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Nomor: 024 /B11/PCx/III/2019

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Judul artikel   : The Uses and Advantages of Discourse Markers on speaking skill learning at Pesantren-Based English Course

Nama jurnal   : Journal of English Teaching (JET) Adi Buana

Volume / nomor   : Vol. 2, No. 1 (2017)

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Journal of English Teaching Adi Buana, Vol. 02 No. 01, April 2017 37 THE USES AND ADVANTAGES OF DISCOURSE MARKERS ON SPEAKING SKILL LEARNING AT PESANTREN-BASED ENGLISH COURSE Tera Athena STKIP PGRI Bangkalan athenatera99@gmail.com Abstract: Discourse markers often occur in the process of communicating using speaking skills.

In this case, between the speaker and the listener will always give a sign as the indicators which show that they can understand each other. They can follow the conversation or the lecturing process. Both parties use discourse markers as an indicator of interest and understanding of what is being discussed. In this study, the researcher describes the variation of discourse markers in form of three language; English, Indonesia and Madura.

The researcher has conducted three times observation and taken documentation on Pesantren-Based English course. The term pesantren is described as an Islamic boarding house where students immerse themselves in a learning environment with Islamic values. English-based Pesantren has been chosen because all of the students and the teachers must speak English although they are doing daily activities.

The observations were conducted at three teachers or familiarly called ustad in the morning hours at 06.00-07.30 and evening at 21.00- 22.30. The final result states that three teachers have used three kinds of languages namely DMs in English are; About, ok, Now, If, there, please, well, really, right, mhmmmm, so and right. While DMs in the form of Indonesian is: bisa, coba, ya, apa, jadi, tapi.

DMs is also used in form of Madurese language, namely: mon, deddih and apahjiah. The

result shows that DMs have two functions namely textual function and interpersonal function. Keywords: teaching speaking, discourse markers, Discourse INTRODUCTION Discourse Analysis is the process of making sense of what we read, how we can recognize well-constructed texts as opposed to those that are jumbled or incoherent, how we understand speakers who communicate more than they say, and how we successfully take part in that complex activity called conversation (Yule , 2010).Discourse has two main supporting elements: internal and external elements.

Internal elements are related to the formal aspects of language, whereas external elements are related to things outside the discourse itself. External discourse is something that becomes a part of discourse, but does not appear explicitly. The presence of external elements serves as a complement to the unity Journal of English Teaching Adi Buana, Vol. 02 No. 01, April 2017 38 of discourse.

These external elements consist of implicative, presupposition, reference, inference, and context. As a means of communicating, language forms discourse. In this process, speakers often look for indicators that what they say can be understood by listeners. Meanwhile, listeners or other speakers will respond as a form of interest and an understanding of what is being said.

Both parties often use discourse markers or it called DMs. DMs can occur in English: well, oh, um, right, let's see and others. Discourse markers are used in discourse because there are phrases as coordinates contextually. In this case, DMs contribute to the development of the coherence formed between the speaker and the listener in the structure of discourse, context, meaning and behavior during interaction. Through DMs then what it talks about relates to what has been conveyed and refuted (Castro, 2009).

DMs are commonly used in oral communication to synchronize what is meant in the conversation. The language used in the DMs is the language of instruction, namely: English itself, Indonesian and regional languages as a second language Discourse markers are complex phenomena involving textual, pragmatic and interrelated cognitive factors.

Here not only do we know how the relationship between textual, pragmatic, and cognitive but we can know how the role of DMs in communication between humans. The following are the characteristics of discourse sign (Shakarami, Hajhasyemi, & Caltabiano, 2016). 1. DMs are fundamental elements of oral discourse rather than discourse through writing. 2. DMs often occur on oral discourse 3.

DMs are short words and phonologically summarized 4. DMs can occur in the initials of

the sentence 5. DMs tend not to have a lexical meaning 6. DMs occur outside of grammar and even DMs do not have a clear grammar function. 7. DMs are optional or non-binding for use 8. DMs have varied meanings; which they can be used at private and public environment.

