

DISCOURSE MARKERS IN SCIENCE DEBATE

THESIS

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DISCOURSE MARKERS IN SCIENCE DEBATE

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I state that the thesis entitled “**Discourse Markers in Science Debate**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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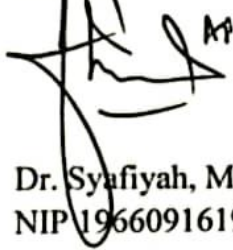
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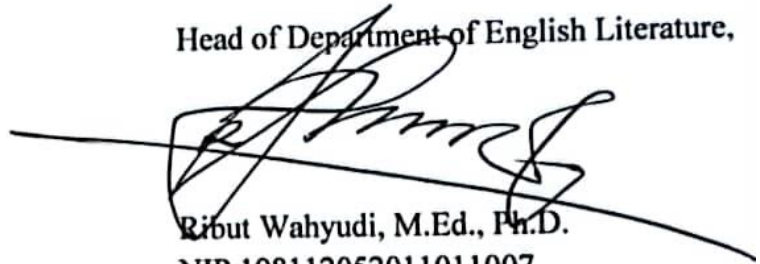
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MOTTO

"It always seems impossible until it's done."

Nelson Mandela

DEDICATION

I dedicate this thesis to my beloved parents, Mr. Mukarim and Mrs. Aguswati who always provide support in the form of morals and material and always pray for me so that I can complete this thesis and complete my undergraduate education. I also want to present a thesis to all my dear friends who always provide support for all the conditions I have gone through while working on the thesis.

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Praise Almighty Allah SWT, the Most Beneficent, and the Most Merciful, so that the researcher can complete the thesis with the title “Discourse Markers in Scientific Debate”. Shalawat and Salam are presented to the great Prophet, the Prophet Muhammad SAW who has taken us from darkness to Islam’s brightness.

On this occasion, I would like to present my special thanks to my parents, Mr. Mukarim and Mrs. Aguswati, who have prayed, motivated, and always supported me. Thanks to all my family members, who helped me mentally and financially. May Allah Almighty always bestow mercy, health, gifts, and blessings in the world and the Hereafter.

In addition, I would like to express my deepest respect and gratitude to my advisor Dr. Hj. Syafiyah, M.A., who has provided guidance and knowledge patiently during the completion of this thesis. I would also like to express my deepest gratitude to all the lecturers and staff of the English Literature department who have provided a lot of valuable advice, assistance, and knowledge during my studies.

Not to forget all my close friends, who have given encouragement, support, and advice, and heard all my groaning while doing this research. The last, I would like to thank myself for trying to give my best, studying hard, never giving up, and staying up late every night.

I hope that this thesis can be useful for the readers and the next researchers who are interested in information related to discourse markers. In addition, the researcher hopes that there will be criticism and suggestions from the readers to make this thesis better.

Malang, 9 February 2023

Erka Indah Sari

ABSTRACT

Sari, Erka Indah (2023). Discourse Markers in Science Debate. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Syafiyah, M.A.

Key words: Discourse Markers, Science Debate

Discourse markers are parts of discourse that are used to connect units of ideas, so they have the function of creating coherence so that the listener can understand what the speaker is saying. There have been many researchers investigating discourse markers, especially those in political debates. However, there is still a lack of research on discourse markers in scientific debate. This study aims to find out the types of discourse markers that are used by TJump and Nathan Thompson and to describe their functions. The researcher used a descriptive-qualitative approach to answer research questions by using Schiffrin's theory (1987). The data was taken from utterances containing discourse markers from TJump and Nathan Thompson debate that discusses globe vs. flat earth. This research revealed that there were 6 types of discourse markers and 11 discourse markers, which have different functions, such as marker of information management (oh) is to attract attention; marker of response (well) is to create coherence in discourse; discourse connectives (and, but, or) are to connect more units, to mark contrasting units, option marker; markers of cause and result (so, because) are as complement and subordinate ideas; markers of temporal adverbs (now, then) are to show the relationship between time; markers of information and participation (y'know, I mean) are as the transition of information state and indicate the speaker's orientation. For further research, it is advisable to choose different objects to find various kinds of discourse markers, and because this study focused only on the types and functions of discourse markers, the researcher can connect discourse markers to speech acts and use different theories.

خلفية البحث

ساري ، إركا إنداه (2023). علامات الخطاب في النقاش العلمي. اطروحة. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المستشار: د. حجة شافية، الماجستير.

الكلمات المفتاحية: علامات الخطاب، المناظرة العلمية

علامات الخطاب هي أجزاء من الخطاب تستخدم لربط وحدات الأفكار بحيث يكون لها وظيفة خلق التماسك حتى يتمكن المستمع من فهم ما يقوله المتحدث. يبحث العديد من الباحثين في علامات الخطاب ، وخاصة النقاش السياسي. ومع ذلك ، لا يزال هناك نقص في البحث حول علامات الخطاب في النقاش العلمي. تهدف هذه الدراسة إلى تحديد أنواع علامات الخطاب المستخدمة من قبل TJump و Nathan Thompson ووصف وظائفها. تستخدم الباحثة منهجا نوعيا وصفيا للإجابة على صيغ المشكلة باستخدام نظرية شيفرين (1987). البيانات مأخوذة من كلمات أو كلمات تحتوي على علامات خطاب من مناظرة TJump و Nathan Thompson التي تناقش الأرض المستديرة مقابل الأرض المسطحة. يكشف هذا البحث أن هناك 6 أنواع من علامات الخطاب و 11 علامة خطاب لها وظائف مختلفة مثل علامات إدارة المعلومات (أوه) لجذب الانتباه ، وعلامات الاستجابة (جيذا) لخلق التماسك في الخطاب ، وروابط الخطاب (و ، ولكن ، أو) لربط العديد من الوحدات ، ووحدات التباين ، وعلامات الاختيار ؛ علامة السبب والنتيجة (لذلك ، لأن) كمكمل وتابع للأفكار ؛ علامة الظروف الزمنية (الآن ، ثم) لإظهار العلاقة بين الوقت ؛ وعلامة المعلومات والمشاركة (أعني !). كانتقال لحالة المعلومات وتوجه المتحدث. بالإضافة إلى ذلك ، كل علامات الخطاب هذه لها وظائف مختلفة. بالنسبة للبحث اللاحق ، ينصح باختيار كائنات مختلفة للعثور على أنواع مختلفة من علامات الخطاب ، وبما أن هذا البحث يركز فقط على أنواع ووظائف علامات الخطاب ، يمكن للباحثة ربط علامات الخطاب بأفعال الكلام واستخدام نظريات مختلفة .

ABSTRAK

Sari, Erka Indah (2023). Penanda Wacana dalam Debat Ilmiah. Skripsi. Jurusan Sastra Inggris, Fakultas Ilmu Budaya, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Syafiyah, M.A.

