

THE APPROPRIACY OF DISCOURSE MARKERS USED IN PSYCHOLOGY DEPARTMENT STUDENTS' CONVERSATIONS

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Abstract: The Appropriacy of Discourse Markers Used in Psychology Department Students' Conversations. This study aims at investigating the types of discourse markers used in Psychology department students' conversations in Muria Kudus University based on the theory of discourse markers proposed by Schriffrin (1987). To shed a light on this topic, it is recommended to investigate the level of the appropriacy of the discourse markers used by the students. The study used descriptive qualitative approach in the form of discourse analysis. The researchers were interested in analyzing it because in some cases, when the students want to express their ideas in conversation, they unfortunately sometimes do not know how to respond to speaker's question especially if they doubt or are confused what to say. There were 8 students who became the subjects of the study. They conducted the conversations in pairs for 20 minutes for each. The result of the research indicates that seven types discourse markers were identified in the students' conversation, they were discourse marker *and* (47 times), discourse marker *but* (8 times), discourse marker *because* (7 times), discourse marker *so* (6 times), discourse markers *oh* (38 times), discourse markers *you know* (6 times), discourse markers *I mean* (2 times). The students did not use discourse marker *now, then, well*. For the level of appropriacy, the total number of 92 discourse markers were used appropriately and 22 were used inappropriately. Therefore, it can be inferred that the level of appropriacy of discourse markers used in the conversations was high.

Keywords: Appropriacy, Conversations, Discourse Markers

Abstrak: Kesesuaian Penanda Wacana yang Digunakan dalam Percakapan Mahasiswa Jurusan Psikologi. Tujuan dari penelitian ini adalah untuk menyelidiki jenis penanda wacana yang digunakan dalam percakapan mahasiswa departemen Psikologi di Universitas Muria Kudus berdasarkan teori penanda wacana yang diajukan oleh Schriffrin (1987). Untuk menjelaskan topik ini, disarankan untuk menyelidiki tingkat kesesuaian penanda wacana yang digunakan oleh siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dalam bentuk analisis wacana. Para peneliti tertarik untuk menganalisisnya karena dalam beberapa kasus, ketika para mahasiswa ingin mengekspresikan ide-ide mereka dalam percakapan, terkaang mereka tidak tahu bagaimana menanggapi pertanyaan pembicara terutama jika mereka ragu atau bingung harus berkata apa. Ada 8 siswa yang menjadi subjek penelitian. Mereka diminta untuk melakukan percakapan berpasangan selama 20 menit. Hasil penelitian menunjukkan bahwa terdapat tujuh jenis penanda wacana teridentifikasi dalam percakapan siswa, diantaranya adalah penanda wacana *and* (47 kali), penanda wacana *but* (8 kali), penanda wacana *because* (7 kali), penanda wacana *so* (6 kali), penanda wacana *oh* (38 kali), penanda wacana *you know* (6 kali), penanda wacana *I mean* (2 kali). Sebaliknya, para siswa tidak menggunakan penanda wacana *now, then, well*. Untuk tingkat apropriasi, sejumlah 92 penanda wacana digunakan dengan tepat dan 22 digunakan secara tidak tepat. Oleh karena itu, dapat disimpulkan bahwa tingkat kesesuaian penanda wacana yang digunakan dalam percakapan mahasiswa di kategorikan dalam level tinggi.

Kata Kunci: apropriasi, percakapan, penanda wacana

INTRODUCTION

In daily life people interact with others by means of communication. Conversation is one of the ways to communicate with others. Cook (1989:117) states conversation involves more than sharing knowledge of the language system and the factors creating coherence in

one way discourse. It involves gaining, holding, yielding turns, the negotiating of meaning and direction, the shifting of topic, the signalling and identification of turn type and the use of voice quality, face and body.

Turn taking means the end of one speaker's turn and the beginning of the next's

frequently latch on to each other (Cook, 1989:52). Therefore, ideally turn taking in conversation covers certain speaker stops talking and the other speaker starts. One participant A stops talking, another B starts talking and stops talking, so it obtains A-B-A-B-A-B distribution of talks across two speakers. In other words, the turn taking in conversation can run smoothly if the other speaker understands what the certain speaker is saying so that the other speaker can express the ideas or respond to the certain speaker's directly.