According to (Brinton, 1996) Pragmatically DMs has two groups of categories, namely: functions in textual and interpersonal functions. The following Table of the category. Table 1. Pragmatic functions on discourse markers Textual functions To identify the discourse, including attracting the listener's attention To close a discourse To mediate the speaker in a communication or conversation Useful as a mumbling word, The sign of a beginning of discourse Signs and an alternate discourse cover Mumble The Uses and Advantages of Discourse Markers on Speaking Skill Learning at Pesantren-Based English Course Journal of English Teaching Adi Buana, Vol. 02 No.

01, April 2017 39 to refute or confirm in order to maintain a conversation or communication As an indication of new topics or sections on the topic To connect the previous or next information. To mark a few things Continuous To improve the discourse of the speaker or other discourse. Switch speaker Topic switch Indicators An information Markers and discourses That is sustainable Markers and improvement of words Interpersonal functions Subjectively, DMs function as a response or a reaction from discourse Previously including signs Understanding of other speakers takes over to speak.

Interpersonally, to influence cooperation or sharing include confirming assumptions, checking or understanding, asking for confirmation, expressing differences or for maintaining courtesy (facial language) Signs as a response or reaction Back to the previous discussion Confirm Keeping Courtesy (Face) (Brinton, 1996) It can be concluded that, discourse markers (DMs) are linguistic words or phrases to maintain the relationship or communication between the topics or parts of the grammar on the discourse, such as so, well, and then.

In addition, DMs also have a pragmatic function so that the purpose and the speaker can be understood by the listener or the other person (Guo, 2015). Examples as speakers often use DMs to give a comment on a communication such as: you know, I mean. In this study, researcher has studied how the kinds and benefits of DMs used by teachers and students at the time of speaking at English-based Pesantren namely First Course. To facilitate the language of instruction teachers often use discourse markers (DMs) to facilitate communication between teachers and students.

DMs used in the form of English, Indonesian and Madurese. Thus, researchers have

found the kinds and benefits of DMs they have used in the learning process. The variation of discourse markers (DMs) has the benefit of synchronizing and producing good interaction. The results of the analysis show that the use of 40 DMs in learning activities is very important.

It is because the communication or discussion between teachers and students cannot be separated. This interaction is as the media of the target language so it can be a function to make the learning process runs smoothly (Setyaningsih, Suparno, & Karlina, 2015). It can be concluded that DMs function in maintaining coherence and cohesiveness in the learning process.

This is very important because students must understand the material or conversation that is being discussed so that if coherence and cohesiveness are not achieved, then students find it difficult to understand the material being or will be discussed. METHOD Based on the data obtained which consisted of the various words of discourse marker along with the benefits of the markers, the design of this study uses qualitative research. Based on Latief (2016: 77), qualitative research is a process in identifying the overall human behaviors of social life and the culture.

Here, the researcher has analyzed verbal rather than numerical data as a result of research. In this study, qualitative research is used to obtain data in the form of variations of discourse markers (DMs) used by teachers and students in the learning process of speaking. This research was conducted in Bangkalan especially at Pesantren-Based English course namely First Course.

Particularly, the students carried out at level three and they used ?the hundred ? . The subjects of this research are 45 students who are at level three and three teachers. Researcher collected data in the form of observation, and documentation. In this case the researcher is the key of instrument.

Data analysis used in this study is Interactive Analysis Model from Miles & Huberman (1994) which divides into several activities, namely: data collection, data reduction, data presentation, and conclusion and verification. In data collection, the data were obtained from three observations on three teachers and the students. Because they have communication and interaction in learning a target language that is English.

At each observation, the researcher got the data about the using of DMs in teaching and learning process at the third level students in First Course. In this process also, the researchers use documentation in the form of recording he learning process so that no

or minimize the neglected information. The next step is data reduction.

At this stage, the researcher transcribed the recording and then the transcripts were analyzed for various Discourse Markers or DMs. Reduction occurs not to use transcript results unrelated to the statement of problems. After data reduction is done, the researcher presents data in the form of tables and descriptions that exist in result and discussion.

The findings are aligned with the supporting theories so that the conclusions can be drawn. RESULT Based on observations and recordings that have been conducted by researchers, have been analyzed and found the words as a marker of discourse. The Uses and Advantages of Discourse Markers on Speaking Skill Learning at Pesantren-Based English Course Journal of English Teaching Adi Buana, Vol. 02 No.