Key words: Penanda wacana, debat sains,

Penanda wacana merupakan bagian dari wacana yang digunakan untuk menghubungkan unit ide sehingga memiliki fungsi untuk menciptakan koherensi agar pendengar dapat memahami apa yang dikatakan oleh pembicara. Banyak peneliti yang meneliti penanda wacana khususnya political debate. Namun, masih kurang penelitian penanda wacana pada scientific debate. Penelitian ini bertujuan untuk mengetahui jenis-jenis penanda wacana yang digunakan oleh TJump dan Nathan Thompson dan untuk mendeskripsikan fungsi-fungsinya. Peneliti menggunakan pendekatan deskriptive qualitative untuk menjawab rumusan masalah dengan menggunakan teori Schiffrin (1987). Data diambil dari perkataan atau kata-kata yang mengandung penanda wacana dari debate TJump and Nathan Thompson yang membahas tentang bumi bulat vs. bumi datar. Penelitian ini mengungkapkan bahwa terdapat 6 jenis penanda wacana dan 11 penanda wacana yang memiliki fungsi berbeda seperti *marker of information management (oh)* untuk menarik perhatian, *marker of response (well)* untuk untuk menciptakan koherensi dalam wacana, *discourse connectives (and, but, or)* untuk menghubungkan banyak unit, menandai unit kontras, penanda pilihan; *marker of cause and result (so, because)* sebagai pelengkap dan subordinat gagasan; *marker of temporal adverbs (now, then)* untuk menunjukkan hubungan antara waktu; *and marker of information and participation (y'know, I mean)* sebagai transisi status informasi dan orientasi pembicara. Selain itu, semua penanda wacana tersebut memiliki fungsi yang berbeda. Untuk penelitian selanjutnya, disarankan untuk memilih objek yang berbeda untuk menemukan berbagai macam penanda wacana dan karena penelitian ini hanya berfokus pada tipe-tipe dan fungsi-fungsi penanda wacana, peneliti dapat menghubungkan penanda wacana ke tindak tutur dan menggunakan teori yang berbeda.

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research questions, research objectives, significance of the study, scope, and limitation, and definition of the key terms.

A. Background of the Study

Discourse markers have an essential role in human life communication. The listener often focuses on the discourse marker that the speaker uses as the main requirement for creating cohesion and coherence in discourse. In addition, the use of a discourse marker serves as a signal for the listener to understand the information being said. Schiffrin (1987) states, “The production of coherent discourse is an interactive process that requires speakers to draw upon several different types of communicative knowledge that complement grammatical knowledge of sound, form, and meaning per se” (p.189). According to Aijmer (2015), discourse markers exist throughout the interactive conversation. However, they have little meaning. Even so, if there are no discourse markers, speech in a conversation will sound harsh or unfriendly. “Discourse markers seem to be needed to establish or confirm solidarity between the speaker and hearer or add to the coherence of the text.” (Aijmer, 2015, p.88).

Discourse markers are a series of words or phrases derived from syntax classes, such as adverbs, conjunctions, and prepositional phrases, that are used to

connect units of idea so that they can organize a conversation. Therefore, discourse markers can help speakers convey messages to the listener in an interaction without adding or subtracting the significant meaning of the message. Furthermore, discourse markers are also used to express attitudes; opening and closing a conversation; and change the topic of conversation. Therefore, the use of discourse markers is something that the speaker must pay attention to while the listener can understand the unit of ideas conveyed based on the type and function of the discourse markers. The examples of discourse markers are *and, or, but, because, then, so, well, you know, look, oh, now, uh*.

There have been many scholars investigating discourse markers, for instance, discourse markers in English conversation (Huang, 2019; Pratiwi et al., 2020; Zheng, 2019; Arya, 2020; Farahani & Ghane, 2022). Some of them examine discourse markers in the movie (Hasniar, 2017; Ussolichah et al., 2021; Ruswina & Sari, 2022). Furthermore, some of them also investigate discourse markers in humor (Rofiq & Priyono, 2021), and political discourse markers (Amalia et al., 2021; Banguis-Bantawig, 2019; Laili, 2018; Damopolii, 2021). All those previous studies have similarities to this study which are aimed to describe the types and functions of discourse markers in a conversation and also have the difference in the theory used.

Furthermore, many researchers also have paid attention to the discourse markers in the debate, such as political debate (Sembiring, 2017; Vrieze, 2020; Wang & Guo, 2018). The researchers discuss the discourse markers contained in the presidential debate. These studies discuss the importance of discourse markers

as a linguistic set in debate. In addition, discourse markers can help the speakers express their ideas logically and coherently so that the message conveyed can be understood by the audience. The researchers focus on the types of discourse markers and their functions which are used by the candidates in presenting their arguments in a debate. Meanwhile, (Esther, 2020) examined discourse markers in English student debate. The researcher explains that discourse markers are important for organizing a text in communicative events such as debates. This study focuses on the types and functions of discourse markers that are used by students during debates.

Based on previous studies, this study deal with the analysis of discourse markers in the scientific debate for filling the gap. The researcher is interested in choosing a science debate because, in this debate, speakers discuss globe vs. flat earth. The reason is that lately on various social media platforms, there has been a lot of talk about flat earth from various countries. Many people believe that the earth is round, and even NASA mentions that the shape of the earth is round due to gravitational forces. Even so, not a few people also believe in a flat earth and say that NASA has lied. The debate between the two beliefs made them try to find as much evidence as possible to prove their respective theories with scientific explanations. To prepare arguments thoughtfully, the speaker also needs to apply discourse markers properly and correctly so that the conversation is not boring and flows continuously. Furthermore, discourse markers in the debate can also serve to clarify the speaker's statement and strengthen their arguments. As the result, discourse markers in the debate are crucial elements because they make the

discourse more coherent so that the message conveyed by the speaker can be accepted by the listener. This is why discourse markers in the scientific debate are necessary to study. The similarity with other studies is that this study discusses the types and functions of discourse markers that are used.

The research data were taken from the debate that discussed flat earth vs. globe by Tjump and Nathan Thompson. Both candidates are influential people in this discussion, and their language significantly giving impacts others. Tjump is a philosopher, and he is a host of conversations with Prof, philosophers, and other academics about biology and physics, religion, and morality. He also has a conversation with the occasional flat earther. Meanwhile, Nathan Thompson is a founder of “Official Flat Earth & Globe Discussion” on Facebook and a sub-group of the leading society. He also appeared in the Netflix documentary “Behind the Curve,” He explained why he felt a higher force ruled the universe. Both candidates regularly criticize the opponent, which has several discourse markers, which made the discussion fascinating.

This study used the theory developed by Schiffrin (1987) because it discusses the types and functions of discourse markers in the scientific debate used by Tjump and Nathan Thompson. Schiffrin's theory is considered suitable because she suggests that there are six types of discourse markers, each of which has a different function according to its use. Therefore, taking into all the explanations above, this study takes the title “Discourse Markers in Science Debate.”

B. Research Questions

1. What are the types of discourse markers used by Tjump and Nathan Thompson in their debate?
2. What are the functions of discourse markers used by Tjump and Nathan Thompson in their debate?

C. Research Objectives

1. To find out the types of discourse markers which are used by Tjump and Nathan Thompson in their debate.
2. To describe the functions of discourse markers which are used by Tjump and Nathan Thompson in their debate.

