

**DISCOURSE MARKERS USED BY ALL OF THE CHARACTERS IN THE  
YEAR OF LIVING DANGEROUSLY MOVIE**

**THESIS**

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2020**

**DISCOURSE MARKERS USED BY ALL OF THE CHARACTERS IN  
THE YEAR OF LIVING DANGEROUSLY MOVIE**

**THESIS**

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang  
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

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MALANG  
2020**

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I state that this thesis entitled **“Discourse Markers used by all of the characters in The Year of Living Dangerously Movie”** is my original work. This thesis pure from the researcher understanding and do not copy and paste from the resource which available. I do not include any sources except those ones that are cited as references and noted in bibliography. Hence, as a student I have limitation and mistakes. If there is a claim, I am the only person who will responsible for that and I am ready for the consequences.

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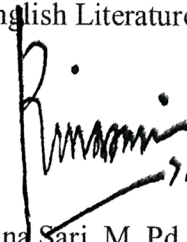
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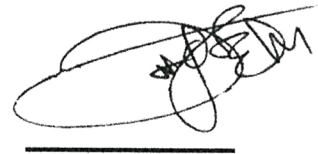
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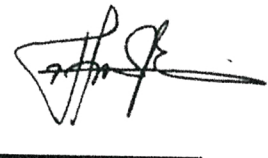
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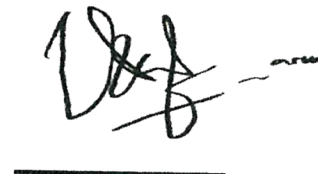
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## **MOTTO**

*Live as if you were to die tomorrow*

*Learn as if you were to live forever*

## **DEDICATION**

This thesis is dedicated to:

My lovely wife, Ria Resti Fauziyah, S.Pd - who is always proud of me, delights,  
and loves me endlessly.

My mother, Payem - the brave who is always empowering me

My father, Edi Supasno – the hard worker, the wise and my genial motivator

My beautiful sister, Nadia Salsabila Azahra

They are greatest support system of a lifetime.

## ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin, my greatest gratitude delivered to Allah SWT, the one I worship, for everything in my precious life. With His grace and mercy, I could finally finish this thesis entitled “*Discourse Markers Used by all of the Characters in the Year of Living Dangerously Movie*” to finish my study at university; a thing that everyone has been dreaming of in this universe. *Shalawat* and *Salam* praise to Prophet Muhammad SAW – a thing that I really hope to enunciate in every breath I take.

In this opportunity, I would like to present my deepest and special thank to all people who always give good prays, motivations, advices to me in finishing this study. They are my beloved parents Edi Supasno (My father) and Payem (My mother). Also Nadya Salsabila Azahra (My sister) and Ria Resti Fauziyah, who always give the spirit for me. Thanks to all my family member who helped me mentally and financially.

I present this study to important people especially my advisor in finishing this thesis, Miss Vita Nur Santi, who has give the invaluable guidance, good knowledges, advices, understading, and thousand of correction. I also present my special thanks to all lecturers and staffs of English literature department who have giving me much directions, help and valuable knowledges during my study in this university.

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

Malang, 6 July 2020

(Pujiono)

## ABSTRACT

**Pujiono.** (2020). *“Discourse Markers Used by all of the Characters in the Year of Living Dangerously Movie”*. Thesis. Department of English Literature. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: **Vita Nur Santi, M.Pd.**

**Keywords:** Discourse Markers, Movie

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This study investigated the use of discourse markers (DMs) by all of the Characters in the Year of Living Dangerously Movie. This study aims to investigate the types and functions of DMs used by all off the characters in the movie. To investigate the research question, the researcher used Biber et al (1999:1095) dan Shciffirin (1987) which divided DMs into ten parts; Interjection, greeting and farewell expression, linking adverbials, stance adverbials, vocatives, response elicitors, response forms, hesitator, various polite speech-act formulate, dan expletives.

This research was conducted based on a descriptive qualitative method, because the researcher explained the data descriptively. The research data in the form of utterances containing DMs which spoken by the spekaers in converstion. To collect the data, the researcher watched the movie repeatedly then researcher downloaded English subtitles from the movie and then researcher highlighted the words or phrases that contain DMs. To analyze the data, researchers grouped data based on the type and function of DMs by Biber et al (1999:1095) dan Shciffirin (1987).

The results showed that all of the characters in the movie and functions of DMs. All actors used all of these markers to share knowledge communication, to connect several statements, to hold their turn in speaking, and to give pause in the thought process to express an opinion. Based on the frequency, in the movie often used interjection markers to help her in conveying unplanned speech, and the movie is frequently used linking adverbial markers to help her in organizing the the topic in conversation process. All types and functions are needed and those

DMs help the speaker in conversation and help the listeners to interpret the context of the statements.

## المستخلص

ونفوجوب. 2020.

قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك  
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**الكلمات المفتاحية** :باطخلاءملاء ، مليف.

يبحث هذا البحث في استخدام علامات الخطاب عند كريستوفر كوخ في فيلم تهدف هذا البحث إلى التحقق من أنواع ووظائف علامات الخطاب التي استخدمها كريستوفر كوخ في الفيلم. لبحث عن الحوار في فيلم، استخدم الباحث نظرية بيبر وآخرون وشيفرين (1987) التي تنقسم علامات الخطاب على عشرة أقسام وهي مداخل، تحية وتعبير وداع، وربط الظرفات، وظرفات الموقف، والدعوات، وأخصائي الاستجابة، وأشكال الاستجابة، والمتردد، وصياغة الكلام المذهب المختلفة، والشتائم.

استخدم هذا البحث منهج البحث الكيفي الوصفي، لأن يبين هذا البحث البيانات وصفيًا. أما البيانات في هذا البحث أشكال الكلام التي تحتوي على علامات الخطاب الذي يتحدث بها المتحدث في المحادثة. فعل الباحث لجمع البيانات مشاهدة فيلم عدد مرات ومشاهدة الترجمات الانجليزية فيه ثم ميز الباحث الكلمات أو العبارات التي تحتوي على علامات الخطاب. أما لتحليل البيانات فصنف الباحث البيانات حسب النوع والوظيفة علامات الخطاب على مناسبا على نظرية بيير وآخرون وشيفرين (1987).

أظهرت نتائج البحث أن استخدم كريستوفر كوخ جميع أنواع ووظائف علامات الخطاب في الفيلم يستخدم جميع ممثلي المتحدثين كل هذه العلامات لتقاسم معارف الاتصال، ولربط عدة البيانات و لعقد دور الحديث ولإعطاء وقفة

في عملية التفكير للتعبير عن الآراء. استنادا إلى التكرار، يستخدم غالبا هذا الفيلم علامات التدخل لمساعدته على إجراء محادثة غير مخطط لها. يستخدم محددات الربط غير المباشرة لمساعدته على تنظيم الموضوعات، والاتصال في عملية المحادثة. يحتاج كل أنواع ووظائف وتساعد علامات الخطاب المتحدث في المحادثة ويساعد المستمع على تفسير سياق البيان.



## ABSTRAK

**Pujiono.** (2020). “*Discourse Markers used by all of the Characters in The Year of Living Dangerously Movie*”. Skripsi. Studi Sastra Inggris. Fakultas Humaniora. UIN Maulana Malik Ibrahim Malang. Pembimbing: **Vita Nur Santi, M.Pd.**

**Keywords:** DMS (Penanda Wacana), Movie

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Penelitian ini menyelidiki penggunaan penanda wacana (DMs) oleh semua karakter dalam movie *The Year of Living Dangerously Movie*. Penelitian ini bertujuan untuk menyelidiki jenis dan fungsi DM yang digunakan oleh semua karakter dalam movie. Untuk menyelidiki percakapan penelitian, peneliti menggunakan teori Biber et al (1999:1095) dan Shciffirin (1987) yang membagi DMs menjadi sepuluh bagian; Interjection, greeting and farewell expression, linking adverbials, stance adverbials, vocatives, response elicitors, response forms, hesitator, various polite speech-act formulate, dan expletives.

Penelitian ini dilakukan berdasarkan metode deskriptif kualitatif, karena peneliti menjelaskan data secara deskriptif. Data penelitian dalam bentuk ucapan yang mengandung DM yang diucapkan oleh pembicara dalam percakapan. Untuk mengumpulkan data, peneliti menonton movie berulang kali kemudian peneliti mengunduh subtitle bahasa Inggris dari movie dan kemudian peneliti menandai kata-kata atau frasa yang mengandung DM. Untuk menganalisis data, peneliti mengelompokkan data berdasarkan jenis dan fungsi DM berdasarkan teori Biber et al (1999:1095) dan Shciffirin (1987).

Hasil penelitian menunjukkan bahwa semua karakter dalam movie menggunakan semua jenis dan fungsi DMs. Semua aktor pembicara menggunakan semua penanda ini untuk berbagi pengetahuan komunikasi, untuk menghubungkan beberapa pernyataan, untuk menahan giliran berbicara, dan memberi jeda dalam proses pemikiran untuk mengekspresikan pendapat. Berdasarkan frekuensi, dalam movie ini sering menggunakan penanda interjection untuk membantunya dalam menyampaikan percakapan yang tidak direncanakan, sering menggunakan penanda linking adverbial untuk membantunya dalam

mengatur topik, menyambungkan dan dalam proses percakapan. Semua jenis dan fungsi diperlukan dan DM tersebut membantu pembicara dalam percakapan dan membantu pendengar untuk menafsirkan konteks pernyataan.

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## CHAPTER 1

### INTRODUCTION

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

#### A. Background

Communication is a process of delivering information, messages or ideas from one people to another people. Communication is the way or a tool to someone know each other. Communication is as complex as culture and can be defined in many different ways. The defining characteristic of communication is meaning, and we could say that communication occurs whenever someone attributes meaning to another person's words or actions. Communication maybe understood as a "symbolic process whereby reality is produced, maintained, repaired, and transformed" (Carey,1989).

