

**AN ANALYSIS OF DISCOURSE MARKERS USED BY EFL
STUDENTS BASED ON GENDER**
(A Case Study On English Seminar Presentation At Iain Curup)

THESIS

**This thesis is submitted to fulfill the requirement for ‘Sarjana’
degree in English Study Program**



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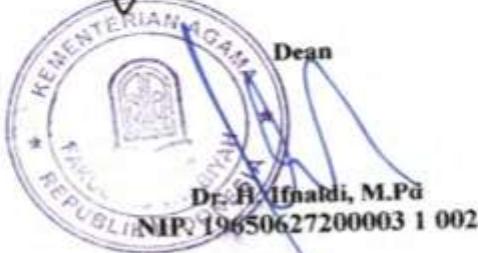
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Assalamu'alaikum Wr. Wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **RULLY PUTRI RAMADANI** yang berjudul **An Analysis of Discourse Markers Used by EFL Students Based on Gender (A Case Study on English Seminar Presentation at IAIN Curup)**. Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan kami ajukan, terimakasih.

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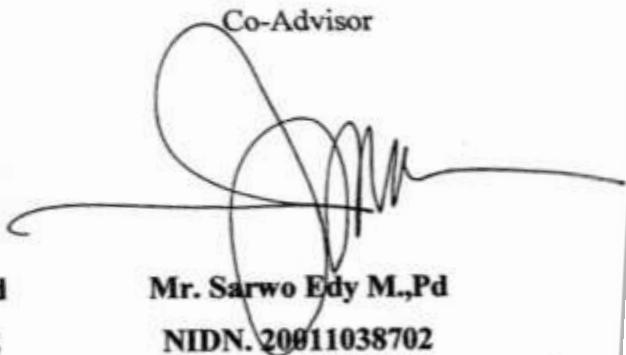
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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitled by "**An Analysis of Discourse Markers Used by EFL Students Based on Gender (A Case Study on English Seminar Presentation at IAIN Curup)**".

This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English Study Program of Institute College for Islamic Studies (IAIN) Curup. The researcher realized that this thesis is far from being perfect, therefore the researcher really appreciates any suggestions and critics for being better in the future.

Finally yet importantly, the researcher hopes this thesis will be useful to those who are interested in this field of study.

Curup, Agustus 2019

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THE STATEMENT OF OWNERSHIP

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State the thesis under the title "**AN ANALYSIS OF DISCOURSE MARKERS USED BY EFL STUDENTS BASED ON GENDER (A Case Study On English Seminar Presentation At Iain Curup)**", is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.

This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with is regulation.

Curup, Agustus 2019

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MOTTO AND DEDICATION

Motto

It's a slow process. But quitting won't speed it up.

&

Actually, After difficulty there is ease

Dedication

the researcher dedicates this thesis for all my beloved person in my life.
They are:

1. My beloved Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.
2. My super hero , the first man that I know in my life, he is my amazing father my beloved father (Syahrul) and my wonder women my everythings my lovely mother (Nelly Supriati) who always has honesty sicerity to grow me up, educate, accompany and pray for me until getting success and support me until i can accomplish this research.
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7. To all people who encourage me in English Education that i can not mention one by one.

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This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appreciation to:

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Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Curup, Agustus 2019
The Researcher



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ABSTRACT

Rully Putri Ramadani. 2019. *An Analysis of Discourse Markers Used by EFL Students Based on Gender (A Case Study on English Seminar Presentation at IAIN Curup)*

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Sarwo Edy, M.Pd

This research was about An Analysis of Discourse Markers Used by EFL Students Based on Gender (A Case Study on English Seminar Presentation at IAIN Curup). This research was designed as a descriptive research with qualitative way, which focused on the types of discourse markers used by the students in English seminar and the occurrence discourse markers used their English seminar presentations. The subject of this research was the was students that have followed English Seminar when they were in the seventh semester of TBI IAIN Curup in academic years 2017-2018. The purposes of this research were to find the types of discourse markers used by the students in English seminar and the occurrence discourse markers used their English seminar presentations. The techniques of collecting the data were observation and interview. The results of this research; (1) There are five types of discourse markers that used in English Seminar presentation by the English students of seventh semester. They are markers of information management, Markers of Response, Markers of Connective, Markers of Cause and Result, and Markers of Temporal Adverb; (2) The discourse markers occurred in the students' presentations serve important purpose in conversation since they are used to indicate whether one is ready to speak or want to keep speaking and to show how one responds to what someone has just said. Thus, if we succeed in learning to recognize discourse markers, we will be able to guess more accurately, what another person is trying to say. In addition, in terms of occurrence, for the discourse markers functioning as fillers they are occupied in the middle of the sentences. While for those which do not function as fillers they commonly occupy in the beginning of the sentences.

Key words: *Analysis, Discourse Markers, EFL students*

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CHAPTER I

INTRODUCTION

A. Background of The Research

Delivering a presentation in front of people is not easy. It is not always running fluently, sometimes some unpredictable troubles comes out whether it is from the speaker itself or not. That is why to prevent any kind of problem in delivering presentations, the speaker may requires some language tools as a communication strategy in their speaking which discourse makers (DMs) are some of them. For instance, when the speaker says *you know*, it lexically means that the speaker wants to show that the hearers have knowledge or information about something and it is one of the strategy the speaker used. Yet, in other cases, when it is initiated by pause, these two words are called as fillers or hesitation marker which has no meaning. It means that communication does not only depend on the process of recognizing the meaning of utterance, but also recognizing what the speakers mean by the utterances produced.

This linguistics phenomenon belongs to pragmatics which is define as the study of language use, that is the study of relation between language and context which is basic to an account of language understanding which involves the making of inferences which will connect what is said to what is mutually assumed or what has been said

before.¹ According to that statement good communication happens when speakers understand each other correctly. When such an understanding does not occur, the communicative situation becomes misunderstanding. Connecting to those phenomena, seeking the context to investigate what the meaning is actually becomes important.

Sciffrin called the linguistic expressions such as, *you know, I mean, well, and then, as I said, you see, etc* as discourse markers (DMs) defining as linguistics elements signalling the relation between units of talk, relations at the exchange, action, ideational, and participation framework levels of the discourse.² Those words or phrases are used when finishing a sentence, filling a void in the sentence, trying to think what to say next, or to link ideas or information in a discourse and to ensure global or local coherence by speakers or writers. Almost everyone uses DMs in speech and writing, and they can be found in all languages.

Discourse markers can make discourse structuring more coherent and flow better. Thus, we use them to connect, manage, or organize what we say or write. And sometimes to express attitude. Discourse markers used when we want to introduce a new thought, a new idea. For example, “to begin with let me just talk about a point in grammar that you will find usefull when having a conversation with someone.” In this case, *to begin with* is the discourse marker and we use this expression at the beginning of a new idea. Discourse markers are very important to show our feelings towards a

¹ Levinson,S.C, *Pragmatics* (Cambridge:Cambridge University Press, 1983), P.5

² Schiffrin, D, *Discourse Markers* (Cambridge:Cambridge University Press, 1987), P.

statement in a dialogue. Thus, Discourse markers can make conversation livelier, personal, and involved. Without them, conversation can be stagnant and awkward.

The reason why the researcher choose presentation in this research is because when the presenter delivering a presentation they often say a discourse markers. That is why the researcher wants to obtain a deep and detailed understanding on the use of discourse markers in EFL learners' presentation. The researcher also interview the students whether they often use discourse markers or not, they said that they unconsciously use the discourse markers in presenting English seminar. The goals of this type of research is to gain insight, that is exploring the depth, richness, and complexity inherent in the phenomenon. As Hansen said that scholars nowadays are increasingly focusing on how discourse markers come into existence and how they evolve family and functionally overtime. Nevertheless, those still play important role in communication as well, especially if we see them from the point of communication strategies. Any kinds of filler or we can call it as DMs or PMs are becoming one the numerous communication strategies proposed by Donyei and Scott.³

Based on the explanation above, this study is attempting to identify the discourse markers on seven-semester EFL student's english seminar presentation in Institut Agama Islam Negeri (IAIN) curup. Discourse markers are interesting to identify, because both female and male have their own characteristic in the distribution of

³ Alvina Zulfa Kummala, 'Discourse Markers in EFL Learners' Presentations' (undergraduate, Universitas Islam Negeri Maulana Malik Ibrahim, 2016), <http://etheses.uin-malang.ac.id/4072/>.Retrieved on October 21,2018,10:12 am.

discourse markers, especially in the presentation. In addition, the researcher chooses discourse markers as a topic in this research because the researcher found that discourse markers were mostly used by the presenters during their presentations. However, the words of “gender” in this study is not to make authentic claims that male is better than female or female is better than male in the speaking or presentation. Furthermore, when the result of this study shows, example, male used more often discourse markers than female; it might be caused by several factors. So, the result of this study is not to make claims that one is better than other. Therefore, the researcher is interested in conducting a research, entitled *“An Analysis of Discourse Markers Used by Seventh Semester Students of English Tadris Program English in Seminar Presentation at IAIN Curup”*.

B. Problem of The Research

Based on the background above, the researcher postulate two main problems, they are :

1. What are the types of discourse markers used by Seventh Semester Students of English Tadris Program English in Seminar Presentation at IAIN Curup?
2. How is the occurrence of discourse markers used by Seventh Semester Students of English Tadris Program English in Seminar Presentation at IAIN Curup?

C. Objective of the Research

Considering the problems above, the study is oriented towards the following objectives :

1. To find out the types of discourse markers used by Seventh Semester Students of English Tadris Program English in Seminar Presentation at IAIN Curup
2. To describe the occurrence of discourse markers used Seventh Semester Students of English Tadris Program English in Seminar Presentation at IAIN Curup

D. The Significant of The Research

This study is expected to be significant:

1. For English students of IAIN Curup students, it is expected to be good examples on how to use DMs well, especially in presentation and formal situation.
2. For English lectures of IAIN Curup students, it is supposed to be the evidence on how EFL learners use DMs to support the way they communicate to others, especially when they are trying to transfer any information, deliver idea or convince others in the presentation context.
3. For English department of IAIN Curup, it hopefully can improve the qualities of the way uses discourse markers in student's presentation.
4. For the other researcher/reader, it is hoped to be one of the references that could be considered by the following researchers to have the better and deeper study.

E. The Definition of Key Terms

1. Discourse Markers

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

2. English Seminar

Is a course in English department study that focus on establish learners' ability in presenting journal for develop learners ability when they have thesis presentations.

3. Presentation

Is an activity in which someone shows, describes, or explains something to a group of people. In this study the presentations delivered by EFL learners in English Seminar course.

F. The Delimitation of The Research

This study focuses on investigating the use of DMs by EFL learners in English seminar courses when they are having presentation. However, what is going to investigate is only the expressions which are in the form of words or phrase regarded DMs based Briton. Since the study of discourse opens up

unlimited areas, The study only focuses on the various types of DMs, meaning, and function regarded the gender of the speakers in English seminar course. Also, the study only focuses on the monologue and formal context. Thus, not all sessions in the presentation will be analyzed. The researcher only analyzes the utterances which contains discourse markers.

CHAPTER II

LITERATURE REVIEW

A. Review Of Related Theories

1. Pragmatics

According to Yule, Pragmatics is interested in the analysis of meaning as communicated by a speaker or a writer and interpreted by a listener or reader.⁴ This implies that Pragmatics is the study of contextual meaning as it covers the interpretation of what people means in a particular context and how the context influences what is said.

Whereas Wierzbicka has cited that pragmatics plays an important role in studying language as a tool of human interaction, i.e. the interaction between the speaker and the hearer . To understand human interaction, we have to understand ‘interactional’ meanings expressed in speech and we must have appropriate analytical devices to clarify such meanings.⁵ It implies that Pragmatics is the study of speaker meaning since it deals more with what the speaker means by uttering than what the words or phrases in the utterance mean. In addition, it has an implication that Pragmatics is the study of how more gets communicated than

⁴ George Yule, *Pragmatics* (Oxford : Oxford University Press, 1996) P. 3

⁵ Anna Wierzbicka, *Cross-Cultural Pragmatics: The Semantics of Human Interaction*. (Berlin : Mouton de Gruyter, a Division of Walter de Gruyter & Co, 1991) P.5

is said due to the fact that it investigates how listeners may draw inferences about what is said or what the speaker intends to say.

However, Bates stated that pragmatics is the study of linguistic indices, and indices can be interpreted only when they are used.⁶ Hence, simply pragmatics enables to define as the study of how the meaning of language is determined by context and the communication intention of those using it. One thing that should be a highlight from this definition is that it could be interpreted only when it is used. Given such breadth, it is not surprising that the scope of pragmatics is so wide, or that pragmatics faces definitional dilemmas similar to those faced by discourse analysis.