D. Significance of the Study

This research makes a theoretical and practical contribution. Theoretically, this research is expected to contribute to the development of knowledge in the field of linguistics, especially discourse markers, which are used according to the types and functions in daily communication. Based on empirical research, this research can make a practical contribution to readers, and lecturers. For readers, especially students of the English Literature Department, this research is expected to be an example of how to use discourse markers properly, especially in a debate, so that the message conveyed can be understood by the hearer. For lecturers, teaching students about discourse markers expands their knowledge of the set of linguistic communication, particularly discourse markers. Learning to use

discourse markers can support how to communicate correctly to convey ideas or information, particularly in debate.

E. Definition of Key Terms

This part presents the key words and definitions of terms used in this research, they are:

1. Discourse Markers

Discourse markers are words or phrases that show the relationship between other ideas in a discourse, allowing it to become coherent. Generally, discourse markers do not change the true meaning. For instance, *and, you know, well, but, because*, etc.

2. Scientific debate

Scientific debate is scientific knowledge that is spoken through discussion and argument, and in the end, the results of the debate can be concluded through theory or concrete evidence. In scientific debates, there must be points of science that make disagreements between speakers because they both have strong arguments.

3. Argument

Argument is reasons used to strengthen or reject an opinion, accompanied by empirical evidence. Therefore, arguments have two purposes, namely to strengthen one's own opinion and weaken the opinion of others.

F. Scope and Limitation

The researcher only focuses on discourse markers in the scientific debate which are used by TJump and Nathan Thompson. The researcher limits the topic debate in science because the researcher only chooses one topic, “flat earth vs. globes.” Moreover, the limitation of this study is that the researcher only analyses one debate session which has a duration of thirty minutes. This study mentions and explains the use of discourse markers based on their types and functions by using Schiffrin's (1987) theory. The discourse markers are *oh, well, and, but, so, because, then, now, y'know, and I mean.*

CHAPTER II

REVIEW OF RELATED STUDY

This chapter discusses the relevant theory which supports and has related aspects for answering the research questions. It describes discourse markers, characteristics, types, and functions of discourse markers.

A. Discourse Markers

Brinton (1996) states that discourse markers are short items of phonology that have a procedural or pragmatic purpose but have little referential meaning. In doing so, the function of discourse markers is to help the hearer interpret the meaning of the speaker's utterance. She also mentions the characteristics of discourse markers: they commonly appear in verbal communication spontaneously; they can be found at the beginning, middle, and end of the sentence; they have and or do not have much prepositional meaning or are difficult to understand lexically; they have no clear grammatical function or outside the syntactic structure. Brinton classified discourse markers into thirty-three: *ah, actually, after all, almost, and, like that, anyway, because, but, go "say", if, I mean/think, just, like, mind you, moreover, now, oh, ok, or, really, right/alright, so, say, sort/kind of, then, therefore, uh, huh, well yes/ no, you know, you see.*

Another study about discourse markers by Fraser (1999) explained that discourse markers are a class of lexical phrases showing the relationship between

two segments, which is referred to as “global coherence” as opposed to Schiffrin's “local coherence.” Jucker and Smith (1998) definite that the use of discourse markers by the speaker is intended to make a deal between the speaker and the hearer. The function of discourse markers is not only to convey the information directly but also to give an understanding of the information that has been given. According to Fox Tree (2010), discourse markers can be used in a variety of languages and serve the primary purpose of assisting people in directly achieving communication goals.

Due to this research employing Schiffrin's theory, the researcher will explain more about discourse markers according to her study. Deborah Schiffrin (1987) expresses that discourse markers are “sequentially dependent elements that bracket units of talk” Schiffrin (1987, p. 31). The elements are related to each other: they form structure, convey meaning, and accomplish actions. According to Schiffrin, discourse markers help to keep the coherence of the conversation by forming a relational unit of speech in which the same word might have several functions depending on the context.

- 1) Chris didn't come to the party because he was sick.
- 2) Jisoo: Can I have your drink? because I'm thirsty.

In example (1), discourse marker *because* indicates a causal relationship between two events. Whereas in example (2), the marker of *because* has a different function from the first example. Here, Jisoo provides support at her request.

Schiffrin also shows the five different planes of talk: 1) Information state which expresses the ongoing organization and management of knowledge during a conversation; 2) Action structure which expresses the sequence of speech acts in a discourse; 3) Participation framework which expresses the different ways in which the speaker and listener relate to each other; 4) Exchange structure which expresses how the speaker and listener take turns and change in conversation; 5) Ideational structures which express the interrelationships between ideas in discourse. These components correlate with each other and participate in the flow of conversation, so these components are needed to make communication successful. According to Schiffrin, coherence to discourse markers “combines interactional and variational approaches to discourse to analyze the roles of markers in co-constructed discourse” (Schiffrin et al., 2003, p. 60). There are eleven discourse markers in English considered to be the most comprehensive: *and, but, or, so, well, then, now, because, oh, y’know, and I mean*. The table below shows the probable consequences of these eleven English DMs in Schiffrin's (1987) five plans of the model of talk.

Table 2.1 Planes of talk (Schiffrin 1987, p.316)

Information State	Action Structure	A Participation Framework	Exchange Structure	Ideational Structure
Oh	Oh	Oh		
Well	Well	Well	Well	
	And		And	And
	But		But	But
			Or	Or
So	So	So		So
Because	Because			Because
		Now		Now
Then	Then			Then
I mean		I mean		I mean
Y’ know		Y’ know	Y’ know	Y’ know

B. Characteristics of Discourse Markers

Schourup (1999) mentioned that there are 7 characteristics of discourse markers briefly described.

1. Connectivity

The main characteristic of discourse markers is that in their use they serve to connect other units of discourse so that they become coherent. Connectivity on discourse markers is an indispensable characteristic. Even so, connectivity can be understood in different ways, such as whether discourse marker connectivity should also involve more than one textual unit.

2. Optionality

It's a commonly heard statement that discourse markers are optional in two different contexts. Because removing the discourse marker has no effect on the grammaticality of its host phrase, they are almost always recognized as syntactically optional. However, Brinton stated that removing the discourse marker makes discourse incomprehensible and/or ungrammatical (Schourup, 1999). Discourse markers are referred to as hearer guides towards a particular interpretation and reflect a propositional relationship.

3. Non-truth-conditionality

Discourse markers are generally considered to have no meaning and to not contribute to the truth-conditions of the proposition expressed by an utterance.

These assumptions do not mean that discourse markers have no linguistic value but may be considered semantic in a broader sense.

It is common to consider connectivity, optionality, and non-truth-conditionality as required characteristics of discourse markers. Less frequently used criteria for discourse marker status include the remaining characteristics that will be explained.

4. Weak clause association

Weak clause association is often associated with phonological independence. The discourse marker is considered a unit of tone that stands alone or is separated from its main clause by the presence of a comma intonation. This happens in discourse markers such as conjunctions and junctions.

5. Initiality

Although initialization is rarely considered a characteristic of discourse markers, many discourse markers are located at the beginning of the discourse and occur frequently. Discourse markers tend to appear in the initial position because they allow their association with the use of the superordinate to limit the contextual interpretation of an utterance.

