

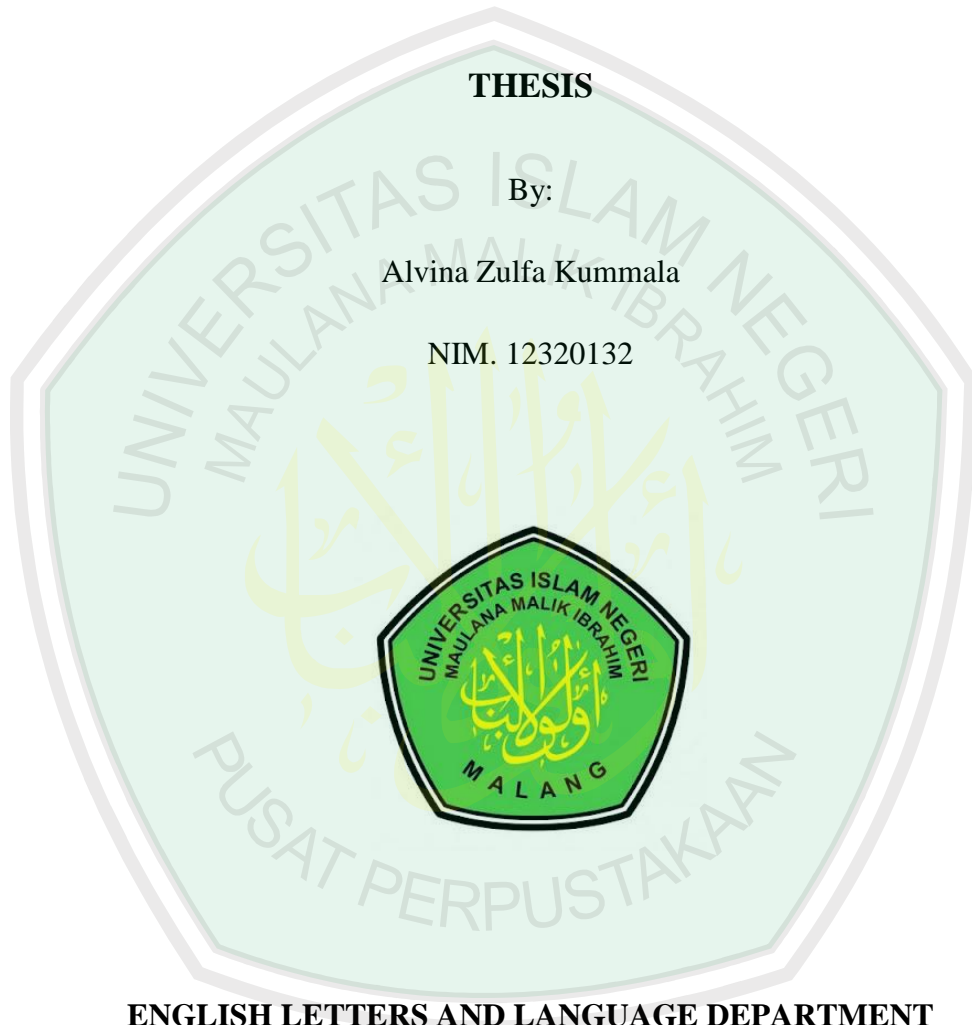
DISCOURSE MARKERS IN EFL LEARNERS' PRESENTATIONS

THESIS

By:

Alvina Zulfa Kummala

NIM. 12320132



ENGLISH LETTERS AND LANGUAGE DEPARTMENT

FACULTY OF HUMANITIES

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,

MALANG

2016

DISCOURSE MARKERS IN EFL LEARNERS' PRESENTATIONS

THESIS

Presented to

Maulana Malik Ibrahim State Islamic University, Malang in partial
fulfilment of the requirement for Degree of *Sarjana Sastra*

By:

Alvina Zulfa Kummala

NIM. 12320132

Advisor:

Dr. H. Syafiyah, M.A.

NIP. 19660910 199103 2 002



ENGLISH LETTERS AND LANGUAGE DEPARTMENT

FACULTY OF HUMANITIES

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,

MALANG

2016

CERTIFICATE OF THE THESIS AUTHORSHIP

Alvina Zulfa Kummala testifies that the thesis entitled “Discourse Markers in EFL Students’ Presentations” does not include any works which have been previously submitted at any institutions of higher education, and to the best of my knowledge, this does not include any works or opinions that have been previously written or published by any authors, except for those which are referenced in the text and listed in the bibliography. Thereby, I am highly responsible to the novelty of my thesis.

Malang, June 21, 2016




Alvina Zulfa Kummala
Alvina Zulfa Kummala

APPROVAL SHEET

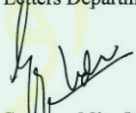
This is to certify that the *Sarjana* thesis, entitled ‘Discourse Markers in EFL Learners’ Presentations’, arranged by Alvina Zulfa Kummala has been approved by the advisor for further approval by the Board of Examiners.

Malang, June 21, 2016

Approved by
Advisor


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

Acknowledged by
The Head of English Language and
Letters Department


Dr. Syamsuddin, M. Hum
NIP. 19691122 200604 1 021

The Dean of the Faculty of Humanities



Dr. H. Isti'adah, M.A.
NIP. 19670313 199203 2 002

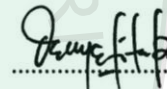
LEGITIMATION SHEET

This is to certify that the *Sarjana* thesis, entitled ‘Discourse Markers in EFL Learners’ Presentations’, arranged by Alvina Zulfa Kummala has been approved by the Board of Examiners as one of the requirements for the Degree of *Sarjana Sastra* (S.S.) in English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University, Malang.

The Board of Examiners

Signatures

1. Deny Efita Nur Rakhmawati, M.Pd. (Main Examiner)
NIP. 19850530 200912 2 006
2. Dr. H. Langgeng Budianto, M.Pd. (Chairman)
NIP. 19711014 200312 1 003
3. Dr. Hj. Syafiyah, M.A. (Advisor)
NIP. 19660910 199103 2 002



Malang, June 21, 2016

Approved by

The Dean of the Faculty of Humanities



Dr. H. Isti'adah, M.A.
NIP. 19670313 199203 2 002

MOTTO

“Strive not be a success, but rather than to be of value”

~ Albert Einstein



DEDICATION

This thesis is proudly dedicated for

My beloved Mom and Dad

Sri Mahatmahanik and Ichwan Mu'thi

My aunts, uncles, cousins, nephews, nieces

All of my lectures in this university

All of teachers in BA Aisyiah, MIRT, Mts/MA Sunan Kalijogo

My best friends

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent and the Merciful. All raises and thanks are to Allah, the Master of the universe. Peace is upon the prophet Muhammad SAW, the best role model in this world, and his household, his companions and his faithful flowers. Hopefully, he could give his hand to us in the hereafter.

Finishing this thesis was not a simple thing at all and we definitely spent my great deal of time but it gave me valuable experience. This study would not have been completed without the contributions and support from many people. Thus, I am greatly indebted to those who have participated in finishing this thesis. I give my deepest and special gratitude to Dr. Hj. Syafiyah, M.A., as my thesis advisor, who has consciously guided me throughout the entire process of the thesis writing with her constructive comments. I also want to express my sincere thanks to:

1. Prof. Dr. Mudjia Rahardjo, M.Si as the Rector of Maulana Malik Ibrahim State Islamic University, Malang.
2. Dr. H. Isti'adah, M.A. as the Dean of the Faculty of Humanities.
3. Dr. Syamsudin, M.Hum as the Head of English Letters and Language Department.
4. Muzakki Afifuddin, as the Lecture Father of my study as long I learn in this university.
5. All of the lecturers and the staffs of Maulana Malik Ibrahim State Islamic University, Malang, especially English Language and Letters Department.

6. My parents and all of my family, who always pray for, guide and support me.
7. My best friends who stand by me as always to support and give spirit to me.

May *Alloh SWT* gives the best for them for all their guidance, support and pray. Hopefully, this study could be beneficial to the writer herself and for the readers in general. In addition, it is expected to contribute in the development of knowledge.

Malang, June 21, 2016

Alvina Zulfa Kummala

ABSTRACT

Kummala, Alvina Zulfa. 12320132. Discourse Markers in EFL Learners' Presentations. Thesis. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. **Advisor: Dr. Hj. Syafiyah, M.A.**

Key words : Discourse Markers, EFL Learners, Presentations

The investigation of linguistic expressions such as, *I mean, well, and then, so, and so on*, lay on various terms or labels which are frequently hard to distinguish and bounded. Sciffrin (1987) called them as discourse markers (DMs), Fraser (1996) cited them as pragmatic markers, while the others name them as discourse particle (Ostman, 1981), pragmatic expression (Erman, 1987 or connective (Blackemore, 1987, 1988), fillers, and so on. However, in this study, I use the term discourse markers to call those expressions. DMs in this study means a number of meaningless terms which only enables to be understood either thorough clues in the context and/or situation, or else by having a conventionalized pragmatic meaning mapped into them. They present in speech to support interaction but do not generally add any specific semantic meaning to the message.

This study utilized descriptive qualitative since it is conducted to have deep understanding on the use of DMs in EFL learners' presentation. By using Brinton (1996) taxonomy on the functions of DMs, this study is aimed to describe (1) the kinds of DMs used by EFL learners when they are presenting their research proposals. (2) the occurrence of DMs used by EFL learners when they are presenting their research proposals. The data is collected from ten thesis proposal's presentations done by the students of Maulana Malik Ibrahim State Islamic University, Malang majoring at English and Language Department on March and April 2016.

The result of the study shows that there are seven kinds of DMs found on EFL learners' presentations, there are *well, yeah okay yeah, yeah, then then yeah, what is it, and then yeah, and okay*. Those DMs functions as opening markers, closing markers and fillers. It depends on the context of the utterances produced by them. The pattern found in these findings is that, a certain speaker tends to use the same DMs during the process of the presentation. In addition, in terms of occurrence, for the DMs functioning as fillers they are occupied in the middle of the sentences. While for those which do not function as fillers they commonly occupy in the beginning of the sentences. And I do not find DM occupied in the last of the sentence in this context.

الملخص

كمالا ، ألفنا زلفى. ١٣٢٠١٢٣٢. علامات الخطاب في عرض طلبية اللغة الإنجليزية. بحث جامعي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرفة: الدكتورة شافية، الماجستير

الكلمات الرئيسية: علامات الخطاب، طلبية اللغة الإنجليزية، العرض

البحث المتعلق بالتعبير اللغوي مثل يعني، أيضا، وبعد ذلك، إذن إلخ، ينشأ المصطلحات التي صعوبة للتمييز والمقيدة. سسيفرين scffrin (١٩٨٧) يطلق عليه "علامات الخطاب"، فريزر Fraser (١٩٩٦) يطلق عليه العلامات التداولية ، والآخرون يطلقون عليه بوصفه جسيمات خطاب (أوتسمان، ١٩٨١)، التعبير التداولي (إرمان، ١٩٨٧) أو الموصل (بلاك مور، ١٩٨٧، ١٩٨٨)، الحشو، إلخ. ومع ذلك، تستخدم الباحثة في هذه الدراسة مصطلح "علامات الخطاب" (DMs) للإشارة إلى ذلك التعبير اللغوي. إن علامات الخطاب في هذه الدراسة هي بعض المصطلحات التي لا يمكن فهمها إلا من خلال علامة في السياق والوضع. إنها موجودة في الكلام لدعم عملية التفاعل، ولكن بشكل عام لا تضيف إلى المعنى الدلالي المعين لرسالة.

يستخدم هذا البحث المنهج الكيفي الوصفي نظراً لأنه يهدف إلى اكتساب فهم شامل لاستخدام علامات الخطاب في عرض طلبية اللغة الإنجليزية. باستخدام التصنيف لبرينتون (١٩٩٦) نحو الوظيفة لعلامات الخطاب، يهدف هذا البحث وصف (١) نوع علامات الخطاب التي تستخدمها طلبية اللغة الإنجليزية عندما يقدمون خطة البحث للبحث الجامعي. (٢) عملية ظهور علامات الخطاب التي تستخدمها طلبية اللغة

الإنجليزية فإنها تعرض اقتراحهم أطروحة. أما جمع بيانات البحث من عرض خطة البحث لطلبة اللغة الإنجليزية جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

نتيجة البحث تظهر أن هناك ٧ من علامات الخطاب المختلفة فيعرض طالبة

اللغة الإنجليزية، هي *well, yeah okay yeah, yeah, then then yeah, what is it, then yeah,*

okay. كانت علامات الخطاب كالعلامة للمقدمة، الاختتام وأيضا حشو

الفراغات (fillers). كل شيء يعتمد على سياق الجملة في الكلام. والأنماط التي

وجدت في هذا البحث هي أنالطلبة تتجه إلى استخدام علامات الخطاب بمستوي أثناء

عملية العرض. فضلا من حيث عملية ظهور علامات الخطاب التي تخدم كحشو

الفراغات (fillers)، فإنها تظهر في وسط الجملة. بينما العلامات التيلا تعمل الحشو

فهي موجودة في بداية الجملة. وماجدتالباحثة علامات الخطاب في آخر الجملة لهذا

السياق.