Pragmatics and Discourse Analysis are so closely interrelated that they can be regarded as sister disciplines. Barron and Schneider suggest that the study of discourse is not perceived as falling outside the realm of pragmatics: Rather it can be seen as an integral part of it⁷. As what Barron and Schneider said before, the discourse analyst needs to take a pragmatic perspective. The pragmatic in this research is really important because in this research, the researcher will study about what the speaker means by what has been said before in their presentation. That is why the researcher takes this study in the pragmatic approach.

⁶ Elizabeth Bates, *Language and Context : the Acquisition of Pragmatics*. (New York, NY : Academic Press, 1976)

⁷ Anne Barron, Klaus P.Schneider, *Pragmatic of Discourse*. (Berlin : Mouton de Gruyter, a Division of Walter de Gruyter & Co, 2014) P.1

2. Discourse Analysis

McCarthy in Brian Paltridge said that the discourse analysis consider the relationship between language and the contexts in which it is used and are concerned with the description and analysis of both spoken or written interaction.⁸ Discourse analysis is also concerned with language in use in the social context, and in particular with interaction or dialogue between speakers. Then, discourse analysis can also be defined as understand and comprehension of language and its use within conversation.⁹ Hence, a discourse analyst devotes himself/herself to conducting an investigation of what language is utilized for.¹⁰ Therefore, Discourse analysis is possible to be interpreted in a number of diverse ways and can accordingly be conducted in different fashions. It is an interdisciplinary field of inquiry. In this research, the discourse that the researcher invistigate, is just focus on the utterances of what the speakers said in the presentation which have discourse markers in it.

Since discourse markers are part of the analysis of discourse. And the important thing of the analysis on discourse markers is to know how speakers and hearers jointly integrate forms, meaning and actions to make overall sense out of what is said.¹¹ Those theories are essential because they may give a

⁸ McCarthy, *Discourse Analysis for Language Teachers* (Cambridge: Cambridge University Press, 1991), P.5

⁹ W. Bright, *International Encyclopedia of Linguistic* (New York : Oxford UP)

¹⁰ Gillian Brown & George Yule, *Discourse Analysis* (Cambridge : Cambridge University Press, 1983).P.1

¹¹ Deborah Schiffrin, Approach to Discourse (Cambridge: Blackwell Publisher, 1994), p.46

background knowledge for the readers before they go further to examine what discourse markers are.

3. Discourse Markers

a. The Definition of Discourse Markers

The term discourse marker (DM) is generally used to refer to a syntactically heterogeneous class of expressions which are distinguished by their function in discourse and the kind of meaning they encode.¹² Discourse markers are words or phrases like *anyway, right, as I say, to begin with*. We use them to connect, organize and manage what we say or write to express attitude.¹³ Goldberg defined discourse markers as marking devices which display the speaker's understanding of the contribution's sequential relationship or relevance to the information set as established by the immediately preceding contribution¹⁴. Schriffin also defined discourse markers as sequentially dependent elements which bracket units of talk¹⁵. Discourse marker is perhaps the most common name suggested for the seemingly empty expressions found in oral discourse, such as actually, oh, right, well, I mean, and you know. The plethora of other terms used include comment clause, connective, continue, discourse connective, discourse-

¹² Laurence R. Horn and Gregory Ward, *The Handbook of Pragmatics*, (Oxford : Ulackwell Publishing Ltd/2006).P.244

¹³ <https://dictionary.cambridge.org/grammar/british-grammar/discourse-markers/discourse-markers-so-right-okay>

¹⁴ Julia Anna Goldberg, *Discourse particles: An analysis of the role of y'know, I mean, well, and actually in conversation.* (Unpublished Ph.D. dissertation, Cambridge University, 1980) P.141

¹⁵ Schiffrin, *Discourse markers. (Studies in Interactional Sociolinguistics 5.)* (Cambridge:Cambridge University Press. 1987) P.31.

deictic item, discourse operator, discourse particle, discourse-shift marker, discourse word, filler, fumble, gambit, hedge, initiator, interjection, marker, marker of pragmatic structure, parenthetical phrase, (void) pragmatic connective, pragmatic expression, pragmatic particle, and reaction signal. While many have discussed how best to define discourse markers, a universally accepted definition remains elusive.¹⁶

The term discourse is intended to underline the fact that these expressions must be described at the level of discourse rather than the sentence, while the term marker is intended to reflect the fact that their meanings must be analyzed in terms of what they indicate or mark rather than what they describe. The property generally considered to distinguish DMs from other discourse indicators is their function of marking relationships between units of discourse. Thus Levinson draws attention to words and phrases which not only have a “component of meaning which resists truth-conditional treatment” but also “indicate, often in very complex ways, just how the utterance that contains them is a response to, or a continuation of, some portion of the prior discourse”.¹⁷ A similar characterization is given by Fraser who sees them as a subclass of the class of expressions which contribute to non-truth-conditional sentence meaning distinguished from other such expressions by their role in signaling “the relationship of the basic message

¹⁶ Michael Stubbs, *Discourse analysis: The sociolinguistic analysis of natural language.* (*Language in Society Series 4.*) (Oxford: Basil BlackweU, 1983). P.69

¹⁷ Stephen C. Levinson, *Pragmatics.* (Cambridge: Cambridge University Press, 1983) P. 197

to the foregoing discourse".¹⁸ It is these two properties that have brought DMs into the center of pragmatics research. On the one hand, their non-truth-conditionality has meant that they play a role in discussions of the non-unitary nature of linguistic meaning and the relationship between semantics and pragmatics. On the other hand, their role in signaling connectivity in discourse has meant that they play a role in the discussion of how we should account for the textual unity of discourse. Given the theoretical divides that have emerged in the discussion of both these issues, it is not surprising that DM research has not yielded a single framework for the analysis of these expressions.¹⁹

For many writers, the significance of DMs lies in the role they have played in arguments for the existence of pragmatic meaning. Underlying this approach is the view that semantics is the study of truth-conditional meaning while pragmatics is "meaning minus truth conditions". Given this view, DMs lie on the pragmatics side of the semantics–pragmatics border in virtue of the fact that they do not contribute to the truth-conditional content of the utterance that contains them.²⁰

¹⁸ Bruce Fraser, *Pragmatic markers. Pragmatics* (Washington, DC: Georgetown University Press, 1996) P.167

¹⁹ Laurence R. Horn and Gregory Ward, *The Handbook of Pragmatics*, (Oxford : Ulackwell Publishing Ltd/2006).P.244

²⁰ Ibid. P221

b. The Functions of Discourse Markers

Castro (2009) has categorized DMs into ten functions grouping into two big umbrellas initiated by (Brinton, 1996) named textual and interpersonal function.

Table 2.1

Theory	Definition	Name	Example
Textual Functions	To initiate discourse, including claiming the attention of the hearer	Opening frame marker	to begin with, for a start, right, okay, now
	To close discourse	Closing frame marker	as I say,
	To aid the speaker in acquiring or relinquishing the topic	Turn takers (turn givers)	
	To serve as filler or delaying tactic used to sustain discourse or hold the topic	Fillers Turn keepers	Ah, um, oh
	To indicate a new topic or partial shift in topic	Topic switchers	Then, next
	To denote either new or old information	Information indicators	Like

	To mark sequential dependence	Sequence/relevance markers	anyway, after all moreover
	To repair one's own or others' discourse	Repair markers	I mean/ think
Interpersonal functions	Subjectively, to express a response or a reaction to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn.	Response/reaction markers Back-channel signals	right, okay, anyway right/ all right/ that's right so
	Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness)	Confirmation-seeker Face-savers	you know (y'know) you see actually

Textual function is highly related to the way the speaker structures meaning as text, creating cohesive passages of discourse, using language in a way that is relevant to the context. Whereas interpersonal function refers to the nature of the social exchange called the role of the speaker and the role assigned to the hearer. the interpersonal category includes effecting cooperation such as confirming shared assumptions, expressing understanding, requesting confirmation, expressing politeness, and expressing a response to the preceding discourse. The former includes the following functions: initiating discourse, claiming the attention of the hearer, closing discourse, serving as filler or a turn holder, indicating a topic shift, signaling old or new information, repairing discourse, and marking sequential dependence. DMs can be textual items which achieve cohesion in a discourse (e.g., but, so, however, and, firstly, etc.); while some could be interpersonal whose meaning is all dependent on the speaker's attitude and intentions (e.g., oh, well, okay, hmm).

The "interpersonal" mode is the expression of the speaker's attitudes, evaluations, judgments, expectations, and demands, as well as of the nature of the social exchange, the role of the speaker and the role assigned to the hearer. The interactive mode consists in the speaker's intrusion into the speech event. For these reasons, the terms them "pragmatic", and it is for this reason that I prefer to call discourse markers "pragmatic", since they have both textual and interpersonal functions.

Brinton has a much longer list of features represented in abbreviated form in list of basic features of discourse markers. The list has been reordered to combine features that pertain to the same level of linguistic description.

- Phonological and lexical features:
 - a) They are short and phonologically reduced.
 - b) They form a separate tone group.
 - c) They are marginal forms and hence difficult to place within a traditional word class.
- Syntactic features:
 - d) They are restricted to sentence-initial position.
 - e) They occur outside the syntactic structure or they are only loosely attached to it.
 - f) They are optional.
- Semantic feature:
 - g) They have little or no propositional meaning.
- Functional feature:
 - h) They are multifunctional, operating on several linguistic levels simultaneously.
- Sociolinguistic and stylistic features:

- i) They are a feature of oral rather than written discourse and are associated with informality.
- j) They appear with high frequency.
- k) They are stylistically stigmatised.
- l) They are gender specific and more typical of women's speech.²¹

c. Characteristics of pragmatic markers

While the inventory of items included in the category of pragmatic marker in English is highly diverse, a number of broad characteristics emerge from general studies of pragmatic markers as well as from studies of individual forms:

- a. Pragmatic markers are predominantly a feature of oral rather than of written discourse.
- b. Pragmatic markers appear with high frequency in oral discourse, sometimes with more than one occurring in a single sentence.
- c. Because of their frequency and oral nature, pragmatic markers are stylistically stigmatized and negatively evaluated, especially in written' or formal discourse. They are deplored as a sign of dysfluency and carelessness.
- d. Pragmatic markers are "short" items , often phonologically reduced or unstressed.

²¹Brinton, Laurel J, *Pragmatic Markers in English. Grammaticalization and Discourse Functions.* (Berlin: Mouton de Gruyter, 1996) P. 33-35.

- e. Pragmatic markers form a separate tone group with falling-rising or rising intonation.
- f. It is often said that pragmatic markers are restricted to sentence-initial position, or may always occur sentence initially. However, as is pointed out in general studies and shown in studies of individual markers, they frequently appear sentence medially and finally as well.
- g. In what Schiffrin calls the "meaning-minimalist view", pragmatic markers are considered to have little or no prepositional meaning, or at least to be difficult to specify lexically.
- h. Pragmatic markers occur either outside the syntactic structure or loosely attached to it and hence have no clear grammatical function. They have been described as "a grammatical". However, items with clear grammatical functions, such as aspectual or modal particles and conjunctions, are often included in the category of pragmatic marker if they also serve pragmatic functions.
- i. Pragmatic markers seem to be optional rather than obligatory features. As Brown—Yule note, such structural markers "represent optional cues which writers and speakers may use in organizing what they want to communicate". Their absence "does not render a sentence ungrammatical and/ or unintelligible" but does "remove a powerful clue". A pragmatic marker, Fräser argues, "does not create meaning ... but only orients the reader" to a particular discourse relationship. Schiffrin comes to a similar conclusion :

pragmatic markers select a cohesive or structural relation from whatever potential meanings are provided through the content and then display that relation, but they do not create the relation. Furthermore, "the structure and meaning of arguments can be preserved even without markers".

- j. Pragmatic markers are marginal forms. They are "what happens to be left over" by the grammar of a language, and they do not derive from a single grammatical source but from a variety of traditional categories. Hence, they constitute a heterogeneous set of forms which are difficult to place within a traditional word class: they have been variously considered interjections, adverbs, particles, and function words. Also included among the class of pragmatic markers are verbs, coordinate and subordinate conjunctions, phrases, idioms, sentence fragments, and clauses. Perhaps the best that can be said is that pragmatic markers have functional similarities and partially overlapping distributions.
- k. Pragmatic markers may be multifunctional, operating on the local (i.e., morphophonemic, syntactic, and semantic) and global (i.e., pragmatic) levels simultaneously, as well as on different planes (textual and interpersonal) within the pragmatic component. No one function is necessarily predominant in a particular context, and it may prove difficult in individual cases to differentiate a pragmatically motivated from a non-pragmatically motivated occurrence of the form.