6. Orality

Discourse markers may be associated with speech because they have the meaning of marking a familiarity with the interlocutor that is not typical of

impersonally directed writing (such as *well, by the way, after all*). Discourse marker relates to speech because it reflects the fact that at the beginning, the marker focused only on *well* and *oh*. Although the dominant discourse marker is oral rather than written based on functional or semantic reasons, it cannot be used to determine discourse marker status.

7. Multi-categoriality

Discourse markers can be referred to as heterogeneous functional categories that relate to syntactic classes. In this section, discourse markers do not depend on syntactic categorization. This happens because discourse markers do the extra task of attributing the non-truth-conditional to the structure of the clause. The associated categories of discourse markers are adverbs (*now, actually, anyway*), coordinating and subordinating conjunctions (*and, but, because*), interjections (*oh*), verbs (*look, see*), and clauses (*I mean, you know*).

C. Types and Functions of Discourse Markers

There are six types and functions of discourse markers provided by Schiffrin (1987): marker of information management (*oh*), marker of response (*well*), markers of connectives (*and, but, or*) markers of cause and result (*so, because*), markers of temporal adverbs (*now, then*) and markers of information and participation (*y'know, I mean*).

1. Marker of Information Management (Oh)

In general, *oh* is used as an exclamation or interjection when it stands alone without any syntactic support from a sentence. *Oh* is used to indicate an emotional state, such as pain, fear, or surprise (e.g. as they exclaim with surprise as in 1 and 2).

1) Lisa: Do you know, Jessica just cheated on her boyfriend?

Minnie: **Oh!** Really?

2) Rossie: Hey! Jennie. I'm here

Jennie: **Oh!** I didn't see you there.

In (3), *oh* is used to initiate an utterance followed by a short pause, while (4), pauses before another unit.

3) Lucy: Oh my God! I love your bracelet. Where did you get it?

Joanne: **Oh**, my mom made it for me.

4) Julia: I can't find my glasses. **Oh** right, here it is.

The occurrence of *oh* is caused by the speaker shifting orientation to information during the conversation. As a marker of information management, *oh* has the role of attracting attention while the flow of information for the speaker and the listener. This shared focus of attention not only creates transitions in the information state but also marks important information by increasing the certainty of the speaker and the listener in sharing knowledge. In initiating an informational state transition, *oh* performs its tasks verbally by the speaker and has interactional

consequences. So, *oh* as a marker of information management is cognitive. Even so, the use of *oh* has a pragmatic effect in an interaction.

2. Marker of Response (Well)

Just like *oh*, *well* is used without concern for its semantic or grammatical status. *Well* can be an adverb, degree word, or noun. However, if it is at the beginning of the utterance, identifying the original meaning in the semantic or grammatical status is difficult. As a marker of response, *well* has a function in the framework of participation because it can involve the speaker in communication when the options offered by speaker 1 are not approved by speaker 2 (respondent), or it can be called incoherence.

- 1) Hussey: Do you want to join the party tonight?

Judy: **Well**, I'm exhausted today. My schedule is very busy, especially since my assignments are still not finished. And I think it's not a good idea for me.

Well can happen in yes-no questions. In (1), Hussey believes Judy will say yes or no to going to the party. However, Judy gives an answer that was not offered by Hussey. Therefore, *Well* is also used as a clarification statement.

- 2) Sam: I have spent almost seventeen hundred hours a yearsshhhhh in front of a screen.

David: So you have to like your job?

Sam: **Well** I like my job, now.

Sam does not confirm David's inference and even limits his statement by using **now**. Sam has never explicitly stated that he dislikes his job.

3. Discourse Connectives (**and, but, or**)

In contrast to the previous markers (*oh* and *well*) which have no inherent semantic or grammatical meaning, this set of markers (*and, or, but*) has a role in the English grammatical system. So we need a different way of analyzing them as discourse markers.

a. **And**

In conversation, *and* serves two purposes: to coordinate units of thought and to continue the speaker's actions.

And as a marker of speaker continuation is a structural coordinator of ideas that has a pragmatic effect because of the interconnectedness of ideas contained in the discourse. These markers are used to organize ideas and perform actions. However, *and* has no semantic meaning because the content of the discourse is not part of the meaning of *and*.

1) Joy: Where do you and Irene go in Jogja if you wanna go out to eat?

Wendy: a. Yeah, we have friends in there

b. *and*, we meet every holiday

c. *and*, what we do with our meeting is we go to dinner

d. *so*, we've gonna the House of Raminten

e. *and*, we also go to another place every holiday.

f. *and* umm... we went to the Mediterranea Restaurant
three times.

In the example above, (a-c) describe Wendy and Irene's friends, and (d-f) the restaurant they visited. However, the two parts have different functions in the answer: (a-c) represent information that Joy does not expect, while (d-f) is information she wants. The existence of *and* and *so* in (c-d) is used to set the topic of discourse. Because the topic of the discourse is different, the relation also distinguishes the discourse in terms of its information as an answer, that is adjusting the conversation according to a particular conversation.

b. But

But has a pragmatic meaning from *and*, so it has limited its use when compared to *and*. *But* is used to indicate a unit that contrasts with the previous unit. The use of *but* is defined as the speaker's way of focusing the first attention to make a point.

2) John: I remember when we and the others were camping in the
mountains.

Felix: Yes, I do.

John: It was so fun, wasn't it?

Felix: Yeah, *but*, I didn't really like it because of the downpour. It
was so cold. Even though there was a cup of hot tea and a bowl
of noodles, it didn't excite my feelings.

John remembers the camping he did with his friends. He considers camping to be fun. However, contrary to Felix's comments, he did not enjoy his camping. As a result, Felix used his reaction with *but*.

c. Or

The use of *or* is an inclusive option marker in discourse because it indicates an offering option to the listener. *Or* provides inclusive choice in an argument and marks the double proof. So *or* has a difference from *and* and *but* which are used as markers of the speaker's actions towards the speaker's speech, while *or* is more focused on getting the listener to take action and get a response.

3) Joanne: Hey, what are you doing this weekend?

Sharon: Um... I don't know. but I feel bored at home.

Joanne: Well, how about we go to the cinema to watch a movie?

Sharon: It's a great idea! What should we watch, a horror movie
or a romance movie?

Joanne: Horror movie is better.

Sharon answered Joanne's question about planning what movie they will watch on the weekend. Joanne purposely uses *or* to ask Sharon's responses.

4. Markers of cause and result (So and because)

Because and *so* are markers to show the meaning of 'cause' and 'result' related to facts, knowledge, and actions between conversational units. *So* and *because* are grammatical signals that come from main and subordinate clauses.

Because is in subordinate idea units, while *so* is a complement to the first idea unit.

1) Sam: I thought you were going to stay at your grandma's house.

Danny: a) Yeah, at first it was

b) But I can't

c) **Because** my friend will visit me tonight

d) **Because** he is from out of town

e) **So** I will spend my night with him

In (1), Danny takes markers *because* and *so* to mark the main and subordinate levels of explanatory structure. He explains the reason why he does not stay at his grandma's house. The events are described in (b): *I can't*. With the first reason in (c), and the reasons that explain the previous reason in (d). There is a *because* to explain the reasons in the statement. The *so* in (e) is a failed plan, which refers to (a).

