CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language is a tool of communication used by human being to communicate and interact with each other. Language has an important role in human life, both in writen and spoken. Without languge there is no communication because only with language and body by using language people can share their ideas, opinions and information to others. According to Ajani Verma (2008:8), "language is a systematic system means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings," So, every people can use language in this world as a tool to interact or communicate with other people.

In Indonesia, English is the foreign language that has been taught to elementary school until senior high school. In English, there are four languge skills, they are listening, speaking, reading, and writing. Learning english is as same with learning other languages. It has skills that must be mastery by students which basically refers to the receiptive and productive skills (Mundhe, 2015). Writing and Speaking are labeled as productive skills, while reading and listening are labeled as receiptive skills. Generally, one of the four skills, writing is the most difficult skill for the students to master.

Based on researchers' observation when teaching practice, writer found most of students lack of pronuncation and stress to use the discourse markers correctly, and many of them still confused of the use of discourse markers.

The writer found the error discourse markers in students writing sheet when the writer was asking them to do the assesment about write the text. The writer get conclude that student ability of using discourse markers still low after checking out their assesment sheet.

Each type of the discourse markers shows some common variants: (1) contrasitive marker (e.g. but), (2) elaborative marker (e.g. and), (3) inferential marker (e.g so), (4) reason marker (so) and (5) sequential marker (e.g before that) (6) exemplifier marker (for example), (7) conclusive marker (in conclusion), (8) topic relating marker (by the way). From the analysis of inappropriateness of using discourse markers, each misuse patterns also shows some variants.

It was supported by Algamdhi (2014:304) who gives an example about the use of discourse markers in the personal narrative papers, non native speakers and native speakers used, most of all, elaborative markers, followed by contrasitive, and reason markers respectively. Based on this preliminary study, the example of qualitative description about his research is: Billiards, actually, I am not good at it. *But* I don't know why I can win, just follow the feeling. *And now*, i am in semifinals. My opponent is an American who has beerbelly. *But* he is really good at it.

All of the examples above show that all essays certainly has different discourse markers which drive the idea from one line to another line. The essays which students were written also show how their understanding of discourse markers through the right use or appropriate discourse markers they used. The point is the use of discourse markers will connect the transition by suitable words to be cohesive. Discourse markers are not only conjuction, but also adverb and prepositional phrase. Students choose them in their essay because they need them certainly.

Table 1.2. The Table of Rubric Score

No	Student Initial	Nilai
01	FR	75
02	AT	70
03	NL	69
04	ZB	35
05	DL	50
06	NSR	33
07	PTR	44
08	ISK	60
09	IND	50
10	ZKI	50
11	JN	76
12	YL	68
13	DL	71
14	TTA	78
15	AD	69
16	IMR	55
17	OZ	50
18	RVL	67
19	UG	60
20	ALX	49

Total score   = 1179

Total data   = 20

Mean   = 1179/20 = 58,95

From the analysis of the student's text, their skill in discourse markers is still lack. From the observation, the writer found that 45% of students got 33-55 and 55% of students got 60-78. The students also did not understand how to use discourse markers correctly, the phrases and sentence. To sum up the explanation above, the writer is interested to analyze the using of discourse markers as communication strategiesin tenth grade at SMK Negeri 1 Percut Sei Tuan.

1.2. Problems of the Study

Based on the background of the study, the problem of this study can be formulated as follows:

1. What types of discourse markers are used in the essays writing in Tenth Grade of SMK Negeri 1 Percut Sei Tuan?

2. What is the most frequent inappropriateness in terms of the use of discourse markers in the essays at tenth grade of SMK Negeri 1 Percut Sei Tuan?

1.3. Objective of the Study

Dealing with the problem of the study, the objectives of this study are:

1. To find out the types ofdiscourse markers that used by tenth grade of SMK Negeri 1 Percut Sei Tuan students in the essay writing.

2. To find out the most frequent inappropriateness in terms of the use of discourse markers intenth grade of SMK Negeri 1 Percut Sei Tuanstudents.

1.4 The Scope of the Study

Discourse Markers covers speaking and writing because the main function of Discourse Markers is signals for the hearer or reader that make a coherance and cohesion. Discourse Markers have a lot of functions such as: coordinating conjunction, subordinating conjunction, connectors, phrase linkers, focusing and linking, contrasts, similarity, change of subject,

structuring, adding, generalizing, exemplification, logical consequence, making things clear, reffering to the other person's expectation and summing up.

But the researcher focuses on analyzing discourse markers, their most frequent inappropriateness in essay writing and describing the reason of they use the discourse markers. Fraser said that discourse markers have a lot of varietes functions which are commonly used. This theory is the most complete one because it takes both of the speakers or the writers and hearers or readers' sides. The limitation of the study is discourse markers which covers analysis (analytical) essays. Analytical essay is a paper that presents a critical assessment of a text, concept, behavior, or other entity in a thorough and academic way.

1.5 The Significance of the Study

The significance of this study are expected to be useful and relevant theoretically and practically, as describes below:

1. Theoretically,

a. It is expected that the research findings of this study will contribute to the theory of cognitive development in using discourse markers on the students' essay.

b. The contribution of the findings may weaken or strengthen or modify the existing relevant theory of cognitive development stating that the cognitive development is reflected in the ability to learn anything, including learning how to use Meta discourse in their essays writing.

2. Practically

a. For teacher, they can teach appropriate Discourse Markers suitable to use in essay writing.

b. For Student, expected to give positive input in order to develop their ability in using Discourse Markers.

