Discourse Markers in the Students' Individual Presentation in Indonesian Classroom

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Abstract

Individual presentation is one of common presentations used by students to present certain topic given by the lecturers in the class. This kind of presentation may take place in a range of setting such as in the classroom by providing question-and-answer session. Individual presentation might also invite classroom interaction among the students. One specific aspect of individual presentation which may contribute to the effective classroom interaction is the use of discourse markers by the students. This paper focuses to investigate the functions of discourse markers used by the students in the individual presentation as well as the students' interaction during the presentation. Using data from an English class, this study describes the occurrences of discourse markers (DMs) used by the students in their individual presentations. To collect data, the researchers recorded individual presentations of the students in the class. Two long recording and transcription of the individual presentations was sampled and analyzed using discourse analysis approach. The discourse markers used by the students were analyzed using Schiffrin's perspective of discourse markers (1987). Findings show that the students' most common use of discourse markers function as pause filler, delaying tactic, hesitation device, to order the sequence of what the speaker says. Findings of this study are relevant to improve students' English language proficiency and serves as a beneficial input for teachers and students to create effective classroom interaction.

Keywords: Individual Presentation, Discourse Markers, Discourse Analysis, Scriffin's discourse makers (DMs) perspective

INTRODUCTION

In the English language and learning process, there are some learning strategies used by the teacher. One of the learning strategies is presentations model. The students are given a topic to be discussed in the class and asked the students to present and discuss in front of the class. The presentation models can be in individual presentation and group presentation. These models of presentation in the class may be a good choice to teachers to create student-learner centered and therefore can invite more interaction in the class. Mahmud (2017) had studied the use of group presentation and found that the group presentation allows the occurrence of communicative styles by the students.

Those presentations can be a good choice to create effective classroom interaction. Individual presentation as one of the models in the English learning and teaching process offered by teacher can automatically allow the classroom interaction to occur. Mahmud (2017) in her study states that "classroom interaction is important since it provides information on how teachers and students interact in the class." Yanfen and Yuqin (2010, p. 76) note that "the success of teaching depends largely to a large extent on the way teachers talk and interaction that occur between teachers and students". The use of individual presentation allows students to share ideas and encourage more discussions in the class.

One of the aspects of communication which need more elaboration is the use of discourse markers. Fraser (1999, p. 931) argued DMs as a class of expressions drawn primarily from the syntactic classes of conjunctions (*and, but, nevertheless*), adverbs (*well)* and lexicalized phrases (*you know, I mean, to be honest*) by signaling a relationship between the previous utterance and the following one. Discourse markers are pragmatic markers that show the speaker's communicative purposes and provide a commentary on the utterance that follows (Fraser, 2009, p. 167). Hellerman & Verguns (2007) in addition, state that discourse markers are lexical items that have a lot of functions in interaction such as to establish the relation between topics or grammatical units in discourse within the linguistic system, such as *so, well*, and *then,* and to comment on the state of understanding of the information about to be expressed using phrases, such as *you know, I mean,* and to express a change of state, such as the particle *oh*, or for subtle commentary for suggesting that what seems to be most relevant context is not appropriate, as *well.*

Several studies related to the analysis of discourse markers taken the range of classroom interaction setting had been conducted (Asik & Cephe, 2013; Bait, Coler, Pullen, Tienkouw, & Hunyadi, 2013; Castro, 2009; Fung & carter, 2007; Nejadansari & Mohammadi, 2015; Xiao & Li (2012). All of these studies found the significant function of discourse markers as important tools of communication in the education setting, especially in the classroom interaction.

Within the context of classroom, the researchers attempt to put analysis on the use of discourse markers as well as its function through students' individual presentation. Individual presentations conducted by the students consist of the usage of discourse markers (DMs) in it. In this study, the use of discourse markers by the students is analyzed further to see its significant function in students' communication. This paper attempts to emphasize the importance of the use of discourse markers to help students maintain the interaction through individual presentation. To have better understanding of the use and function of discourse markers used in the classroom, students are helped to improve their skills in English language especially in delivering individual presentation as well as maintain the flow of conversation in terms of classroom interaction.

LITERATURE REVIEW
Individual Presentation and Classroom Interaction
A presentation can be defined as kind of communication that can be adapted to various speaking situations such as talking to a group, talking in front of people. There are two kinds of presentation that are known well in the English learning and teaching process, namely group presentation and individual presentation. This study has only a foci in individual presentation in which students will deliver one particular topic towards the other students in certain situation. The other students in the classroom pay attention to the materials or information given by students. Then later there will be a question-answer session. Students will ask the presenter and the presenter will give students answer as clear as possible.

Either group or individual presentation, it gives chance to students to be more active in the classroom. It is also the two of the presentation models will allow the classroom interaction to occur. The classroom interaction is one of the range setting that have many possibilities of discourse markers occurrence. Walsh (2006) gives more concern to the classroom interaction as the context where the discourse markers commonly occur. He stated "classroom is 'dynamic' context where series of interactions take place among teachers, learners, discourses, setting and learning materials. Communications between teachers and learners like conversation and dialogue are realized through the medium of classroom discourse." It has also been shown through the recent research of Hellerman & Vergun (2007) (as cited in Claudia Marcela Chapetón Castro, 2007) which investigated the frequency of use

and some functions of three particular discourse markers, *well*; *you know*; and *like* in classroom interaction and in-home interviews. 17 adult learners of English as a second language at the beginning level, provided the data of this 5-year research project. Their results suggest that the students who use more discourse markers are those who are more acculturated to the US and use them outside their classroom. Related to this conducted research, this study will continue another research on discourse markers field in smaller setting of classroom interaction.

