conversation above. The meaning of the words "**obviously**" in Maddie's statement (*obviously those goals were very like broader than basic*) can be obtained by connecting it to the next sentence (*those goals were very like broader than basic*) as the asserting word. It means that Maddie maintained her opinion by inserting the word "**obviously**." Moreover, by utilizing the word "**obviously**" in her statement, it **indicated her attitude** on her opinion (*obviously those goals were very like broader than basic*) to Lauren who expressed that planners made by Maddie are cute (*I thought it was cute*).

Datum 29

M   : with yeah, so so I think it started with the cloathing line which is
           started=

L   :=which is started, **yeah**=

M   : =it's a long process but the 2nd one was posted more on youtube that was of us

Context:

The context of the conversation above is about Maddie's planners in 2020. Maddie told Lauren that she would start her plan with her clothing line, which she has walked at that time. Lauren, as the listener, repeat Maddie's statement in her turn.

Analysis:

"**yeah**" in Lauren's statement (*which is started, yeah*) appeared after expressing her statement. It is not used as an agreement response but still has a positive response. The word "**yeah**" utilized by Lauren is used in marking a strong emotional response. It is showed by Lauren's restatement (*which is started*) toward Maddie's last sentence (*... the cloathing line which is started*). She concurrently maintained her statement by involving Maddie in her statement to convince her statement to Maddie. Therefore the maintaining marker said by Lauren in asserting her opinion is used **to mark the involvement** of other speakers.

Datum 30

L : that's all what we are started and then I don't even know from there, he's just can making video, **right**?

M : yeah Darian was make them.

Context:

They discussed their sister, Darian, who is the pioneer of their video on youtube. Lauren acted as a storyteller in the conversation above who told Maddie that Darian could make a video. Maddie accepted Lauren's statement.

Analysis:

The word "**right**" utilized by Lauren (... *he's just can making video*) occurred in the final position. In other words, "**right**" is preceded by Lauren's opinion. It is used as the maintenance statement. "**right**" is used to convince Maddie about her opinion. In persuading Maddie to accept her opinion, Lauren involved Maddie's presence in her statement by utilizing the word "**right**" followed by a different tone with her prior sentence. Therefore, to signal the speaker's relationship, the word "**right**" is used **to involve the interlocutors** in the speakers' statement.

B. Discussion

This part presented the finding section's result to explain IMs used by Lauren and Maddie in their conversation based on Maschler's (2009) taxonomy. From the findings section, the researcher found several IMs, namely, *I know, I feel, I wanna say, yeah, yes, exactly, right, mmm, oh my god, wow, just, really, only, basically, I think, so, definitely, totally, actually, you know, uh hm* and *obviously*. Those IMs varieties have different categories and functions.

First, several IMs that are included in the perception verb category is presented by datum 1 (*I know*), datum 2 (*I feel*), and datum 3 (*you know*). In this category, all IMs (*I know, I feel, you know*) interpersonally have different functions. *I know* is used to show the speaker's response, IMs *I feel* is used to

indicate the speaker's attitude in the conversation, and IMs *you know* is used as the involvement of other speakers. **Second**, datum 4 (*I was gonna say*) is included in the verb of saying category with an interpersonal function in indicating speakers' attitudes. **Third**, datum 5 (*yeah*), datum 6 (*yes*), datum 7 (*exactly*), datum 8 (*right*), datum 9 (*true*), and datum 10 (*uh hm*) included to IMs that has agreement and disagreement tokens. All of those IMs in this category have an interpersonal function in showing the speakers' responses.

      Fourth, IMs included in the urging tokens category are datum 11 (*mmm*), datum 12 (*yeah*), and 13 (*uh hm*) functioned to show the speakers' responses. **Fifth**, IMs included in the expression of amazement are datum 14 (*oh my god*) and datum 15 (*wow*), used to show the speakers' responses. **Sixth**, datum 16 (*okay*) and datum 17 (*yeah*) included in enthusiasm tokens were used to show the speakers' response. **Seventh**, IMs that included in maintaining markers are datum 18 (*just*), datum 19 (*really*), datum 20 (*honestly*), datum 21 (*only*), datum 22 (*basically*), datum 23 (*I think*), datum 24 (*so*), datum 25 (*definitely*), datum 26(*totally*), datum 27 (*actually*) datum 28 (*obviously*), datum 29 (*yeah*), and datum 30 (*right*). In the maintaining marker category, all data have the same function in indicating speakers' attitudes except *yeah* and *right*. They functioned in involving the other speakers.

