

Discourse Markers In A Vlog Video By *Bnay* Youtube Channel

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Abstrak

Proses pembelajaran Bahasa Inggris pembelajar EFL sering dinilai melalui kinerja mereka dalam menggunakan bahasa, terutama kinerja berbicara. Penelitian ini membahas tentang penggunaan penanda wacana dalam acara informal yang mungkin dapat membantu dalam meningkatkan kefasihan berbicara pembelajar EFL. Penelitian ini mengungkap jenis dan fungsi penanda wacana yang digunakan dalam video vlog oleh BNay Channel. Dalam penelitian ini penulis menggabungkan teori Biber et al (1999) dalam mengklasifikasikan jenis penanda wacana dan teori Castro (2009) untuk mendefinisikan fungsi penanda wacana. Untuk mendapatkan data, peneliti menggunakan pendekatan kualitatif. Dari penelitian yang dilakukan, penulis menemukan sepuluh jenis penanda wacana yang digunakan oleh pembicara. Setelah menganalisis data lebih lanjut, penulis menemukan bahwa penanda wacana yang digunakan oleh pembicara memiliki fungsi tekstual dan interpersonal yang kemudian akan dibagi menjadi beberapa sub-fungsi lebih lanjut. Penelitian ini menunjukkan bahwa fungsi dominan penanda wacana yang ditampilkan dalam data adalah penanda respon atau sinyal alur balik yang membantu pembicara mengekspresikan reaksi terhadap wacana sebelumnya termasuk sinyal alur balik pemahaman dan perhatian lanjutan sementara pembicara lain sedang mendapatkan gilirannya.

Kata Kunci: penanda wacana, fungsi, tipe, ucapan

Abstract

English learning process of EFL learners is often evaluated through their performance in using the language, especially their speaking performance. This research concern about the use of discourse markers in informal occasion which may be a great help to improve speaking fluency of EFL. This research revealed the types and functions of discourse markers used in vlog video by BNay Channel. To conduct this research, the researcher relied on Biber et al (1999) theory in classifying the types of discourse markers and Castro (2009) theory for defining the function of the discourse markers. To get the data, the researcher applied qualitative approach. From this research, the writer found ten types of discourse markers applied by the speakers in their speech. After further analyzing the data, the writer found that the discourse markers used by the speaker served both textual and interpersonal functions divided into several sub-functions. This research showed that the dominant function of discourse markers shown in the data is response or reaction markers and back-channel signals which helps the speaker express a response or reaction to the previous discourse including back-channel signals of understanding and continued attention while other speaker is having his/her turn.

Keywords: discourse markers, function, type, utterance

INTRODUCTION

In daily interaction, people need language to communicate between one another. Yule (1996) as cited in Hasniar (2017) states that language is a tool to convey factual or prepositional information meaning that through language people can talk with others, express their desires, feelings, and ideas. Language has many components of language, namely phonemes, morphemes, lexemes, syntax, and context. Together with grammar, semantic, and pragmatic, these components will work together to strive in creating

meaningful communication between individuals. Part of pragmatic study which is inseparable from the use of language to communicate is the study of discourse markers.

Discourse markers is an inseparable element of communication. Choxter and Michael McCarthy in Hamli (2016) states that discourse markers can be described as a word or a phrase outside the clause structure that function to connect segments of discourse to one another in ways which reflects choices of monitoring, organization and management exercised by speaker. In other word, individual use discourse markers

in their language use to connect, manage and organize what they write or say.

Schiffrin (1987) declares that discourse markers is a part of more general analysis of discourse, coherence-how speaker and hearer mutually integrate forms, meaning, and actions to make overall sense to what is uttered. In this context, discourse markers have a part in making the text or speech cohesive and coherence. Furthermore, according to Schiffrin (1987); discourse markers is used substantially in daily social interaction. Accordingly, the use of discourse markers by the writer or speaker will make the texts appropriately construct. Furthermore, to express the utterance, discourse markers also needed to make it meaningful (Hamli, 2016). From these ideas presented before, the writer considered that it is necessary to study the use of discourse markers since it is served as important part of language use. Aside from that, the knowledge of discourse markers is also useful for English learner or English practitioner in order to get better understanding about the language used by the speaker or writer, because in that case they will know more how the coherence, cohesion and structure of the said discourse.

In this research, the writer interested to explore the use of discourse markers in a vlog video which can be categorized as spoken discourse in informal event. Some of the studies on discourse markers conducted before focuses on DMs occurrences in a formal or academic situations such as in a class by teachers or students. Furthermore, the researcher further studies the use of discourse markers in movies and other formal speeches. A study conducted by Patriana, Rachmajanti, & Mukminatien (2016) explains that students have started to put their attention to discourse markers, however, they are facing a problem on how to use these discourse markers properly in their communication. Sankoff et al. in Subekti & Santy (2019) mentioned that discourse markers are often not included in traditional classes. Larsen (2017) states that the awareness of discourse markers for many teachers, students, and material writers is often either absent or extremely patchy. Nonetheless, Sankoff et al (1997) mentioned that it is easier for the English learners to acquire DMs through communicating with native speakers. From these previous studies the researcher thus interested on the use of discourse markers on informal occasion such as the use of discourse markers in vlog video. This approach also coincides with one of Larsen (2017) suggestion in which the use of video data as the main source of learning.