5. Markers of Temporal (Now and Then)

Now and *then* are referred to as discourse time markers or deictic time, and they serve to demonstrate the relationship between time. The elements in deictic include speech between speakers, space, and time coordinates.

a. Now

Through discourse time, *now* is used to mark the speaker's progress by drawing attention to what will happen future or creating a new unit of an idea. Not

only is it used to mark the discourse of subordinate units, but *now* is also used to mark the shift in the orientation of the speaker and adjust the hearer in the framework of participation. In (1), Kevin explains the reason he looks messed up. He switches to narrating events (a) in a narrative mode to interpret reasons (b).

1) Joseph: Kevin? What's wrong?

Kevin: a) Everything... First, I couldn't find my wallet so I couldn't get any money from the bank.

b) And *now* I'm going outside the house because I can't find my keys.

b. Then

Then is used to indicate the temporal succession between the previous and future speech units. The difference between *now* and *then* is the use of *now* refers to ongoing discourse time, while the focus of *then* refers to the past. In addition, another prominent difference is that *now* emphasizes the discourse of the speaker following the conversation of the previous speaker, while *then* emphasizes the discourse of the previous speaker from one of the parties. Thus, the existence of these differences reflects their proximal temporal.

1) Q: Did you eat ramen?

a) A: I ate it *then*.

Then in (1a) is deictic because it conveys previous reference time.

However, *then* becomes an anaphor if another event is added.

2) Q: Did you eat ramen when you went to South Korea?

a.) A: I ate it *then*.

3) Q: Are you eating ramen when you go to South Korea?

a) A: I'm eating it *then*.

4) Q: Will you eat ramen when you go to South Korea?

a.) A: I'll eat it *then*.

In (1a-3a), “*eat ramen*” and “*went to South Korea*” are a temporal relationship between two concurrent events, which is called the time of the event. “*eat ramen*” and “*went to South Korea*” have constant occurrences, even though they have different time references.

6. Markers of Information and Participation (y’know and I mean)

Y’know is used to mark the transition of the relevance of information state while *I mean* is used to indicate the speaker's orientation to his speech. Moreover, these two signifiers are not very related in the literal sense. Such as *y’know* to draw the listener's attention to the information given by the speaker and *I mean* to hold the attention of the speaker. These markers are always together not only because their use is based on semantic meaning but also because of their complementary functions. Therefore, *y’know* and *I mean* are called information and participant.

a) **Y'know**

The function of *y'know* in the informational state of speech is to mark the transition from meta-knowledge to shared knowledge. *Y'know* denotes the speaker who has the role of providing information that adjusts the listener's reception. It is because the speaker has various ways to make the information can be well received by the listener. In (1), the question “*y'know what*” (d) is used to start the conversation report in (e) which explains why Travis scolded his sister.

1) Kyle: I heard you scold your sister.

Travis: a) Yeah... We were at the park yesterday.

b) And she whined asking me to buy a lollipop

c) And I said, “you can't eat a lollipop because you're coughing!”

d) *Y'know* what she did?

e) She was crying so hard that all the attention was on us

Kyle: Ah... that must be embarrassing.

b) **I mean**

I mean has functioned within the framework of speech participation, i.e., to mark information so that the listener will pay more attention to the speaker. *I mean* focuses on the speaker's orientation to his speech. So, it denotes their conversation with the listener in order to capture the listener's attention.

2) a) Justin: How about this one?

b) Jeffery: That was a holiday in LA, I had a girlfriend there.

c) Justin: How long did you?

d) Jeffery: We were together for about six months.

e) Justin: No, **I mean** how long did the flight take?

f) Jeffery: About ten hours.

Justin uses *I mean* (e) to have a correction function to clarify Justin's meaning which was misinterpreted by Jeffery (d).

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative method, which aims to analyze the use of discourse markers by Tjump and Nathan Thompson during their debate. The researcher chose qualitative approach because in analyzing data, there is no numbering or statistical analysis. Overall, the form of this research was interpretation and description data derived from the speakers, they are Tjump and Nathan Thompson. The researcher also employed the descriptive method to describe a social phenomenon. Therefore, this researcher attempted to describe the types and the functions of discourse markers in the debate by Tjump and Nathan Thompson.

B. Data and Source

In this study, the data are utterances or words containing discourse markers gathered from TJump and Nathan Thompson debate on the YouTube Podcast who discussed a phenomenal issue, that is globe vs. flat earth. The researcher focuses on the occurrences of DMs based on Schiffrin's theory, such as *oh, so, well, but, so, you know, and, because, and I mean*. The video was uploaded on June 19, 2021, from the website <https://youtu.be/9AqZdemBSVM> with a duration of about 2 hours, 14 minutes.

C. Research Instrument

The researcher is the main instrument in this research because the researcher herself collects, interprets, and analyzes the data in the form of the utterances conducted by Tjump and Nathan Thompson directly, which ultimately provides a conclusion.

D. Data collection

To collect the data, the researcher took some steps. First, the researcher downloaded the transcript of the conversation from YouTube's automatic subtitle service through <https://downsub.com>. Second, reading the whole of the converted text. Next, listening to the conversation by Tjump and Nathan Thompson and then revising the downloaded transcription text to match the words in the text with the words in the conversation. And in the last step, the researcher focused on the words and phrases that contain discourse markers and underlined them by using text highlight color.

E. Data analysis

There are three ways done by the researcher during analyzing the data. To answer the first research question, the researcher identified the words and phrases based on the types of discourse markers proposed by Schiffrin (1987). After that, classifying and explaining the data according to the functions of discourse markers based on the classification suggested by Schiffrin (1987). In the end, drawing a conclusion based on the findings that have been discussed.

CHAPTER IV

FINDING AND DISCUSSION

This chapter features the finding and discussion of discourse markers in the scientific debate by TJump and Nathan Thompson. Data will be presented and analyzed based on discourse markers under the research questions using Schiffrin's (1987) theory.

A. Findings

This part shows the results of data analysis related to discourse markers to answer the research questions in Chapter 1. From the research results, it was found that there were 524 data consisting of discourse markers which were classified into 6 types of discourse markers using Schiffrin's (1987) theory. The data were obtained from the words and phrases spoken by Tjump and Nathan Thompson in their discussion of globe vs. flat earth. Data is collected based on the types and then the functions. In describing the data, discourse markers are written in bold.

1. Types and Function of Discourse Markers

There were 6 types of discourse markers and 11 discourse markers contained in the utterances of TJump and Nathan Thompson that have been analyzed in this study. The types of discourse markers and discourse markers in scientific debate are shown in table 4.1 below.