Communication is the way of someone to express a desire or the purpose to others, and they communicate using language. According to Yule (1996:1-3) language has transactional function. Function of language that involved in expressing social relations and personal attitudes is called interactional. Furthermore, language also has its function as primarily transactional language. It is the language that is used to convey factual or propositional information.

A great speech usually has good linguistic features. Their words are chosen and constructed carefully with good linguistic devices that make the texts good to both of hear and read. One of linguistic devices that speakers have to pay big attention is discourse marker. Discourse marker is words and phrases outside of the clause structure, that function to link segments of the discourse to one another in ways which reflect choices of monitoring, organization and management exercised by the speaker (Choxter

& Michael McCarthy, 2006:108). In other word, people use discourse marker is a word or phrases that use to connect, organize and manage what we say or write to express attitude (Ronald Carter, Geraldine and McCarthy 2011:31).

This study is concerned with discourse markers (DMs). According to (Sciffrin 1987:31) Discourse Markers (DMs) are linguistic elements that index different relations and coherence between units of talk. Discourse markers are words and phrases that help you to connect your ideas. Using discourse markers make your speech is good and become natural and it may help fill in some of the “pauses” in your speaking.

Furthermore, in daily social interaction, Schriffin elaborate the use of discourse markers when a speaker delivers a discourse in conversation or written discourse, one uses the term called marker of information management such us marker of responses as like *well*, discourse connectives for example *and*, *but*, *or*, marker of cause and results, example: *so and because*, temporal adverb for example *now and than*, information and participation *like you know, I mean*. Those words and phrases have an important role in signaling connectivity in discourse and for the textual unity (W.Gregore and R.Horn 2006:87).

Therefore, with the use of discourse marker by the speaker or writer, it will make the texts appropriately construct. Moreover, to express an utterance, discourse markers are also needed to make it meaningful. From those ideas, the researcher considered that it is very necessary to study regarding the use discourse marker since its important function in language use. The discourse marker also very useful for learner of English that make them get understanding well about the language that use by speaker or writer because they will know how the coherence, cohesion and structure of any discourse. The researcher is interested in exploring the use of discourse markers in a movie which is included in spoken discourse.

Discourse marker is an interesting topic to analyze, especially about what are the discourse markers and functions of discourse markers used in a conversation.

The researcher thinks that Discourse Marker can help the readers to improve their ability of speech after understanding the Discourse Marker. So from this study, the people will consider if discourse marker is important. Discourse marker can help to improve the language proficiency.

Movie is a representation from the reality of society and not just a “move” the reality to the big screen without changing the reality (Tumer in Ulfahany:16). Movie is a medium that is audio-visual communication that serves to convey a message to a group of people who gather in a specific place (Effendy in Ulfahany:16). Movie also known as film is a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn). The writer wants to analyze of the conversation in a movie. The researcher chooses a movie entitle *The Year of Living Dangerously* Movie . The writer focuses on the conversations in *The Year of Living Dangerously* movie and she is interested in analyzing the discourse marker that is used in this movie. The researcher chooses the discourse marker to be analyzed, because this movie consists of many uttered discourse markers when the characters talk. The researcher analyzes this movie with purpose to know the functions of discourse marker that appear by all characters in this movie. The researcher believes this analysis make the understanding of the movie better and understand why the characters said the discourse markers in this movie.

However, in this study exists regarding previous studies, Considering several previous research have conducted using the discourse marker approach. The researcher decides to explore the use of discourse markers in the movie. The researcher takes the movie as the object of the study in that most previous studies concerned in spoken, especially in formal contexts like educational. Such as Havva Zorluel özer and Zuhul Okan (2018), Alvina Zulfa Kumala (2016), Mohammadi (2015). Another previous study concerned in spoken is in interviews. Such as Moghadam and Bikineh (2014) and Petter (2011). Then, another previous study concerned in the movie in a different character,

especially the one character. Such as Hamli (2016) and Hasniar (2016). They are focusing analyze on the one character in the movie. Thus, choosing to analyze all of the characters in the movie on how they use DMs in audio-visual communication could bring different and various findings.

In addition, this research aims to analyze how the people communicate with other people. The researcher thinks that the way people communicate is always different. The researcher chooses a movie as an object due to a lot of conversations in a movie. The researcher focuses on discourse markers in the movie, because she wants to know how many utterances of discourse markers and the purpose or function of discourse markers which characters say in the movie.



## **B. Research Questions**

After writing a background about this research that will be studied, the researcher compiled several questions related to the problem of study: How are discourse markers used by all of the characters in the year of living dangerously movie?

## **C. Objective of the Study**

Based on the research questions above, this research is conducted to fulfil the objective, that is: To describe the use or the application of discourse markers used all of the characters in the year of living dangerously movie.

## **D. Significance of the Study**

From the results of this study, the researcher wants to contribute theoretically and practically. Theoretically, this study provided the empirical data of discourse markers used by all of the characters which the researcher investigated the process of DMs used by the speakers. The result was also provided additional data on existing theory from Schiffrin (1987).

Practically, this research can give the contribution to academic people like students or teachers especially in English Departement. For the teachers, this study can be a reference to teach the student about the type and function of DMs. While the students can add knowledge about the use of DMs. For other researchers who want to analyze the DMs, it is expected that DM studies can be developed than the previous study and this study can be the reference for other researchers to develop DMs studies.

## **E. Scope and Limitations**

This research investigates the use of DMs on the movie, which in the video there is conversation (audio visual communication) between actors. However, what is going to investigate is only discourse marker based on Biber et al (1999:1095) and Schiffrin (1987). The study only focuses on the types of DMs and function in audio visual communication in the informal contexts.

The DMs that appear in the conversation are seen from the conversation between actors. From a conversation between actors, response and understanding between the actors of the movie. The researcher only takes one movie as the research object because in this movie only found one video and if the researcher takes two or more videos with various categories and different contexts on the movie, it will not be related.

## **F. Definitions of Key Terms**

To avoid misunderstandings, the terms are defined as follows:

### **1. Discourse Markers**

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

### **2. Movie**

The movie is interpreted as the result of the culture and tools of artistic expression. Film as a mass communication is a combination of various technologies such as photography and sound recording, fine arts and theater arts literature, and architecture and music art. Also, the movie is a complex social, psychological, and aesthetic phenomenon is a document consisting of stories and images accompanied by words and music. So, the film is a multi-dimensional and sophisticated production.

## **G. Previous Study**

There are some previous studies related to this research. The first is Vanda and Petter (2011), they examined the use of DMs (*you know and I mean*) between females and males at television interviews. In this study, the researchers used a combination of qualitative and quantitative research. Researchers found a significant difference between males and females in applying DMs, especially *you know* but not too much. Women often said DMs *you know* from men. Whereas in the use of DMs, *I mean*, both of them

generally used it for elaboration and topic shift. The conclusion is that there is no significant difference between females and males in using discourse marker (*you know, I mean*). The use of these DMs (*you know and I mean*) at females and males has the same rate.

The second is a journal by Tzu Yu Tai (2016), she analyzed with focus on EFL listening that has increased in Taiwan. However, there has been researched on this; there were some things that are considered lacking researchers. Therefore, the researchers conducted the study by choosing a corpus study on DM used in junior high school books, listening to workbooks, and CAP (Comprehensive Assessment Program for Middle School Students). In this study, researchers studied the type of DM used and determined whether the textbook and the test author emphasizes DM. The results of this study found the use of DM. The difference is quite significant in writing and oral. Allowing the author to assess DM can improve the balance between writing and oral. The complex can be understood.

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

The fourth previous study is from a journal by Nejadansari and Mohammadi (2015). They examined the frequency, distribution, and pragmatic functions of DMs at Iranian University. In this study, the researchers used qualitative and quantitative as a

research method. They use more than one theory, namely Fraser's theory (1998, 2008) and Brinton's theory (1998). The data that they used comes from EFL teachers, student's classroom interaction.

The fifth is from a thesis by Hasniar (2016), he investigated the use of DMs on the movie on the Brad Bird's movie. The focus of the research is on investigating the use of the movie in the Tomorrowland context and use the action genre when they are presenting. Researcher use Schiffirin's theory (1987), which is only an expression to be examined, which is the of a word or phrase. This research only focuses on the variation of the types of DMs, meaning, and function regardless of the genre of the movie. To examine DMs researcher chooses descriptive qualitative as a research method.

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

## **H. Research Method**

This chapter discusses the research methods, which consists of subjects of the study, data sources, instruments for collecting data, and data analysis.

### **1. Research Design**

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

In this study, the researcher used descriptive research with a qualitative approach, because based on the criteria: research design was flexible and evolved during the study; research data was taken from the movie; the data that were collected include descriptive data and reflective; emphasize the meaning; having much concern with utterances or words as the analyzing the data rather than the number. Ary et al. (2010) state that qualitative research focuses on understanding social phenomena from human participants' perspectives in the movie. In this case, the phenomenon was the movie conversation among actors on the movie.

## **2. Data and Data Source**

The data were The year of living dangerously movie. The data taken from YouTube which is the movie. The movie has been uploaded on Aug 13 2002 in <https://www.youtube.com/watch?v=brvhCnYvxQQ&t=859s> with duration for about fifty nine minutes which has audio-visual communication. Then they use full English to communicate and they help each other to get a victory through a communication. Moreover, the additional data were also collected from some news websites, and the details of information supporting the data.

## **3. Data Collection**

To collect the data, the researcher did several steps. Firstly, the researcher watched the movie Son Youtube in many times. Then, the researcher downloaded the subtitles. Thirdly, the researcher listened and watched conversations well. Last, the researcher looked for the words or phrase in conversation which contain DMs to select the data of the study.

