UNDERGRADUATE THESIS

AN ERROR ANALYSIS
ON THE USE OF DISCOURSE MARKERS
IN ARGUMENTATIVE WRITING TEXT
AMONG THE THIRD SEMESTER STUDENTS
AT THE ENGLISH DEPARTMENT
OF STAIN JURAI SIWO METRO

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STATE ISLAMIC COLLEGE (STAIN)
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ABSTRACT

**AN ERROR ANALYSIS ON THE USE OF DISCOURSE MARKERS
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Discourse markers are the crucial writing devices that have the function to link from one idea to others in order to achieve the coherent information in the discourse. Considering its importance, students are required to know their use. Yet, in the reality, the use of discourse markers in English Study Program of STAIN Jurai Siwo Metro still needs further explanation. Hence, this research focuses on analyzing the students discourse markers use in their argumentative writing.

The primary data of this research were taken from twenty argumentative writings composed by the third semester students of TBI STAIN Jurai Siwo Metro. The data were collected by observation, documentation and interview. Furthermore, the information obtained from those processes was interpreted by displaying it in the diagram or chart.

The analysis presented here shows that the students' discourse markerscomprehensionare still needed to be improved. After analyzing this phenomenon, the errors were 10% of time discourse markers, 22% of cause or resultative discourse markers, 28% of additive discourse markers, and 40% of the opposition or contrary discourse markers. From this result, the students of TBI STAIN Jurai Siwo Metro need further comprehension in using discourse markers and the lecturer should give more elaboration about the use of discourse markers in argumentative performance correctly.

Keywords: Discourse Markers,Argumentative writing

ABSTRAK

ANALISA KESALAHAN PADA PENGGUNAAN PEMARKAH WACANA
(DISCOURSE MARKERS)
DALAM TULISAN TEKS ARGUMENTASI
OLEH MAHASISWA SEMESTER TIGA TADRIS BAHASA INGGRIS
DI STAIN JURAI SIWO METRO

Oleh:

EKA YULI UTAMI

Pemarkah wacana *(discourse markers)* merupakan bagian penting dalam penulisan yang memiliki fungsi untuk menghubungkan satu ide dengan ide-ide lainnya agar diperoleh informasi yang koheren dalam sebuah wacana. Mengingat pentingnya pemarkah wacana, banyak mahasiswa yang diharuskan untuk tahu penggunaan pemarkah wacana tersebut.Namun demikian, pada kenyataannya, penggunaan pemarkah wacana pada mahasiswa Tadris Bahasa Inggris di STAIN Metro masih membutuhkan penjelasan lebih mendalam.Oleh karena itu, penelitian ini focus pada analisa penggunaan pemarkah wacana dalam penulisan argumentatif.

Data primer penelitian ini diambil dari 20 karangan argumentatif yang dibuat oleh mahasiswa TBI semester tiga STAIN Metro. Data dikumpulkan melalui observasi, dokumentasi dan wawancara.Setelah itu, informasi yang didapat dari proses tersebut ditafsirkan kedalam diagram atau grafik.

Analisa yang telah dilakukan menunjukkan bahwa pemahaman pemarkah wacana mahasiswa masih perlu dikembangkan.Setelah menganalisis fenomena tersebut, ditemukan kesalahan sebanyak 10% dalam penggunaan pemarkah wacana jenis waktu, 22% jenis penyebab atau alasan, 28% jenis penambahan dan 40% jenis pemarkah wacana yang berlawanan. Dari hasil penelitian ini, mahasiswa TBI STAIN Jurai Siwo Metro masih membutuhkan pemahaman yang lebih lanjut dalam penggunaan pemarkah wacanadan para dosen sebaiknya memberikan penjelasan tentang penggunaan pemarkah wacana dalam performa penulisan argumentatif secara benar.

MOTTO

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"And whoever is grateful, he is only grateful for the benefit of his own self"

"Dan barangsiapa yang bersyukur (kepada Allah), maka sesungguhnya ia bersyukur untuk dirinya sendiri."

(Qur'an, 31:12)

"Be like a flower that gives its fragrance even to the hand that crushes it"

(Ali bin Abi Talib, a.s)

"Raise your words not your voice. It is rain that grows flowers not the thunder"

(Rumi)

CURRICULUM VITAE

Eka Yuli Utami was born in Pringsewu, July 28, 1993. She is the first child of Suwardi and Iin Wahyuni. In 1998-1999 she studied in Aisyiyah Kindergarten of Gisting. She graduated from Muhammadiyah Elementary School of Gisting in 2005. Since 2005 until 2008 she continued her study in Muhammadiyah Junior High School. After graduating the Junior High School, on 2008-2011, she studied in MA Nurul Fattah Mincang.

Since she has been crazy about English, as a result, she pursued her Bachelor of English of STAIN Metro in academic year 2012/2013 up to now. Being an English student of STAIN Metro, she joined in internal organization (JSEC). In addition, she ever has been an assistant of English teacher in Senior High School 1 Metro for three months. Furthermore, she now is the English tutor of an English Course "EUREKA ENGLISH CENTRE" and she eagerly hopes that someday she can continue her study to master of degree.

CHAPTER 1

INTRODUCTION

A. Background of Study

It is widely known that writing is one of important skills in learning English. Particularly regarding writing, many people use writing as a means of communicating with others for it has a plenty of scopes for spreading something in the variety of ways. It can be revealed by idea, expression, feeling or thought as non verbal communication.

Jordan highlights that writing is a method used by human being to conduct intercommunication by means of conventional visible marks or symbols. Through a piece of writing human being construct their communication in the various ways.[1]Thus, it can be assumed that writing is one of non verbal communications that requires the linguistic skill. It is used by the people to share their thoughts, feelings, and ideas with others.

Moreover, writing is one of the urgences in the term of skill representing the knowledge of writer through various textual media. It can be seen within journals, articles, books, and so forth. In reality, writing has more prospective than speaking. To illustrate this point, writing can reach more audience than speaking because the content of a book, for example, can be conveyed to many people without attending to an event where the writer of the book speaks about his ideas contained in the book. It can be

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[1]R.R Jordan, *Academic Writing Course*, (UK : Bluestone Press,2003),p. 41.

inferred that the information delivered by means of the book can be more easily remembered than through spoken words.

Writing is a difficult activity because not everyone is able to spread the thought in an appropriate content of the text. A few people find difficulties in dedicating their life for writing ,nonetheless, the others are still gratifying in this activity. Notwithstanding, to have a good writing, we need huge numbers of vital elements to beautify our writing, in the case of coherence and cohesion.

In writing, there are a number of linguistics elements. Two of them are cohesion and coherence. Cohesive writing indicates a suitable structure and grammar within. Whereas, coherent writing points out a well-organized content between one paragraph and others. Hence, two of them have correlation in writing because cohesive writing is dependent without coherent writing.

To make a cohesive and coherent writing, some features are needed within. One of them is discourse markers. Ruhleman points out that discourse markers have the function to mark a transition from one part of the writing to others in discourse.[2] Discourse markers can be comprehended either in cohesion or coherence which can highlight the text connections in the different level in a discourse.

In a discourse, it has a highly influential place connecting in writing because it has the different parts such as, listing, sequence, compare and

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[2] Olga Dontcheva-Navratilona and Renata Povolna, *Coherence and Cohesion in Spoken and Written Discourse,* (UK: Cambridge Scholars Publishing, 2009), p.5.

contrast, cause and effect till problem and solution. All of them are used to iluminate the contain among the paragraphs as a result which can produce full understanding paragraphs. To put them in a nutshell, the existence of discourse marker is one of influential basic needs of writing let alone in teaching writing.

In addition, in teaching and learning English, writing is an essential skill to be grasped. To learn writing, an English learner can comprehend the kinds of English writing. Thomas S. Kane proposes some kinds of writing: namely exposition, description, narration, and argumentation.[3] Many a good kind of writing has different function, particularly, is argumentative text. It satisfies the readers by presenting not only pros but also cons of controversial topics. Having an argument, it is supposed to have a topic sentence, supporting sentence in proposing both pros and cons statements, lastly, needed general conclusion by using either deductive or inductive reasoning, cause and effect, even, arguments by an authority. This is an example of argumentative paragraph:

<div align="center">Science and Religion</div>

The communist ideology believes that science does not need religion. Their followers have claimed that religion is drugs or toxin, and toxin, in fact, make the users drunken or unaware or fly. Thus, there is no need to have religion in this life. They can live happily, in balance, and in harmony without any religion beside science. They call those who need religion beside science as stupid or old fashioned. Whereby they call themselves as modern or up to date. The opponents of this belief, however, think vice versa. Science needs a religion to make it balance. They believe that science without a religion is blind. While religion also needs a science. They believe that religion without science is lame. Thus, science and religion are catalysators for mankind to live on the track or in harmony. They called

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[3] Thomas S. Kane, *Essential Guide to Writing,* (New York: Berkley Books, 2000), p.14

those who do not religion beside science as crazy or insane people. In short, both sides have their own arguments to promote their belief and each of whom blame to one another for creating this world imbalance, war, and global crisis.[4]

Based on text above, as a matter of fact, it can be assumed that writing, by discourse marker means, can develop clearer argumentative text as revealed by: *in fact, the opponents of this, while, however, in short, both sides ....,.* the students are asked to create a list of 'pros' and 'cons' statement for an interesting argumentative topic and then to match them with agreeable discourse markers. To be truthful, argumentative writing should be linked by discourse markers because those connections either similar ideas or dissimilar ideas in giving arguments of a given topic.

As discourse marker has become an indispensable part of writing, the many, researchers, had been attracted by the issue on the use of discourse marker in writing. Here are several examples of writings about discourse markers. Firstly, Alireza Jalilifar investigated about discourse markers in descriptive compositions of 90 Iranian students who were selected from two universities. Without giving any instructions, they had been extended a topic to write a descriptive composition per week for 8 weeks, then, 598 compositions were collected and analyzed qualitatively and quantitatively by three raters following Fraser's taxonomy of discourse markers. Findings indicated that students employed discourse markers with different degrees of

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[4]Dedi Turmudi, *Smart and Skillfull Writer: Developing Writer 2,* (Metro: Laduny Alifatama, 2014), p.60.

occurrence. The result is the most elaborative markers frequently used were inferential, contrastive, causative, and topic relating markers.[5]

Similarly, Sadeghi and Alireza researched the effect of explicit instruction of discourse markers on the writing performance of learners at pre-intermediate and intermediate levels. The participants of this study were 40 EFL learners studying English at Melal institute in Karaj aged from 12 to 17 years old. The result pointed out that there is a significant improvement in their writing performance. In the sequence, the improvement of intermediate level learners was greater than pre-intermediate level.[6]

All of the examples above mean that discourse marker is not a taboo thing on a writing performance for every branch of writing. It is a fact that argumentative text needs discourse markers to smooth and to intensify the quality of writing as well in order to make a coherent paragraph.