CHAPTER II

REVIEW OF LITERATURE

2.1.Theoritical Framework

To conduct a research, theories are needed to explain some concepts applied. The explanation is required important. The concepts which are used have to be explained in the field. The following ideas uses in this research as follow:

2.2. Discourse Markers

2.2.1. The Definition of Discourse Markers

Redekker (1991) as quoted by Sun (2013:36), declare that discourse markers are linguistic expression that are used to signal the relation of an utterance to the immediate context with the primary function of bringing to listener's attention a particular kind of the upcoming utterance with the immediate discourse context.

While Fraser, as quoted by Ying (2007:76) states that The similarities of this study with this research is focusses on discourse markers in essay writing and the result of this study will be used as the references to conduct this study. Actually, these theories are same because both of them argue the same nature of discourse markers and their function. Thing which makes them looked different is the way these theories written. Redekker's theory explains the definition of discourse markers more detail in long sentences. Meanwhile, Fraser's theory covers it in a simple sentence but still has complete content which is related to the definition of discourse markers.

Muller (2005:108) declares that discourse markers have been deemed to be my terms from a variety of perspective and approaches. Therefore, discourse markers can be defined differently. Discourse markers are like manage "How speakers and Hearers jointly integrate forms, meaning, and actions to make overall sense out of what is said (Schiffrin, 1987:49). Unlike content words, they do not convey meaning on their own. They only perform grammatical functions by linking ideas.

Most dicourse markers signal the listener/reader the relationship between the preeding and following text. A text would not seem logically constructed without sufficient discourse markers. In summary, discourse markers are defined as linguistic devices that signal the speaker's or writer's intention by signaling the relations of an utterances in a conversation or a text. Richards and Schmidt, as cited in Khanghaninejad & Mavaddat (2015) mention "discourse markers includes adverbials (e.g, however, still), conjunctions (e.g. and, but), and prepositional phrases (e.g in fact)"

2.2.2 Types of Discourse Markers

Firstly, Halliday and Hasan (1976:322) devide types of discourse markers in form of conjunctive, They are : addictive, adversative, causal, and temporal. Then, Fraser (1987:206b), as cited in Khaghaninejad & Mavaddat (2015) states that "there are two types [of discourse markers]; those that relate the explicit interpretation conveyed by S2 with some aspect associated with the segment, S1; and those that relate the topic of S2 to that of S1," Then, divides some sub-clases of the first type; contrasitive, elaborative, inferential & reason.

Contrastive type of discourse markers shows that content in S2 is contrast with content in S1. The examples are : a. But ; b. However, (al) though ; c. In contrast (with/to this/that), where as ; d.in comparison (with/to this/that) ; e. On the contrary, contrary with this/that ; f. Conversely

; g. Istead (of doing this/that), rather (than doing)this/that) ; h. On the other hand; i. Despite (doing) this/that, in spite of (doing) this/that,nevertheless,nonetheless,still,still and all.

While in elaborative type of discourse markers, the message in S1 is paraleled or refined by the message in S2 content. The examples are: a. and; b. Above all, also, besides, better yet, or another thing, furthermore, in addition, moreever, more to the point, on top of it all, too, to cap it all off, what is more; c. I mean,in particular, namely, parenthetically, that is (to say); d. Analogously, by the same token, correspondingly, equally, likewise, similarly; e. Be that as it may, or, otherwise, that said, well.

The third is inferential type of discourse markers which shows that S2 is conclusion form S1. The examples are; a. so; b. of course ; c. Accordingly, as a consequence, as a logical conclusion, as a result, because of this/that, consequently, for this/that reason, hence, it can be concluded that, therefore, thus; d. in this/that case, under these/those conditions, then; e. All things considered.

The last is Reason type of discourse markers which is reason of S1 will be clear in S2. The examples are : after all, because, since. After that, Fraser also mentions topic relating markers. The examples are; back to my original point, before I forget, by the way, incidentally, just to update you, on a different note, speaking of X, that reminds me, to change to topic, to return to my point, while I think of you, with regard to. Both of Halliday's and Fraser's theory mention the types of discourse markers in any different terms, but exactly declares the same intention of discourse markers types.

In order to make it clear, the following table is providing all discourse markers by some taxonomy. First of all, as noted previously, researcher takes Fraser taxonomy who categorize two types of discourse markers (discourse markers which relate the explicit interpretation conveyed

by S2 with some aspect associated with the segment S1 & discourse markers which relate topic 1 to topic 2). Shareef (2015) mentions that there are six categories and sub categories based on Fraser's model, they are: contrastive, inferential, reason, conclusive, and exemplifiers.

Table 2.2.2
All Discourse Markers Based on Taxonomy.

But, where as, while on the other hand,unlike,although, even though, though, despite, the fact, however, nevertheless, despite, in spite of, instead of, in fact, still, in contrast	Contrastive Markers
And, above all, also, besides, better yet, for another thing, furthermore, in addition, moreover, more to the point, on top of it all, too, to cap it all of, what is more, i mean, in particular, namely, parenthetically, that is (to say), analogously, by the same token, correspondingly, equally, likewise, similiarly, be that as it may, or, otherwise, that said, well, as well as, indeed, it seems like	Elaborative Markers
So, so that, of course, accordingly, as a consequence, as a logical construction, as a result, because of this/that, consequently, for this/that reason, hence, it can be concluded that, therefore, thus; in this/that case, under these/those conditions, then; all things considered.	Inferential Markers
After all, because, since	Reason Markers
To sum up, in conclusion, in sum, finally, lastly, at the end, in the ending, in summary	Conclusive Markers
For example, such as, for instance, etc	Exemplifier Markers
First, second, third, a few days later, the next, the last, and finish, fourth, the next day, suddenly, after, after that, before, when,	Sequantial Markers

eventually, immediately, as soon as, meanwhile, begins, as the time passes by, the beginning.	
Back to my original point, before i forget, by the way, incidentally, just to update you, on a different note, speaking of X, that reminds me, to change the topic, to return to my point, *while i think of you, with regard to, by the way*	Topic Relating Markers

2.3. The Function of Discourse Markers

Wei Sun (2013:2140) states that Discourse Markers might facilitate comprehension of spoken text by acting as filled pauses. In this sense, discourse

markers are very helpful to language learners in understanding the next. Busman (1984) as cited is Sadeghi & Yarandi (2014:120) mentions : 'the use of discourse markers helps speakers develop language skills, feel more comfortable about their conversational skills, and allows speakers to collect their thought before officially speaking". Wei Sun's theories concerns on how learners or readers comprehend the text through the function of discourse markers. In contrast, Busman's theory focuses on how speakers or writers improve their ability to produce languages through the function of discourse markers.