Unfortunately in some cases, when the participants in conversation want to express their ideas, sometimes they do not know how to respond to the speaker. As the impact, sometimes they just keep silent. In other words, it can not produce good turn taking because when one speaker stops talking, the other can not continue it. It happens because the other does not know what to say or he does not know what the speaker talks about. Trihartanti and Damayanti (2013:762) state that in some cases, when the participants want to express their ideas in conversation, they unfortunately sometimes do not know how to respond to speaker's question especially if they doubt or are confused what to say. To fill the empty space before a certain speaker decides what to say, the participants can use discourse markers such as *oh, well, you know, I mean* etc. It is supported by Fritz (2007:2) by stating as follows:

On the content level, it is essential that speaker and hearer come to a mutual understanding. The hearer needs to make inferences from the speaker's utterances and signal his or her understanding or non-understanding by giving different kinds of clues to what it is that he or she means to say, so that the hearer can come to an understanding similar to their own. . . . For this purpose, the speaker uses lexical "signpost" which structure the discourse on a metacommunicative level. One type of these lexical items are discourse markers.

From the statement above, it is clear that discourse marker is an important element in conversation that can help to signal whether the hearer understands the utterance of the speaker or not. Moreover, it becomes a filler if the hearer would like to continue the speaker's utterance.

Considering the importance of discourse markers in conversation, ideally every student has the ability to use them based on their suitable functions. It is called the appropriacy, which means the suitability of language used for the particular context (Celce-Murcia and Olsain, 2000:235). The appropriacy deals with the choice of words or linguistic choice. Therefore, if it is said appropriacy of discourse markers, it means suitability in choosing certain discourse markers in conversation in terms of the function of them.

Based on the statements above, ideally students include college students of Psychology Department understand well about the function of every discourse marker since it has been taught before, in the form of conjunction, adverb and phrases when they were the students of Senior high school. In other words, the students have learnt discourse markers with different names in the form of conjunction, adverb and phrases. Schiffrin in Aidinlou (2012:10) states different types of discourse markers which are to some extent similar to Halliday and Hasan's conjunctions.

In fact, the students sometimes use inappropriate discourse markers in conversation. As had been proved by Trihartanti and Damayanti who had conducted a research about the appropriacy in using discourse markers *oh* and *well* in college students' conversation, the result shows that the students use both discourse markers inappropriately.

Conversation is one of the ways to teach speaking. According to Celce-Murcia (2001:103) speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Anderson and Bachman in Hartoyo (2011:93) emphasize that the ability to speak in a foreign language is considered the core of what it means to be able to use a foreign language.

Based on the explanation above, the researcher is interested in conducting the analysis of discourse markers used in the second semester of Psychology Department students' conversations in Muria Kudus University because the researchers want to find out and describe their abilities to use English discourse markers starting from the beginning level of college students in Psychology Department. Moreover, Psychology Department students chosen are EFL learners, so the researchers are interested in analyzing discourse markers in their conversations that are conducted in English class. As stated by Ellis (1994:11-12) foreign language is the language that plays no major role in the community and is primarily learnt only in the classroom. Based on the explanation above, it is clear that, the students of Psychology Department speak English more in class than out of it. In other words, it will be effective if the researchers analyze the discourse markers used in their conversations that are conducted in English class.

This research seeks to answer the following research questions:

1. How are the types of discourse markers appeared in the conversation of the students of Psychology Department of Muria Kudus University?
2. To what extent is the level of appropriacy of familiar with *oh*.

Discourse Markers

Discourse markers are sequentially dependent elements that bracket unit of talks such as *well, you know, oh, I mean, but, because, so* (Schiffrin in Baker and Ellege, 2011: 34). Moreover, Schiffrin, Tannen, and Hamilton (2001:57) state discourse markers

Schiffrin's Discourse Markers

According to Schiffrin in Baker and Ellege (2011: 34) discourse markers are sequentially dependent elements which bracket unit of talks. They could be considered as a set of linguistic expressions comprised of members of word classes as varied as conjunctions (e.g *and, but, because, so*), interjections (e.g *oh, well*), adverbs (e.g

discourse markers used by the students of Psychology Department of Muria Kudus University in their conversation?

Based on the above research questions, the main goals of this study are, firstly, to know the discourse markers used in conversation by the students of Psychology Department of Muria Kudus University and secondly, to examine the level of appropriacy of discourse markers used by the students of Psychology Department of Muria Kudus University.

The theory of discourse markers proposed by Schiffrin (1987) was used to answer these research questions. She classifies the types of discourse markers into ten categories, they are *and, but, because, so, now, then, oh, well, you know, and I mean*. Each will be elaborated in the following section.