Because of the crucial function of discourse marker, the students should comprehend the use of discourse marker based on the classification. Regrettably, not most students can do that. It can be caused by several factors, for instance, the students face a numerous difficulties in building arguments let alone matching the suitable discourse markers in a text. Moreover, lack of understanding about using discourse markers in writing brings about the students not interested in writing performance.

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[5] Alireza Jalilifar, "Discourse Markers in Composition Writings: The Case of Iranian Learners of English as a Foreign Language", *English Language TeachingVol 1, No.2*, p.114.

[6] Bahador Sadeghi and Alireza Kargarz. "The Effect of Explicit Instruction of Discourse Markers on EFL Learners' Writing Ability." *International Journal of Educational Investigations* 1 2014, p.328.

In State Islamic College of Jurai Siwo Metro, particularly among the students of the English Language Teaching Program, writing can help students spread their ideas into paragraph. To show forth an acceptable writing, we most need to comprehend what like the elements within writing are. One of them is discourse markers which create a coherent text. Regrettably, discourse markers are slightly spelled out in writing subject. In addition, there is no special subject which explains aboutdiscourse markers. Hence, the students at the English Department should learn harder to understand discourse markers in the writing paragraph completely.

The students' list of difficulties rate on using discourse markers in argumentative writing text based on the pre-survey data:

Student 1:

".....As you know that boycotting is very good to do because it can help us to solve the problem well. *On the other hand*, boycotting can make us to be wise person because it teach us to admit suggestion from other people....."

Based on the argumentative writing text performance of the student 1, it can be inferred that the word *"on the other hand"* is not appropriate to be used in the second sentence because it expresses the opposition of the meaning. Whereas, to make the second sentence coherent with the first sentence is needed an additional discourse marker like *furthermore or in addition*.

Student 2:

"..... In the same way they think that in city citizen don't have socializm among others *hence* living in the village. In conclusion, there are pros and cons living in city for some people in the side agree and *in the some way* don't agree...."

From the student's writing argumentative text above, there is unsuitable discourse markers within. Those can be illustrated by the words *"hence"* and *"in the same way"*. The word *"hence"* should be replaced by *"instead of"* to show the opposite statement between living in the city and in the village. Whereas, the word *"in the same way"* can be replaced by *"on the other hand"* to express the opposite information as well.

Student 3:
"...The role of parents to give a job to their children is very big. They can drive or choose the right career to their children. On the other hand, most of children do not enjoy their career based on their parents' choice. *Furthermore*, it can be said that children choose their career by themselves..."

In this writing, the student 3 uses discourse marker *"furthermore"* as the conclusion of the argumentative writing. Whereas, the word "*furthermore"* is categorized as the additional discourse marker. Thus, it can be replaced by *"hence"* or *"therefore"* to summarize the statements.

Student 4:
"...On the contrary, living in the city or country side, we have to remember that it has highest crime. Hence, we need to carry out ourselves in the daily activity. *Meanwhile*, we may face many problems like trafic jump, air polution, poverty, and etc..."

From the writing above, it can be assumed that the word *"meanwhile"* is an incorrect discourse marker used by the student 4. It should be replaced by *"because"* to connect the previous sentences which show the causal statement.

Student 5:
"...When the parent choose a career for the children *therefore* it will help the children to find a career quickly and also the career must give a good salary. The parent have more experience in a career. *In addition*, they search a good career for their children.

Based on the student's argumentative above, the word *"therefore"* can be replaced by *"then"* to show causal discourse marker. Meanwhile, the word *"in addition"* can be changed into *"in consequence"* to express the suitable causal discourse marker from the writing above.

In general, after analyzing the results of students' writing performance above, those can be indicated that there are several students at the English Department who still find the difficulties of using appropriate discourse markers in argumentative writing text. Hence, the researcher briefly proposes to analyze the use of discourse markers in argumentative writing text among the third semester students at the English Department of STAIN Jurai Siwo Metro.

B. Focus of The Research

The problems which can be sketched from the background of study above are:

1. Students face the difficulties in comprehending argumentative writing.

2. Students face a numerous difficulties in building some arguments.

3. Students face the difficulties in drawing the conclusion based on their opinions.

4. Students have low understanding about the generic structure of argumentative writing.

5. Lack of students' understanding of using discourse markers.

C. Problem Limitation

The major problem in this research is analyzing the use of discourse markers in argumentative writing text among the third semester students at the English Department of STAIN Jurai Siwo Metro.

D. Problem Formulation

The problem formulation of this research is:

What are the kinds of error in using discourse markers in argumentative writing text commonly encountered by the third semester students at the English Department of STAIN Jurai Siwo Metro?

E. The Objective of Study

This research has an aim to find out the kinds of discourse markers error used in argumentative writing text among the third semester students at the English Department of STAIN Jurai Siwo Metro.

F. The Benefit of Study

As a rule, this research is aimed to be a source ofthe information in developing the quality of the students' writing performance. Specifically this research is expected can give:

a. The contribution as extra knowledge for the students to increase their writing performance.

b. The description for the lecturer about students' problems in writing performance especially in building argumentative text by using discourse markers.

c. As an input for the stakeholders of the institution to create a policy concerning on the quality improvement of the academic writing lecturer.

d. The addition resources for other researchers to start researching.

CHAPTER II

THEORETICAL REVIEW

A. Prior Research

The studies on discourse markers have been widely conducted by some researchers. These show that discourse markers are indeed important in the learning language. Here are some previously-conducted researches related to discourse markers.

Based on the research conducted by Emmanuel C. Sharndama and Mr. Samaila Yakubu from Federal University, Wukari entitled *"An Analysis of Discourse Marker in Academic Report Writing Pedagogical Implications"* the results described the number of inappropriate discourse markers found across each of five components of the text is as follows: introduction has 21, literature review has 34, methodology has 4, data presentation, analysis, findings and discussions have 28 and summary, conclusion and recommendations has 23.[7]

Furthermore, Fernando Trujillo Saez from University of Granada highlights a case entitled *"Culture in Writing: Discourse Markers in English and Spanish Student Writing"* the result can be illustrated by the use of discourse markers in argumentative text below the mean. Jorge, a Spanish writer, uses only 3 discourse markers, when the means are 5 discourse markers

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[7] Emmanuel C. Sharndama and Samaila Yakubu, "An Analysis of Discourse Markers in Academic Report Writing: Pedagogical Implications", *International Journal of Academic Research and Reflection Vol 1 No 3,* 2013, p.21.

and Leslie, an American writer, has not used any discourse markers at all when the mean for the English text is 0,87 discourse markers.[8]

Similarly, Ayman Sabry Daif and Khaled Albesher from Qassim University conducted the research entitled *"The Use of Discourse Markers in Paragraph Writings: The Case of Prepatory Year Program Students in Qassim University"* the result can be revealed by analyzing a hundred paragraph written by fifty PYP EFL learners indicated that only four categories of discourse markers out of nine (44%) were used. Then, the other five categories of discourse markers (56%) were not used at all. In addition, only 13%-15% of the preliminary list of DMs lexical item were used in the subjects' written paragraph.[9]

In addition, Nader investigated about the effect of discourse markers instructions on the learners writing. The students were choosen from Shoukoh Iran English Institute in Tabriz, Iran. They were asked to fill the gaps with the best option from among the discourse markers suggested. Then, treatment sessions were conducted for experimental group while during that period, control group held back to receive such a treatment. Again, the result of post-test showed there was different performance after treatment sessions. The mean (15.01 and 18.75) and standard deviations (2.04 and 6.55) of two sets of scores

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[8] Fernando Trujillo Sáez, *Culture in Writing: Discourse Markers in English and Spanish Student Writing,* Grenada: Tadea seu liber de Amicitia, 2003, p.18.

[9] Ayman Sabry Daif, and Khaled Albesher, "The Use of Discourse Markers in Paragraph Writings: The Case of Prepatory Year Program Students in Qassim University", *English Language Teaching Vol 6 No 9,* 2013, p.220.

indicated the high relationship between the instruction of discourse markers and subjects' ability in production of both cohesion and coherence texts.[10]

Considering the researches above, all of them show that the comprehension of discourse markers significantly influence the quality of writing. Therefore, the writer proposes a research in the term of discourse markers to analyze the use of discourse markers in argumentative writing text to figure out the students' writing quality.

B. Theoretical Framework

1. The Concept of Argumentative Writing

a. The Definition of Argumentative Writing

Argumentative paragraph is one of the paragraph writings which consists of a debatable premise. In other words, there are the pros and cons statements in argumentative writing.It needs supporting statements in a manner that convince the reader of its truth.[11]

Likewise, another way to persuade the reader is by indicating the assertion completely.[12] Moreover, the first thing to be done in supporting the idea of argumentative paragraph is by restating the idea in different words. Thus, the reader can get the purpose of the statements in a text precisely.

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[10]Nader Aidiniou Assadi. "The Effect of Discourse Markers Instruction on EFL Learners' Writing." *World Journal of Education* 2, 2012 p.12.

[11]BillDally,*Writing an Argumentative Essay*, (Melbourne: Victoria University of Technology, 2003, p.6.

[12]AlastairFowler,*How to write,*(New York:Oxford University Press. 2006), p.50.

According to Phillippe and Hunter, argumentation is a set of assumption in the first topic sentence which can be drawn by showing forth some reasoning steps and all of the supporting arguments above are sketced as a conclusion in the last sentence.[13]

In line with Phillipe and Hunter, Belmont argues that an argument is purposed to persuade the readers to respond or reject some issues based on the valid evidence in the particular way.[14] In composing argumentative writing, the writer is to present the fact to strengthen the arguments of the writing.

In the end, argumentative writing is one of written products which consists of an arguable main idea and some supporting sentences which can persuade the reader about the writing by showing some supporting arguments and the last step is drawing conclusion.

b. The Organizations of Argumentative Writing

According to Sirajul Haque and Naveed Rehman, an organization means a designed and structured process which create the changes and developments for attaining the objectives.[15] Here are some organizations in argumentative writing:

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[13]Philippe Besnard and Anthony Hunter, *Elements of Argumentation,* (London: The MIT Press, 2008), p.2.

[14] Winifred Belmont and Sharkey Michael, *The Easy Writer Formal Writing for Academic Purposes,* (Australia: Pearson Australia Group, 2011), p.251.