As cited in Trihartanti and Damayanti (2013), Schourup (1982) declares that discourse markers could be used to 'stabilize' conversation with different meanings so that there is no vacuum 'period' during the conversation and it makes the follow of conversation run smoothly. The conversation becomes more interesting, more understable, and ever more polite, and more powerful, because of the use discourse markers.

In conclusion, Fraser (1993:318) as cited in Siniajeva (2005) states that discourse markers have a lot of varietes functions which are commonly used. This theory is the most

complete one because it takes both of the speakers or the writers and hearers or readers' sides. Fraser declares the function of the discourse markers bellow in more detail parts:

Coordinating conjunction; for, but and so

Subordinating conjunction; as, in order that, and since

Connectors; however, therefore, and in the other hand

Phrases linkers; due to

Focusing and linking; for reference to, regarding and, as for

Contrast; however, in contrast, and conversely

Similaraty; similarly, in the same way, and by the way

Structuring; first of all, finally, and to begin with

Adding; moreover, in adittion and furthermore

Generalizing; in general, apart from, broadly speaking

Exemplification; in particular, for instance, such as

Logical consequence; thus, hence, and accordingly

Making things clear; actually, in other word, and in my opinion

Referring to the other person's expectation; actually, in fact, and well

Summing up; to summing up, in conclusion, and briefly

2.4. Characteristic of Discourse Markers

Castro (2009,60) as cited Brison (1998) devides more characteristics of discourse markers:

1) Discourse markers are predominantly a feature of oral rather than of written markers

2) They appear with high frequency in oral discourse

3) They are short and phonoligaclly reduced items

4) They may occur sentence initially, sentence medially and finally as well

5) They are considered to have little or no prepositional meaning, or at least to be difficult to specify lexically

6) As discourse markers may occur outside the syntatic structure or loosely attached to it, they have no clear grammatical function

7) They seem to be optional rather than obligatory features of discourse. Their absence "does not render a sentence ungrammatical and/or unintelligible" butdoes "remove a powerful clue" (Fraser, 1998, p. 22 as cited by Brinton, 1996,p.34)

2.5. Classification of Discourse Markers

Sun (2013) mentions that Michael Halliday's functional, pragmatic approach to language help us understand the concept and classification of discourse markers. Previously, Halliday divides the meaning systems of language into three major systems of functions: ideational, interpersonal, and function.

First, the ideational function is concerned with the content of language prepositions that are either true or false, and it is representational, referential and informational. Second, the interpersonal function is concerned with establishing and maintaning human relationships and it includes all that may be understood by the expression of our own personalities and personal feelings on the one hand, and forms of interactions and social interlay with the other participants in the communication situation on the other hand. Third, the textual function is an essential for cohesive texts and for effectively conveying ideational and interpersonal meanings; it makes discourse possible by creating text. Halliday's meaning function in Sun (2013) classifies discourse markers into two categories: Textual & Interpersonal.

Here, researcher provides the Hyland's table (1998) as quoted by Siepmann (2005) which is devided into two metadiscourse functions. The three columns have each of position where the first is textual metadiscourse; the second is the function which is described by examples in the third column. For example : textual metadiscourse may used for express semantic relation between main clauses, based on the logical connectives terminology, such as: in addition, but, therefore, thus,etc

Table 2.5
Metadiscourse Function of Discourse Markers Adapted from Hyland (1998:442) as Quoted by Siepman (2005:84).

Categories	Function	Examples
Textual Metadiscourse Logical connectives	Express semantic relation between main clauses	In addition, but , therefore , thus.
Frame markers	Explicity refer to discourse acts or text stages	Finally, to repeat, our aim here
Endophoric markers Evidentials	Refer to information in other parts of the text. Refer to source of information from other texts	Noted above
Code glosses	Help readers grasp meanings of ideational material	Namely, e.g, in other words, such as
Interpersonal Metadiscourse Hedges	Withhold writer's full commitment statements.	Might, perhaps, it is possible , about.
Emphatics	Emphasize force or writer's certainly in message.	In fact, definetly, it is clear.

Attitude markers	Express writer's attitude to propositonal content.	Surprisingly, i agree, X claims.
Relational markers	Explicitly refer to or build relationship with reader.	Frankly, note that, you can see.
Person markers	Explicit reference to author(s)	I, we, my, mine, our.

2.6. Cohesion

2.6.1 The Nature of Cohesion

Cohesion concerns on the ways of how sentences or clausal units in the text are signalled to be related each other. According to Rankema (1993), cohesion is the connection that the interpretation of a textual element is dependent upon another element in the text. Cohesion in terms cohesive devices is believed as the underlying component of forming a coherent (unity) text.

Halliday (1997) as quoted by Yunus (2014) states that cohesion occurs when the interpretation between some elements in the discourse is dependent with another. Discourse markers also been perceives as indicator where it has a feature of conversational speech and it helps to asist the floow the speech. Rahayu (2015) states that the flow of the ideas is clearly recognized and comprehended when the signals of the connection among sentences are provided by the writers. When the ideas are clearly, the writing can be perceived to be coherant.