Research on this topic has attracted the attention of some researchers such as Trihartanti and Damayanti (2013). They have investigated the use of *oh* and *well* in students' conversations in order to analyze the use of appropriate and inappropriate discourse markers in students' conversation. The result showed that discourse marker *oh* was used more than *well* and the students used inappropriate discourse marker *oh* more than *well* although students are more

could be considered as a set of linguistic expressions comprised of members of word classes or varied as conjunction (e.g *and, but, because, so*), interjections (*oh, well*), adverbs (*now, then*) and lexical phrases (*you know, I mean*).

now, then) and lexical phrases (e.g *you know and I mean*) (Schiffrin, Tannen, and Hamilton, 2001: 57).

The theory of discourse markers from Schiffrin (1987) also has correlation with the present study since the present study uses her theory to analyze the data. The researchers were interested to analyze discourse marker by using Schiffrin's theory because she did

not only analyze them as a unit of language but as a process of social interaction. It means that Schifffrin focuses on how the discourse markers maintain oral communication in conversation among the speakers. Furthermore, the concentration of Schifffrin in

Discourse Marker "And"

Schifffrin in Hussein (2008:6) assumes that discourse marker *and* has both cohesive and structural role. Structural because they link two or more syntactic units such as clauses, phrases, or verbs and cohesive. Moreover, discourse marker *and* can precede support unit of talks (explanation, evidence, and clarification to the previous unit). It can also have a pragmatic effect in the

Discourse Marker "But"

According to Schifffrin in Hussein (2008:7) *but* indicates "adversative" relation in discourse. It conveys contrast between two ideas or topics or it can be used to mark denial of the speaker's expectation of something. It is inline with Follen and Fraser

Discourse Marker "Because"

Schifffrin in Hussein (2008:7) states *because* is used to indicate a relation of cause and result. The use of *because* is preceded by

Discourse Marker "So"

According to Schifffrin in Hussein (2008:26) *so* is used to indicate a relation of premise (cause) and conclusion (result). Premise means cause while conclusion means result. Moreover, Schifffrin argues that *so* has the basic meaning of result. It is inline with Blakemore (2006:663) who states that *so* marks inferences. For example

Discourse Marker "Now"

Schifffrin in Hussein (2008:8) states that *now* is used to indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts. For example :

*Eh...eh .. let's assume that husband's awaaa the husband's Jewish.
and the girls say Catholic*

analyzing discourse marker was to account the use of discourse markers used in daily conversation. Specifically, she was curious to know where certain discourse marker placed in utterance.

sense that it indicates a speaker's continuation. However *and* does not provide information about what is being continued. *And* can link unit of talks by giving additional information in the form of explanation, evidence, or clarification to the previous unit but the continuation from the previous clause does not talk about new information in the continued clause.

in Shahbaz, Sheikh and Ali (2013: 83) who state that *butis* signalling the contrast. Blakemore (2002:12) does agree with the statement by stating *but* is based on the suggestion that there is a contrast between two segments.

result and followed by cause. It means the use of *because* to connect unit of talks is contrary to *so* because *so* is preceded by cause and followed by result.

Iko : I wanna know about your father so tell me about your father.

In the example above, *I wanna know about your father* is as a premise (cause) while *father so tell me about your father* is as result. The use of *so* in the utterance above shows that the use of *so* is preceded by premise or cause.

*and they have an argument
and she says you goddamn Jew
Now, she wouldn't say something, if she was rational.*

From the example above, *now* indicates forward in discourse time since *now* shows that *now* the girl would not say something. It shows progression from the husband says Jewish and the girl says Catholic becomes the girl who does not say something.

Discourse Marker "Then"

According to Schiffrin in Hussein(2008:8) *then* is used in discourse to indicate succession between prior and upcoming shift talk- a succession from one topic to another. It is inline with Gonzales (2004:169) who states that *then* is a temporal adverb that is not only used by the speaker as time referential sign but also as a pragmatic marker that introduces the succession of events, intention and thoughts in the narratives. For example,

Annisa: I arrived at home very late this evening. I was exhausted. I took a hot

bath then I had a light dinner.

The use of *then* above is to show succession between prior and upcoming shift talks. In other words, it shows Annisa's succession (she had a light dinner) after she has done several actions such as *Annisa arrived at home very late this evening. She was exhausted. She took a hot bath.* The succession of action by using *then* is used to point out backward. Backward means sequence of previous utterance. After several actions, *then* is used to show the succession of action.