[15] Sirajul Haque and Naveed Rehman, "Modern Organization Theory: Analyzing the Complexity of Cooperation in the Modern Organizations", *International Journal of Management and Sustainability, 2014, 3(5): 261-268*, p. 262.

1) **Introductory Paragraph**

The introductory paragraph is ordinarily known as the topic sentence of the paragraph. Every paragraph has a topic sentence which conveys the main idea to the reader immediately.[16] The position of the topic sentence is commonly in the first or last paragraph.

2) **Body Paragraph**

An argument paragraph presents a point of view and provides the evidence for the point of view taken. In this term, the aim of writer is to make the readers concur with the truth debatable statements shown.[17] Hence, to make a good argumentative writing, the writer needs to take into account how supporting arguments are.

3) **Concluding Paragraph**

Concluding paragraph tries to give the conclusion of the statement within topic sentence and supporting sentences. It also uses the connections in order to assist the reader comprehend the arguments sequentially.[18]

Based on the explanation above, it can be inferred that a good argumentative writing needs a comprehension about the argumentative writing organizations namely introductory paragraph or topic sentence, body paragraph, and conclusion.

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[16] Dorothy E. Zemach and Carlos Islam, *Paragraph Writing from Sentence to Paragraph,* (New York: Macmillan, 1997), p.9.
[17] Bill Dally, *Writing Argumentative.,* p.5.
[18] Winifred Belmont and Michael Sharkey, *The Easy.,* p.255.

c. The Elements of Argumentative Writing

In making up a good argumentative writing, it needs numerous helpful elements that cannot be separated from the contain of writing along with argumentative writing. Here are these elements:

1) Collocation

Collocation is one of various kinds of writing element. Lewis asserts that collocation is an essential lexical part in the form of word group that ordinarily appears on the passage.[19] In addition, Lewis adds that collocation is a way of possible word formation that combines with the others.

Then, Michael McCharty states that collocation is a combination of words that often occur together.[20]In particular, '*yellow hair*' would probably be understood, but it would not ordinarily be said in English. Instead of it, '*blond hair*' is more accepted in English.

In summary, collocation can be defined as how the word is combined to produce natural sounding speech and writing in the authentic English. In other words, the English collocation indicates the natural and fluent communication.

2) Register

[19] Michael Lewis, *Teaching Collocation,*(England: Commercial Color Pers), p 28

[20]Felicity O'Delland Michael McCharty, *English Collocation in Advanced use*. (New York:Cambridge university press, 2008), p.6.

The next element in writing is register**.** Register means a variety of language. It commonly is used both speaking and writing depend on the situational contexts.[21] Likewise, Thornbury researches that the language style or register of the English includes formality and informality style. Formality is used when the formal situation occurs. Commonly, the formality is founded on academic English. Whereas, informality is used when the aim of writing is applied for casual condition for instance, conversation and joke.[22]

Based on the explanation above, it can be concluded that register is depicted as the words style include formality and informality which are aimed at the use of particular condition in a text.

3) Cohesion and Coherence

To compose a good paragraph, however, it also needs both cohesion and coherence. Two of them have the crucial role in beautifying the content of paragraph.

a) Cohesion

Bailey maintains that cohesion is the linked phrase to combine the whole text to be clear and readable. Cohesion is applied by several techniques such as using conjunctions and linking phrases or sentences with connectors like *he, they* and *that.[23]*

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[21] Douglas Biber and Susan Conrad, *Register, Genre, and Style,* (New York: Cambridge University Press, 2009), p. 6.

[22] ScottThornbury*, How to teach Vocabulary,* (England: Pearson Education Limited, 2002), p.11.

[23] Stephen Bailey,*Academic Writing: A Handbook for International Students,* (New York: Routledge, 2006), p.73.

Moreover, Hinkel assumes that cohesion is the connectivity of ideas in discourse and sentences from one text to another text. It becomes a notable aspect in composing ideas to make a sentence so that the good paragraph can be produced. Furthermore, in textbooks of the writing, cohesion can also refer to the ways of connecting sentences and paragraphs into a unified whole.[24] In a similar way, Harmer asserts that cohesive device shows the elements of the text which relate the phrases and sentences to each other.[25]

Based on the quotations above, the writer argues that cohesion is an important aspect in writing. It also has the function to link the sentence in order that it can be a legible writing. To sum up in a nutshell, a very good sentence contains some cohesiveness.

b) Coherence

Coherence comes from the Latin verb *cohere* means "hold together". To make a coherent writing, the sentences must hold together and be logical and smooth from one sentence to others. Each sentences should flow smoothly into the next one.[26]

Harmer also pointed out that coherence is frequently achieved by the way in which a writer sequences information. It indicates that

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[24] HinkelEli, *Teaching Academic ESL Writing*, (New Jersey: publishers mahwah, 2004), p. 279.

[25] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Longman, 2004)*,* p. 24

[26] Alice Oshima and Ann Hogue, *Introduction to Academic Writing,* (California: Pearson Longman, 1988), p.21.

the reader should be able to understand what the writer's information in the text of writing. Therefore, when a text is coherent, the reader can understand what the information in a whole of text is.[27] Besides, according to Hinkel, coherence also refers to the organization of discourse with all elements which are presented together logically.[28]

Barli explains that a coherent paragraph contains smoothly-connected idea. To achieve coherence, the writer needs to use the transitions also known as discourse markers. A paragraph consists of interrelated sentences so that it must be linked by the transitions.

Table 1
Discourse Markers related to theories of Halliday & Hasan[29]

Additive	*And, also, furthermore, in addition, besides, similarly, in the same way, likewise.*
Adversative	*Yet, though, but, however, nevertheless, despite this, instead, on the contrary, on the other hand.*
Causal	*So, then, hence, therefore, consequently, because of this, as a result, thus, because, in consequence.*
Temporal	*Then, next, after that, finally...lastly, at the same time, previously, finally, at last, meanwhile, in conclusion.*

In line with Barli, Oshima and Hogue maintain that, there are two main ways to achieve coherence. The first way is to use transition signal to show how one idea is related to the next. The second way to achieve coherence is to arrange the sentence in logical order.[30] In

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[27]Jeremy Harmer,*How to.,*p.25.

[28] Hinkel Eli,*Teaching Avademic.,* p. 280.

[29] M.AK. Halliday and Ruqaiya Hasan, *Cohesion in English,* (London: Longman Group Ltd, 1976), p.242.

[30]AliceOshimaand Ann Hogue.*Writing Academic*., p. 27.

other words, they are greatly considered as the important parts of sentence that will help the writer to make a good paragraph.

Based on the quotation above, all of them can be inferred that coherence plays a crucial role in making a paragraph fit together well. It becomes a connectivity between the topic sentence and supporting sentences in the paragraph. It is also connected by the use of appropriate discourse markers instructions to create an acceptable paragraph semantically and grammatically.

2. **The Understanding of Discourse Markers**

a. **The Nature of Discourse Markers**

To write a well-organized text, the organization of sentences, cohesion and coherence, must be taken into account including discourse markers. Hornby stated that 'discourse' means the use of language in speaking and writing in order to produce meaning; language which is studied to connect the different parts of the text.[31] Meanwhile, 'marker' is intended to underline the meanings that must be analysed in the terms of what indicated or marked than what described.[32]

In line with Blakemore, Schiffrin defines discourse markers as sequentially dependent elements which bracket units of talk because

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[31] Hornby, *Oxford advanced learners' dictionary 8th edition,* (New York: Oxford University Pers, 2008), p.416.

[32] Diane Blakemore, *Relevance and Linguitics Meaning: The Semantics and Pragmatics of Discourse Markers*, (New York: Cambridge University Press, 2002), p.1.

they function at discourse level. Furthermore, discourse markers are cohesion devices in a text that would be a simple group of the sentences which can reflect the connections between propositions. For example, *and* can be interpreted as a temporal connector.[33]

Moreover, Fraser acknowledges that discourse markers are as a subgroup in pragmatic markers which links the organization in a discourse.[34] In the same way, Blakemore asserts that discourse markers refer to a particular class of the expressions. All of them can be distinguished depend on the discourse indicators and the function of marking relationships among the units of discourse.[35]

In *Cohesion in English,* Halliday calls discourse markers as the use of formal markers in connecting sentences, clauses and paragraph to each other. Additionally, discourse markers are the parts of language which connect one piece of discourse to others.[36]

To bring to an end explanation above, discourse markers are used to link the ideas in order to acquire the coherent information from the discourse. All of them can be used both in written and spoken discourse.

b. The Functions of Discourse Markers

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[33]Miriam Urgelles Coll, *The Syntax and Semantics of Discourse Markers,*(New York: Continuum International Publishing Group, 2010), p.28.

[34] Ursula Lutzky, *Discourse Markers in Early Modern English*, (England: John Benjamins Publishing Company,2012), p.10.

[35]Diane Blakemore, *Relevance and.,*p.28.

[36]Olga Dontcheva*et.al.Coherence and.*, p.5.

There are some functions of discourse markers based on the experts' analysis.[37] Here are these functions:

1) According to Diane Blakemore, discourse markers are defined as the connectivity in discourse. The connectivity must be cohesive and coherent because it can mark text connections at the different and various levels.

2) Deborah Schiffrin defines the function of discourse markers is to provide contextual coordinates for utterances because the utterances will produce the context well to the reader or hearer.

3) Discourse markers guide the interpretation process of the hearer or the reader towards a desired meaning based on the context of discourse. In other words, a correct understanding of message can be comprehended well when a discourse entails discourse markers.

4) Aijmer maintains that discourse markers have the function as the signposts in the communication, facilitating the addressee's interpretation of the utterance in the various contexts.

In summary, those can be stated that discourse markers have the function to link the information, to provide the utterances, and to convey the meaning in the discourse well. As a matter of fact, a writer needs to use discourse markers as the transitional signs to achieve coherence. A writing is said to be coherent if the ideas within are smoothly connected.