## **4. Data Analysis**

After collecting the data, the researcher did several steps to investigate the data. The researcher analyzed the data based on the research question of the study. To answer research problem, the researcher identified the types of DMs based on Biber et al and Schiffrrin's theory which categorized the DMs into 10 types; interjection, greeting and

farewell expression, linking adverbial, stance adverbial, vocatives, response elicitors, response forms, hesitator, various polite speech-act, and expletives. Then, the researcher classified the function of DMs based on Biber et al and Schiffrin's theory too. After analyzing the data based on the types and also the functions of DMs, the researcher discussed DMs which mostly used by the speakers and also take the conclusion from the finding of the study.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the relevant theories of discourse used to encourage the analysis of the study which include Pragmatics, Discourse Analysis, Discourse Markers, Types of Discourse Markers, functions of Discourse Markers. Each of these theories is explained in more detail below.

#### **2.1 Pragmatics**

Pragmatics is one of linguistics fields which has developed rapidly until this period. As a branch of linguistics, pragmatics focuses on the relationship between language forms and language use. Based on the pragmatic focus, we can see the difference between pragmatic studies and linguistic studies. If a linguistic study examines the language without regard to aspects of its use, then pragmatics focuses on how the language is used by the community. According to Yuni (2011), there are several factors in the use of language as a pragmatic focus, namely the meaning of language, the context of language and for what language is used. By taking attention to these factors, the meaning of utterances can be understood. Therefore, pragmatic study is a linguistic discipline that studies the context of language. The implementation of pragmatics is by understanding the message or perspective outside the language so that language can be used in communication.

There are several explanations about pragmatics from some linguistics experts. Levinson (1983), divided two limitations of pragmatics. The first limitation is pragmatics as the study of language which studies the relationship between language and context as basic language understanding. From the first limitation, we are required to understand the use of language and understand the context of the language. While the second limitation is the ability of the language used to associate sentences with the context of the sentence being expressed. The main point of the two limitations is not

much different. In addition, Levinson (1983) also explained that pragmatics is functionally able to analyze language from the structure of language to the perspective outside of language.

While Crystal (1997), related the use of language and its meaning with social interaction. According to him, pragmatics is the study of languages that examines languages based on the user's perspective such as; the choice of words or language used, what obstacles are found in the use of language, and how the use of language influences social interactions or other speakers in the communication. Thus, the definition of pragmatics according to Crystal (1997), has a functional role in social interaction or communication.

Last, Kecskes (2013) examined pragmatics based on intercultural pragmatic perspectives. He applied the socio-cognitive approach to intercultural communication. According to Kecskes (2013), that pragmatic studies that apply a socio-cognitive approach can suppress the production of language understanding by involving the prior knowledge and experience of the user and the interlocutor. Kecskes claimed that word meanings which produced from linguistic expressions and the user's knowledge play an important role when interpreting meaning and understanding as to the context of the actual situation.

From the explanation of those experts, it can be concluded that in the use of language we must pay attention to the meaning and context from language, not only pay attention to other linguistic elements such as language structure (syntax) and semantics. If we convey the arrangement of languages with appropriate language contexts, the listener can accept and interpret the language context in which there is information or messages that can be understood by the listener. This can create communicative and smooth communication. Broadly speaking, the definition of pragmatics is "the study of language that examines the relationship of language and its context, the context of that language becomes the basis of language understanding" (Levinson, 1983).



Pragmatic studies cannot be separated from the proper use of language. The use of the language requires the arrangement of language properly. For this reason, the arrangement of language can use one of the linguistic elements known as Discourse Markers (DMs). The use of DMs in languages can make it easier for users to produce appropriate language contexts. Therefore, DMs play a role in pragmatic studies.

## **2.2. Discourse Markers**

In linguistic, we see that discourse markers (DMs) contribute significantly to keep the elements of linguistic that index different relations and coherence between units of talk (Schiffrin,1987:31). On the other side, discourse markers are a growing number of studies and research interest on linguistic items like you know, okay and well that people use in written and spoken context since Schiffrin (1987:31) highlighted their significance. Discourse markers have been flourishing in the study of linguistics since they portray different sides in analyzing units of talk through the use of language. Discourse markers considered words and phrases that help you connect your ideas. Besides, using discourse markers makes your speaking more fluent and natural-and it may help fill in some of the “pauses” in your speaking.

In this case, discourse markers remain noteworthy to study since it points out that grammatical or functioning words is not always content words, they do not convey the meaning on their own nor change the meaning of a sentence. They only perform grammatical functions by linking ideas in a piece of writing. More importantly, most discourse markers signal the listener or reader of continuity in text or the relationship between the preceding and following text. Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious.

In some researchers believed that speakers' coherence is the main thing in discourse markers, however, others view that both speakers' coherence and relevance are in the process of interpreting a discourse marker (Hussein, 2002). The main figure adopting a

coherence-based account are Schiffrin (1987). For instance, Fraser (1988, 1990), Redeker (1990, 1991), Zwicky (1985), and Giora (1997, 1998) averred that discourse markers refer to form of language use which includes the functional aspects of a communication event. In the same discussion, discourse markers come when pieces of language larger than a sentence that functions together to convey a given idea or information (Van Dijk, 1997). Besides, literature also suggested that discourse markers are used in conversation to show or signal the relationship between ideas or information in a given context. They are words or phrases used by speakers or written to link ideas or information in discourse.

In addition to this case, discourse markers have a close connection with the procedural meaning of other utterances. This means that speakers could manipulate discourse markers they performed to get representative sentence meaning: they provide instruction to the on how the utterance to which the DMs are attached to be interpreted. Although procedural meaning is highly dynamic and it is subject to interpretation, studies have indicated that those with more meaning, particularly legitimate and or procedural meaning, tend to use Discourse Markers.

Discourse markers framework of this study is based on Schiffrin's perspectives (1987) Brinton and Levinson's model of discourse markers. Schiffrin formulates a parallel frame for discourse markers as a complementary for discourse markers theory since discourse markers are better understood regarding discourse markers phenomenon. Schiffrin's discourse markers strategies involve pragmatics and discourse analysis. These two strategies have been applied in several discourses within particular contexts.

## **2.4. Types of Discourse Markers**

Various suggestions have been made for classifying discourse markers, however, different classifications are possible because each study focuses on certain aspects of these markers. Biber et al. (1999:1095) classification are adopted as it proves to be typical and comprehensive. They offer the following types of discourse markers.

a. Interjection

This type of discourse markers has been described in most books of grammars. Interjections are words or set of sounds used as a sudden remark to express feelings (Thomas and Martinent 2002:19). Leech and Svartvik (1994:152), offer a survey of common English interjections which are used to express emotions:

- Oh!! Surprise: (oh what a beautiful present!)
- Ah!! satisfaction, recognition: (Ah that's just what I want)
- Wow!! great surprise: (wow what a fantastic goal!)
- Ouch!! : (Ouch, my foot)
- Ow!! : (Ow what hurt)

b. Greeting and Farewells Expressions

Greetings and Farewells occur in special discourse situations and constitute conventionalized responses to these situations, despite their phatic use argues, these markers can be used as an instrument to maintain a link among people. In general, the greeting can vary in formality, hi, and hello are used in informal situations. They are less formal than "good" forms: good morning, good afternoon, and good evening (Biber et al, 1999:1088).

- Hello sir
- Goodbye

c. Linking Adverbials

Levinson (1983:87) indicates that there are words and phrases in English, and in most languages, are used to indicate the relationship between an utterance and the prior discourse such as the initial position of, therefore, in conclusion, to the contrary, still, however, well, besides and after all.

- Layla has gone home
- After all, she was sick. (Fraser,1990:187)

#### d. Stance Adverbials

This type of discourse markers is defined as a lexical item that behaves semantically as an operator upon the entire sentence, to express modality, illocutionary force, and evaluation. (Trask, 1993:251).

Stance adverbials appear in different grammatical structures single adverb like honestly, fortunately, or prepositional phrase like of course or a noun like the fact is, adjective such as it is likely to or modal verbs such as maybe and perhaps and a large number of these adverbials are comment clauses like you know, you see, etc. To express the speaker's attitude, opinion, and even feelings.

#### e. Vocatives

Generally speaking, Vocatives are viewed by Levinson (1983:71) as noun phrases that refer to the addressee but are not syntactically or semantically incorporated as the argument of prosodically, they are separated from the body of a sentence prosodically. Vocatives can be divided into two types:

- calls or summons
- Addresses
- Hey, dad

(-) Hey you, you just scratched my car with your Frisbee.

(-) The truth is, Madam, nothing is as good nowadays.

#### f. Response Elicitors

These markers are characterized as generalized question tags, such as huh? alright? and okay? That is used by the speaker to get or elicit agreement from the hearer. (Biber et al,1999:1080).

#### g. Response Forms

Biber et al. (1999:1089) comment that these markers are brief and routinized responses to a previous remark. They classify these markers into:

- Response to questions as yes, no and their Variants

- Response to directives as ok
- Response to assertions as backchannels yes, yah, I see this type is called "uptakers" by Gramley and Petzold (1992:227) That are used on the part of the hearer to indicate the active listening in communication.

#### h. Hesitator

Er, erm, and uh are discourse markers that are used to fill hesitation pauses in speech. Such markers. Tend to be condemned by people who do not understand why they are used, but they are very important. They allow the addressee to catch up, and they help the speaker to plan what to say next (Knowles, 1987:185).

#### i. Various Polite Speech-Act Formulate

Biber et al. (1999:1093) refer to discourse markers like sorry, pardon, thank you, and please that are used in respectful language, they add that these markers have speech act function in thanking, apologizing and regretting. And they have, in fact, a respective role in the interactive nature of speaker's conversation.