From the information above, cohesion serves to relate individual utterances to be understood logically and chronologically as a discourse or a text, the element of discourse or furthermore we can also state that cohesion expresses the relation and continuity that exist between one art of the text and another. This relationship has finction to convey meaing from the

speaker's mind, idea, or thought in order to make readers easier to understand it. Cohesion helps us to create a text and thus it is a text forming components that are specifically associated with relating what is being spoken or written to its semantic environment. Thus, cohesion doesn't concern about what text means, it concerns how the text is constructed as a semantic edifice.

Halliday (1976) as quoted by Feng (2010) identifies five main cohesive devices in english discourse: reference, substitution, ellipsis, lexical cohesion and conjunction. Conjunction, or connective element, which is what Halliday calls discourse markers, to relate sentences, clauses and paragraphs to each other. Unlike reference,substitution and elipsis, the use of conjunction does not signal the reader to provide missing information either by looking for it else where in the text. Instead, conjunction is the way the writer to relate what is about to be write to has been write before.

2.6.2 Learning Discourse Markers as Cohesion

Houwer et al (2013) who defones learning as changes in behaviour that result from experience or mechanistically as changes in the organism that result from experience. Another definition is from Piaget (1972) as cited in Zirbel (2005) defines learning is mental process that depends on perception and awareness. In his story, he also adds some process of cognitive development in learning process. Learning discourse markers as cohesion points out that discourse markers are important for english studies. Discourse markers can be good signals of cohesion and coherences in written texts. Crismore (1980) as quoted by Sun (2013) argues that discourse markers are important because they can lead to more efficient and effective speaking, listening, writing, reading, interpreting, and critical reading. According to Jalilifar (2008), discourse markers help writers provide writing which is effective and satisfactory. Furthermore,

Andayani (2014) states the knowledge of discourse markers will help students to compose writing.

Considering that the students should be able to produce good writing, they need to know components of cohesive devices, particularly discourse markers. Boardman (2002) as quoted by Andayani (2014) states in producing paragraph, there are two main characteristics in common- coherence and cohesion. Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Additionally, McDonough (2002) as quoted by Andayani (2014) defines cohesion as a general name for linguistic devices which signal the textual structure which represents the coherence of the message encoded.

2.7 The Ability of Discourse Markers

Discourse Markers have been taught in the primary school as well as secondary school for many years (Yunus,2014). According to Sari (2014), children's early use of discourse markers may enable them to detect the communicative need to develop a full understanding of the meaning of them. Sadeghi (2014) states that only few people are able to use discourse markers and speak fluently. It is because of beside the lack of word knowledge, stress and other factors, some of the problem orignate from insufficient information about discourse markers.

Hyland (2005) as quoted by Rahayu (2015) states that written texts should employ interaction between the writers and the readers. The flow of the ideas is clearly recognized and comprehend when the signals of the connection among sentences are provided by the writers. The use of discourse markers is connected to build cohesion of a text as well as coherence. Jalilifar (2008) as quoted by Rahayu (2015) sates that discourse markers have a nice to enhase the quality of a piece of writing if they are used purposively and appropriately.

The more recent studies from Rahayu & Cahyono (2015), there are three problems that were used to investigate the writing in the relation to the use of discourse markers in their research: types of discourse markers are frequently used and how appropriateness & inappropriateness of discourse markers is.

Finally, the results based on the three problems above is despite the ability of using common variants, students have a major problem in the wrong relation which is a case of misunderstanding the concept of a variant with the context. So, there are three evaluation for teacher to develop student's ability in using discourse markers which are: (1) the effective uses of discourse markers, (2) the students ' awareness of using a higher number of variants of discourse markers, and (3) the students' understanding of how to use dicourse markers in relation to the purpose of texts.

2.8. Inappropriateness of using Discourse Markers

Jalilifar (2018:114) as quoted by Rahayu and Cahyono (2015:21) states that discourse markers have a role to enhance the quality of a piece of writing if they are used purposively and appropriately. The use of discourse markers is connected to build connection of a text as well as coherence. Discourse markers are connected to the writer based concept because they are benefical to provide explicit clues to determine the interrelated ideas of a text (Fakuade & SharudamA,2012)

Aidinlou & Mehr (2012) as quoted by Patriana (2012) states that the poor sense in building meaning in a text is a common phenomenon that is frequently found in the EFL (English as a Foreign Language) context. This is related to the students' problems in using discourse markers which are obvious since they are non-native writers who have different interpretation and comprehension of using various discourse markers in their essays. The

obstacles that the students have are overusing, underusing, and misusing of discourse markers. The phenomenon of the students in misusing discourse markers. The phenomenon of the students in misusing discourse markers diminishes the quality of their writing.

Furthermore, Urgelles-Coll (2010) declares that many variants of discourse markers are polysemy which means their meaning can be varied depending on what situation or context they are deployed. More general variants which are acceptable in different relations of a particular type of discourse markers become the most favorable ones. Some variants may have more than one applicable position, for examples, *however* and *then*. The variants can be placed in three different ways: in the beginning of, within, or in the last sentence. If it is in the beginning of a sentences,it should be followed with a comma because discourse markers are considered to be non-truth condition which means they are nothing to do with the preposition.

The analysis of appropriateness of the use of discourse markers deals with how discourse markers successfully connect two segments. On the other hand, the analysis of inappropriateness of the use of discourse markers deals with six misuse patterns of discourse markers. This table of the misuse patterns of discourse markers below is used by reseracher to answer the problem number two.