The development of various social media on the internet grants us as the users to use the internet to actively learning a lot of new things, such as language learning. Many videos encompass a person talking to the camera regarding various topics of interest. They usually shared their experience and opinion ranging from their personal life to a wider topic. Larsen (2016) therefore suggests that learners could watch and analyze the videos for frequency of discourse markers in English and the phonetic, temporal, and sequential characteristics of common discourse markers.

This research attempted to analyze the types of discourse markers which occurs in one of BNay Channel vlog video and how they function in their respective discourse.

DISCOURSE MARKERS

Discourse markers, collectively called as DMs, are words or phrases functioning within the linguistic system to enact the relation between topics or grammatical unit in discourse (Hellerman & Vergun: 2007), such as so, well, and then. Additionally, as Kummala (2016) states, discourse markers serve as pragmatic functions, meaning the speaker uses discourse markers to comment on the state of understanding of the information to be expressed using phrases such as you know and I mean. From this, discourse markers can be understood as lexical item serving textual, pragmatic and interactional purpose (Kummala:2016).

Discourse markers are grammatical/ functioning words. Unlike content words, they do not bring meaning on their own nor change the meaning of a sentence. They implement grammatical functions by linking ideas in a piece of writing. Most discourse markers signal the listener/reader of continuity in text or the relationship between the preceding and following text. Without sufficient discourse markers, a text would not seem logically constructed and the connection between the different sentences and paragraphs would not be obvious.

Discourse markers are the fourth and the final type of pragmatic markers in which it does not contribute to the representative sentence meaning but only to the procedural meaning which is contrast to the other pragmatic markers. They provide instruction on how people interpret the utterance to which the DMs is attached to. Discourse markers, as a whole, has certain characteristics to distinguish which include connectivity, multifunctionality, optionality, non-truth conditionality, weak clause association, initiality, orality

and multi-categoriality (Schourup, 1999 in Hasniar, 2017).

TYPES OF DISCOURSE MARKERS

Various research has been taken in an attempt to make further study of discourse markers including on how to classify discourse markers. Biber et al. (1999) classification is selected as it proves to be typical and more comprehensive. The types of DMs they offer are as following.

a) Interjections

Interjections is the most common type of discourse markers as it has been described in most grammar books. Pradana (2015) states that interjections are words or set of sounds used as a sudden remark to express feelings. According to Leech and Svartvik in Pradana (2015) there are several common English interjections which are used to express emotion:

- Oh!! Surprise: (oh what a beautiful present!)
- Ah!! Satisfaction, recognition: (Ah that's just what I want)
- Wow!! Great surprise: (wow what a fantastic goal!)
- Ouch!!: (Ouch, my foot)
- Ow!!: (Ow what hurt)
- Aha!! Jubilant, satisfaction, recognition: (Aha these books are exactly what I was looking for)
- Yippee!!: excitement, delight: (yippee! This is fun)

b) Greetings and Farewell Expressions

Greetings and Farewell appear in special discourse situation and constitute conventionalized responses to these situations (Hasniar, 2017). Despite their phatic use, these markers can be used as an instrument to maintain link among individuals.

Essentially, greeting can vary in formality, *hi* and *hello* are used in informal situations. They are less formal than “**good**” form: **good morning**, **good afternoon**, and **good evening** (Biber et al. 1999).

c) Linking Adverbials

Linking adverbials are word or phrases used to indicate the connection between an utterance and prior discourse as stated by Levinson in Hasniar (2017). The linking

adverbials discourse markers include the initial position of **therefore**, **in conclusion**, **to the contrary**, **still**, **however**, **well**, **besides** and **after all**.

d) Stance Adverbials

Trask as cited in Pradana (2015) define stance adverbials discourse markers as lexical item that behaves semantically as an operator upon the entire sentence. They have the function to express modality, illocutionary force and evolution.

Halliday (1985) in Hasniar (2017) suggest four categories for stance adverbials:

1. Probability: **maybe**, **perhaps**, **certainly**, **surely**
2. Presumption: **of course**, **obviously**, **clearly**, **evidently**
3. Usuality: **usually**, **typically**, **occasionally**
4. Desirability: **unfortunately**, **luckily**, **hopefully**, **regrettably**

e) Vocatives

Vocatives, as Levinson (1983) cited in Hasniar (2017), are describes as noun phrases that refer to the addressee, but are not syntactically or semantically incorporated as the argument of prosodically, they are separated from the body of a sentence pro-
stoically.