ABSTRAK

Kummala, Alvina Zulfa. 12320132. *Discourse Markers* pada Presentasi Mahasiswa Bahasa Inggris. Skripsi. Fakultas Humaniora. UIN Maulana Malik Ibrahim Malang. Pembimbing: **Dr. Hj. Syafiyah, M.A.**

Kata Kunci: *Discourse Markers*, Mahasiswa Bahasa Inggris, Presentasi

Penelitian ekspresi kebahasaan seperti *I mean, well, and then, so*, dll memunculkan beberapa istilah yang cukup sulit untuk dibedakan dan dibatasi. Sciffrin (1987) menyebutnya sebagai *discourse markers*, Fraser (1996) menyebutnya *pragmatic markers*, sedangkan yang lain menyebutnya sebagai *discourse particle* (Ostman, 1981), *pragmatic expression* (Erman, 1987 atau *connective* (Blackmore, 1987, 1988), *fillers*, dll. Akan tetapi, dalam penelitian ini, peneliti menggunakan istilah *Discourse Markers* (DMs) untuk menyebut ekspresi kebahasaan tsb. DMs dalam kajian ini berarti beberapa istilah tak bermakna yang hanya bisa dipahami melalui tanda dalam konteks atau situasi. Mereka hadir dalam suatu unjuran untuk mendukung proses interaksi, tetapi secara umum tidak menambah arti semantik tertentu terhadap suatu pesan.

Penelitian ini menggunakan pendekatan deskriptif kualitatif karena bertujuan untuk mendapatkan pemahaman yang komprehensif terhadap penggunaan DMs pada presentasi mahasiswa bahasa inggris. Dengan menggunakan klasifikasi dari Brinton (1996) terhadap fungsi dari DMs, penelitian ini bertujuan untuk mendeskripsikan (1) macam-macam DMs yang digunakan oleh mahasiswa bahasa inggris ketika mereka mempresentasikan proposal skripsi mereka. (2) Proses munculnya DMs yang digunakan oleh mahasiswa bahasa inggris ketika mereka mempresentasikan proposal skripsi mereka. Data penelitian dikumpulkan dari presentasi proposal skripsi yang dilakukan oleh mahasiswa bahasa inggris UIN Maulana Malik Ibrahim Malang.

Hasil dari penelitian menunjukkan bahwa terdapat 7 macam DMs yang ditemukan pada presentasi mahasiswa bahasa inggris, yaitu *well, yeah okay yeah, yeah, then then yeah, what is it, and then yeah*, dan *okay*. DMs tsb berfungsi sebagai tanda pembuka, penutup dan juga sebagai pengisi kekosongan (*fillers*). Itu semua tergantung pada konteks kalimat yang diujarkan. Pola yang ditemukan dalam temuan ini ialah mahasiswa tertentu cenderung menggunakan DMs yang sama selama proses presentasi. Terlebih, dari segi proses munculnya, untuk DMs yang berfungsi sebagai pengisi kekosongan (*fillers*), mereka muncul di tengah kalimat. Sedangkan untuk yang tidak berfungsi sebagai *fillers*, mereka ditemukan di awal kalimat. Peneliti tidak menemukan DMs yang berada di akhir kalimat dalam konteks ini.

TABLE OF CONTENTS

TITLE SHEET	i
CERTIFICATE OF THE THESIS AUTHORSHIP	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
TABLE OF CONTENTS	xiii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Questions	5
1.3 Research Objectives	5
1.4 Research Significances.....	5
1.5 Scope and Limitation	6
1.6 Definition of Key Terms	7
1.7 Research Method.....	8
1.7.1 Research Design	8
1.7.2 Data and Data Source	9
1.7.3 Research Instrument	9
1.7.4 Data Collection.....	10
1.7.5 Data Analysis	10
CHAPTER II: REVIEW OF RELATED LITERATURE	11
2.1 Pragmatics	11
2.2 Relevance Theory and Linguistic Adaptation Theory	12
2.3 Discourse Markers	15
2.4 Functions of Discourse Markers	18
2.5 Previous Studies	20

CHAPTER III: FINDINGS AND DISCUSSION	25
3.1 Findings.....	25
3.2 Discussions.....	46
CHAPTER IV: CONCLUSION	49
4.1 Conclusion	49
4.2 Suggestion	50

BIBLIOGRAPHY

APPENDIX



CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research question, research significance, scope and limitation, definition of the key terms and research method which includes research design, research instrument, data and data source, data collection and data analysis.

1.1 Background of the Study

In the world of communication, we frequently observe and feel that there are a number of utterances either in the form of words, phrases or sentences in which the meaning goes beyond the lexicon. The same phrases or words produced do not simply always bring the same meaning when it is performed in the different context of sentences. For example, when the one says *you know*, it lexically means that the speaker wants to show that the hearers have knowledge or information about something. Yet, in other cases, when it is initiated by pause, these two words are regarded as fillers or hesitation marker which has no meaning. The other examples are, *I mean, you see, how can I say*, and others.

This linguistics phenomenon belongs to the business of pragmatics in which enables to define as the study of how the meaning of language is determined by context and the communication intention of those using it (Yule, 2010). He argued that communication vividly not only depends on the process of recognizing the meaning of utterance, but also recognizing what the speakers mean by the utterances produced. Connecting to those phenomena, seeking the

context to investigate what the meaning is actually becomes the crucial thing then. As what Buniltz & Norricks, (2012) stated that Pragmatic is fundamentally concerned with communicative action in any kind of context. In addition, Bates (1976) claimed that pragmatics is the study of linguistic indices, and indices can be interpreted only when they are used. One thing that should be highlighted from this definition is that it could be interpreted only when it is used naturally by the interlocutor.

The study of those expressions in which could be in the form of particle, conjunction, preposition, and others substantively has been touched by Levinson (1983) although the term on how to call them is not obviously mentioned yet. Nevertheless, he believed that those are considered as independent class which is worthy to study.

Due to the development of this area of study, the investigation of linguistic expressions such as, *you know, I mean, well, and then, as I said, you see* and so on, lay on various terms or labels which are frequently hard to distinguish and bounded. Sciffrin (1987) called them as discourse markers (DMs) defining as linguistics elements signalling the relation between units of talk, relations at the exchange, action, ideational, and participation framework levels of the discourse. Those words or phrases are used by speakers or writers to link ideas or information in a discourse and to ensure global or local coherence. Fox Tree & Schrock, 2002; Fuller, 2003; Matei, 2011; Strassel, 2004 cited in Laserna et al (2014) claimed that they also could be defined as short phrases that do not contain any grammatical information yet are prevalent in natural speech.

In contrast, Fraser (1996) cited them as pragmatic markers regarded as meaningless terms and enables only to be understood by seeking the clues in the context and situation, or having a conventionalized pragmatic meaning mapped into them. It is known that pragmatic markers (PMs) substantively are presented in speech to support the interaction but they do not generally add any specific semantic meaning to the message. While the others name them as discourse particle (Ostman, 1981), pragmatic expression (Erman, 1987) or connective (Blackemore, 1987, 1988), and fillers.

This variety of terms, indeed, demonstrates numerous cases and examples of expression which often belong to other term as well. It might also be considered as the classification of this term or that term. There has not been fixed definition and boundary among those kinds of terms. Therefore, the debate on how to define and bounded them is still ongoing. However, electing the based approach to do certain research could lead us to the most suitable term we are going to utilize for the sake of illuminating our investigation.

What is more, it is assumed that before the interest in sociolinguistics and discourse marker is increasing, mostly those linguistics expressions were random hesitation phenomena or only emotional outcries which have little to do with people's inherent knowledge about their language (Ostman, 1981). However, Hansen (2009) believed that scholars nowadays are increasingly focusing on how discourse markers come into existence and how they evolve family and functionally overtime. Nevertheless, those still play important role in communication as well, especially if we see them from the point of

communication strategies. Any kinds of filler or we can call it as DMs or PMs are becoming one of the numerous communication strategies proposed by Donyei & Scott (1997).

However, in this study, I use the term discourse markers (DMs) to call those expressions. Considering previous studies related to this topic, I decide to explore the use of discourse markers in EFL learners' presentations within Indonesian context. I take EFL learners in Indonesia as the subject of my study in that the most previous studies concerned on native speakers, such as Erman (2001), Hellerman & Vergun (2007), Han (2011), Vanda & Peter (2011), and others. There are still few of research taking non-native speaker as the subject, for instance, Castro (2009), Xioao & Li (2012), Nejadansari & Mohammadi (2015), Asik & Cephe (2013) and Erten (2014). Unfortunately, they are focusing on Turkish, Iranian and Chinese learners of English as foreign language. Moreover, Cephe and Asik (2013) argue that the study about the use of DMs by non native speakers is necessary and guiding. Thus, choosing Indonesian EFL learners on how they use DMs could bring the different and various findings.

In addition, the reason why I explore more on the use of DMs in presentation context is because mostly previous studies investigate more on the use of DMs in interaction or dialogue context, such as interview, conversation, classroom interaction, and so on. Thus, to make it different, I decide to take presentation is regarded as monologue to be the object of my study. This study follows what has been studied up by Han (2011) who conducted a research on the

use of DMs on the speeches of native speakers. However, this present study explores on the use of DMs in EFL learners' presentations.

1.2 Research Question

As mentioned in the background of the study above, the research question of this study is formulated as follows:

1. What are the kinds of discourse markers used by EFL learners in their presentations?
2. How is the occurrence of discourse markers used by EFL learners in their presentations?

1.3 Objective of the Study

Based on the research questions above, this research is conducted to fulfil the objective, those are:

1. To describe the kinds of discourse markers used by EFL learners in their presentations.
2. To describe the occurrence of discourse markers used by EFL learners in their presentation.

1.4 Significance of the Study

The result of this study is supposed to give both theoretical and practical contribution. Theoretically, it is expected to be the empirical data which supports the theory on how to analyze DMs in the last decades. Also, it

is hoped to be one of the references that could be considered by the following researchers to have the better and deeper study. The last, hopefully, it really enables to contribute on the development of pragmatics studies.

Practically, the findings of this study are expected to be significant for both EFL student/learner and EFL lecturer. For EFL students, it is expected to be good examples on how to use DMs well, especially in monologue and formal situation. For EFL lecturers, it is supposed to be the evidence on how EFL learners use DMs to support the way they communicate to others, especially when they are trying to transfer any information, deliver idea or convince others in the presentation context.

1.5 Scope and Limitation

This study focuses on investigating the use DMs by EFL learners in Indonesian context when they are having presentation. However, what is going to investigate is only the expressions which are in the form of words or phrase regarded DMs based Briton (1999). The study only focuses on the various types of DMs, meaning, and function regardless the gender of the speakers. Also, the study only focuses on the monologue and formal context.

For investigating my focus on the use of DMs performed by EFL learners in presentation, unfortunately I am only able to work with one university in Malang that is Maulana Malik Ibrahim State Islamic University, Malang. Putting a side on any universities which also has English Department

as one of the majors might give any potential and more various findings of the study.

1.6 Definition of Key Terms

1. Discourse Markers

A number of meaningless terms which only enables to be understood either through clues in the context and/or situation, or else by having a conventionalized pragmatic meaning mapped into them. They present in speech to support interaction but do not generally add any specific semantic meaning to the message. E.g: *well, I mean, you see, you know*, etc.

2. EFL Learners

The students or learners of Maulana Malik Ibrahim Islamic State University, Malang, Indonesia majoring at English Language and Letters Department in 2016.

3. Presentation

The process of presenting or delivering the research (thesis) proposal of EFL learners which is held on March and April 2016 and presented in a formal situation.

1.7 Research Method

1.7.1 Research Design

This research utilizes a descriptive qualitative research since it is conducted to obtain a deep and detailed understanding on the use of discourse markers in EFL learners' presentations. It is called descriptive in that it is aimed to comprehensively figure out the phenomenon based on how it occurs naturally in the presentation room. Furthermore, the researcher lets the data speak without having any intervention or manipulating it. Cresswell (2007) argues that the goals of this type of research is to gain insight, that is exploring the depth, richness, and complexity inherent in the phenomenon

It is qualitative because the data analyzed is not in the form of numeral or percentage which is statistically analyzed. However, the data which is taken is in the form of utterances or words, the utterances produced by EFL learners when they are having presentation in front of the audience. Thus, this study is designed with a descriptive qualitative approach which mostly will provide very rich data to analyze.

Besides, this study connects with the pragmatic studies since the focus is on how the process of producing discourse markers in EFL learners' presentations. It also deals with seeking and understanding the meaning and the functions of this expression. Therefore, pragmatic approach is really appropriate to use in this research since DMs in this study is viewed as the way EFL learners' use them as communication strategies, not as the disfluency of speaker to produce

foreign language. Thus, it extremely helps the researcher much more on analysing the meaning and the functions of using these terms by EFL learners in the presentation context.

1.7.2 Data and Data Source

In conducting this research, the data analyzed in this study are the words or utterances containing discourse marker obtained from EFL learners when they are presenting their research (thesis) proposal on April and March 2016. EFL learners, in this case, are the students from English Language and Letters Department of Maulana Malik Ibrahim State Islamic University, Malang in 2016, who are presenting their research (thesis) proposal in front of the audiences and the examiners. These students are considered as EFL learners since they are native Indonesian and learning English as a foreign language. As we see that in Indonesia, English is learned as a foreign language, not as a second language.

