**AN ANALYSIS ON DISCOURSE MARKERS**

**IN RESEARCH SEMINAR SETTING**

Kurnita N

[greenholic7@gmail.com](mailto:greenholic7@gmail.com)

Haryanto

[aharyanto\_fbsunm@yahoo.co.id](mailto:aharyanto_fbsunm@yahoo.co.id)

Murni Mahmud

[murnimahmud@unm.ac.id](mailto:murnimahmud@unm.ac.id)

English Education Department of Graduate Program

State University of Makassar, Indonesia

**ABSTRACT**

*This study investigates the use of discourse markers by graduate students as presenter in the research seminar setting as well as their functions. It focuses to find out the discourse markers used by the graduate students as presenter in the research seminar setting and the functions of those discourse markers. This study applied descriptive qualitative method. Five research seminar forums were recorded by using audio/video recorder. Also, each presenter was interviewed after the seminar. The recordings and interviews were transcribed and analyzed based on the local context and sequence of talk in research seminar interaction. The first finding showed that there are thirty two discourse markers used by graduate students during their research seminar namely okay, well, so, yeah, ee, aa, mmm, eh, oh, yes (iya/iye), no, but, however, and, and then, and also, oh iya/oh iye, here, next, therefore, besides, moreover, in addition, furthermore, okay well, actually, for example, I mean, in this case, as we know, as I said before and because. The second finding showed that discourse markers are multifunctional. They fulfilled several different textual and interpersonal functions. Textual functions include as opening frame marker, topic switcher, turn taker signal, filler/turn keeper, information indicator, summarizing marker, sequence marker, elaborative marker, repair marker, focus marker, contrast marker, exemplifier, and closing frame marker. Meanwhile, interpersonal functions include response marker, back-channel signal, and pragmatic softener.*

***Keywords:*** *Discourse Markers, Textual function, interpersonal function, research seminar*

**INTRODUCTION**

Most of the people use spoken language to communicate their opinions, ideas, point of views, and emotions in a social context. They do not limit themselves to use the language for communication. In terms of their frequency and multi-functionality in spoken discourse, the important features of spoken language are discourse markers. They are commonly preferred discourse items used by particularly native speakers of English. Pragmatic and indispensable value of discourse markers is salient in spoken discourse due to their significance as sharing devices and intimacy signals in everyday talk.

Aijmer (2002:2) points out DMs should be studied from functional and pragmatic perspective rather than grammatical classifications as they are a class of words with unique formal, functional, and pragmatic properties. Additionally, Brinton (1996:30) stated that DMs serve pragmatic functions. She cited them as pragmatic markers regarded as meaningless terms and enables only to be understood by seeking the clues in the context and situation, or having a conventionalized pragmatic meaning mapped into them. It is known that pragmatic markers substantively are presented in speech to support the interaction but they do not generally add any specific semantic meaning to the message.

Discourse markers are multifunctional. They are used to fulfill several or different functions based on the situation or given context. Those functions can be textual and/or interpersonal. Textual functions are 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. While interpersonal functions refer to the nature of the social exchange which is the role of the speaker and the role assigned to the hearer.

Due to the significance of discourse markers in spoken discourse, it is important to investigate the use of discourse markers and their function, particularly, in the context of English as Foreign Language. There have been numerous studies about the use of discourse markers in EFL classroom interaction (Castro, 2009; Xiao & Li, 2012; Baiat, et al, 2013; Asik & Cephe, 2013; Mahmud, 2017; and Nejadansari & Mohammadi, 2015). However, the study about the use of discourse markers as well as their function in research seminar setting, especially by Indonesian EFL students, is still undeveloped, whereas exploring the use of discourse markers and their functions in different context could show different and various findings. Therefore, the researcher interested to examine the use of discourse markers by graduate students in formal interaction of research seminar setting at Graduate Program of State University of Makassar. It focuses on the use of discourse markers by the students conducted their research proposal or research; and the functions of those discourse markers.

**RELATED LITERATURE**

1. **Definitions of Discourse Markers**

Discourse Markers (henceforth DMs) have received a great deal of attention in the study of pragmatics for over thirty years. The researchers have different view regarding inclusion and exclusion of particular linguistic items in the category of discourse markers. Schiffrin (1987) was the first one to examine discourse markers. Schiffrin’s analysis of discourse markers is based on a theory of discourse coherence. She defined discourse markers as “sequentially dependent elements which bracket units of talk” (Schiffrin, 1987:31). In other words, DMs are seen as textual and cohesive elements in discourse by depending on the previous or following units which means that they signal relationships between the utterances.

Fraser (1999:931) argued DMs as a class of expressions drawn primarily from the syntactic classes of conjunctions (*and, but, nevertheless*), adverbs (*well)* and lexicalized phrases (*you know, I mean, to be honest*) by signaling a relationship between the previous utterance and the following one. Additionally, Fraser (2009:167) also defined discourse markers as pragmatic markers that show the speaker’s communicative purposes and provide a commentary on the utterance that follows.

Hellerman & Verguns (2007) claim that DMs are lexical items that serving textual, pragmatic and interactional purpose. They are functioned to establish the relation between topics or grammatical units in discourse within the linguistic system, such as *so, well*, and *then*. Besides, DMs fulfill pragmatic functions which the speaker uses them to comment on the state of understanding of the information about to be expressed using phrases, such as *you know, I mean.* They also might be used to express a change of state, such as the particle *oh*, or for subtle commentary for suggesting that what seems to be most relevant context is not appropriate, as *well.*

Brinton (1996) shows that DMs have been the most common name suggested for seemingly empty expressions found in oral discourse. She proposes DMs as pragmatic markers and claims that they are grammatically optional and semantically empty but they serve a variety of pragmatic functions. Thus, she complies an inventory of thirty three items which served as DMs.

*Table 1. Brinton’s Inventory of Discourse Markers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1). | Ah | 12). | If | 23). | Right/Alright |
| 2). | Actually | 13). | I Mean/Think | 24). | So |
| 3). | After all | 14). | Just | 25). | Say |
| 4). | Almost | 15). | Like | 26). | Sort/Kind Of |
| 5). | And | 16). | Mind You | 27). | Then |
| 6). | And (Stuff, Things) like that | 17). | Moreover | 28). | Therefore |
| 7). | Anyway | 18). | Now | 29). | Uh Huh/Mhm |
| 8). | Basically | 19). | Oh | 30). | Well |
| 9). | Because | 20). | Ok | 31). | Yes/No |
| 10). | But | 21). | Or | 32). | You/I Know |
| 11). | Go 'say' | 22). | Really | 33). | You see |

Based on the definitions of the experts above, it concluded that the term of DMs is differently defined based on two approaches namely coherence approach and relevance approaches. The first approach argues that DMs are linguistic expressions that relate discourse unit, while the second approach defined DMs as pragmatic device that contribute to the interpretation and comprehension of utterance by encoding procedural information that control the choice of contextual information.