Table 4. 1 The Types of Discourse Markers and Discourse Markers in the Scientific Debate

No.	Types of Discourse Markers	Discourse Markers	Amount
1.	Marker of Information Management	Oh	4
2.	Marker of Response	Well	13
3.	Discourse Connectives	And	209
		But	26
		Or	33
4.	Markers of Cause and Result	So	131
		Because	45
5.	Markers of Temporal Adverbs	Now	25
		Then	33
6.	Markers of Information and Participation	Y'know	1
		I mean	4
Total			524

Based on the table above, the analysis showed that there were 524 containing discourse markers that were found in the utterances of Tjump and Nathan Thompson and they were classified into 6 types of discourse markers: 4 data of Marker of Information Management such as *oh*; 13 data of Marker of Response such as *well*; 268 data of Discourse Connectives which is 209 data of *and*, 26 data of *but*, and 33 data of *or*; 176 data of Markers of Cause and Result which is 131 data of *so* and 45 data of *because*; 58 data of Markers of Temporal Adverbs which is 25 data of *now* and 33 data of *then*; and 5 data of Markers of Information and Participation which is 1 data of *y'know* and 4 data of *I mean*.

a) Marker of Information Management

Oh is a discourse marker found in this type. **Oh** as information management has a role to pull from the flow of information in discourse.

Datum 1

TJump: Uh... well, actually I have built one of these so I have done it personally which debunks all of what Nathan said yeah... yeah... I go to a college uh... where we do this kind of stuff all the time

Nathan: **Oh!** You go to a college? Okay, so the college did it? you didn't do it in your backyard?

TJump: No, who do you think builds them? It's that they give us money and we then use the money to buy parts and then we put the parts together like Lego pieces. We build them....

If **oh** stands alone without syntactic support, **oh** can be used as an exclamation or interjection to indicate an emotional state, such as pain, fear, or surprise. **Oh** is used by Nathan to indicate his emotional state where he was surprised by TJump's statement. In addition, **oh** is also used as a request for clarification. TJump's statement began when he talked about proving that the earth is round i.e. by using a ham radio and he did it in a college. However, Nathan did not understand it so he used **oh** as a request for clarification so that TJump could provide a further response.

Based on the analysis above, the marker of **oh** as information management has the function to mark the shift in the speaker's orientation to information when the speaker and the listener manage the information given and received during the conversation. This means that the role of **oh** is to mark the focus of the speaker's attention and the listener's future attention.

b) Marker of Response

The further marker which is used by TJump and Nathan is **well**. **Well** is called a marker of response because it involves the speaker in interaction when what is being said is considered inappropriate.

Datum 2

TJump: Yes. So, the sunset is literally the the leave. The shadow of the sun where it stops emitting light is the entire point of the horizon so obviously like where you're standing could affect the shape of the sunset like if you're standing on the horizon. You could actually watch it move like the shadow could come and pass you so so, but it would if you were standing perpendicular to it, yes, it would light up the whole horizon.

Nathan: Okay. **Well**, that's not what we observe. Anyone can observe that it's local light illumination similar to Vegas off in the distance when the sun sets. It doesn't illuminate the entire horizon. The sun is not bigger than earth, it's small and localized. That's why we have crepuscular rays....

The marker of **well** may express both approval and disapproval. Discourse marker that Nathan used is to show disagreement with TJump's opinion. Nathan refutes TJump's argument by giving his opinion on the solar theory.

The function of **well** within the framework discourse participation where its use has interrelationships in conversational exchanges to create coherence in discourse. **Well** places the speaker as a respondent at one level of discourse.

c) Discourse Connectives

There are three markers in discourse connectives, they are **and, but, or**. Although these markers are in one set, they have differences in the analysis.

Datum 3

TJump: ---Radar is this magical technology that we've invented that can tell distances and speeds and locations **and** sizes of things that are far away. **And** the way it does that is it bounces radio waves, it emits them from an emitter and it hits something, and then it bounces back **and** we just literally count the time. It takes to go from the object it bounces off of to the receiver **and** back. **And** we know, how far away it is **and** what shape it is based off on how the radio waves bounce off of the thing. **And** guess what we can do this for things in space too like you yourself can go buy a ham radio **and** if you spend enough money, you can buy one that can bounce radio signals off the moon-----

In the text above, **and** is a structural coordinator as a marker of speaker continuation. The existence of **and** can tell the listener an idea unit and an interactional unit. That can be seen in datum 3, a large number of uses of **and** is to explain information that serves to strengthen the argument in a debate.

The function of **and** is to mark speaker's definition of what is being said as continuation of the previous utterance. It can also be said that the function of **and** is to connect two or more units of ideas.

Datum 4

TJump: So we know for a fact, that the world is a globe because we've been to space and we can see it. **But** that of course doesn't convince the flat earthers because they want something that they themselves can confirm which we can also provide because there's this thing called radar.

But comes because it is to indicate a contrasting unit and is limited in its use. TJump's utterance contains **but** because it contrasts with the previous unit. In this case, TJump said that the world is a globe because humans can prove it by going to space, but despite this evidence, there are still flat earthers. That's what makes the utterances a contrast.

But has a function to mark contrasting units. For this reason, **but** is limited in its use because **but** has no role to coordinate functional units unless there is contrasting ideational or interactional content.

Datum 5

TJump: And so we can measure lots of different things using these radio waves that you yourself can go build in your backyard to communicate with people on the other side of the planet and you can know where they're located because they can tell you. **Or** you could build one for your friend's house and your house.

Or is a discourse marker used to offer options to the listener. Schiffrin (1987), describes how **or** is able to provide an option of ideas in arguments. In the discourse above, TJump makes an offer to conduct a round earth-proving experiment with radio waves that can be built behind the house or can also be built for a friend's house. For this reason, **or** has a function as an inclusive option marker in discourse

The function of **or** is to mark option. **Or** inclusively makes the speaker provide an evidential choice of statement so that it involves the hearer choosing to accept the first disjunction, the second disjunction, or even both. The existence of the evidence makes it possible to strengthen the position.

d) Markers of Cause and Result

The marker **so** and **because** are types of markers of cause and result that are used to mark units of ideas, information states, and actions.

Datum 6

TJump: ---Um... **so** we know, it's 280,000 miles away or whatever the number is.

So we can measure the size of the moon, the shape of the moon, the distance of the moon, we know it's in space. **So** we can know that the moon is in space. We know it's up there, we know the distances all the things NASA says are correct. We can bounce radio waves off of it, not a problem. **So** we know all of these facts that we as individuals can confirm that what NASA says is correct---

So is used to convey the conclusion of a statement. In the data above, TJump describes his argument about measuring the distance of the moon using the reflection of radio waves by adding the discourse marker **so**. Thus, *so* is used in the explanation of an argument. So, the function **so** is to mark the 'result' of the explanation.

Datum 7

TJump: So we know for a fact, that the world is a globe **because** we've been to space and we can see it. But that of course doesn't convince the flat earthers because they want something that they themselves can confirm which we can also provide **because** there's this thing called radar---

Because conveys a meaning of cause. **Because** can be used for one reason (narrow scope) or several reasons (broad scope). In the utterances, TJump is explaining the fact that the earth is round but not a few people also believe the earth is flat and then he provides evidence to confirm the earth is round. **Because**

is used 3 times in TJump utterances. It marks a reason with an outside scope in subordinate units in its explanation. **Because** has the function to mark the subordinate unit of discourse that conveys the meaning of 'cause'.