Table 2.8.
Misuse Patterns of Discourse Markers (Kao & Chen,2011)

No	Misuse Patterns	Definition
1	Non-equivalent exchange	The use of discourse markers conveying the same textual relation in an interchangeable manner when they are not
2	Oversue	The high density of the occurrence of discourse markers

3	Surface logicality	The use of discourse markers to impose the logicality or bridge the gap among propositions when actually their existence does not
4	Wrong Relation	The failure of using a particular discourse markers to express a certain textual relation
5	Semantic incompletion	The lack of elaboration that makes a discourse marker less functional
6	Distraction	The unnecessary uses of discourse markers

1. Non-equivalent Exchange

Non-equivalent exchange discourse markers are used to convey the same textual relation in an interchange able manner when they are not. For example : "Nowadays, information can be obtained from other's writing. Yet,many people complain that writing is not an easy skill." The example presents the importance and the problem of writing. In combining the sentences, subject uses discourse makers yet. Yet is the less formal equivalent of nevertheless, which is used to denote unexpected information with negative to positive ordering. The more appropriate discourse markers is however as it is commonly used to introduce a problem.

2. Overuse

According to Kao and Chen (2011), the use of discourse markers can be categorized as overuse when it is occured after one another and in a sentence there are more than two discourse markers in a sentence which are considered unnecessary. The overuse markers can make the sentences meaningless. Overuse discourse markers are used with high density in short texts, making texts fragmental and readers unable to expect where texts are going to lead. The case of overuse happens when the relation between sentences is so obvious that it does not require any dicsourse markers.

For example: "He communicative approach proves not only practicable for juniors, but also for senior. *However*, only the junior forms were observed. *Nevertheless*, the study in juniors is essential for this is the stage when students establish the right ways of learning English." In the example above, the subject uses discourse markers *nevertheless* to emphasize his previous statement. The use of duscourse markers *nevertheless* is unnecessary because the subject already used the word *however*, and without discourse markers *nevertheless*, the sentences are already coherent.

3. Surface logicality

Surface logic is a type of problem where people use discourse markers to impose logic to text. It also bridges the gap among propositions where there is no relation between sentences. In other words, when people find difficulties in expressing their ideas and argument, they turn to discourse markers to build "superficial link" (Crewe, 1990). The further explanation of surface logicality discourse markers will be explained by the researcher in the paragraph below:

"While fluency may in many communicative language course be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Therefore, teacher can use task-based language teaching and communicative language teaching as the approaches for teaching language to improve learner accuracy and fluency. In addition, jigsaw group technique, play a game, or discusiion solutions. However, make sure that you tasks have a linguistic objective and seize the opportunity to help students to perceive and use the building blocks of language. In addition, dont bore your students to death with lifeless, repetition drills, but make the drill as meaningful as possible."

As shown in the example above, there are 4 sentences in one paragraph, all of which begin with a discourse marker. It might be due to misconception about the use of discourse markers in writing, which is believed to be better. The most glaring example of the surface logic problem is the presence of discourse marker however when the segments it connects have no concessive nor adersative relation. The problem might also result from the shortcomings in logic in the participants' thinking process. The relations between arguments are not organized coherently since it relies on discourse marker to bridge the logical gap. As a result, the ideas overtly connected by discourse narkers without the existence of such logical relations. From the people' side, the reason for employing discourse markers to impose logic is that their argumentative compositions are written for and to their lecturer to read and assess, so they are written with more discourse markers to avoid incoherent compositions and lower scores.

4. Wrong Relation

Discourse markers that are found can be considered as a wrong relation of the use of particular discourse markers to express a certain textual relation failed (Kao & Chen, 2011). Wrong relation is a problem where the relation represented by the discourse markers does not correspond to the relation that exists between sentences. It can be attributed to the people's lack of understanding about the logical relationship within the units of discourse. They misinterpret the relation between sentences, thereby misleading the discourse markers' use.

The example of wrong relation discourse markers is: "Tasuki (1999) stated that this would indicate that if vocabulary learning is going to be measured by productive use, video is certainly facilitative. **On the other hand,** video will be most efficient if learners are provided with contextualized sentence models."

The first sentence of the example presents the advantages of using video in vocabulary learning. The second sentence is supporting information on the topic "the advantage of video in language learning". The relationship between the first and the second sentence should be additive instead of contrastive. The appropriate marker for the relation is ***in addition*** as it describes the characteristics of video in language learning.

5. Semantic Incompletion

Semantic incompletion means the context where discourse markers are used needs more elaboration to make the discourse markers functional. It happened when the sentence that people produce lack of elaboration that makes a discourse markers less functional. For example: ***"Because*** the materials of those color are bad for our environment and health." The sentence above is not complete because the writer did not elaborate the cause or effect of the clause. The discourse markers ***because*** is less functional because there is no cause and effect elaborated in this sentence.

6. Distraction

Distraction means the contex of the sentences of would be coherent without the use of the discourse markers or that the use is reduntant. For example: "Statistics show that there are four countries had higher averages of education than Taiwan. ***For example,*** the percentage to get admitted to college of Finland and South Korea is 90 percent, New Zaeland with 86 percent and Sweden with 84 percent." The sentences using discourse marker above is distruction. The second sentence is the supporting explanation of the first sentence. We can see obviously that without the discourse marker ***"for example"***, the sentence will be coherent.