Finally, a controversial suggestion is that pragmatic markers are more characteristic of women's speech than of men's speech because, like tag questions and hedges, they express tentativeness or powerlessness. For example, Östman finds *yon know* to be more frequent in women's than in men's speech; while men use it to qualify individual words and phrases, women use it to qualify entire speech acts, thus giving the impression of insecurity or irrationality. However, Holmes finds an equal number of tokens of *you know* in men's and women's speech, with women using it to express certainty and for the purposes of positive politeness, and men using it for uncertainty, especially linguistic imprecision, and for the purposes of negative politeness. She concludes, therefore, that it is not a mark of low self-confidence in women's speech.

d. Gender and Discourse Marker Usage

Ostman's earlier study on *you know* indicates that women tend to use this Pragmatic Particle more than men²². The results of Holmes' analysis over 200 instances of *you know* in New Zealand women's and men's speech show that there is little difference in the overall distribution of this pragmatic particle between females and males (105 females vs. 102 males). However, men and women used it for different purposes. Women used *you know* significantly more in its 'other-oriented positive politeness function'. Erman

²² Ostman, *Pragmatic Markers in English. Grammaticalization and Discourse Functions*. (Berlin: Mouton de Gruyter, 1983) P. 33-35.

describes the results of her study rather differently. In terms of speaker's gender, she finds that DMs are much frequent in same-sex as opposed to mixed-sex interactions. According to her findings, women use y'know more often to organize discourse and for hesitation whereas men use it more often for information decoding, turn regulation and for marking repair or appeal. At a more general level, she observes that 'men tend to use y'know for rhetorical purposes and between incomplete propositions while women employ them more often for turn-holding purposes and between complete propositions'²³. In a quantitative study Croucher examines the relationship between the use of such DMs as um, uh, like and you know and the gender of the speaker in extemporaneous and impromptu speaking. He concludes that the results of the study did not show a significant difference between the frequencies of two of the DMs, um, uh employed by male/female speakers, i.e., these two markers were used equally by both genders. However, it shows a significant gender difference in the usage of the other two DMs; like, you know, i.e., they were used more often by females. A corpus-based study of six DMs; I mean, you know, you see, kind of, sort of and well conducted by Vassilieva, shows that the variation in DM use by women and men pertains to the social class and age of the speaker. In almost all examined interactions by Vassilieve women and men use DMs to express similar pragmatic functions, though sometimes there is difference in the frequency of functions

²³ Ibid, P.231

used by men and women. DMs are used to express hesitation and uncertainty in the speech of both genders.²⁴

e. Types of Discourse Markers

There are six types of discourse markers:

a. Markers of Information Management

This discourse marker is signed by the use of *oh* as exclamation or injection. When it is used alone, without the syntactic support of a sentence, it indicates strong emotional states, e.g surprise, fear, or pain.

This is the example of *oh* as exclamation:

Speaker 1 : Is this what you are looking for?

Speaker 2 : ***Oh!*** Gesh, yes!

It can also initiate utterance, followed either by a brief pause or without 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.

Marker of *oh* is a marker of information management covers *oh* in repair and *oh* in the status of information. *Oh* in repair can be divided into two parts, which are repair initiation and repair completion. While in information status, *oh* mark to changes, which are recognition of familiar information and the receipt of new information.

²⁴ Manizheh Alami, *Gender and Discourse Difference: An Investigation of Discourse Markers in Persian Male-Female Casual Conversation*, Vol 65, No. 7;Jul 2012 ISSN 1661-464X

b. Markers of Response

The usual dialogic identified for *well* as a discourse marker are used in the beginning of utterances which reject, cancel, or disagree with the content or tenor of the foregoing discourse. *Well* often begins turns, serves as a left hand discourse bracket. *Well* anchors its user in a conversational exchange when the options offered through a prior utterance for the coherence of an upcoming response are not precisely followed.³² For examples:

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

Speaker 2 : Uh, *well* I like Japan.

c. Markers of Connective

The word *and* is used to coordinate ideas and to continue a speaker's action in spoken language, it is considered as marker when it connects narrative sections, action or turns. However, *and* is not considered as a marker when it connects nouns (e.g. John and sue went to the beach) and verb phrases (e.g. John went to the beach and swam in the ocean) since the conjoined unites in such cases were not discourse units but clause internal constituents.³³ This example for *and* markers:

Speaker: go on trips with „em, bring em here we have supper, or dinner here, ***and*** I don't see any problem because I am working with college graduates.

The word *but* is a coordinator like *and*, but it has different pragmatic effect. It marks an upcoming unit as contrasting actions. *But* does not coordinate functional units unless there is some contrastive relationships in an either their ideational or interaction content. Many use of *but* could be interpreted as speaker's efforts to return to prior concern of making a point. For example:

Speaker: We started everything, and we're – we're infidels? We're pagans? Where does that come off? That does not add up! ***But*** in my father's house, we were not taught hate.

The marker *or* (as a coordinator like *and* and *but*) is used as an option marker. This would mean that *or* is exclusive since there is only one member of the disjunct can hold. Besides, *or* can also be inclusive since either one member or both members of the disjunct can hold. Schiffrin states that *or* is an inclusive option marker in discourse because it provides recipients with a choice between accepting only one member of a disjunct, and both members of a disjunct. It is said that *or* is fundamentally different from *and* and *but* since it is not a marker of a

speaker's action toward his own talk, but of a speaker's desire for a recipient to take action. Speaker's desire for recipient to take action, in this case, means giving the recipient a choice of ideas and in daily conversation or could promote an interaction response. For example:

Speaker : Its how there's an economic situation then they use race ***Or***
they use nationally, ***or*** anti Semitism, ***or*** what have you

d. Markers of Cause and Result

So and *because* can mark idea units, information states and action. They have semantic meanings, which are realized at both sentence and discourse levels. *Because* conveys meaning of course or event, and *so* conveys a meaning of result. A fact-based causal relation between *cause* and *result* hold between idea units, such as between the events, states and so on. The following example will show a fact-based relation marked by *so* and *because*. For example:

Speaker : Well we were going up to see our son to night, but we're not seeing the young one's gonna come for dinner *because* he's working in the neighborhood. ***So*** that's out.

e. Markers of Temporal Adverb

Now and *then* are time deictic because they convey a relationship between the time at which a proposition is assumed to be true, and the

time at which it is presented in an utterance. Before we go further, let us discuss about the difference between reference time and event time first. Referent time refers to the deictic relationship between proposition and its speaking time. For example:

Speaker 1 : Ok. can see that "ve convinced you. ***Now*** go find the next random bad guy who will advance the plot.

Speaker 2 : Reaching the shore, he dumps Bond Girl in the arms of a puzzled looking guy with a sailor costume of some sort, ***then*** goes back to follow the Evil Mastermind. He tracks him back to a private jet that is about to take off.

f. Markers of Information and Participation

The basic meaning of *I mean* is to forewarn upcoming adjustments. Unlike *um* and *uh* which represent pauses, the term *you know* does not represent natural pauses in speech. Marker *you know* is cognitively processed and used by speaker. Marker *you know* encourages addressed to think about the comprehensibility of what has just been said.

This is example of *I mean* and *you know*:

Speaker: How do you get on with this fellow hart? *I mean* he is a nice fellow normally, but he is a hell of a big head in some ways ***you know*** Reynard.

However, discourse markers serve important purpose in conversation since they are used to indicate whether one is ready to speak or want to keep speaking and to show how one responds to what someone has just said. Thus, if we succeed in learning to recognize discourse markers, we will be able to guess more accurately, what another person is trying to say.

B. Review of Related Finding

Several related researches about discourse analysis have been done by other researcher before. Each results can be taken as the examples and guidance for this study. First, it is Dila Anggraini, her research is entitled by “*A Discourse Analysis on Cleft Sentence in TIME Magazines*” she wants to investigate the types cleft sentence used in TIME magazines part of sentence that emphasized by cleft sentence, and relevance of cleft sentence with theme of headline in TIME magazine. And her research is a discourse analysis. Eventhough it is a discourse analysis, she analyze the written interaction in TIME magazines. The second research is the study about the discourse difference in cross-gender interactions between Persian male/female speakers by focusing on the type, frequency of occurrence and function(s) of discourse markers in oral discourse done by manizheh Alami, and the result of her research indicates that Persian women are mainly concerned with their interpersonal needs whereas men care for the textuality of their discourse. In sum, the difference between Persian

men/women discourse in terms of DMs usage is of functional type rather than quantity.

In contrast with the other research, the researcher focused on the Discourse Markers used by english seminar students when they delivered presentation. In addition, based on related studies above, the researcher finds that there are some essential problems that have not discussed before. It is about the Discourse Markers that can be a trivia in english communication strategy.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the method used to conduct the research. It consists of kind of the research, subject of the research, technique of data collecting, research instrument and data analysis technique.

A. Kind of the Research

This research is qualitative research that is designed by using descriptive method. According to Bogdan and Taylor qualitative research is a research procedure that produces descriptive data in the form of written or oral words of the people and observed behavior.²⁵ According to LR Gay descriptive research involves collecting data in order to answer questions about the opinions of people about issues. It means that descriptive research is one of ways of research by describing and interpreting a subject with reality.²⁶ This research is presented in qualitative way as Hancock explained that qualitative research is concerned with developing explanations of social phenomena. It described social phenomena as they occur naturally.²⁷ As can be seen, that qualitative research focused on describing the phenomenon that occur naturally and presented it based on the data on the field. Based on the definition above, the researcher can

²⁵ Info dan Pengertian.blogspot.co.id > Home > penelitian

²⁶ LR Gay and Peter Airasian, *Research Competencies for Analysis Application*, (New Jersey : MERRILL an imprint of Prentice Hall , 2000) p 315

²⁷ Beverley Hancock, *An Introduction to Qualitative Research* (Britain : Trent Focus, 1998) P2

conclude that qualitative research is a research that the data in the form of words. While descriptive research is to describe a result from collecting data of qualitative research. So the research will be described about the Students' Discourse Markers in English Seminar Presentation.

This research used descriptive method and presented in qualitative way. The researcher described the phenomenon as naturally as possible based on the data that was found on the field, and presented it in words or description form instead of numbers or measures. In order to keep the originality of the data, the researcher must not add or modify or make any interventions that possibly damage the naturalization of the data.

B. Subject of the Research

The subject of this research was students that have followed English Seminar when they were in the seventh semester of TBI IAIN Curup in academic years 2017-2018. In this research, the researcher used total sampling to select the sample. Total sampling is the entire populations that have particular set of characteristics. In this sampling technique units are the things that make up the population. Units can be people, cases (e.g., organizations, institutions, countries, etc), pieces of data, and so forth.²⁸ As a result, the subject of this research was a group of individuals from the students in class who participated in the research. It means that the researcher took all of the group in English Seminar

²⁸ Dissertation, <http://dissertation.laerd.com/Total-Population-Sampling.php>. Accessed on 15th March 2013

presentation. the number of the groups are 8 groups. And each groups consist of 4-5 students. The researcher takes all of the groups in order to get more discourse markers so this it will get more variation of Discourse Markers.

Suharsimi Arikunto said that if the populations are less than 100 persons, it is better for us to take all of the population as a sample, but if the populations are more than 100 persons we take from population 10% - 15% Or 20% - 25% or more used as sample.²⁹ Because the sample of this research is less than 100 students, the researcher take all of the students. The researcher takes all the numbers of students as the sample. They supported the researcher to look for the data of the Discourse Markers which they used in English Seminar Presentation.

C. Techniques of Collecting Data

In this research, the researcher used observation and interview in collecting the data.

1. Observation

The researcher used observation to know the real conditions about the discourse markers types made by the students of English Study Program in presenting English seminar. “Observation is systematic record – keeping and perception to accurate symptoms”³⁰. It means that the researcher recorded the student’s presentation in English seminar to get the data. In this research, the

²⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rhineka Cipta, 2002) p 112

³⁰ Kothari. 2004. *Research and Methodology*. New Delhi: New Age International (P) Limited, p. 97

researcher used nonparticipant observation. According to Kothari, “Nonparticipation observation means the researcher does not follow directly as participant and separately as observer”³¹. To do this observation, the researcher used field note. The purpose of observation is to explain the situation that would be studied, activities in that area and the relation between the situation and the activities.

2. Interview

One of substantial technique of qualitative study in collecting data is interview. Interview can be used to collect information which is not obtained from observation. In this research, the researcher used semi-structured interview because the researcher would like to know what topics need to be covered and to a large extent what questions need to be asked.