1.7.3 Research Instrument

The main instrument of this research is the researcher herself. The researcher is the only one who attempts to make sense of this language phenomenon by observing directly to the object of study that is the presentation of EFL learners'. Also, she is the one who collects the data supported by recording and transcribes it. Besides, she is the one who interprets and analyzes the data to draw a conclusion later on. Moleong (2014) stated that the researcher in qualitative research holds the important roles in conducting this research, such as

planning, collecting, the data, analysing or interpreting the data and reporting the result of the research, all at once.

1.7.4 Data Collection

To collect the data, the researcher does following steps. Firstly, she observes directly to the presentations of research proposal by EFL learners to have the data by herself. The researcher only observes the presentation without having any intervention. Besides, the observation is also supported by recording the presentation process performed by EFL learner to obtain the data consisting of the DMs. After that, she transcribes the data which is gotten from the record of observing those EFL learners' presentations. The last, she focuses on the utterances which consists of DMs only and ignore or reduce the sentences which do not.

1.7.5 Data Analysis

To analyse the data, the researcher does these following steps. First of all, the researcher identifies the types of discourse markers used in EFL learners' presentation. Secondly; the researcher classifies them into several functions of discourse markers in accordance with classification made Brinton (1996). After that, the researcher attempts to explain and describe the occurrence on the use of discourse marker in EFL classroom presentation based on Relevance Theory and Linguistic Adaptation Theory (Sperber and Wilson, 2001; Verschueren, 2000). Finally, the researcher concludes the result of this study based on the discussion

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the relevant sources which have related aspects to the present study to help answering the research questions. It elaborates on Pragmatics, Relevance Theory and Linguistic Adaptation Theory, Discourse Markers, Functions of Discourse Markers and Previous Studies.

2.1 Pragmatics

We see that pragmatics is known as another broad approach to discourse dealing with three concepts called meaning, context, and communication, those are themselves extremely vast and unwieldy. There are numerous concepts proposed on how to define and acquainted pragmatics itself. Bublitz & Norrick (2011) believed that there is no commonly accepted definition of pragmatics in linguistics which would refer to a single, unified and homogeneous field of study. However, Bates (1976) stated that pragmatics is the study of linguistic indices, and indices can be interpreted only when they are used. One thing that should be a highlight from this definition is that it could be interpreted only when it is used. Given such breadth, it is not surprising that the scope of pragmatics is so wide, or that pragmatics faces definitional dilemmas similar to those faced by discourse analysis.

Yule (2010) argued that communication vividly not only depends on the process of recognizing the meaning of utterance, but also recognizing what

speakers mean by the utterances produced. Additionally, pragmatics is fundamentally concerned with communicative action in any kind of context (Buniltz & Norricks, 2011). Therefore, it is very urgent to see the context on interpreting the linguistics indices. The context here either the situational or textual always play important role in the process of analysing the data. Hence, simply pragmatics enables to define as the study of how the meaning of language is determined by context and the communication intention of those using it.

2.2 Relevance Theory and Linguistic Adaptation Theory

Hybels & Weaver (1986) proposed one of kinds of communication namely public communication which means that the speaker sends a message to audiences. Hence, EFL presentation in this study could be regarded as the public communication as well, since the speakers are sending their message (research proposal) constructed by themselves in front of the public audiences. Thus, utilizing communicative theories, those are relevance theory and linguistic adaptation theory is very justifiable to be the framework to analyze this study.

Sperber and Wilson (2001) argued that the central idea of relevance theory is the expectations of relevance raised by an utterance are precise and predictable enough to guide the hearer toward the speakers' meaning. Every utterance starts out as request for the hearer's attention; as a result it creates an expectation of relevance. The hearer should elect the interpretation which satisfies his/her expectation of relevance at most.

There are two principles of relevance. First of all, human cognition tends to be geared to the maximization of relevance. Secondly, every utterance communicates a presumption of its optimal relevance. Relevance theory accounts for communication as dynamic interaction between the speaker and the hearer, hence it provides a general explanation of what DMs employed in communication are functioning cognitively and pragmatically.

In the framework of relevance theory, discourse markers are a means of ostensive stimulus which the speaker elects to guide and constrain the hearers' interpretation of the speaker's utterances. From the hearers' point of view, DMs provide an important way to find the interpretation of utterance which achieves optimal relevance. Thus, relevance theory is employed for the analysis on DMs for this study.

Despite utilizing relevance framework, this study employs linguistic adaptation theory as well, in which this notion means that communication is a process of making linguistic choices at every possible level of linguistic structuring, and the use of forms of address, indirect speech acts, pragmatic markers, etc. are some representative examples (Verschueren, 2000). This theory reveals that linguistic choices are involved in both utterance production and utterance interpretation. Further, the speaker not only chooses linguistic forms, but he/she also chooses strategies for certain communicative needs for the sake of adaptation.

There are a variety of strategies a speaker may choose, such as conversational implicature, irony, metaphor, politeness, and so on (Verschueren,

2000:156). What's more, context in communication includes both linguistic and communicative one which involve the communicators' physical world, social world and mental world (Verschueren, 2000:87–102). Since language is socially and culturally constrained, its use requires constant adaptation to different purposes and contexts of communication. According to this theory, the employment of discourse markers is the result of linguistic choice-making by the speaker to show an adaptation to different contexts for communicative purposes..

Since limitations have been found in every communicative theory, whether it is the Code Model, Grice's theory, relevance theory or linguistic adaptation theory (Sperber and Wilson, 2001; Verschueren, 2000), in this study, DMs in EFL presentations are analyzed in the framework of relevance theory and linguistic adaptation theory, because these two theories are complementary to some degree. For instance, relevance theory claims that human cognition is relevance-oriented, offering a new approach to communication from a basic assumption about human cognition, but "considerations of culture and society are notably absent in the characterization of individuals' cognitive environments" (Talbot, 1994:3526).

While adaptation theory argues language use involves social, cultural and cognitive constraints and requires constant adaptation to different contexts and purposes of language use. Therefore, combining these two theories can afford a more powerful explanation force to the process of communication than employing either of them alone.

2.3 Discourse Markers

DMs have been much studied by many researchers in the last twenty years by using different proposals and approaches. In general, there are two big approaches commonly used by researchers to investigate this subject, those are coherence and relevance accounts (Hussein, 2002). The main figures adopting a coherence-based account are Schiffrin (1987), Fraser (1988, 1990), Redeker (1990, 1991), Zwicky (1985) and Giora (1997, 1998). The first approach claims that DMs are linguistic expressions that relate discourse units. Proponents of this approach analyse DMs as cohesive devices that contribute to the coherence of well-formed discourse by encoding cohesive (semantic) relationships between discourse units.

As what has been stated by Schiffrin (1987) that DMs are linguistics elements that signal relation between units of talk, relations at the exchange, action, ideational, and participation framework levels of the discourse. Discourse could be defined as a form of language use which includes the functional aspects of a communicative event (Van Dijk, 1997) or pieces of language larger than a sentence that functions together to convey a given idea or information. (Sharndama & Yakubu, 2013). DMs are used in conversation or writing to show or signal the relationship between ideas or information in a given context. They are words or phrases used by speakers or writers to link ideas or information in a discourse.

Levinson (1983), in his book named *Pragmatics*, viewed DMs as an independent class which is worthy to be studied, although he obviously did not

entitle it. She believed that those are used in discourse since they provide contextual coordinates for utterances namely contributing to build the local coherence jointly constructed by the addresser and the hearer in their discourse, context, meaning and action. There are eleven DMs in which she focuses, those are *oh, well* (particle), *and, but, or, so, because* (conjunction), *now, then* (time deictic) and *you know, I mean* (lexicalized clauses). Unfortunately, even though then researchers have agreed that DMs are lexical expressions that relate discourse segments, but they have disagreed on how they are defined and what functions they carry (Fraser, 1990). There is a rising difficulties among the scholar to have a great deal of agreement on the terminology, classification and functionality of DMs.

The second approach treats DMs as pragmatic devices that contribute to the interpretation and comprehension of utterance by encoding procedural information that control the choice of contextual information. In other words, such devices encode relevance relations between propositions (thoughts) and the cognitive environment of an individual. The second group includes the researchers who base their study and analysis of DMs on Sperber and Wilson's (1995) relevance theory. This group includes Blakemore (1987, 1992, 2002), Regina Blass (1990) Corrine Iten (1998) and Wilson and Sperber (1993).

However, those two approaches virtually have something in common. The coherence approach has two goals. Firstly, it aims to provide a theory of comprehension of discourse, for instance, how discourse is understood and

interpreted. Secondly, it is concerned with providing a theory of evaluation and explanation the intuition of discourse well formed.

In this study, the researcher utilizes Hellerman & Verguns (2007) approach to DMs since they incorporate pragmatic functions in their definition. They claim that DMs are word or phrases functioning within the linguistic system to establish the relation between topics or grammatical units in discourse, such as *so*, *well*, and *then*. Additionally, DMs serve pragmatic functions, that is, the speaker uses them to comment on the state of understanding of the information about to be expressed using phrases, such as *you know*, *I mean*. Also, they might be used to express a change of state, such as the particle *oh*, or for subtle commentary by the speaker suggesting that what seems to be most relevant context is not appropriate, as *well*. As the result, DMs in this study are understood as lexical item serving textual, pragmatic and interactional purpose.

Brinton (1996) has compiled an inventory on thirty three markers received scholarly attention and proposed a broad number of characteristics of these words. They are *ah*, *actually*, *after all*, *almost*, *and*, *and (stuff, things) like that*, *any way*, *basically*, *because*, *but*, *go 'say'*, *if*, *I mean/think*, *just*, *like*, *mind you*, *moreover*, *now*, *oh*, *ok*, *or*, *really*, *right/all right*, *so*, *say*, *sort/kind of*, *then*, *therefore*, *uh huh/mhm*, *well*, *yes/no*, *you/I know*, *you see*. Those are later taken up by Jucker & Ziv (1998) reordering them to combine features that touch to the same level if linguistic description: phonological and lexical, syntactic, semantic, functional and sociolinguistics features.

There are several characteristics of DMs devised by Jucker & Ziv (1998) and Brinton (1996), as follows:

- a. DMs are commonly a feature of oral rather than written discourse.
- b. They appear with highly frequency in oral discourse
- c. They are short and phonologically reduced items.
- d. They might occur on the beginning, middle or the end of the sentence.
- e. They are considered to have little a little or no prepositional meaning, or at least to be difficult to lexically specify.
- f. As DMs may occur outside the syntactic structure or loosely attached to it, they have no clear grammatical function
- g. They seem to be optional rather than obligatory features of discourse. Their absence does not render a sentence ungrammatical and/or unintelligible but does remove a powerful clue.
- h. They might be multifunctional, operating on the local and global levels simultaneously though it is difficult to differentiate a pragmatically motivated from a non-pragmatically motivated use of the form.

2.4 The Functions of Discourse Markers

Castro (2009) has categorized DMs into ten functions grouping into two big umbrellas initiated by (Brinton, 1996) named textual and interpersonal function. Textual function is highly related to the way the speaker structures meaning as text, creating cohesive passages of discourse, using language in a way that is relevant to the context. Whereas interpersonal function refers to the nature

of the social exchange called the role of the speaker and the role assigned to the hearer.

This is the flow chart of the inventory of DMs' functions proposed by Castro (2009) and adopted from Brinton (1996):

Textual functions	To initiate discourse, including claiming the attention of the hearer	Opening frame marker
	To close discourse	Closing frame markers
	To aid the speaker in acquiring or relinquishing the floor	Turn takers (turn givers)
	To serve as filler or delaying tactic used to sustain discourse or hold the floor	Fillers Turn keepers
	To indicate a new topic or partial shift in topic	Topic switchers
	To denote either new or old information	Information indicators
	To mark sequential dependence	Sequence/relevance markers
	To repair one's own or others' discourse	Repair markers
Interpersonal Functions	Subjectively, to express a response or a reaction to the	Response/reaction markers

	preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn	Back-channel signals
	Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness).	Confirmation-seeker Face-savers

2.5 Previous Studies

During last twenty years, the study on discourse marker related to this present study, have been conducted by some scholars, such as Erman (2001), Hellerman & Vergun (2007), Castro (2009), Han (2011), Vanda & Peter (2011), Xioao & Li (2012), Asik & Cephe (2013) and Nejadansari & Mohammadi (2015).

Erman (2001) investigates DMs revisited with a focus on *you know* in adult and adolescent talk. This study is done to fulfil two questions. The first is whether or not adolescent speakers use the pragmatic marker *you know*

differently from adult speakers in spontaneous interaction. The second is whether or not the results support the hypothesis that this pragmatic marker is undergoing a change in meaning and function. The result shows that the adolescent speakers increasingly seem to be using this marker as a met linguistic monitor eliciting a reaction from the addressee while the adults are on the contrary. They primarily use the marker to build up a text and create coherence, the marker functioning as a textual monitor. Thus, for the answer of the second question is extremely in the affirmative. The results appear to point to an ongoing change in the use of *you know*.

Hellerman & Vergun (2007) examines on the frequency of use and some functions of three particular DMs, *well*; *you know*; and *like* in classroom interaction and in-home interviews. 17 adult learners of English as a second language at the beginning level provided the data of this 5-year research project. Their results suggest that the students who use more DMs are those who are more acculturated to the US and use them outside their classroom.