2.9 Writing

2.9.1 The Nature of Writing

Huy (2015) states that writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying english, which need great investment from the students. Arrindawati (2014) argues that writing is not as simple as imagined, because learners are more able to speak than to write. Hyland (2002:31) declares that writing does not stand alone as the discrete act of a writer, but ut emerges as a confluence of many stems of activities such as reading, speaking, observing, acting, thinking, feeling, and also transcribing words on paper. Besides, there are a lot of components which should be mastered well by students to create such a good writing. Writing involves making the right choices concerning syntatic patterns, vocabulary and cohesive devices, and combining them all into coherant pieces of text (Hyland,2003:3)

Brown (2001) mentions writing are indeed a thinking process. It is a process of discovery and organize the ideas, develop the idea, convey them into paper, and revise them. To streng then all of the statement,Carrol (1990) in Huy (2015) says that definiton of writing skill is one of the most relatively permanent record of information, opinion, beliefs, argument, theory, etc. Therefore, writing becomes one of languge skill that required to mastery by students in learning English as Foreign Language. The conclusion of the explanation above is writing is the way someone expresses the ideas, opinions, imaginations in a written form and in doing it needs a lot of aspects to handle and create a good writing which is comprehendsible for the readers.

2.9.2 Writing Essay

Osima Alice and Hogue Ann (1985) as quoted by Dirgeyasa (2005:3) declaes an essay writing is a piece of writing several paragraph long instead of just one or two paragraph. Essay is

written about one topic, just as a paragraph is. However, the topic of an essay is too long and too complex to discuss in one paragraph. Therefore, we must divide the topic into several paragraphs, one for each major point. Then we must tie all of the seperate paragraphs together by adding an introduction and a conclusion (Dirgeyasa, 2005:3). An essay is a short piece of writing, which is often from the writer's point of view. Essays can consist of a number of elements, including literary criticism, political manifestos, arguments observations of daily life, recollections, and reflections of the writer.

Greenville (2001:28) states for an essay, the aim is to persuade or inform the readers about the topic, so the writer want to end up with ideas that will persuade or inform. Perutsz (2004:11) argues that essay uses connecting words and phrases to relate each point/idea to earlier and later points. The following useful linking words and phrases are : 1). To indicate a contrast, e.g. however, on the other hand,etc. 2). To provide an illustration, e.g. for example, as follows, that is, etc. 3). To extend a point, e.g. similiarly, equally, indeed, etc. 4). To show cause and effect/conclusion,e.g. so, therefore, accordingly, etc. 5). To show the next step, e.g. first(ly), second(ly), to begin/start with, etc.

Dirgeyasa (2005;4) states essay writing has three main parts as shown by : (1). Introductory paragraph; a topic sentence for a paragraph and it names the

specific topic and the controlling ideas or major sub division of the topic, (2). The body paragraph; consists of one (at least or more if possible) paragraphs. Each paragraph develops a subdivision of the topic, so the number of the paragraphs in the body will very with the number of subdivisions. They are like the main supporting points of a single paragraph, (3). The concluding paragraph; the concluding sentence in a paragraph and a summary or review of the main points discussed in the body.

2.9.3 Types of Essay Writing

Eastern Institute of Technology (2015) classifies different types of essay: 1) Expository essays : 1). Expository essays; explain a subject or idea. 2). Comparative expository essays; explain more than one idea or subject and highlight similiarities and differences. 3). Argumentative essays present a point of view with the purpose of persuading the reader. Cottrell (2003) as quoted by Perutz (2010 : 14) refers to three main styles used in academic writing : descriptive, argumentative and evaluative. Many writing tasks will involve some combination of the three and the use of critical, analytical skills. Some courses will require a degree of more personal, reflective writing.

Furthermore, McWhorter (2003) as quoted by Ffrench (2011) classify 6 types of essay; narrative essay, descriptive essay, comparison and/or contrast essat, caused and effect essay (also called causal analysis), argumentative essay and classification or division essay. Los Angeles Valley college (2013) concludes 9 types of essays; argumentative/persuasive, research, compare/contrast, descriptive, evaluation, narrative, exposition, classification, and analysis essays. In this study, the types of essay writing that will be written by students is Analysis Essay.

2.10   Essay Analysis

Analysis essays, or often called as an analytical essay, is a paper that presents a critical assesment of a text, behavior, or other entity in a through and academic way. As its name suggests, an analysis essay intends to analyze using a variety of critical thinking skills and approaches. Features of an analytical essay include: (1). A strong thesis that states the author's position on the text you are analyzing, (2). Facts and details to support the author's point of view, (3). A critical evaluation of the structure and information of the text, (4). A conclusion that

restates the thesis in a different way than before and briefly restates the supporting details (Los Angeles Valley college,2013)

Furthermore, Saragih (2014:96) defines an analytical essay as one which is used to argue that a phenomenon is or follows the way as it is. Analysis (analytical) essay is used to present a logical argument from a particular poin of view. It will often involve the writer comparing opposite of view, analysing the arguments and concluding with an overriding opinion or conclusive argument. In addittion, the analytical esay is also defined as a text that elaborates the writer's idea about the phenomenon surrounding. The function of analyical essay is to reveal the readers that something is an important case. The analytical essay is so persuade the reader or listener that something is the case that the idea is an important matter (Dirgeyasa 2014:161)