Vocatives can be divided into two types:

- a. Calls or summons
- b. Addresses

f) Response Elicitors

These markers are characterized as generalized question tags, such as **huh?**, **eh?** (which usually pronounced as *ei?*), **alright?** and **okay?**. (Bieber et al. in Pradana:2015). According Gramley and Patzold (1992) in Hasniar (2017) response elicitors discourse markers are used by the speaker to get or obtain agreement from the hearer. They serve as an important communicative function.

g) Response Forms

Bieber et al. in Hasniar (2017) describe these markers as a brief and routinized responses to previous remark. They classify these markers into:

1. Response to questions as **yes**, **no** and their variants
2. Response to directives as **ok**

3. Response to assertions as backchannels **yes, yah, I see** which is used to indicate that the hearer is active as listener in communication

h) Hesitator

Hesitator is discourse marker functioned to fill hesitation pauses in speech, for example **Er, erm** and **uh**. Such markers tend to be condemned by people who do not understand why they are used, but they are very important. They allow the addressee to catch up and they also help the speaker to plan on what to say next (Knowles:1987 in Pradana:2015).

i) Various Polite Speech-Act Formulate

Biber et al. (1999:1093) refer to discourse markers like **sorry, pardon, thank you** and **please** that are used in respectful language included in polite speech-act formulae. Biber et al in Pradana (2015) stated that these markers have speech act function in apologizing, regretting, and thanking. They have their respective role in the interactive nature of speaker's conversation (Hasniar:2017).

j) Expletives

These markers are words or phrases that do not contribute any meaning to the text. Some expletives are taboo expressions like swearwords or "semi-taboo expression" which is used as exclamations notably used in strong negative experience (Bieber et al. 1999:1095).

FUNCTIONS OF DISCOURSE MARKERS

To further study the function of discourse markers, the classification by Castro (2009) will be adopted. Castro (2009) categorizes discourse markers into ten functions derived from two initial function proposed by (Brinton, 1996); the textual and interpersonal functions. Kummala (2016) explained that textual function is highly related to the way the speaker construct meaning as a text, creating cohesive passage of discourse, and using language in a way that is relevant to the context. Whereas interpersonal function refers to the nature of the social exchange namely the role of the speaker and the role entrusted to the hearer.

Below is Table 1 which listed discourse markers' functions proposed by Castro (2009) and adopted from Brinton (1996):

Table 1. Functions of Discourse Markers

Main Function	Purpose	Sub-Function
Textual functions	To initiate discourse, including claiming the attention of the hearer	Opening frame marker
	To close discourse	Closing frame markers
	To aid the speaker in acquiring or relinquishing the floor	Turn takers (turn givers)
	To serve as filler or delaying tactic used to sustain discourse or hold the floor	Fillers Turn keepers
	To indicate a new topic or partial shift in topic	Topic switchers
	To denote either new or old information	Information indicators
	To mark sequential dependence	Sequence/relevance markers
	To repair one's own or others' discourse	Repair markers
Interpersonal functions	Subjectively, to express a response or a reaction to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn	Response/reaction markers back-channel signals

	Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness)	Confirmation-seeker Face-savers
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METHOD

To complete this research, the writer applied qualitative approach due to the naturalistic setting of the vlog video and the use of statements as the data. According to Cordess in Hasniar (2017) qualitative descriptive approach is used to describe strictly the analysis of non-numerical data, as employed in most case studies or the use of transcriptions of text sessions. This study aimed to identify the use of discourse markers by one of Indonesian YouTubers which at this moment lives in Canada. The use of vlog video by BNay Channel as an object to analyze was caused by the real interaction between participants in the video. It assumed that the conversation between the participants was not discussed beforehand and thus the used of discourse markers in daily communication can be better observed. The analysis explained the types of discourse markers that is used in vlog video by BNay Channel and how they functioned.

The object of this research were the participant of this vlog video titled 'Dikira Pakai Kacang, Gini Reaksi Teman-teman Mancanegara Pertama Kali Makan Sate Padang' namely Nancy, Sebastian, Nate, Thiago, Alex, and Jennifer. The object of this research came from multi-cultural community in which Nancy from Indonesia, Sebastian from Germany, Nate from Taiwan, Thiago from Brazil, Alex from Mexico, and Jennifer from Canada. The data used in this research were the utterances which used by Nancy and her friends when they get together to dine sate padang. The six objects of the study produced 187 utterances during their entire discussion. To analyze the types and function of

discourse markers produced by the objects of the study, the writer focused on the English utterances they uttered because the writer believed that their main communicative tool is English since it helped the objects, which came from different nationality, to understand each other better in their communication.

The sources of data were the discussions conducted by the objects of the study. It is collected through observation and documentation. Therefore, the instrument used in this study was the researcher herself. To analyze the data, the researcher used data analysis technique propose by Miles, Huberman and Saldana (2014), which includes; data condensation, data display, and conclusion.

FINDINGS AND DISCUSSION

This part is concerned with the identification and classification of discourse markers and their respective function. The findings and discussion will be explained in different parts below.

A. Findings

The writer divides the finding into two main categories.

a. Types of Discourse Markers

First, the researcher listed all discourse markers found in the video in the form of table.

Table 2. Types of Discourse Markers

No	Types	Discourse Markers	Occurrence
1.	Interjections	1. Oh 2. Ah 3. wow 4. Yeah 5. Woah	19 times 2 times 3 times 1 time 1 time
2.	Greeting and Farewell Expressions	1. Hi 2. What's up 3. Hello 4. Goodbye	2 times 2 times 1 time 1 time
3.	Linking Adverbials	1. But 2. And 3. Well 4. Then 5. Alright 6. So 7. Cause	7 times 1 time 3 times 2 time 1 time 5 times 1 time