#### j. Expletives

These markers are words or phrases that do not contribute any meaning to the text. Some of them are taboo expressions like swearwords or "semi-taboo expression" that are used as exclamations especially in strong negative experience (Biber et al, 1999:1095), Expletives divided into two types, that are:

(- )Taboo expletives: these markers are used to express something bad and not in polite use, such as Blast!, Damn!.. Oh hell!!! Bloody hell!!!

(-) moderated expletives: these markers are socially acceptable in many situations, such as My Goodness!. My God!, Good heavens!, Good God!, Biber et al (Leech. 1989:14).

## 2.5. Functions of Discourse Markers

From the explanation above discourse, markers have several characteristics related to their use and function. Furthermore, Schiffrin (1987:73) divided discourse marker into six categories or function that are:

### a. Marker of Information Management

Schiffrin (1987:73) explained one of the discourse makers is "oh" that use as exclamation or interjection. When it is used alone, without the syntactic support of a sentence, it indicates strong emotional states, e.g. surprise, fear, or pain. This marker also is not based on semantic meaning and grammatical status. This is an example of "oh" as an exclamation:

Speaker 1: Is this what you are looking for?

Speaker 2: "Oh!" Gesh, yes!

Pause preceding the rest of the tone unit. For example:

Speaker 1: "Oh", they will know later on.

Speaker 2: Do not they go to the party? "Oh" maybe there are too old.

Regarding syntactic status or intentional contour, oh occurs as speakers shift orientation to information. During conversational context, oh mark a change in orientation of speaker (the focus of speaker attention) which replace one information unit with another, as they recognize old information which has become conversationally relevant and as they receive new information to integrate into already present information knowledge. It can be concluded that "oh" has a role: pulls from the flow of information in discourse a temporary focus of attention which is the of itself or other man agreement (Schiffrin 1987:74) besides, "oh" has or is suggested to have a pragmatic effect-the creation of a joint focus. "Oh" can be focused on or situated in social interaction.

To sum up, oh is a marker of information management: it marks shifts in speaker's orientation (objective and subjective) to information which occurs as speakers and hearers manage the flow of information produced and received during the discourse. Orientation shifts affect the overall information of the state of a conversation: the distribution of knowledge about entities, events, and situations. Although oh is some cognitive tasks, its use may have pragmatic effects in interaction.

b. Marker of Response

Like oh, the use of well is not based on semantic meaning or grammatical status. Although well sometimes is a noun, an adverb, or degree word, its use in utterance initial position is difficult to characterize in terms based on any of these classes. We can see some placements as well.

The usual dialogic functions identified for well as a discourse marker are used at the beginning of utterances that reject, cancel, or disagree with the content or tenor of the foregoing discourse. Well often begins turns, serving as a left-hand discourse bracket. This is one example of "well":

Speaker 1: Where would you like to teach? If you have chosen your favorite spot, what is that?

Speaker 2: Uh, "well" I like japan.

Well is a response marker. Well anchors its user in a conversational exchange when the options offered through a prior utterance for the coherence of an upcoming response it is not precisely followed. More generally, well is possible whenever the coherence options offered by one component of talk differ from another: well locates a speaker as a respondent to one level of discourse and allows a temporary release from attention to others (Sciffrin 1987:127).

### c. Markers of Connectives

Marker of Connective also can be called discourse connective is a kind of discourse marker that different with others, if the previous marker is not based grammatical status, discourse connective that consist of and, but and or have a role in a grammatical system of English, their analysis of marker has to proceed somewhat differently.

The first item in discourse connective is and. The word "and" is used to coordinate ideas and to continue a speaker's action in spoken language. And is the most frequently used mode of connection at a local idea structure.

The second item in discourse connective is "but". It is a coordinator like "and", but it has a different pragmatic effect. It marks an upcoming unit unless there is some contrastive relationship in either their ideational or interactive content.

The third item of the connective marker is or. Or is used as an option marker in discourse. It differs from and but not only in meaning because it is moving hearer-directed: whereas and marks a speaker's continuation, and but a speaker's provision of options to the hearer.

Speaker 1: Trying to get him to tell you something.

Speaker 2: The story stinks, and you know it.

### d. Marker Cause and Effect

Items in this category are "So" and "because", Schiffrin (1987:173) consider these items as a discourse marker because they are complement both structurally and semantically. Like and, but, and or, so and because have grammatical properties which contribute to their discourse use. So and because it can mark idea units, information states, and action. In other words, they have semantic meaning.



So and because are grammatical signals of main or subordinate clauses respectively, and this grammatical difference is reflected in their discourse use: because is a marker of subordinate idea units, and so is a complementary marker of main idea units. It is important to define „subordinate“ and „main“ in discourse. Such designations depend on both the functional and referential organization of talk.

- Speaker 1: You know why he let you interview him?
- Speaker 2: No. Tell us, Pete.
- Speaker 3: Because he knew a more experienced journalist  
wouldn't have even filed it.

e. Markers of Temporal Adverb

The next category of discourse markers is markers of a temporal adverb. The item in this category is now and then in which time deictic involves. Deictic elements relate an utterance to its person, space, and time coordinates. Now and then is time deictic because they convey a relationship between time at which a proposition is assumed to be true and the time at which it is presented in an utterance. In other words, now and then are deictic because their meaning depends on a parameter of the speech situation.

- Speaker 1: I can't tell them anything until I tell them about this.
- Speaker 2: Then, can we please just start somewhere else?

f. Markers of Information and Participation

The last markers whose literal meanings directly influence their discourse use are you know and I mean. You know marks transition in information state are relevant for participant framework, and I mean marks speakers orientation toward own talk i.e. modification of idea and intention. Both markers also have the uses which are less directly related to their literal meanings: you know gains attention from the hearer to open an interactive focus on speaker-provided

information and I mean maintains attention on the speaker. Both markers are called information and participant.

You know functions within the information state of talk. Information states are formed as participants' knowledge and meta-knowledge about the world redistributed through the talk. The literal meaning of expression you know suggests the function of you know in information status. You are a second pronoun and it is also used as an indefinite general pronoun similar to one. You know refers to the cognitive state in which one has the information about something.

- Speaker 1: Fine. Where would you like me to start?
- Speaker 2: Well, you keep saying the future wasn't always this way,  
right?

## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter presents two subheadings; those are findings and discussion of discourse markers in the movie. The result of findings is discussed later in the discussion section to have a comprehensive understanding of how the use of DMs in the movie.

#### **3.1. Findings**

In this part, the researcher presents the data consisting of discourse marker in the movie and the close sentences or utterances for the sake of investigating the context. They are not presented based on the classification of their types. Besides, the first time the researcher gives a mark to the DMs from the data source, so it makes the researcher easier to analyze the data. The researcher uses Biber et al and Schifffrin(1987) to analyze the data. The data obtained from some actors who are plays a role in the movie.

In the findings, the researcher finds thirty-seven data which contains DMs. The researcher uses the term name from each actors to analyze conversations. The researcher also adds a context to support the explanation of the conversation. Meanwhile, after the context, the researcher analyzes conversations that contain DMs to find a DMs function

#### **Datum 1**

Gibson	: Why are you creepin' around?
Sigourney	: I'm sorry. I didn't hear you come in
Gibson	: Geez.
Sigourney	: I keep equipment here.
Gibson	: Potter gave me a key.
Sigourney	: Do you want it back?
Gibson	: Ah! Keep it.

Context:

In this sentence, Sigourney as the interviewee told her experience and moment when she has the activity, she informed to Gibson that they should appreciate the moments and she surprised with something.

Analysis:

To tell the experience, Gibson used the word "Ah!" in the conversation. The word "ah" in the sentence (*Ah! Keep it*) is produced by the speaker to share the knowledge or experience towards the listener. The sentence (*Potter gave me a key*) is the point that the speaker wants to share with the listeners. The word "ah" in datum 1 is located in the beginning of the sentence. Therefore "ah" is categorized as an interjection marker that functions as a marker of information management.

## **Datum 2**

Hunt	: I have taken me a bungalow.
Gibson	: What?
Hunt	: A bungalow?
Gibson	: What'd you do that for?
Hunt	: Nobody lives here.
Gibson	: Let's see how long you last in this...
Hunt	: Where is your drink?
Gibson	: Come along.
Hunt	: Uh
Gibson	: Who do I look like?

Context:

In this conversation, this context show that Hunt feels surprise, it is seen from a word "uh". She surprised with something that she looks and seems had look a great something.

Analysis:

The word "uh" in the sentence “uh” is produced spontaneously by Hunt at the beginning of the statement. The word "uh" is located in the initial position of utterance. Hunt said “uh” because she responded and confirmed to what Gibson said like (*Come along?*). “uh” in the sentence or utterance used by the speaker to fulfill the response signal in conversation “uh” produced by the speaker also has the role to show the agreement to what other speaker said. From the context, the word "uh" is categorized as hesitators. The researcher concludes that the word "uh” is a marker used as a marker of information management.

### **Datum 3**

Gibson : Just be a drop in the ocean.  
Potter : Ugh! That's the same conclusion  
Gibson : Tolstoy came to.

Context:

In the conversation, this context seem that Potter shows her shocked with what she look, she said “ugh” to represent her feeling.

Analysis:

The word "ugh" in the sentence (*Ugh! That's the same conclusion*) is produced expressive and spontaneously by Potter at the beginning of the statement. The word "ugh" is located in the initial position of utterance. Potter said “ugh” because she responded and confirmed to what Gibson said like (*Just be a drop in the ocean.*). “ugh” in the sentence or utterance used by the speaker to fulfill the response signal in conversation “ugh” produced by the speaker also has the role to show the speaker to give stressing about her feeling. The speaker makes a sign that she shock with that, so the discourse marker “ugh” here as signaling emotional involvement of speaker. From the context, the word "ugh" is categorized as interjection. The researcher concludes that the word "yeah” is a marker used as a marker of information management.