Discourse Marker "Oh"

According to Schiffrin in Hussein (2008:10) *oh* is used as a marker of information management. It is used to indicate old information recognition and new information is received, the replacement and redistribution of information and when locally provided information does not correspond to the speaker's prior expectations. In other words, the previous utterance from certain speaker becomes an old information recognition and the next utterance by using *oh*

said by other speaker is used to indicate that new information is received. It is inline with Bolden (2006:663) who states *oh* is used to communicate the sense that something has just now been noticed or realized. For example,

Dewi : I like song " a thousand years " by Christina Perry.

Mawar: Oh I see.

From the example above, *oh* shows that Mawar receives new information from Dewi that Dewi likes song " a thousand years " by Christina Perry.

Discourse Marker "Well"

According to Schiffrin in Hussein(2008:9) *well* is used as a response marker which anchors its users in an interaction when an upcoming contribution is not fully constant with the prior coherence option. Schiffrin argues that *well* has pragmatic function, it is used to indicate a request for elaboration and clarification. It means that *well* also has function to indicate

request for elaboration and clarification in conversation.

The example of *well* to indicate request for clarification is as follows.

Raka: How did you get mobile phone? Was it a contract or pay as you go?

Ima : Well, you mean the Nokia N95?

From the example above, it is clear that the use of *well* in conversation to indicate request for clarification.

Discourse Marker "You Know"

Schiffrin in Hussein(2008:10) maintains *you know* has two discourse functions as a marker of metaknowledge about what speakers and hearers share and a marker of metaknowledge about what is generally known. It is supported by Gonzales (2004:186) who states that *you know* implies reaching out to and sharing with other people's experiences

and thought. It means that *you know* is used as a marker that not only shares knowledge about information what is generally known but also as a particular piece of information. The example is as follows.

Dewi : Who is your favourite singer?

Mawar : My favourite singer is Anggun C Sasmi you know.

The example above shows that *you know* is used as a marker for sharing certain

information that Mawar's favourite singer is Anggun C Sasmi.

Discourse Marker "I mean"

The other discourse marker formulated by Schiffrin in the form of lexical phrase is *I mean*. In daily conversation, it is commonly found this type of discourse marker. It is used to clarify the previous utterance. Schiffrin in Hussein (2008:9) states

Conversation

According to Mey (1993:214) conversation is a way of using language socially of doing things with words together with other person. Brennan(2010:1) states conversation is a joint activity in which two or more participants use linguistic forms and non-verbal signals to communicate

METHOD

In this study, the descriptive qualitative approach was used to identify the appropriacy of discourse markers used in conversations. Moreover, the research design applied was discourse analysis. Eight students of the second semester of Psychology Department of Muria Kudus University in academic year 2018/2019 were the research subjects. The data were taken from students' conversations that were conducted in pairs for about 20 minutes and were recorded by using audiotape as the research instrument.

The recorded data were then transcribed by following the transcription system proposed by Eggins and Slade (1997: 2-5).

The unit of analysis were in form of minor and major clauses used in the transcripts of the students' conversations. The theory used to analyze discourse markers was based on Schiffrin (1987) which covers 10

the function is to mark upcoming modification of the ideas and intentions of the prior utterance. It is inline with Gonzales (2004:173) who states that in speech, *I mean* could respon to the narrator's need to add, clarify, emphasize or highlight information.

interactively. Knowledge is created through conversation (Scott in Lanker *et al*, 2007:3). It means that conversation is a means of communication with other people to interact each other and to share the knowledge. It can be done with two or more participants in it.

discourse markers (*and, but, because, so, now, then, oh, well, you know, and I mean*).

In analyzing the data, it is crucial for the researchers to do a number of steps in analyzing them. Those steps are outlined as follows:

First, identifying the discourse markers used in conversation of Psychology Department Students in English class based on the theory of Schiffrin (1987).

Second, classifying the discourse markers used in conversation of Psychology Department Students in English class.

Third, classifying the appropriate and inappropriate use of discourse markers found in students' conversation.

Fourth, calculating the number of the appropriate and inappropriate discourse markers used in the second semester of Psychology Department students' conversations in English class.

Fifth, interpreting the findings and drawing conclusions.

Department students' conversations.

Discourse Markers used in the Students' Conversations

This section describes the findings and discussion of the types and the level of the appropriacy of discourse markers used in the second semester of Psychology

After the researchers analyzed the conversations of the students, the types of discourse markers used are as follows. Discourse markers *And* appears 47 times, discourse markers *But* appears 8 times, discourse markers *Because* appears 7 times, discourse marker *So* appears 6 times, discourse markers *Oh* appears 38 times, discourse markers *you know* appears 6 times, discourse markers *I mean* appears 2 times and the students did not use discourse marker *now, then, well* found in their conversations.