4.	Stance Adverbials	1.Actually 2.Maybe 3.Usually	2 times 1 time 2 times
5.	Vocatives	1.And this big guy, he looks really hungry 2.So, tonight guys what you have is satay	1 time 1 time
6.	Response Elicitors	1.Huh? 2.Right? 3.Really?	1 time 2 times 1 time
7.	Response Forms	1.Response to Questions: -Yeah -Yes -Eh hmm -No 2.Response to Directive: -No 3.Response to Assertion: -That's okay -Yeah -Yup	4 times 2 times 1 time 2 times 1 time 1 times 2 times 1 time
8.	Hesitators	1.Aaa 2. Um	7 times 2 times
9.	Various Polite Speech-Act Formulae	1.Sorry 2.Thank you 3.Thanks	1 time 1 time 1 time
10.	Expletives	1.See, that's stupid 2.Well, God I forgot the ending	1 time 1 time

The above table shows ten different kind of discourse markers according Biber et al.'s (1999) classification types. From the data, the writer found 39 different discourse markers. The researcher listed the discourse markers found in the data in the table above and one datum will be deeper analyzed in the part below.

1. Interjections

Interjections is the first type of discourse markers. As a discourse marker, interjections serve as coherence and cohesive device. In this vlog video, the writer found five different kind of discourse markers as interjections; **oh, ah, wow, yeah, woah.**

Below the researcher will explain further the use of discourse marker **oh**.

❖ Datum 1

Datum 1
Discourse Markers "Oh" Nancy : "What kind of animals do you eat in Mexico?" Alex : "Deer" Nancy : "Bears? Oh!" Alex : Wild animals? Yeah, deer. Nancy: Oh! Deer. I thought it was bear

The excerpt show that Nancy feels surprise which can be seen with the use of the word "Oh". She is greatly surprised when she heard that the place where Alex lives, they eat bears. Furthermore, she is once again stunned when Alex said that people in their place eat wild deer. At that moments Nancy just realized that she heard wrong before. Thus, she said the second word "Oh" to show that she is surprised which make the word "Oh" categorized as interjection.

2. Greeting and Farewell Expressions

The second type of discourse markers is greeting and farewell expressions. They occur in special discourse situations and constitute conventionalized response to these situations which is commonly use to maintain a connection among individuals. For this discourse markers, the writer found four different types; **hi, what's up, hello and goodbye.**

❖ Datum 2

Datum 2
Discourse Markers "What's up" Nancy introducing the participants: Nancy: "And this big guy here" Thiago: "What's up"

Nancy: "He looks really hungry right now"

This excerpt presents the word "what's up" which serves as a greeting expression to other individuals which means that it is included in greeting and farewell type of discourse markers. In this context, Thiago said the word greeting to the viewer through the camera while Nancy introduces him to the audience. In fact, this type of discourse markers often appears in daily communication, but less people are aware of it.

3. Linking Adverbials

Third type of discourse markers is discourse marker as linking adverbials. Linking adverbials are needed to signal the relationship between an utterance and prior. The writer found seven different kinds of discourse markers as linking adverbials; **but, and, well, then, alright, so, cause.**

❖ Datum 3

Datum 3

Discourse Markers "Well"

Sebastian: "And that green sauce was a little bit spicy. It was really good, maybe it could have been a little bit more spicy."

Nancy: "Yeah"

Sebastian: "It could have been aaa, with a bit more chili"

Nancy: "Well, next time I would make it for you and Alex."

The passage shows the use of the word "well" as linking adverbials type of discourse markers. "Well" here indicates the connection between the prior sentence to the later. The speaker uses the word "well" not to play the role of adverb "good", yet it is used to initiate the discourse uttered by the speaker before the speaker agreeing with the previous discourse.

4. Stance Adverbials

Stance adverbials are included as the fourth type of discourse markers. In this video, there are three different stance adverbials as discourse markers; **actually, maybe, and usually.**

❖ Datum 4

Datum 4

Discourse Markers "Actually"

Thiago commenting on their impression of satay padang:

Thiago: "The food is good. Actually, I like the chicken a lot with like, the sauce"

Nancy: "Yeah"

Thiago: "With the crunchy part of the, oh I forgot the name of the crunchy part"

Nancy: "Oh, krupuk"

The discourse marker "actually" which is used in this context works as a key for the hearer to understand the speaker's purpose. In this passage Alex wants others to know that he personally prefers the chicken and the sauce from the overall dish as he stresses his sentence with the word "actually". This type of discourse marker is included in stance adverbials.

5. Vocatives

The fifth type of discourse markers is vocatives. The vocatives in this video are: **guys** and **this big guy**.

❖ Datum 5

Datum 5

Discourse Markers "Guys"

Nancy: "So, tonight guys, what you have is satay. This one is coming from the North, eh, from the West Sumatra. It's called Padang, so it is satay Padang."

Nancy: "The sauce is different, aaa it's not from peanut but it's made from a lot of herbs and stuffs. So I made it with some chili but I hope that it won't be that spicy."

The word "guys" in the passage above makes it included in the vocatives type of discourse markers. It is noun phrases which refer to the addressee but are not syntactically or semantically incorporated as the argument prosodically. The word guys uttered by the speaker included in addressee of vocatives.

6. Response Elicitors

The sixth type is discourse marker as response elicitors. The researcher finds three different kinds of response elicitors; **huh, right, and really.**

❖ Datum 6

Datum 6

Discourse Markers "Right?"

