Schiffrin's English Discourse Markers Functions In The Students' Hortatory Exposition Text

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Abstract—**Research on EDMs has abounded since the 1980s when Schifrin (1987) proposed her work on it. This research was conducted to analyze the EDMs functions found in the hortatory exposition text written by the students of University of PGRI Semarang. EDMs is needed to make a writing production be coherence and cohesion. The objectives were; to find out the English Discourse Markers function realized in Hortatory Exposition Text and to find out the more and the less dominant function written by students?. I used a descriptive qualitative as my research design. According to Miles and Huberman's theory (1994:12) which is mentioned three types of analysis activity. Those are data reduction, data display, and conclusion drawing and verification. I analyzed the Hortatory Exposition text produced by the students of PGRI University Semarang. In collecting the data I did some procedures like collecting the texts, reading the texts, classifying the texts, and analyzing the texts towards the English discourse markers they used then finally concluded the results of the analysis. This research had 37 participants as a sample. The findings can show that along the 37 texts of hortatory exposition there are 304 clauses in which can be classified as follows; additive functions has 156 clauses means 50,3%, then contrastive functions has 38 clauses means 12,5%, and causal functions gets 70 clauses means 23%, the last is result functions reaches 44 clauses means 14,2%. I can deliver the conclusion as below; students are most familiar with additive discourse markers since it is used frequently and well know. The implication of this study is that students are able to use the EDMs to make their writing coherence and cohesion,**

Keywords: English Discourse Markers, function, Hortatory Exposition Text

I. INTRODUCTION

The number of people who want to learn English is getting more increase. In this modern world, it is very important for us to master English in order to not let ourselves left behind. By learning English, the students can improve their own skills in English. There is a quotation from a retired Army Colonel who says, "English has become the medium of all relevant social interactions and the ability to use English effectively is considered an absolute essential for honorable existence." From that quotation, we know that the importance of English is able to make the benefits for us. Moreover, it is needed for us to learning English and improve our skills in English.In English learning process, writing is one of the skills that must be achieved by the students. Writing skill is very important to be mastered because it can

help the students to communicate and deliver their meanings through the English well. [1] asserts that the purposes of writing for foreign language learners include practicing grammatical forms and structures, vocabulary, and spelling, using information in context, and expressing their ideas, feelings, opinions, thoughts, and attitudes. It shows that writing skill is very need more attention.Therefore, the writing skill is totally required. For improving the student's writing skill, they can practice by write some texts that related to the genres of the texts.We know that as a social human, we must be able to blend in the other people and talk to each other with deliver our own argument both by spoken and written. According to [2], writing in a foreign language helps learners improve their grammatical, strategic, sociolinguistic, and discourse competencies in the target language. By written texts, it can be the way for improving writing skill and our discourse competences.

In this study, the writer wants to analyze the English Discourse Markers found in Hortatory Exposition text by the third semester student which is written on January 10, 2018. The writer chooses it because the writer wants to investigate the function of English Discourse Markers used by the students. So, the writer finds out the kinds of English Discourse Markers which is used by them. The writer were interested in written English Discourse Markers because through its written EDMs, the writer knows how far EDMs can affect writing skill's students. The students state if they use English Discourse Markers to relate one clause or sentence with the other clauses or sentences. The writer use Hortatory Exposition text because it is wrote based on the student's mind. The students give their own argument according to the topic through Hortatory Exposition text. So, they can use many kinds of EDMs to support and relate their arguments. Through its EDMs, the writer can investigate the function of EDMs that used by the students and differentiate it into many kinds of its function. From EDMs in Hortatory Exposition text which is written by the students, the writer hopes that it will be more interesting to be learnt.

Based on description above, the writer presents the following questions (1) What are the English Discourse Markers function that the third students of PGRI University Semarang realized in the Hortatory Exposition text?; (2) What is the more dominant function of English Discourse Markers used by the third semester students of PGRI University Semarang?; (3) What is the less dominant

function of English Discourse Markers used by the third semester students of PGRI University Semarang?. Based on the explanation above, the writer is interested to conduct the study entitled "The Use of English Discourse Markers In Hortatory Exposition Text among English Education Study Programme Students of PGRI University Semarang".

