

**AN ANALYSIS OF TEACHER'S DISCOURSE MARKERS IN  
THE CLASSROOM INTERACTION**

**Thesis**

*Submitted as a Partial Fulfillment of the Requirements to Obtain  
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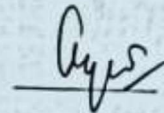
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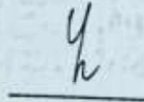
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## ABSTRACT

**Pertiwi, Anggun (2024) *An Analysis Of Teacher's Discourse Markers In The Classroom Interaction*. English Language and Literature Department, Faculty of Language and Arts, Universitas Negeri Padang**

This study examines the type of discourse markers in the teachers' talk and the reason why teachers used dominant discourse markers at SMK N 3 Teluk Kuantan. The research designed of this study was descriptive qualitative. The data was collected though observation, recording and interview. The subject of this research was English teachers at SMK N 3 Teluk Kuantan. The result showed that there were four type discourse markers used by teachers, namely, interpersonal, referential, structural and cognitive. Interpersonal markers were the dominant posed by teachers in the teaching and learning process which was 60,00%, 22,31% referential, 15,94% structural and 1,73% cognitive. The teachers used dominant markers for providing students with effective instruction and guidance especially for taking student's attention, increasing their confidence in the classroom interaction, as fillers also highlight the key of conversation and measuring students' understanding.

**Keywords: Discourse Markers, Teacher's Talk, Classroom Interaction**

## ABSTRAK

**Pertiwi, Anggun (2024) *An Analysis Of Teacher's Discourse Markers In The Classroom Interaction*. English Language and Literature Department, Faculty of Language and Arts, Universitas Negeri Padang**

Penelitian ini meneliti jenis penanda wacana dalam pembicaraan guru dan alasan mengapa guru menggunakan penanda wacana yang dominan di SMK N 3 Teluk Kuantan. Data dikumpulkan melalui observasi, rekaman dan wawancara. Subjek dari penelitian ini adalah guru bahasa inggris di SMK N 3 Teluk Kuantan. Hasil dari penelitian ini menunjukkan bahwa ada empat *discourse markers* yang digunakan oleh guru, adalah *interpersonal*, *referential*, *structural*, *cognitive*. *Interpersonal markers* adalah *discourse markers* yang paling sering digunakan oleh guru di dalam proses pembelajaran yang mana 60,00%, 22,31% *referential*, 15,94% *structural* and 1,73% *cognitive*. Para guru menggunakan dominan *discourse markers* untuk memberikan instruksi dan bimbingan yang efektif kepada siswa, terutama untuk menarik perhatian siswa, meningkatkan kepercayaan diri siswa dalam interaksi di kelas, sebagai pengisi juga menyoroti kunci percakapan dan mengukur pemahaman siswa.

**Keywords: Discourse Markers, Pembicaraan guru, Interaksi kelas**

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Anggun Pertiwi



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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, eight discussion points will be introduced: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, purpose of the research, significance of the study, and definition of the key terms. Each point will be described in detail in the next section.

#### **A. Background of The Problem**

In Indonesia, English is taught as a foreign language. It is a required subject in junior and senior high school and is also offered as a general course at the tertiary level. In vocational high schools, English Language Teaching (ELT) has emerged as a compelling topic of discussion. This is a direct result of the Indonesian government's dedicated efforts to advance the development of vocational schools (SMK), specifically focusing on enhancing students' skill competencies. There is lot of skill the students learn in vocational school and one of them is hospitality. At this skill, the students need to master a spoken language to communicate with their costumers, especially in English language. So, the schools are expected to improve their quality and performance through extensive partnerships with the business, industry, and the professional world. The data also indicates that English language skills capable of industrial needs, students that are studying in vocational high school (SMK) are better preapare for job opportunities right after graduation in addition the English curriculum in vocational high schools is more specialized than senior high schools (Gullit, 2020). It is essential

to encourage good classroom interaction during the learning process to make English language teaching more interesting and effectively deliver the material to students.

The role of interaction is crucial in language learning, particularly in the context of learning English. This is closely tied to the necessity of developing effective communication skills in English. The effectiveness of language learning in a classroom setting is closely associated with the quality of interactions that take place during lessons. In the world of teaching English, interaction is the fun and engaging space where learning happens (Mutiningrum, 2009). This includes chatting, using language actions, and connecting with students actively involved in the learning process (Astutie, 2020). According to Lubis (2009), Using appropriate interactions in teaching and learning helps create a positive learning environment. Teachers can assist students in expressing themselves through various activities that encourage communication. Moreover, classroom interaction entails the active participation of both teachers and students. Teachers engage individually with each student to facilitate meaningful interaction (Hanum, 2017). They serve as pivotal figures in organizing classroom engagement and nurturing students' linguistic development. The teacher undeniably holds the key to achieving educational success. Their pivotal role in the learning process is indispensable for reaching mastery of a foreign language (Aisyah, 2016).

The communication by the teacher in an English classroom plays a critical role in achieving the teaching objective and can significantly impact students' abilities. Basra & Toyyibah (2017) stated that teacher talk refers to the dialogue

used during the teaching and learning process. It is essential for fostering meaningful interactions during instruction in teacher's talk. Therefore, teacher talk must be structured effectively to ensure coherence and cohesion in the learning environment. Such share and exchange idea in the classroom.