2.11 Previous Research

The first one is taken from Hamli (2016) entitled*The analysis of discourse markers used by JK Rowling, Oprah Winfrey and Steve Jobs in their speeches.*He discussed about this research concerned with the use of discourse markers in formal speech that delivered by famous figures: J.K Rowling, Oprah Winfey and Steve Jobs. Meanwhile the category marker which frequently used by the three of speakers is disocurse connective (and,but,or). The similarity between Hamli's research and the writer's research is discourse markers use same discourse connective (and,but,or). The diffrence is the writer analyse discourse markers in essay writing but Hamli analyse discourse markers in speech. The result of the study states that there are five categories that can be found in those speeches. There is no the marker of information management because that markers usually occurs in dialogue or conversation. The similarities of this study with this

research is focusses on discourse markers in essay writing and the result of this study will be used as the references to conduct this study.
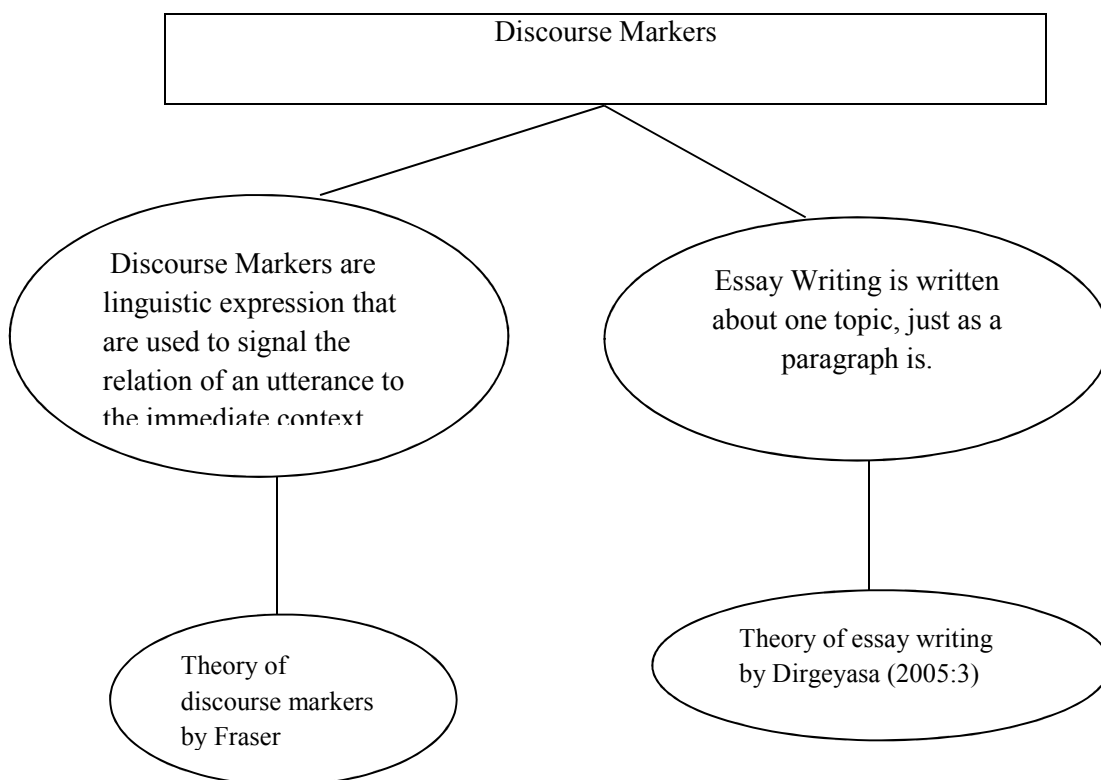
The second one is taken from Karlina (2014) entitled *The Use of Discourse Markers by Teacher in English Classroom (A Case Study in SMA Negeri 3 Surakarta in the Academic Year of 2014/2014).*She discussed about this research aimed are (1) identifying the languages used by teachers in English classroom; (2) finding out the Discourse Markers (DMs) used by teachers in English classroom; and (3) finding out the functions of DMs used by teachers in English classroom. The similarity between Karlina's research and the writer's research is discourse markers used by the teachers in the classroom cover DMs in english such as okay so,well,now and but,because,then,next,if,by the way, and i mean. The diffrence is the writer analyse discourse markers in essay writing but Karlina analyse in Teacher in English Classroom. The result of the study states the data were collected through observation,interviews, and document analysis. Based on it,can be concluded that both teachers uses more than one languages of instruction in English classroom. 75% of English, 25% of Indonesian. The similarities of this study with this research is focusses on discourse markers in essay writing and the result of this study will be used as the references to conduct this study.

2.12 Conceptual Framework

Discourse Markers is needed in writing essay because it contributes to create cohesiveness, coherence and meaning. According to Fraser, Discourse Markers is devided into four kinds : inferential, contrastive, elaborative, and reasonable, which has three patterns, such as : 1). Words like conjunction, conjunctive and descriptive adverbilas, 2). Phrase like adverbial phrases and filler words, 3). Clause, all of them will be found in some essay, because they functions for signals reader about what conveyed by the writer.

In speaking, discourse markers like ok, well, oh, etc. It is normally found in conversation because it organizes what someone says. Whereas, discourse markers in writing must be suitable used between first segments with the next segment. Therefore, they help reader to know what did writer means and to create cohesion of the next.