Semi-Structured interview is prepared to allow the interview to develop in unexpected directions where these open up important new areas. At the end of a really successful interview the interviewer at least had covered all the intended topics and the respondent felt that they have participated in a ‘conversation with a purpose’. Part of the skill in using this form of interview, therefore, lies in allowing the interview to develop

³¹ *Ibid*

naturally so, that the respondent does not feel that they are simply replying to questions.³²

In addition, the researcher used tape recorder or voice recorder as reminder, and the researcher thought it are as substitution tools to scrutinize a whole interview. After that, the data of interview converted in written text script. In collecting the data, the researcher used interview as the technique of collecting the data. The researcher interviewed the English students who have presented English seminar.

D. Research Instrument

The researcher used field note and interview guidance as the instruments of the research.

1. Field Note

Handwritten notes, later converted into computer files, are often the only way to document certain participant observation activities, such as informal or spontaneous interviewees, observation, and generally moving about in the field. Notes from participant observation – like those from interviews and focus groups – are called “field notes” and they are written directly into field notebooks.³³ In this research the researcher also used a note as the instrument in collecting the data. After the researcher got the data from

³² Lisa M Given. *The Sage Encyclopedia Of Qualitative Research Methods*. (California: SAGE Publications, 2008). P. 186.

³³ Mack, Nathasa et.all. 2005. *Qualitative Research Method*. USA: Family Health International, P.21

the video recorder (observation), she wrote what the students were speaking in the English seminar presentation became a transcription then she analyzed the data by using a note to write the types of discourse markers that made by the students based on the transcription she made based on the result from video recorder.

Table 3.1
Field Note of Discourse marker Types

Variable	Indicators	Sub-Indicators	The Student's Utterances in Presenting English Seminar
	1. Markers of Information Management	1. This discourse marker is signed by the use of <i>oh</i> as exclamation or injection	1. 2. 3. 4. 5. etc.
Types of Discourse Markers	2. Markers of Response	2. The usual dialog identified by the use of <i>well</i> as a discourse marker as it is used in the beginning of utterances which reject, cancel, or disagree with the content or tenor of the foregoing discourse.	1. 2. 3. 4. 5. etc.

	3. Markers of Connective	3. The word <i>and</i> is used to coordinate ideas and to continue a speaker's action in spoken language, it is considered as marker when it connects narrative sections, action or turns.	1. 2. 3. 4. 5. etc.
	4. Markers of Cause and Result	4. <i>So</i> and <i>because</i> can mark idea units, information states and action. They have semantic meanings, which are realized at both sentence and discourse levels.	1. 2. 3. 4. 5. etc.
	5. Markers of Temporal Adverb	5. <i>Now</i> and <i>then</i> are time deictic because they convey a relationship between the time at which a proposition is assumed to be true, and the time at which it is presented in an utterance.	1. 2. 3. 4. 5. etc.
	6. Markers of Information and Participation	6. The basic meaning of <i>I mean</i> is to forewarn upcoming adjustments. Unlike <i>um</i> and <i>uh</i> which represent pauses, the term <i>you know</i> does not represent	1. 2. 3. 4. 5. etc.

		natural pauses in speech.	
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2. Interview Guidance

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.³⁴ Interview guidance is a list of several questions in interview to get the information from subject of the research.³⁵ It was used when the researcher interviewed the Students in orders to attain standardize comparable data from each respondent. All interviews must conducted in essentially the same manner.

The researcher used interview in collecting the data to complete information about the occurrence of Discourse Markers in English Seminar Presentation. The statement to interview were firstly validated by the expert before the researcher used them to collect the complete data.

Table 3.2
Interview Guidance
The Occurrence of Discourse Markers

No	Types of Discourse Marker	Questions
1	Markers of Information Management	<ul style="list-style-type: none"> • Did you ever use the markers of information management in English seminar presentation such as <i>Oh</i>? • How could it occur? • When was the specific time or communicative event that you used that marker?

³⁴ Chatherine Dawson. *Practical Research Methods*. (Wiltshire: Cromwell Press. 2002). P. 66.

³⁵ L.R Gay, *Educational Research, Competencies for Analysis and Application*, (Florida: Florida Product, 2003), p. 292.

		<ul style="list-style-type: none"> • Please mention other markers of information management that you perhaps used in English seminar presentation! • Please mention other markers of information management that you know so far!
2	Markers of Response	<ul style="list-style-type: none"> • Did you ever use the markers of response in English seminar presentation such as <i>Well?</i> • How could it occur? • When was the specific time or communicative event that you used that marker? • Please mention other markers of response that you perhaps used in English seminar presentation! • Please mention other markers of response that you know so far!
3	Markers of Connective	<ul style="list-style-type: none"> • Did you ever use the markers of connective in English seminar presentation such as <i>and, but, or?</i> • How could they occur? • When was the specific time or communicative event that you used those markers? • Please mention other markers of connective that you perhaps used in English seminar presentation! • Please mention other markers of connective that you know so far!
4	Markers of Cause and Result	<ul style="list-style-type: none"> • Did you ever use the markers of cause and result in English seminar presentation such as <i>because and so?</i> • How could they occur? • When was the specific time or communicative event that you used those markers? • Please mention other markers of cause and result that you perhaps used in English seminar presentation! • Please mention other markers of cause and result that you know so far!
5	Markers of Temporal Adverb	<ul style="list-style-type: none"> • Did you ever use the markers of temporal adverb in English seminar presentation such as <i>now and then?</i> • How could they occur?

		<ul style="list-style-type: none"> • When was the specific time or communicative event that you used those markers? • Please mention other markers of temporal adverb that you perhaps used in English seminar presentation! • Please mention other markers of temporal adverb that you know so far!
6	Markers of Information and Participation	<ul style="list-style-type: none"> • Did you ever use the markers of information and participation in English seminar presentation such as “<i>you know</i>” and “<i>I mean</i>”? • How could they occur? • When was the specific time or communicative event that you used those markers? • Please mention other markers of information and participation that you perhaps used in English seminar presentation! • Please mention other markers of information and participation that you know so far!

After the data collected by using this first instrument, the researcher used the data to analyze the Discourse Markers that used by Seventh semester students of English *Tadris* Study Program of IAIN Curup in English Seminar presentation based on their gender. In addition, the two instruments above have been validated by Mr. Rully Morgana M.Pd, who is as one of English Tadris lecturers in IAIN Curup.

E. Technique of Analysis Data

To analyze the data, the researcher used some steps provided by Bashir in Ripah, they were data managing, reading/memoing, description, classifying, and interpreting.³⁶

1. Data Managing

There were two kinds of data provided in this research. The first was in form of questionnaire gotten from students of English Study Program of IAIN Curup to answer in first questions. The next data was gotten from Document analysis. The second data will determine the second questions. The first and the second data are connected. Meaning that the first data influenced the second data because the first data from questionnaire used to determine what kind of discourse markers used by the speaker

2. Reading

After all the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by students by answering the questionnaire consisted by several questions in different topics. There the students were explaining about what kinds of discourse markers in their presentations. Meanwhile in second data the researcher read the result of the first data carefully to answer the second questions because

³⁶ Ripah, “Comparative Analysis of English Translation Techniques of Surah Al-Haaqqah by Abdullah Yusuf Ali and Marmaduke Pickthall”. Skripsi. (Prodi Tadris Bahasa Inggris STAIN Curup, Curup, 2016), p 36-37

the first data determine how is the occurrence of discourse markers used by male and female EFL learners in their English seminar presentations.

3. Description

In this phase, the researcher described all the data that would be classified in the next step.

4. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter. For the kind of discourse markers. About the document analysis the researcher was divided or categorized the data based on two classifications; male and female students to see how the factors influence both of classifications on their presentations.

5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early.

CHAPATER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of discourse markers in English seminar presentation and the occurrence of discourse markers in English seminar presentation.

A. FINDINGS

After doing observation of the seventh semester students' presentation in English seminar, the researcher found out:

1. The Types of Discourse Markers Used in English Seminar Presentations

To find out the data of types of discourse markers used by the English students of seventh semester in English seminar presentation, the researcher did observation and analyzed the students' presentation on the videos that the researcher have got during the students presenting their English seminar. The data are obtained from seven speakers when they are presenting a proposal in English seminar.

The following are the types of discourse markers used in English seminar presentation:

a. Markers of Information Management

The English students of seventh semester used markers of information management in presenting proposal in English seminar. This discourse

marker is signed by the use of *oh* as exclamation or injection. The researcher found this discourse marker on the utterance of the students' presentation such as:

Let's talk about the background of my study. Oh, today we are going to talk about some researches that did by Riadi in Northern University in Taiwan entitle Developing communicative competence through drama based projects in an EFL classroom.

The producer of the utterance is male. He talked about background of the study in his research. The speaker introduced what he is going to explain by saying *Let's talk about the background of my study*. It shows the reader that he wants to continue section of his presentation into background of the study. Then, one of discourse markers appeared again after finishing his introduction that is *oh*. *Oh* in this context, comes up before he explores his background of study begun by exposing the essence of the speaking skill. Therefore, the use of *Oh* here functions of fillers which is used to hold the floor. It becomes the tactic that is utilized by the speaker to delay what he is going to say next. Again, it is found in the beginning of sentences.

b. Markers of Response

The students also often use markers of response in presenting English seminar proposal. The English students of seventh semester really often use *Well* as markers of response in their presentation. For instance:

Well, in this research, it investigates about the role of written task planning, written task planning in oral performances of EFL students in their oral performances.

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

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

And sure, this task planning, and sure, this task planning, it will help them to point what they want to say in their speech. Okay before we going, before we go to the next explanation, what is the meaning of task planning? Task planning is a task, sorry, task planning is a written task plan for a task or a preparation of a task before performing their task performance

The speaker is male who is different from the previous speaker. He talked about his background of his study. The next discourse marker is found in the word *okay*. In this case, having preparation is very significant for the sake of delivering speech smoothly. According to the speaker, task planning will be helpful for them. After that, he uses discourse marker *okay* and directly changed his preceding explanation to question to the audience on what the meaning of task planning. After questioning, he directly answers his own question about task planning. As a result, the use of *okay* in this utterance signals the shift of the context. This is a shift between the background added by the importance of preparation, especially providing task planning and the explanation of task planning itself briefly. The occurrence of *okay* is emerged in the beginning of the sentence. The speaker produced it after he finished his previous sentence.

c. Markers of Connective

In presenting English seminar proposal, the student also used markers of connective such as *and*. The word *and* is used to coordinate ideas and to continue a speaker's action in spoken language, it is considered as marker when it connects narrative sections, action or turns. The following is the utterance of the student who used markers of connective:

And sure, this task planning, and sure, this task planning, it will help them to point what they want to say in their speech. Okay before we going, before we go to the next explanation, what is the meaning of task planning? Task planning is a task, sorry, task planning is a written task plan for a task or a preparation of a task before performing their task performance

The marker *and* is used as an option marker. This would mean that *and* is exclusive since there is only one member of the disjunction can hold. Besides, *and* can also be inclusive since either one member or both members of the disjunction can hold.

d. Markers of Cause and Result

The fourth type of discourse markers is markers of cause and result. *So* and *because* can mark idea units, information states and action. They have semantic meanings, which are realized at both sentence and discourse levels. *Because* conveys meaning of course or event, and *so* conveys a meaning of result. A fact-based causal relation between *cause* and *result* hold between idea units, such as between the events, states and so on. The following example will show a fact-based relation marked by *so* and *because*. For example:

So, in this mm case the researcher wants to know how the good, I mean like mm the contextual thing in class and make students can improve, what, communicative competence in English

The producer of the utterance is male. He talked about the contextual thing in the class that make students can improve communicative competence

in English. In this utterance, the speaker markers of cause and result *so* that conveys a meaning of result.

e. Markers of Temporal Adverb

Now and *then* are time deictic because they convey a relationship between the time at which a proposition is assumed to be true, and the time at which it is presented in an utterance. In this research, the researcher did not find the markers of temporal adverb that appeared in the English seminar proposal during the students did presentation in front of the lecturers.

f. Markers of Information and Participation

The last one is markers of information and participation that used by the students in presenting proposal in English seminar. One of the example of utterance in one of the students' presentation is as follow:

So, in this mm case the researcher wants to know how the good, I mean like mm the contextual thing in class and make students can improve, what, communicative competence in English

Based on the utterance above, the basic meaning of *I mean* is to forewarn upcoming adjustments. However, discourse markers serve important purpose in conversation since they are used to indicate whether one is ready to speak or want to keep speaking and to show how one responds to what someone has just said. Thus, if we succeed in learning to

recognize discourse markers, we will be able to guess more accurately, what another person is trying to say.