In the form of percentage, the highest percentage of discourse markers used in the conversations was *And* (41.23%). The second rank was discourse marker *Oh* (33.33%). The third rank was discourse marker *But* (7.02%) followed by discourse marker *Because* (6.14%). The fifth rank was discourse marker *So* and *You know* (5.26%), and the sixth rank was discourse marker *I mean* (1.75%).

Based on the explanation above discourse marker *and* and *oh* were mostly used by the second semester students of Psychology Department in Muria Kudus University. It was frequently used since it can link unit of talks by giving additional information in the form of explanation, evidence, or clarification to the previous unit but the continuation from the previous clause does not talk about new information in the continued clause.

This finding is in line with Shahbaz, Sheikh, & Ali (2013:83) who state that *and* as a discourse marker helps to continue the ongoing speech or build a relation with the previous unit. Moreover, the result is also supported by Fraser (the other discourse analysis expert) who states the utterance following constitutes a refinement of some sort on the preceding discourse belongs to elaborative markers that is used to elaborate the previous utterance (Fraser, 1996:24). The example of the use of elaborative markers by Fraser is as follows.

Afan did it and he enjoyed doing it.

Based on the example above, the use of elaborative marker (what is more) is used to elaborate the previous utterance. The other elaborative markers include above all, also, alternatively, analogously, and, besides, bet-

ter, by the same token, correspondingly, equally, for example/instance, further(more), in addition, in any case/event, in fact, in other words, in particular, indeed, likewise, more accurately, more importantly, more precisely, more specifically, more to the point, moreover, on that basis, on top of it all, or, otherwise, similarly, that is, to cap it all off, too, and what is more.

Based on the findings about the use of discourse marker *And* is mostly used by second semester students of Psychology department because they belong to EFL learners. Ellis (1994:11-12) states that foreign language is the language that plays no major role in the community and is primarily learnt only in the classroom. They tend to use discourse marker *and* to link unit of talks by giving additional information in the form of explanation, evidence, or clarification to the previous unit. Furthermore, discourse marker *and* has been learned by the students when they were studying English in the topic of conjunction in junior and senior high schools.

The use of discourse marker *Oh* is mostly used by second semester students of Psychology department of Muria Kudus University as a marker of information management. It is used to indicate old information recognition and new information is received. It is suitable with the theory of Schifffrin in Hussein (2008:10) *oh* is used as a marker of information management. It is used to indicate old information recognition and new information is received, the replacement and redistribution of information and when locally provided information does not correspond to the speaker's prior expectations. In other words, the previous utterance from certain speaker becomes an old information recognition and the next utterance by using *oh* said by other speaker is used to indicate that new information is received.

Bolden (2006:663) states that *oh* is used to communicate the sense that something has just now been noticed or realized. Moreover, one of the previous studies about discourse marker done by Trihartanti and Damayanti (2013) that have investigated the use of *oh* and *well* in students' conversations of Bandung State Polytechnic also have the same finding with the recent researchers. From their

finding, it showed that discourse marker *Oh* mostly used by the students because it has many functions. The functions of discourse marker *Oh* can be described not only in the terms of how it serves to regulate discourse and information flow but in terms of affect and emotionally. Besides, *oh* is often used in context which the core meaning of surprise, expressing agreement, signaling confirmation,

Turn	Speaker	
2.	Dw	How are you?
3.	Mw	I'm fine, thank you and you?

Turn 3 of fourth conversation was Mw's turn to ask about Dw's condition by saying " *I'm fine thank you **and** you?*".In the previous turn (turn 2), Dw had asked Mw

signaling acceptance, etc. Mostly, discourse marker *Oh* is used by the students to show surprise. It happens because there is new information that is given by the previous speaker to the next speaker and the next speaker directly respond the information by using discourse marker *Oh*.Study the following two excerpts.

about Mw's condition, so in turn 3 was Mw's turn to ask about Dw's condition. Discourse marker *and* was used by Mw to build a relation with the previous turn.

Turn	Speaker	
8.	Dw	ehmm...I like "a thousand years" by Christina Perry.
9.	Mw	Ooh I see, do you like Dangdut?