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[37]MădălinaMatei, "Discourse Markers as Functional Elements", *Bulletin of the Transilvania University of Brasov Vol III,* 2010, p.123.

c. The Types of Discourse Markers in Argumentative Writing

Discourse markers as the traffic signs which tell the reader when to go forward, turn, slow down and stop. In other words, they tell the reader when the writer gives a similar idea, an opposite idea, an example, a result or a conclusion.[38]

Apart from Bailey quotation, David Nunan reveals that discourse markers also known as cohesive devices are able to sign relationship among the parts of the text in order to make the readers understand completely.[39]

In the equal of Nunan statement, Salkie distinguishes four basic types of discourse markers revealed by addition connectives (*and*), opposition connectives (*yet*), cause connectives (*therefore*), and time connectives (*then*).[40]

Meanwhile, Mackay clasiffies the types of discourse markers into six groups separately and clearly. Here are the types of discourse markers:[41]

1. Enumerative

It introduces something sequentially in which actions or processes take place. They are *first, second…; firstly,*

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[38] Alice Oshima And Ann Hogue. *Introduction to.,* p.25.
[39] DavidNunan, *Introducing Discourse Analysis,*(London: Penguin Books, 1993), p.26
[40] Raphael Salkie, *Text and Discourse Analysis,* (New York: Routledge, 1995), p.76.
[41] H. Douglas Brown,*Teaching by Principles: An Interactive Approach to Language Pedagogy,* (San Fransisko: Addison Wesley Longman, 2001),p.311.

secondly…; one, two…; in the first place, in the second place; next, then, finally, last, lastly, to conclude.

Example:

"There are two supporting reasons. Firstly, ... "

2. Additive

In this term, there are three parts of the additive markers. The first is reinforcing which introduces a reinforcement or the confirmation of what has preceded. It can be identified with the words *again, also, then again, moreover, furthermore, in addition, above all, what is more.*

The second is about similarity. It introduces a statement of similarity with what has preceded. Those terms are *equally, likewise, similarly, correspondingly, in the same way.*

The last is transition which introduces a new stage in the sequence of the presentation of information.[42] Those markers are *now, well, incidentally, by the way, O.K, fine.*

Example:

"He said that he never picks her up. Furthermore, he never meets her."

3. Logical sequence

It is divided into two parts namely summative and resultative. Summative introduces a summary of what has

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[42]H.Douglas Brown,*Teaching by,* p.311.

preceded. It can be categorized into words *so, then, thus, therefore, in short, to sum up, to conclude, to summarize.* Meanwhile, resultative tells about an expression of the result or consequence of what has preceded. It can be classified as *as a result, consequently, hence, therefore, thus, as a consequence, in consequence.*

Example:

"He is only 15 and therefore not eligible to vote"

4. Explicative

It shows an explanation or reformulation of what preceded. It can be summarized into words *namely, in other words, rather, that is to say.*

Example:

"We need to focus on our language examination, namely Spanish and Arabic."

5. Illustrative

The types of this discourse markers illustrate something what has preceded. It can be comprehended by seeing the words like *for example, for instance, in a case, in point* in a discourse.

Example:

"Transfer is to move something or somebody from one place to another, for instance, transfer money and transfer knowledge".

6. Contrastive

This type shows the information in opposition to what preceded. It refers to words like *but, conversely, on the contrary, instead, however, nevertheless, notwithstanding, though, nonetheless, in spite of and so forth.*

Example:

"Notwithstanding, the disaster is a hazardous one."

In summary, notwithstanding, discourse markers have many various kinds, but, all of them have different portions in a discourse as well as their function. As a matter of fact that discourse markers guide the reader to find the ideas in the content of discourse. Hence, the writer should use discourse markers to link a discourse to others smoothly in order to make them coherent.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Study

Two prevalent categories of the research are quantitative and qualitative research. Two of them take a part in a research methodology field to enhance more understanding about those researches. Not only quantitative but also qualitative research methodologies have distinction manner in reaching a goal. Those can be distinguished by collecting the data technique and analysing the data. Thus, it is not an excessive fact that either quantitative or qualitative is most absolutely disparate.

This research is a qualitative research. Donal Ary et al interpret that qualitative is a research which grasps a depth understanding by turning to account a holistic data than numeric data.[43] In the same way, a study which do not attempt to quantify the results by means of statistical data or anlysis is called by qualitative research.[44]

Correspondingly, a qualitative classified as most natural research for it conducts in a natural setting to gain a deep understanding of a specific participant or a few by taking the data in a particular place. Thus, the different data taken will indicate a different result as well.

In this study, the researcher will employ case study approach since the researcher's intention to the use of discourse markers in argumentative text

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[43] Donald Ary *et.al*, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010), p.29.

[44] Geoffrey Marczyk *et.al, Essentials of Research Design and Methodology*, (New Jersey: John Wiley & Sons, Inc, 2005), p.17.

among the third semester students in STAIN. Creswell states that case study is where the researcher investigates in the depth of a phenomenon, a program, an event, an activity, a process, or one or more individuals.[45]Similarly, it involves an in-depth examination of a single person or a few people to provide an accurate and complete description of the case. In line with Creswell explanation, the researcher will propose a case study as a type of this research.

Based on the explanation propounded above, the researcher will conduct this research at STAIN Jurai Siwo Metro. In this research, the researcher will investigate the use of discourse markers in argumentative writing text among the third semester students at the English Department of STAIN Jurai Siwo Metro. The representation will be shown by using the informative and detailed data of using discourse markers in argumentative writing. It aims to encourage students' knowledge about discourse markers in building arguments.

B. Data Resource

In this research, in conducting the data resourse, the researcher divides them into primary and secondary data. Primary data is the data resource which directly will be acquired by data collector from twenty participants among the third semester students of English Department of STAIN Jurai Siwo Metro. It means that the first hand data of students'

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[45] John W. Creswel, *Research Design: qualitative, quantitative, and mixed methods approaches 2nd ed*, (California:Sage Publication, 2003), p.15.

about the use of discourse markers in the argumentative paragraph will be obtained by the researcher as an object of this research.

Whereas, collecting the data which already exist so that the researcher doesn't need to establish a survey called a secondary data. Those are the documentation of STAIN Jurai Siwo Metro, such as *pedoman penulisan karya ilmiah STAIN, buku pedoman akademik, profil STAIN, kurikulum dan silabus prodi pendidikan bahasa inggris, akreditasi dokumen STAIN, discourse markers books and argumentative writing books.*

C. Data Collecting Technique

In qualitative studies, the data can be amassed by collecting three basic types, namely observation, documentation and interview. In this research, the researcher will set up the data by using the instruments as follow:

1. Documentation

   In conducting this research process, the researcher will collect some appropriate documents by means of the data from discourse analysis book, writing books, and International journals related to the theories between the use of discourse markers and argumentative writing text. Equally, after docummenting the data, the writer will record the information obtained into the field notes.

2. Observation

In this term, the researcher will observe the students' behaviour, activities, condition and environment around the participants taking field notes in order to know directly how the process in the class is. In addition, the students' data of the use of discourse markers in argumentative writing text among the third semester students of the English Department of STAIN Jurai Siwo Metro Metro will be acquired by the data collector shortly.

3. Interview

For the last way in collecting the data, the researcher will interview one on oneconsisting of twentyparticipants in getting the effective data. Furthermore, this interview will involve unstructured and generally open-ended questions to get views and opinions from the participants.[46]
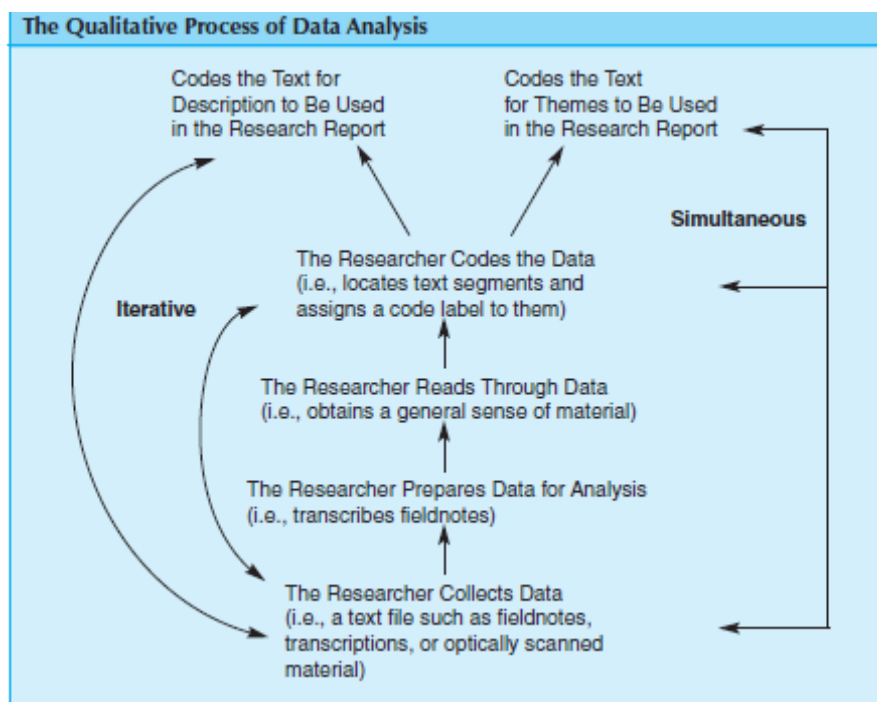
D. Data Analysis Technique

In this discussion, data analysis techniques are divided into several components. Here are the steps analyzing the data based on the Creswell'smodel:

Figure 1

The Qualitative Process of Data Analysis

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[46] Ibid, h. 188

Source: Creswell's model[47]

➢ In the first process, the researcher will collect the detailed data by means of fieldnotes, transcriptions, typed notes from interviews, or optically scanned material to the general codes and themes from the participants.

➢ Secondly, the students' data of argumentative writing performance by using discourse markers are prepared by the researcher to be analyzed.

➢ Thirdly, the whole data about students' argumentative writing text by using discourse markers will be read to obtain a deeper understanding about the information from the participants.

➢ Fourth, the researcher will code and then label the data about student's argumentative writing text by using discourse markers descriptively.

All of the sequential steps above can be done simultaneously from collecting the data, preparing and reading the whole data until coding the

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[47]John W. Creswel, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4thed,* (Lincoln: Pearson, 2012), p. 237.

data descriptively. In addition, the researcher may cycle back and forth between data collection and analysis data to collect more representative data from the participants.

E. Approach

It is stated again that this research will use qualitative design and will be conducted using a model proposed by Creswell. Here are the procedures of the research:

1. The data will be prepared and organized to be analyzed. This step involves transcribing interviews, writing field notes, or arranging the data depend on different sources of information. The data will be collected from the students' writing performance in building argumentative text by using discourse markers.

2. The researcher will read the whole data and try to understand the characteristics of discourse markers which commonly used by the students in argumentative text. Thus, the researcher will get the codes from this general view to reach the next data.

3. The codes will be analyzed and labelled in detail based on the types of discourse markers used.

4. The researcher will describe the students' discourse markers data through graph or diagram.

5. Fifth, in this step, the researcher will convey the description result about the students' discourse markers by qualitative narrative.