2. The Occurrence of Discourse Markers in English Seminar Presentations

The researcher get the data of the occurrence of discourse markers in English seminar presentation by doing interview to the students who have been presented their English seminar proposal. There were 15 students that interviewed by the researcher.

From the result of the interview that have done by the researcher, first the students ever use the markers of information management in English seminar presentation such as *Oh*. It is occurred when the students pause one sentence or want to continue another sentence. The specific time of the students use it when they want to continue another sentence. Second, the students also used markers of response such as *alright, well, okay*. This is occurred because the students want to connect one sentence to another sentence but they used these discourse markers in order to they have time to think what they want to say next.

The third, the students presenting English seminar proposal also used markers of connective such as *and*. The word *and* is used to coordinate ideas and to continue a speaker's action in spoken language, it is considered as marker when it connects narrative sections, action or turns. The fourth type of discourse markers that occurred in the student's presentation is markers of cause and result. *So* and *because* often occurred which have semantic meanings. *Because* conveys meaning of course or event, and *so* conveys a meaning of

result. The last is markers of information and participation that used by the students in presenting proposal in English seminar such as *I mean*. It is occurred when the students say something incorrectly and the students want to correct themselves, they preface their correction with '*I mean*.' This is an especially useful phrase because it is much easier than saying "What I meant to say instead was," every time you misspeak.

B. DISCUSSION

Based on the findings above, the researcher discuss the types of discourse markers used by the seventh semester of English students in presenting English seminar depend on the result of observation and the occurrence of the discourse markers used by the students in English seminar.

1. The Types of Discourse Markers Used in English Seminar Presentations

From six types of discourse markers that mentioned on the theory in the chapter II, there are five types of discourse markers that used in English Seminar presentation by the English students of seventh semester. They are markers of information management, Markers of Response, Markers of Connective, Markers of Cause and Result, and Markers of Temporal Adverb.

In presenting English seminar the students used *Oh*, *Mm*, *Uh*, as markers of information management. *Oh* is traditionally viewed as an exclamation or interjection. When used alone, without the syntactic support of a sentence, oh is said to indicate strong emotional states. It means that the students use this type of discourse marker which has not relationship with their next utterance. It is one of

the student's way to keep speaking while thinking what to say next. Then, the students also used markers of response in their presentation such as *right*, *okay*, *well*. The students use them to connect, organize and manage what we say or write or to express attitude.

The students used markers of connective such as *and* which the function is not as conjunction in their utterance. A conjunction cannot be used at the beginning of a sentence and must come at a mid-point, at the end of one clause and the beginning of another. It is usually possible to rephrase a pair of sentences that use a sentence connector by using a conjunction instead. Most of the students used markers of cause and result such as *so* and *because/because of* to say why something is the case or to show a result. The last the students used markers of temporal adverb, such as *I mean* in which help the students to keep speaking or to forewarn upcoming adjustments.

2. The Occurrence of Discourse Markers in English Seminar Presentations

By presenting and describing the findings on discourse markers in The students' presentations above. The result demonstrates that there are seven kinds of discourse markers which are found in this research. They are *oh*, *well*, *okay*, *and*, *so*, *because*, and *I mean*. Every single Discourse markers, even though they are the same, does not simply always have the same function when it is produced by the speaker. Yet, the functions are various depending on the context that appeared there.

Discourse markers *well* are commonly used by the students to indicate the new topic or initiate the explanation that the speaker wants to reveal. In other word, *well* is regarded to have two functions in this Indonesian context namely opening frame marker and topic switchers. These two functions are based on Brinton taxonomy. However, in the point of the occurrence of this Discourse marker, *well* is found twice in the students' presentations. It is found that *well* is always utilized in the beginning of the utterance. There is no case which displays an evidence that discourse markers *well* is employed in the middle or in the end of the utterance. When this is produced in the first time the speaker presents his/her thesis proposal, it functions as opening frame markers. However, when it is used in the beginning of utterance, but it is preceded by discourse, it is categorized as the topic switchers. In addition, this marker does not appear in every single speaker. There are only two kinds of occurrence about the use of *well*.

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

However, the researcher find the case of combination on the use of Discourse markers by the students when they are presenting in English

seminar as well, such as *okay*. However, these three kinds of Discourse markers combination only happen once for each. However, the way the speaker produce the combination of Discourse markers is different from present study. In conclusion, when it is followed by *oh*, they mostly function as the filers since they do not contribute on the coherence or the content of the presentation.

Discourse markers *okay* also found in this presentation six times. However, the case that employs this marker is not really various. Most of the speaker used it to indicate the new topic that is different from the preceding discourse. What is more, in terms of the position on how the speaker used it, the speaker tends to use it in the beginning and the middle of the discourse. Overall, in the case of occurrence, it is not really different from the case of *well*. Nevertheless, there is new finding on investigating the function of this marker that is to close the discourse. I found one case on the use of *okay* which is considered as closing markers, while the others function as fillers.

There is one Discourse markers functioning as fillers newly found in this context, that is *what is it*. These Discourse markers are only found in two speakers who both are male. This is considered as the new form or new hesitation. It is found that there are six occurrences on the use *what is it* in the students' presentation. All of them occur in the middle of sentences. They are functioning as fillers which are used to be a delaying tactic for the speaker to continue the next words. This is considered as fillers since they do not contribute

in terms on the content, do not support grammatical term, and so on. However, they still keep the flow of the speaker to continue his presentation.

From explanation above, it can be concluded that the students used five types of discourse markers. They are markers of information management, Markers of Response, Markers of Connective, Markers of Cause and Result, and Markers of Temporal Adverb. The result shows that there are seven discourse markers which are found in this research. They are *oh, well, okay, and, so, because, and I mean*. Every single Discourse markers, even though they are the same, does not simply always have the same function when it is produced by the speaker. Yet, the functions are various depending on the context that appeared there. The occurrence of discourse markers in the students' presentation helps the students to keep speaking in their presentation. The discourse markers are use spontaneously in their speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the explanation in the previous chapter, the researcher concludes that:

1. There are five types of discourse markers that used in English Seminar presentation by the English students of seventh semester. They are markers of information management, Markers of Response, Markers of Connective, Markers of Cause and Result, and Markers of Temporal Adverb. The result shows that there are seven discourse markers which are found. They are *oh*, *well*, *okay*, *and*, *so*, *because*, and *I mean*.
2. The discourse markers occurred in the students' presentations serve important purpose in conversation since they are used to indicate whether one is ready to speak or want to keep speaking and to show how one responds to what someone has just said. Thus, if we succeed in learning to recognize discourse markers, we will be able to guess more accurately, what another person is trying to say. In addition, in terms of occurrence, for the discourse markers functioning as fillers they are occupied in the middle of the sentences. While for those which do not function as fillers they commonly occupy in the beginning of the sentences.

B. SUGGESTION

In the end of this research, the researcher suggests to:

1. The students

The students are hoped to know that discourse markers often occurred in their speaking. So that the students should recognize some discourse markers that they can use in their speaking in order to help them to keep speaking and to show how one responds to what someone has just said.

2. The Teachers/Lecturers

The teachers or the lectures should pay attention to the student's speaking and give the students chance to express their idea easily. The teachers or the lecturers also may let them use the discourse markers in speaking English in order to the students are able to say their utterance easily.

3. The next researcher

The researcher hopes that any further researches can continue and complete this research. This research delivered types of discourse markers used in English seminar presentation which occurred a lot in the students' speaking utterances. So, in the further research, the researcher hopes that any other creative researcher want to investigate and to develop the other researcher about discourse markers in speaking.

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THE RESULT OF INTERVIEW

Nama : Siti Ropiah
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Pernah
2	Kapan dan bagaimana itu bisa terjadi ?	Itu bisa terjadi saat saya ingin memberikan suatu respon atau memberikan suatu aba-aba
3	Sebutkan markers of information managamenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Um, terus Uh,
4	Apakah kamu tau markers lain dari the markers of information management, kecuali oh, um, uh ?	Tidak ada
5	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Pernah
6	Bagaimana itu bisa terjadi ?	Itu misalnya saat saya melakukan penjedaan pada suatu kalimat atau ingin melanjutkan suatu kalimat yang lain
7	Kapan waktu yang spesifik kamu menggunakan markers itu ?	Saat ingin melanjutkan suatu kalimat.
8	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi ?	Alright, then, well, umm, just it.
9	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya, pernah.
10	Bagaimana itu bisa terjadi?	Karena saya tu pengen menyambungkan kalimat yang satu dengan kalimat yang lain, jadi menggunakan kata and, but, atau or.

11	Apakah kamu pernah menggunakan the markers of connective lain yang mungkin kamu gunakan dalam presentasi, kecuali and, but, or itu tadi ?	None.
12	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Yes, pernah.
13	Uh, /bagaimana itu bisa terjadi ?	Kalimat itu saya gunakan untuk memberikan suatu alasan kenapa saya mengatakan kalimat yang tadi, jadi saya menggunakan alasannya because.. Um, menjelaskannya dengan menggunakan kata because.
14	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	On the other hand.
15	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Yes, pernah.
16	Uh, bagaimana itu bisa terjadi ?	Karena saya untuk memberikan kata, untuk mengucapkan suatu kata yang terjadi saat ini atau saya juga ingin sama dengan yang tadi yang melanjutkan ke kalimat yang selanjutnya
17	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Tidak ada.
18	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	pernah
19	Bagaimana itu bisa terjadi ?	Itu untuk memberikan suatu opini dari saya sendiri, atau untuk memberikan suatu penjelasan yang lebih spesifik kepada para audience
20	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	In my opinion, i mean, i think that, just it.

THE RESULT OF INTERVIEW

Nama : Ahmad Riskan
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, sering sekali saya menggunakan the markers of information management
2	Bagaimana itu bisa terjadi ?	Karena sering gugup karena belum siap untuk maju
3	Kapan waktu spesifik anda menggunakan markers itu ?	Ketika terjadinya perubahan slide.
4	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Yang saya sering gunakan, dalam bahasa inggris yuk? Okay, um, uh, lets see, and something like that.
5	Harap sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Oh, Um, right,
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, saya pernah menggunakannya.
7	Bagaimana itu bisa terjadi ?	Karena saya sudah terbiasa melakukannya
8	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Saya Cuma sering mnggunakan well
9	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti <i>and, but, or</i> ?	Iya, sering sekali saya menggunakan such as, and, but, or.
10	Bagaimana dan kapan itu bisa terjadi?	Karena ingin menghubungkan kalimat satu dengan yang lainnya. Saat saya ingin menjawab pertanyaan dari teman teman.
11	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	For, and, but, or, for, neither, whether

12	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Yes, saya sering menggunakannya.
13	Uh, /bagaimana itu bisa terjadi ?	Karena saya ingin menjelaskan apa yang ingin saya jelaskan ke teman-teman
14	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Because, therefor.
15	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Yes, saya sering sekali menggunakan
16	Bagaimana dan kapan itu bisa terjadi ?	Karena saya sudah kebiasaan menyebutkannya. Ketika saya ingin menjawab pertanyaan dari teman-teman
17	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now, then, also, almost, dah Cuma itu yang saya tahu.
18	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Sering sekali.
19	Bagaimana itu bisa terjadi ?	Ya, karena saya ingin memberi tahu teman-teman untuk jawabannya. Pahal mereka sudah tahu.
20	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Ga ada, kalau di mata kuliah english semina, you know and i mean aja.

THE RESULT OF INTERVIEW

Nama : Rafqi
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, saya pernah.
2	Bagaimana itu bisa terjadi ?	Itu bisa terjadi ketika saya mendapatkan poin yang saya tidak tahu atau saya ingat sesuatu jadi saya biasa menggunakan kata-kata oh seperti itu.
3	Kapan waktu spesifik anda menggunakan markers itu ?	Saat saya sadar apa yang saya ketahui
4	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Ya, oh dan ya itulah kalau saya pribadi.
5	Harap markers of information managemenet lain yang kamu ketahui sejauh ini?	Oh, Ya, begitu. Dah itu saja.
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Yes, pernah.
7	Bagaimana itu bisa terjadi ?	Ketika saya akan memulai suatu presentasi saya biasa menggunakan kata tersebut.
8	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Sejauh ini saya Cuma menggunakan itu
9	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya, pernah
10	Bagaimana itu bisa terjadi?	Ketika saya ingin melanjutkan sesuatu atau saya ada pendapat lain.
11	Tolong sebutkan markers of connective	Dan, tetapi, atau, bagaimana, dan

	lain yang mungkin kamu gunakan dalam presentasi English Seminar?	lain-lain.
12	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Ya saya pernah
13	Bagaimana itu bisa terjadi ?	Seperti saya ingin menjawab pertanyaan dari audience.
14	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Bagaimanapun.
15	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Yes, saya pernah
16	Bagaimana dan kapan itu bisa terjadi ?	Karena saya akan memulai menjawab pertanyaan, misalnya sekarang bla bla nla
17	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now, then, after, before.
18	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Ya saya pernah
19	Bagaimana itu bisa terjadi ?	Jika saya ingin menanyakan kepada audience apakah mereka paham apa yang saya sampaikan
20	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Cuma itu.