Turn 9 of fourth conversation showed the appropriate use of discourse marker *ooh*. Mw responded Dw's new information in the form of recognition in turn 9 about Dw'sfavourite singer by saying "**Ooh** I see".Discourse marker *ooh* was used by Mw to show that she received new information in the form of recognition from Dw that Dw'sfavourite singer was Christina Perry.

Appropriate Discourse Markers used in the Students' Conversations

Appropriate discourse marker means the use of discourse marker that is suitable with the function such as discourse marker *And* is useful because it can link unit of talks by giving additional information in the form of explanation, evidence, or clarification to the previous unit but the continuation from the previous clause does not talk about new information in the continued clause, discourse marker*But* is used tosignal the contrast etc. Those functions of discourse markers were stated by Schifffrin.

After the researchers analyzed the

appropriacy of discourse markers used in the second semester of Psychology Department students' conversations, there were 40 appropriate discourse marker *And*, 30appropriate discourse marker *Oh*, 7 appropriate discourse marker *Because*, 6 appropriate discourse marker*You Know*, 5 appropriate discourse marker*But*, 2 appropriate discourse marker*I mean* and *So*. Totally, there are 92 appropriate discourse markers used in the conversations of second semester students of Psychology Department of Muria Kudus University.

Based on the explanation above, discourse marker *And* is mostly used appropriately and become the dominant type of discourse marker used by the second semester students of psychology department. The second rank is discourse marker *Oh*, the third rank is discourse marker *Because*, the fourth rank is discourse marker *You Know*, the fifth rank is discourse marker *But*, the sixth rank is discourse marker *So* and *I mean*. Whereas discourse markers*Now*, *Then*, *Well* were not used by the students in their conversation.

Discourse marker *Andis* mostly used appropriately by the second semester students of psychology department because it links unit of talks by giving additional information in the form of explanation, evidence, or clarification to the previous unit but the continuation from the previous clause does not talk about new information in the continued clause. It is suitable with the theory of discourse marker *and* based on Schiffnin Hussein (2008:6) who states that discourse marker *and* has both cohesive and structural role. Structural because they link two or more syntactic units such as clauses, phrases, or verbs and cohesive. Moreover, discourse marker *and* can precede support unit of talks (explanation, evidence, and clarification to the previous unit). It can also have a pragmatic effect in the sense that it indicates a speaker's continuation. Besides the students also learn *And* as conjunction when their English teachers taught about conjunction. It is similar with the findings from the other previous study conducted by Al-Yaariet *al* (2013) entitled "Using English Discourse Markers (EDMs) by Saudi EFL Learners: A Descriptive Approach" which shows that teacher and students of Saudia EFL Learners mostly used appropriate discourse marker *And* in EFL class. The result shows that the number of appropriate discourse marker *And* used by the teacher is 39 while used by the students is 36. It happens because both the teacher and the students use discourse marker *And* to signal continuity, to mark the temporal connection and sequential dependence on the discourse. It is suitable with the theory of Aijmer (2002) who states that discourse marker *And* is used to express semantic relations in the discourse (to show additive).

While Discourse marker *Oh* is located in the second rank of appropriate discourse marker used by Psychology department

students in Muria Kudus University. It is used to indicate old information recognition and new information is received. It is also same with the previous study of discourse marker conducted by Trihartanti and Damayanti (2013) that have investigated the use of *oh* and *well* in students' conversations of Bandung State Polytechnic also have the same finding with the recent researchers. The students of Bandung State Polytechnic tend to use appropriate discourse marker *oh* because they are more familiar with the interjection in their daily life. Mostly, appropriate discourse marker *Oh* is used by the students to show surprise. It happens because there is new information that is given by the previous speaker to the next speaker and the next speaker directly respond the information by using discourse marker *Oh* to show surprise.

Moreover, the other previous study conducted by Bolden (2006) entitled Little words that matter: discourse markers "so" and "oh" and the doing of other-attentiveness in social interaction also had the same finding of the study with the recent researchers. His study result shows that discourse marker *oh* is appropriately used as a preface to utterance that launch new action trajectories. As a mentioned earlier, prior research has found that *oh* functions as a change of state commonly used in response to some prior action. This is the example

Ava : Well, lately in the morning Rosemary's been picking me up.

Bee : ***oh***, that's great.

These are the examples appropriate discourse markers used in the second semester of Psychology department of Muria Kudus University.

Turn	Speaker	
19.	Mw	My favourite singer is Anggun C Sasmi, <i>you know</i> .

Turn 19 showed the appropriate use of discourse marker *you know* in conversation. Here, Mw answered Dw's question about Mw's favourite singer by saying "my favourite singer is Anggun C Sasmi ***you know***".