II.REVIEW OF RELATED LITERATURE

Bolden (2009: 996) states that "the discourse marker is a resource for establishing discourse coherence and, more fundamentally, accomplishing understanding". So, if we can put the discourse markers based on its context, we can be more understand about the texts.Discourse markers is a word or phrase that plays a role in managing the flow and structure of discourse. That is why discourse markers has an important role in the communication, both in spoken and written text.The English Discourse Markers or we called EDMs has many functions as a mark in both the spoken and written text. There are textual function and interpersonal function in the spoken text. In the writing text, there are addition, comparison, contrast, time, result, summary, example, place, generalizing, result, cause and effect, purpose, qualifying, emphasizing, sequencing, and illustrating. Those areused to connect logically the one and next clauses. Mostly in the forms of conjunction.

In this study, the writer wants to analyze the four of the types in EDMs functions. Those are addition, contrast, cause, and result functions. Additive Function Markers is the one of the EDMs functions to add the new topics or sentences. We use it to connect one sentence to the other sentences. Contrastive Function Markers is the second EDMs functions to make a sentence to the other sentences become contrast. Causal Function Markers is the third EDMs functions to state the reason. The last one is Result Function Markers. We use it to state the conclusion and reiteration.Hasan (in [3]) defines genre as language which does a particular job in a particular contextual configuration. It can be seen that genre has its function in learning the language. In learning English especially for improving writing skill, genre should to be understood by the students.

There are twelve kinds of genre in writing but the writer chooses Hortatory Exposition Text as a material to analyze the English Discourse Markers. Hortatory Exposition is a text to recommend the readers that something should or should not be the case.In the process approach, the steps or stages are illustrated and practiced from the generation of ideas and compilation of information through a series of activities for planning, gathering information, drafting, revising, and editing [4]. This sequence of activities typically occurs in four stages: "prewriting, composing/drafting, revising, and editing" [5]. Those are the steps in writing process before we create our final product in Hortatory Exposition text.

Hortatory Exposition is a part of Genre Based Writing. Djuharie [6] defines that hortatory exposition is a written text with the purpose to share idea, to persuade the readers in order to have an agreement or a disagreement about doing something. So we can state that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.Hortatory exposition text represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory expositions are popular among science, academic community and educated people. Usually in order to strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation.

Schifrin states that grammar and vocabulary is of paramount importance to have the knowledge of discourse markers if to write effectively and commendably (1987). From that statement, it can be looked that in writing Hortatory Exposition as the one of written text, it contains grammar and vocabulary which is correlate with discourse markers function. Discourse markers has the contribution in the written texts.According to [7], the uses of discourse markers make a piece of writing effective it adds cohesion and coherence in writing. In the fact, English Discourse Markers make a writing become effective because it will be related from one clause to the other clauses. By adding the cohesion and coherence, the writing can be easy to understand through EDMs functions. It is also supported by Halliday [8] who states that conjunction is related to the entire environment of a text. The conjunctive elements(discourse markers) "presuppose the presence of other components in the discourse."

Because of the students may be use their own custom in speaking spontaneously through Hortatory Exposition text, the writer is able to analyze the usage of English Discourse Markers which contained in that written text. For example, if the student writes "I think, …………" or "I mean ……….", it is related to English Discourse Markers function. They deliver it freely because the statement that they write is about their own arguments. So, it is possible to write their own custom in communication through the written text because there are many types of English Discourse Markers based on its functions. If the students want to add their argument in the different topic and sentence, they can use additive function markers. However, if they will make their arguments become contrast, they use contrastive function marker. If they want to explain the reason and effect of their argument, they can use causal function marker. And the last, if they will make a conclusion or recommendation about their argument, they use result function markers.

III. METHODOLOGY OF THE RESEARCH

In the research, research design is an important thing because research design was used to make the systematic research. The researcher used descriptive qualitative research. It uses as qualitative research because it relates with the data related to the theories and the data analysis uses numeric data in the tables and pie chart.The qualitative analysis consisted of the identification and description of the pragmatic functions of discourse markers. To complete these tasks, the writer's analysis mainly on the functions proposed

by [9], [10] and [11]. The main strength of qualitative research is its ability to study and analyze the written text. So, the qualitative research is more focused on the reflective text. The writer used this method because it has been proved by the data from the students through written texts.