Castro (2009) conducted the study on the use and function of DMs in EFL classroom interaction. It describes the occurrences and the frequencies of DMs using a qualitative approach. Besides, it also provides an account for the main functions of DMs as they were used by a non-native teacher of English and five adult students of EFL. The results show that discourse marker fulfil a number of textual and interpersonal functions which may contribute greatly to the coherent and pragmatic flow of the discourse generated in classroom interaction.

Vanda & Peter (2011) examined the use of DMs *you know* and *I mean* between male and female in televised interviews. Combining qualitative and quantitative tools, the result reveals that there is significant differences (11 %) on the use of *you know* functioning as explanation and elaboration by male and female. Male speakers use it more for hesitation than female. In the case of *I mean*, both male and female commonly use it for elaboration and topic shift. However, it could be concluded that generally there are no significant differences between male and female in using those DMs. In other words, the use of *you know* and *I mean* by male and female are in the same rate.

Xiao & Li (2012) investigated the use of DMs 'well' by Chinese learners of English and native English speaker. Indeed, in their study they intentionally compared the use of this discourse marker in both two groups of people. This research is done to reveal how actually Chinese learners of English use the DMs "well" and how the pragmatic functions of this marker are preferred in conversation. The results demonstrate that Chinese learners of English significantly underuse the discourse marker "well" in conversation; while in terms of its pragmatic functions, Chinese learners of English only prefer to use its delay marker function and initiation marker function.

Asik & Cephe (2013) conducted the research on DMs and spoken English in the Turkish EFL settings through corpus-based analysis. Based on two specific corpora of the transcriptions of twenty non-native undergraduate students, the result reveals that non-native English speakers use a limited number and less variety in their spoken English rather than native speakers. Turkish EFL learners

are not using DMs effectively and in sufficient variety in their spoken discourse, their awareness should be raised towards the variety and functions of DMs.

Han (2011) investigates the use of DMs in 30 public speeches attempting to explore their features in distribution and functions in utterance production and interpretation. The results demonstrate that DMs are extensively used in public speeches, with an average frequency at least 3 markers in 100 words. By using nine different categories of pragmatic markers proposed by Fraser (2005), the highest frequency goes to elaborative markers, while the lowest is management markers. Surprisingly, assessment and defence markers are found with an equal frequency. In addition, the findings show that DMs in public speeches mostly function to illustrate a statement or to explain or reason a message, to indicate a contrast between two messages in discourse, to show the sequence of a series of events, and to make an inference or draw conclusion.

Nejadansari & Mohammadi (2015) analyze on the frequency of occurrence, distribution and the pragmatic functions of DMs in the Iranian university quantitatively and qualitatively. To explore the frequency of occurrence, distribution and the pragmatic functions of DMs, they use Fraser (1999, 2008) taxonomy while to describe the functions of DMs, they use Brinton's (1996) classification. Obtaining the data from EFL teachers; and students' classroom interaction, the results revealed that the subjects applied few DMs -7.76% out of the whole lexical size; over employed message relating DMs; underused focus and attention markers; and never used comment and attitude markers. Also, in the process of monitoring discourse, teachers utilized more than

60% of DMs and their gender played no significant part. Moreover, the subjects applied textual functions more frequently than interpersonal functions, overusing information indicators and under using closing and turn giving markers.

Erten (2014) examine on the importance of teaching fillers to EFL/ESL learners in classroom. He investigate whether or not they use it after being taught, if it is so, which fileers they commonly use and why. To collect the data, the researcher record two speaking sessions conducted with 7 elementary-level preparation class students at Eskişehir Osmangazi University in the autumn semester of 2013/2014 academic year after and before teaching. This study is conected to incerase the learners' awareness of fillers whwen they hesitate to speak in foreign language. The results demonstrates that the students used the fillers after being taught and found that three fillers were commonly used by the students, those are *ehm / uhm, well and how to say / how can I say*.

Considering those previous studies above, in the present study, I decide to explore the use of discourse markers in EFL learners' presentation in Indonesian context based on the following reasons. First, when mostly previous studies investigate more on the use of DMs in interaction, I want to explore more on the use of DMs in monologue and follow up what has been studied by Han (2011).Second, as Han(2011) studies on the use of DMs on native speakers, I choose non-native speakers; those are Indonesian who are known as EFL learners. Third, since many taxonomies and classifications of the types and functions of DM are appeared, Brinton' (1996) taxonomy on the functions of DMs is utilized in this study.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents two sub headings; those are findings and discussion of discourse markers in EFL learners' presentations. First, the data obtained from the observation are analyzed in findings section in accordance with research questions formulated. The result of findings is discussed later on the second section namely discussion section to have a comprehensive understanding on how the use of DMs in EFL learners' presentations.

3.1 Findings

In this section, the researcher presents the data consisting of discourse markers in EFL learners' presentations and the closely utterances or sentences for the sake of investigating the context. What is more, those are not presented based on the classification of either types or functions of DMs. However, the findings of the research are presented based on the data obtained from the first speaker to the last speaker. Besides, the researcher codes the data at the very first time, to highlight the DMs found from the data source so that it could ease the researcher to analyze the data. The findings of DMs are signalled by having bold on the word considered as DMs. To analyze the data, those are identified based on the context to find out the functions of those using them according to Brinton (1996) taxonomy. The data are obtained from seven speakers when they are presenting

their research (thesis) proposal on May and April regardless their gender or background knowledge.

Datum 1

Well, I would like to talk about my thesis research proposal that is entitled English phonological rules applied in the Martian film.

Context:

The speaker is male. He produced this utterance at the beginning of his presentation. Additionally, this is presented in formal way.

Analysis:

In this sentence, it is found that there is one discourse marker used by speaker when he is presenting his research (thesis) proposal namely *well*. It is categorized as discourse marker (DM) since it is not used by the speaker to convey something that is done in a good manner. In other word, in this context, the use of *well* does not play role as the adverb of *good*. Yet, it is used to initiate the discourse in that it is used by the speaker at the very first time before explaining what he is going to talk in his presentation. After using this marker, he directly tells to the hearers that he wants to talk about his thesis proposal entitled English phonological rules applied in the Martian film. Initiating the discourse is becoming one of the classifications of textual function of DMs. Additionally, the occurrence of *well* is found in the beginning of the sentence and functions as opening markers since it is used to open and introduce the topic to the hearers.

Datum 2

Uh. For a warm-up, please guess what I'm saying. They can bridge" **Yeah. Okay Yeah** let's check in the next session. I begin, I begin to be interested to dig up the information about phonological rule. Uh.while I'm hear, while I was hearing about this speech phenomenon. I realize they can bridge the gap.

Context:

This utterance is produced by male speaker. In this section, he attempted to communicate with the audience by commanding to guess what he is saying. However, he changed his mind then.

Analysis:

In this part of the presentation, we find that EFL learners in Indonesia used the combination of DMs that is *yeah okay yeah*. Those are regarded as DMs also since they fulfil the characteristics of DMs that are highly appeared in oral discourse and have no prepositional meaning or clear grammatical functions. DMs in this context are occupied between two discourses. The prior discourse comes up with the command from the speaker to guess what he is going to say that is 'They can bridge'. It is intentionally done by the speaker to warm the hearers' attention up since he stated *for a warm-up* at the beginning of the prior discourse. Unfortunately, in the upcoming discourse, he suddenly changed his mind not to check it in this session, but in the next session. His clarification in the upcoming discourse is preceded by using DMs *yeah okay yeah*. Thus, these markers are employed as delaying tactic used to sustain discourse or hold the floor. As a result, the use of those in this part gives sign that the speaker wants to make a repair about what has been said. He stated that he wanted audience to guess what

he is saying at that time, yet he cancelled what he has been said to the hearers by citing *Yeah. Okay. Yeah, let's check in the next session*. In short, we can say that *Yeah. Okay. Yeah* are treated as fillers. It gives time for him to think whether it should be done now or later on and he has decided it after finishing saying those fillers. What is more, *yeah okay yeah* is used by the speaker in the beginning of the presentation.

Datum 3

Let's talk about the background of my study. **Yeah**, I begin the background of my study by the essence of speaking skill that actually speaking is productive and expressive skill of language aim at transmitting a message through articulation

Context:

The producer of the utterance is male. He talked about background of the study in his research.

Analysis:

The speaker introduced what he is going to explain by saying *Let's talk about the background of my study*. It shows the reader that he wants to continue section of his presentation into background of the study. Then, one of DMs appeared again after finishing his introduction that is *yeah. Yeah* in this context, comes up before he explores his background of study begun by exposing the essence of the speaking skill. Therefore, the use of *yeah* here functions of fillers which is used to hold the floor. It becomes the tactic that is utilized by the speaker

to delay what he is going to say next. Again, it is found in the beginning of sentences.

Datum 4

The native speaker will tend to uh↓ omit or delete the sound of d, so it becomes Jack, Jack and Rose, Jack and Rose, or Jack and Rose. So, **Yeah**, another example is I can play, it becomes I can play, and then I can becomes I came back. so, maybe, if it is okay, if we have run and then best it becomes *rembes*.

Context:

The speaker is still the same as the previous one in Datum, 1, 2, 3. He is male and going to further explain his background of the study. He exposed the examples related to his study in terms of phonological aspects.

Analysis:

In this section, the speaker used the same DMs namely *yeah* between two sentences or discourse. The first discourse comes up with the examples on how to pronounce some words produced by native speaker while the following discourse is explored on the other examples on that. Surprisingly, there is one DMs emerging between them that is *yeah*. Again, this marker has no prepositional meaning and frequently appeared in oral discourse. In addition, this marker is employed as delaying tactic as well. It gives time to the speaker to think on the other examples that he wants to show to the hearers. The use of *yeah* in this session is emerged in the middle of sentences that is between 'So' and 'another example is I can play'

Datum 5

Another example is I can play, it becomes I can play, and then I can becomes I came back. so, maybe, if it is okay, if we have run and then best it becomes *rembes*. **Then, then yeah** the native speaker feature their—their pronunciation with phonological rules to make it easy, to make it smoother and to make it fluent.

Context:

The same speaker is still keeping going on his elaboration on the background of his study about phonological rules.

Analysis:

The preceding discourse begins with exposing the examples on how to pronounce a couple of word. Suddenly, the speaker produced the DMs again in this part, namely *Then, then yeah*. The combination on the use of DMs is found as well in this chance. After that, the speaker continued his explanation into how the native speakers feature their pronunciation. Therefore, the use of *Then, then yeah* here indicates that speaker is still thinking on what he is going to say next. He still wants to keep on the floor by saying those DMs. Thus, these DMs are aimed to serve as fillers and found in the beginning of the sentence.

Datum 6

So if you are, if you want to be uh↓ **what is it**, Branded as a fluent, as a, as a fluent in speaking English because you are projected to be uh↓ the linguist so uh↓ you have to be very fluent, very good at speaking English like the native speaker.

Context:

The male speaker is still continuing his explanation on background of his study. However, in this section, he has come on the inference of what he has explored before.

Analysis:

In this section, the speaker utilizes new marker which has not been spoken up since the beginning of his presentation that is *what is it*. The previous discourse begins by explaining that phonological rules have been branded which becomes a mark as one of native-like speech criteria. It is followed by saying that if we want to be..... Before continuing his statement he suddenly fill the presentation by mentioning *what is it* between *if you want to be uh↓* and *branded as a fluent*. Semantically, it does not really contribute in terms of coherence or the essence of what the speaker says. Moreover, it is grammatically incorrect as well to mention it in the middle of utterance. It actually should be *if you want to be branded as fluent* with no interruption from the phrase *what is it*. Thus, the use of it in this context brings function as fillers since it is employed to fill the space by speaker before continuing his statement. What is more, it is emerged before having pause. In terms of position on how to use this, fillers *what is it* is used in the middle of the utterance.

Datum 7

That's why the problem of my research is that the non-native speakers can never fluently and naturally like the native speaker due to the lack of their phonological understanding. **Yeah**, therefore, according, I think, it is necessary to conduct research on the phenomena of phonological rule to provide insight for L2 either in understanding, perception or practices

Context:

In this part, the same speaker who is male attempts to portray the problem of his study that becomes the fundamental reason on the study that he wants to dig up.

Analysis:

The previous discourse comes up with the problem that the speaker wants to reveal to the hearers. The problem is about non native speaker who are not able to speaker fluently and naturally like native speaker. According to the speaker, this problem comes up because they are lack of phonological understanding. Hence, in the upcoming discourse, he draws the conclusion that conducting research on the phenomena of phonological rule is necessary to provide insight for L2 either in understanding, perception or practices. However, there is one marker emerging between two discourses that is *Yeah*. It functions as delaying tactic for the speakers to give more time to think and holds the floor. It does not contribute in terms of semantically business. The use of *yeah* in this part occurs in the beginning of the sentence. It is used by the speaker before he continues the following sentence.

Datum 8

The object that I take to be, ee that I take in my research is the Martian film. Are you familiar? No, ya. It is a new film of Hollywood. **Yeah**. I think it is representative for English speaking community with L1 because, it is Hollywood movie and then U.S is the setting of the film and it is a nominee of film with the best adapted screenplay or script that is include, that includes the language use.

Context:

In this session, the speaker talks about the object of the study that he takes. It is supported by the reason why he takes it as the object of his study.