Discourse Markers has been learnt by Indonesia students in formal school as a part of english as foreign language. The researcher also decides to see how the students of grade tenth of SMK Negeri 1 Percut Sei Tuan using discourse markers in the essay which they wrote. In this study, the researcher will be focus on what discourse markers found in essays written by them, the most frequent inappropriateness in terms of the use of discourse markers in the essays and why do they use the discourse markers. Certainly, there are some factors that influence the students to choose the discourse markers in their essay
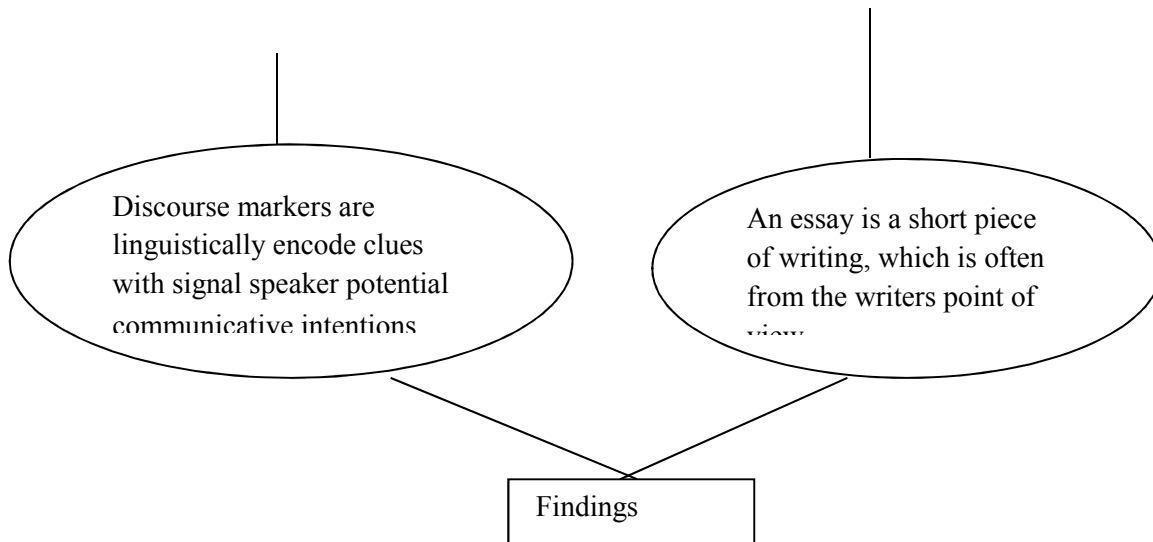
```
                    ┌─────────────────────────────────┐
                    │        Discourse Markers        │
                    └─────────────────────────────────┘
                         /                      \

   ( Discourse Markers are              ( Essay Writing is written
     linguistic expression that           about one topic, just as a
     are used to signal the                     paragraph is. )
     relation of an utterance to
     the immediate context )
              │                                    │
         ( Theory of                      ( Theory of essay writing
           discourse markers                by Dirgeyasa (2005:3) )
           by Fraser )
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Figure 2.12
The Description of the Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research was conducted by applying descriptive qualitative design. By descriptive

qualitative, it was expected for gathering the data of what types of discourse markers, the most

frequent inappropriateness of the use of discourse markers and also the data of why they used the discourse markers in their essays.

3.2 Subjects of the Study

The subject of this research was the students at the first grade of SMK Negeri 1 Percut Sei Tuan . The researcher took X TPTU 1 class that consist of 20 students.

3.3 Object of the Study

The objects of the study is students' error. It found from paper of the students at the tenth grade on SMK Negeri 1 Percut Sei Tuan. Then, the writer classified the errors. And, the writer choosed five papers to be analyzed.

3.4 Data Source

In this study, the data of the research were found in phrases, clauses, or sentences in which the discourse markers were used. These data were used to answer the research problem number one and two. The data was obtained by asking the students to write essays based the topics provided by the researcher. To answer the third research problem,transcripts of in depth interview to students were taken as the data.

The source of the data was take from thirty students' written composition which focus on discourse markers in essay writing. Those students were the from the tenth grade of SMK Negeri 1 Percut Sei Tuan. And as a sampling, the writer choose students of X TPTU 1 class of SMK Negeri 1 Percut Sei Tuan.

3.5 Technique of Data Collection

Bungin (2003:42) explains that technique of data collection is 'how is the way and how the data may be collect in order to providing valid and reliable information. Data collection

techniques allow the researchers to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur. The techniques of data collection in this research will be including:

3.6 Research Procedures

The procedures of the research were:

1. The writer gave a brief explanation about what the analytical essay.

2. The writer gave the students a test and the test is a analytical essay.

3. The time allocation that the writer gave to students is 60 minutes.

4. The kinds of data are phrase and sentences of students.

5. The number of data is two data in discourse markers.

6. After students did the test, the writer will collect their answer sheet.

7. At last, the writer checked the students' answer sheet, tried to find out what are error discourse markers in students writing sheet.

3.7 Technique of Data Analysis

This study relies on Fraser's Taxonomy (2009) to assert the target Discourse Markers. Here the researcher provided the procedures of data analysis:

1. Separating the discourse markers used in analytical essays.

2. Analyzing the data of discourse markers used by types from all data that were provided.

3. After find out the types of discourse markers used by students, find out the inappropriateness of the missue patterns of discourse markers.

4. Analyzing the most frequent inappropriateness of discourse markers used in essay writing.

5. Analyzing the findings and the reasons that were obtained from the interview with students.

3.8 Validity (Triangulation)

The trustworthiness of the data need to be checked to examine the validity of the data. In this research, the writer was use the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about same social phenomenon, rather than the purpose of triangulation is to increase one's understanding of what ever being investigated. William Wiersma in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It asseses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures. Norman Denzim in Hales identify triangulation into four types, they are:

1. Data triangulation

   Data triangulation relates to the use of variety data or information including time, space, and person in a resarch. Data triangulation is the process rechecking and comparing information by writer which obtained in the different source, to get the data, the writer will compare observation data with and interview data.

1. Time Triangulation

   Time triangulation relates to the use of time in getting more valid data. Writer needs to do the observation more than once to make sure the validity of data.

2. Theory Triangulation

   Theory Triangulation relates to the use of two or more theoies which is combined when examining situation and phenomenon. Some theories support both of way of colecting and analyzing data need to be created more complete to give more comrehensive data.

3. Methodology triangulation.

Methodology Triangulation relates to the effort of checking the data or data result. The aim is to conduct situation and phenomenon by using some methods. Methodology Tringulation is similar with the mix of method approaches use in social science research., where the result from one method are used to enhance, argument, and clarify the results of others.

In this research the writer will combine those all triangulations. The observation will not done once. The writer also will compare the finding of data observation and data interview, and the writer will compare some theories to support this research and make sure the data validition.