1. **Functions of Discourse markers**

One of DMs’ characteristics is multi-functionality. DMs are used to fulfill several or different functions, therefore the speakers may use these markers for several purposes. For instance, *well* can be used as a hesitation device, denoting thinking process, or opening and closing of topics.

Castro (2009:60) has categorized DMs into ten functions grouping into two main pragmatic functions initiated by Brinton (1996) namely textual function and interpersonal function (see Table 2). Textual functions includes the way the speaker structures meaning as text, creating cohesive passages of discourse, using language in a way that is relevant to the context. While interpersonal functions refer to the nature of the social exchange which includes the role of the speaker and the role assigned to the hearer.

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*Table 2. Brinton’s Inventory of Discourse Markers’ Functions*

|  |  |  |
| --- | --- | --- |
| Textual Functions | Opening frame marker | To initiate discourse, including claiming the attention of the hearer |
| Topic switcher | To indicate a new topic or partial shift in topic |
| Turn Taker Signal | To aid the speaker in acquiring or relinquishing the floor |
| Filler/Turn Keeper | To serve as filler or delaying tactic used to sustain discourse or hold the floor |
| Information indicator | To denote either new or old information |
| Sequence marker | To mark sequential dependence |
| Repair marker | To repair one‘s own or others’ discourse |
| Closing frame marker | To close discourse |
| Interpersonal Functions | Response Marker | 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 |
| Confirmation-seekers and face-savers | to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness) |

In the present study, Brinton’s inventory (1996) of DMs and their functions was taken as the basis to explore the use of DMs by the graduate students as presenter in research seminar setting and the functions of those DMs.

**RESEARCH METHOD**

This study applied a descriptive qualitative method to describe and analyze the use of discourse markers by graduate students of State University of Makassar in research seminar setting as well as the functions of those discourse markers. The data analyzed was taken in form of utterances and words produced by the participants in research seminar setting.

The participants of this research are five graduate students of English Education Program who conduct research proposal seminar and result seminar; and are willing to be recorded. In obtaining the data, the researcher used audio and video recordings to record the actual interactions in research seminar setting and participants’ interview from February 20th, 2017 until April 19th, 2017. The researcher also used an interview guide as an instrument for getting additional information such as the participant’s experiences and views regarding the use of discourse markers.

Overall, there were ten recordings taken for this study which include five recordings of research seminar forums and five recordings of participants’ interview. The data analyzed based on Miles, et al (2014) who proposes three concurrent flows of analysis activities namely data condensation, data display, and conclusion drawing/verification. Initially, the data were transcribed and selected based on the purposes of this study. Then, the data were interpreted and analyzed in the forms of extracts. In the extracts, relevant data were identified and discussed.

**FINDINGS AND DISCUSSION**

Findings in this research focus two main points: DMs used by the graduate students as presenter in research seminar setting and functions of DMs used by the graduate students as presenter in research seminar setting.

1. **DMs used by the Graduate Students as Presenter in Research Seminar Setting**

Regarding the occurrence of DMs, Brinton’s Inventory of thirty three items was considered as a basis in this research. In addition, DMs used by the graduate students as presenter in research seminar are analyzed based on its context of use such as the local context and the sequence of talk in which they occurred during research seminar interaction. Thus, the researcher found out there were fourteen DMs from Brinton’s Inventory used by the graduate students during their research seminar. Those are *okay, well, so, mmm, oh, yes (iya/iye), no, but, and, therefore, moreover, actually, I mean,* and *because.*

Based on the characteristics assigned to DMs by Schiffrin (1987), Brinton (1996), and Jucker & Ziv (1998), the researcher identified the use of eighteen more items that served as DMs. Those are *yeah, ee, aa, eh, however, and then, and also, oh iya/iye, here, next, besides, in addition, furthermore, okay well, for example, as we know, as I said before,* and *in this case.* Therefore, totally, there were thirty two DMs to be found that used by the graduate students during their research seminar. The following table shows the thirty two DMs used by the graduate students as presenter in their research seminar.

*Table 3. DMs used by the graduate students as presenter in research seminar*

|  |  |  |  |
| --- | --- | --- | --- |
| 1). Okay | 9). Oh | 17). Oh iya/oh iye | 25). Okay well |
| 2). Well | 10). Yes (Iya/Iye) | 18). Here | 26). Actually |
| 3). So | 11). No | 19). Next | 27). For example |
| 4). Yeah | 12). But | 20). Therefore | 28). I mean |
| 5). ee | 13). However | 21). Besides | 29). In this case |
| 6). aa | 14). And | 22). Moreover | 30). As we know |
| 7). mmm | 15). And then | 23). In addition | 31). As I said |
| 8). Eh | 16). And also | 24). Furthermore | 32). Because |

From table 3 above, it can be seen that there are two DMs used in Indonesian namely *Iya/iye* and *oh iya/iye.* Because of the situational context of research seminar, the use of Indonesian/local language was unavoidable. The researcher found that these DMs were commonly used by the graduate students to respond the supervisors and the examiners. In term of connectivity, *Iya/iye* and *oh iya/iye* are used to “establish a relationship between the current utterance and the previous one” (Schourup, 1999 cited in Asik & Cephe, 2013:145). In other words, these DMs show the relationship between the speakers. In addition, they also fulfill several pragmatics functions as response marker and back-channel signal, which make them multi-functional (Brinton, 1996). Particularly for *iya/iye,* it was counted similarly with *yes.*

The use of three DMs combinations by the graduate students were also discovered such as *and then, and also,* and *okay well.* It is related to Schiffrin (2001) and Thornbury & Slade (2006) who said that DMs often become combined. Based on the data analysis, DMs *and then* and *and also* were frequently used by the graduate students during their seminar. Meanwhile, the researcher considered DM *okay well* as a new DM combination that has never be observed before. The researcher found that DM *okay well* used by one of the graduate student as topic switcher and turn taker signal.