To ensure that a teacher's speech is coherent and easily understood, it is essential for them to employ cohesive signposts in discourse, known as discourse markers (DMs). These linguistic elements, including words, phrases, and expressions, connect utterances, enhancing the comprehensibility of spoken language to the listener. Walsh (2011) said that, the words such as *oh, well, but, you know, I mean, actually, and, okay*. Fernandes (2020) explained that, discourse markers (DMs) are used in both spoken and written language to connect different parts of what is being said or written. They link what has already been mentioned with what will be mentioned next. Walsh (2011) stated that, discourse markers are valuable tools that aid teachers in effectively guiding learners, maintaining their attention, announcing changes in activity, and signaling different stages of a lesson. They play a pivotal role in guiding cohesion within the class and promoting harmonious collaboration. DMs also serve the purposes of starting and stopping conversations, changing the subject, and controlling what people write or say to share their opinions. It means discourse markers are useful and capable of facilitating our comprehension of interaction and communication.

In the other hand, the researcher did preliminary research during PLK (Praktik Lapangan Kependidikan) in SMK N 3 Teluk Kuantan and it was also the first study that conducted in this school. Based on preliminary research, it was

found that less of interaction in the classroom happen in one of vocational high schools in Taluk Kuantan. The students did not really participate during teaching and learning process, it was because the teacher only explained the material without guiding them. Thus, making it difficult for students to comprehend the materials and participate in class. They also don't pay attention to the teacher's lecture because they are bored. When teacher asked the first question to the students, they did not responded it. It was because the teacher did not guide them to pay attention to the lesson and contribute to the question. After that, teacher asked the same question with the use of discourse markers in their talk. Students consistently showed increased attentiveness when the teacher utilized discourse markers. Students often demonstrate passivity and a lack of participation, indicating disinterest when educators do not utilize discourse markers. The limited participation in the classroom was a result of the teacher's approach to presenting material without providing guidance to the students. Consequently, the students found it challenging to comprehend the material and engage in class discussions.

Based on the explanation above, the researcher considered that is necessary to study regarding the use of discourse markers based on Fung and Carter theory (2007). Fung and Carter (2007) categorized discourse markers into four type : interpersonal, referential, structure, cognitive. These types of discourse markers have their own classification and characters. The writer chose this theory because it is an essential function in language use, especially in teaching English and it has lot of variation of discourse markers also it more

suitable to applied in spoken language moreover it is easy to understand for students. Therefore, the researcher did the study to find out what discourse markers were used in classroom interaction by the teachers.

Based on the explanation above, the research of the discourse markers in classroom interaction has been carried out by some researchers. One of them is Havva Zorluer & Zuhul Okhan (2018). The study's goal is to determining discourse markers used by Turkish teachers and native teachers in EFL classrooms and comparing these items in terms of variety and frequency based on Schiffrin theory . Second, sadeq Ali Saad Al-Yaari (2013) Using English Discouse Markers by Saudy EFL Learners Learners. Employing a corpus-based descriptive analysis, the current study attempes at detecting EDMs in the talk of Saudy EFL learners, their frequency, use, usage, etc. Last, Wei sun (2013) The Importance of Discourse Markers in English Learning and Teaching aims to investigate into the applicability of DM theory to Chinese teachers and learners in evaluation DMs and the problems they have in learning and using them based on Briton L theory.

Drive from the problems and theories above, the researcher wanted to know more about the type of discourse markers used by the teachers and the reasons teachers used dominant type of discourse markers in classroom interaction in one of the vocational school in Taluk kuantan based on Fung and Carter (2007), this theory is more detail and has lots of types of discourse markers. In addition, none of the research conducted in suburban area especially in Taluk Kuantan, Riau. This was also the first study that conducted in vocational school,



especially in SMK N 3 Taluk Kuantan in second year. Therefore, it is very useful to research the teachers' DMs in classroom interaction.

Based on the explanation above, the researcher wanted to conduct this research with the title "An Analysis of teachers' discourse markers in classroom interaction".

### **B. Identification of the Problem**

Based on the background of the research, there are several problem identified in this study. There was a distance between students and teacher in the classroom interaction. The students did not really participated in the classroom, it was because teacher did not guide or take students' attention in teaching and learning process. Then, teacher used discourse markers in their talk during classroom interaction to provoke students' participation in the class. Therefore, the researcher would find out what were discourse markers used by teacher in English class during teaching and learning process.

### **C. Limitation of the Problem**

To provide a clear understanding of this research, the researcher limited this research to focus on analysing teachers' discourse markers in classroom interaction used by teachers in learning English at SMK N 3 Teluk Kuantan based on Fang & Carter theory (2007).

#### **D. Formulation of the Problem**

According to the limitation of research above, the formulation of the research problem can be formulated as follow “What are discourse markers used by the teacher in English classroom interaction?”

#### **E. Research Questions**

1. What are types of discourse markers used by the teacher in English classroom interaction?
2. Why do teachers use dominant type of discourse marker in English classroom interaction?

#### **F. The Purpose of The Research**

1. To find out the type of discourse markers used by the teacher
2. To find out the reasons of English teachers in senior high school use dominant types of discourse markers during classroom interaction.

#### **G. Significances of the Research**

The result of the research aim to provide benefits both theoretically and practically.

1. The researcher. To get information and data about the use of discourse markers in teachers’ talk in the classroom interaction to support the writer to make a thesis.