Discourse marker *you know* was used by Mw to share a piece of information that her favourite singer is Anggun C Sasmi. It is suitable with the ideal function of discourse marker *you know* stated by Schiffnin

Hussein (2008:10) that *you know* as a marker of metaknowledge about what speakers and

hearers share.

Turn	Speaker	
38.	El	Ooh is SMK, ooh I know..e ..ehmm may be I want to know your father's and your mother's name?
39.	R	E...my father name is Uat <u>and</u> my mother name is Eva.

Turn 48 of second conversation showed appropriate use of discourse marker *and*. In this case, R answered El's question (in turn 38 about the names of R's parents) by saying "*my father name is Uatand my mother name is Eva*". The underlined discourse marker *and* above was used to link two clauses by giving additional information. It is suitable with ideal function of discourse marker *and* stated by Schiffnin Hussein (2008:6) who assumes that discourse marker *and* has both cohesive and structural role. Structural because they link two or more syntactic units such as clauses, phrases, or verbs and cohesive.

Inappropriate Discourse Markers used in the Students' Conversations

Inappropriate discourse marker means the use of discourse marker in conversation that is not suitable with its function. Based on the data of discourse markers used in the student's conversations, there were 7 inappropriate discourse marker *And*, 8 inappropriate discourse marker *Oh*, 4 inappropriate discourse marker *So*, 3 inappropriate discourse marker *But*, there were 0 inappropriate discourse marker *well*, *you know*, *I mean*, *because*, *now*, *then*. Totally there were 22 inappropriate discourse markers used in the second semester of Psychology department students' conversations. From the explanation above, it can be inferred that the students tend to use inappropriate discourse marker *Oh*.

Turn	Speaker	
20.	Se	Ehmm yes, I also don't enjoy. Ehmm by the way who is your favorite singer?
21.	Srs	<u>Ooh</u> for now ehmm from Indonesia I like Astrid ehmm from western I like Bruno mars for now and I don't know in (the future).

Turn 21 of third conversation showed inappropriate use of discourse marker *ooh*. Here, Srs answered Se's question by saying "*Ooh, for now ehmm from Indonesia I like Astrid*". Discourse marker *ooh* was used by Srs to precede Srs's answer to respond Se's question. In this case, the use of discourse marker *ooh* underlined above did not fulfill the functions of ideal functions of it as stated by Schiffnin such as to show that there was an old information that became a new information received by the other speaker, to show surprise, to show that certain person

remembered something, or to show that certain speaker has undergone some kind of change in her or his locally current state of knowledge, information, orientation or awareness. Therefore, to answer Se's question, it will be more appropriate if Srs says "*well, for now ehmm from Indonesia I like Astrid*". Here, the use of discourse marker *well* is used as filler to continue the speaker's utterance.

Related to the finding of the study, the first rank of inappropriate discourse markers used by Psychology department students is

discourse marker *Ooh* because they tend to use discourse marker *Ooh* inappropriately as filler when they do not know how to respond to the speaker spontaneously. It is also same with the finding of the other previous study conducted by Trihartanti and Damayanti entitled *The Use of "Oh" and "Well" as Discourse Markers in Conversation of Bandung State Polytechnic Students*. They

state that the use of discourse marker "Oh" is often used by Indonesian students than the use of "Well", yet they made mistake more in using "oh" although they are more familiar with it without knowing what to say exactly.

While the second rank of the inappropriate discourse markers used by the psychology students is discourse marker *and*.

Turn	Speaker	
50.	Hf	So your home is in Jepara?
51.	Tt	No my home is just in Kudus.
52.	Hf	Where about? Where about?
53.	Tt	Ehmm in KlailingKlaling .You know Klaling?
54.	Hf	Klaling? Like a name of food?
55.	Tt	Ooh no, Klaling is like a country you know country in the east of Kudus.
56.	Hf	Country or village?
57.	Tt	Coun..ehmm village.
58.	Hf	Ooh..[laughing] yes yes..
59.	Tt	<u>and</u> e.. actually I something I have something to do. See you. nice time

Turn 59 of the first conversation showed inappropriate use of discourse marker *and*. In the previous turn, Tt and Hf had conducted a conversation that talked about Tt's house whether it was located in Jepara or not. In this case, Tt would like to do certain thing, so he could not continue the chat with Hanif. To take a permission, Tt said "and e.. actually I something I have something to do.". The underlined discourse marker *and* above was used by Tt to precede permission to close the conversation. Here, it will be more appropriate, if Tt did not use *and* and he directly says "*actually I have something to do*".

