**CHAPTER I**

**INTRODUCTION**

This chapter consists of background, research questions, objective of the research, significance of the research, and scope of the research. The followings are the explanation of each part.

1. **Background**

The background of this research covers four distinct components. They are novelty, importance, urgency, and feasibility. Pertaining to this research, these components will be discussed to get the insight of this research. The explanation of each component will show the background of this research.

The novelty of the study lies in two aspects. First, the work offers the analysis of Discourse Markers which are mostly used by the fourth semester students of State Islamic University) during their speaking interactions. Some other previous researchers studied discourse markers in written forms. Yet, this will be through spoken interaction. In addition to this, the spoken interaction which will be given in this context is interpersonal conversation among students.Second, the study shows the analysis of the function of Discourse Markers in three genres of topic such as interpretation, critical review and learning and teaching English experiences.

Discourse Markers (DMs) are defined as sequentially dependent elements which bracket units of talk and they are used as providers to contextual coordinates for utterances (Schifrin, 1987). Moreover, Schifrin, 1987 has developed his own model which is known as Schifrin's coherence model which contending that DMs have four coherence functions; exchange structure, action structure, ideational structure, and participation framework. Generally, DMs have been agreed to have a crucial role in the organization of interlocutors’ speech. Discourse Markers also help to understand speech and information progression and to facilitate speakers’ comprehension by creating a smooth and spontaneous interaction among them.

Language is a mean of communication among people all over the world and this is considered as one of its major functions. People normally use language in order to express their ideas, feelings, emotions, believes, etc. to others in different places and situations including classroom lessons. Briefly, language is used as a tool through which one can diffuse their culture and absorb others’ culture (s). Not only do people limit themselves to language use and communication, but also they interact as well in the classroom. Of course, this interaction requires the use of language tools in which discourse makers (DMs) are some of them. Longman Dictionary (1995: 383) defines the word “discourse” as a serious speech or piece of writing on a particular subject. On the other hand, the word “mark” is defined as “a sign that is written or printed”.

The importance of this research deals with the literature on discourse and the speaking skill analysis which analyze the emerging of Discourse Markers on students’ speaking interaction. To be more specific, what makes this study important is as this research provides much information about Discourse Markers which are most used by the fourth semester students of State Islamic University on their speaking interaction which is so much common done in our conversation either formal or informal context. By this, listeners especially acknowledge about the Discourse Markers employed by their speakers. Therefore, the Discourse Markers help listeners easily to understand about the conversation*.*

The urgency towards the functions of DMs in students’ speaking interaction in the classroom has been debated among the teachers. Within the past fifteen years or so there has been an increasing interest in the theoretical status of Discourse Markers, focusing on what they are, what they mean, and what functions they manifest in speaking. What makes this study urgent is because the resuslt of this study is then expectably able to inform widely the people speaking English about any signals which can assist the speaking partners easily understand what the speakers know. It belongs to what the speakers mean, manifest, and concern on. Therefore, this study is urgent since it provides many information about DMs*.*

The application of this research is very possible to be done in that its location is at State Islamic University, in which the researcher is one of the alumni of this university and the researcher also teaches there. So, to get the data for the use and the function of Discourse Markers can be obtained directly when teaching naturally.

In educational settings, Discourse Markers are found to have a positive role in classroom context as effective conversational endeavors (Othman, 2010). The studies on Discourse Markers in teacher talk yet are under-researched (Fung and Carter, 2007). So far, little attention has been paid to the use and functions of Discourse Markers as one essential interactional factor in classroom teacher-student conversation. It is hence important to look at the previous works on DMs and particularly their relations to pedagogical purposes in classroom context.

In addition to the fact that Discourse Markers occur more often in spoken than in written language, it has also been found that they are more likely to be used in situation where more than one speaker is involved. In Stenstrom’s study (1990), the occurrences of Discourse Markers are more than ten times as frequent in dialogues as in monologues.

Some Discourse Markers are summarized as follows:

1. Contrastive markers: but, yet, on the other hand, as a matter of fact, in contrast (with/to this/that);
2. Elaborative markers: and, or, like, such like, equally, first, second, like that, and the last;
3. Inferential markers: so, of course, yeah, accordingly, as a consequence, as a logical conclusion, as a conclusion, as a result, because of this/that;
4. Additional subclasses (temporal DMs): if, under the circumstances, it follows, consequently, that, recently, additionally; etc.

Based on the statements above, the researcher was interested to conduct a research under the title “An Analysis of Discourse Markers on Speaking Interaction of the Fourth Semester Students of English Education Department of State Islamic University”.

1. **Research Questions**

Based on the previous statements above, the purpose of this research is to describe Discourse Markers as they occur in the students’ speaking interaction. The researcher formulates the following research questions:

1. What are the types of Discourse Markers used by the fourth semester students of Islamic State University on their speaking interactions?
2. What are the functions of Discourse Markers used by the fourth semester students of Islamic State University on their speaking interactions?
3. What types of Discourse Markers are frequently used by the fourth semester students of Islamic State University on their speaking interactions?
4. **Objective of the Research**

Based on the problem statements above, the objectives of the research are to analyze:

1. The types and the functions of Discourse Markers used by the fourth semester students of Islamic State University on their speaking interactions students on speaking interaction.
2. The functions of Discourse Markers used by the fourth semester students of Islamic State University on their speaking interactions students on speaking interaction.
3. The types of Discourse Markers are frequently used by the fourth semester students of Islamic State University on their speaking interactions.
4. **Significances of the Research**

The significances of this research are explained for several reasons. Academically, this research is expected to give a contribution for the field of teaching and learning process in the classroom especially in teaching speaking skill in TEFL class. It is addressed that this research gives a meaningful contribution for the teacher to consider about Discourse Markers in teaching speaking.

Practically, by the competence and knowledge to the use of Discourse Markers, the students are able to solve their difficulties such as limited vocabulary, inadequate rhetorical organization and poor or inadequate use of Discourse Markers in speaking interaction. So that at the end of this research the students are expected to consider some points in using Discourse Markers on their speaking interaction.

1. **Scope of the Research**

The scope of this research is viewed from three components. By discipline, this research is under applied linguistics. It restricts to show an analysis of Discourse Markers on students’ speaking interaction in the classroom. By contents, this research analyzes the types of Discourse Markers which are frequently used by the fourth semester students of Islamic State University on their speaking interactions and the functions of Discourse Markers that are used by the fourth semester students of Islamic State University on their speaking interactions. By the activities, the use of Discourse Markers data of this research is taken from the recorded students speaking interaction. And then the researcher analyzes the data by using discourse analysis.