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Causal Functions of English Discourse Markers (EDMs) in the Students' Writing Hortatory Exposition Text Facing the Industry Era 4.0

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Abstract

Facing the industry era 4.0 students need to be able to make a good writing which is coherence and cohesion. Using the proper EDMs in sentences and paragraphs make them semantically and lexically accepted in written global communication. This study investigated the use of causal markers function in the Hortatory Exposition text by the third semester students of *Universitas PGRI Semarang*. According to Feng (2010), some causal markers function are summarized as follows; *so, because, consequently, it follows, for, because, under the circumstances, for this reason, etc*. The objectives of this study are to find out the causal function markers realized in Hortatory Exposition Text and to find out the most dominant functions realized. The data was statistically analyzed and categorized using a qualitative approach. The subjects were consisted of 37 respondents. Through collecting the Hortatory Exposition text written by each student, the writers analyzed the causal marker functions which were used in its text. The writers collected the texts and read them intensively. Afterwards we analyzed each sentence which was observed attentively, then found out the English Discourse Markers (EDMs) which was realized in its text. Finally some causals were classified in detail. Lastly, the result of the analysis shows that the causal markers function has 71 clauses. There are ten causal function markers used by the students, such as; *still, because, because of, so, also cause, for the reason, because of that, in order to, it can cause, caused by*. The most dominant causal marker function that used by the students in Hortatory Exposition text is "because". There are 50 clauses that use "*because*" as the causal marker functions. It means that 70, 42% of the causal markers used in the text. This study shows that the text of hortatory written by students mostly common use the EDMs "*because*" since it is very familiar known by students rather then the other causal EDMs. The suggestion is that writing teachers need to plug and touch EDMs in their teaching material to support its writing coherence and cohesion.

Keywords

Causal Discourse Markers, Function, Hortatory Exposition Text

1. Introduction

Entering the 21st century needs a language performance to be survived in the world. People have to strengthen their foreign language capability to gain money and fulfil their necessity indeed. Language teachers need to elevate their knowledge and the way they teach to elevate the students' competency in the language mastery. Students should be aware in enhancing their language performance to get a space in this competitiveness era. One of the language performances that must be advanced is that the language within technology in any areas of job. Those technologies created and operated using English as the international community is accepted to be an instruction language in applying technology.

English as the main indicator in conquering the industry era 4.0 plays an important role to students in getting involve

within such current era. In university, students should get this competence to face the modern communication and doing business in any field of works. Becoming a good speaker and writer in international society, then students should master the language skills, such as listening English, speaking, reading and writing in English. As the consideration, English language in Indonesia as implemented and used as the foreign language which is in lined with the curriculum designed for high schools. Different from the assumption of English as the second language, the usage of this in less effective and formal surrounds the offices and schools.

English discourse markers are the word insertions that deliver continuity in spoken and written. Discourse markers are also recognized as words or short 'lexicalized phrases' (Schiffrin, 2001) that organize texts [25]. Discourse markers assistance to create 'cohesion' and 'coherence' in a given text by establishing a association between the various ideas that are expressed within the text [25]. Schiffrin (1987) operationally defines discourse markers as sequentially dependent elements which brackets units of talk [25]. Examples of discourse markers in English would consist of 'oh', 'well', 'and', 'but', 'or', 'so', 'like', 'because', 'now', 'then', 'I mean', 'you know', 'uh', 'anyway', 'yet' etc. 'Discourse markers' is the term linguists give to the above mentioned words that breakdown our speech up into parts and show the relation between parts. Discourse markers are initiated in various grammatical categories including conjunctions, interjections and adverbs. Discourse markers can 'connect' various units of dynamic meaning (coherence) as well as the surface structure of the text (cohesion). Susanto, D.A. (2018) states that English discourse markers also occurred in any texts especially hortatory exposition which are created by students of university in Indonesia [26]. It shows that mostly students feel good in arranging many paragraphs containing markers of additive, contrastive, causal and result.