Furthermore, it was also found the uncommon DMs for native speakers used by the graduate studentssuch as *as we know,* *as I said before,* and *in this case.* DM *as we know* was considered to fulfill interpersonal function as pragmatic softener, while DM *as I said before* and  *in this case* were used as focus marker. In Indonesian context, people usually use phrases *“seperti yang kita ketahui bersama”, “seperti yang saya kemukakan sebelumnya”,* and *“dalam hal ini”* for expressing their ideas. The researcher assumes that the graduate students converted these Indonesian phrases into English. Additionally, Mahmud (2017) also points out the use of DM *as we know* in Indonesian context. DM *as we know* used by Indonesian EFL students as one of communicative styles in the classroom presentation. Therefore, the use of DMs *as we know,* *as I said before,* and *in this case* was rarely found in native speakers’ context.

1. **Functions of DMs used by the Graduate Students as Presenter in Research Seminar Setting.**

In this research, the researcher analyzed each DM in its context of use including the local context and the sequence of talk in which they occurred during research seminar interaction in order to identify and describe the functions of DMs. Data analysis shows that DMs used by the graduate students as presenter in research seminar fulfill a number of textual and interpersonal functions which contribute to the coherent and pragmatic flow of the discourse generated in research seminar setting.

Brinton’s Inventory of DMs’ functions was used as framework in analyzing the functions of DMs. In addition, the researcher added six different functions to the existing functions. Therefore, there are thirteen functions fulfilled by certain DMs which are categorized as textual functions. Those functions are as opening frame marker, topic switcher, turn taker signal, filler/turn keeper, information indicator, summarizing marker, sequence marker, elaborative marker, repair marker, focus marker, contrast marker, exemplifier, and closing frame marker. For interpersonal function, the researcher found three functions such as response marker, back-channel signal, and pragmatic softener.

The following are data presentation of functions of each DM used by the graduate students in research seminar.

* 1. DM *Okay*

Based on data analysis, the researcher found six different functions of DM *Okay*. Those are as opening frame marker, topic switcher, focus marker, turn taker signal, response marker, and closing frame marker.

*Table 4. DM Okay*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *Okay*** | **Extracts** | |
| 1. Opening frame marker | **P :** | ***Okay****. Assalamualaikum Warahmatullahi Wabarakatu* |
| 1. Topic switcher | **P :** | (previously explaining about research questions)  ***Okay,*** *the significances of the research. This research is expected to give* ***e:::*** *theoretical contributions and practical contributions.* |
| 1. Turn taker signal | **S1:**  **P :** | *Okay, time for you to answer.*  ***Okay****. Thank you very much.,….* |
| 1. Focus marker | **P :** | ***Okay****, listen. I use purposive sampling because when choose students as the subject of my research based on* ***e::*** *English achievement…..* |
| 1. Closing frame marker | **P :** | ***Okay,*** *I think that’s all for my presentation today. Thank you very much for your kind attention.* |
| 1. Response marker | **Au3:**  **P :** | *You need to do your research in the next semester.*  ***Okay,*** *thank you for your suggestion.* |

Table 4 above shows the occurrences of DM okay in different functions by the graduate students in their research seminar. First, as opening frame marker, DM *okay* is used by the presenter at the beginning of his presentation to start the presentation. Second, the presenter uses *okay* as topic switcher to mark the beginning of a new topic (significances of the research) in her explanation indicating that the current topic switch to another one. Third, the presenter uses *okay* as turn taker signal to mark his turn of answering the question*.* Forth, the presenter uses DM *okay* as focus marker followed by the word *listen* to focus and emphasize his elaborative explanation about using purposive sampling technique to the addressee. Fifth, as closing frame marker, the use of *okay* followed by the utterance *“I think that’s all for my presentation today”* indicates that the presenter intends to end the presentation. Last, by responding the audience’s suggestion, the presenter uses DM *okay* followed by the utterance *“Thank you for your suggestion”* to show her gratitude for audience’s suggestion.

* 1. DM *Well*

DM *well* was found to fulfill three different functions such as opening frame marker, topic switcher, and closing frame marker.

*Table 5. DM Well*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *Well*** | **Extracts** | |
| 1. Opening frame marker | **P :** | ***Well****, Assalamu alaikum warahmatullahi wabarakatu.* |
| 1. Topic switcher | **P :** | (Previously greeting *supervisor, examiners, and audiences)*  ***Well****, vocabulary is an inseparable part of any language learning process. It consists of the total number of words, so vocabulary is really important roles.* ***….*** |
| 1. Closing frame marker | **P :** | ***Well****, I think that’s all for my presentation. Thank you very much for your kind attention.* |

Table 5 above shows the uses of DM *well* in different functions. First, as opening frame marker, the presenter also used DM *well* at the beginning of his presentation to open her presentation. Second, DM *well* was used by the presenter as topic switcher to highlight the topic shift in her explanation. Last, the presenter uses DM *well* as closing frame marker followed by the utterance *“I think that’s all for my presentation”* shows that the presenter intends to end the presentation.

* 1. DM *So*

DM *so* was one of DMs used by the participants as presenter during their research seminar which also serves different functions. It revealed that DM *so* was functioned as topic switcher, turn taker signal, information indicator, sequence marker, and summarizing marker.

*Table 6. DM So*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *So*** | **Extracts** | |
| 1. Topic switcher | **P :** | (Previously presenting about operational definition)  ***So,*** *the population of this research will be* ***a:::*** *is about- the total number of population is about 276 student.* |
| 1. Turn Taker Signal | **E1:**  **P :** | *And then, what kind of instrument that you are going to use to measure the characteristics of the good test?*  ***So, e::*** *in the instrument of the research, I would like to do interview and in the appendix ee there are some questions that I will use…..* |
| 1. Information Indicator | **P :** | ***Okay****, significance of the research. The result will be expected to be beneficial theoretically and practically.* ***So*** *theo- theo- theoretically, the finding of this research will contribute in ELT theory….* |
| 1. Sequence Marker | **P :** | *Sympathy maxim* ***e::*** *means showing happiness or caring for others.* ***So,*** *although teacher or lecturer sometimes- are sometimes angry with us, it indicates that the lecturer or the teacher cares for students,…* |
| 1. Summarizing marker | **P :** | *My research will conduct seminar setting and I think that is the difference between* ***e::*** *the other previous findings because most of them just* ***e::*** *(.)* ***e::*** *investigate the- the classroom interaction,* ***m::m*** *textbook,* ***e::*** *tv show or blog.* ***So, e::*** *research seminar setting is under developed, and I think that is the novelty of my research.* |

Based on table 6 above, it can be seen that the first function of DM *so* is topic switcher. It shows that the presenter explains previously about operational definitions of several key terms related to the research. Then, the presenter switches the topic of discussion to population of her research and uses DM *so* at the beginning of the new topic signaling the topic switch. Second, as turn taker signal, the presenter takes the turn of speaking by using DM *so* followed by another DM *eee* before answering the question. Third, DM *so* was functioned as information indicator for signaling the presenter’s additional information about theoretical contributions of the research. Forth, the presenter uses *so* as sequence marker to mark the continuity between the previous utterance (the meaning of sympathy maxim) and the following explanation. Last, summarizing marker, the presenter DM *so* to highlight the presenter’s summarizing opinion about her research’s novelty.