6. Sixth, this final step is interpreting the information of the data by presenting a list of students' discourse markers knowledge in graph or diagram.[48]

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[48] John W. Creswell. *Research Design.,* p.191.

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

a. The Brief History of STAIN Jurai Siwo Metro

State Islamic College (STAIN) of Jurai Siwo Metro is located in Metro city, Lampung province. It is the only one state Islamic college in this city. As an Islamic college which is one of favorite universities, STAIN Jurai Siwo Metro has vision and missions. Its vision is to create a qualified and competitive Islamic Institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

In the same way, as an Islamic college, STAIN prepares the academic culture not only in developing Islamic religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this college as compared to general universities. To sum up in nutshell, STAIN Jurai Siwo Metro as the Islamic college has an education system which is based on the Islamic values.

STAIN Jurai Siwo Metro was built on April 23 to 25, 1997 based on the Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of STAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Hence, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI

No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, STAIN Jurai Siwo Metro has three faculties namely Syari'ah Faculty, Tarbiya Faculty, and Islamic Announcement and Communication Faculty. Firstly, Syari'a Faculty covers D3 Syari'a Banking (D3 PBS), Bachelor's Degree of Syari'a Banking (S1 PBS), Islamic Economy Study Program (ESy), Islamic Law Department (AHS), and Islamic Economy Law (HEsy). Furthermore, Tarbiya Faculty includes Islamic Elementary School Education Study Program (PGMI), Arabic Education Study Program (PBA), English Education Study Program (PBI), Islamic Education Study Program (PAI), and Islamic Kindergarten Education Study Program (PGRA). At the same time, Islamic Announcement and Communication Faculty covers Islamic Communication and Broadcasting Program (KPI) and Language and Arabic Literature (BSA).

b. The Structural Organization of STAIN Jurai Siwo Metro

The structural organization of STAIN Jurai Siwo Metro in academic year 2015/2016 as follows:

Figure 2:
The organization structure of STAIN Jurai Siwo Metro
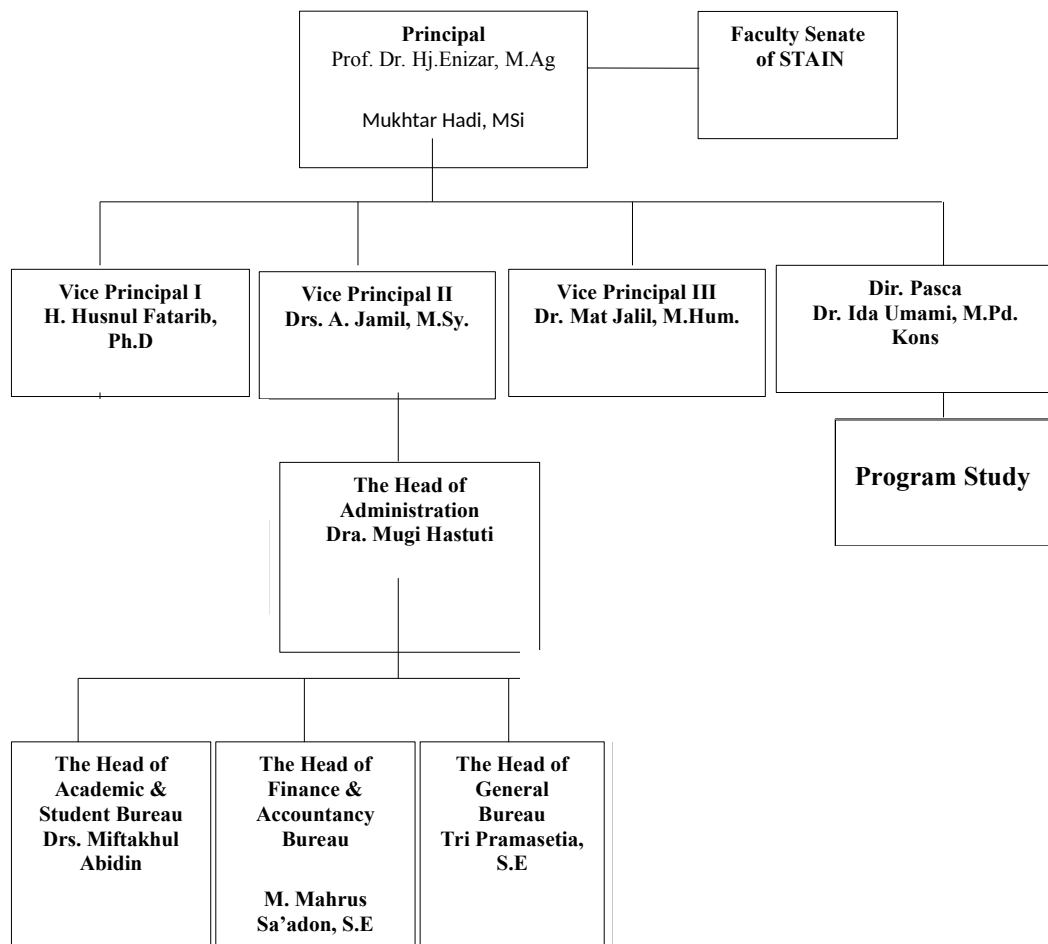
c. The Facilities in STAIN Jurai Siwo Metro

In order to support lecturers and students, there are some facilities in STAIN Jurai Siwo Metro, namely: Lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:
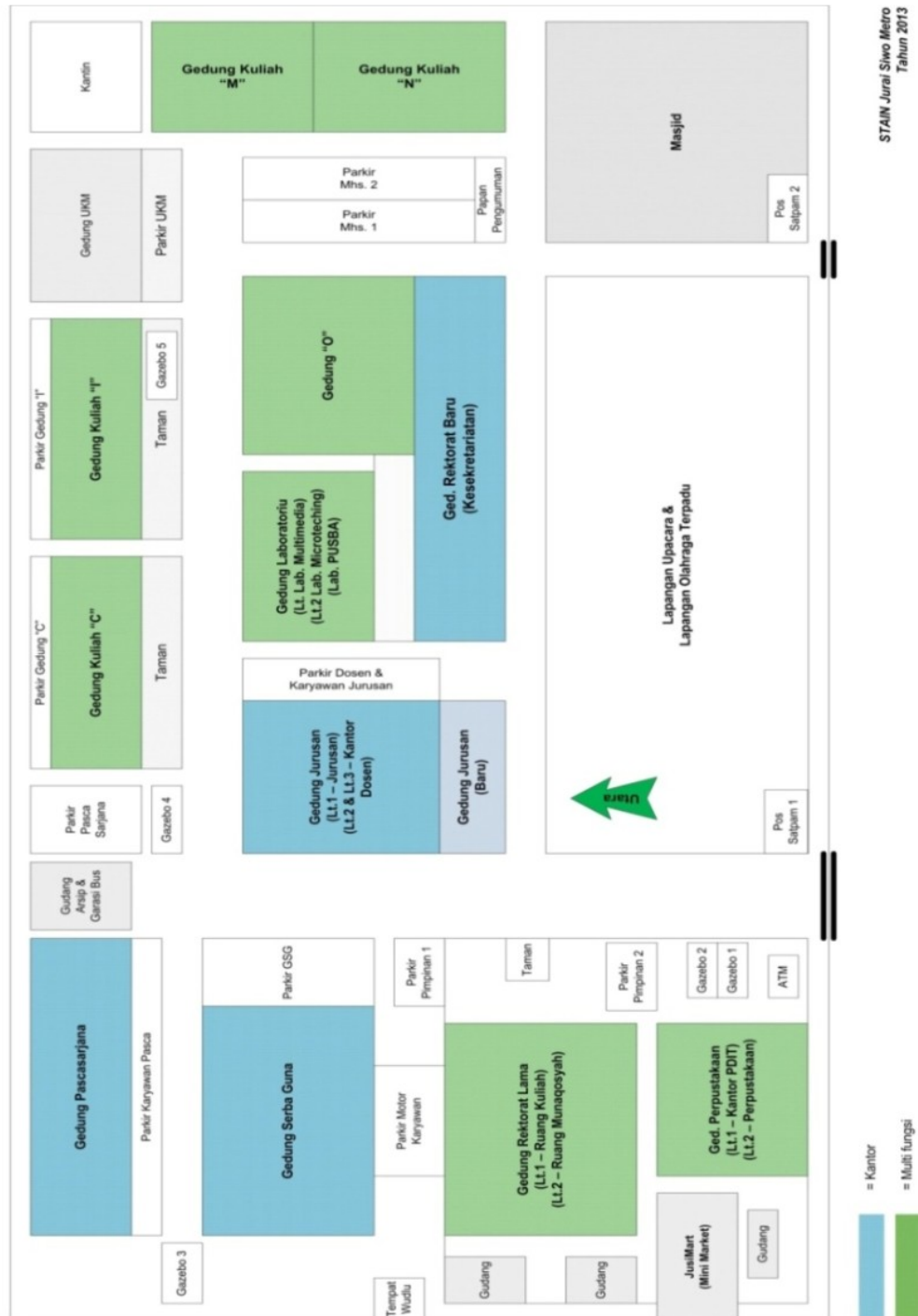
Table 2:

Facilities in STAIN Jurai Siwo Metro

No	Facilities	Total of unit	Large (m^2)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015.

d. The Sketch of Location of STAIN Jurai Siwo Metro

Figure 3:
The Location Sketch of STAIN Jurai Siwo Metro

e. **The Condition of Lecturers and Official Employees**

The whole staff of STAIN Jurai Siwo Metro in academic year 2015/2016 is 203.

Table 3:

The total of lecturers and official employees in STAIN Jurai Siwo Metro

No	STAIN'S OFFICIALS	Total
1	Employee	152
2	Lecturer	32
3	Honorary worker	19
	Total	203

f. **The Students in STAIN Jurai Siwo Metro**

The total of the students in STAIN Jurai Siwo Metro is 6002 students.

Table 4:

The total of students in STAIN Jurai Siwo Metro

No	Academic year	Students
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
	Total of students	6002

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015

2. **The English Education Study Program (TBI)**

English Education Program (TBI) is one of Strata 1 (S1) majors of Tarbiya Faculty in State Islamic College (STAIN) of Jurai Siwo Metro which was established in 2007. Historically, S1 TBI STAIN Jurai Siwo

Metro came from Diploma 3 (D3) English Education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Study Program from the General Director, TBI is located in STAIN Jurai Siwo Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Study Program (TBI) has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some missions, namely:

a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.

b. Building and developing humanist, democratic, and modern academic atmosphere.

c. Growing the professionalism ethic through theoretical knowledge basic mastery.

d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

e. Applying integrated education system which is able to give a significant input for educational development.