#### Datum 4

Hamilton : Don't turn back now.  
Potter : Up the A.B.S., Hamilton!  
Hamilton : Whoa, whoa  
Potter : Well done, Ralph.  
Hamilton : The nearest anyone's  
Potter : come to beating him.

#### Context:

In the conversation, this context show Hamilton ensured the words or terms which intended by Potter. After that, Hamilton confirmed what Potter said because it was the word intended by Hamilton.

#### Analysis:

The writer looks that the guide here show surprise expression because the people come to the boat. In this context seem that the guide showed amazement with the speaker seems amazement with what he looks. So, the discourse marker “whoa” here is a signaling emotional involvement of speaker.

The word "whoa" in the sentence (*whoa, whoa*) is produced spontaneously by Hamilton at the beginning of the statement. The word "whoa" is located in the initial position of utterance. Hamilton said “whoa” because she responded, surprise expression, and confirmed to what Potter said like (*Up the A.B.S., Hamilton!*). “whoa” in the sentence or utterance used by the speaker to fulfill the response signal in conversation “whoa” produced by the speaker also has the role to show the emotional involvement of speaker. From the context, the word "whoa" is categorized as interjection. The researcher concludes that the word "whoa” is a marker used as a marker of showing information management.

### **Datum 5**

Gibson : Hello, Peter.  
Hamilton : Are you enjoying the party?  
Peter : Mora... Merva...  
Hunt : Moira. Moira.  
Peter : I'd enjoy it a lot more if we got outta here.

#### **Context:**

In the sentence, this context show the word “Hello, Peter” showed an greeting expression to someone who he meet, after that he says the first time they are meet in the situation.

#### **Analysis:**

Gibson used the word "Hello" to express the sentence (*Hello, Peter*). Gibson used “Hello” to say the reality of what she feels. In conversation, “Hello” is greeting expression used when the speaker wants to convey a sentence that has the first time meet. The speaker used hello when expressing the certainty and reality of what the speaker said. To produce “Hello” in the sentence, the speaker says this word in low tone and slow to express the attitude in speaking. Therefore, "Hello" is categorized as an greeting expression which used as a marker of showing reponses.

### **Datum 6**

Peter : What does it take to move you to tears?  
Gibson : Curfew.  
Peter : Goodbye  
Gibson : Goodbye, Right everyone. Curfew.

#### **Context:**

In the Peter statement, she said that she felt strange and fun to come to this conversation. While, Gibson gave response to Peter statement.

Analysis:

In this datum, it can be seen that Peter said “Goodbye” to response Gibson statement (*Curfew*). This situation is happened in the last of the topic. Peter produced “Goodbye” to show that Gibson is an active listener because she gave sign to response what the speaker or Peter said in conversation and the movie this discourse marker have an influence to someone who said that, because when they say greeting its make good relation. The word “Goodbye” is marker used to give the response to the speaker which means that this word is categorized as Farewells expression which has duction as marker of showing reponses.

#### **Datum 7**

Hunt	: You can have this one cheap.
Peter	: Oh, really?
Hunt	: Well, look, I had idea
Peter	: When are you leaving?
Hunt	: Two weeks.
Peter	: What about dinner tonight?
Gibson	: No, I'm...

Context:

In this context, the word “well” is the discourse marker as linking adverbial. “well” here indicates the linking between the prior sentence “well” and after.

Analysis:

In this datum, Hunt used “well” at the beginning of her statement (*Well, look, I had idea*). Hunt said that statement after hearing Peter ask. Then, she took a turn to change the topic that she want to ask Hunt. The word “well” used by Hunt in order to understand the situation. The word "well" included DMs that serve as markers for topic switching. Usually, "well" is included at the beginning of the statement. Based on this context, the researcher concludes that "well" is a structural marker that functions as a marker of temporal adverb.



### **Datum 8**

Sigourney : What's your solution?  
Peter : Well, I support the view that you just  
Sigourney : don't think about the major issues.  
Peter : You do whatever you can about the misery that's in  
front of you.

Context:

In that context appear the discourse marker “whatever”, “whatever” here indicates the relationship the sentence one with two.

Analysis:

In this datum, Peter stated a long statement in the Conversation. In delivering this statement, Peter used word ” Whatever” which are considered DMs. Peter used these markers because she explained many things when she prepared the conversation. The use of DMs like “Whatever” by the speaker is to explain a long and complete statement. The use of DMs is also a strategy for the speaker to hold his turn in speaking. The words that were delivered were spoken spontaneously and briefly, like the word "cuz" which originated from temporal adverb” because”. Based on this context whatever acts as a marker of temporal adverb in making statements or sentences.

### **Datum 9**

Peter : You know why he let you interview him?  
Hunt : No. Tell us, Pete.  
Peter : Because he knew a more experienced journalist  
wouldn't have even filed it.  
Hunt : Really, Pete?  
Gibson : If Aidit told you he had a toothache, you'd file it.

Context:

In the conversation, this context seem that Peter shows her word “Because” with what she look, she said “Because” to represent her feeling and here have the types as linking adverbial.

Analysis:

In datum 9, Peter explained two segments including (*Because he knew a more experienced journalist wouldn't have even filed it*) and (*I think I was just prepared and I think I'm getting to the first part of my career*). The two segments connected by the linking word "because". Peter used "because" to sign the upcoming sentence (*I think I was just prepared and I think I'm getting to the first part of my career*) is the cause from the prior sentence (*Because he knew a more experienced journalist wouldn't have even filed it*). "Because" is one of the DMs used to indicate causes. In the datum, "because" has a role to denote the second sentence as the cause of the first sentence. Based on the analysis, the researcher concludes that "because" is types as linking adverbials.

#### **Datum 10**

Hamilton : You've been after him for months  
Potter : trying to get him to tell you something.  
Hamilton : The story stinks, and you know it.  
Potter : Sukarno's not stupid.

Context:

In datum 10, Maggie said that the middle show she visited was in Indonesian and she said that the Sukarno was amazing.

Analysis:

There are two phrase in Hamilton statement. The first clause is (*The story stinks*) and other phrase (*you know it*). These phrase are connected to each other with the word "and" in the middle of clauses. The word "and" is a "linking word" which generally plays a role in connecting clauses/phrase or sentences. In the category of DMs "and" are considered as linking adverbial and it's function as a marker of connectives.

### Datum 11

Gibson : I keep a lot of film stock here.  
Hunt : It's kinder to it.  
Peter : Kinder to you too, eh?  
Hunt : Okay, okay. But everything else here is your basic  
Indonesia.  
Peter : A normal man  
Gibson : of normal intelligence capable of having.

Context:

In this context, Hunt said that the show he had in Indonesian was amazing but it would take hard work and thought to make it happen.

Analysis:

In this datum, Hunt used "but" between two clauses/phrase there are (*Okay, okay*) and (*everything else here is your basic Indonesia*). It separately arranged word "but", because Hunt went to deliver the two phrase which have the contrast meaning. "But" is a linking word that plays a role in the discourse to mark two sentences or clauses which the prior sentence has the contrast meaning with the upcoming sentence. Based on this context, "but" as DMs are categorized types as linking adverbials.

### Datum 12

Sigourney : Philippe. He's a French journalist.  
Peter : He was working here for a while.  
Hunt : Were they, uh...  
Sigourney : Yeah, they were.  
Hunt : Then he got transferred. It's difficult  
Sigourney : for a woman like Jilly here. capable of having.

Context:

Sigourney told me that he was impressed with Hunt experience and he said that Hunt as a journalist can make her difficult feel alive.

Analysis:

In the datum 12, Hunt said unclear statements like (*Then he got transferred. It's difficult*), then he clarified the statement with a statement. From this statement, Hunt used "Then" to modify the statement that she conveyed before. Based on this context, the "Then" contained in the statement serves to clarify the idea or statement that previously. This conversation show that Hunt only want to fill the gap of speak in order that not seem empty, and seem as a natural speak also to make a good speaking. Therefore, "Then" in a sentence or statement functions as a markers of temporal adverb. "I mean" is categorized as linking adverbial.

### **Datum 13**

Peter : What happens next?

Hunt : Soon as Sukarno's finished breakfast, we go up.

Peter : How do you know when he's finished?

Hunt : He throws his scraps to us.

Context:

In this sentence, Peter as the daily activitiy told her experience and moment when she has the show, she informed to Hunt that they should appreciate the moments.

Analysis:

To tell the experience, Hunt used the word "you know" in the conversation. The word "you know" in the sentence (*How do you know when he's finished*) is produced by the speaker to share the knowledge or experience towards the listener. The sentence (*Soon as Sukarno's finished breakfast, we go up*) is the point that the speaker wants to share with the listeners. The word "you know" in datum 13 is located in the middle of the sentence. Therefore "you know" is categorized as an stance adverbials that functions as a marker of information and participation.

#### Datum 14

Gibson : Don't you have an interview?  
Peter : Let's go to the interview.  
Gibson : Looks better on you.  
Peter : Does it?  
Gibson : Maybe I should buy one.  
Peter : You can have this one cheap.  
Gibson : Oh, really?  
Peter : Well, look, I had idea.

#### Context:

In this context situation, Gibson tried to make a statement, he made a serious situation conversations with Peter the word "Maybe" as a discourse marker stance adverbial.

#### Analysis:

In the datum 14, Gibson used "Maybe" her statement (*Maybe I should buy one*). Gibson uttered "Maybe", because she hesitated to convey her idea. Then, she paused her speech in a moment to think about the idea that she wants to convey. "Maybe" is a marker used to fill hesitation pauses in speech. By using this marker, the speaker has the time to arrange the idea that she wants to say. The researcher concluded that "Maybe" is a temporal adverb.

#### Datum 15

Potter : One, two, three.  
Hunt : Testing, testing.  
Potter : It'll do his image a world of good.  
Hunt : The president will act...  
Potter : Of course I will...