Alex commenting on his impression of the dish:

Alex: "I love the rice and everything served."

Nancy: "It's not like that style, right? Or do you have?"

Alex: "No, it's totally different. We use tortilla instead of rice, we don't, well depend on the part where you are from, but we don't"

eat a lot of chicken, we prefer beef. And a lot of spicy things like sauces; green sauce, white sauce, salsa with a shot of tequila. That's so great"

In this excerpt appear discourse marker "right" which is used by the speaker to get agreement or answer from the hearer. The word "right" here is a part of response elicitors type of discourse markers.

7. Response Forms

Response forms is short and concise responses to a previous remark, which is included as the seventh type of discourse markers. The writer finds eight discourse markers as response forms from this vlog video. They are **yeah, no, yes, no, yup, yeah, yeah, that's okay**.

❖ Datum 7

Datum 7
Discourse Markers "Yeah"
Thiago: "That looks so good. You can open a restaurant."
Nancy: "Me?"
Alex: "Yeah. What's gonna be the name of the restaurant?"
Nancy: "Nancy's Kitchen."
Alex: "Nancy, IndoNancy."
Nate: "IndoNancy"

The conversation above contains discourse marker used by Alex to give response to Nancy's question. The discourse marker used is the word "yeah" which belongs to response form of discourse markers. The use of discourse marker yeah indicated the attention the speaker gave to his partner and showed the active listening on their communication.

8. Hesitators

The eighth type of discourse markers is hesitators. It is often underestimated but in fact hesitator is indeed important to help the speaker to plan the thing they say next and allow the hearer to catch up. The writer finds two hesitators used in this video; **aaa**, and **um**.

❖ Datum 8

Datum 8
Discourse Markers "Aaa"
Nancy: "Is that the first time for you eating this icy cube of rice?"
Nate: "rice cube? Yeah, and we don't usually eat rice"
Nancy: "Like that way?"

Nate: "We eat the, aaa, the warm one."

Nancy: "Aaa, Yes, this lontong you can eat it warm, then you have to heat it first. I just made it, so that's why to made it stick together I put it in the fridge."

This passage focuses on the use of the discourse marker "aaa" as hesitators. The use of hesitator itself is to fill the hesitation pauses between speeches. In the passage above, both Nate and Nancy use the same form of hesitator which is "aaa". They use this discourse marker to fill the pauses and it is the signal that they think and make a good sentence. From the analysis of the datum above regarding the discourse marker "aaa" as hesitator, the researcher sums up that the discourse marker uses to fill hesitation pauses.

9. Various Polite Speech-Act Formulae

The ninth type of discourse markers is various polite speech-act formulae. Their purposes are mainly for thanking, apologizing and regretting. The researcher finds three different forms of polite speech-act formulae; **sorry, thanks**, and **thank you**.

❖ Datum 9

Datum 9
Discourse Markers "Sorry"
Alex: "You go. Go bear hunting with him and her."
Nate: "Sorry, I don't have the license."
Sebastian: "Be careful of the hunted bear. The bear goona struck you."
Nate: "I'm not having trouble with it, so.."
Thiago: "So, no, he'll say let's go hunting so he'll have the reason to shoot you."

In this context the speaker has purpose of apologizing. In this situation, the use of this particular discourse marker shows that the speaker gives response to the previous discourse of the hearer and has good attitude toward the hearer.

10. Expletives

The last type of discourse marker is expletives. The writer finds two kinds of expletives; **stupid** and **God**.

❖ Datum 10

Datum 10
Discourse Markers "God"
Talking about the Wolverine's movie:
Nancy: "Oh! Did he die?"
Nancy: "Well, God, I forgot the ending."

Thiago: “Well, like, she said sorry and they’ll be like (fainting motion)”

Discourse marker that adopted in the passage above is the word “God”. This discourse marker is categorized as moderated expletives. Meaning that the speaker used this discourse marker in situations, which includes, anger, surprised, and disappointed because she does not believe that she can forgot something. In this context, the writer uses the word “God” to response or react to her previous discourse.

b. Functions of Discourse Markers

Secondly, the researcher explores the pragmatic functions of the listed discourse markers.

Table 3. Functions of Discourse Markers

No	Functions of Discourse Markers	Discourse Markers	Types of Discourse Markers
1.	Opening frame markers	1. What’s up 2.Hello 3.Hi 4.Well 5.Guys	-Greeting and farewell expression -Greeting and farewell expression -Greeting and farewell expression -Linking adverbials -Vocatives
2.	Closing frame markers	1.Goodbye 2.Alright	-Greeting and farewell expression -Linking adverbials
3.	Fillers and turn keepers	1.Aaa 2.Um	-Hesitators -Hesitators
4.	Topic switchers	1.Ah	-Interjections
5.	Information indicators	1.Actually 2.Maybe 3.Usually	-Stance adverbials -Stance adverbials -Stance adverbials