01, April 2017 41 This analysis is presented by classifying the various Discourse Markers used by students and teachers on speaking lessons based on their function or benefits. Kinds of Discourse Markers The following describes the results of various kinds of discourse markers used by students and teachers in the form of English, Indonesian and Madurese. Tabel 2.

Kinds of discourse markers Functions Students Teachers English Bahasa Indonesia Madurese English Bahasa Indonesia Madurese Textual functions 1.Yes 2. I mean 3.Umm --- 1. enggi 1.About 2. Ok 3.Well 4. I mean 5. Now 1. Coba 2. ya 3. Jadi 4.Tapi 5. Dan 1.mon 2. Deddih Interperso nal functions 1.No 2. yes ----- 1.kadih napah 2.Bunten 1.Uh-huh 2. yes 3. Ok 4. yeah 1.Bisa 2.Apa Functions or Benefits of Discourse Markers This section describes the functions or benefits of Discourse markers based on table 2 above.

This analysis is done by transcribing the recordings and quoting sentences from conversations relating to the use of Discourse Markers. Here are the benefits of each Discourse marker: Between students and teacher (a) Discourse markers as an agreement (b) T"ifyou notunderst Discourse markers as response or reaction Tthis , are to or are to about Imperative sentences, Imperative sentences itu adalah, apa? Perintah, kita coba untuk memerintahkan, bagaimana cara kita untuk membuat kalimat perintah? You can see from the first point come, come in please, you say come, come itu menggunakan kata kerja dasar vrb 1 ya?" Journal of English Teaching Adi Buana, Vol. 02 No. 01, April 2017 42 S: " yes, Sir " Tay, e ildiscuss bout Imperative.

Do you still remember about it S:" bunten teacher, kadihnapah ?" (c) Discourse markers as feedbacks Tyes, you Saleh. do you mean bahasa kua?" S:"kedua yaitu bahasa selain

bahasa Indonesia. I mean, second language is a language we use except Indonesia language, it means Madura l (d) Discourse markers as mumbling words Tap your hand" S:" hmmm .."

(e) Penanda wacana sebagai tanda ketidaksetujuan T you do not understand, do you only kele S:" No. .Sir" T ou alwtatriend?s answ you do your wten test?" S:" bunten , teacher. I alwy to do i , you wi ask somethieach S: " yes, of course sir Tong bekto beeh lok ngarteh, atanyah yeh, jek nengenn S:" enggi , cher" Between teacher and student (a) Discourse markers as starting of learning T twat does unito tal about ?" S:"lass T twat does unito tal about ?" S:"lass T Ok, Classroom Expression, let?s read together...... (b) Discourse markers as the sift of discussion topic T...you e velearnabout room xpres Well, we are going to di imperative senten S:"" (c) Discourse markers as correction T..when we talk about Imperative, we learn how to instruct someone.

I mean, wcommanher person to do we say" S:" (d) Discourse markers as continued explanation T.....I now somethiand ng meaning, coba tebak apa perintahnya yang disebut. Now , everybok...." S:" The Uses and Advantages <mark>of Discourse Markers on</mark> Speaking Skill Learning at Pesantren-Based English Course <mark>Journal of English Teaching Adi Buana, Vol. 02 No.</mark>

01, April 2017 43 Ti ka melaranT kata artijangan. Ok kita coba sekarang dengan praktek, I try now say something and guess it, dan coba tebak apa perintahnya yang di sebut....." S:" T ya setelah itan mengulanglg di sadi" S:" T jadi langsung tekan di preposis S:"ome IN T........if o can ..because pluraamak... mon jamak tambah S...."

S:" T :"..tangsung l dheddih ...." S:" (e) Discourse markers as discourse review S:"hink that iiluture" T uh-huh ...it could be right T disitu, stress there misalnya disitu apa? Coba d it S:"......... (f) Discourse markers <mark>as a sign of</mark> agreement S:"r, imperative a com T yes ...betul...exactl S:", kalau melarang sesuatu dilakukan tinggal diberi not ya, sir? T ok ... (g) Discourse markers as a confirmation The clas s is yeach ito crow S:" (h) Discourse markers as a materials understanding Tse your ri apa rightu?" S:" Tharus kayang garis keatasnya,bisa?. ...."