Weigle (2009:1) states that the ability to speak and write a second language is becoming widely recognized as an important skill for education, business and personal reason [28]. She explains more detail that writing has also become more important as tenets of communicative language teaching that language as a system of communication rather than as an object of study have taken hold both second and foreign language setting. In this industry era, the competence of speaking and writing make them survive and gain money easily since having survival is rather hard. Writing is also considered as one of the productive skills. It gives a permanent product in the form of a written piece, [3]. Based on the statement above, we concludes that writing include into a productive skill where the students should produce an idea in her or his mind to transfer the information for the readers effectively. In real, students of university still claim that writing is difficult skill and not simply for the students in language learning because involves a complex process where they have to use certain grammatical rules in organizing the facts. They not only have to keep the purposes and think above how to organize them in the composition when they write a text.

There are twelve genres in the general of English Based Writing. According to Hyland (2007: 4-6), genre is a term for grouping text together, representing how to write typically use language to responding situations [12]. For many students, this is an intuitively attractive concept that helps to organize the common-sense they occur. Genre is one of the most important concepts in language education. Genre can be defined as a culturally specific text type which results from using language "written or spoken" to help accomplish composition. So, genres are cultural specific and have associated with particular purposes, particular stage and particular linguistic features. Harmer (2004: 78), genre has communicative purpose, generic structure and lexicon grammatical features [11]. Students are taught these features and language for talking about the language in the context of learning how these features contribute to overall meaning of text they are writing. Based on the statement above, the writers conclude that writing is one of the way to build communication with other at a distant place or at distant time because writing is process to make a product something and meaning making through the genre based writing. It depends on the purpose of the text.

Hortatory Exposition is a text that is aimed to persuade readers or listeners about something by giving some arguments or opinions [1]. The writer knows that the third semester students of Universitas PGRI Semarang have critical minds to deliver their arguments related to some issues happen. It is also called that this text makes readers or listeners are eager to do something or not. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc [23]. But in this study, we analyzed hortatory exposition text in the writing of the students in their composition. Through their writing, the students can be judged whether they can deliver their arguments and persuade the readers well or not. The writers do this study in order to find out the mostly dominant words of causal function markers that found in the hortatory text exposition by the third semester students and to analyze the kinds of causal function markers.

2. Review of Related Literature

In producing a good paragraph, there are two main characteristics in common − coherence and cohesion [2]. According to Richards and Schimdt (2002), coherence is the relationships which link the meanings of utterances in a discourse or of the sentence in a text [21]. In other words, in written texts, coherence refers to the way a text makes sense to the reader through the organization of its context, and the relevance and clarity of its concepts and ideas. Another characteristic of a good paragraph is cohesion. According to Grabe and Kaplan (1996), cohesion refers to surface-level signals that reflect the discourse organization of a text and the intended purposes of the writer) [10]. In addition, McDonough (2002) defines cohesion as a general name for

linguistic devices which signal the textual structure which represents the coherence of the message encoded [17]. Based on the theories above, the writers can conclude that the cohesion and coherence is very important to be mastered to have a good writing. Those two elements will be proved by finding out the function of English discourse markers used in the students' writing text. English discourse markers is the element related to build a cohesion and coherence of the text.

In fact, with the emergence of communicative language teaching inspired by Hymes' (1972) construct of communicative competence, focusing on the achievement of functional abilities was seen from a new and different perspective as communicative competence [13]. In writing hortatory exposition text, the students should be communicative in their language in order to not make the readers more confused in reading their texts. This breakthrough led to the emergence of notions such as fluency and the use of communication strategies [14]. Fairclough (1998) Elaborates on the issue and argues that "language conventions and language practices are involved with power relations and ideological processes…" (p. 7) [5]. To give an idea by seeing the issue, someone needs to think critically and have an ideological minded through English discourse markers beyond a discourse of language.

EDMs has many functions in the text, especially in a written text. Causal function marker is the one of EDMs functions which has purpose to explain the reason or the certain effect of the related issues. It has two purposes in using causal markers, they are as follows: a) placement and intonation in conversation; a because-clause, like other adverbial clauses in English, may be placed either before or after a main clause. Ford (1992, 1993) has, to our knowledge, been the first to suggest that final adverbial clauses presented after ending intonation commonly result from interaction between speaker and addressee rather than as afterthoughts, a label implying that such clauses are products of a single individual's cognitive processes. b) because in-environments of actual or incipient disagreement; as background for a discussion of the interactional emergence of because, a brief review of some basic principles of conversational structure is in order) [7, 8]. A pervasive feature of the sequential development of conversation is the manner in which each individual turn is oriented to or directly responsive to a previous turn [24, 22, 19]. In fact, a strong tendency has been observed for interlocutors to work toward affiliation, alignment, avoid agreement with one another and to systematically avoid disagreement, which is treated as trouble and requires explicit accounts and excuses.