		4.This big guy	-Vocatives
6.	Sequence/relevance markers	1.And 2.Then 3.So 4.Cause	-Linking adverbials -Linking adverbials -Linking adverbials -Linking adverbials
7.	Repair markers	1.But	-Linking adverbials
8.	Response/reaction markers and back-channel signals	1.Oh 2.Yeah 3.Wow 4.Woah 5.Yeah 6.Yes 7.Eh hmm 8.No 9.No 10.That’s okay 11.Yeah 12.Yup 13.Thanks 14.Thank you 15.Stupid 16.God	-Interjections -Interjections -Interjections -Interjections -Response to questions -Response to questions -Response to questions -Response to questions -Response to directives -Response to assertion -Response to assertion -Response to assertion -Various polite speech-act formulae -Various polite speech-act formulae -Expletives -Expletives
9.	Confirmation seeker and face saver	1.Right 2.Really 3.Huh	-Response elicitors -Response elicitors -Response elicitors

The above table listed nine functions of discourse markers according to Castro (2009) theory of discourse markers' functions. From the data, the writer finds 9 different functions corresponding the aforementioned 39 discourse markers found in the data. The researcher listed the functions of discourse markers found in the data in the table above and will be deeper analyzed in the part below.

1) Opening Frame Markers

The first function of discourse markers is opening frame markers. Opening frame markers is included in textual function. From the data, the writer finds 5 different types of discourse markers which has the function as opening frame markers; what's up, hello, hi, well, guys.

From the data, the speaker uses five discourse markers, namely what's up, hello, hi, well, and guys as opening frame markers. The said discourse markers are divided into three types; greeting and farewell expression, linking adverbials, and vocatives. What's up, hello and hi are included in greeting and farewell expression while well is linking adverbials. Furthermore, the word guys is included in vocatives type of discourse markers.

The use of the word what's up in the sentence is used by the speaker to greet the audience through the camera. In this case, what's up is used to initiate discourse in that it is used by the speaker at the very first time after the previous speaker gave the floor to him. Initiating discourse is becoming one of the classifications of textual function of discourse markers. Additionally, the occurrence of the word what's up is found at the beginning of the discourse and function as opening marker since its function is to initiate the discourse.

Secondly, the word hello and hi are used by the speaker to greet the participants and initiate the discourse between them. In this context, the word hello and hi is adopted to serve as a tool in claiming the attention of the hearer. Claiming the attention of the hearer is one feature of textual function of discourse markers. Thus, it can be concluded that the word hello and hi have the function of opening frame markers in which it served as a tool to get the attention of the hearer.

Thirdly, the word well is used by the speaker to initiate the discourse in that it is used by the speaker at the very first time before she agrees with what the previous speaker has said. After using this marker, the speaker state her stands in which she promises to make

something spicier for the previous speaker to try. Initiating discourse is one characteristic of the textual function of discourse markers. Additionally, the occurrence of well is found at the beginning of the sentence and functions as opening frame markers.

Lastly, the word guys is used by the speaker to get the attention of the hearer. Claiming the attention of the hearer is one feature of textual function of discourse marker. It can be concluded that the word guys has the function of opening frame marker in which the speaker intends to claim the attention of the hearer.

In conclusion, opening frame markers has two main purposes; one is to initiate discourse between speakers and the second is to get the attention of the hearer. The words what's up and well has the purpose of initiating discourse at the very first time of the utterance while the word hello, hi, and guys has the function of claiming attention of the hearer so that they can pay more attention to what the speaker said.

2) Closing Frame Markers

The second function of discourse markers is closing frame markers. Closing frame markers is included in textual function of discourse markers in which it helps the speaker to close discourse so it won't appear abrupt. From the data, the writer finds 2 different types of discourse markers which has the function as closing frame markers; goodbye, alright.

The discourse marker goodbye is used by the speaker to signal the arrival of an end of the discourse. The word goodbye served as closing frame markers in which it helps the speaker to close their discourse so it won't appear hasty. From the data, it can be seen that the speakers said farewell to the viewers at the end of the video. In saying the word goodbye, the speakers have the intention to close their communication with the audience. Thus, the word goodbye has the function of closing frame markers.

The second discourse marker which has the function as closing frame markers is alright. The word alright is adopted by the speaker when she intends to concludes the video. In the end of the video, the speaker used the word alright as a tool for her to close the discourse so it won't appear abrupt. In saying the word alright, the speaker has the intention to close their discourse. From this, it can be seen that the word alright in this context served as closing frame markers.

From discussion above, the word goodbye and alright both have the functions of closing frame markers. They are used when the speaker intends to close their discourse. In contrast form their similar function, the word goodbye and alright come from different types of

discourse markers. The word goodbye is included in greeting and farewell expression while alright is linking adverbials.

3) Fillers and Turn Keepers

The third function of discourse markers is fillers and turn keepers. According to the data, the writer finds two different types of discourse markers namely *aaa* and *um* which served the function of fillers and turn keepers.

In this context, the discourse markers of *aaa*, and *um* are both hesitators with purpose as filler or delaying tactic used to sustain discourse or hold the field. The speaker used discourse markers *aaa* and *um* to fill the hesitation pauses which will make their speech more natural and better. Accordingly, the words *aaa* and *um* has the function of fillers and turn keepers meaning that they are used by the speaker as filler and delaying tactic for sustaining discourse or holding the field.

From the explanation above, both discourse markers *aaa* and *um* have the same function as fillers and turn keepers. Furthermore, they are originated from the same type of discourse markers; hesitators. Therefore, it can be concluded that all hesitators used by the speakers in the video has the function of fillers and turn keepers.