      The researcher found three major IMs' functions in Maschler's taxonomy from the classification above, including showing responses, indicating the attitude, and involving other speakers. **First**, the IMs category included in the showing responses function can be found in agreement and disagreement tokens,

urging tokens, perception verb, expression of amazement, and enthusiasm tokens category. Either Lauren or Maddie constructs the dialogue by signaling the response in the conversation. Responses control the flow of conversation (Maschler, 2009). It means an interactive relationship between the speakers in the conversation occurs if they showed their response. Both Lauren and Maddie frequently showed their responses in the conversation. However, the researcher only found IMs marked the positive response in their conversation (e.g., *yes, true*) that aimed the conversation into the discussion than debating. That is influenced by their same background as a family relative and as the social media influencer discussing their same journey in the past years.

Second, the function of IMs is indicating speakers' attitudes. Several IMs' category included in this function comprises perception verb (datum 2), the verb of saying (datum 4) and Maintaining Markers (datum 18 to 28). Since both Lauren and Maddie are the main speakers in their podcast, the propositional content conveyed by them was mostly found in their conversation. In this function, they exchanged their opinion. They used the IMs to assert their opinion (e.g., *definitely, obviously*) and share their understanding of the context (e.g., *I feel, I think*) so that the other speakers could grasp the speakers' definite opinion. Hence, several IMs included in this function are used to make the certainty of their propositional content. These markers showed the attitude of either Lauren or Maddie in their notion.

Third, IMs' category functioned in involving other speakers can be found in perception verb (datum 3) and maintaining markers category (datum 29 and

30). In this function, several IMs are used to signal the other speakers' presence in the conversation. The occurrence of these IMs (*you know, yeah, right*) is found when the speakers conveyed their opinion to check the speakers' understanding toward the other. Lauren and Maddie utilized these IMs by using different tones with their prior statements. In this function, IMs are rarely found in Lauren and Maddie's conversation because they already showed their presence frequently by signaling the responses and indicating their attitude on their opinion to influence the other speakers in paying attention to the speakers' statement.

Besides, the researcher found two kinds of IMs that can act more than one category and function used by Lauren and Maddie in the conversation. Maschler (2009) stated that each markers could act more than one realm. They are IMs *yeah* and *right*.

IMs *yeah* was commonly used by Lauren and Maddie on the sister diary podcast. First, It can act as the speakers' responses found in agreement tokens (e.g., datum 5) that is used to accept the other speakers' opinion, in urging tokens (e.g., datum 12) that are used to urge the other speakers in continuing the story, and as in the enthusiasm tokens (e.g., datum 17) that is used to signify the activeness of the speakers. Second, IMs *yeah* function as the involvement of other speakers in maintaining markers category (e.g., datum 29) that is interpersonally used to convince the interlocutors (the hearer) with the speakers' statement. There are varieties forms of IMs *yeah* found in the conversation between Lauren and Maddie. It could stand alone, form repetition of *yeah* (yeah yeah), be followed by

sentences, and preceded by sentences. Moreover, IMs *yeah* is utilized 138 times by both Lauren and Maddie in the conversation.

IMs *right* was not found as much as IMs *yeah*, but it also could act more than one category and function in the conversation between Lauren and Maddie. It functioned in showing response and involving the other speakers in the conversation. In showing the response, the IMs *right* was utilized by Lauren and Maddie in demonstrating the speakers' confirmation (e.g., datum 8). Meanwhile, in involving the other speaker's presence, IMs *right* was utilized to persuade the interlocutor to the speakers' statement (e.g., datum 30). Besides, there are two different positions in defining the IMs function. IMs *right* used to show the speakers' responses commonly occurred at the initial position of their statement. In contrast, IMs *right* used to involve the other speakers was preceded by the speakers' statement. There are eighteen IMs *right* found in the conversation between Lauren and Maddie.