Context:

Potter thought that he doesn't want to talk to understand the situation and he also went to feel the community and broad connections to talk about many things.

Analysis:

In datum 15, Potter conveyed her understanding of the situation (*Of course*) to Hunt. To begin the delivery of the idea or statement, Potter used "Of course" which noted as DMs. The words "well" in the statement above indicate that the speaker thinks before conveying the ideas. The interpretation is proven when the Maggie paused in speaking after using the two markers (Of course). By using "Of course" in the delivery of the ideas, the speaker easier to think about what ideas conveyed to the listeners. From this context, the researcher concludes that "Of course" are categorized as stance adverbial which function as markers of response.

#### **Datum 16**

Potter : One, two, three.  
Hunt : Testing, testing.  
Potter : It'll do his image a world of good.  
Hunt : The president will act...  
Potter : I think I will...

Context:

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

Analysis:

In datum 16, Maggie conveyed her statement (*I think I will*) to HuntS. To begin the delivery of the idea or statement, Potter used "will" and "I think" which noted as DMs. The words "will" and "I think" in the statement above indicate that the speaker thinks before conveying the ideas. The interpretation is proven when the Potter paused in speaking after using the two markers (will and I think). By using

"will" and "I think" in the delivery of the ideas, the speaker easier to think about what ideas conveyed to the listeners. From this context, the researcher concludes that "I think I will" are categorized which function as markers of denoting the thinking process.

a. Call or Summons

**Datum 17**

Potter : Hey, Guy! Come on! We're going to be late  
Hunt : I know, I'm sorry. I just can't my keys.  
Potter : Okay

Context:

In this context "hey" used to give calls to someone and "hey" told in statement that felt uneasy when understand on the conversation.

Analysis:

In this datum, the speaker stated a long statement in the conversation. In delivering this statement, the speaker used several words such as "yeah, guy, and", which are considered DMs. The speaker used these markers because she explained many things when she understand the conversation. The use of DMs like "yeah, cuz, and" by the speaker is to explain a long and complete statement. The use of DMs is also a strategy for the speaker to hold his turn in speaking. The words that were delivered were spoken spontaneously and briefly, like the word "hey" which originated from vocatives "hey". Based on this context, yeah, and, guy acts as a discourse marker can utter to express that.

a. Addresses

**Datum 18**

Hunt : You were many things, Sukarno's  
Potter : What is the informations ?  
Hamilton : All the information is with sukarno.

Context:

The context in conversation, of that word above is vocatives. The speaker concludes that the contexts of discourse markers in Indonesian above have the function as expressive functions.

Analysis:

In datum 13 sentence used then in the middle of her sentence (*You were many things, Sukarno's*). "You were many things, Sukarno's" is used by the speaker to add the information about what she does after conversation in Sukarno. So, to make emotional involvement of the speaker the sequence of her statement uses more stressing in his partner names. From the explanation From the explanation functions of the word as express the discourse marker above, the researcher concludes that in vocative types that appear in Indonesian movie have the function as expressive which cover as signaling emotional involvement of the speaker. The speaker show the signaling emotion with uses give the more stressing in his name partner or calls.

#### **Datum 19**

Hunt : Oh, I think I've heard of that one.

Hamilton : Yeah, I thought it was really well done.

Potter : Guy Hamilton, right?

Context:

In this context on the conversation from the speaker's, appear a discourse marker "Right, okay, all right, ready" that used by the speaker to get understand and agreement from the hearer.

Analysis:

The speaker used the word "right, okay, all right, ready" at the beginning of her question and statement (Maybe it's already here, All right?, No bags. See? Okay?, Guy Hamilton, right?). In the sentence, the speaker used "right, okay, all ready" at the



beginning of her statement and question for the conversation in order to represent the speaker feeling or the speaker desire. which they discussed. The word "right, okay, all ready" is used by the speaker as a marker to start the discussion of topics or questions. Therefore, the location of "right, okay, all ready" is usually found in the initial position. The researcher concludes that "right, okay, ready" is categorized as a elicitors. These DMs are useful as a marker of information and participation.

a. Response to question

**Datum 20**

Peter : Interesting?  
Hunt : Yes, you're still young enough  
Peter : and brave enough to speculate.  
Hunt : The Lombok famine  
Peter : wasn't exactly speculation.

Context:

Peter ensured the term intended by Hunt. After that, Hunt said that Peter term was true.

Analysis:

In the Hunt statement (*Yes, you're still young enough*), there is word "Yes" which indicates that Hunt showed certainty or truth. Based on this context, the word "Yes" indicate gives the response with the asking from Peter. The speaker usually produce "Yes" slowly and in low tone to express the attitude in speaking. "Yes" in the statement also located in the begining of the sentence. From this analysis, the marker "Yes" is classified as response marker. These DMs functions are useful as markers of response.

### **Datum 21**

Potter : Good luck.

Gibson : Now go.

Potter : Quickly!

Gibson : No!

Potter : I got a ticket, asshole!

Gibson : No bags. See? Okay?

Context:

In this section the context conversation, appear that the discourse marker produce “no” used by Gibson to response the question from Potter.

Analysis:

In the datum 26, Gibson used “no” at the beginning of her statement (*No!*) Gibson used "no" to convey the middle of the conversation she has stated before. The word "no" located in the initial position to sign that the speaker wants to take the question from the topic. A question statement is delivered when the conversation wants to end the topic. Based on the context of the statement, it can be concluded that "no" acts as a marker of response.

b. Response to directive

### **Datum 22**

Sigourney : we should not go out.

Gibson : It's okay. They won't touch us.

Sigourney : Come on. Come on!

Gibson : I think you better keep

Context:

The sentence shows Gibson as the interviewer told Sigourney that he wants to read some cards. Then, Gibson's statement was responded by the Sigourney by saying "okay".

Analysis:

In datum 27, Gibson said "okay" when he gives the response to Sigourney's statement (*It's okay. They won't touch us*). She produced "okay" to show the agreement of what Gibson said. The word "okay" is DMs that used to give the response to other's speaker statements or questions which conveyed in conversation. In conversation, the speaker produced "okay" spontaneously. In other words, "Okay" has a role to fulfill the response signal in conversation. The researcher concludes that the word "okay" is categorized as an response marker, which functions as a marker of showing responses.

c. Response to assertions

**Datum 23**

Peter	: I know. I don't
Hunt	: want them to get his files.
Peter	: He was murdered, wasn't he?
Hunt	: Yeah.

Context:

In the contexts above seems that the discourse marker indicate the attention and give the assertion to comments the questions from Peter.

Analysis:

In this discourse markers have the functions as markers of response. The researcher concludes that this type of discourse marker used by Hunt is response form. In response to questions, indicates that the discourse marker to give the response or answering the questions.

## Datum 24

Gibson : you should get to know.  
Potter : Who?  
Gibson : The chap with the mustache.  
Potter : He's British military attach.  
Gibson : Colonel.  
Potter : Ah, Kwan.

### Context:

In the conversation, Potter ensured the words or terms which intended by Gibson. After that, Potter confirmed what Gibson said because it was the word intended by Potter.

### Analysis:

The word "ah" in the sentence (*Ah, kwan*) is produced spontaneously by Potter at the beginning of the statement. The word "ah" is located in the initial position of utterance. Potter said "ah" because she responded and confirmed or comments to what Gibson said like (*Colonel*). "ah" in the sentence or utterance used by the speaker to fulfill the response signal in conversation "ah" produced by the speaker also has the role to show the agreement to what other speaker said. From the context, the word "ah" is categorized as response form. The researcher concludes that the word "yeah" is a marker used as a marker of showing the responses.

## Datum 25

Bryant : Do you know Sri?  
Hunt : Yes. How do you do?  
Potter : Colonel Henderson,  
Hunt : this is Jill, uh, Bryant...  
and Billy Kwan.  
Potter : Heard your piece on Lombok.

Context:

In this conversation the context seem that the discourse marker “uh, um” use to fill hesitation pauses. Hunt and Bryant ensured the words or terms which intended by Peter. After that, Hunt and Bryant confirmed what Peter said because it was the word intended by Hunt and Bryant.

Analysis:

The word "uh, um" in the sentence (uh ,*This is Jill*, uh, *Bryant*) is produced spontaneously by Maggie at the beginning and the middle of the statement. The word "uh" is located in the initial position of utterance. Hunt and Bryant said “uh” because she responded and confirmed to what Potter said. “ah” in the sentence or utterance used by the speaker to fulfill the response signal in conversation “ah” produced by the speaker also has the role to show the agreement to what other speaker said. From the context, the word "ah" is categorized as hesitator. The researcher concludes that the word "ah” is a marker used as a marker of showing the responses.

#### **Datum 26**

Bryant	:Let's see how long you last in this...
Peter	: Where is your drink?
Hunt	: Come along.
Bryant	: Uh
Peter	: Who do I look like?
Hunt	: A Chinese-Australian

Context:

In this conversation the context seem that the discourse marker “uh, um” use to fill hesitation pauses. Hunt and Bryant ensured the words or terms which intended by Peter. After that, Hunt and Bryant confirmed what Peter said because it was the word intended by Hunt and Bryant.

Analysis:

The word "uh, um" in the sentence (uh ,*This is Jill*, uh, *Bryant*) is produced spontaneously by Maggie at the beginning and the middle of the statement. The word "uh" is located in the initial position of utterance. Hunt and Bryant said “uh” because she responded and confirmed to what Potter said. “ah” in the sentence or utterance used by the speaker to fulfill the response signal in conversation “ah” produced by the speaker also has the role to show the agreement to what other speaker said. From the context, the word "ah" is categorized as hesitator. The researcher concludes that the word "ah” is a marker used as a marker of showing the responses.

#### **Datum 27**

Potter : Excuse me, sir.

Peter : It's terribly late.