Analysis:

First of all, the speaker mentioned about the object that he takes for his study namely Martian film. The explanation is followed by questioning to the audience on whether or not they are familiar with this title of film. After that, he suddenly produced one marker that is frequently used by him in the previous parts of his presentation that is *yeah*. Again, this marker is utilized to serve as fillers only in that semantically it does not contribute to the meaning or the content of what the speaker is talking. However, It still becomes important role to communicate since fillers are able to treat as the strategy for the speaker to delay what he is going to mention. It is found that *yeah* is used by the speaker in the beginning of sentence.

Datum 9

I hope that it can inspire you all and the readers to practice the phonological rules while we are speaking. And it will, it is uh hopefully can generate L2 with fluent, beautiful, smooth and natural speech. **And then, yeah,** I also hope that it can be an aid for the future research.

Context:

In this part, the speaker is mentioning about his expectation toward the result of his study later on.

Analysis:

There are two basic ideas or expectations that are wished by the speaker toward his study in the previous discourse. First, the result of his study is hopefully able to inspire the people to practice phonological; rules when they are speaking and make L2 speaker fluent, beautiful and natural in speaking. After that he continued his expectation but it is preceded by producing DMs *And then, yeah*. Surprisingly, the use of DM is sometime combined by EFL learners within Indonesian context that is *And then, yeah*. However, in terms of the function, the use of these DMs is aimed to be a delaying tactic which is used to hold the floor and keep the flow of the speaking. Again and again, it is emerged in the beginning of the sentence before the speaker continues the previous sentence.

Datum 10

And the research instruments will be the researcher himself and the Oxford Advanced Learner's Dictionary. Why I choose the Oxford Advanced Learner's Dictionary because it provides ee phoneme that is eee more detail ee more in more detail. For example, eee it helps me to **what is it?** To Investigate the process of ee deletion

Context:

The speaker talks about the instrument that he used for his study namely dictionary.

Analysis:

The speaker begins his explanation on the reason why he elects Oxford Advanced Learner's Dictionary to be one of his instruments. And the reason is

because it provides more detail in terms of phoneme. After he argued on the reason why he chooses it, he elaborates his argument by exposing the examples then. In the middle of the sentence he produced, he suddenly produced DM *what is it* after saying *it helps me to.....*. Hence, this marker is employed as the fillers in that it does not contribute on the coherence of the content of speaking. However, it functions as a delaying tactic for the speaker to think what actually he is going to say to the hearers. *What is it* is found in the middle of sentence produced by the speaker.

Datum 11

For example, survive in ee, the word survive can be pronounced as /sefaiv/, in Cambridge dictionary, the 'r' that is deleted is not, **what is it?**, is not included in the phonetic transcription

Context:

The speaker tells the hearers about the examples on how to pronounce certain word in Cambridge dictionary.

Analysis:

In this sentence, the speaker elaborates more on how Cambridge dictionary works by citing the examples to support his argument. He demonstrates the example on how the phonetic transcription of the word 'survive'. He stated that the way to pronounce it is /sefaiv/. So, the sound of 'r' is reduced. Unfortunately, after he mentioned that the word 'survive' can be pronounced as /sefaiv' he suddenly produced one DMs after saying *the sound of 'r' that is deleted is not*.

This sentence actually should be directly followed by the next explanation on the sound of 'r'. However, it is filled by producing *what is it* in the middle of sentence. Hence, it could be concluded that this marker functions as fillers since it is used as a delaying tactic for the speaker to think what actually he is going to say next to the hearers. It does not contribute on the content of the presentation.

Datum 12

So the speech ee in the film will be cut, will be cut and I will insert into the program of Prat, Prat. Yeee Prat or Prat?Prat, and then I will, I will see the difference of the spectrogram from the--- from the word uttered by the characters of Martian film and ee **what is it?** The sound, the sound produced in the dictionary.

Context:

In this section, the speaker told to the hearers on how Oxford dictionary works to support him in doing his research.

Analysis:

The speaker utilized the marker *what is it* as well to give the space on what should be mentioned next. He stated that he will see the difference of the spectrogram from the word uttered by Martian film characters in the first discourse. However, he delayed what he is going to mentioned next by producing *what is it* in the middle of his utterances. After he produced that DMs, he continued his explanation into *the sound produced in the dictionary*. So, the difference he means is about the word and the sound. However, the sound is preceded by producing DMs *what is it*. Since it is occupied in the middle of the

sentence and does not contribute to the content or the coherence of the presentation, it is served as fillers which is utilized to sustain the discourse and gives time to think for the speaker.

Datum 13

I found the differences between my proposal and then the previous study about I use the critical discourse analysis (uh)↓ to analyse power domination using discursive strategy and socio-cognitive level of critical discourse analysis. **Okay**, from the research method, it is classified, it is classified as the descriptive research because it describes the use of discursive strategy that indicates power domination used by Donald Trump in his political speech two thousand and fifteen

Context:

In this presentation, the speaker is male as well. However, he is different from the previous speaker. It is presented in formal way.

Analysis:

In this presentation, there is one marker emerging between two discourses that *okay*. He mentioned the difference between his research and the previous research in the previous research in the preceding discourse. Unfortunately, it is suddenly stopped after delivering that he uses Critical Discourse Analysis to analyse his object of research. In other word, he does not elaborate more on the statement he mentioned before. Meanwhile, he directly moves to the following discourse exploring about his research method. The position of *okay* is between both discourses. Thus, using this DMs in this section is aimed to indicate a shift in context and as signal to indicate the different context of the following discourse. The use of *okay* is to signal that he is going to talk about something which is

different from the previous discourse. To sum up, it is categorized as topic switchers. The emergence of *okay* is found in the beginning of the sentence produced by the speaker.

Datum 14

This kind of response are closely related to adjacency pairs *uh↓* which discuss about sequence, sequence *uh↓ okay* and I take only preferred and dispreferred responses in my research because preferred and dispreferred responses is a key features of adjacency pairs.

Context:

The speaker in this section is female who are having the different topic of research. She is in the same place with the speaker in the Datum 13.

Analysis:

At the very first time, the speaker claimed that kind of response she mentioned before preferred and dispreferred response is closely related to the case of adjacency pairs discussing about sequence. This is what she is talking in the preceding discourse. After explaining what is related to the responses she means, she uses DMs *okay*, then. She continued her presentation by explaining that she only takes preferred and dispreferred responses in her research because that is a key features of adjacency pairs. Thus, the preceding discourse mentioned about kind of response used in her research while the following discourse tells about what response she is going to focus on. Unfortunately, *and I take only preferred and dispreferred responses in my research* is preceded by DMs *okay*. Therefore, in this context, DMs *okay* signals a shift in the context. So, this marker is

categorized as topic switchers. The occurrence of *okayis* different from what has been found in the previous datum. In this datum, DMs *okayis* found in the middle of the sentence.

Datum 15

I would like to present about, I will pre-, I would like to, I would like to present about my research proposal entitled The Task Planning role in oral performances of EFL students in Islamic state university of Malang. **Well**, in this research, it investigates about the role of written task planning, written task planning in oral performances of EFL students of state Islamic university of Malang in their oral performances.

Context:

The producer of the utterance is female. Yet, she is different from the previous speaker. However, they are presenting in the same room. Hence, the situation and condition is not really different.

Analysis:

The preceding discourse tells about the introduction toward what the speaker is going to talk about. The speaker stated that he will present her research proposal entitled “The Task Planning role in oral performances of EFL students in Islamic state university of Malang”. After finishing her introduction to open the presentation, then she mentioned into what she is going to investigate in her research in the upcoming discourse. However, before exposing the upcoming discourse, she produced marker *well* at first. The use of *well* in this occasion is aimed to signal a shift between the preceding discourse and the upcoming discourse. Further, *well* in this session seem to function as the opening marker as

once. The use of *wellis* found in the beginning of the sentence produced by the speaker.

Datum 16

In every oral performance, ee as we know such as in delivering speech, not all the L, the EFL students can convey it fluently. Most of them need some preparations. Even sometimes, some of them still feel confused in order to express their ideas. Hence. they need some preparations in order to convey their speech smoothly. And sure, this task planning, and sure, this task planning, it will help them to point what they want to say in their speech. **Okay** before we going, before we go to the next explanation, what is the meaning of task planning? Task planning is a task, sorry, task planning is a written task plan for a task or a preparation of a task before performing their task performance

Context:

The speaker is female who is same with the previous speaker in Datum 17. She talked about her background of her study.

Analysis:

The next DMs is found in the word *okay*. In this case, the previous discourse is begun by talking about some difficulties faced by EFL students when they want to express their ideas, especially when they want to deliver the speech.. She claimed that not all EFL students can convey it fluently. Thus, having preparation is very significant for the sake of delivering speech smoothly. According to the speaker, task planning will be helpful for them. After that, she uses DMs *okay*(26)and directly changed her preceding explanation to question to the audience on what the meaning of task planning. After questioning, she directly answers her own question about task planning. As a result, the use of *okay* in this

utterance signals the shift of the context. This is a shift between the background added by the importance of preparation, especially providing task planning and the explanation of task planning itself briefly. The occurrence of *okayis* emerged in the beginning of the sentence. The speaker produced it after he finished his previous sentence.

Datum 17

Thank you very much still being here enthusiast with us. Uh.. It is my chance to explain my research proposal uh under the title the use of cohesion to the students narrative writing class writing II in English department of uin maliki malang. Writing Narratives {a::}one of the subjects that must be taken by students in our {u::m::} our::our: department. Uh narrative is a:: a:: one steps uh for for {a::} for mastering another subjects like like **what it is** expository and another.

Context:

The producer of the utterance is male. This is produced in the beginning of his presentation.

Analysis:

The explanation comes up with the idea of writing narrative. In his presentation, he mentioned that writing narrative is becoming one of subject that must be taken by the students in English Department of UIN Maliki Malang. Then, he continued the explanation on what narrative is. In the process of explaining it, there is marker emerging which do not really contribute either in grammatically or semantically term. He explained that narrative is considered as one step for mastering subjects like..... His explanation in this point is filled by

saying *like* twice and followed by saying *what is it*. After that, he just continued it by saying expository and another after using markers *what is it*. Hence, this marker is categorized to function as fillers in that the speaker just utilized it to fill the space before he continued his statement. Additionally, again and again, this marker is found in the middle of the sentence.

Datum 18

Then, cohesion is a theory which analyzing cohesion in narrative. {u:m} study on cohesion has been studied by many scholars I take for previous study or::rrrr some references for: for my research. My research{a::} *what is it*, the theory from hallyday hasan, and this the cohesion. I don't take coherence but I only take Cohession.

Context:

The speaker is same as the previous speaker who is male. In this section, he talked about the theory he used for his research.

Analysis:

First of all, the speaker told to the hearer about the notion of cohesion and supported by explanation that it has been studied by many scholars as well. In addition, he claimed that he took some reference for his research. However, he suddenly jumped into his own research by saying *My research{a::}*. Unfortunately, he stopped for that point or pause and produce DMs *what is it* before going on his explanation on his research. Therefore, since it is utilized to fill the space and not contribute to the content of the speaking, it is considered as fillers that functions to sustain the discourse and hold the floor. The occurrence of *what is it* is emerged in the middle of the sentence.

Datum 19

Deixis is process word by word or express **%^ (unclear) on context. {u:h} lavinson said, deixis relate to way in which language ^*%^ of the context of utterances of speech events. That the way in which we interpreted the utterances depends on the analysis of the context. **Okay**, in this research I use a theory of levinson about {aa} deixis. Levinson divides deixis into {a::} five:: types.

Context:

The speaker is male who is different from the previous one. He explored on the background of his study which is about deixis.

Analysis:

The previous discourse begins with elaborating what deixis is based on someone's theoretical framework and the importance of context to interpret the utterance. The following discourse explains on the theory that the speaker uses to analyse the data. He admits that he will use Levinson's theory about deixis divided into five categorizations. Indeed, these two discourses are still related actually, however, the main point that the speaker wants to expose are different. The previous discourse tells about the notion of deixis while the following discourse tells about the theory that the speaker used in his study. Consequently, the use of *okay* in this context indicates the shift that the speaker performs during his presentation. So, it is considered as topic switchers. The emergence of *okay*is found in the beginning of the sentence.

Datum 20

I have some {a..} {u:m} some uh::: previous studies related with my research the first one is was conducted by Ria Octi ^&^* {uh} entitled translation analysis on deixis ^^^*%@. And the {uh} second research was conducted by Linda **^% Wati {u::h} entitled analysis on deixis *@%^(*&, and the third was conducted by Ahmad Imam Jurkarnain {u::h} entitled an analysis on deixis used in editors of the jakarta post and the last {u::h} the research was conducted by Salimansori and **^^* {uh} entitled analisis frekuensi kata kata..... *&%^ pada abstrak jurnal dalam dan luar negeri. From these five previous studies {uh} I choose um I got the:: gap uh::: **Okay.** For my research questions, {uh}i have two research questions, and the first one is what types of deixis are found in the abstract book of ELITE conference program book. And the second one is, what is the dominant types of deixis used in the abstract of ELITE conference program book.

Context:

This part of presentation is considered as the following explanation of the background of the speaker's study above.