* 1. DM *Yeah*

DM *yeah* was found to serve five different functions such as turn taker signal, response marker, information indicator, focus marker, and closing frame marker.

*Table 7. DM Yeah*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *Yeah*** | **Extracts** | |
| 1. Turn taker signal | **E2:**  **P :** | *Okay. But why did you interview the teacher?*  ***E::******Yeah,*** *to know what the teacher find after use politeness in teaching.* |
| 1. Information indicator | **P :** | *Conclusion.* ***Yeah,*** *in classroom interaction at the VIII grade of SMPN 25 Makassar, the EFL teacher used five kinds of politeness principle.* |
| 1. Focus marker | **P :** | *The third, the teachers also should be able to control their utterances belong to politeness principles in some kinds of condition in the EFL classroom because* ***a::*** *the duty- because one of teacher’s duties,* ***yeah*** *to show and to teach students how to behave and to speak politely.* |
| 1. Closing frame marker | **P :** | ***Yeah,*** *thank you very much. Alhamdulillah.* |
| 1. Response marker | **S2:**  **P :** | *//kau yakin siswa bisa jawab itu?*  [Are you sure the students can answer it?]  ***e:: yeah*** *hopefully.* |

Table 7 shows that the first function of DM *yeah* is as turn taker signal. The presenter uses *yeah* at the beginning of his utterance to mark his turn of answering the question*.* Second, as information indicator, the presenter intends to denote the information about his research conclusion, therefore he uses *yeah* before stating his conclusion to highlight the following information. Third, the presenter uses *yeah* as focus marker to mark focused information that he will explain by pointing out the following utterance *“to show and to teach students how to behave and to speak politely”* which relates to the previous utterance *“teacher’s duties”.* Forth, the DM *yeah* is used as closing frame marker to signal the closing session of presenter’s presentation. Last, as response marker, the presenter responses with *yeah* followed by *hopefully* to approve the supervisor’s confirmation although he is still unsure.

* 1. DMs *ee, aa,* and *mmm*

Based on the data analysis, it found that DM *ee, aa,* and *mmm* is used as filler or turn keeper by the presenters during their research seminar.

*Table 8. DMs ee, aa, and mmm*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *ee, aa,* and *mmm*** | **Extracts** | |
| 1. Filler | **P :** | *..* ***a::*** *Face* ***a:::*** *according to them, face is a picture of self- image in the social attributes.* ***a::*** *In other words* ***e:::*** *face could means* ***e::: (.) e::*** *self-system or pub- (.) public self-image. …* |
| **E1:**  **P :**  **E1:**  **P :** | *Number?*  *The second finding, Prof. The implication in the* ***m::m*** *starting from//*  *//what page?*  *Starting from sixty five.* |

Table 8 above shows the use of DM *ee, aa,* and *mmm* as filler or turn keeper. In the first extract, the presenter uses non-lexical word like *eee* and *aaa* as filler in her utterance frequently. Frequency of using filled pauses by the presenter shows her thinking process and word-searching problems. It indicates that the presenter gains time to think what she is going to say next. Moreover, in the second extract above, it can be seen that the presenter still need time to search the page, therefore instead of being silent, the presenter use *mmm* as a delaying tactic hold the floor. Therefore, *mmm* is functioned as turn keeper.

* 1. DM *Eh*

*Table 9. DM Eh*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *Eh*** | **Extract** | |
| 1. Repair marker | **P :** | *And I will use-* ***eh*** *I had used-* ***e::*** *I had used audio recorder, observation checklist, and interview guide.* |

Table 9 above reveals the use of *eh* as repair marker. The presenter explains about his research instruments during presentation session. It can be seen that the presenter uses *eh* as signal of correction. When the presenter aware the grammatical error in his utterances, he immediately makes correction by previously using *eh* followed by the correct utterances.

* 1. DM *Oh*

Data analysis shows that DM *oh* fulfills two different functions*.* DM *oh* is used as response marker and back-channel signal.

*Table 10. DM Oh*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *Oh*** | **Extracts** | |
| 1. Response marker | **S1:**  **E2:**  **P :** | *Mungkin bagusnya diterangkan di metodologi.*  [It will be better if you explain it in methodology]  *Yeah*  ***O::h****, diterangkan di metodologi?*  [Explain it in methodology?] |
| 1. Back-channel signal | **S2:**  **P :**  **S2:** | *Sebenarnya sih kalo saya, pertanyaan penelitian kamu ini bahkan buat saya ini tidak perlu wawancara guru.*  [In my opinion, to answer your research questions, it doesn’t need teachers’ interview]*.*  ***O::h***  *Kamu kan, test nya yang mau kamu ukur.*  [You just want to measure the test] |

Table 10 above shows the use of DM *oh* as response marker and back-channel signal. As response marker, the presenter uses *oh* to response the first supervisor’s suggestion following by the utterance “diterangkan di metodologi?” [Explain it in methodology?] for seeking confirmation. Besides, the presenter also uses *oh* as back-channel signal indicating he pays attention and understands the supervisor’s advice without any intention of taking the turn of speaking.

* 1. DMs *yes, iya,* and *iye*

DM *yes* is functioned as response marker and back-channel signal. Moreover, the researcher also found out Indonesian forms of DM *yes* used by the presenters in his research seminar. Those are *iya* and *iye* that are equal to *yes* in English.

