

CHAPTER I INTRODUCTION

A. Background of the study

Learning English is as same as with learning other languages. It has skills that must be mastery by students which basically it refers to the receptive and productive skills (Mundhe, 2015). SIL International (1999) in Chowdhury (2014) classify that listening and reading are part of *receptive skills*; while speaking and writing are known as the *productive skills*. All of these skills are equally important in order to complete one with each other. Even, current curriculum in Indonesia expect for students more active and productive in learning process. Accordingly, students should be competence in speaking and writing where they refer to productive skill.

Both speaking and writing must be accompanied by vocabulary and grammar, while speaking needs phonology and writing needs orthography (IILT, 2004). Aside from all those things, the two skills are about communication. Listener needs know the clear ideas in utterance which is conveyed by Speaker, while Reader needs know the clear ideas in paragraphs which is conveyed by Writer. Students have duty on stating ideas and delivering ideas so that they build the communication well

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

Primary School Curriculum has been recognizes the act of writing as part of the language learning process. With regard to a need of developing writing skill, School Based Curriculum (KTSP) presents a syllabus for grade X, XI & XII at Senior High School that entrusts some indicators of successful teaching writing. Langan (2005) and Alsamadani (2010) in Tahvildar (2013) argue that English as Foreign Language / English as Second Language writing as a difficult, complex and challenging process. Their argument is supported by Kellog (2001) which reasoning 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”.

Chow (2007) in Yunus (2014) also argues writing as an essential learning tool which helps students to comprehend the ideas and concepts better. It will be showed as coherence and cohesion of the text because they are elements that determine ‘is the paragraph good or not’. The ideas are linked within a paragraph; paragraphs also need to be linked so that there is coherence (flow) in students writing. Theoretically, there must be an interaction between reader and writer which express ideas by their sentences. To make the ideas clearly into the paragraphs certainly students write clues to express what they meant in next segment. This means, students need to use lexical expression in order to get clear

structure. The lexical expression used by students is discourse markers, where students usually use them in their writing to directing their ideas well.

Richards (2002) in Andayani (2014), there is an example of textual genre that needs discourse markers to link the ideas: Argumentative writing. The text attempts to support a controversial point on which there is a different opinion or ideas. Usually, the suitable discourse marker that was used in argumentative writing is contrastive type. Example: But, However, etc. In this study, Andayani does the research against students which are from Thailand and Indonesia. The result shows that Indonesia students more use DMs than Thai students but the Thai more use contrastive in their paragraph. Both of Thai or Indonesia students are highly employed 'because' in their argumentative writing.

Then, Algamdhi (2014) gives an example about the use of discourse markers in the personal narrative papers, Non Native Speakers and Native Speakers students 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.

All of examples above show that all writing certainly has different discourse markers which drive the idea from one line to another line. 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 paragraphs because of they

need them certainly. By some previous research, it is not an 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. This fact shows that there is a possibility of crucial problem in using discourse markers may appear in school level. In relating the using of Discourse Markers to the level of age, it is supposed to be the increasing of using them by students. Therefore, it is important to know how students at level school use the discourse markers naturally to make their writing be cohesive.

Based on background above, the writer decides to describe how the Senior High School Students use discourse markers in writing paragraphs and describe the reason of they use discourse markers. The writer takes the title “English Discourse Markers used in the paragraphs written by Senior High School Students”.

B. Problems of the study

The problems of the study were briefly stated as follow:

1. What types of Discourse Markers are used in the paragraph writing?
2. Why do they use the discourse markers the way they do?

C. Objective of the study

The objectives of this study were:

1. To find out the discourse markers that used by students in the paragraph writing
2. To describe the reason of they use the discourse markers.