The reason why the use of discourse marker *and* above was inappropriate because it did not fulfill the ideal functions of discourse marker *and* as stated by Schiffirin (1987) that ideally discourse marker *and* can be used to link two or more syntactic units such as clauses, phrases etc, to support unit of talks, to indicate speaker's continuation, and to build a relation with the previous unit. Moreover, discourse marker *and* above did not have meaning because it did not have function.

From the explanation above, the

researchers can infer that the students use inappropriate discourse marker *and* because it did not have function. Moreover, it is also supported by the other previous study conducted by Larasati (2018) in her research entitled "The Use of Discourse Markers on Argumentative and Expository Essays in Critical Reading and Writing I". According to Larasati (2018) the use of discourse markers can be categorized as overused when it is occurred after one another and in a sentence there are more than two discourse markers in a sentence which are considered unnecessary. The overuse markers can make the sentences meaningless.

The example of the overuse of discourse marker *And* found in her study is presented below.

In a nutshell, we have already known that there are five solutions such as committing to stop drinking, setting goal *and* prepare for change, finding new meaning in life, planning for triggers *and* cravings *and* also getting support from other people.

The Level of Appropriacy of Discourse Markers Used in the Students' Conversations

According to Celce-Murcia and Olstain (2000:235) appropriacy means the suitability of *language* used for the particular context. The appropriacy deals with the choice of words or linguistic choice. Therefore, if it is said appropriacy of

discourse markers, it means suitability in choosing certain discourse markers in conversation in terms of the function of them. In this case, the researchers compare the frequency of appropriate and inappropriate discourse markers used in the second semester of Psychology Department Students' Conversations.

Table 1. The Appropriacy Level of Discourse Markers

No	The Types of Discourse Markers	Appropriate Markers	Discourse	Inappropriate Markers	Discourse
		Frequency	Percentage	Frequency	Percentage
1	And	40	43.48	7	31.81
2	But	5	5.44	3	13.64
3	Because	7	7.60	0	0
4	So	2	2.17	4	18.18
5.	Now	0	0	0	0
6.	Then	0	0	0	0
7.	Oh	30	32.7	8	36.37
8.	Well	0	0	0	0
9	You Know	6	6.53	0	0
10	I mean	2	2.17	0	0
	N	92		22	
	N	114 discourse markers			
	E	80.7%		19.3%	

Evaluating from the result of the table above, it shows that the percentage of appropriate discourse markers used in the second semester of psychology department students' conversations was 80.7% while the percentage of inappropriate discourse markers was 19.3%. It means that the appropriacy of discourse markers used in the conversations of second semester of psychology department students is four times

higher than the inappropriate ones.

It can be inferred that mostly second semester students of psychology department understand the functions of discourse markers used in their conversations. By understanding the functions of discourse markers, it will be useful as filler, when the students do not know how to respond to the speaker spontaneously.

CONCLUSION

This section is aimed to answer the research problems include the type of discourse markers appeared in the second semester of psychology department students' conversations and the level of appropriacy of discourse markers used in the second semester of Psychology Department students' conversations.

The types of discourse markers used are discourse markers *And*, which appears 47 times, discourse markers *But* appears 8 times, discourse markers *Because* appears 7 times, discourse marker *So* appears 6 times, discourse markers *Oh* appears 38 times, discourse markers *you know* appears 6 times, discourse markers *I mean* appears 2 times and there were no discourse marker *now*, *then*,

well found in the conversations. Totally there were 114 discourse markers used in the second semester of psychology department students' conversations.

There are 92 (80.7%) appropriate discourse markers used in the conversations of the second semester students of Psychology Department of Muria Kudus University, which is categorized as high level of appropriateness. This percentage proves that the discourse markers are familiar for the students because they have learned them as conjunction.

On the other hand, related to the inappropriate discourse markers used in the conversations of second semester students of Psychology Department of Muria Kudus

University, there were 22 (19.3%) inappropriate discourse markers used in the conversations of second semester students of Psychology Department of Muria Kudus University. The dominant type of discourse marker inappropriately used by them is discourse marker *Oh*. Ideally, discourse marker *Oh* is used to indicate old information recognition and new information is received. In fact, the students used it frequently as filler when they do not know how to respond to the speaker spontaneously. However, the low level of inappropriate discourse marker used by the students reveals that they understand the functions of discourse markers used in their conversations.

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