In this study, the writer took the roles of the observer. The writer was the key of the instrument. In qualitative research approach, the writer was the instrument to get the data. The writer studied and analyzed the functions of English Discourse Markers that were found in the Hortatory Exposition text by the third students of English Education Department in PGRI University Semarang. The writer was the main instrument in collecting data by doing some steps.In this study, the writer took the roles of the observer. The writer was the key of the instrument. In qualitative research approach, the writer was the instrument to get the data. The writer studied and analyzed the functions of English Discourse Markers that were found in the Hortatory Exposition text by the third students of English Education Department in PGRI University Semarang. The writer was the main instrument in collecting data by doing some steps. Steps of the writer to get the data were as follows: (1) Reading the written text about Hortatory Exposition with the theme "Cell phones should never be used while driving."The writer read the Hortatory Exposition text one by one, then the writer analyzed and found out the English Discourse Markers function based on the elements discussed before. (2) Document Research which is the writer did document research to collect the data. The documents which used as the data are the one of genre text that written by the students. That is Hortatory Exposition text. The writer will collect Hortatory Exposition text by the students as the document for this study. Documented paper referred to the activity of using the documents that already exist.

In this study, the writer conducted descriptive qualitative research which use numeric data as the data analysis method. It analyzed the English Discourse Markers function in Hortatory Exposition text by the third semester students of PGRI University Semarang. Scott and Usher posit that a typical qualitative analytical approach may include the following aspects:Coding or classifying field notes, observations or interview transcripts by either inferring from• the words being examined what is significant, or from the repeated use of words (phrases) whether a pattern is developing (i.e. that all activities which have been recorded are being understood in a similar way). Examining the afore said classifications to identify relationships between them; yet,concurrently beginning the process of understanding those relationships in general terms, so that they have credibility beyond the boundaries of the case being examined. Researchers draw upon previous knowledge about the world that has enabled them to distinguish between objects and between occurrences in their life.

Making explicit these patterns, commonalities and differences – in brief, making sense of thedata, and taking these by now more developed theoretical constructs into the field to test or refine them. Elaborating a set of generalizations, which suggest that certain relationships hold firm in thesetting being examined, and affirming that these cover all the known eventualities in the data set. Formalizing these theoretical constructs and making inferences from them to other cases inplace and time. After the writer collected the data from the students, then the writer analyzed it one by one. The writer used comparative analysis. This technique was used to get a real data when the writer compared about the two things in particular. The writer got the result about the object of the study when analyzing the data. In this case, the writer analyzed about the use of English Discourse Markers function and its comparison of the use of additive function, contrastive function, causal function, and result function as English Discourse Markers function.

IV.RESEARCH FINDINGS AND DISCUSSION

This study was an analysis of English Discourse Markers function 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 by applying the methods and theories proposed by Schiffrin.The second part consists of the discussion on those all findings. In this study, the writer found 309 clauses which use English Discourse Markers Function in the Hortatory Exposition text.

The result of the analysis indicates that the additive function has 157 clauses. It is taking up 50,3% of the text. Based on the result of this final project, the writer concludes that the additive function is mostly used by the students in writing hortatory exposition text. The most dominant additive marker function that used by the students in Hortatory Exposition text is "and". There are 59 clauses that use "and" as the additive marker functions. It is taking up 38% of the additive markers used in the text.Based on the analysis, 38 clauses are contrastive functions that taking up 12,5% of the text.The most dominant contrastive marker function that used by the students in Hortatory Exposition text is "but". There are 21 clauses that use "but" as the contrastive marker functions. It is taking up 55% of the contrastive markers used in the text.The result of the analysis showed that the causal markers function has 71 clauses which is taking up 23% of the text. The most dominant causal marker function that used by the students in Hortatory Exposition text is "because". There are 47 clauses that use "because" as the causal marker functions. It is taking up 67% of the causal markers used in the text.The result of the analysis showed that the result markers function has 44 clauses which is taking up 14,3% of the text. The most dominant result marker function that used by the students in Hortatory Exposition text is "so". There are 20 clauses that

use "so" as the result marker functions. It is taking up 45% of the causal markers used in the text.