*Table 11. DMs Yes, Iya, and Iye*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *Yes, Iya,* and *Iye*** | **Extracts** | |
| 1. Response marker | **S2:**  **P :** | *So, think about the question that fit with the methodology. Yah?*  ***Yes****, sir.* |
| **S1:**  **P :** | *Coba e::: bold kan ini yang mana yang benar susunanya. Itu ada Sembilan, yah?* [Try to give bold mark for the correct arrangement. There is nine, isn’t?]  ***Iya*** |
| **E1:**  **P :** | *There are four theories of politeness here. Then, you take one of them. Did you mention here?*  ***Iye****, on the page 35, Prof. The last paragraph.* |
| 1. Back-channel signal | **E1:**  **P :**  **E1:** | *In page 7.*  ***Yes*** *sir.*  *Significant of the research. Why not noun? (4) Ada juga di halaman 15. Kenapa pake titik subjudulnya di situ? (2)…*  [There is also in page 15. Why do you use point mark for sub topic? (2)…] |

Table 11 above reveals the use of DM *yes* (including *iya* and *iye)* as response marker and back-channel signal. As response marker, the presenter use DM *yes* to immediately responds his supervisor’s instruction. Similarly, DM *yes* is also used in Indonesian forms such as *iya.* The presenter uses Indonesian DM *iya* to respond his supervisor when seeking confirmation in Indonesian. Therefore, the presenter also gives response in Indonesian. Moreover, DM *yes* as response marker is also used in another form such as *iye* which is a form of local language (Buginese-Makassar). Because the context of place where this research conduct and the presenter itself, it allows the use of local language. Initially, the first examiner confirms about mentioning politeness theory use by the presenter. To respond the first examiner, the presenter use *iye* which indicate that he had mentioned it. Besides, the use of *iye* by the presenter also can be seen as politeness marker in Makassar context to show his respect in responding the examiner.

As back-channel signal, the presenter responds the first examiner’s suggestion by using DM *yes* as signal that he acknowledges and understands the examiner’s suggestions without intention to take over the speaking turn.

* 1. DMs *no* and *tidak*

DM *no* fulfills a function as response marker. Besides, the researcher also found out Indonesian form of DM *no*, that is *tidak,* used by the presenters in his research seminar.

*Table 12. DMs No and Tidak*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *No* and *Tidak*** | **Extracts** | |
| 1. Response Marker | **E1:**  **P :** | *So, you also interview the teacher. The same question?*  ***No****. Different between teacher and student.* |
| **E1:**  **P :** | *O::h. Jadi pake English dulu baru diterjemahkan?*  [O::h. So, you used English, and then translated it?]  ***Tidak*** *Prof. Cuma dilaporannya sini saya Inggris-kan. Tapi prakteknya// ]*[No, Prof. In my thesis, I translated into English. But practically//] |

Table 12 above shows the use of *no* and *tidak* as response marker. In the extract, the first examiner wants to confirm whether interview for teacher and students had the same question. The presenter immediately gives response of disagreement by using DM *no* and affirms by saying *“Different between teacher and student”*. Likewise, DM *no* is also used in Indonesian form such as *tidak*. The presenter uses DM *tidak* as response marker because the first examiner also uses Indonesian to ask the presenter. The first examiner intends to ensure the language use of instrument. However, the presenter responds by using *tidak* followed by participant’s clarification.

* 1. DMs *but* and *however*

From the data analysis, DMs *but* and *however* were also used by the presenters during their research seminar. These DMs served textual function as contrast marker.

*Table 13. DMs But and However*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *But* and *However*** | **Extracts** | |
| 1. Contrast marker | **P :** | *The previous researches focus to find the criteria of effective characteristics of EFL teacher,* ***but******here*** *in my research, I would like investigate about effective characteristics of EFL teacher* ***e::*** *based on students’ perceptions…* |
| **P :** | *Several studies in different context has been conducted to examine the use of* ***e::*** *politeness strategies.* ***However,*** *the present will* ***e:::*** *will* ***e:::*** *still different from the previous* ***e:::*** *previous related lite- findings in term of the context.…* |

Table 13 above shows the use DMs *but* and *however* by the presenters as contrast marker. The presenters use these DMsas signals of difference between the previous statement and the following statement. Both of DMsare used by the presenter to highlight the distinction between previous researches and their upcoming research.

* 1. DM *and*

DM *and* was found to fulfill two different textual functions in this research. It is functioned as topic switcher and sequence marker.

*Table 14. DM And*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *And*** | **Extracts** | |
| 1. Topic switcher | **P :** | ***And*** *the scope of my research, I will do the research on the profile of speaking test which I focus on the final achievement test. (3)*  ***And*** *chapter two, (.)* ***e::*** *for my previous related findings. …* |
| 1. Sequence marker | **P :** | ***And then,******e::*** *professional competence means the ability of teacher* ***e::*** *master of the material (.) in broad and depth.* ***And*** *the last is social competence,* ***here*** *means the ability of teachers to communicate and interact with the students* ***a::*** *effectively and efficiently.* |

Based on the table 14 above, the presenter uses DM *and* as topic switcher to highlight the beginning of a new topic in his explanation indicating that the current topic shifts to another one. As sequence marker, the presenter also uses *and* to mark sequential dependence on his utterances. It can be seen that the presenters explain about effective teachers competences. Previously, three competences (pedagogy, personal, and professional) had been mentioned. Then, the presenter uses DM *and* followed by *“the last is social competence”* which indicates that the following utterances were the last sequence of mentioned competences. It shows the continuity from the previous utterances.

* 1. DM *and then*

DM *and then* was also found to serve two different textual functions as topic switcher and sequence marker.

*Table 15. DM And then*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *And then*** | **Extracts** | |
| 1. Topic switcher | **P :** | ***And then****, previous related findings using* ***e::*** *there are three.*  *…*  ***And then*** *some pertinent ideas. …..* |
| 1. Sequence marker | **P :** | *Many studies have* ***e::*** *investigated politeness strategies but* ***e::*** *(2) most of them* ***e::*** *(2) conduct the investigation of classroom interaction, talk show,* ***e::: e::*** *textbook, and also* ***e::*** *blog.* ***And then,*** *the use of politeness strategies and its factors in seminar setting is underdeveloped.* ***And then, e::*** *(2)**that’s why* ***e::*** *I choose this* ***e:::*** *seminar setting as my* ***e::*** *research because in research seminar* ***e::*** *there many possibilities of face threatening act.* |

Table 15 above reveals the use of DM *and then* as topic switcher and sequence marker. In the first extract, the presenter uses DM *and then* in the beginning before explaining about previous related findings and pertinent ideas. It shows that the presenter used them to mark the beginning of a new topic in her explanation. Besides, as sequence marker, the presenter uses *and then* to mark sequential dependence on the presenter’s statements about the novelty of her research. Besides, the occurrence of *and then* was followed by another utterances which is the continuity from the previous statements.

* 1. DM *and also*

Another DM used by participants as presenter in the research seminar was *and also.* DM *and also* was usedas elaborative marker.