Based on the statements above, the writers can conclude that if the students can implement the causal function markers in their real any writing productions, they will be successful in delivering the messages to people. In conveying the causal function markers itself, the writers do the preliminary study on genre based writing especially hortatory exposition text that is given to the students at Universitas PGRI Semarang in the third semester. It is a text that is aimed to persuade readers or listener about something by giving some arguments or opinions [1]. Because of it depends on the arguments or opinions given by the students, the writer sures if the students can use causal function markers which is the part of English discourse markers function to give their reason related to some issues.

3. Research Methodology

Qualitative data analysis can be described as the process of making sense from research participants" views and opinions of situations, corresponding patterns, themes, categories and regular similarities [4]. We used qualitative analysis to collect the data related to the opinions and arguments given on the students' writing by the students. In this study, we used descriptive qualitative research. In short, as Gibbs (2007: vol. 6: 1) so apparently points out, qualitative data analysis is a process of change of collected qualitative data, done by means of analytic procedures, into a clear, understandable, insightful, trustworthy and even original analysis [9].

The first step in analyzing qualitative data according to Best and Kahn (2006:270) involves organizing the data [14]. We organized the data based on the data collected and it was classified by its functions of English Discourse Markers function itself. Beside of that, the writers add the views of Watling and James (2012:385-395) claim that the process of qualitative data analysis consists of six stages (steps), namely:

1. Defining and identifying data. From the outset, it is crucial to obtain a clear understanding of the meaning of data, and fundamentally, even more importantly, the data required in accordance with the research question and aims. In this first step, the writers also did the identification of the data that have collected from the students' writing hortatory exposition text.
2. Collecting and storing data. We collected the data through the writing classroom. Students do writing the hortatory exposition text since teacher asked them to make a composition about it.
3. Data reduction and sampling. During the data collection process, reaching a point of soaking implies that all data were reduced, filtered and sampled through the process of analysis. It is therefore critical for the researcher when analyzing data to control what one already knows to be important or relevant, in accordance with the intended purpose of the investigation. Stated differently, the researcher needs to establish, on the one hand, which data are not relevant, and on the other hand, which data compress the essence and evidence one wishes to focus on for a more detailed analysis.
4. Structuring and coding data. Structuring and coding of data support the key research outcomes and can be used to shape the data to test, refine or confirm established theory, apply theory to new circumstances or use it to make a new theory or model, or even in the case of this study, develop a new measurement instrument, such as students' writing (cf. par. 5.9.3, p. 339) [27]. During coding, the corpus of data has to be assigned codes

which relate to analytic themes being developed an applied consistently over the period of analysis and over a range of data. Basic coding, carried out as a first step in the analysis of data, is both useful in itself and acts as a preparation of the data for more advanced analysis at higher levels of abstraction [20].

5. Theory building and testing. An important purpose of research is to make new knowledge [27]. To this end, it might be helpful to take into consideration the set of tactics for generating meaning from qualitative data, described by Miles and Huberman (1994:245-246), commented on in an ensuing paragraph [18]. More specifically in relation to theory building and testing as part of the process of data analysis, it can be said that based upon the result of the research then writers can produce a novelty about the use of English discourse markers especially for university students in Indonesia in composing a text of hortatory exposition.

6. Reporting and writing up research. In brief, the reporting and writing up of research entails to put words on paper, in the form of a report, constructing an argument based on the findings of what you have done, what you have seen and heard, data we had and the information that comes forth from the process of data analysis. Ultimately, the conclusions drawn from the information should contribute to the teaching of writing for the future so long.

Marshall and Rossman (1999:150) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data [16]. It can be done in order to make the text become well-arranged and it is structured when the writers analyze it. By collecting the Hortatory Exposition text from the each students, the writer analyzed the causal marker functions which are used in the text. This study used qualitative methods. The writer collected the text and read all the text. After reading every sentence which is observed, the writer found out the English Discourse Markers which is used in the text, and then some functions was classified. The last, the writer concluded the result of the study.