The researcher also found one of IMs that could include in more than one category used by Lauren and Maddie, namely **IMs** *uh hm*. It could act in more than one category. They are urging (e.g., datum13) and agreement tokens (e.g., datum 10). However, even though IMs *uh hm* included in more than one category, those categories have the same function in showing the relationship between the speakers. They were used to show the speakers' response. The IMs *uh hm* as the urging tokens is commonly used by the speakers than the agreement tokens. IMs *uh hm's* occurrence showed that they frequently appeared in the middle of speakers expressing their story or opinion. It means that either Lauren or Maddie

shows her active response in giving attention to the speaker who conveyed the message or opinion. It appeared thirty-one times in the conversation.

Furthermore, the researcher found similarities and differences result from the previous studies mentioned in chapter one that presented the IMs' use frequency in the speaking form. The previous studies, such as Lin (2016) analyzed conversation of EFL in the classroom, Windy, Sudarsono, and Sada (2016) analyzed the conversation in the movie, and Iis (2017) analyzed the speakers in casual conversation have the similar object with the present study that investigated the informal conversation. Their study result presented a similar result with this study that indicates **IMs yeah** is mostly used in the conversation.

Moreover, the previous studies, such as Ali and Mahadin (2015) and Sukarni (2017), presented a different result with this study indicating the frequency of IMs function in the speaking form. Ali and Mahadin (2015) analyzed the students of English at the University of Jordan presented that their speakers mostly used the IMs function in **indicating attitude. Meanwhile,** Sukarni (2017) investigated the President's Speech presented that the speakers mostly used IMs Commentaries for **maintaining the rapport** with the audience. Both of their results are different from this study. The speakers of this study mostly used IMs for **showing response**. The differences occurred because this study and those previous studies investigated IMs in different spoken discourse forms. This study focused on the informal conversation while Ali and Mahadin (2015) focused on the interview and Sukarni (2017) focused on speech form. The speakers' roles in the informal-context, in this study, who acted freer than the speaker in the

interview, and the speech influenced the different data. Consequently, the speakers are more active in showing their presence by responding to the other speakers in the conversation.

CHAPTER IV

CONCLUSION AND SUGGESTION

There are two sections in this chapter. First section is conclusion which conclude the result of this study. Second section is suggestion which contained of some recomendation.

A. Conclusion

Based on the data analysis, the researcher found twenty-two IMs in the conversation between Lauren and Maddie. All IMs included in seven IM types, perception verb, the verb of saying, agreement tokens, urging tokens, expression of amazement, enthusiasm tokens, and maintaining markers. From those IMs types above, the researcher concluded them into three IMs function, namely showing a response, indicating attitude, and involving the other speakers.

In the case of type variation, the maintaining markers have a varieties number, namely, *just, really, honestly, only, basically, I think, so, definitely, obviously, actually, yeah,* and *right* than other IMs types because the speakers' role in the conversation is the main speaker. It means that both Lauren and Maddie are aware to actively show their enthusiasm in the conversation by using different maintaining markers for intensifying their opinion in the conversation.

Furthermore, in the term of IMs' function, this study presented that both Lauren and Maddie mostly used IMs to show their responses. It is because of the frequent occurrence of IMs that functioned in responding used by them. There are two-hundred and fifteen (215) times responses used by Lauren and Maddie signaled by IMs, with most of their responses used IMs *yeah* (138 times).

The differences and similarities between this study and the previous study are in the frequency term of IMs' type and function. The previous studies that analyzed the casual or informal conversation as this study indicate that IMs yeah is mostly found to show the speakers' response. Meanwhile, several previous studies investigated IMs in different forms to this study, such as speech and interview in a semi-formal situation, show that the speakers mostly used IMs to indicate attitude and maintain the relationship between the speakers and the listeners. The researcher concludes that the differences and similarities result of this study and the previous studies occur because of situation or context in the speaking form.

B. Suggestion

After analyzing IMs study in the informal conversation, the researcher found many IMs functions for showing the response but rarely found IMs functions for involving the other speakers to mark share knowledge between the speakers. From those findings, the researcher hopes that future researchers interested in this study could develop this study by increasing the IMs functions, mainly for involving the other speakers to mark share knowledge. The researcher also hopes this study could be a reference for the next researcher interested in IMs use.