*Table 16. DM And also*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *And also*** | **Extract** | |
| 1. Elaborative marker | **P :** | *I would like investigate about effective characteristics of EFL teacher* ***e::*** *based on students’ perceptions,* ***so*** *the perception can be used as a measurement to judge the teacher are effective or not.* ***And also*** *to give information that can improve the quality- the effectiveness and professional of English teacher.* ***And also*** *this research would like to investigate about* ***e::*** *criteria of effective of EFL teacher is the most preferred by the students* |

Table 16 above shows the use of DM *and also* as elaborative marker. In the extract, the presenter explains the aims of his research. The presenter used *and also* for signaling his elaborative statements. The occurrences of *and also* showed that the presenter intended to give additional ideas about the aim of his research.

* 1. DM *oh iya/iye*

In analyzing the data, the researcher found other Indonesian DMs such as *oh iya* and *oh iye.* Here, DM *oh iya* was functioned as back-channel signal, while *oh iye* was used as turn taker signal. The context of place and situation can be considered as the reason of using these Indonesian DMs.

*Table 17. DM Oh iya/iye*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *Oh iya/iye*** | **Extracts** | |
| 1. Back-channel signal | **E1:**  **P :**  **E1:** | *Kalo dia dalam bentuk primary trait satu saja, tapi kalo dalam bentuk analytic berarti satu satu dari empat yang ada.*  [If it is in form of primary trait, it means just one as whole. But if it is in form of analytic, it means one by one.]  ***Oh iya,*** *sir.*  *Jadi ada nilai, katakanlah yang ada empat tadi itu.*  [So, there is value of the four characteristics.] |
| 1. Turn Taker Signal | **E2:**  **P :** | *Under the extract you write down number of data. What is it number of data?*  ***Oh iye****. To make easy or to facilitate the readers to find this- the source of data in the appendix.* |

Based on the first extract in table 17 above, DM *oh iya* is functioned as back-channel signal. It can be seen that the first examiner gave suggestion about scoring system of test. Without any intention to take the turn, the presenter responded to the first examiner’s suggestion by using *oh iya* as signal that he pays attention and understands the examiner’s suggestion. Meanwhile, the second extract above reveals the use of DM *oh iye* as turn taker signal. It shows that the second examiner asked the meaning of “number of data” attached in every extracts. Then, the presenter took the turn to answer the question. However, he did not immediately stating his answer but using *oh iye* at the beginning of his utterances. It concludes that the presenter uses *oh iye* as turn taker signal to mark his turn of speaking.

* 1. DM *here*

Data analysis reveals that DM *here* wasused as focus marker by the presenters during their research seminar.

*Table 18. DM Here*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *Here*** | **Extract** | |
| 1. Focus marker | **P :** | *The previous researches focus to find the criteria of effective characteristics of EFL teacher.* ***But,******here*** *in my research, I would like investigate about effective characteristics of EFL teacher* ***e::*** *based on students’ perceptions* |

Table 18 above shows the use of *here* as focus marker for emphasizing the presenter’s research focus. Initially, the presenter used *but* to assert the difference between the previous researches and his research. Then, the presenter used *here* because the intention to point out the focus of his research.

* 1. DM *next*

In this study, DM *next* was functioned as sequence marker by the presenters in their research seminar.

*Table 19. DM Next*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *Next*** | **Extract** | |
| 1. Sequence marker | **P :** | ***Well,*** *preview of related literature.* ***So****, Chireshe, (2011) conducted a study under the title* ***e::*** *The Effective and Ineffective Lecturers; University Students’ Perspective in Zimbabwe. ……* ***Next****, Walls et.al (2002) conducted a research under the title The Characteristics of Effective and Ineffective English Teachers.* |

Table 19 above shows that DM *next* was used as sequence marker. Based on the context in the extract, the presenter presents several previous related studies. The presenter uses DM *next* to mark sequential dependence between the first study and the second study.

* 1. DM *therefore*

DM *therefore* was functioned as summarizing marker. It was used to highlight the presenter’s summarizing opinion.

*Table 20. DM Therefore*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *Therefore*** | **Extracts** | |
| 1. Summarizing marker | **P :** | *In teaching and learning process, there are significant influences of the politeness principle used by the teacher in classroom interaction.* ***Therefore****, the researcher gives a recommendation that all teachers keep on using politeness principles in teaching. …..* |

Table 20 above shows the use of DM *therefore* as summarizing marker by the presenter. In the extract, DMs *therefore* were used by the presenter for signaling his summarizing opinion related to previous utterances.

* 1. DMs *beside, moreover, in addition,* and *furthermore*

One of the functions of DMs is as elaborative marker. In this study, the researcher found out that there are several DMs used as elaborative marker such as *besides, moreover, in addition*, and *furthermore.* These DMs were used to highlight the presenter’s elaborative statements.

*Table 21. DMs Beside, Moreover, In addition, and Furthermore*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *Besides, Moreover, In addition,* and *Furthermore*** | **Extracts** | |
| 1. Elaborative marker | **P :** | ***And then,*** *in interaction, sometimes the conversation* ***e::*** *cannot be successful because of mis-(.) misunderstanding between the speaker and the hearer.* ***Besides, e::*** *it is important to consider the- (.)* ***e::*** *(.) the attitude* ***ee*** *when the- when they or* ***e::*** *interaction.* |
| **P :** | *This research will emphasize four* ***e::*** *types of politeness strategies* ***e::*** *bald-on record, positive politeness, negative politeness, and off- record.* ***Moreover****, it will also emphasize the factors that might influence different politeness strategies.* |
| **P :** | *According to Witcher, Onwuegbuzie, & Minor (2001) effective- effective teachers have been described as active teachers …...* ***In addition,*** *Diamond, et.al (1998) state that an effective teacher as the one who conducts effective teaching which produces beneficial and purposeful students learning the use of appropriate procedures. ……* |
| **P :** | ***And then****,* ***furthermore****,* ***e::*** *there are two kinds of test and it could be* ***e::*** *teacher-made test and ready-made test.* |

Table 21 shows the use of DMs *beside, moreover, in addition,* and *furthermore* as elaborative marker. In the first extract above, the presenter give additional statement preceded by DM *beside.* The use of DM *besides* indicates that the presenter intends to give elaboration about the previous statement. Second, the presenter give additional emphasizing related to factors influencing politeness strategies by using DM *moreover* to highlight the presenter’s following explanation. Third, the presenter uses DM *in addition* for indicating his additional statement regarding the definitions of effective teacher in other experts’ opinion. Last, the presenter used *furthermore* as a signal for further explanation related to the previous topic.

