

CHAPTER I INTRODUCTION

A. The Background of the Study

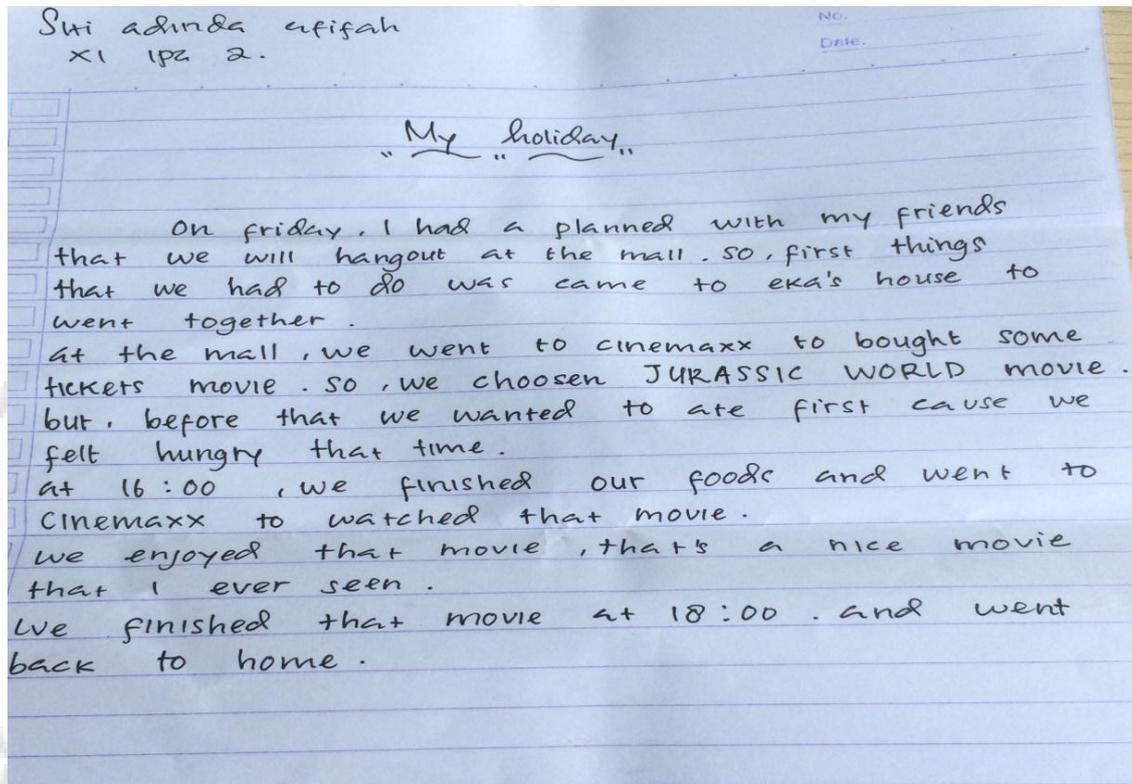
Language is not only used as tool to communicate and interact with other people but through languages people can express their ideas, thoughts, and feelings about knowledge, culture and many things in the world. As we know, this world is big and wide. There are many countries with their own languages. In order to get communication and information fast and well, English has grown rapidly and become a lingua franca. A lingua franca can be defined as language widely adopted for communication between two speakers whose native language are different from each other and where are or both speakers are using it as a 'second' language (Harmer 2001:1).

In Indonesia, English is the foreign language that has been taught to elementary school until senior high school. Learning english is as same with learning other languages. It has skills that must be mastery by students which basically refers to the receptive and productive skills (Mundhe, 2015). SIL International (1999) as quoted by Chowdhury (2014) classify that listening and reading are part of *receptive skills*; while speaking and writing are known as the *productive skills*.

Position of speaking and writing is the same because of productive status, but the most permanent product from all of language skill is writing. Carrol (1990) as quoted by Huy (2015) says that the definition of writing skill is one of

the most relatively permanent record of information, opinion, beliefs, argument, theory, etc. Therefore, writing becomes one of language skills that required to mastery by students in learning english.