Potter : The ambassador's already asked me to close up.

Context:

In the Potter statement, she said that she felt strange and fun to come to this conversation. While, Peter gave respectful response to Potter statement.

Analysis:

In this datum, it can be seen that Potter said “Excuse me” to response Potter statement (*Excuse me*,). This situation is happened in the beginning of the topic. Potter produced “Excuse me” to show that Potter is an active listener because he gave sign to response what the speaker or Potter said in conversation. The word “excuse me” is marker used to give the response to the speaker which means that this word is categorized as expressive which has duction as marker of showing various polite speech-act formulate.

### **Datum 28**

Potter : I'm gonna get you  
Peter : a penicillin tablet.  
Potter : I guess I'll survive. Thanks.

#### **Context:**

Peter thought that caption used a respectful language. he doesn't want to talk to many people but she also went to feel the community and broad connections to talk about many things.

#### **Analysis:**

In datum 33, Potter conveyed her statement (*I guess I'll survive. Thanks.*) to Peter. To begin the delivery of the idea or statement, Potter used "thanks" which noted as DMs. The words "thanks" in the statement above indicate that the speaker thinks before conveying the ideas. The interpretation is proven when the Potter respectful in speaking after using the two markers (thanks). By using "thanks" in the delivery of the ideas, the speaker easier to think about what ideas conveyed to the listeners. From this context, the researcher concludes that "thanks" are categorized the function as various markers of polite speech-act.

### **Datum 29**

Gibson : Why are you creepin' around?  
Peter : I'm sorry. I didn't hear you come in.  
Gibson : Geez.  
Peter : I keep equipment here.  
Gibson : Potter gave me a key.

#### **Context:**

In the conversation, he said that she felt strange and fun to come to this conversation. In this context the speaker have purpose to apologizing.

Analysis:

In this datum, it can be seen that Peter said “I’m sorry. I didn’t hear you come in” to response Gibson statement (*Why are you creepin around?*”). This situation is happened in the beginning of the topic. Peter produced “sorry” or same as “I’m sorry” to show that Tavi is an expressive because he gave sign to response what the speaker or Peter said in conversation. The word “sorry” is marker used to give the response to the speaker which means that this word is categorized as marker of showing expressive. the researcher concludes that "sorry" are categorized the function as various markers of polite speech-act.

### **Datum 30**

Sigourney : This is my special friend,  
Hunt : Jilly Bryant. Guy Hamilton.  
Sigourney : Drinks all around?  
Hunt : es, please.  
Sigourney : Gin and tonics for everyone?  
Hunt : Four.

Context:

In the sentence, Hunt showed an expression of respectful language, after that she says the truth about what she felt in the situation.

Analysis:

Hunt used the word "really" to express the sentence (please). Hunt used “please” to say the reality of what she feels. In conversation, “please” is various purpose such as appeal, thanking, apologizing, and in order to hear more polite. The speaker used really when expressing the certainty and reality of what the speaker said. To produce “please” in the sentence, the speaker says this word in low tone and slow to express the attitude in speaking. Therefore, "please" is categorized as an various polite speech-act which used as a marker of expressive which cover as politenes.



### Datum 31

Bryant : I bought him for you, pal.  
Hunt : He's yours.  
Bryant : He goes wherever you go.  
Hunt : Oh, God.

#### Context:

In the conversation, Potter said “hell, oh God” showed an expression of natural, after that she says the truth about what she felt in the situation.

#### Analysis:

Potter used the word "hell, oh God" to express the sentence (*Tells the West to go to hell*). Maggie used “hell, oh God” to say the reality of what she feels. In conversation, “oh God” is taboo expletives used to express something bad not in polite use (Leech 1989:14). The speaker used really when expressing the certainty and reality of what the speaker said. To produce “hell, oh God” in the sentence, the speaker says this word in low tone and slow to express the attitude in speaking. Therefore, "hell, oh God" is categorized as an expletives marker which used as a marker of showing marker of temporal adverb.

### Datum 32

Peter : President Sukarno  
Potter : Tells the West to go to hell.  
Hunt : and today Sukarno is the voice of the Third World.

#### Context:

In the conversation, Potter said “hell, oh God” showed an expression of natural, after that she says the truth about what she felt in the situation.

Analysis:

Potter used the word "hell, oh God" to express the sentence (*Tells the West to go to hell*). Maggie used "hell, oh God" to say the reality of what she feels. In conversation, "oh God" is taboo expletives used to express something bad not in polite use (Leech 1989:14). The speaker used really when expressing the certainty and reality of what the speaker said. To produce "hell, oh God" in the sentence, the speaker says this word in low tone and slow to express the attitude in speaking. Therefore, "hell, oh God" is categorized as an expletives marker which used as a marker of showing marker of temporal adverb.

### 3.2. Discussion

This part, the researcher will explain all the data have been found in "The year of living dangerously movie" movie by using Biber et al (1999: 1095) theory about ten types of discourse markers, they are *interjections, greeting and farewell expressions, linking adverbials, stance adverbials, vocatives, response elicitors, response forms, hesitator, various polite speech-act formulate, expletives*, And Sciffrin theory about six functions of discourse marker, they are *marker of information management, marker of response, marker of connectives, marker cause and effect, markers of temporal adverb, and markers of information and participation*.

The researcher found all types of DMs. **Interjections** is the first type of DMs which used by the speakers. Interjections are words or set of sounds used as a sudden remark to express feelings (Leech 1994:152). In this movie the researcher found discourse marker as interjection was showed in datum 1 (ah!), datum 3 (ugh!), and datum 4 (whoa whoa). The speaker uses discourse markers interjection as appear in datum 1, the speaker said ah! because that situation occur in danger situation. Almost all of the discourse markers as interjection are used here in surprise, dangerous, and angry.

Second, **Greeting and Farewell Expressions** occur in special discourse situations and constitute conventionalized responses to these situations, despite their phatic use argues, these markers can be used as an instrument to maintain a link among people. In general, greeting can be very in formality, hi and hello are used in informal situations, they are less formal than “good” forms: good morning, good afternoon, and good evening (Biber et al, 1990:1088). In this movie the researcher found 1 discourse markers as greeting and farewell expression, that is in datum 5 (hello) and datum 6 (goodbye). That is used by Gibson to Hamilton, when she will die. That is the greeting from Gibson to Hamilton.

Third, Levinson (1983:87) indicates that there are words and phrases in English, and in most languages are used to indicate the relationship between an utterance and the prior discourse markers. In this movie the researcher found 4 discourse markers as **Linking adverbials** that are in datum 9 (because), datum 10 (and), datum 11 (but), and datum 12 (then). They are because, and, but, then. Speakers used this word to connect between the first utter and the next utter.

Fourth, **stance adverbials**, this type of discourse marker is defined as a lexical item that behaves semantically as an operator upon the entire sentence, to express modality, illocutionary force and evaluation. In this movie the researcher found 2 that are in datum 13 (you know) and datum 15 (of course). Discourse markers they are found, you know, of course.

Fifth, generally speaking, **vocatives** are viewed by Levinson (1983:71) as noun phrases that refer to the addressee, but are not syntactically or semantically incorporated as the argument of prosodically, they are separated from the body of a sentence pro-stoically. In this movie the researcher found 1 discourse marker as vocatives in datum 18 (you were many things, sukarno’s) divided into two are Calls or summons and Addressees.

Sixth, **elicitor**, this marker is characterized as generalized question tags, that are used by the speaker to get or elicit agreement from the hearer. In this movie the researcher found 4 discourse marker as response **elicitor** in datum 19 (guy Hamilton, right?).

Seventh, **response Forms** are brief and routinized responses to a previous remark. In this movie the researcher found 5 discourse marker in datum 24 (ah kwan). That is used to answer the question and give response.

Eighth, **Hesitator** is discourse markers that are used to fill hesitation pauses in speech. Such markers tend to be condemned by people who do not understand why they are used, but they are very important. They allow the addressee to catch up, and they help the speaker to plan what to say next. In this context the researcher found 2 discourse markers as hesitant in datum 2 (uh) and datum 26 (uh), they are uh, uh. This discourse marker is used to fill some hesitation in speech.

Ninth, **Various polite speech-act formulate** refers to discourse markers like sorry, pardon, thank you and please that are used in respectful language, they add that these markers have speech act function in thanking, apologizing and regretting. And they have in fact, a respective role in the interactive nature of speaker's conversation. In this context the researcher found 4 discourse marker in datum 27 (excuse me), datum 28 (thanks), datum 29 (sorry), and datum 30 (please) they are sorry, excuse me, thanks, please. These discourse markers are used to thanking, apologizing and regretting.

Last, These markers are words or phrases that do not contribute any meaning to the text. Some of them are taboo expressions like swearwords or "semi-taboo expression" that are used as exclamations especially in strong negative experience, **expletives** divided in two types, that are: Taboo expletives and Moderated expletives. This movie showed 1 discourse markers as expletives in datum 32 (hell).

The functions, from the explanation above discourse markers have several functions. Sciffrin (1987) divided discourse marker into six categories or functions that are: First, **Marker of Information Management**. Sciffrin (1987:73) explained one of discourse marker is “oh” that used as exclamation or interjection. When it is used alone, without the syntactic support of a sentence, it indicates strong emotional states, e.g. surprise, fear, or pain. To sum up, oh is a marker of information management: it marks shift in speaker’s orientation (objective and subjective) to information which occurs as speakers and hearers manage the flow of information produced and received during discourse. Orientation shifts affect the overall information of state of a conversation: the distribution of knowledge about entities, events and situations. Although oh is a number of cognitive tasks, its use may have pragmatic effects in interaction (Schriffin 1987:79).