S:" DISCUSSION There are two things in the language as potential objects to be studied namely language learning that discusses the rules of language use and the use of coherent language (Sharadama & Yakubu, 2014). From the explanation it can be understood that language as a communication tool has elements that can be <mark>Journal of English Teaching Adi Buana, Vol. 02 No.</mark>

01, April 2017 44 <mark>implemented so that the</mark> communication can run smoothly and have

the same interpretation. Supported by Pazhakh & Karimi (2015) which says that in general, human use language to communicate or convey ideas, opinions or other expressions on social situations. When in the process of communicating, the participants interact with each other. From this interaction, then needed discourse markers (DMs).

Discourse markers produce a more natural conversation or discourse. In the speaking skills of the learning process, all participants, whether teachers or students, will convey many ideas, and interpret them. Between one idea and matter to the next idea must be presented clearly and unambiguously.

It is supported by the definition of discourse markers that is words or phrases which functions to link segments of the discourse to one another in ways which reflect choices of monitoring, organization and management exercised by the speaker (Carter & McCarty, 2006). The interaction in the classroom will be connected with the responses and expressions of the participants.

So the use of discourse markers has a significant role to provide communication coherence among the participants or students. In this study, researcher has analyzed three teachers and students in a Pesantren-Based English course. From the results of the analysis, teachers and students used discourse markers to facilitate communication among participants.

In accordance with the theory, discourse markers can be used as an explanation of what to say. DMs can make the speaker and listener connect with the previous and the following discourse in the teaching and learning process (Castro, 2009). Here, most participants use well, ok, yes, no, about, and now as a sign of starting material, giving a consent or disapproval and also as a sign of a change of topic of discussion.

In addition, participants use discourse markers in Indonesian format such as; Can, and what to confirm whether the students have understood or not with the instruction or explanation of the teacher. While the discourse markers that use the language as a language Madura daily namely; Enggi, kadihnapah, and dheddih. Based on the use of those DMs, it also creates a function as the contribution of DMs.

The function are as respond or reaction, giving clarification, filler words, disagreement, agreement, as the opening of material, the changing of topic, as confirmation, and the indicator of understanding toward the material. CONCLUSION The conclusion of this research is obtained from the data analysis process adjusted to the problem formulation.

In accordance with the formulation of the problem that there are three things studied about the discourse markers used by students and teachers or ustad on First Course as a Pesantren-Based English course. From the observations of three teachers or ustad and students recorded by researcher, there are some discourse markers used to expedite the process of exposure of material from one topic to another. Kind of discourse markers are divided into two functions, namely: Textual function and Interpersonal function.

In the Textual function of the section, teachers and students use: The Uses and Advantages of Discourse Markers on Speaking Skill Learning at Pesantren-Based English Course Journal of English Teaching Adi Buana, Vol. 02 No. 01, April 2017 45 a. Discourse markers in response: yes, but b. Discourse markers as a sign of improvement: I mean c. Markers of discourse as gratifying: Umm d. Discourse markers as agreement: enggi e.

Discourse marker as the initial sign of matter: about, ok f. Discourse markers as a sign of change of topic: well g. Discourse markers as a sign of sustainability: now, yes, so, Dan, mon, Dheddih h. Discourse markers as reviews: Try Meanwhile, the kinds of discourse markers based on Interpersonal function consist of: a.

Discourse markers as a sign of disapproval: No, bunten b. Discourse markers as a sign of Approval: Yes, ok c. Discourse markers as a sign of response: kadih napah d. Discourse markers as a confirmation form: yeah e. Discourse markers as a sign of students' understanding of the material: what, can It is understandable that the purpose of this discourse is to assist in the coherence and consistency between speakers and listeners. So this is able to smooth the way of communication.

In speech learning it is necessary to have a correct interpretation of what the speaker is getting. Given these kinds of discourse markers, it is hoped that there will be a correct understanding of the subject matter or topic being discussed. In the future, this study will make an additional variation of DMs.

It proves that to make a smooth communication, we can use multiple types of DMs in form of English, Indonesia, Jawa and Madura. It cannot be ignored that in the future the other DMs will be found in different languages. REFERENCES Brinton, L. (1996). Pragmatic Markers in English: Grammaticalization and Discourse. Berlin: Mouton de Gruyter. Carter, R., & McCarty, M. (2006).

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