4) Topic Switchers

The fourth function of discourse markers is topic switchers. Topic switchers are included as textual function of discourse markers. From the data, the writer finds only one discourse marker which has the function as topic switchers, namely: *ah*.

Discourse marker *ah* is used by the speaker to indicate a new topic or partial shift in topic to the hearer. The word *ah* thus served as topic switchers for the speaker. From the data, it can be seen that the speaker used the word *ah* to indicate that there is other wild animal that the people in Mexico usually eat, which is doves. The speaker used the word *ah* to shift their conversation to the new topic; doves from their previous subject; bear.

From the analysis above, the writer concludes that the speaker used discourse marker as topic switchers the least. It can be seen from the proportion of other discourse markers has been discussed before. The word *ah* is interjections type of discourse marker. Unlike other interjections, the speaker used the discourse marker *ah* as topic switchers to help him shift to the new topic.

5) Information Indicators

The fifth function of discourse markers is information indicators. Information indicators is classified as textual function of discourse markers. From the data, the writer finds 4 different types of discourse markers which has the function of information

indicators, namely; actually, maybe, usually, and this big guy.

Discourse markers actually, maybe and usually has the function of information indicators. They are used by the speakers to denote either new or old information. From the data, it can be seen that the speakers used the word actually, maybe, and usually to show their ideas, either new or old.

Secondly, the word this big guy uttered by the speaker also included as discourse markers. The word this big guy as discourse marker has the function of information indicators. The speaker used this discourse marker to indicate either new or old ideas.

Through the explanation above, the writer concludes that all types of stance adverbials used by the speakers in their discourse have the functions as information indicators. Moreover, there is another vocative which share the same function as above stance adverbials; the discourse marker this big guy.

6) Sequence/Relevance Markers

The sixth functions of discourse markers is sequence/relevance markers. It is classified as one of the branches of textual function. From the data, the researcher finds 4 types of discourse markers which have the function of sequence/relevance markers, such as; and, then, so, cause.

In this context, discourse markers and, then, so, cause are used by the speakers to marks sequential dependance. The four mentioned discourse markers served as sequence/relevance markers to help the speakers signals sequential dependence. From the data, the speakers used the discourse markers and, then, so, cause to mark subsequent dependence between prior discourse with the later one and thus makes their discourse relevant.

Through the above analysis, it can be concluded that all discourse markers which have the function of sequence/relevance markers comes from linking adverbials discourse markers. From the data, the writer finds seven different types of discourse markers in which four of them have the function of sequence/relevance markers while the other three are scattered and served other functions.

7) Repair Markers

The seventh functions of discourse markers is repair markers. Repair markers is included as a branch of textual function of discourse markers. From the data, the writer finds only one discourse marker which has the function as repair markers, namely; but.

Discourse marker but is used by the speaker to repair his/her own's discourse or other's discourse in

order to not giving false or vague information to the hearer. The word but thus served as repair markers for the speaker. From the data, it can be seen that the speaker used the word but to repair her own discourse about Indonesian people eating wild animals. The speaker used discourse marker but to show that Indonesian people do eat wild animals depending from which area they came from.

From the analysis above, the writer concludes that the speaker used discourse marker as repair markers the least. It can be seen from the proportion of other discourse markers has been discussed before. The word but is linking adverbials type of discourse marker. Unlike other linking adverbials, the speaker used the discourse marker but as repair markers to help her repair her own discourse.

8) Response/Reaction Markers and Back-channel Signals

The eight functions of discourse markers I response/reaction markers and back-channel signals. It is classified as one function of interpersonal functions. From the data, the writer finds 16 different types of discourse markers which share the same function; response/reaction markers and back-channel signals. The aforementioned discourse markers are: oh, yeah, wow, woah, yeah, yes, eh hmm, no, no, that's okay, yeah, yup, thanks, thank you, stupid, and God.

Discourse markers oh, yeah, wow, and woah are used by the speakers to express a response or a reaction to the previous discourse. The four mentioned discourse markers served as response/reaction markers in which they help the speakers to convey reaction regarding the previous discourse. From the data, the speakers used the discourse markers oh, yeah, wow, and woah to express a response or a reaction to the preceding discourse so that the other party understand that the speaker is paying attention to what he/she said.

Secondly, discourse markers yeah, yes, eh hmm, no, no, that's okay, yeah, and yup are used by the speakers to express a response or reaction to the preceding discourse. The eight mentioned discourse markers served as response/reaction markers which purpose is to help the speakers express response or reaction to the preceding discourse. The eight mentioned discourse markers served as response/reaction markers in which they help the speakers to convey reaction to the previous discourse. From the data, the speakers used the word yeah, yes, eh hmm, no, no, that's okay, yeah, and yup to express reaction or response to the previous discourse.

Thirdly, discourse markers thanks and thank you are used by the speakers to express response or reaction

to the previous discourse. The word thanks and thank you thus have function as response/reaction markers which purpose is to help the speakers to express their response or reaction toward preceding discourse. From the data, the speakers used the word thanks and thank you to express a reaction or a response to the previous discourse.

Lastly, discourse markers stupid and God are used by the speakers to express response or reaction toward the previous discourse. The words stupid and God thus have function as response/reaction markers which purpose is to help the speakers in expressing their response or reaction to the previous discourse. From the data, the speakers used discourse markers stupid and God to express a reaction or response to the preceding discourse.