In line with the statement above, TBI always tries to develop the quality in teaching and learning process. Indeed, it will create dynamic, opened, and polite relationship among the stakeholders in TBI STAIN. Then the total students from 2011-2015 of TBI are 1059 students.

Table 5:

Total students of TBI 2011-2015

Semester	Total
I	226
III	171
V	250
VII	276
IX	136
Total	**1059**

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015.

Table 6:

Total lecturers of TBI 2011-2015

Lecturer	Total
PNS Lecturer	12
Non PNS Lecturer	14
Total	**26**

Source: Observation of STAIN Jurai Siwo Metro in the Academic Year 2014/2015.

B. General Description of Research Data

Argumentative writing is one of the paragraph writings that presents the debatable premise. It has the function to convince the readers about an arguable main idea and some supporting statements based on the valid evidence in the particular way in order to gain the conclusion. To write this argumentation is needed writing devices to link the idea in the paragraph

in order that obtain the coherent and cohesive writing called as discourse markers.

Furthermore, discourse markers, as the signposts, have the crucial function to connect the idea within the writing. According to Salkie, the types of discourse markers are distinguished into four kinds, as follows addition, opposition, cause, and time. Thus, to create a good argumentative writing, a product like what most excellent writers do, the students must have good ability in using appropriate discourse markers.

In this research, the researcher specifically analyzed the errors of students' discourse markers especially in argumentative writing. As the primary data, they were collected from the students' argumentative writing product of the third semester in TBI STAIN Jurai Siwo Metro which were conducted as writing competition. The data were taken randomly from twenty students of TBI in the third semester. Then, the researcher classified the kinds of errors in using discourse markers in argumentative writing text commonly encountered by the third semester students.

Regrettably, discourse markers are still low comprehended by the students in the third semester of TBI. From the collected data, the researcher found 371 errors of discourse markers which obtained from twenty students' writings which were categorized into four kinds of errors namely additive, opposition, cause, and time discourse markers. The following table illustrated the errors which they make.

Table 7:
The discourse markers errors existing in the argumentative writing students

Participants	Kinds of Errors in Using Discourse Markers in Argumentative Writing				
	Additive	Opposition /Contrary	Cause/Resultative	Time	Total
Student A	3	8	10	-	21
Student B	5	11	3	-	19
Student C	5	6	5	2	18
Student D	6	4	6	1	17
Student E	7	4	5	2	18
Student F	7	5	5	2	19
Student G	2	7	5	5	19
Student H	7	5	4	3	19
Student I	6	8	5	1	20
Student J	6	6	3	3	18
Student K	4	9	4	4	21
Student L	4	11	2	1	18
Student M	7	8	4	3	22
Student N	4	6	-	3	13
Student O	6	7	4	2	19
Student P	2	7	5	1	15
Student Q	5	14	1	1	21
Student R	6	10	3	1	20
Student S	3	6	3	1	13
Student T	9	6	4	2	21
Total	**104**	**148**	**81**	**38**	**371**
Percentage	**28%**	**40%**	**22%**	**10%**	

Based on the table above, it can be said that there are some discourse markers errors generally found in the argumentative writing students. In addition, the followings are the descriptions:

1. **Additive**

Additive discourse markers are used to link the same additional idea of what has preceded, for instance, *moreover, furthermore, in addition, likewise, at the same time, and,similarly, and so forth.* The total of the use of additive discourse markers are 104 errors which were made by twenty students. The illustrations of the errors were as followed:

a. Student A

> *"It is hardly surprising, hence, that young people are willing to let their families support them until the age of 21 or 22. **In consequence, millions of new jobs have been created in knowledge industries, and these jobs are typically open only to university graduates.**" (#Task 1, paragraph 2)*

Based on the argumentative writing text performance of student A, it could be inferred that the word "*In consequence*" is not appropriate to be used in the second sentence because it expresses the cause discourse marker. Whereas, to make the first sentence coherent, they need the additive discourse marker. Thus, it should be changed to "*at the same time or in addition*"

b. Student B

> *"There are several reasons why young people today believe they have the right to a university education.First, growing prosperity in many parts of the world has increased the number of families with money to invest in their children's future. **Therefore**, falling birthrates mean that one- or two-child families have become common, increasing the level of investment in each child."(Task 1, paragraph 2)*

From the writing above, there is an unsuitable use discourse marker, namely *"therefore"*. It states wrong because it points out as

the cause discourse marker. Indeed, the appropriate discourse marker which needed was *furthermore* as the additive discourse marker.

c. Student C

*"The idea of attending the play at Gallaudet is nice. **Moreover**, the Theoretical Issues in Sign Language Research conference is scheduled at the same time."(#Task 2, no 5)*

In this term, the student C is asked to determine whether it is true or false of the italic discourse marker. Then, student C answers that it is true in this question. In fact, the use of *moreover* in the sentence is false. It should be replaced to *however*.

d. Student D

*"Writing an essay can be challenging. **In addition**, there are techniques that can make the process a little easier. (#Task 3, no 5)*

In this section, the student is asked to make correction to the italic discourse marker. Then, student D replaced *in addition* to *moreover*. Two of them are incorrect because they are additive discourse markers. The best answer is *hence* or *therefore* to show the cause of discourse marker based on the content of the sentence.

e. Student E

*"Alexander Graham Bell believed in oral education for deaf children. **Furthermore** Edward Minor Gallaudet who believed in using American Sign Language to educate deaf children. (# Task 2, no 1)*

From the writing above, it is not correct for the student E to answer true for the italic word. It is clear that it is comparative opinion between the first and the second sentences. Hence, his best answer is

false and it should be replaced by *in contrast to* as the opposition discourse marker.

2. Opposition / Contrary

This type shows the opposite discourse markers which connect the idea in the text based on the context precisely. The kinds of opposition discourse markers are *nevertheless, though, in spite of, notwithstanding, but, conversely and so forth*. Here are the list of errors of using discourse markers in argumentative writing text:

a. Student F

> "Sharon and Megan enjoyed the Loch Ness Monster ride, **in consequence,** Amber thought that Alpengist was faster and had more twists." (Task 2, no 10)

From the text above, student C made error in determining the true or false discourse marker. The answer is false not vice versa. The word *in consequence* was not true because it doesn't show the resultative statement from the previous sentence. Conversely, the opposition discourse marker, *but*, was needed to make the sentence correct.

b. Student G

> "In 1903, William E. Hoy, a deaf baseball player, caught a fly ball in the ninth inning in spite of heavy fog. **Nevertheless,** Los Angles won the pennant for that year." (Task 2, no 2)

Student G answered true for the discourse marker. In fact, the answer is false because the word *nevertheless* is categorized as the

opposition discourse marker. Meanwhile, the appropriate answer is the cause discourse marker, for instance *in consequence*.

c. Student H

"People use 43 muscles when they frown; **however,** *they use only 28 muscles when they smile." (Task 2, no 3)*

From the sentence above, it can be inferred that the student H answered false to the italic discourse marker. The word *however* is true because it shows the opposition discourse marker. Thus, it is not necessary to the student to replace it.

d. Student I

"In some advanced countries, it is not unusual for more than 50% of young adults to attend college or university. Critics, **and,** *claim that many university courses are worthless and young people would be better off gaining skills in the workplace. (# Task1, paragraph 1)*

Based on the text above, the bold word *"and"* was false. It should be replaced by *however* in order to make the sentences coherent.

e. Student J

"Sharon has not visited the Land of the Dragons, **notwithstanding,** *if she had had a kid, she would have gone by now. (#Task 3, no 2)*

From the text above, it is clear that the student J has made error for replacing the discourse marker. It should be replaced with *instead*. The suitable answer is *yet* as the opposition discourse marker.

3. Cause / Resultative

Resultative discourse markers tell about an expression of the result or consequence of what has preceded. Those can be illustrated like, *as a result, consequently, hence, therefore, in consequence and as a consequence.* Here are the list of errors of using discourse markers:

a. Student K

> *"There were a lot of problems discussed at the meeting. **therefore,** after a few hours, we were able to prioritize the problems in the order we want to solve the problems." (#Task 2, no 8)*

From the answer above, there was incorrect discourse marker used. The word *therefore* should be replaced by *finally* as the time discourse marker in order to link the idea from the previous statement precisely.

b. Student L

> *"First, growing prosperity in many parts of the world has increased the number of families with money to invest in their children's future. Moreover, falling birthrates mean that one- or two-child families have become common, increasing the level of investment in each child. It is hardly surprising, **however,** that young people are willing to let their families support them until the age of 21 or 22.(# Task1, paragraph 2)*

In this term, student L made error in using *however* as the opposition discourse marker. It should be replaced by *therefore* as the cause discourse marker.

c. Student M

*"They earn much money by themselves, **likewise** they needn't steal things from shops." (#Task 3, no1)*

From the text above, the student M made correction incorrectly by answering *like as* to replace the word *likewise*. Indeed, the best discourse marker is *hence* or *in consequence* in line with the cause discourse marker.

4. Time / Enumeration

It introduces something sequentially in which actions or processes take place. They are *firstly, second, next, then,in conclusion, while, finally and lastly.* Some students made errors in using this type on their writing, as follows:

a. Student O

*"There are many benefits to exercising. **Instead,** you must take some precautions to avoid injury.(#Task 3, no 9)*

Based on the sentence above where the student was asked to make correction, finally, the student O corrected the word *instead* to *in conclusion*. The word itself is not correct because the sentence doesn't mean to make the conclusion. As the result, the appropriate discourse marker is *however*.

b. Student P

*"There are several reasons why young people today believe they have the right to a university education. **Therefore**, growing prosperity in many parts of the world has increased the number*

of families with money to invest in their children's future. (#Task 1, paragraph 1)

From the text above, it can be inferred that there is an unsuitable discourse marker namely *therefore*. The word itself should be changed to *firstly* to point out the previous sentence sequentially.

c. Student T

*"**Therefore**, while it can be argued that too much emphasis is placed on a university education, my own opinion is that the university years are a crucial time for personal development. If people enter the workplace aged 18, their future options may be severely restricted. Attending university allows them time to learn more about themselves and make a more appropriate choice of career. (#Task 1, paragraph 4)*

Because the paragraph four is the last paragraph, the discourse marker which should be used is time discourse marker like *in conclusion* in order to conclude the supporting statements previously. Yet, the student T encounters difficulties to comprehend discourse marker and answers *therefore* at the last conclusion.

In the same way, the researcher conducted an interview for twenty students by giving them eight questions related to the argumentative writing and discourse markers comprehension. Here are the result of students' interview.