THE RESULT OF INTERVIEW

Nama : Khoiri B
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya pastinya, karena kan untuk menjeda apa namanya, untuk menjeda dalam mempresentasikan dan untuk mempertegas yang dibicarakan tadi, ada kata-kata oh
2	Bagaimana itu bisa terjadi ?	Biasanya uhh, dalam mempresentasikan kita kan apa namanya, uhh sering menemukan apa sering mengalami kesulitan dalam apa sss merecall atau mengucapkan vocab gitu kan jadi sehingga dijedakan dengan ohh dan sebagainya
3	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Hmm misalkan ya, dan juga biasanya tuh uh
4	Apakah ada markers of information managemenet lain yang kamu ketahui sejauh ini?	Seingat saya itulah yang sering saya gunakan ketika stak atau ketika terjeda dalam ngomong atau presentasi gitu kan, jadi dengan oh um uh itulah yang sering digunakan
5	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, pasti. Well. Bahkan dalam memulai sebuah presentasi, saya sendiri sering memulai dengan kata well, well everyone... kayak gitu kan
6	Bagaimana itu bisa terjadi ?	Itu untuk yang pertama untuk membuat nyaman ketika mau presentasi dan yang kedua untuk menyambungkan, maksudnya tu kan terkadang tu kita tidak tahu mau ngomong apa yang pertama jadi well everyone assalamualaikum...
7	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Well, then, by the way, anyway

8	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Ya pastinya ya. Itu tu kan termasuk tanda-tanda atau kata yang sering digunakan untuk menghubungkan sebuah kalimat untuk mempertegas kalimat.
9	Bagaimana dan kapan itu bisa terjadi?	Ya karena untuk menyambungkan kalimat itu kan pastinya dapat kata seperti itu.
10	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Karena, tetapi, oleh sebab itu.
11	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Ya pernah
12	Bagaimana itu bisa terjadi ?	Ya karena kan uh kalau kita di dalam english seminar itu mempresentasikan sesuatu bgitu kan, yang pastinya disitu ada sebab sehingga menggunakanlah kata karena
13	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Because, so, however, in sum.
14	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Yes, ssering juga, now i would like to present, then ,next.
15	Bagaimana dan kapan itu bisa terjadi ?	Itu terjadi ya karena kita kan kadang apa yang kita presentasikan itu bukan satu aspek kan, jadi ketika sudah mempresentaikan topik yang pertama lalu disambungkan dengan then untuk topik yang kedua.
16	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now, then, ya begitulah.
17	Apakah anda pernah menggunakan the markers of information and participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Ya, pasti. You know itu kata kata yang sering digunakan untuk menanyakan ke audience. Terus kalau yang kayak i mean itu untuk kempertegas.
18	Bagaimana itu bisa terjadi ?	Ya, karena saya ingin memberi tahu

		teman-teman untuk jawabannya. Padahal mereka sudah tahu.
19	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Uhh, terus, im sorry, did you know, itulah.

THE RESULT OF INTERVIEW

Nama : Heli Agustin
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah anda pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Sering, sangat sering sekali memakai kata oh dalam english seminar presentation.
2	Bagaimana itu bisa terjadi ?	Kata-kata oh itu terjadi ketika saya dan ada teman saya yang memberikan masukan ketika saya presentasi, itu ketika saya belum ispa membala kritikan dan masukan mereka saya hanya bilang oh
3	Kapan waktu spesifik anda menggunakan markers itu ?	Waktu presentasi ketika sedang berdiskusi
4	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Yang lainnya kecuali oh yang pertama yaitu Um, yes, of course.
5	Harap markers of information managemenet lain yang kamu ketahui sejauh ini?	Of course tadi, kemudian wait, okay.
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, pernah ketika mempresentasikan jawaban dari teman-teman.
7	Bagaimana itu bisa terjadi ?	Karena saya sudah terbiasa melakukannya
8	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Selain well, okay, wait, and then yes.
9	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya, saya sangat sering menggunakan and, but, or ketika saya menjawab pertanyaan atau menjelaskan materi yang saya presentasikan.
10	Bagaimana dan kapan itu bisa terjadi?	Ketika saya menjawab pertanyaan atau menjelaskan materi yang saya presentasikan.

11	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Because, so, now, and the, like that.
12	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Yes, saya sering menggunakannya.
13	Uh, /bagaimana itu bisa terjadi ?	Setelah berdiskusi dengan kelompok lalu kami menjawab pertanyaan teman-teman dengan because and so
14	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Or, then, next, after that.
15	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Kalau now itu sepertinya jarang, tetapi kalau then itu sering saya gunakan, karena kalau now itu menurut saya ketika kita berpresentasi itu kurang sopan apalagi ada dosen yang melihat tapi kalau then itu sering digunakan.
16	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Okay, right now, better for saya untuk menambahkan right before now karena lebih polite dari hanya now.
17	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya seperti i mean, you know ?	Sering
18	Bagaimana dan kapan itu bisa terjadi ?	Sama seperti now and then tadi, kalau you know saya tidak telalu sering menggunakan tetapi kalau i mean saya sering menggunakan. Kenapa saya jarang menggunakan you know itu kurang polite tapi jika saya ingin memberikan informasi kepada teman-teman itu saya menggunakan saya mengganti you know dengan as you can see the
19	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	As you can see, i mean, etc

THE RESULT OF INTERVIEW

Nama : Ayu Iriani
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, pernah
2	Bagaimana dan kapan itu bisa terjadi ?	Disaat kita merasa gugup atau kehilangan konsentrasi saat presentasi mungkin kita akan melanjutkan dengan menggunakan oh untuk melanjutkan ke tahap selanjutnya.
3	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Allright, okay, and then
4	Harap markers of information managemenet lain yang kamu ketahui sejauh ini?	Oh, Um, right,
5	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya
6	Bagaimana itu bisa terjadi ?	Sama seperti tadi. Untuk menyeimbangkan yang kita lupa atau konsentrasi kita hilang jadi kita mengucapkan kata-kata yang mungkin seperti well dan lain-lain.
7	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Allright, and then sama seperti tadi.
8	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya
9	Bagaimana dan kapan itu bisa terjadi?	Kalau saya menggunakan and biasanya ingin menyambungkan salah satu misalnya ada dua item jadi saya

		menggunakan and. Kalau but ada perbedaan antara penjelasan saya yang pertama dengan penjelasan saya yang kedua.
10	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Okay, and the, allright, well
11	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Ya, biasanya saya pernah menggunakan itu.
12	Uh, /bagaimana itu bisa terjadi ?	Saya menggunakan because misalnya kalau saya menjawab sesuatu misalnya itu alasan jadi saya menggunakan because, kalau saya menggunakan so itu saat saya menyimpulkan sesuatu saya gunakan so juga.
13	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	So, then itu saja.
14	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Yes, pernah
15	Bagaimana dan kapan itu bisa terjadi ?	Misalnya saya menggunakan seperti now itu kan bisa menjelaskan kalau lagi menjelaskan sesuatu yang terjadinya sekarang atau sesuatu yang ingin saya jelaskan itu pada masa ini jadi saya pakek now seperti itu.
16	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now itu saja
17	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Ya saya pernah menggunakannya
18	Bagaimana itu bisa terjadi ?	Ya, saya menggunakan seperti you know mungkin saya ingin memberitahukan kepada audience mereka juga mungkin familiar dengan

		apa yang saya jelaskan, mungkin mereka juga tahu jadi saya pakek you know.
19	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	That's mean, you see, dah itu aja

THE RESULT OF INTERVIEW

Nama : Adi
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Pernah
2	Bagaimana itu bisa terjadi ?	Untuk mengingat ngingat sesuatu
3	Kapan waktu spesifik anda menggunakan markers itu ?	Saat kelupaan
4	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Um, uh, dah itu aja.
5	Harap markers of information managemenet lain yang kamu ketahui sejauh ini?	Oh, Um, right,
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, saya pernah.
7	Bagaimana dan kapan itu bisa terjadi ?	Saat ingin melanjutkan ke topik selanjutnya atau ke stage selanjutnya sering menggunakan well
8	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Saya Cuma sering menggunakan well
9	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Pernah
10	Bagaimana dan kapan itu bisa terjadi?	Karena mau menghubungkan apa yang mau dibicarakan.
11	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	For, and, but, or, for, neither, whether

12	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Oh, pernah.
13	Uh, /bagaimana itu bisa terjadi ?	Karena itu untuk menclearkan suatu pembicaraan itu telalu berbeda antara pro dan kontra ,jadi kita menggunakan so
14	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Furthermore,
15	Apakah anda pernah menggunakan the markers of temporal adverb dalam prentasi di mata kuliah english seminar, contohnya seperti now and then ?	Pernah
16	Bagaimana dan kapan itu bisa terjadi ?	Untuk variasi saja, kalau pakek well kan terlalu, jadi nutk presentasi yang lebih bervariasi dalam berkata-kata
17	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Next, untuk sementara itu mungkin next saja
18	Apakah anda pernah menggunakan the markers of participantion dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Mungkin pernah
19	Bagaimana itu bisa terjadi ?	Untuk mengulangin ingatan mereka tentang topik apa yang ingin mereka sampaikan jadi you know about the topik...
20	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Sepertinya tidak ada, Cuma you know dan i mean.

THE RESULT OF INTERVIEW

Nama : Sugianto
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, pernah dan lumayan sering
2	Bagaimana itu bisa terjadi ?	Biasanya kalau untuk oh, biasanya kalau ada yang kayak memberikan pertanyaan kemudian saya belum terlalu jelas lalu biasanya saya memintak untuk mengulang ketika mereka mengulang itu dan saya sudah jelas pertanyaan-pertanyaan itu biasanya saya bilang oh, i see, oh disini berarti saya paham maksudnya tadi yang sudah diulangi tadi
3	Kapan waktu spesifik atau waktu yang tepatnya anda menggunakan markers itu ?	Lebih seringnya dipake ketika seorang bertanya sih, karena saya sering salah dengar jadi saya mintak ngulang, dan mereka ngulang pertanyaannya dan saya pham jadi saya bilang oh, i see. Lebih ke ketika seseorang memberikan pertanyaan.
4	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Um, dan Eh, misalnya kalo um itu lebih mikir untuk sejenak, kalau eh itu kayak gugup kayak ngeblang.
5	Harap sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Oh, Um, Uh
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, sering juga, apalagi kalau well itu sangat sering sih.hampir semuanya juga pakek well, hehe

7	Bagaimana itu bisa terjadi ?	Ini sih karena spontan aja, karena emang sudah dari waktu belajar bahasa innggris sering pakek kalau gak oh ya well, well itu kayak spontan aja nyebutnya kayak gitu, misalnya kayak ada apa, melanjutkan ke materi yang lain well we are going to the next step kayak gitu
8	Kapan waktu spesifik kamu menggunakan penanda itu ?	Kalau waktunya itu sih lebih ke waktu mau ngelanjutkan ke pembahasan lain ke materi yan lain itu biasanya pakek well gitu
9	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Okay, well, next
10	Harap sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Next, ehh apalagi ya biasanya saya gunakan, lets go maybe...
11	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya sering, tergantung materi yang disampaikan waktu english seminar itu, ya sering sih, kayak and but or itu selalu muncul kayaknya
12	Bagaimana itu bisa terjadi?	Biasanya karena memang kalau untuk penggunaan and but or itu dari materinya sih, gak kayak oh well yang spontan.
13	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Banyak, whether juga kayaknya, not only, but also.
14	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Seering, itu sering.
15	Uh, /bagaimana itu bisa terjadi ?	Memang udah dbikin ga spontan, jadi memang mau disebut, emang dari segi materi nya emang harus disebut
16	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	If, kayak nya itu.
17	Apakah anda pernah menggunakan the markers of temporal adverb dalam	Sering.

	presentasi di mata kuliah english seminar, contohnya seperti now and then ?	
18	Bagaimana dan kapan itu bisa terjadi ?	Untuk melanjutkan kemateri selanjutnya, kalau yang then itu untuk menyambung kalimat .
19	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Right now, at this time, at this moment.
20	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Kayaknya kalau you know jarang deh, tapi kalau i mean itu sering.
21	Bagaimana itu bisa terjadi ?	Misalnya kita menyampaikan materi kita melihat penonton kan, penontonnya masih bengong biasanya memberikan penjelasan lagi jadi kita pakek i mean bla bla bla.. sering, sering pakek yang i mean.
22	Kapan waktu spesifik anda menggunakan penanda itu ?	Biasanya kalau pakek yang, kayaknya sama deh you sama i mean itu dipakeknya waktu ingin menjelaskan kembali, misalnya waktu saya lihat audiencenya kayak ga paham gitu jadi saya mencoba untuk menggali informasi yang saya punya lagi supaya mereka bisa paham gitu dengan mudah jadi pakek kata ypu sama i mean tadi
23	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Apa ya kalau untuk ini, kayaknya saya kurang tahu, pakek you know sama i mean sih yang sering.