From the analysis, the writer concluded that discourse markers as response or reaction markers are the most common discourse markers used by the speakers in the video. They are divided into four types; interjections, response form, various polite speech-act formulae, and expletives. From the total of five interjections found in the data, the speakers used four of them as response/reaction markers. Furthermore, all eight response forms used by the speakers have the function of response/reaction markers. The speaker used two out of three various polite speech-act formulae found in the data as response/reaction markers. Lastly, all expletives used by the speakers in the video have the function as response/reaction markers.

9) Confirmation Seeker and Face Saver

The ninth function of discourse markers is confirmation seeker and face saver. Confirmation seeker and face saver is one branch of interpersonal function of discourse markers in which it helps the speaker, interpersonally, effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness). From the data, the writer finds 3 different types of discourse markers which have the function as confirmation seeker and face saver; right, really, and huh.

Discourse markers right, really and huh are used by the speaker to request confirmation from the hearer. The word right, really and huh thus have the function as confirmation seeker and face saver. From the data, the speakers used discourse markers right, really and huh in requesting confirmation from the hearer.

From above analysis, the writer concluded that the speakers used response elicitors as a confirmation seeker and face saver. From the three response elicitors found

in the data, the speakers used all of them to request confirmation which means they have the function of confirmation seeker and face saver.

B. Discussion

In this video, the writer found ten types of discourse markers according to Biber et al (1999) theory. Those discourse markers have different function as stated by Castro (2009). From the table 1, it can be known that each type of discourse markers has different frequency of occurrence. The most frequently used is interjections oh which occurs for as many as 19 times, while the least occur are various polite speech-act formulae (sorry, thanks, thank you) and expletives (stupid and God) which occurs only once in the entire video. From this, it can be seen that the speakers in the video prefer the use of interjection, mainly oh, in their speech to show their emotion to the hearer. Whereas various polite speech-act formulae and expletives appear less because the speakers use these discourse markers in special situations, like thanking and saying sorry.

For this research, the writer compares with the previous study of Kummala (2016) on 'Discourse Markers in EFL Learners' Presentation'. The researcher specifically compares the two studies because Kummala (2016) presented the use of discourse markers in formal occasion while the writer herself focused on the use of discourse markers in informal occasion. The result of comparison is Kummala (2016) found only seven kinds of discourse markers in the entire presentation, namely; well, yeah okay yeah, yeah, then then yeah, what is it, and then yeah, and okay. While the writer found 39 kinds of discourse markers from the entire video with length less than 15 minutes. From this, the writer concludes that discourse markers have higher probability to occur in informal occasion than the formal one.

Furthermore, the data showed that the speakers fully applied the use of discourse markers in their conversation. It can be seen from the types of discourse markers used by the speaker during the entire video. In this case, the speakers can be said to be thoroughly utilized Biber et al. (1999) theory on the types of discourse markers. On the contrary, regarding the second purpose of this research which is the function of discourse markers, the speakers cannot exert all functions of discourse markers which has been listed by Castro (2009). During the entire video, the speakers failed to bring the use of discourse markers as turn-takers or turn givers.

From the way the objects of the study applied discourse markers in their communication process, discourse markers have the function of helping the speakers to make their speech better which in turn helped the hearers to understand their exact meaning. All of the speakers came from different nationality which meant that English may not be their first language. In this way, the use of English as second language might vary between individuals. The speakers thus used discourse markers to help them got better understanding of what the speaker said. Moreover, the speakers applied discourse markers in their speech in order to make their speaking more natural.

CONCLUSION AND SUGGESTION

From the data being analyzed, the writer found many types of discourse markers and their respective function shown in the vlog video by BNay Channel. The data displayed the ten types of discourse markers namely interjection, greeting and farewell expressions, linking adverbials, stance adverbials, vocatives, response elicitor, response forms, hesitators, various polite speech-act formulae, and expletives. From the analysis, the writer concluded the function of each discourse marker according to each discourse markers and their context.

In this article, the writer found five discourse markers as interjection, four as greeting and farewell expressions, seven as linking adverbials, three as stance adverbials, two as vocatives, three as response elicitors, eight as response forms, two as hesitators, three as various polite speech-act formulae, and two as expletives. From the context of each discourse marker, the writer analyze that the discourse markers have function both in textual and interpersonal functions. From textual and interpersonal function of discourse markers, the researcher finds the following sub-function; opening frame marker, closing frame marker, fillers and turn keepers, topic switchers, information indicators, sequence or relevance markers, repair markers, response or reaction markers and back-channel signals, and confirmation seeker and face-savers.

Through the analysis the writer concluded that the dominant function of the discourse markers occurs in BNay Channel vlog video is response or reaction markers and back-channel signals which subjectively express a response or reaction to the preceding discourse including back-channel signals of understanding and continued attention while other speaker is having his/her turn.

From this research, the writer hopes that the findings of this article could give better understanding of the use and function of discourse markers. From the analysis of the data in this article, the researcher concluded that the use of discourse markers helps the speaker to make their speech becoming better and more natural. Therefore, the writer suggest that the reader can use the discourse markers with the expectation of the reader capable to make his/her speech better organized and structured.

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