Questions :

1. What do you know about argumentative writing?

   Answer:

   Std. A : *Argumentative writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.*

   Std. B : *Argumentative writing is a text that make for show our opinion by using a negative and positive statement.*

   Std. C : *Argumentative writing is one of the text in writing in which you agree or disagree with an issue, using reasons to support your opinion.*

   Std. D : *Argumentative writing is a writing that is purposed to share our argument or opinion.*

   Std. E : *Argumentative writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.*

   Std. F : *Argumentative writing is an essay to present our argument about the issue or fenomenons surroundings.*

   Sdt. G : *Argumentative writing is a text that tells about pros and cons statements.*

   Std. H : *Argumentative writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.*

   Std. I : *Argumentative writing is a text that consists of agreement and disagreement statements.*

   Std. J : *Argumentative writing is a text tells about the arguable statement which is supported by the pros and cons statements.*

   Std. K : *Argumentative writing is a text discusses about agreement and disagreement statement which drawn by conclusion in the last paragraph.*

   Std. L : *Argumentative writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.*

   Std. M : *Argumentative writing is a text consists of title, supporting statements about an issue and conclusion.*

   Std. N : *Argumentative writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.*

Std. O   : Argumentative writing is a text that tells about pros and cons statements.

Std. P   : Argumentative writing is a text that make for show our opinion by using a negative and positive statement.

Std. Q   : Argumentative writing is the text which present some arguments about the issue appearing in surrounding.

Std. R   : Argumentative writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.

Std. S   : Argumentative writing is an essay to present our argument about the issue or fenomenons surroundings.

Std. T   : Argumentative writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.

Terminologically, based on the result above, twenty students know about the definition of argumentative writing precisely.

2. What are the main problems encountered in making an argumentative writing?

Answer:

Std. A   :poor in vocabulary and there is no idea.

Std. B   :the problem is finding some fact that is can help our opinion.

Std. C   :In my opinion, the main problem in making an argumentative writing is looking for the data to support an opinion which is given.

Std. D   :the main problem is we usually find difficult to give argument or opinion based on the topic which is given.

Std. E   :Less of vocabulary and there is no idea to write.

Std.F   :The student is difficult to understand what is argumentative and feel difficult to organize the idea.

Std. G   :Lack of vocabularies, lack of building idea, lack of writing experience and I am difficult to draw conclusion of the statements.

Std. H   : Poor in vocabulary and there is no idea.
Std. I   : Vocabulary and agreement and disagreement idea.
Std. J   :Vocabulary and I find difficult to arrange the sentence and idea.
Std. K   :Vocabulary, idea and less of writing performance.
Std. L   :Less vocabulary and the difficulties remember some types of discourse markers.
Std. M :Vocabulary and idea.
Std. N :Less of vocabularies, less of building pros and cons statements, and I am difficult to conclude the paragraph.
Std. O   : Lack of vocabularies, lack of building idea, lack of writing experience and I am difficult to draw conclusion of the statements.
Std. P   : The problems are vocabulary and no idea.
Std. Q   : In my opinion, there are some problems in writing argumentative writing are I face the difficulties in organizing the idea on my mind, find difficulties in arrange the words because of the limit of vocabulary, and I less interested in writing argumentative writing because it is hard to me.
Std. R   : Poor in vocabulary and there is no idea.
Std. S   :The student is difficult to understand what is argumentative itself and feel difficult to organize the idea.
Std. T   :Poor in vocabulary and there is no idea.

Based on the question above, one student writes that she encounteres difficulties in finding some facts to help the opinion, in addition, one student says that she is difficult to understand what the argumentative is. In addition, there are two students who argue that the main problem is looking for the data to support an opinion which is given. Then, sixteen from twenty students answer the main problem encountered in making an argumentative writing are lack of vocabulary and idea to organize the paragraph.

3. When the lecturer was lecturing, does the lecturer use discourse markers in teaching writing ?

Answer:

Std. A   : Yes of course.
Std. B   : Yes, she does.
Std. C   : Yes, she/he does.
Std. D   : Yes, she/he does.
Std. E   : Yes of course.
Std. F   : Yes, she does.
Std. G   : Yes, she/he does.
Std. H   : Yes of course.
Std. I   : Yes.
Std. J   : Yes.
Std. K   : Yes of course.
Std. L   : Not yet.
Std. M   : Yes, she/he does.
Std. N   : Sometimes.
Std. O   : Yes, she/he does.
Std. P   : Yes, she does.
Std. Q   : Yes of course.
Std. R   : Yes of course.
Std. S   : Yes, she does.
Std. T   : Yes of course.

From the collected data above, eighteen from twenty students answer that the lecturer uses discourse markers in writing class. Whereas, there are two students who have different statements.

4. What do you know about discourse markers?

Answer:

Std. A   : DM is conjunction.
Std. B   : discourse marker is some conjunction which used to connect with other sentence.
Std. C   : in my opinion, discourse marker is the transition word connecting one sentence to another sentence so that can make between one sentence to another sentence become coherent.

Std. D : *discourse marker is words that is used to connect one sentence to another in order to make a good paragraph.*

Std. E :*conjunction.*

Std. F :*discourse marker is conjunction to connect one sentence to the other sentences.*

Std. G : *it is also called conjunction in grammar.*

Std. H : *conjunction.*

Std. I : *conjunction.*

Std. J : *Chronological Order*

Std. K : *Transition words*

Std. L : *in grammar, it is called conjunction.*

Std. M : *Chronological Order*

Std. N : *conjunction.*

Std. O : *it is also called conjunction in grammar.*

Std. P : *conjunction.*

Std. Q :*discourse marker is like conjunction or subordinate conjunction.*

Std. R : *conjunction.*

Std. S : *discourse marker is conjunction to connect one sentence to the other sentences.*

Std. T : *conjunction.*

Theoretically, all of students understand about discourse markers and another technical term of discourse marker which have the function to connect one sentence to the other sentences.

5. Do you find the difficulties in using discourse markers in writing argumentative writing? If so, give the reasons!

Answer:

Std. A :*Yes, because I have not known the types of discourse markers.*

Std. B : *Yes, I do. Because I think still difficult for choose the discourse markers which is suitable for connecting the sentence.*

Std. C : *Yes, I do. I have lack of understanding in using discourse markers.*

Std. D : *Yes, I do. Sometime, I find difficult using discourse markers because I just know little.*

Std. E : *I don't know the types and the meaning.*

Std. F : *Yes, I do. I cannot understand and comprehend discourse markers. Therefore I face difficulties when I have to use them in argumentative text.*

Std. G : *Of course. Because I am difficult to decide which the appropriate discourse markers that must be used in writing. then, because there are many kinds of them that I haven't known the meaning too.*

Std. H : *Yes. Because I have not known the meaning and the types of DM.*

Std. I : *Yes of course. Because there are many kinds of discourse markers and I don't know the meaning.*

Std. J : *Yes. I don't know the use of discourse markers one by one because there are so many types of them.*

Std. K : *Yes. I don't know the kinds of DM and the meaning too. So, I cannot use them appropriately in writing.*

Std. L : *Yes. Because less understanding about the meaning of some discourse markers.*

Std. M : *Yes. Because I don't know the types of discourse markers and the meaning and the use of them appropriately in paragraph.*

Std. N : *Yes of course. There are many types of discourse markers. All of them make me confused because I don't know the meaning.*

Std. O : *Of course. Because I am difficult to decide which the appropriate discourse markers that must be used in writing. then, because there are many kinds of them that I haven't known the meaning too.*

Std. P : *Yes. Because I don't know the types and the meaning.*

Std. Q : *Yes, I do. Because when I am using discourse markers, I wonder whether the discourse markers used by me is appropriate or not.*

Std. R : *yes. Because I haven't known the types of discourse markers.*

Std. S : *Yes, I do. I cannot understand and comprehend discourse markers. Therefore I face difficulties when I have to use them in argumentative text.*

Std. T : *yes. Because I haven't known the types of discourse markers.*

All of students say they find difficulties in using discourse markers in writing. Furthermore, the average difficulties which are encountered by the students are the

unknown about the types of discourse markers, the meaning and the use of them in writing especially in argumentative writing.

6. Which one the most difficult discourse markers use in writing argumentative paragraph? why?

Answer:

Std. A : *nevertheless, nevermore. Because I have not known how to make the sentences.*

Std. B : *Hence. Because I still confuse for using that discourse markers and I don't know what the meaning of "hence".*

Std. C : *Moreover and in addition. Because both of them is the transition word connecting one sentence to another sentence with the same function.*

Std. D : *besides, beside that, and in one hand and in one line. They have the same meaning and usually I find hard to differ them.*

Std. E : *Hence and neverthelss. Because I don't know the meaning of this words.*

Std. F : *Hence. Because I cannot understand what the function of hence and how to use it.*

Std. G : *Hence, nevertheless, despite, likewise, furthermore and etc. Because I don't know the meaning.*

Std. H : *Nevertheless, hence, however, as if, likewise. Because I have not known how to use them in sentence.*

Std. I : *therefore, furthermore, nevertheless and despite.*

Std. J : *meanwhile, hence, yet. Because I don't know how to use them in writing.*

Std. K : *hence, nevertheless, likewise. I don't know the use of them and the meaning.*

Std. L : *Meanwhile. Because I still confuse about the meaning sometime.*

Std. M : *Hence and likewise.*

Std. N : *likewise, whereas, hence, meanwhile. Because I don't know the use of them and the meaning too.*

Std. O : *Hence, nevertheless, despite, likewise, furthermore and etc. Because I don't know the meaning.*

Std. P : *Hence and neverthelss. Because I don't know the meaning of this words.*

Std. Q : I face the difficulties when I should use "hence and whereas". If I use whereas, I have no idea to use it. for example: I get difficulties to use whereas, because I know the other discourse marker which has same purpose like "meanwhile".

Std. R : nevertheless, nevermore. Because I have not known how to make the sentences.

Std. S : Hence. Because I cannot understand what the function of hence and how to use it.

Std. T : nevertheless, nevermore. Because I have not known how to make the sentences.

Most of students argue the most difficult discourse markers usage in argumentative writing are "*hence* and *nevertheless*". Two of them are caused because they don't comprehend the meaning and the use of them in writing appropriately.

7. Where do you learn discourse markers?

Answer:

Std.A : In the school.
Std. B : In writing 2, in second semester.
Std. C : Campuss.
Std.D : In campuss.
Std. E : In the class.
Std. F : In my beloved campuss.
Std. G : Campuss.
Std. H : In the class.
Std. I : Campuss.
Std. J : Campuss.
Std. K : Campuss.
Std. L : In the class.
Std. M : In writing class.
Std. N : Campuss.
Std. O : Campuss.
Std. P : Campuss.
Std. Q : In campuss.
Std. R : In the school.
Std. S : In my beloved campuss.
Std. T : In the school.