Datum 8

TJump: Nathan, listen, listen to the words! So.. so... I said we can confirm many of the things NASA says. We can't confirm everything **because** we don't have a Hubble telescope **so** we can prove many of the things they're saying are true. It doesn't mean the other things are false, Nathan.

If **so** is together with **because**, it will become the main and subordinate clause. In datum 4, TJump includes **because** to explain that not everything said by NASA can be confirmed due to the limitations of the Hubble telescope. And added a result with **so** to make it clear that he could do the proof in another way. **So** and **because** are together because they fulfill the functions of 'effect' and 'cause' which can be realized as fact-based, knowledge-based, and/or action-based relationships between units of conversation.

e) Markers of Temporal Adverbs

Markers of temporal consist of two markers, namely **now** and **then**. Both of them are time deictics because their meaning depends on the time speaking.

Datum 9

Nathan: ---They told me the earth was spinning, turns out they lied on top of that, ladies and gentlemen, can't have gas pressure without a container high-

pressure systems move towards low-pressure systems. It's called the second law of thermodynamics if it didn't happen all the time, it wouldn't be a law. **Now**, if you put your hand on a hot stove, it will burn you a hundred out of a hundred times---

The marker of **now** has a connection with its deictic meaning. As a discourse marker, the use of **now** indicates a proposition to the temporal world, not a world in which the proposition is related to the time of the speech, but to the utterances in the speech that appear: ideas, the orientation of the speaker, and the footing of the speaker and listener. In the utterances above, Nathan describes gas pressure. Nathan produces **now** is an exchange of orientation to his utterances. **Now** serves to mark the speaker's progress through discourse time by showing attention to what will happen next.

Datum 10

Nathan: So I never wanted to be a flat earther, ladies and gentlemen, I laughed at the idea of the earth being flat when it was introduced to me, and uh... **then** a mentor of mine who someone who's really intelligent was looking into it for seven months and I almost dropped the phone when he told me that because he was so intelligent. I thought there's no way this guy could be looking into flat earth for seven months and here I am five years later.

Then can be used as a temporal relationship between two events presented in a discourse that marks an anaphoric relationship: marking the successive time of events. In datum 3 above, **then** is anaphoric which refers to the time specified

in Nathan's talk. Nathan compared his understanding of the round earth before getting to know someone who studied the flat earth theory for seven months and five years later he became a flat earther. So the function of **then** is to serve as a time bridge to the previous discourse, which can be derived from the speaker's own speech or another.

f) Markers of Information and Participation

The type of this discourse marker has two items namely **y'know** and **I mean** whose literal meaning directly influences their discourse use.

Datum 11

TJump: In in the edge so yes, the atmosphere contains different layers. **You know**, like if you pour smoke like heavy water, smoke out it falls and the heavier gases they sit in the bottom and then the lighter gases sit on the top---

The meaning of **y'know** is to mark the transition of the status of the information and help create an exchange structure that focuses the listener's attention on a certain bit of information given by the speaker. TJump Produced **y'know** to illustrate the substantiation of atmospheric layers using smoke. This is done to focus attention on the listener. So **y'know** has a function to mark the transition to meta-knowledge about shared knowledge.

Datum 12

TJump: Jupiter isn't emitting light.

Nathan: Jupiter isn't emitting light. **I mean** when I look at it with my p1000, it sure looks like a light is the ISS emitting light because the ISS doesn't twinkle. It's the sun emitting light because the sun definitely doesn't twinkle, TJump.

The meaning of **I mean** in the framework of participation is to mark the upcoming modifications by the speaker to the meaning of his previous talk. In addition, **I mean** includes an expansion of the explanatory idea of the talk. In the data above, Nathan is explaining about Jupiter that does not emit light. Nathan used the **I mean** as an extension of his idea by describing it that with p1000 that Jupiter looks like light. **I mean** has a function within the framework of speaker participation where the marker has a relation to the resulting unit of speech.

B. Discussions

In this part, the researcher discusses the findings of the study. Using Schiffrin's theory (1987), the researcher found 6 types of discourse markers with 11 markers used by TJump and Nathan Thompson. They are markers of information management (*oh*), markers of response (*well*), markers of connectives (*and, but, or*), markers of cause and result (*so, because*), markers of temporal adverbs (*now, then*), and markers of information and participation (*y'know, I mean*).

The first type of marker is a marker of information management *oh*. *Oh* is used 4 times by the speaker. According to Schiffrin (1987), the use of *oh* is for speakers to exchange information with each other to redistribute knowledge about entities, events, circumstances, and situations during debates. *Oh* has a function to set the state of information because it is to mark the focus of attention of the speaker and listener. To that end, *oh* plays a role in the transition of information status. This is in line with research conducted by Tree & Schrock (1999) that *oh* can help to integrate discourse with the way the speaker directs the listener about the knowledge they know.

The second type of marker is a marker of response such as *well*. In this study, there are 13 markers of *well* that is used to mark response hooking the speaker in interaction when the utterances are inappropriate with previous coherence. *Well* functions within the framework of discourse participation because it involves the speaker as a respondent at one level of discourse. It can be seen in the 3rd-6th datum when the speaker uses *well*, it proves that their previous utterances have no coherence or it can also be to express his disapproval of the arguments being said.

The third type of marker is markers of connectives consisting of *and*, *but*, *or*. The marker *and* is the most frequently used by TJump and Nathan Thompson, with 209 items. *And* serves to provide a correlation between the units of ideas and continue the conversation. In scientific debate, the speakers tend to use *and* provide explanations and strengthen their arguments. The next marker is *but* which appears 26 times. *But* has a narrower range of use because the marker only

serves to express a contrasting statement. In addition, *but* can also be used to indicate disapproval. And the last item there is a marker *or* found as many as 33. *Or* has the function to mark the speaker option to the listener. A large number of uses of *or* on the datum is used to give the listener choices of ideas in the argument. In addition, *or* also indicates different support as double evidence in a discourse.

The fourth type of marker is markers of cause and result: *so, because*. The researcher found 131 talks using *so* marker by TJump and Nathan Thompson. This marker is most widely used after the *and* because of its function to convey the result of the meaning of the transition. *So* indicates that the speaker has delivered an argument and is accompanied by a conclusion to the information provided so that it is possible to move on to a new topic of conversation. While *because* was found 45 times whose function clarified reason. *Because* can be used for one reason or a variety of reasons depending on the context. Meanwhile at datum 16, *so* and *because* can be used together. *Because* is a subordinate idea unit marker while *so* is a complement to the unit's main idea.

The fifth type of marker is markers of temporal adverbs which include *now, then*. *Now* has the function of marking the speaker's progress through discourse time indicating the upcoming unit of ideas. *Now* appeared 25 times during the debate. This is because the speaker connected the development of the units to sort the discourse time to the conversation. In addition, *now* is also used as a comparison between units of ideas. While *then* found as many as 33 that served to mark succession in discourse from one topic to another. On the other

hand, this marker also emphasizes how the conversation follows the previous utterances.