Analysis:

The speaker utilizes DMs *okay* in this context to change the topic he discussed in the preceding discourse into upcoming discourse. The preceding discourse comes up with the idea of previous studies which are related to the speaker's research. he exposed five previous studies by mentioning the authors and the titles of their work. Then, he tries to show to the audience toward the gap that he want to set up at first. Unfortunately, his statement stopped in *From these five previous studies {uh} I choose um I got the:: gap uh:::* without mentioning the gap that he found from the previous studies. Surprisingly, he directly jumps into another topic he mentioned before. He changes the topic into the questions of research that he wants to answer. He explained to the hearer about his two

research questions. In conclusion, the preceding discourse tells about exploring the previous studies without delivering the gap and the upcoming discourse tell about the speaker's research question. It fulfils the textual function that is to indicate new topic or partial shift in topic. The case of *okay* is regarded as the topic switcher in that the speaker uses it to switch from the prior discourse to the following discourse. Additionally, DMs *okayis* emerged in the beginning of the sentence. The speaker used it after he finish his statement before.

Datum 21

And the last from data analysis, to analysis this data i use levinson theory, {uh} which categorized into person deixis, place deixis, time deixis, discourse deixis and social deixis. **Okay**, thank you very much {uh} wassalamualaikum. Wrr. Wb.

Context:

This utterance produced in the last of his presentation about his thesis proposal.

Analysis:

The use of *okay* in this context has the double meaning or functions at once. First, as like the previous cases, *okay* is used to indicate shift in context or perform as warning-signal in different discourse. The previous discourse comes up with the way the speaker attempts to analyse data that is adopting Levinson's theory on deixis classified into fovea categorizations. On the contrary, the following discourse talks about the gratitude that the speaker stated to the hearers. This discourse infers that the speaker is going to close the presentation. Thus, the use of *okay* in this context also has function to close the discourse. It occupies the

textual function of DMs initiated by *okay* in this case functions as closing frame markers at once. In the term of occurrence, the use of *okay* in this part of presentation is found in the beginning of the statement to close the presentation.

3.2 Discussion

It is inevitably that the linguistics phenomenon on the use of DMs obviously happens in the context of EFL learners' presentations as well. This is proven by presenting and describing the findings on DMs in EFL learners' presentations above. The result demonstrates that there are seven kinds of DMs which are found in this study. They are *well*, *yeah*, *okay*, *yeah*, *yeah*, *then*, *then*, *yeah*, *what is it*, *and then*, *yeah*, and *okay*. Every single DMs, even though they are the same, does not simply always have the same function when it is produced by the speaker. Yet, the functions are various depending on the context that appeared there.

DMs *well* are commonly used by EFL learners to indicate the new topic or initiate the explanation that the speaker wants to reveal. In other word, *well* is regarded to have two functions in this Indonesian context namely opening frame marker and topic switchers. These two functions are based on Brinton (1996) taxonomy. However, in the point of the occurrence of this DMs, *well* is found twice in EFL learners' presentations. It is found that *well* is always utilized in the beginning of the utterance. There is no case which displays an evidence that DMs *well* is employed in the middle or in the end of the utterance. When this is produced in the first time the speaker presents his/her thesis proposal, it functions

as opening frame markers. However, when it is used in the beginning of utterance, but it is preceded by discourse, it is categorized as the topic switchers. In addition, this marker does not appear in every single speaker. There are only two kinds of occurrence about the use of *well*.

DMs *yeah* emerge four times in the first speaker. Consequently, because they are used by the speaker to sustain discourse and hold the floor that functions as fillers or delaying tactic. The speaker used them to hide the way they think to say next. Moreover, DMs *yeah* often is preceded by pause. It means that the speaker need time to think.

However, I find the case of combination on the use of DMs by EFL learners when they are presenting their research proposal as well, such as *yeah okay yeah*, *then then yeah* and *and then yeah*. However, these three kinds of DMs combination only happen once for each. This finding also happened in the previous studies. However, the way the speaker produce the combination of DMs is different from present study. In conclusion, when it is followed by *yeah*, they mostly function as the fillers since they do not contribute on the coherence or the content of the presentation.

DMs *okay* also found in this presentation six times. However, the case that employs this marker is not really various. Most of the speaker used it to indicate the new topic that is different from the preceding discourse. What is more, in terms of the position on how the speaker used it, the speaker tends to use it in the beginning and the middle of the discourse. Overall, in the case of occurrence, it is not really different from the case of *well*. Nevertheless, there is new finding on

investigating the function of this marker that is to close the discourse. I found one case on the use of *okay* which is considered as closing markers, while the others function as fillers. The use of *okay* emerges six times in EFL learners' presentations.

There is one DMs functioning as fillers newly found in this context, that is *what is it*. These DMs are only found in two speakers who both are male. This is considered as the new form or new hesitation phenomena in the case of EFL learners in Indonesia. It is found that there are six occurrences on the use *what is it* in EFL learners' presentation. All of them occur in the middle of sentences. They are functioning as fillers which are used to be a delaying tactic for the speaker to continue the next words. This is considered as fillers since they do not contribute in terms on the content, do not support grammatical term, and so on. However, they still keep the flow of the speaker to continue his presentation. The previous studies, Erten (2014) found that *how to say / how can I say* is commonly used by EFL learners in classroom. It gives the evidence that EFL learners in some countries are different on the use of common fillers or DMs that they used.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

The result of the study demonstrates that there are seven kinds of discourse markers found in EFL learners when they are presenting their research proposals, those are *well*, *yeah okay yeah*, *yeah*, *then then yeah*, *what is it*, *and then yeah*, and *okay*. Those DMs have different functions for each; it depends on the context of the utterances produced by them. DMs *well* appeared twice and functions as topic switchers. It is only found in the beginning of the sentences.

The use of *yeah okay yeah*, *then then yeah*, and *and then yeah* are found once for each of them. It is regarded as new findings of combination on the use of DMs by EFL learners when they are presenting their research proposal. Those markers are only emerged in the beginning of the sentences. The speaker actually has finished the preceding sentence well. However, before s/he continues the following sentences, it is filled by producing those markers at first. Hence, they functions as fillers since they do not contribute on the coherence or the content of the presentation.

The emergence of *okay* and *what is it* is the same. Both of them are used six times by EFL learners in Indonesia. *Okay* is used in the middle and the beginning of the sentences. It is found that DMs *okay* functions as fillers and closing markers as well. While for *what is it*, is always found in the middle of the sentences and function as fillers only.

The pattern found in these finding is that, a certain speaker tends to use the same DMs during the process of the presentation. In addition, in terms of occurrence, for the DMs functioning as fillers they are occupied in the middle of the sentences. While for those which do not function as fillers they commonly occupy in the beginning of the sentences. And I do not find DM occupied in the last of the sentence in this context.

4.2 Suggestion

For the future research, considering the background knowledge of the speaker or the producer of the utterance might lead to the crucial and the worthy study to investigate the common DMs that they used. For instance, the EFL students who have ever studied abroad or others. Additionally, having the broader and much more time to collect the data could give more potential and richer data for the next researcher.

BIBLIOGRAPHY

- Asik, A. & Cephe, P. T. (2013). Discourse markers and spoken English: non-native use in the Turkish EFL setting. *English Language teaching*. Vol 6 (12).Canadian Center of Science and Education.
- Blakemore, D. (1987). *Semantic Constraints on Relevance* .Oxford, UK; New York, NY, USA: Blackwell.
- Blakemore, D. (1992). *Understanding Utterances*. Oxford: Blackwell.
- Blakemore, D. (2002). *Relevance and Linguistic Meaning: The Semantics and Pragmatics of Discourse Markers*. Cambridge: Cambridge University Press.
- Blass, R. (1990). *Relevance Relations in Discourse*. Cambridge: Cambridge University Press.
- Blass, R. (1990). *Relevance Relations in Discourse*. Cambridge: Cambridge University Press.
- Bublitz, W & Norrick, N. R.(2011) *The Foundations of Pragmatics*. Germany: De Gruyter Mouton
- Castro, C. M. C. (2009). The Use and Functions of Discourse Markers in EFL Classroom Interaction. *PROFILE 11. Universidad Nacional de Colombia, Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras*.57-77.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches 2nd Edition*. Thousand Oaks, CA: Sage.
- Erten, Selcen. (2014). Teaching fillers and students' filler usage: a study conducted at ESOGU preparation school. *International Journal of Teaching and Education*. Vol 2 (3), 67-79
- Erman, B. (2001).Pragmatic markers revisited with a focus on *you know* in adult and adolescent talk. *Journal of Pragmatics*.Vol (33).1337-1359.
- Fraser, B. (1990). An approach to discourse markers. *Journal of Pragmatics* 14, 383-395.
- Fraser, B. (1999). What are discourse markers? *Journal of Pragmatics* 31 931-952.

- Fraser, B. (1996). Pragmatic markers. *Journal of Pragmatics* 6 (2): 167–190.
- Giora, R. (1997). Discourse coherence and theory of relevance: stumbling blocks in search of a unified theory. *Journal of Pragmatics* 27, 17-34.
- Giora, R. (1998). Discourse coherence is an independent notion: a reply to Deirdre Wilson. *Journal of Pragmatics* 29, 75-86
- Hansen, M-B. M. (2006), A dynamic polysemy approach to the lexical semantics of discourse markers (with an exemplary analysis of French *toujours*), in F. KERSTIN (ed.), *Approaches to Discourse Particles*, Amsterdam: Elsevier
- Hellerman, J., & Vergun, A. (2007). Language which is not taught: The discourse marker use of beginning adult learners of English. *Journal of Pragmatics*, 39(1), 157-179.
- Iten, C. (1998). The meaning of *although*: a relevance theoretic account. *UCL Working Papers in Linguistics* 10, 81-108.
- Jucker, A., & Ziv, Y. (1998). *Discourse markers: Descriptions and theory*. Amsterdam/ Philadelphia: John Benjamins
- Jamshidnejad, A. (2011). Developing accuracy by using oral communication strategies in EFL interaction. *Journal of Language Teaching and Research*. Vol 2 (3). Hal 530-536. doi:10.4304/jltr.2.3.530-536
- Oestman, J.-O (1981). *You know: A Discourse Functional Approach*. Amsterdam: John Benjamins B.V.
- Lam, P. W. Y. (2009). Discourse particles in corpus data and textbooks: The case of *well*. *Applied Linguistics*, 31(2), 260-281. <http://dx.doi.org/10.1093/applin/amp026>
- Laserna, C. M., Seih, Y.-T., Pennebaker, J. W. (2014). *Um... who like says you know*: Filler word use as a function of age, gender, and personality. *Journal of Language and Social Psychology*, March, 1-11. doi: 10.1177/0261927X14526993
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Moleong, Lexi J. (2014) *Metode Penelitian Kualitatif, Edisi Revisi*. Bandung: Remaja Rosdakarya.

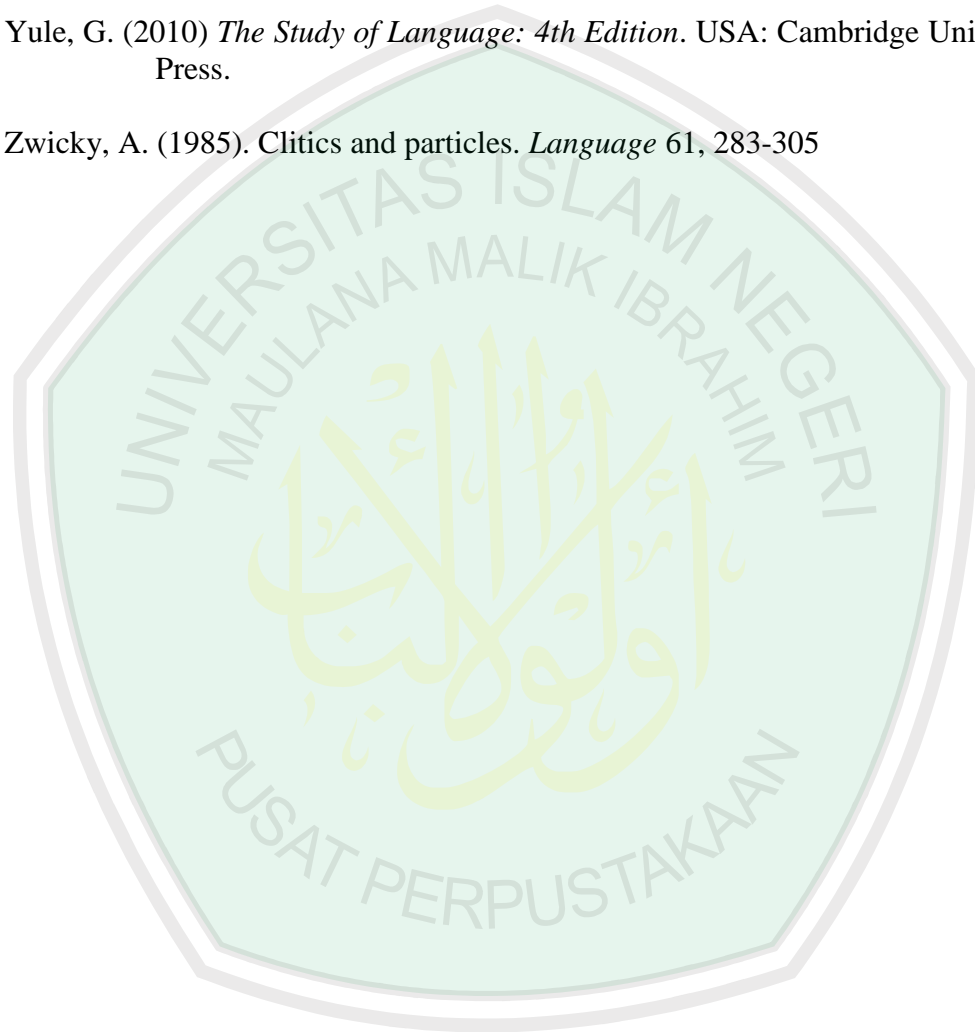
- Hybels, S., Weaver, R.L., (1986). *Communicating Effectively*. Newbery Award Records, Inc., New York
- Hussein, M. (2002). *Two accounts of discourse markers in English*. University of Damaskus, Syria
- Han, D. (2011). Utterance production and interpretation: a discourse-pragmatic study on pragmatic markers in English public speeches. *Journal of Pragmatics* 34, 2776-2794.
- Hansen, M-B M. & Rossary (2005). The evolution of pragmatic markers. Introduction. *Journal of Historical Pragmatics* Vol 6 (2). 177-187. John Benjamins Publishing Company.
- Nejadansari, D. & Mohammadi, A. M. (2015). The frequencies and functions of discourse markers in the Iranian university EFL classroom discourse. *International Journal of Research Studies in Language Learning*. Vol 4 (2). 3-20. DOI: 10.5861/ijrsl.2014.840
- Redeker, G. (1990). Ideational and pragmatic markers of discourse structure. *Journal of Pragmatics* 14(3), 367-81.
- Schiffin, D. (1994). *Approaches to Discourse*. Cambridge: Blackwell
- Schiffrin, D. (1987). *Discourse Markers*. Cambridge: Cambridge University Press.
- Sharndama, E. C. & Yakubu, M. S. (2013). An analysis of discourse markers in academic writing report writing: pedagogical implications. *International Journal of Academic Research and Reflection*. Vol 1 (3). 15-24.
- Talbot, M.M., (1994). Relevance. In: *Encyclopedia of Language and Linguistics*, Pergamon 6, Oxford, pp. 3524–3527.
- Vanda, K. H. & Peter, F. B. (2011). Gender differences in the use of the discourse markers *you know* and *I mean*. *Argumentum* 7 (2011), 1-18. Debreceni Egyetemi Kiadó
- Van Dijk, T. (1997). *Discourse as structure and process*. London: Sage Publishers.
- Verschueren, J., (2000). *Understanding Pragmatics*. Foreign Language Teaching and Research Press, Beijing.