In this movie showed 5 discourse marker as marker of information management in datum 1 (ah), datum 2 (uh), datum 3 (ugh), datum 4 (whoa, whoa), datum 13 (you know), datum 19 (right) . For example in datum 1 the word ”ah”, In this context the speaker used oh in surprised situation, oh occurs as speakers shift orientation to information. During conversational context, oh mark a change in orientation of speaker (focus of speaker attention) which replace one information unit with another, as they recognize old information which has become conversationally relevant and as they receive new information to integrate into already present information knowledge.

Second, According to Scheglllof and Jefferson in Sciffrin (1987:102) **marker of response** well often begin turns like turn-initiator in discourse, well reveals little about construction of the upcoming turn which is an important features as turn beginning may overlap prior turn. In another feature well is used as pre-closing device, offering its recipient to reinstate an earlier or unexpanded topic of talk or to open round of topic and shift toward already shared topic.

In this move the researcher found 14 discourse marker as markers of response in datum 5 (hello), datum 6 (goodbye) datum 15 (of course), datum 20 (yes), datum 21 (no), datum 22 (okay), datum 24 (ah, kwan), datum 26 (ah). That is discourse marker that used to response when speaker give question. The reason why the speaker used those markers in their speeches is because their need in shifting the topic focuses to one of the topics which have already talked. So, they tried to signal their move in discourse to audience by using simple response, like yes, ok, well, yah, whatever, and so on.

Third, **marker of connective** also can be called discourse connective is a kind of discourse marker that different with others, if the previous marker is not based grammatical status, discourse connective that consist of and, but and or have a role in grammatical system of English, their analysis of marker has to proceed somewhat differently.

In this movie the researcher found 4 discourse markers in datum 10 (and), datum 11 (but), datum 12 (but). In this context the speaker say um, uh to connect their speech to make their speaking become good and natural. Speaker needs an effective ways to keep up her/his discourse in interaction. Subsequently, they have to use a language device that has function as continuation tool. They then use markers “and”, ”but” and “or” for deal with it.

For example in Datum In sentence *the story think, and you know it* seem that the speaker shows the information, the speaker wants to show that the first utterance have relation with the next utterance. The discourse marker “and” here have the function to serve as filler. The word “and” here show that the speaker only want to fill the gap of speak in order that not seen empty, and seem as a natural speak also to make a good speaking. The speaker also wants to make the hearer really understand with his utter.

Fourth, **markers of cause** and result are markers that contribute to the coherence of discourse by signaling relations between discourse units. According to Sciffrin, because is used by the speaker to indicate a relation of cause and result, meanwhile, so is used to indicate a relation of premise and conclusion“. For the item because, it also has function to initiate discourse like and. Otherwise, So indicates that a speaker has reached a point in the presentation of his idea at which a hearer can infer what would come next even if it is not explicitly stated. In this movie the researcher found 1 discourse marker as cause in datum 10. The speaker used because to convey a meaning of cause. In other word, it is a causative utterance where the cause occurs.

Fifth, **marker of temporal adverb** consists of two items: now and then. In general, those markers indicate temporal relationships between units of talk. Sciffrin claims that now is used to indicate a speaker“s progression through a discourse which contains an ordered sequence of subordinating parts. It is also marks a topic change by the speaker, or when the speaker wants to negotiate the right to control what will happen next in talk (1987:241). And the next item “then” used in discourse to indicate succession between prior and upcoming talk (from one topic to another). In other hand, it has function to link two segments respectively. In this movie the researcher found 2 discourse marker as temporal adverb in datum 7 (well), datum 32 (hell).

Sixth, **the markers of information and participation** are used to relate informational units in the present discourse with informational units in the previous discourse. Furthermore, Sciffrin (1987:268) maintains that you know has two discourse functions: a marker of meta-knowledge about what speakers and hearers share, and a marker of meta-knowledge about what is generally known.

In this movie the researcher found 2 discourse marker as information and participation in datum 13 (you know) and datum 7 (well). That are used by the speaker to give information and participation to the other speaker. For example In datum 7, In sentence *well*, you keep saying the future wasn“t always this way, right? Seem that the

speaker shows the information and agreement. The discourse marker “well” here have the function to serve as filler. The word “well” here show that the speaker only want to fill the gap of speak in order that not seen empty, and seem as a natural speak also to make a good speaking. The speaker also want to make the hearer really understand with her utter.

Furthermore this study's result demonstrated that there are thirty-two types of discourse markers found in the movie conversation when they are role the movie. Although those DMs has the same terms, they have a different function. The function is influenced by the context. For the example when making a presentation, DMs can function as an *opening marker* if used at the beginning of a sentence to open a discourse. Then in the conversations, DM can function as a confirmation finder if followed by a question mark.

The use of DMs *yeah* and *oh* commonly appears. Although they have more than one function, most of them have a function as response. In this study also appear several DMs have been combined based on an inventory of Schifffrin's theory which is *yeah* and *no*. DMs *yeah* actually comes from DMs *yeah* and also DMs *no* comes from DMs *no*. Actors use this combination of DMs when they are still focussing on the conversation, but they still do communication with others and give a response to the speaker. So, they use those DMs spontaneously.

The use of DMs in the movie, especially in all of the character contexts, is widespread. In all of the character contexts like conversations among the movie, the actors as speakers often use DMs that have different functions, especially as the response marker. There are no binding rules in informal conversations, so speakers can use DMs without fear of being wrong. It is also influenced by the context in which the conversation occurs when two or more people are focused on doing something (movie), but the conversation is still ongoing. While, in the other genre context, a person will be bound by the rules and also in the monologue, someone only focuses on the discourse



that is to be delivered. So in this study, the researcher finds many functions of the DMs according to Schiffrin's theory. The most frequent function is the response function, information management, and several markers of connective.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter provided the conclusions and the suggestions. After analyzing the data about discourse markers used by all of the characters in the movie, the researcher take the conclusions and suggestions.

#### A. Conclusion

Based on the data analysis, the researcher concluded four types of DMs used by all of the character in the movie. Those types are interjections, greeting and farewell expressions, linking adverbials, stance adverbials, vocatives, response elicitors, response forms, hesitator, various polite speech-act formulate, expletives, And Sciffrin theory about six functions of discourse marker, they are marker of information management, marker of response, marker of connectives, marker cause and effect, markers of temporal adverb, and markers of information and participation.

Regarding the types of DMs, the function of DMs also used by the actors in the movie. They are marker of sharing knowledge, marker of information management, marker of response, marker of connective, marker of cause and effect, marker of temporal adverb, marker of information and participation.

There are some types and functions which frequently used by all of the characters in the movie. They used the same terms and different function. The function is influenced by the context. For the example when making a presentation, DMs can function as an *opening marker* if used at the beginning of a sentence to open a discourse. Then in the conversations, DM can function as a confirmation finder if followed by a question mark.

The researcher found some differences and the similarities between this study and previous studies, as explained in chapter one that all of the previous studies analyzed the DMs in the movie only one character. In contrast, this study analyzed DMs in the movie

by all the character. In terms of frequency, the researcher found that previous studies fewer used types and the function of DMs . The differences occurred because the previous studies analyzed the only one character, and this study analyzed all of the characters. From a different situation, the characteristic of data found from both studies also different. Besides that, the researcher also found that both of this study and previous studies are used referential. The similarity occurred because the referential marker has the same functions in both of the studies.

## **B. Suggestion**

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

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2017-2018	: Himpunan Mahasiswa Jurusan Sastra Inggris
2018-2019	: Dema Fakultas Humaniora

## APPENDIX

Function	DMs	Utterances
Markers of Information Management	Ah, uh, ugh, whoa	<ol style="list-style-type: none"> <li>1. “<b><u>Ah!</u></b> Keep it.</li> <li>2. “<b><u>uh</u></b></li> <li>3. <b><u>Ugh!</u></b> <i>That’s the same conclusion</i></li> <li>4. <b><u>Whoa, whoa</u></b></li> </ol>
Markers of Response	Well, whatever, because, of course, yeah, right, yes, no, okay, yeah, ah kwan, uh, uh	<ol style="list-style-type: none"> <li>1. “<b><u>Well,</u></b> <i>look, I had an idea</i>”</li> <li>2. “You do <b><u>whatever</u></b> you can about the misery that’s in front of you.”</li> <li>3. “<b><u>Because,</u></b> <i>he knew a more experienced journalist would’n have even field it.</i>”</li> <li>4. “<b><u>Of course</u></b> I will</li> <li>5. “<b><u>Yeah</u></b>”</li> <li>6. “<b><u>Right</u></b>”</li> <li>7. “<b><u>Yes,</u></b> <i>you’re still young enough.</i>”</li> <li>8. “<b><u>No!</u></b>”</li> <li>9. “It’s <b><u>Okay.</u></b> <i>They won’t touch us.</i>”</li> <li>10. “<b><u>Yeah</u></b>”</li> <li>11. “<b><u>Ah kwan</u></b>”</li> <li>12. “This is Jill, <b><u>Uh,</u></b> Bryan</li> <li>13. “<b><u>Uh</u></b>”</li> </ol>
Markers of Connectives	Then, you know, maybe, thanks	<ol style="list-style-type: none"> <li>1. “<b><u>Then,</u></b> <i>he got transferred. It’s difficult.</i>”</li> <li>2. “How do <b><u>you know</u></b> when he’s finished.”</li> <li>3. “<b><u>Maybe,</u></b> <i>I should buy one.</i>”</li> <li>4. “I guess I’ll survive. <b><u>Thanks.</u></b>”</li> </ol>
Markers Cause and Effect	But	<ol style="list-style-type: none"> <li>1. “Okay, okay. <b><u>But</u></b> everything else here is your basic Indonesia.”</li> </ol>
Markers of Temporal Adverb	And, Maybe	<ol style="list-style-type: none"> <li>1. “The story stink, <b><u>and</u></b> you know it”</li> <li>2. “<b><u>Maybe</u></b> <i>I should buy one.</i>”</li> </ol>