The last type of marker there is markers of information and participation involving *y'know*, *I mean*. The researcher found there was 1 marker of *y'know* used by TJump and Nathan Thompson. The function of *y'know* is to mark the orientation of the speaker towards his own speaker. Meanwhile, the researcher found 4 uses of *I mean* whose function is to focus the speaker's orientation attention on his own speech. In short, *I mean* can be interpreted to correct his own speech.

Based on the findings above, discourse marker *and* is most frequently used by TJump and Nathan Thompson in their debate. Discourse marker *and* is used by the speaker to provide a correlation between the units of ideas and continue the conversation. In addition, in debates, the speaker attempts to explain his arguments as much as possible by adding clear information to strengthen his arguments. Therefore, discourse marker *and* is a marker that can help the speaker make good communication. Contrary to the previous marker, *y'know* is a marker that is rarely used by TJump and Nathan Thompson. *Y'know* is a marker of meta-knowledge about shared knowledge in which previous pieces of information are less prominent so that the information is redistributed. *Y'know* is spoken by the speaker to the listener because he gives a general description and then includes a particular description. In this study, the speaker used *y'know* to share knowledge by providing a conditional sentence from the previous statement. However, the use of this marker is the last dominant data of all data.

Based on the findings above, this study has similarities to previous studies such as Esther (2020), which examined discourse markers in student debate at Makueni County Secondary School; Wang & Guo (2018), which examined discourse markers in debates in the first 2016 U.S. presidential debate and Vrieze (2020), which examined coherence markers in political debates in U.S. presidential elections from 2004, 2012, and 2016. The similarities are that these studies analyze discourse markers in debate and analyze their types and functions. Furthermore, the results show that the most frequently used marker is *and*. It is because *and* has many functions in conversation: to add detailed information, make a correlation between the units of discourse ideas, and mark a logical continuation of the ideas. Furthermore, *and* is to initiate a contrasting statement and to mark emphatic purposes.

However, these studies also have differences. The differences are obvious in the subject and theory used. In this study, the researcher focused on the science debate and used Schiffrin's (1987) theory. In addition, in the previous study, the most commonly used marker after *and* is *but*. The reason is that *but* is used to express contrasting statements during the debate and can also be used to express disagreement with the information provided by the interlocutor. However, according to this study, the second most commonly used marker is *so*. *So* is used to indicate that the speaker has reached a point in conveying an argument so that he can show the result of the previous argument. In addition, the speaker uses *so* to start the argument and also to mark the main idea unit.

CHAPTER V

CONCLUSION AND SUGGESTION

This section consists of two parts, there conclusions from the beginning until the results of the analysis and suggestions from the researcher for further research who is interested in researching the same topic.

A. Conclusion

As explained in Chapter 1, this research aims to find out the types of discourse markers and to describe the functions of discourse markers which are used by TJump and Nathan Thompson in the scientific debate. From the findings, the researcher found all kinds of discourse markers proposed by Schiffrin (1987). The types of discourse markers are markers of information management, markers of response, discourse connectives, markers of cause and result, markers of cause and temporal, and markers of information and participation. In the marker of information management, there are *oh* found 4 uses. *Well*, which is classified as a marker of response type, was found 13 times. In discourse connectives, namely *and* has 209 uses, *but* is 26 times, and *or* is 33 times. Then, markers of cause and result, namely *so*, found 131 utterances and *because* 45 utterances. While markers of cause and temporal, the use of *now* 25 times and *then* has 33 uses. And finally, the marker of information and participation in the form of the use of *y'know* was found 1 time and *I mean* was found 4 times.

Based on the result of the research, the researcher describes the functions of the discourse markers. *Oh* has a function to set the state of information because it is to mark the focus of attention of the speaker and listener. *Well* functions within the framework of discourse participation because it involves the speaker as a respondent at one level of discourse. *And* serves to provide a correlation between the units of ideas. *But* has a narrower range of use because the marker only serves to express a contrasting statement. *Or* has the function to mark the speaker option to the listener. The marker *so* has function to convey the result of the meaning of the transition while because is clarified reason. The next, *now* has the function of marking the speaker's progress through discourse time indicating the upcoming unit of ideas and *then* served to mark succession in discourse from one topic to another. The last, the function of *y'know* is to mark the orientation of the speaker towards his own speaker and *I mean* is to focus the speaker's orientation attention on his own speech.

Discourse markers have various types and functions in their use. The use of discourse markers properly and correctly can make the communication coherent. So, the listener can understand the information being said without misunderstanding.

B. Suggestion

After finishing this study, the researcher gives suggestions to the next researcher for research on the same topic. The researcher can use the same topic with this study, but the next researcher can use another theory to analyze

discourse markers especially discourse markers as filler such as *uhmm*. In addition, many of the previous studies analyze only the types and functions of discourse markers. For this reason, further researcher can connect discourse markers to speech acts that can complete this study.

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CURRICULUM VITAE



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APPENDIX

Table 1a Discourse Markers Which are Used by Tjump and Nathan Thompson in Their Debate.

No.	Types	Function	Discourse Markers	Utterances
1	Marker of Information Management	To mark the focus of the speaker's attention and the listener's future attention.	Oh	“ Oh! You go to a college? Okay, so the college did it? you didn't do it in your backyard?”
2.	Marker of Response	Its use has interrelationships in conversational exchanges to create coherence in discourse.	Well	“ Well, that's not what we observe.”
3.	Discourse Connectives	To mark speaker's definition of what is being said as continuation of the previous utterance.	And	“Radar is this magical technology that we've invented that can tell distances and speeds and locations and sizes of things that are far away.”
		To mark contrasting units.	But	“So we know for a fact, that the world is a globe because we've been to space and we can see it. But that of course doesn't convince the flat earthers”
		To mark option	Or	“you yourself can go build in your backyard to communicate with people on the other side of the planet and you can know

				where they're located because they can tell you. Or you could build one for your friend's house and your house.”
4.	Markers of Cause and Result	To mark the 'result' of the explanation.	so	“Um... so we know, it's 280,000 miles away or whatever the number is. So we can measure the size of the moon, the shape of the moon, the distance of the moon, we know it's in space.”
		To mark the subordinate unit of discourse that conveys the meaning of 'cause'.	Because	“we know for a fact, that the world is a globe because we've been to space and we can see it”
5	Markers of Temporal Adverbs	To mark the speaker's progress through discourse time by showing attention to what will happen next.	Now	“---if it didn't happen all the time, it wouldn't be a law. Now , if you put your hand on a hot stove, it will burn you a hundred out of a hundred times—“
		To serve as a time bridge to the previous discourse	Then	“---I laughed at the idea of the earth being flat when it was introduced to me,

				and uh... then a mentor of mine who someone who's really intelligent was looking into it for seven months---
6.	Markers of Information and Participation	To mark the transition to meta-knowledge about shared knowledge.	y'know	“---the atmosphere contains different layers. You know , like if you pour smoke like heavy water, smoke out it falls and the heavier gases---
		The marker has a relation to the resulting unit of speech.	I mean	“Jupiter isn't emitting light. I mean when I look at it with my p1000, it sure looks like a light is the ISS emitting light because the ISS doesn't twinkle.”