Furthermore, the researcher suggests for the next researcher interested in the IMs field to take the conversation in which speakers mostly used IMs functioned to involve the other speakers for marking share knowledge to enrich the IMs' functions. The next researcher may collect the data in the conversations,

spoke by native English speakers in the actual situation discussed the specific topic such as daily activities and similar experiences on Youtube, Podcasts, Netflix, etc.

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APPENDIX

No	Utterances	Type	Functions
1	M: =**I know**	Perception Verb	Showing Response
2	M: **I feel** like 50 60 thousand followers that I don't really know but I didn't post it like trying to be the influencer at all	Perception Verb	Indicating Attitude
3	M : =everyone to be best friends so that'll be good for me to realize that I don't need to hang out with every single person **you know**. you kind of have to figure it out your friends here ...	Perception Verb	Involving Other Speakers
4	M : = at the time cause now we knew the new apps was blowing up and everyone in the apps were under 16th that **I wanna [say]**	Verb of Saying	Indicating Attitude
5	M : =**yeah** I am spontanous when Lauren what she want to make sure everything is perfect but . it's okay, we can balance each other	Agreement Tokens	Showing Response
6	M : **yes**	Agreement Tokens	Showing Response
7	M : =**exactly** It's funny	Agreement Tokens	Showing Response
8	M : [**right**]=	Agreement Tokens	Showing Response

9	M : [**true**]	Agreement Tokens	Showing Response
10	M : =**uh hm**	Agreement Tokens	Showing Response
11	M : =**mmm**=	Urging Tokens	Showing Response
12	M : [**yeah**]=	Urging Tokens	Showing Response
13	L : =**uh hm**=	Urging Tokens	Showing Response
14	M : [**oh my god**↑ yeah]	Expression of Amazement	Showing Response
15	L :**wow**	Expression of Amazeme	Showing Response
`16	M : **okay**↑ . everyone should look at them	Enthusiasm Tokens	Showing Response
17	L : **yeah**↑	Enthusiasm Tokens	Showing Response
18	M : I know we're **just** struggling but we're back and we're very excited. We're back on a normal schedule . and .. so let's talk about . what we thought is it could gonna be. What it is now like and what is it in to L : right . I **just** gonna say it's definitely of all and actually I don't even know if it was just like an idea . right?	Maintaining Markers	Indicating Attitude
19	M : I know and so we **really** happy to be here and feeling very gratefull=	Maintaining Markers	Indicating Attitude
20	M : =**honestly** that's really true	Maintaining Markers	Indicating Attitude
21	L : yeah because the podcast is still relatively new to us, it's **only** been a few	Maintaining Markers	Indicating Attitude

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	months but=		
22	M : yeah it's been **basically** all of Lauren's life which is crazy=	Maintaining Markers	Indicating Attitude
23	L : **I think** it was eight and our sister Darian was like i make videos for John but now i should make a video for you too ….	Maintaining Markers	Indicating Attitude
24	M : that's [**so** funny]	Maintaining Markers	Indicating Attitude
25	L : there's **definitely** a lot more going on in LA and especially in entertainment industry ...	Maintaining Markers	Indicating Attitude
26	M : yeah I'm just **totally** late but i'm came on to the university like school holidays time off and I really didn't think that I would end up here . And I'm also gonna so worry with you guys with move . to LA. Say that a lucky year and move back and I'll be in the university in California and be alone=	Maintaining Markers	Indicating Attitude
27	M : well I **actually** have been gone for a while and it's been weird to not recording every week because usually I guess like to hold the whole summer for schedule recording	Maintaining Markers	Indicating Attitude
28	M : **obviously** those goals were very like broader than basic	Maintaining Markers	Indicating Attitude
29	L :=which is started, **yeah**=	Maintaining Markers	Indicating Attitude
30	L : that's all what we are started and then I don't even know from there, he's just can making video, **right**?	Maintaining Markers	Indicating Attitude

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Transcription Convention

1. The bracket ([ ]) : indicates the beginning and end of overlap point by speakers.

2. Equal Sign (=) : indicates latched speech. It is two utterances that follow one to another without any gap or pause.

3. The arrow symbols:

   (↑)indicates a rise in intonation

   (↓) indicates down in intonation

4. (.) indicates the micro pause or pause of no significant length.

CURRICULUM VITAE

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