* 1. DM *okay well*

In this study, the researcher found the use of a new DM combination which fulfilled two different textual functions. It was DM *okay well* which served as topic switcher and turn taker signal.

*Table 22. DM Okay well*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *Okay well*** | **Extracts** | |
| 1. Topic switcher | **P :** | [previously explaining about resume of the research]  ***Okay well****. Method of this research.* ***So****, for the research design I would like to use Quasi Experimental Design****.*** |
| 1. Turn Taker Signal | **Au2:**  **P :** | *Okay, thank you.* ***E:::*** *I want to ask about the approach- systemic approach in teaching adjective. The reason why you choose systemic approach to teach adjective?*  ***Okay well****. I use systemic approach because in systemic approach, it emphasizes the regularity and holistic point of view.* |

Table 22 above shows different functions of DM *okay well.* In the first extract, DM *okay well* was used as topic switcher. The presenter uses *okay well* to mark the beginning of a new topic (method of the research) in her explanation. Meanwhile, the second extract shows that the presenter took the turn to answer the question by using DM *okay well* at the beginning of her utterance. It implies that the presenter used *okay well* as turn taker signal to mark his turn of speaking.

* 1. DM *actually*

DM *actually* was functioned for particular interpersonal function as pragmatic softener. The presenters used pragmatic softener to soften their talking or messages.

*Table 23. DM Actually*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *Actually*** | **Extracts** | |
| 1. Pragmatic softener | **P :** | ***Okay, so*** *during* ***e:: e::*** *collecting the data for pertinent ideas* ***e::*** *especially* ***e::*** *the research- the researches that similar with my research****, actually,*** *there are some researches* ***e::*** *conduct in terms of content validity, construct validity, reliability, but not in the speaking test.* |
| **P :** | ***And then****, procedure of data collection, there will be* ***e:::*** *two* ***actually*** *the procedure that I have to put. There is experimental group and control group****. E::*** *pretest, treatment, and posttest.* ***But*** *I’m so sorry because I forget to put the- the control group in my proposal.* |

Table 23 above shows the use of DM *actually* as pragmatic softener by the presenters in their research seminar. In the first extract, the presenter uses *actually* as pragmatic softener to clarify his difficulty of finding similar studies as references. The presenter emphasizes the reason of lack of reference that in fact there were several similar researches, but none of them focused on speaking test. Additionally, in the second extract, it can be seen that the use of *actually* indicates something undesirable was happened. The presenter’s expectation was not met in some way, but that matter had been given due consideration. Indeed, there should be two groups were used for collecting data, but the presenter forgot to put one of them in her proposal. Therefore, the presenter used DM *actually* as face-saving strategy to overcome her mistake.

* 1. DM *for example*

DM *for example* was functioned as exemplifier. The presenters used *for example* for signaling the following examples related to the previous utterance.

*Table 24. DM For example*

|  |  |  |
| --- | --- | --- |
| **Functions of DM *For example*** | **Extract** | |
| 1. Exemplifier | **P :** | ***And then****, procedure of data collection, there will be* ***e:::*** *two* ***actually*** *the procedure that I have to put. There is experimental group and control group****. E::*** *pretest, treatment, and posttest.* ***But*** *I’m so sorry because I forget to put the- the control group in my proposal. …* |

Table 24 above shows that the occurrence of *for example* is to state example referring to the previous utterance. The presenter tries to emphasize her explanation by addressing an example about a conventional way of teaching.

* 1. DM *I mean*

Based on the data analysis, DM *I mean* served two different textual functions as repair marker and elaborative marker.

*Table 25.* DM *I mean*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *I mean*** | **Extracts** | |
| 1. Repair marker | **P :** | **So**, socio- effective skill is placed with **m::m** the ability of teacher to communicate and inter-interact to the teacher- to the students **I mean**. ….. |
| 1. Elaborative marker | **P :** | ***And*** *this research also will investigate about the criteria of effective characteristics of EFL teachers is the most preferred by the students.* ***So****,* ***I mean here*** *for all criteria of effective characteristics of EFL teachers, which one is the most preferred by the students.* |

The first extract in the table 25 above shows that DM *I mean* is used by the presenter as a repair marker. The presenter seems hesitant to explain about socio-effective skill that leads him to produce false utterance *“teacher”.* Realizing his fault, the presenter immediately made correction by stating the correct utterance *“students”* followed by DM *I mean* to emphasize his correction. In the second extract, the presenter uses DM *so* followed by DM *I mean* to emphasize that there will be another explanation about the previous topic (aim of the research). It indicates that the presenter intends to elaborate the previous utterance about the most preferred criteria of effective characteristics of EFL teachers by the students. Moreover, the presenter also uses DM *here* preceded by *I mean* to focus on what he explained before.

* 1. DM *as we know*

Another DM functioned as pragmatic softener was DM *as we know.* It is also a new DM discovered by the researcher that served interpersonal function to soften the participants’ talking or messages.

*Table 26. DM As we know*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *As we know*** | **Extract** | |
| 1. Pragmatic softener | **P :** | ***And then****, why I choose research seminar because* ***e::*** *research seminar,* ***as we know*** *that* ***e::*** *there are many possibilities of face threatening acts will occur in the interaction.* ***And then****,* ***as we know*** *that* ***e::*** *the presenter and the supervisor**or examiner has* ***e::*** *different distance, so the presenter has to know what kinds of politeness strategy that* ***e::*** *they use to avoid face threatening act. …* |

Table 26 above shows that the presenter used DM *as we know* during explaining her reason of choosing research seminar as her focus of study. It is functioned as pragmatics softener for stating the common statements related to politeness. It shows the presenter’s attitude of sharing common knowledge to reduce the social distance with the audience.

* 1. DM *as I said before*

DM *as I said before* was used as focus marker by the presenter during research seminar. This DM is also considered as a new DM being observed in Indonesian context.

*Table 27. DM As I said before*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *As I said before*** | **Extract** | |
| 1. Focus marker | **P :** | ***Okay well****. Thank you very much.* ***As I said before****, somebody had use systemic approach in teaching vocabulary and- and-* ***e::*** *irregular verbs,* ***so*** *I would like to use adjective because* ***as we know*** *that adjective can be used to express the- the quality of something ….* |

Table 27 above shows the presenter uses DM *as I said before* as focus marker during answering audience’s questions. The use of DM *as I said before* refers back to something said previously. The presenter tries to emphasize her previous statement in the following utterance that would support her answer.