The more dominant type of English Discourse

Number	EDMs Functions	Frequency	*f* %
1	Additive	157	50,7%
2	Contrastive	37	12%
3	Causal	71	23%
4	Result	44	14,3%
	Total:	309	100%

Markers function in Hortatory Exposition text by the third semester students of PGRI University Semarang are Additive Markers and Causal Markers. Additive markers could be found in the text consists of 157clauses, and causal markers consists of 71 clauses. This number was almost all clauses in the speech text. It can be concluded that entering additive markers and causal markers are easy enough for the third semester students of PGRI University Semarang. The result of the more dominant type of English Discourse Markers function is the causal markers. The causal markers is used in 71 clauses which is taking up 23% of the whole hortatory exposition text. For the contrastive markers, the students mostly used "because" which is taking up 70,42% of the causal clause text. There are 23 clauses which use "because" as the causal markers.

The third concern is about the less dominant type of English Discourse Markers function in Hortatory Exposition text by the third semester students of PGRI University Semarang. Those are Contrastive Markers and Result Markers. Contrastive markers found 37 clauses, and result markers found 44 clauses.The result of the analysis indicates that the contrastive function has 37 clauses. It is taking up 12% of the whole text. Based on the result of this final project, the writer concludes that the contrastive function is mostly used by the students in writing hortatory exposition text. From 8 contrastive markers used by the students, the most dominant contrastive marker function in Hortatory Exposition text is "but". There are 23 clauses that use "but" as the contrastive marker functions. It is taking up 62,17% of the contrastive markers used in the text.The another result of the more dominant type of English Discourse Markers function is the result markers. The result markers is used in 44 clauses which is taking up 14,3% of the whole hortatory exposition text. For the contrastive markers, the students mostly used "so" which is taking up 40,9% of the result clause text. There are 18 clauses which use "so" as the result markers.

The writer has been identified clauses used word analysis and interpreted the marker choices of the text to get

the result. The analysis of identifying of markers shows that the ordering of marker functions in most of Hortatory Exposition text.Based on that identification, most of the markers in the text areadditive markers.

While the data had been gathered, then the writer analyzed descriptively by using the following formula:

$$p = \frac{The\ total\ of\ EDMs\ types}{The\ grand\ total\ of\ EDMs\ all\ items} \quad X \quad 100\%$$

$$P = \frac{10}{10} \quad x \quad 100\% \quad = 100\%$$

From the analysis above, it can be classified the marker functionsof English Discourse Markers as follows:

The Table of EDMs Function Type Analysiss Result

Grap The Diagram of EDMs Function Type Analysis Result
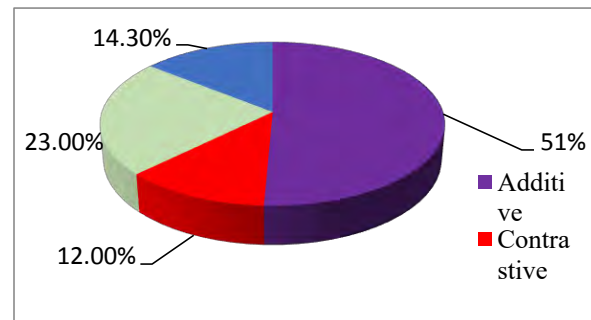
Based on the result above, the writer found fourEnglish Discourse Markers function. There are additive markers, contrastive markers, causal markers, and result markers. The analysis of the identifying of linkers and connectors shows that the ordering of linkers and connective elements in most clauses of Hortatory Exposition text is additional pattern. The dominant mood realized is additive markers function. The additive function was found in 157 clauses with percentage of 50,7%, the contrastive function was found in 37 clause with percentage of 12%, the causal function was found in 71 clauses with 23%, and the result function was found 44 clauses which cover 14,3% of the text.

After analyzing English Discourse Markers function, the writer identified each clauses used additive, contrastive, causal, and result markers which is dominant of the text to got the result by applying the theories of Schiffrin, Fraser, Halliday, and Hasan.English Discourse Markers function has realized intoHortatory Exposition text. The writer broke down into 309clauses. Based on the data above, Hortatory Exposition text by linkers and connective elements which realized in additive markers, contrastive markers, causal markers, and result markers.