THE RESULT OF INTERVIEW

Nama : Wilda Amelia
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Pernah, misalkan saya dalam english seminar sering bilang uh, mikir dulu apa itu untuk ngomong selanjutnya.
2	Bagaimana dan kapan itu bisa terjadi ?	Biasanya di pertengahan kalimat
3	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Um mungkin hanya itu
4	Harap markers of information managemenet lain yang kamu ketahui sejauh ini?	Banyak tahu, tapi saya lupa, hanya menggunakan itu.
5	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya
6	Bagaimana dan kapan itu bisa terjadi ?	Disaat mau menyambungkan kalimat untuk selanjutnya
7	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Then, next, allright,
8	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Pernah
9	Bagaimana dan kapan itu bisa terjadi?	Sama seperti dipertengahan kalimat misalnya mau menyambungkan kalimat lain dari kalimat pertama ke kalimat selanjutnya.
10	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Saya sering menggunakan and, but, or, sama seperti pertanyaan yang tadi.

11	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	pernah
12	Bagaimana dan kapan itu bisa terjadi ?	Biasanya di awal kalimat, sebelum saya memberikan statement selanjutnya saya menggunakan because.
13	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Furthermore, moreover.
14	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Pernah.
15	Bagaimana dan kapan itu bisa terjadi ?	Biasanya di awal kalimat
16	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Because, before, after, next, hanya itu
17	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Pernah, pernah saya menggunakan itu
18	Bagaimana itu bisa terjadi ?	Untuk menjelaskan ke orang atau lebih menekankan kepada seseorang agar mereka tuh lebih paham apa maksud yang saya ingin katakan
19	Kapan waktu spesifik anda menggunakan penanda itu ?	Di awal kalimat
20	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Seperti on the other hand, um hanya itu

THE RESULT OF INTERVIEW

Nama : Tini
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, pernah menggunakan
2	Bagaimana dan kapan kamu menggunakan markers itu ?	Biasanya untuk memulai kalimat baru
3	Harap sebutkan markers of information managemenet lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Oh, um, udah hanya itu
4	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, pernah menggunakan
5	Bagaimana dan kapan kamu menggunakan markers itu ?	Misalnya untuk memulai suatu statement baru, misalnya mau ngomong well bla bla bla
6	Tolong sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Misalnya right kek okay, sudah hanya dua
7	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya pernah menggunakan
8	Bagaimana dan kapan kamu menggunakan the markers of connective itu?	Biasanya digunakan ketika memulai statement baru, untuk melanjutkan kalimat
9	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Misalnya, for, nor, and neither
10	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english	Iya pernah menggunakan

	seminar, contohnya because, so ?	
11	Bagaimana dan kapan kamu menggunakan markers itu?	Biasanya digunakan untuk memberikan alasan dalam sebuah statement
12	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Misalnya furthermore, moreover
13	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Iya, pernah menggunakan
14	Bagaimana dan kapan kamu menggunakan markers ?	Untuk melanjutkan sebuah statement.
15	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Once more, next, and, then.
16	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Iya, pernah menggunakan
17	Bagaimana dan kapan kamu menggunakan markers itu?	Biasanya untuk meyakinkan seseorang terhadap apa yang saya bicarakan.
18		
19	Tolong sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Do you know, misalkan do you know bla bla bla, and the do you see..

THE RESULT OF INTERVIEW

Nama : Ira
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, pernah
2	Bagaimana itu bisa terjadi ?	Biasanya kalau sedang kehilangan ide, atau menggali ide yang sudah dipikir, atau mencari kalimat – kalimat untuk menyusun kata-kata
3	Kapan waktu spesifik atau waktu yang tepatnya anda menggunakan markers itu ?	Biasanya dipertengahan presentasi saat agak ngeblang
4	Harap sebutkan markers of information management lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Misalnya um, atau kadang tidak bersuara, agak diam
5	Harap sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Yang diketahui sejauh ini hanya sebatas itu
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, pernah
7	Bagaimana itu bisa terjadi ?	Ya biasanya untuk menyambung dari kalimat atau ingin menjelaskan kalimat baru
8	Kapan waktu spesifik kamu menggunakan penanda itu ?	Biasanya setelah ada ide yang disampaikan nah untuk menjelaskan ide itu jadi menggunakan well
9	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Misalnya well, alright atau allright then
10	Harap sebutkan markers of responset	Okay, well, alright, alright then

	lain yang kamu ketahui sejauh ini?	
11	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya pernah
12	Bagaimana itu bisa terjadi?	Itu biasanya sebagai penghubung antar kalimat
13	Kapan kamu menggunakan markers itu ?	Saat ingin menyampaikan sesuatu anatara ide satu dengan ide dua jadi menggunakan markers itu
14	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Misalnya and, but, or, so ,then dan lain-lain
15	Tolong sebutkan markers of connective lain yang mungkin kamu ketahui sejauh ini?	Itu and, but, or, so, yet.
16	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Iya, pernah
17	Bagaimana itu bisa terjadi ?	Itu untuk menjelaskan alasan
18	Kapan kamu menggunakan markers itu ?	Saat ingin menjelaskan suatu ide dan ingin menjelaskan alsannya jadi menggunakan markers itu
19	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Sejauh ini menggunakan because.
21	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Iya, pernah
22	Bagaimana itu bisa terjadi ?	Itu biasanya untuk menjelaskan tentang waktu
23	Kapan kamu menggunakan markers itu?	Biasanya untuk menjelaskan tentang apa yang terjadi, kapan terjadi, itu menggunakan now and then.
24	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	After, before, now, the, later, sudah
25	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu ketahui sejauh ini?	Before, after,then, now, later, sudah

26	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Kalau untuk you know tidak, tapi kalau i mean sering
27	Bagaimana itu bisa terjadi ?	Misalnya terkadang dalam presentasi itu ada beberapa audiencenya yang tidak mengerti jadi dijelaskan kembali dengan menggunakan kata i mean, dijelaskan kembali dengan lebih mudah.
28	Kapan waktu kamu menggunakan markers itu ?	Misalnya setelah mengetahui ada audience yang tidak mengerti jadi menggunakan i mean lalu menjelaskan dengan kata-kata yang lebih mudah dipahami
29	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Tidak ada
30	Harap sebutkan the markers of participation lain yang mungkin kamu ketahui sejauh ini	Hanya you know dan i mean.

THE RESULT OF INTERVIEW

Nama : Siti Nurlita
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, sering
2	Bagaimana itu bisa terjadi ?	Ketika kehabisan ide atau kehabisan bahan untuk presentasi selanjutnya jadi ide nya habis biasanya nge pause dulu pakek kata oh sambil mikir selanjutnya
3	Kapan waktu spesifik atau waktu yang tepatnya anda menggunakan markers itu ?	Pas kehabisan ide itu tadi.
4	Harap sebutkan markers of information management lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Oh, Um, Uh,kayak gitulah
5	Tolong sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Sejauh ini cuma tiga tadi yang saya ketahui kayak oh um uh sam oh
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, pernah
7	Bagaimana itu bisa terjadi ?	Ketika saya akan melanjutkan poin selanjutnya kayak akan menutup poin yang sebelumnya jadi pakek kata well kayak gitu
8	Kapan waktu spesifik kamu menggunakan penanda itu ?	Ketika ingin menjelaskan poin yang selanjutnya
9	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Well, allright, alright then, okay,
10	Harap sebutkan markers of responset	Cuma yang tadi disebutin sih

	lain yang kamu ketahui sejauh ini?	
11	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya pernah
12	Bagaimana itu bisa terjadi?	Misalnya kalo pakek and terjadinya kalo kita mau menyampaikan dua pemikiran yang sama atau berurutan jadi harus pakek and.
13	Kapan kamu menggunakan markers itu ?	Um, ketika dalam presentasi kalau ingin menyampaikan topik selanjutnya atau ide selanjutnya pakek and atau contrast itu pakek or. Kayak gitu.
14	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	So, but, for, dah
15	Tolong sebutkan markers of connective lain yang mungkin kamu ketahui sejauh ini?	For, and, yet, so, but, or.
16	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Iya, pernah
17	Bagaimana itu bisa terjadi ?	Pas jelaskan sesuatu yang harus ada alasannya jadi pakek yang because atau so
18	Kapan kamu menggunakan markers itu ?	Ketika dalam presentasi untuk menjelaskan alasan
19	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Sejauh ini Cuma dua itu tadi because dan so
21	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Pernah
22	Bagaimana itu bisa terjadi ?	Itu bisa terjadi ketika kita menjelaskan keadaan dimasa sekarang dan membandingkannya dengan masa lalu
23	Kapan kamu menggunakan markers itu?	Ketika dalam presentasi untuk menjelaskan kejadian atau kondisi

		yang sekarang saya pakek now, kalau yang selanjutnya mungkin bisa pakek then
24	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now, then, at last.
25	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu ketahui sejauh ini?	Now, the, later, at last, after, before
26	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Ya
27	Bagaimana itu bisa terjadi ?	Kalau saya dalam presentasi sudah kebingungan untuk menjelaskan satu poin jadi kayak you know this is kayak gimana gitu jadi menjelaskannya lagi
28	Kapan waktu kamu menggunakan markers itu ?	Ketika sudah kebingungan untuk menyampaikan poin yang akan dipresentasikan
29	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	You know, i mean, udah
30	Harap sebutkan the markers of participation lain yang mungkin kamu ketahui sejauh ini	Dua itu tadi Cuma yang taunya i mean sama you know

THE RESULT OF INTERVIEW

Nama : Hayuni Dija
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Pernah
2	Bagaimana itu bisa terjadi ?	Karena pada saat ingin menyebutkan apo yang nak diomong tuh lupo, lagi lupo jadi untuk jeda nyo tuh ohhh cak itu
3	Kapan waktu spesifik atau waktu yang tepatnya anda menggunakan markers itu ?	Pada saat diawal dan dipertengahan presentasi
4	Harap sebutkan markers of information management lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Um, Eh
5	Tolong sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Eh, Um, Oh
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Yo, terus selalu
7	Bagaimana itu bisa terjadi ?	Karena sudah kebiasaan
8	Kapan waktu spesifik kamu menggunakan penanda itu ?	Pada saat diawal ingin menjawab pertanyaan
9	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Well, allright, yes, okay,
10	Harap sebutkan markers of responset lain yang kamu ketahui sejauh ini?	Well, okay,, allright, yes

11	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya pernah
12	Bagaimana itu bisa terjadi?	Karena ada penambahan ide
13	Kapan kamu menggunakan markers itu ?	Ketika mmenjawab pertanyaan dan saya lupa jadi saya menambahkan but or and seperti itu
14	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	But, for, although
15	Tolong sebutkan markers of connective lain yang mungkin kamu ketahui sejauh ini?	But, for, although, and
16	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Iya, pernah
17	Bagaimana itu bisa terjadi ?	Kan setiap menjawab pertanyaan selalu disertai alasan jadi saya menggunakan kata because dan so
18	Kapan kamu menggunakan markers itu ?	Di akhir menjawab pertanyaan
19	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Because, so, and the last
21	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Pernah
22	Bagaimana itu bisa terjadi ?	Karena untuk menjawab pertanyaan
23	Kapan kamu menggunakan markers itu?	Pada saat pertama kali ingin ngomong
24	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now, then, next
25	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu ketahui sejauh ini?	Now, then, next
26	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh	Pernah

	seperti i mean, you know ?	
27	Bagaimana itu bisa terjadi ?	Untuk memperjelas lebih lanjut, jadi kan kalau ada orang yang resek, jadi i mean, you know.
28	Kapan waktu kamu menggunakan markers itu ?	Pada saat ada orang yang terlalu memegang teguh jawabannya tuh na
29	Tolong sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	You know, i mean, i feel, i think
30	Harap sebutkan the markers of participation lain yang mungkin kamu ketahui sejauh ini	You know, i mean, i feel, i think