Wilson, D. and D. Sperber (1993). Linguistic form and relevance. *Lingua* 90: 1-25.

Xiao, Y. & Li, Min. (2012). The comparative study on the use of the discourse marker 'well' by chinese learners of english and native english speaker. *International Journal of English Linguistics*. Vol.2 (5).65-71.

Yule, G. (2010) *The Study of Language: 4th Edition*. USA: Cambridge University Press.

Zwicky, A. (1985). Clitics and particles. *Language* 61, 283-305



APPENDIX

Well I'd like to talk about my thesis research proposal that is entitled English phonological rules applied in the martian film. Ee For a warm-up, please guess what I'm saying. They can bridge. Ya. Okay. Ya let's check in the next session. I begin, I begin to be interested to dig up the information about phonological rule ee while I'm hear, while I was hearing about this speech phenomenon. I realize they can bridge the gap. At glance, the listener eee the listener will perceive that actually the word conveyed by the speaker is the Cambridge, a kind of university but actually what the speaker want is 'they can bridge'. So there is an alter ee alteration in terms of the phoneme or the sound between n and b become ee [n] and [b] become [m]. yeah they can bridge become they can bridge. So it is not a kind of university. Then, next..

Let's talk about the background of my study. Yeah, I begin the background of my study by the essence of speaking skill that actually speaking is productive and expressive skill of language aim at transmitting a message through articulation. In speaking, either having conversation or delivering speech, we, of course, deal with ee not, not only deal with one word or one, one word pronunciation, but we articulate many words, set of word, arrangement of word so-called sentence. So, because of many words that we articulate in our speaking performance, then there will be many sounds produced by our mouth. Then because of many sounds interacted with other sounds, then we will find the awkward situation in articulating words. Then, uh↓ I give uh↓ I give you, for example, the word and in isolation and based in the phonetic transcription in the dictionaries, it will be pronounced as /and/ , simple uh↓simple example 'and'. But if it is preceded by the word uh↓ Jack, for example, Jack and rose. The native speaker will tend to uh↓ omit or delete the sound of d, so it becomes Jack, Jack and Rose, Jack and Rose, or Jack and Rose. So, Yeah, another example is I can play, it becomes I can play, and then I can becomes I came back. so, maybe, if it is okay, if we have run and then best it becomes rembes. Then, then yeah the native speaker feature their—their pronunciation with phonological rules to make it easy, to make it smoother and to make it fluent. And then the phenomena of phonological rules, according to Occur over and over about sixty percent of speech cases, however according to Two thousand and thirteen, only the native speakers mostly tend to apply phonological rules while nonnative and L2 do not. Meanwhile, according to phonological rules have been branded so it is a mark as one of the native-like speech criteria so if you are, if you want to be uh↓ what is it?? Branded as a fluent, as a, as a fluent in speaking English because you are projected to be uh↓ the linguist so uh↓ you have to be very fluent, very good at speaking English like the native speaker. That's why the problem of my research is that the nonnative speakers can never fluently and naturally like the native speaker due to the lack of their phonological understanding. Yeah, therefore, according, I think, it is necessary to conduct research on the phenomena of phonological rule to provide insight for L2 either in understanding, perception or

practices. Next, the object that I take to be, ee that I take in my research is the marcian film. Are you familiar? No, ya. It is a new film of Hollywood. Ya I think it is representative for English speaking community with L1 because, yeah, it is Hollywood movie and then U.S is the setting of the film and it is a nominee of film with the best adapted screenplay or script that is include, that includes the language use. It means that uh↓ the language that is used in this film is qualified because it is one of the nominee of film with the best adapted screenplay in eighty eighth academy award or Oscar. Then the previous study are uh↓and Two thousand and three, they focuses on how Dutch listeners cope uh↓ cope with phonological assimilation in their native language. The result show that phonological assimilations are dealt ---dealt with by an early pre-lexical mechanism. And, Azani and ... investigated the ratio, ratio Bu ya? The ratio of English native speaker and nonnative speakers in applying phonological rules and the result shows that a tendency for the process occurs highly in the native speakers. That's why I think it is very significant to conduct research on phonological rules to be the co uh↓ the concept to unders to be understood by the L2. The research—the research question and the objectives of my research is, first, what types of phonological rules applied in the Marcian film and then to what extent do the characters of the Martian film apply the phonological rules in their speech. Eeya, and the objective is the answer of the research questions.

And the scope and limitation, because ee so many books that ee not many, but a few or some books that I have read ee the most complete theory about phonological rules are proposed by Last, Roger Last nineteen ninety eight, only ee and so many classification of phonological rules or called also phonological process and only four types of phonological rules often occur in English that is assimilation, dissimilation, insertion and deletion and that's four kind---four kinds of phonological rules to be the scope and limit eee limitation of my study. And the characters being identified are the whole of them as long as the phonological rules occurs within their speech. The significance, it will provide more insight for L2 perception and practices. For the perception, because when we have interaction with mainly the native speaker ee we will percept so many phonological rules occurs in their speech so that's why it is important for us to have the concept to understand the other whose speech features phonological rules. And the practices, I hope that it can inspire you all and the readers to practice the phonological rules while we are speaking. And it will, it is ee hopefully can generate L2 with fluent, beautiful, smooth and natural speech. And then, ya I also hope that it can be an aid for the future research. The research method is included into qualitative inquiry and then categorized as a document study. The data source will be taken from the characters' speech and the script also will be downloaded to make sure that the speech that is heard by the researcher is accurate. And the research instruments will be the researcher himself and the Oxford Advanced Learner's Dictionary. Why I choose the Oxford Advanced Learner's Dictionary because it provides ee phoneme that is eee more detail ee more in more detail. For ex, eee it help me to what is it? To Investigate the process of ee deletion for example, survive in ee, the word survive can be pronounced as /sefaiv/, in Cambridge dictionary, the r that is

deleted is not, what is it?, is not included in the phonetic transcription. But in Oxford learner dictionary is yeah is included in the phonetic transcription. And then the Prat software, ya it is actually ee only a tool to make sure that what I am investigating is accurate and credible because eePrat software is a kind of phonetic software that can identify the alteration of sound through ee the spectrogram. So the speech ee in the film will be cut, will be cut and I will insert into the program of Prat, Prat. YeeePrat or Prat?Prat, and then I will, I will see the difference of the spectrogram from the--- from the word uttered by the characters of Martian film and ee what is it? The sound, the sound produced in the dictionary. If it shows differences, significant differences, ee for example the alteration of—of phoneme or sounds, it means that the phonological rule happen in this word. The data collection, I will watch the Martian film and then concentrate on the characters' dialogue and monologue to find out their speech feature phonological rules then collecting the gained data, re-listening to ensure that ee the occurrence of phonological rule in the characters' speech, listing the data respectively for chronological data and for Prat identification, the data in the form speech will be cut from the dialogues or monologues. The data analysis, ee I will transcribe the collected data into IPA and then analyse the case of speech sound alteration and then I analyze, I will analyze in accordance with the first research question and list it separately based on the type, analyzing in accordance with the second research question and the last I will ee check with Prat by inserting the cut data. Thank you very much.

I would like to deliver my explanation about my research proposal under the title “Power Domination on Donald Trump’s Political Speech two thousands and fifteen”. Traditionally, power is defined as control of one group to another. The existence of control let people dominate others. According to Van Dijk, two thousand and three, the power source are mostly represented in public sources such as politics, media, and science. That’s why I. I use political speech as my subject propos-(uh)↓ subject research, research subject because the power source are mostly represented in in public sources such as media, and and science politic. In this research, I use (uh)↓ the theory proposed by Van Dijk, critical discourse analysis. that (uh)↓ is studies, that studies the way social power abuse, dominants, and in inequality are elected, reproduced and restated by text and talk in social and political contents. In this research, I use Van Dijk’s theory of critical discourse analysis consist of three dimensions. The first is macro structurally, structure. And then the second is super structure and then the third is macro structure analysis. Politic, political speech generally express power. The speaker mayuse the power To control and construct the others. It is called as dispurptive strategy. The political speaker, Donald Trump, I use Donald Tramps as my research subject because Donald Trump, the first as strong statement that uh↓ seems to be controversial. For example, Donald Trumps express that muslim is kind of terrorist and then they come to America just bring the terrorist criminal. And then the second, his speech can be easily reached by all people around the world because he is as the presidential candidate of U.S. as the power nation in

this world. The last is language style used by him tends to dominate others. Such as uh↓ for example he state that the Mexican is the people is people who bring such as criminal and then a lot of problems. And then from the previous studies, I found, I found four previous studies. The first Farah Kusuma, Novi Aisyah, Sofyan Ali, AhmadQomaruddin. And then from the previous study, I found the differences between my proposal and then the previous study about I use the critical discourse analysis (uh)↓ to analyse power domination using discursive strategy and socio-cognitive level of critical discourse analysis. Okay, from the research method, it is clafied, it is classified as the descriptive research because it describes the use of discursive strategy that indicates power domination used by Donald Trump in his political speech two thousand and fifteen. It is also classified as qualitative research because it has some points. The first, the aim of this research is to understand how discursive strategies of critical discourse analysis used by Donald Trump indicated power domination. The second is this research use the researcher himself, I,As the primary instrument. And then the data in this research are in the form of soft data involves word and utterances. I use the data analysis and the data collection. the data analysis are analyzed as the falling course branches context and Of utterances. The second, interpreting utterances category discursive strategy of word donation based on Van Dijk theory of critical discourse analysis. Thirs, discussing the finding and then last, drawing conclusion.

My research proposal under the title Preferred and Dispreferred Responses in Ant-Man Movie the background of this study comes from the importance of talk. uh↓ talk is uh↓ talk functions as a basic tool to solve problem in-in social life. It is supported by ... two thousand and ten who stated that uh↓ people can argue, complain, request and so on through talk. uh↓. And then preferred and disprefered responses deal with how people response a previous action. uh↓ this previous action is usually called first pair part uh↓ for example question, invitation and request. uh↓ so its response is called as second pair part uh↓ for example answer, uh↓ and reject and accept uh↓. And preferred and dispreffered responses is just just like uh↓ agreement and disagreement uh↓ agreement and disagreement responses. This research adapt theory that is proposed by two thousand and seven. He stated that in a talk, not only first pair part and a recipient of first pair part that can make a talk relevant but there are also types of response which embody different alignments toward the project undertaken in the first pair part. So, uh↓ the alternative types of response is called as preferred and dispreferred responses. And pre preferred pre preferred and dispreffered ..preferred and disprefered responses. Thank you. And then uh↓ this kind of response are closely related to adjacency pairs uh↓ which discuss about sequence, sequence uh↓ okay and I take only preferred and dispreffered responses in my research because preferred and dispreferred responses is a key features of adjacency pairs. So uh↓ this- this sequence of talk can be seen through uh↓ its kind of responses. And then some features that proposed by uh↓ mitigation,

elaboration, default and positioning. uh↓ my research question only one is that 'how are preferred and dispreferred responses used in Ant-Man movie?' uh↓ this study adapt descriptive method because it clearly functions to describe preferred and dispreferred responses which are produced uh↓ in the form of utterances by all characters in ant-man movie and it is also categorized as qualitative-qualitative research design now that it provides word expression uh↓ which is commonly solved---called as soft data. And the research instrument is human instrument which means that I myself who collect the data, describe and investigate. Some stages that um↑ to collect the data, first I watch I watched this movie for two times firstly. I watch this movie to understand its plot and the context. And secondly I watch the movie to check each utterance and guess whether the utterances in the movie uh↓ contain preferred and dispreferred responses or not. And I search script in internet in that link because I think it is trusted link. And then I read the script while watching the movie to ensure that this script is true script for this movie. And the last I focus on marking the utterances in the script that consist of preferred and dispreferred responses.