According to syllabus of the eleventh grade of senior high school based on the 2013 Curriculum in writing skill, there are many texts that be learnt by the students, such as procedure text, report text, analytical text, etc. It entrusts some indicators of successful teaching writing. Kellog (2001) states why writing is difficult and challenging: "Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory. Furthermore, it is often found that students' writing skill is still low in terms of the discourse markers they use, as it is shown on these following short paragraphs:



Based on the preliminary data which the writer got from the observation conducted to the eleventh grade of Budisatrya Senior High School above, the student uses discourse markers to signal the reader about the relationship between the preceding and following sentence. Each type of the discourse markers shows some common variants: (1) contrastive 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). From the analysis of inappropriateness of using discourse markers, each misuse patterns also shows some variants.

The first one is overuse (e.g. a. **So, first things that we had to do was came to eka's house to went together.** b. **So, we choosen JURASSIC WORLD movie**). In the data above, the student uses discourse markers *so* to emphasize her

previous statement. The use of discourse marker *so* is unnecessary because without discourse marker *so*, the sentences are already coherent. However, it will be better if the third and the fourth sentence are merged and discourse marker *so* is changed to *and* becomes “**At the mall, we went to Cinemaxx to buy some tickets and we chose JURASSIC WORLD movie.**”

The second misuse pattern is semantic incomplementation (e.g. *and* went back to home). The sentence is not complete because the student did not elaborate the coordinating between the previous clause and the next clause. Moreover, *and* is not suitable to be placed at the beginning of a sentence as *and* is used as a coordinating conjunction to join two independent clauses. It will be better if the seventh and the last sentence is merged becomes “**We finished that movie at 18.00 p.m. and went back to home.**”

It was supported by Algamdhi (2014) 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 contrastive, 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 semi-finals. My opponent is an American who has beer belly. **But** he is really good at it.

Furthermore, Rahayu and Cahyono (2015), in their research, analyze the most frequently used type of discourse markers and the inappropriateness of the discourse markers used in the essays. The result of the research is process analysis

and cause-and-effect analysis essays show more inferential markers. Each type of discourse markers shows some common variants: (1) contrastive markers (e.g. but, however, although, on the other hand, and in contrast), (2) elaborative markers (e.g. also, and, for example, or, moreover, and in addition), and (3) inferential markers (e.g. because, so, than, because of, in conclusion, and therefore). From the analysis of inappropriateness of using discourse markers, the most frequent misuse is in the wrong relation. Based on this preliminary study, the example of inappropriateness uses of discourse markers is : It is the one of the important things in the people 's life. Especially for people who have to work far away from their house. **But**, before they want to buy a motorcycle, the price is the one of people's considerations.

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 conjunction, but also adverb and prepositional phrase. Students choose them in their essay because they need them certainly.

By some previous research that the writer conducts and read from some journals, it is not easy work for some students at level university to create the text cohesively because there are some misuse and inappropriate discourse markers that they used (Rahayu and Cahyono, 2015). This facts show that there are big

possibilities of crucial problem in using discourse markers may appear in school level. Therefore, it is important to know how students at level school use the discourse markers naturally to make their writing become cohesive.

Based on the background above, it is interested in conducting a research concerning to describe what type of discourse markers used and what is the most frequent inappropriateness in terms of the use of discourse markers in the essay writing of senior high school students.

B. 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?
2. What is the most frequent inappropriateness in terms of the use of discourse markers in the essays of senior high school students?
3. Why do they use the discourse markers the way they do?

C. Objective of the Study

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

1. To find out the types of discourse markers that used by students in the essay writing.

2. To find out the most frequent inappropriateness in terms of the use of discourse markers in senior high school students.
3. To describe the reason of they use the discourse markers.

D. 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, 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. 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, this research is expected to give positive input to the English teacher so they can teach appropriate Discourse Markers suitable to use in essay writing. In additional, this research is also expected to give positive input to students in order to develop their ability in using Discourse Markers.

E. 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 coherence and

cohesion. In writing, discourse markers that are used are: and, but, therefore, or, etc. 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, referring to the other person's expectation and summing up.

This study is focused in analyzing discourse markers, their most frequent inappropriateness in essay writing and describing the reason of they use the discourse markers. 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.