D. Significance of The Study

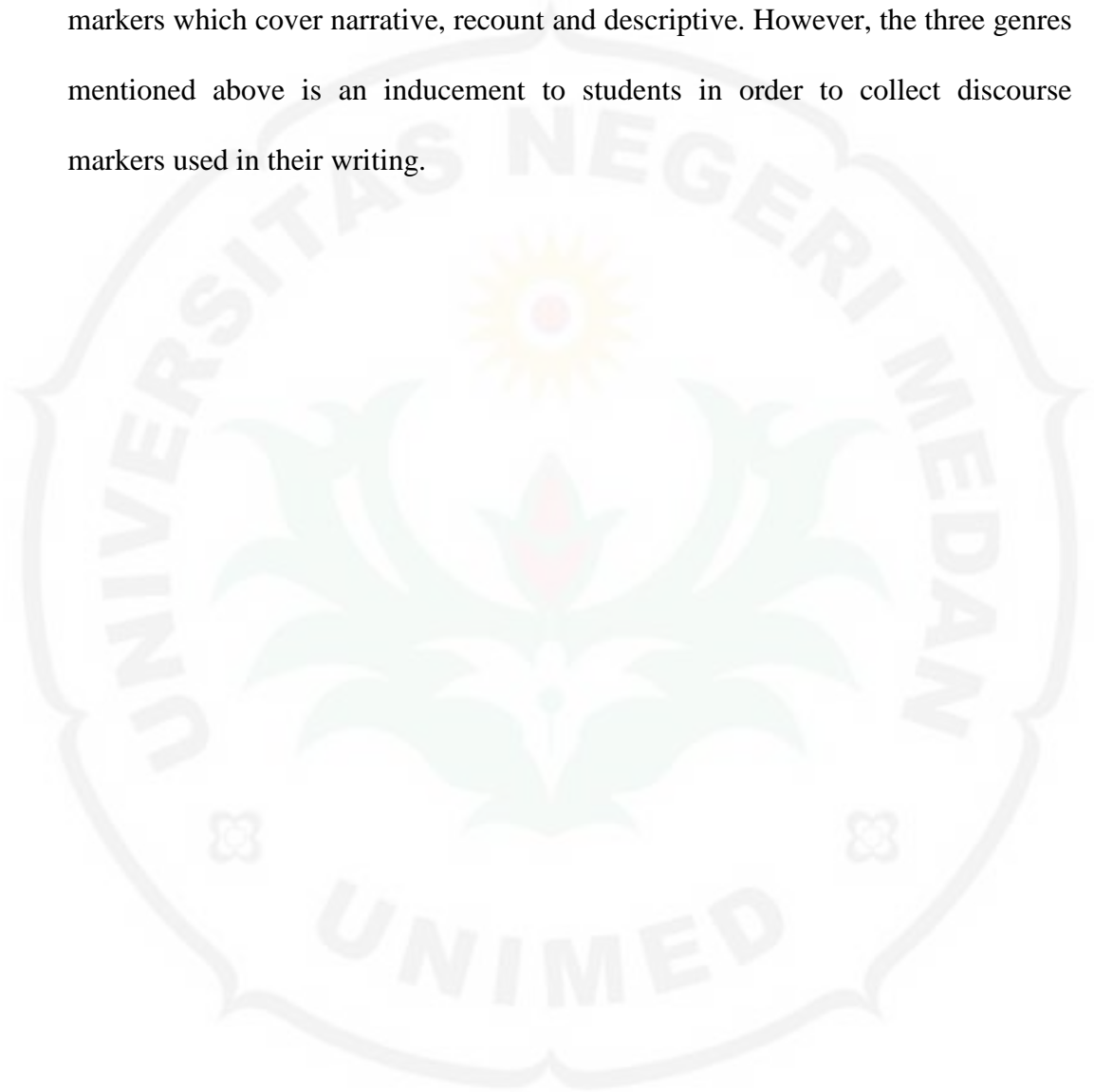
The significance of this study can be viewed from both theoretical and practical aspects, as describe below:

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' paragraph. The contribution of the findings may weaken or strengthen or modify the existing relevant theory of cognitive development saying that the cognitive development is reflected in the ability to learn anything, including learning how to use Meta discourse in their paragraphs writing.
2. Practically, this research is expected to give positive input to the English teacher so they can teach appropriate English discourse markers suitable to use in paragraphs writing. In additional, this research is also expected to give positive input to students in order to develop their ability in using English discourse markers.

E. The Scope of the study

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. In speaking, discourse markers that used are: ok, alright, well, hmm...etc. While in writing, discourse markers that used are: although, but, or, and, therefore, etc. The researcher will choose discourse markers used in writing paragraph by students. Thus, this study is limited to with discourse

markers which cover narrative, recount and descriptive. However, the three genres mentioned above is an inducement to students in order to collect discourse markers used in their writing.



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