* 1. DM *in this case*

In this study, DM *in this case* fulfilled a textual function as focus marker. DM *in this case* is also considered as a new DM being observed in Indonesian context.

*Table 28. DM In this case*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *In this case*** | **Extract** | |
| 1. Focus marker | **P :** | ***So*** *(.)* ***in this case****,* ***e::*** *I’m going to focus on* ***e::*** *the final achievement on the speaking* ***e::*** *English test.* ***e::*** *But* ***in this case****,* ***e::*** *in order to* ***e::*** *conduct a test, the teacher should* ***e::*** *understood the characteristics of a good test.* |

Table 28 above shows the occurrences of DM *in this case* as focus marker. The presenter used *in this case* to mark focused or essential information during explaining the background of his research. Firstly, the presenter uses DM *in this case* to emphasize the focus of his research. Next, the presenter uses DM *in this case* again with the intention to underline the requirement of teachers to know characteristics of a good test.

* 1. DM *because*

Last, the researcher found DM *because* used as information indicator by the presenters in their research seminar.

*Table 29. DM Because*

|  |  |  |
| --- | --- | --- |
| **Functions of**  **DM *Because*** | **Extract** | |
| 1. Information Indicator | **P :** | ***Okay well****. I use systemic approach (.)* ***because*** *in systemic approach, it emphasizes the regularity and holistic point of view.* ***…*** |

Table 29 above shows the use of DM *because* as information indicator. It has the textual function of introducing new information *“systemic approach emphasizes the regularity and holistic point of view”*. Additionally, it also provides reason connected to the previous utterance *“I use systemic approach”* which contributes to the coherence of the presenter’s talk*.* In other words, the presenter uses DM *because* for signaling her explanation about the reason of using systemic approach.

Generally, the previous explanations clearly reveal that among the thirty two DMs used by graduate students as presenter in their research seminar, there are eleven DMs which have more than one function. Those are *okay, well, so, yeah, oh, yes, and, and then, oh iya/iye, okay well,* and *I mean.* Meanwhile,a particular function served by the other DMs such as *ee, aa, mmm, eh, no, but, however, and also, here, next, therefore, besides, moreover, in addition, furthermore, actually, for example, as we know, as I said,* and *in this case.*

The previous described functions of DMs such as *okay, well, so, yeah, oh, yes, and, and then, oh iya/iye, okay well,* and *I mean* are the examples of their multi-functionality (Schiffrin, 1987; Brinton, 1996; Jucker & Ziv, 1998; Asik & Cephe, 2013). DMs may be used simultaneously in several different ways. Additionally, Muller (2005) also point out that generally DMs studied by scholars fulfill more than one function or at least have sub-functions.

Nevertheless, it is important to point out that sometimes it was difficult to classify the function of the DM. For instance, during interview, the graduate students claimed that DM *okay* used to fulfill three functions. First, as confirmation seeker, the first participant stated *“I use* ***okay*** *when I want to make sure that the audience or hearer understand me or not”.* Second, as focus marker, the second participant argued the use of DM *okay “means that I want to strengthen my explanation”.* In line with this, the forth participant also said *“I usually use* ***okay*** *to emphasize my idea that I tell to other person”.* Last, as response marker, the fifth participant stated *“if my friends give me some opinions, of course, sometimes I use* ***okay*** *as my response to my friends’ opinion”.* However, during analyzing the transcriptions of research seminar recordings, the researcher found that DM *okay* was used to fulfill six different functions suchas opening frame marker, topic switcher, turn taker signal, focus marker, closing frame marker, and response marker. It concluded that DMs are context-dependant which means they can “gain their function through discourse” (Schiffrin, 2001:60). In other words, the functions of DMs depend on the context of use such as local context and sequence of talk during research seminar.

The graduate students claimed that DMs are useful as one of communicative strategies especially during research seminar. They believed DMs have various functions such as denoting thinking process, confirmation seeker, and strengthening ideas. However, most of them still overused particular DM such as filler *ee* and *aa.* Such situation needs to be concerned because it influences the view of graduate student’s discourse competence. Therefore, they should be able to use a moderate number of DMs when presenting their ideas during research seminar in order to create a natural-sounding speech.

**CONCLUSION AND SUGGESTION**

The findings of this study suggest that the English graduate students of Graduate Program in State University Makassar used thirty two DMs during their research seminar namely *okay, well, so, yeah, ee, aa, mmm, eh, oh, yes (iya/iye), no, but, however, and, and then, and also, oh iya/oh iye, here, next, therefore, besides, moreover, in addition, furthermore, okay well, actually, for example, I mean, in this case*, *as we know, as I said before* and *because*. Among the thirty two DMs, DMs *as we know, as I said before,* and *in this case* are considered as new DMs being observed in Indonesian context which their use was rarely found in native speakers’ context.

DMs are used by the graduate students in the research seminar as one of communicative strategies. They fulfill a number of textual and interpersonal functions that contribute to the coherent and pragmatic flow of the discourse generated in research seminar setting. The functions depend on its context of use such as the local context and the sequence of talk in which they occurred during research seminar interaction. Textual functions include opening frame marker, topic switcher, turn taker signal, filler/turn keeper, information indicator, summarizing marker, sequence marker, elaborative marker, repair marker, focus marker, contrast marker, exemplifier, and closing frame marker. Meanwhile, Interpersonal functions are as response marker, back-channel signal, and pragmatic softener.

Discourse markers are considered to be helpful and useful as one of communicative strategies in a formal situation such as research seminar because its multifunctionality. Therefore, the researcher suggests the graduate students may use various DMs as one of communicative strategies when conducting their research seminar because it would be very helpful for them to be more fluent and to create a natural-sounding speech. Additionally, the graduate students should comprehensively explore the use of DMs including how to insert a moderate number of DMs in order to promote communicative and pragmatic competence in research seminar interaction. For further research, the researcher suggests to expand the study of DMs in other contexts of use.

**TRANSCRIPTION CONVENTIONS**

(.) : Brief pause

(2) : Pauses (in second) within and between speaker’s turns

// : Overlaps/interruption

: : Lengthened sound

* : Repetition

@ : Laugher and laughter-like sound

<@> </@> : Utterances spoken laughingly

P : Presenter’s utterances

S1 : First supervisor utterances

S2 : Second supervisor utterances

E1 : First examiner’s utterances

E2 : Second examiner’s utterances

Au : Audiences

*(Adapted from VOICE Transcription Convention, 2007)*

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