

CHAPTER I

INTRODUCTION

A. The Background of the Study

English as an international language has become one of the most important languages that are needed to be learnt by students. That is why English Teachers have to know the aspects of the successful teaching and learning English. One of important things in the process of learning English is textbooks.

Immanuel (2010) states that textbook are the key component in most language programs. In some situations they are served as the basis for many language inputs that learners receive in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in. Textbooks are learning materials commonly used in teaching and learning process. It is not surprising that they often become the only materials in the classroom. This fact happens for several reasons.

First, textbooks are relatively easy to find and are more commercially provided. Second, it provides a guide or a road map for the learners which offer expected behaviors that they have to perform (Crawford in Richard and Renandya, 2002). Third, textbooks help teachers to prepare the lessons (Brown, 2000). Fourth, they can also become a flexible syllabus for teaching learning process in which teachers can easily modify based on the students' needs. Because of this fact, most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guidance for what should

students do. Consequently, a good textbook will potentially become one of the good accesses to students in learning English and influence students' success in learning English.

A good textbook should provide good texts. To measure a good written text, it should consist of several characteristics. One of characteristics of a good composition of the text is coherence, as it is stated by Ngadiman in Sabat (2015) that a written text or a composition is said to be good when it displays unity, coherence, clarity, and emphasis. Coherence means that a written text is easy to read and understand because (1) the supporting sentences are in some kind of logical order and (2) the ideas are connected by the use of appropriate transition signals or Discourse Markers.

According to syllabus of the eleventh grade of senior high school based on the 2013 Curriculum, there are many texts that should be learnt by the students, such as procedure text, report text, analytical text and narrative text. In this research, Narrative texts are chosen to be analyzed. Narrative text is a type of text that functioned to amuse, entertain and to deal with actual or various experience in different ways (Dirgeyasa 2015: 21). Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Since narrative texts consist of complications, the sentences should present the ideas appropriately. Thus, narrative texts need DMs to show the transitions of the ideas in order to be coherent. And to be coherent, the texts should have appropriate transition signals or Discourse Markers.

Discourse Markers covers speaking and writing because the main function of discourse markers is clues or signals for the hearer or reader that make a coherence and cohesion. Learning discourse markers is really important in language learning and teaching. Firstly, it is important for English studies because using it can lead to more effective, efficient speaking and listening, writing and reading or interpreting. Literature teachers can learn new approaches to classics by analyzing the discourse markers use, and writing teachers can learn new rhetorical devices for persuasion. Secondly, discourse markers are important for teaching reading because it provides benefits for readers with sources for ideas, summaries of thought processes, and mental status, organization of texts, transition guidance of reader expectations, and harmony between writer and reader. Its most important effects on the reader are involvement with and support for an author who cares deeply about the text and the reader and involvement with the text. Finally, discourse markers are important for teachers in other disciplines because its use can lead to more effective and efficient learning of subject-matter concepts and in technical writing can be presented for needed control structure.

Andayani (2014) states that Discourse Markers will help students to compose writing. Discourse Markers can be good signals of cohesion and coherence in written text (Sadeghi, 2004). Jalilifar (2008) mentions that Discourse Markers help writer provides writing which is effective and satisfactory. Considering that students should be able to produce good writing, they need to know better the components of cohesive devices, particularly Discourse Markers. Al kohlani in Yunus (2014) states that Discourse Markers also important in

gaining communication in the text. Boardman in Andayani (2014) states that producing a good paragraph there are two main characteristics. They are coherence and cohesion.

Jalilifar (2008) states that discourse markers have a role to enhance the quality of a piece of writing if they are used purposively and appropriately. Hyland in Rahayu (2015) states that written texts should employ interaction between the writers and readers. The flow of the ideas is clearly recognized and comprehended when the signals of the connection among sentences are provided by the writers.

While discourse markers are grammatically optional and semantically empty, they are not pragmatically optional and superfluous: they serve a variety of pragmatic functions (Brown: 1977). If such markers are omitted, the discourse is grammatically acceptable, but would be judged unnatural, awkward, impolite, unfriendly or dogmatic within the communicative context (Brinton, 1996).

Here is an example of sentence without DMs taken from a narrative text in the textbook that was analyzed.

Thumbelina was unhappy. She did not like the mole.

The sentences above are grammatically right, but somehow those sentences are a bit awkward. It is better to combine the two sentences into:

*Thumbelina was unhappy **because** she did not like the mole.*

While most studies have stressed the importance of DMs in spoken discourse, limited research efforts have been made towards investigating written

discourse and how the presentation of DMs in textbooks reflect learners' speech data. Müller in Kazunari (2013) examined four German EFL textbooks and German learners' speech data. Pointed out that German learners' overuse of the marker *well* could be induced by high frequencies of this DMs use in textbooks. She also suggests that textbook contents would play a central role in the EFL teaching environment if most English teachers are non-native speakers of English and rely on materials in textbooks.

Based on the background above, the researcher was interested in conducting the research on the title Discourse Markers in Narrative Text in English Textbook of Senior High School Students focus on analyzing the types and the functions of discourse markers in narrative texts in the textbook. The textbook that analyzed was an English textbook entitle "*English in Use*" for grade XI of Senior High School students.

A. Problem of the Study

The problems of the study were briefly stated as follow:

1. What types of Discourse Markers were used in narrative text in the textbook?
2. What were the functions of Discourse Markers that were used in narrative text in the textbook?

B. Objective of the Study

1. To describe the types of discourse markers used in the textbook

2. To elaborate the functions of discourse markers used in the textbook

C. The Scope and Limitation of the study

This research was limited to the discourse markers used in Narrative texts taken from an English textbook. There were 10 Narrative texts that have been analyzed. Narrative text was chosen because it contains complications as one of the generic structure. The sentences should present the ideas appropriately. Thus, it needs DMs to show the transitions of the ideas in order to be coherent. The textbook that has been analyzed was English textbook entitle “*English in Use*” for grade XI of Senior High School students.

D. Significance of the study

1. Theoretical Perspectives

This research is expected to enrich knowledge and information about the types and functions of Discourse Markers in Narrative Texts.

2. Practical Perspectives

- a. For the teachers

This research is expected to give positive input to the English teacher so they can teach appropriate and suitable discourse markers.

- b. For the students

This research is also expected to be useful for students in order to develop their knowledge about Discourse Markers