4. Research Findings and Discussion

This study was an analysis of causal function markers of Hortatory Exposition text by the third semester students in PGRI University Semarang. This chapter is presented into two main parts: the data findings and the discussion of the data analysis. The first part consists of the findings of the formulations of this study: about the function of English Discourse Markers analysis in Hortatory Exposition text by the third semester students of PGRI University Semarang. The data was identified according to sentences and clauses; and dominant function through English Discourse Markers analysis. The second part consists of the discussion on those all findings.

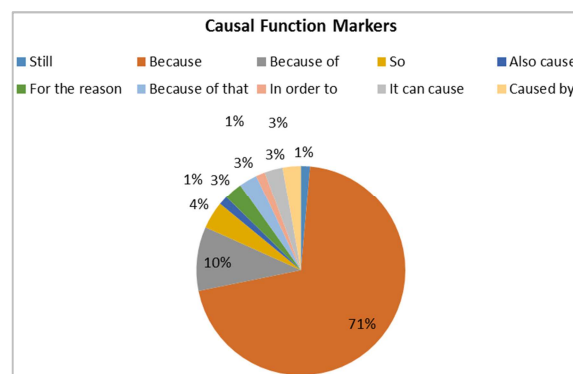This was the data about causal markers used in the text, they are as follows:

Figure 1. *The Diagram of Causal Functions Data.*

Table 1. *Table of Causal Functions Data.*

No	Causal Markers	Total
1	Still	1
2	Because	50
3	Because of	7
4	So	3
5	Also cause	1
6	For the reason	2
7	Because of that	2
8	In order to	1
9	It can cause	2
10	Caused by	2
	GRAND TOTAL	71

To know the realization of causal function markers found in Hortatory Exposition text by the third semester students of Universitas PGRI Semarang, the writers have done several steps. This was about the causal markers function which is applied in the Hortatory Exposition text by the third semester students of Universitas PGRI Semarang. According to Feng (2010), the kinds of causal markers function are because of, caused by, for the reason, because, in order to, etc [6]. The descriptive statistics method will be used to find the frequent use of causal discourse markers function. The data was identified according to sentences and clauses through causal markers function found in Hortatory Exposition text. By analyzing 309 clauses, the writer found the frequency of the causal markers. Those were 71 clauses which are taking up 23% of the whole text. There were ten causal function markers used by the students, such as; still, because, because of, so, also cause, for the reason, because of that, in order to, it can cause, caused by. In 71 clauses which use causal function markers, there were 50 clauses which use "because" as the causal markers. In this case, the students use a lot of causal markers to deliver their reasons in the anyway. They delivered their argument in the hortatory exposition text and told the reason about their arguments by using "because" as the causal markers. As the writer discussed before, the students used the causal markers to make a cohesion and coherence in delivering the reason stated.

5. Conclusion

The causal function markers is realized by finding the

clauses which use still, because of, because, so, also cause, for the reason, because of that, in order to, it can cause, caused by. There are 71 clauses which use causal function markers in the hortatory exposition text. It is taking up 23% of the whole text. On the same line, the causal function types which is most dominant used in Hortatory Exposition text by the third semester students of Universitas PGRI Semarang is "because". There are 50 clauses that use "because" in the Hortatory Exposition Text. So it is taking up 70.42% of the text.

The writer concludes that the students are most familiar with causal function markers since it is used frequently by them to deliver the reason of their arguments. In delivering the reason, the students wrote it spontaneously and it is depends on their own minds. So, they used the kinds of causal function markers because of they have known before and they understood what they write by using causal function markers itself. They can use the kinds of causal markers function to add the certain words, connect the one clauses to the other clauses, and deliver the certain reason through their clauses and sentences in the hortatory exposition text.

6. Recommendations

The writers expect that the readers should be able to increase their understanding about discourse especially the causal function marker which is the part of English Discourse Markers function. The students can know the elements of each structures so that the students understand what the writer of the text purposes and how to make better communication to achieve their purposes through Genre Based Writing. The students should be more understand about English Discourse Markers by applying its EDMs in their written or spoken text. The students will understand about the writers' of the text opinion using English Discourse Markers and how to deliver our own mind to each other, especially in writing the kind of genre based writing text.

Acknowledgements

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