I would like to present about, I will pre-, I would like to, I would like to present about my research proposal entitled The Task Planning role in oral performances of EFL students in Islamic state university of Malang. Well, in this research, it investigates about the role of written task planning, written task planning in oral performances of EFL students of state Islamic university of malang in their oral performances. In every oral performance, ee as we know such as in delivering speech, not all the L, the EFL students can convey it fluently. Most of them need some preparations. Even sometimes, some of them still feel confused in order to express their ideas. Hence, they need some preparations in order to convey their speech smoothly. And sure, this task planning, and sure, this task planning, it will help them to point what they want to say in their speech. Okay, before we going, before we go to the next explanation, what is the meaning of task planning?

Task planning is a task, sorry, task planning is a written task plan for a task or a preparation of a task before performing their task performance. The next, in task planning there are many theories. One of them that is theories of andalice in two thousand and three and also in two thousand and five. According to Yuan, according to them, task planning is the caution to, the occasion to make a plan which is suggested to language learners in order to produce better output. Hence, task planning has the potential to facilitate the language learners in order to make, to make them make a plan in order to produce their language fluently. Meanwhile, for the next, no nono, for the next theory is theory of And , theory of AndIn nineteen and eighty four. According to them, writing in task planning, writing here is a complete

process which where the writers need to arrange to arrange some important variables in order to make it simultaneously both in sentence level and beyond the sentence level. In sentence level, the writer must arrange some important variable such as the punctuation, the vocabularies, the spelling and so far. Meanwhile, in beyond the sentence level, the writers must arrange and interpret the ideas into cohesive and coherent paragraph, paragraph. Coherent aspect, the aspect of coherent and cohesion are the important component in order to make a good paragraph in the text. Therefore, because it is really important, the researcher will examine the features of cohesion and coherence paragraph especially in written text on task planning of EFL students in state Islamic university of Malang.

Assalamua...uhmm Thanks for the chance, i will present my proposal with the title speech error expression found in the debate competition 2016. Uh.... the first is about background of the study, uh..in debate competition they may speak quickly because they have a... limited a.... limitation of time to speech, so that is way u::h I just uh::: choose this subject a: because from their from their speech which is used second language which is used foreign language. itwil::l have a..... speech error. My study, this study will. This study belongs to spycolinguistics approach because a:: (sambilmelihatlembarkertas proposal), @#%\$%\$%\$% (unclear) u::m because of that they can show the speech error during thei::rr speech. Uh::hh, the types that used to..... (silentpuase for about 0.7 sesond) to analyze in thi::s study is macly and Osgod. Mackly and Osgood uh devided speech errors into nine types, which is silent pause, filled pause, repeats, false start, *#%^%, correction, interjection and stutter and slip of tongue. The speech error has been explored explored in some researchers. The first is rustam 2015 and the second is ardianto in 2014. u:::hh the different between this study with the previous study is that, a:: this study used th:espesific (silent pause) theory belongs to macklay and Osgood and also a:: the devided of (0.2) slips of tongue. U:h this study investig identify the speech error a.... appear in aa..... maliki debate national competition.

The second, research questions, the first is that, what are the common speech error expreseed by debaters in mandate competition. And the second, how do the context support the *^%#% in the debate competition.

Objectives of the study, describe the common speech error expressed by debeters in mandate competition 2015, second to analyze the context supporting speech errors expression in debate.

Signicance of this study, uh. This study hopes that can give the practical contribution to:: into to:: aspects, the first is that to the institutions and the second , uhh the learners....th:::e practice of *&^%@ and the third is to the debater himself.

Scope and limitation, u::hhh, (0.4) u::hhh the scope of this study only use speech errors types to:: analyze the data and will not accross to another a..... field such as hesitation. in getting the data, the researcher will not interact with the:: with the debaters, because they focus on the opic itself. So, tne data will indetify based on the context .

Uh: the researche method, the first reserchdesing, this research this study use qualitatuve approach because the desing of this study to get the understanding of speech errors expression. And the researcher will analyze the data based on the types of speech errors.

The data source that, uhhh:: the data form of this study are words, phrases and sentences, that contained of speech errors. U::h the source of this study take from audion recorded that trasformed into:: speech text... In getting the data, the researcher record the data from debate competition of mandate uinmalang 2015 and the next tranform the audio recorded into text speech and after that, indentify the text speech based on the:: theory. And then a:: the data from speech text will do data relation to avoid *&% and uh the analys\is of types of speech errors expression only use u::h sevent types. Uh::Becuase silent pause and filed pause belong top hesitation.ok, that is all thank you.

Ass.Thank you very mush still being here antusias with us.Uh.. *It is my chance to explain my research proposal uh (getting intrupted by looking the title on the paper)*under the title the use of cohesstion to the students narrative writing class writing II in englishdepartmetn of uinmalikimalang. Writing Narativeis {a::}one of the subjects that must be taken by students in our {u::m::} our::our: department. Uh narative is a:: a:: one steps uh for for {a:} for mastering another subjects like what it is (looking at the paper) expository and another. In in narativewriting students' writing must be must must write the story {looking at the paper because he does not know the next words, or he might forget something to say, therefore, he looks the paper} {u::m} cronocrono {a:h} cronologically. (by looking at the paper which contains the word needed, then he can complete his utterences). {u::m} but students have to think the quality in: in their writing. So, in in in convinience their ideas that {um::} The readers what is it the reader differently revceive the idea. In this case,the understandable the understand the understandable writing to make thr readerconfused. so it is semantics relation {pausing 0.2} semantics relation. Semantics relation is well known as {uh} cohesion. So, {a::} {a:} I takes narative writing as my objects, as my research. Because narative {a::h} writings as I said that the the writing must write cro: crono: cronologically and so:: the cronologically is like the:: ***^^^* writing. Then cohesion is a theory which analyzing cohesion in narative. {u:m} study on cohesion has been coducted by many scholars I take for previous study or::rrrr some some what is it references for: for my research. My reserach{a::} *what is it*, the theory from hallydayand hasan, and this the cohesion. I dont take coherence

but I focus only take Cohesion. And uh: I have two RQ. The first RQ is what are the *^%\$ in students narrative. And the second how do cohesive *^%*& function in narrative writing. So, {a::} significances, {a: a::} practically, the result {pausing 0.2 seconds} of this study expected to be help the organization of teaching how far the students' progress in writing. And how to help the students in aware of elements of cohesion. For further research may provide a reference for those are investigate in the same field. {u:h} this this qualitative method because *^% I take the data from from English Class and second, the data analysis who the differences cohesive are used and the last {uh} study investigate analyze in writing product students' narrative writing.

And data collections, u:h a:: I ask to the students to write narrative which consist of three paragraph and one hundred and fifteen words. And the: the:: students have to:: choose one of the three topics. And it takes time about {a::} sixteen minutes, I limited the time for for students because {u:m} I want to know how students use {uh} their their knowledge about cohesion.

The data analysis, the first step is identification of cohesion using by students in their narrative writing of *^% @^&* substitution, reference, lexical cohesion and conjunction. {uh::} } I will examine the of each cohesive {uh} features. And I will exam examine uh the part of structure in narrative writing. And the last, I will uh: draw the conclusion. Thank you very much.

Ass.....in this afternoon, i would like to: uh present my thesis proposal under the titled (0.8, coz, getting interrupt). U:hh, the study on deixis used in abstract of international conference on english linguistics and literature or ELITE conference book. Uh uh:: for the first I would like to {a and silent pauses 0.5 second} to {uh} devide what is deixis based on pragmatics and linguistics. Deixis is process word by word or express **%^ (unclear) on context. (0.4) {u:h} lavinson said, deixis relate to way in which language ^*%^ of the context of utterances of speech events. That the way in which we interprate the utterances depends on the analysis of the context. Ok in this research i use a theory of levinson about {aa} deixis. Levinson devides deixis into {a::} five:: types. The first one is person deixis, a:nd place deixis, time deixis, discourse deixis and the last is social deixis. {u:h} i have some {a..} {u:m} some uh::: {pause 0.8} previous studies related with my research the first one is was conducted by Ria Octi *^&* {uh} entitled translation analysis on deixis *^**%^ @. And the {uh} second research was conducted by Linda **^% Wati {u:h} entitled analysis on deixis *@%^(*&, and the third was conducted by Ahmad Imam Jurkarnain {u:h} entitled an analysis on deixis used in editors of the jakarta post and the last {u::h} the research was conducted by Salimansori and **^*^ {uh} entitled analisis frekuensi kata kata..... *^%^ pada abstrak jurnal dalam dan luar negeri. {uh}, from these five previous studies {uh} I choose um (0.4) I got the:: gap uh:: (getting distrubed from direct questions from the audinces while presenting, his trun is distrubed.) (even if he is reading, he still use fillers)

Ok. For my research questions, {uh}i have two research questions, and the first one is what types of deixis are found in the abstract book of ELITE conference program book. And the second one is, what is the dominant types of deixis used in the abstract of ELITE conference program book. And the objective of the study, to find out what kind of deixis are found in the abstract of ELITE program book and to find out the dominant types of deixis found in the abstract ELITE program book. {u:h} (gettinginterrupt by lecturer's questioning in the middle of the presentation). My research method, I use descriptive qualitative {a::} design because {a::} it does not find out a new theory but to prove the theory. {u::h} for the research instruments, {uh} the instrument of this research is(getting interrupt from the examiner. It is an objection, said that you do not need to tell that every body has already known that).....

From the data collection, I collect the data from that book {a::} *****^%& I choose the data and {a::} actually the book consist of two hundred and fifteen abstracts but I {u::m} classify the book {u:m} (silent 0.3) which data with contains four or more paragraph. {gettinginterrupt from examiner, asking question}

So, {um} the data which contain four or more paragraph I found seventeen data seventeen data from two hundred and fifteen abstract. {gettinginterrupt from examiner, then, he did not continue to explain that part}

And the last from data analysis, {u::h, followed by pausing 0.4 because he is looking the material in the paper} to analysis this data i use levinson theory, {uh} which categorized into person deixis, place deixis, time deixis, discourse deixis and social deixis. Ok, thank you very much {uh} wassalamualaikum. Wrr. Wb.

CURRICULUM VITAE

Nama : Alvina Zulfa Kummala

Jenis Kelamin : Perempuan

TTL : Trenggalek, 29 Desember 1993

Alamat Asal : Dusun Sendang Kamulyan RT/RW 021/004, Kel/Desa
Kamulan - Kecamatan Durenan - Kabupaten Trenggalek -
Provinsi Jawa Timur

Alamat di Malang :Jl. Mertojoyo Blok S/009 - Kel/Desa Merjosari -
Kecamatan Lowokwaru - Kota Malang - Provinsi Jawa
Timur

Agama : Islam

Status Perkawinan : Belum Kawin

Pekerjaan : Pelajar/Mahasiswa

Email : alvina.zulfa29@gmail.com

No. HP : 085735330356

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Humaniora

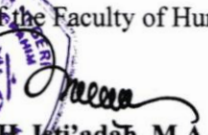
Universitas : Universitas Islam Negeri (UIN) Maulana Malik Ibrahim
Malang

THESIS GUIDANCE SCHEDULE

Name : Alvina Zulfa Kummala
 Student Number : 12320132
 Faculty : Humanities
 Department : English Letters and Language
 Thesis' Title : Discourse Markers in EFL Learners' Presentations
 Advisor : Dr. Hj. Syafiyah, M.A.

No	Date	Subject Matter	Signature
1.	March 3rd, 2016	Pengajuan judul dan proposal	1.
2.	March 11st, 2016	Konsultasi proposal	2.
3.	March 18th, 2016	Revisi proposal 1	3.
4.	March 25th, 2016	ACC seminar proposal	4.
5.	May 7th, 2016	Konsultasi Bab I & II	5.
6.	May 14th, 2016	Revisi 1 Bab I & II	6.
7.	May 21st, 2016	Revisi 2 Bab I & II	7.
8.	May 28th, 2016	ACC Bab I & II	8.
9.	June 4th, 2016	Konsultasi Bab III & IV	9.
10.	June 11st, 2016	Revisi 1 Bab III & IV	10.
11.	June 18th, 2016	Revisi 2 Bab III & IV	11.
12.	June 25th, 2016	ACC keseluruhan	12.

Approved by

The Dean of the Faculty of Humanities

Dr. H. Isti'adah, M.A.
 NIP. 19670313 199203 2 002