Most of students state that they learn discourse markers in campuss. It points out that discourse markers are not the new thing to be taught in teaching writing.

8. If you get difficulties in comprehending discourse marker, how do you solve it?

Answer:

Std. A : *Study more about discourse markers or I have to explain more about it.*

Std. B : *I will try to learn and use discourse marker with knowing the meaning, so, I can imply discourse markers in my writing.*

Std. C : *I will ask someone who is expert in this material and I will search the sources which is believable.*

Std. D : *I ask my senior and even my lecturer to solve my problem about understanding discourse markers.*

Std. E : *I use the discourse markers that I know. And then I search in dictionary.*

Std. F : *I will ask to my lecturer more about discourse markers.*

Std. G : *I ask to my friends who know the meaning or I open dictionary.*

Std. H : *study more about DM if I have difficulties. I ask my lecturer to explain more about it.*

Std. I : *I ask to my smart friend or open dictionary.*

Std. J : *I ask to my lecturer or my friends.*

Std. K : *I open dictionary.*

Std. L : *I will add my vocabularies especially about DM and apply it in writing class especially in argumentative writing.*

Std. M : *I open dictionary.*

Std. N : *I open dictionary or ask to my lecturer.*

Std. O : *I ask to my friends who know the meaning or I open dictionary.*

Std. P : *I open dictionary.*

Std. Q : *firstly, I find it meaning in dictionary to make sure the appropriate DM that I want to use.*

Std. R : *Study more about discourse markers of I have to explain more about it.*

Std. S : *I will ask to the lecturer more about DM.*

Std. T   : Study more about discourse markers of I have to explain more about it.

There are various answer of the solution in comprehending discourse markers. Yet, nearly do students solve the difficulties by asking the lecturer or their friend who know and open dictionary to add their knowledge and to know the meaning as well.

Based on the gained data above, those can be inferred that most of students have comprehended the definition of argumentative writing and discourse markers theoretically.

Yet, lack of writing performance by using discourse markers influence their comprehension about them in writing let alone the types of discourse markers are not few. To illustrate this point, the researcher found 371 errors of discourse markers which are obtained from twenty students' writings and the highest type of the error was in oppositional discourse markers.

Though writing lecturer uses discourse markers in teaching them in writing class, they still find difficulties in comprehending the use of discourse markers in argumentative writing especially in writing performance. Hence, they have the solution to solve their problem as follows by asking to their lecturer or friend, and opening the dictionary to know the meaning of discourse markers in

order to get the new knowledge especially to the use of each types of discourse markers.

To sum up in a nutshell, the researcher proposes for the students to read other references related to the discourse markers books, for instance, David Nunan's book entitled *Introducing Discourse Analysis*, Halliday's book *"Cohesion in English",* and Raphael Salkie *"Text and Discourse Analysis"* which point out the types of discourse markers. In addition, as the comparison, the students are expected can enrich their comprehension by reading Douglas Brown's book entitled *Teaching by Principles: An Interactive Approach to Language Pedagogy* which state the types of discourse markers completely among others.

C. Discussion

This research was conducted in the third semester of TBI of the State Islamic College Jurai Siwo Metro in academic 2015/2016, it means that the result of this research was definite and limited only on these participant in that place and time. In other words, the result might be different when it was conducted in the different place, time and participant even though it had the same matter.

Based on interview data with the third semester students In state Islamic College Jurai Siwo Metro, the writing lecturer has taught

discourse markers in teaching writing including argumentative text. Yet, the students still find difficulties in comprehending the use of discourse markers types let alone in writing performance. Those can be seen by means of chart below:

Figure 4:
The Kinds of Errors in Using Discourse Markers in Argumentative Writing in the third semester students of TBI of the STAIN Metro.
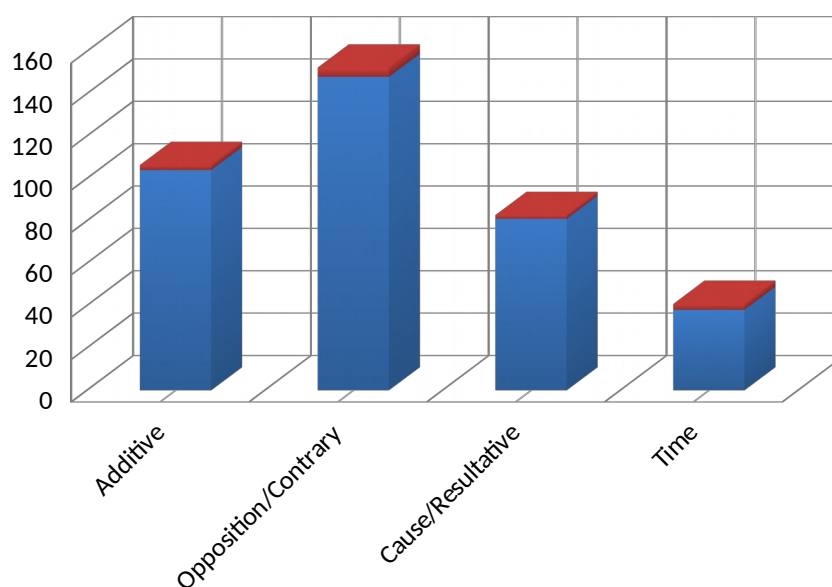

Based on the chart above, it can be sketched the conclusion that there are several errors in the students' argumentative writing by using discourse markers. The errors were 38 items of time connections, 81 items of cause or resultative connections, 104 items of additive connections, and the most discourse markers errors found in students' argumentative writing of the STAIN Metro were 148 items of opposition or contrary discourse markers and the percentage of the errors found can be identified in the pie diagram below:

The Kinds of Errors in Using Discourse Markers in Argumentative Writing
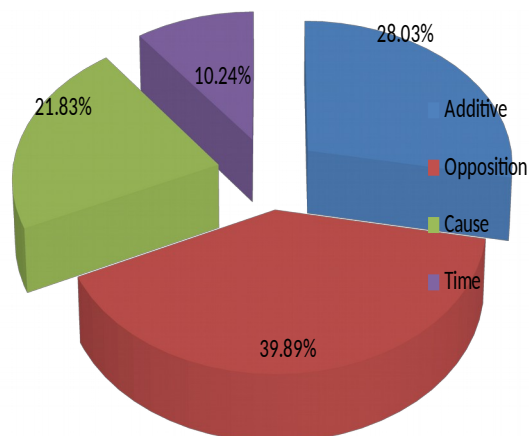
The diagram pie above points out that there are several errors of using discourse markers in argumentative writing made by the students. The errors were 10% of time discourse markers, 22% of cause or resultative discourse markers, 28% of additive discourse markers, and the largest percentage of the use discourse markers found in students' argumentative writing of the STAIN Metro were 40% of the opposition or contrary discourse markers.

Hence, because of the errors data which made by the third semester students above, it can be assumed that the students are expected to increase their knowledge about the types of usage of discourse markers in argumentative writing in order to avoid the errors in writing performance.

D. The Implication to the Teaching of Writing

Theoretically, discourse markers are used to link one idea to others in a discourse, for instance, in an argumentative text. Whereas, practically, the use of discourse markers in an argumentative text performance is not easy. It can be illustrated by the 371 errors of discourse markers that obtained from twenty students' argumentative writing.

Referring to the interview result, the students who encounter the difficulties in using discourse markers in argumentative writing ask the writing lecturer to elaborate the use of them correctly. It points out that the lecturer should elaborate the kinds of usage of discourse markers clearly in teaching writing process.

According to Whong, to develop the students' comprehension about discourse markers, the lecturer should decide some value in trying to characterise the language into neat sets of forms with clear and simple rules in teaching discourse markers. Furthermore, the lecturer may use native language which is relevant to the foreign language development. It can be done by means of presenting students simplified texts especially of writing textbooks.[49]

Besides, to teach the example of discourse markers, the lecturer may introduce the distinction of each types of discourse markers through giving contrasting examples of four kinds of discourse markers. In order to reinforce the comprehension about each type of discourse markers, the

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[49] Melinda Whong, *Language Teaching: Linguistic Theory in Practice,* (Edinburgh: Edinburgh University Press Ltd, 2011) p. 16.

students should be encouraged to practise by manipulating one form to others through some exercises. Then, they are asked to discriminate the contrasting forms based on the use of each types of discourse markers especially in argumentative writing performance.[50]

In summary, the lecturer, along with the students, cooperates to solve the problems in comprehending discourse markers in writing performance. The lecturer is expected to use the appropriate approaches and ways in helping them to increase their comprehension about discourse markers. Conversely, it is recommended that the students should study harder about the use of each types in argumentative writing and practice making sentence or paragraph as many as possible based on the each types of them.

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[50] *Ibid.* p.17

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher is eagerly going to deduce this research that some kinds of errors are still found in using discourse markers in argumentative writing text by the third semester students at the English Department of STAIN Jurai Siwo Metro. The kinds of errors in using discourse markers in argumentative writing were 38 items of time discourse markers, 81 items of cause or resultative discourse markers, 104 items of additive discourse markers, and the highest discourse markers errors found were 148 items of opposition or contrary discourse markers.

Hence, the researcher assumes that most of the third semester students at the English Education Study Program in STAIN Jurai Siwo Metro have lack of understanding in using discourse markers, especially in writing performance. It has been illustrated by the total of the kinds of errors encountered by the students through the previous table and diagram for the percentage of the errors as well.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

1. For the students

   The students who have lack of understanding discourse markers are supposed to enrich not only their writing comprehension in using discourse markers but also writing performance in order to avoid the writing errors particularly of using each type of discourse markers in writing. Meanwhile, the students who are good at writing especially in using discourse markers in argumentative text are expected to maintain their comprehension.

2. For the lecturer

   The lecturer should give a clear elaboration about argumentative writing and the usage of each type of discourse markers deeply in lecturing process in order to reduce students' unknown about the use of discourse markers in argumentative writing.

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CURRICULUM VITAE

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Since she has been crazy about English, as a result, she pursued her Bachelor of English of STAIN Metro in academic year 2012/2013 up to now. Being an English student of STAIN Metro, she joined in internal organization (JSEC). In addition, she ever has been an assistant of English teacher in Senior High School 1 Metro for three months. Furthermore, she now is the English tutor of an English Course "EUREKA ENGLISH CENTRE" and she eagerly hopes that someday she can continue her study to master of degree.