THE RESULT OF INTERVIEW

Nama : Zahirah
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya, sering
2	Bagaimana itu bisa terjadi ?	Biasanya kalau lagi mikir
3	Kapan waktu spesifik atau waktu yang tepatnya anda menggunakan markers itu ?	Saat sedang memikirkan bahasan selanjutnya
4	Harap sebutkan markers of information management lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Um, Eh, Oh
5	Harap sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Yah, em, oh, uh
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Pernah
7	Bagaimana itu bisa terjadi ?	Ya biasanya untuk menyambung dari kalimat atau ingin menjelaskan kalimat baru
8	Kapan waktu spesifik kamu menggunakan penanda itu ?	Biasanya setelah ingin menyambungkan bahasan selanjutnya
9	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Well, alright atau allright then
10	Harap sebutkan markers of responset lain yang kamu ketahui sejauh ini?	Well, Allright, Then
11	Apakah kamu pernah menggunakan the markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	Iya pernah
12	Bagaimana itu bisa terjadi?	Itu biasanya sebagai penghubung

		bahasan satu dan lainnya
13	Kapan kamu menggunakan markers itu ?	Saat ingin menyampaikan sesuatu anatara ide satu dengan ide dua jadi menggunakan markers itu
14	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	And, but, or itulah
15	Tolong sebutkan markers of connective lain yang mungkin kamu ketahui sejauh ini?	And, but, or, nor.
16	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Iya, pernah
17	Bagaimana itu bisa terjadi ?	Itu untuk menjelaskan alasan
18	Kapan kamu menggunakan markers itu ?	Saat ingin menjelaskan suatu ide dan ingin menjelaskan alsannya jadi menggunakan markers itu
19	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Hanya because dan so
21	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Pernah
22	Bagaimana itu bisa terjadi ?	Untuk memulai presentasi.
23	Kapan kamu menggunakan markers itu?	Untuk memulai bahasan jadi pakai now bla bla nla
24	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now, then, next
25	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu ketahui sejauh ini?	Now, then, next, after, before
26	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Pernah

27	Bagaimana itu bisa terjadi ?	Kalau ada audience yang kurang jelas jadi saya pakai i mean bla bla bla
28	Kapan waktu kamu menggunakan markers itu ?	Waktu tau ada audience yang tidak mengerti jadi menggunakan i mean lalu menjelaskannya lagi
29	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	Tidak ada
30	Harap sebutkan the markers of participation lain yang mungkin kamu ketahui sejauh ini	Cuma you know, i mean, i think

THE RESULT OF INTERVIEW

Nama : Tya
 Tanggal : 14-08-2019

No	Pertanyaan	Jawaban
1	Apakah kamu pernah menggunakan the markers of information management dalam presentasi di mata kuliah English Seminar seperti contohnya <i>Oh</i> ?	Ya
2	Bagaimana itu bisa terjadi ?	Pas mencari ide yang, atau mencari kalimat – kalimat untuk dibahas
3	Kapan waktu spesifik atau waktu yang tepatnya anda menggunakan markers itu ?	Waktu kebingungan
4	Harap sebutkan markers of information management lain yang mungkin kamu gunakan dalam presentasi English Seminar?	Um, Uh.
5	Harap sebutkan markers of information managemenet lain yang kamu ketahui sejauh ini?	Um, Uh, Eh, cak itu
6	Apakah kamu pernah menggunakan the markers of response dalam presentasi di mata kuliah English Seminar seperti contohnya seperti <i>well</i> ?	Ya, pernah
7	Bagaimana itu bisa terjadi ?	Biasanya untuk menjelaskan kalimat baru
8	Kapan waktu spesifik kamu menggunakan penanda itu ?	Biasanya setelah ada ide yang disampaikan nah untuk menjelaskan ide itu jadi menggunakan well
9	Harap sebutkan the markers of response lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah English seminar?	Well, then, okay
10	Harap sebutkan markers of responset lain yang kamu ketahui sejauh ini?	Well, then, okay, allright
11	Apakah kamu pernah menggunakan the	Iya pernah

	markers of connective dalam presentasi di mata kuliah english seminar, contohnya seperti and, but, or ?	
12	Bagaimana itu bisa terjadi?	Itu biasanya sebagai penghubung antar kalimat
13	Kapan kamu menggunakan markers itu ?	Saat ingin menyambungkan pembahasan
14	Tolong sebutkan markers of connective lain yang mungkin kamu gunakan dalam presentasi English Seminar?	And, but, or, so, dan lain lain
15	Tolong sebutkan markers of connective lain yang mungkin kamu ketahui sejauh ini?	Seperti yang tadi
16	Apakah kamu pernah menggunakan the markers of cause and result dalam presentasi di mata kuliah english seminar, contohnya because, so ?	Iya, pernah
17	Bagaimana itu bisa terjadi ?	Itu untuk menjelaskan alasan
18	Kapan kamu menggunakan markers itu ?	Ketika ingin memberikan alasan
19	Tolong sebutkan the markers of cause and result lain yang mungkin kamu gunakan di dalam presentasi ?	Because dan so itulah
21	Apakah anda pernah menggunakan the markers of temporal adverb dalam presentasi di mata kuliah english seminar, contohnya seperti now and then ?	Iya, pernah
22	Bagaimana itu bisa terjadi ?	Untuk memulai presentasi
23	Kapan kamu menggunakan markers itu?	Untuk diawali pembukaan presentasi
24	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu gunakan di dalam presentasi ?	Now, then, right now
25	Tolong sebutkan the markers of temporal adverb lain yang mungkin kamu ketahui sejauh ini?	Now, then, after, before
26	Apakah anda pernah menggunakan the markers of participation dalam mata kuliah english seminar, contohnya tuh seperti i mean, you know ?	Ya pernah

27	Bagaimana itu bisa terjadi ?	Kadang ada audience yang kurang paham dengan penjelasan kita jadi pakai i mean
28	Kapan waktu kamu menggunakan markers itu ?	Misalnya setelah mengetahui ada audience yang tidak mengerti jadi menggunakan i mean.
29	Harap sebutkan the markers of participation lain yang mungkin kamu gunakan di dalam presentasi di mata kuliah english seminar ?	I mean, you know
30	Harap sebutkan the markers of participation lain yang mungkin kamu ketahui sejauh ini	You know dan i mean, you see

DOCUMENTATION







INSTITUT AGAMA ISLAM NEGERI CURUP

FAKULTAS TARBIYAH

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Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH Nomor : 032/ln.34/FT/PP.00.9/05/2019

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI

INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang**
- a. Bawa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dijadikan cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat**
- 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
 - 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
 - 4. Keputusan Menteri Pendidikan Nasional RI Nomor : 1843/2001 tentang Pedoman Pengelolaan Pengembangan dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 - 5. Keputusan Menteri Agama RI Nomor : B.III/15447/tanggal 18 Agustus 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022
 - 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2011 Tanggal 21 Oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - 7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup .

MEMUTUSKAN :

Menetapkan

- Pertama : 1. Jumatul Hidayah, M.Pd 19791225 200912 2 002
2. Sarwo Edy, M.Pd 20011038702

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : Rully Putri Ramadani

NIM : 14551017

JUDUL SKRIPSI : An Analysis Of Discourse Markers Used By EFL Students Based On Gender (A Case Study On English Seminar Presentation At IAIN Curup).

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut diriyakatakan salah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan .

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan dipersidik sebagaimana mestinya sesuai peraturan yang berlaku ;



Tembusul : Disampaikan via :

1. Rektor.
2. Bendahara IAIN Curup.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kmuk Pos 108 Curup-Bengkulu Telp. (0732) 41010
Fax. (0732) 21010 - <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 28 Jln.34/FT/PP.00.9/05/2019
Lampiran : Proposal Dan Instrumen
Hal : Permohonan Izin Penelitian

23 Mei 2019

Yth. Rektor IAIN Curup
Kab. Rejang Lebong

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup

Nama : Rully Putri Ramadani
NIM : 14551017
Fakultas / Prodi : Tarbiyah / Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : An Analysis Of Discourse Markers Used By EFL Students Based On Gender
(A Case Study On English Seminar Presentation At IAIN Curup)
Waktu Penelitian : 23 Mei 2019 s.d 23 Agustus 2019
Tempat Penelitian : IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



Tembusan : Disampaikan Yth.
1. Rektor
2. Wakil I
3. Ka. Bid'AUAK

NO	TANGGAL	Hal-hal yang Dibacakan	Paraf Penulis	Paraf Mahasiswa	Paraf Pembimbing I	Hal-hal yang Disarankan	Paraf Pembimbing II	Paraf Mahasiswa
1	10/01/09 /2009	CHAPTER I	R. Robby		05/01 /2009	CHAPTER I (Background)	R.	Robby
2	06/02/09 /2009	CHAPTER II	R. Robby		30/01 /2009	Research Question	R.	Robby
3	13/03/09 /2009	Chapter 3	R. Robby		27/02 /2009	CHAPTER III	R.	Robby
4	26/03/09 /2009	CHAPTER IV	R. Robby		13/03 /2009	CHAPTER III	R.	Robby
5	01/05/09 /2009	Chapter V	R. Robby		16/04 /2009	CHAPTER IV METHOD	R.	Robby
6	12/06/09 /2009	CHAPTER IV	R. Robby		09/05 /2009	CHAPTER IV	R.	Robby
7	03/07/09 /2009	CHAPTER I-IV	R. Robby		30/05 /2009	CHAPTER IV	R.	Robby
8	13/08/09 /2009	CHAPTER V ACC	R. Robby		09/06 /2009	CHAPTER V ACC	R.	Robby

NO	TANGGAL	Hal-hal yang Dibacakan	Paraf Penulis	Paraf Mahasiswa	Paraf Pembimbing I	Hal-hal yang Disarankan	Paraf Pembimbing II	Paraf Mahasiswa
1	10/01/09 /2009	CHAPTER I	R. Robby		05/01 /2009	CHAPTER I (Background)	R.	Robby
2	06/02/09 /2009	CHAPTER II	R. Robby		30/01 /2009	Research Question	R.	Robby
3	13/03/09 /2009	Chapter 3	R. Robby		27/02 /2009	CHAPTER III	R.	Robby
4	26/03/09 /2009	CHAPTER IV	R. Robby		13/03 /2009	CHAPTER III	R.	Robby
5	01/05/09 /2009	Chapter V	R. Robby		16/04 /2009	CHAPTER IV METHOD	R.	Robby
6	12/06/09 /2009	CHAPTER IV	R. Robby		09/05 /2009	CHAPTER IV	R.	Robby
7	03/07/09 /2009	CHAPTER I-IV	R. Robby		30/05 /2009	CHAPTER IV	R.	Robby
8	13/08/09 /2009	CHAPTER V ACC	R. Robby		09/06 /2009	CHAPTER V ACC	R.	Robby

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : RULLY PUTRI RAMADANI
NIM : 1455.017
FAKULTAS/JURUSAN : PENDIDIKAN BAHASA INGGRIS
PEMBIMBING I : JUMATUL HIDAYAH, M.Pd
PEMBIMBING II : SARWNO EDY, M.Pd
JUDUL SKRIPSI : An Analysis of Discourse Markers Used
by EFL Students Based on Gender
(A Case Study on English Seminar
Presentation at IAIN Cirebon)

- * Konsultasi ini berupa tiba-tiba setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang mendapat skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 1 kali, dan berkonsultasi pembimbing 2 minimal 5 (lima) kali dimulai dengan ketentuan yang ditetapkan;

- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan di-hargapkan agar konsultasi terakhir dengan pembimbing dilakukan pada minggu ketujuh sebelum ujian skripsi;

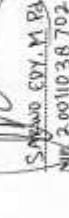
KARTU KONSULTASI PEMBIMBING SKRIPSI

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Presentation at IAIN Cirebon)

- * Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Cirebon.

Pembimbing I,

JUMATUL HIDAYAH, M.Pd
NIP. 19780224 20212 2 002

Pembimbing II,

SARWNO EDY, M.Pd
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BIOGRAPHY



The researcher's name is **Rully Putri Ramadani** she was born in curup, on January 12th 1997. She is a daughter of Mr. Syahrul and Mrs. Nelly Supriati. She is the only daughter and also the second child of 3 siblings. Her older brother named Herlando Manatuto and Her little brother named M.Nur. She lives in Jalan Sapta marga. Formal education which is gone through is SDN 41 graduated in 2008. Then she continued her study in junior high school (SMPN 11 Curup selatan) and finished her study in 2011. Next she was graduated from Madrasah Aliyah Negeri (MAN) Curup in 2014. After that , she decided to entering IAIN Curup and chose English Study Program as her faculty.