Based on the findings above about the data findings of EDMs functions, the writer conclude that the students usually use

"and" as a connective word in the text. In this case, the students use many of additive function kinds to connecting their topics in the text. The kinds of additive markers function are and, also, nowadays, in addition, furthermore, in this case, especially, moreover, as we know, etc.It will increase the interests to learn the additive markers function as the part of English Discourse Markers. The contrastive functions is not always to use in the hortatory exposition text. The kinds of contrastive markers function are instead of, in the other hand, however, but, in other case, etc. It can be caused if the students are seldom to use contrastive markers function to deliver their arguments in the Hortatory Exposition text.The students usually use "but" as a contrastive word in the text. In this case, the students use a little bit of contrastive function kinds to make a contrast between the one sentences to the other sentences in the text. It can be concluded that entering contrastive markers and result markers are not easy. By conducting this study, the writer finds that contrastive marker has a function to make the sentences become contrast.Moreover, causal marker has a function to make a cause of the sentence meaning. They usually use those two functions of English Discourse Marker in their written texts.There are a lot of causal markers function that still be used by the students to support their own arguments in the Hortatory Exposition text. The kinds of causal markers function are because of, caused by, for the reason, because, in order to, etc.In this case, the students use a lot of causal markers to delivered 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. It will encourage the students' mind to deliver the cause and effect through causal markers function. There are a little bit of result markers function that be used by the students to support their own arguments in the Hortatory Exposition text. The kinds of result markers function are in conclusion, finally, the solution is, I think, so, etc. In this case, the students use a few of result markers to deliver their recommendation and the conclusion in the recommendation stage of the hortatory exposition text. On the other hand, result marker has a function to gives the result of the sentence meaning.It will become the students' decision to deliver the conclusion and its result through result markers function.

V.PEDAGOGICAL IMPLICATION

According to the discussion from the previous chapter which discusses the data analysis of English Discourse Markers function found inHortatory Exposition text by the third semester students of PGRI University Semarang, the writer got some points in this study which answer statements of the problem in the first chapter. The conclusions are as follows: (1) The analysis of English Discourse Markers function found in Hortatory Exposition text by the third semester students of PGRI University Semarang by investigating the clauses which use addition, contrast, cause, and result function. This research had 37 participants as a sample, it shows that there are 309 clauses

which have been analyzed based on its each of function markers. The additive function markers is realized by finding the clauses which use and, especially, in addition, not only but also, furthermore, nowadays, etc. The contrastive function markers is realized by finding the clauses which use but, on the other side, however, although, instead of, etc. 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. The result function markers is realized by finding the clauses which use so, in conclusion, finally, the conclusion is, in result, for the recommendation, etc. (2) The function types which are the more dominant used in Hortatory Exposition text by the third semester students of PGRI University Semarang are additive markers function which is taking 157 clauses means 50,7%, and causal markers functionwhich gets 71 clauses means 23%. The writer concludes that the students are most familiar with additive discourse markers since it is used frequently and well known for them.Even additive marker and causal marker become the more dominant English Discourse Markers function in this text, it does not mean that the writer will not give a lot of information about the less dominant type marker function that found in the texts. (3) The function types which are the less dominant used in Hortatory Exposition text by the third semester students of PGRI University Semarang are contrastive markers function that has 37 clauses means 12% and result markers function that reaches 44 clauses means 14,3%. In this case, the writer concludes that mostly students do not get any knowledge about English discourse markers even in writing class. So, they are most familiar with additive discourse markers since it is used frequently and well known for them.

After finishing the final paper, the writer would like to give suggestions as follows: (1) for the readers should be able to increase their understanding about discourse especially type of English Discourse Markers function. Besides that, the readers who interest in writing have to know the elements of each structures so that the readers understand what the writer of the text purposes and how to make better communication to achieve theirpurposes through Genre Based Writing. (2) For the studentsshould be more understand about English Discourse Markers by reading this final paper. The students will understand about the writer's of the text opinion using English Discourse Markers and how to deliver our own mind to each other, especially in writing the certain text. (3) For the lecturers should add the discourse markers material for teaching discourse analysis such as in the written text in order to make the students feel familiar in learning discourse and easy to be understood. (4) For the writershould improve her knowledge by analyzingother kinds of discoursein order to understand the writer's of the text willingness that is conveyed by that writing text.

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