Discourse Markers (DMs)

Discourse markers are words or phrases like *anyway, right, okay, as I say, to begin with* that function to connect, organize and manage what we say or write or to express attitude. Schiffrin (1987) defines discourse markers as expressions like *well, but, oh and y'know* in which those expressions are one set of linguistic items that function in cognitive, expressive, social, and textual domains.

Discourse markers are also called a *pragmatic marker*. Brinton (1996) shows that discourse markers also serve pragmatic functions and can be termed pragmatic markers, used by a speaker to comment on the state of understanding of information about to be expressed (with phrases such as 'like', 'you know'). The use of discourse markers would never been apart from its function. As stated by Hellerman & Vergun's (2007) that DMs can function as incorporate pragmatic functions in their definition. It means that DMs are words or phrases that function within the linguistic system to establish relationships between topics or grammatical units in discourse, that is words such as so, well, and then. Discourse markers are also mostly used to show turns, joining ideas together, to show attitude and for more important is to control or manage communication. There are some function of DMs and here the following is the main functions of discourse markers (DMs).

Schriffin's Perspective of Discourse Markers (DMs)

Deborah Schiffrin had long been an expert in discourse analysis field. Her influential work of discourse markers had become more comprehensive. In her book *Discourse Markers,* Schiffrin (1987) defined discourse markers as "sequentially dependent elements which bracket units of talk". She further specifies the following properties for DMs in which she emphasizes that these properties are related to each other and not one of them can be understood without attention to the others. DMs   form structure, convey meaning, and accomplish actions.

According to Schiffrin (1987), there are five plans of talk with the consideration that conversation is a multilayered interaction. The first one is exchange structure (ES) which reflects the mechanics of the conversational interchange and shows the results of the participants turn taking and how these alternations are related to each other. The second is action structure (AS) which reflects the sequence of speech acts which occur within the discourse. Third is ideational structure (IdS) which reflects certain relationship between the ideas (propositions) found within the discourse. The fourth is participation framework (PF) which refers to the different ways in which speaker and hearer can relate to each other. The last is information state (InS) which reflects the ongoing organization and management of knowledge as it evolves over the course of the discourse. Each of these plans or components of talk must be connected to others and all of them contribute to the flow of conversation. She emphasizes on one important thing to make communication become successful is to connect ad integrate all of those plans or components.

Schiffrin's analysis was based on the data she collected by tape- recording the interviews with Jewish families in Philadelphia. In her book, she provides a detailed analysis of 11 English Discourse markers (DMs) including: *and, but, or, so, well, then, now, because, oh, y"know,* and *I mean*. Schiffrin (1987) in her analysis of discourse markers argues that ***and*** and ***but*** have both cohesive and structural roles; structural because they link two/more syntactic

units such as clauses, phrases or verbs and cohesive because the interpretation of the whole conjunctive utterance depends on the combination of both conjuncts. According to Schiffrin's view **because** is used to indicate a relation of 'cause and result' while **so** shows a relation of premise and conclusion. She states that **now** is used to indicate the speaker's progression through a discourse. It is also used to indicate the upcoming shift in talk. Furthermore, **then** is used to indicate the succession between the prior and upcoming talk. Schiffrin further states **oh** and **well** differently in the sense that they operate on the informational and interactional levels of discourse structure respectively. She presents **oh** as a marker of information management. It is used to indicate old information recognition and new information receipt, the replacement and redistribution of information. It is used in repairs, questions, answers and acknowledgments. While **well** is indicator of request for elaboration and clarification, **y'know** has two discourse functions; a marker of meta- knowledge about what speakers and hearers share and a marker of meta- knowledge about what is generally known. It is also used to indicate a situation in which the speaker knows that the hearer shares some knowledge about a particular piece of information.

The next is **I mean** marks the speaker's orientation to two aspects of the meaning of talk that is ideas and intentions. It is used to mark the speaker's upcoming modification of the ideas and intentions of the prior utterance. Schiffrin's main focus of her conducted research is on linguistics and structural role the discourse markers in maintaining conversation or interaction by connecting units of talk.

RESEARCH METHOD

This study analyzed the use of discourse markers (DMs) by using discourse analysis approach. The analysis is focused on the individual presentation conducted by the students. The individual presentation took the range setting of classroom. Jones (2011) defines discourse analysis as a process of "entextualization, in which activities include transforming actions into texts and texts into action. In this study, the recordings of individual presentation were transcribed into text and then the texts were interpreted into actions. The analysis of the use of discourse markers and its function under the framework of discourse analysis approach is intended to increase the awareness of teachers and students of the occurrence of discourse markers during the presentation. It is useful for teachers as well as the students and the classroom interaction in which it aims to improve students' English skills during the English teaching-learning process.

The participants of this study are the English Literature students of class A. This study took one class to be the sample of research and more specifically in Anthropology Linguistics class where the individual presentations conducted as the learning strategy. The sample students were the sixth semester students. Each student was given one topic by lecturer. The topic was presented through individual presentation model in which delivering information of particular topic to the other students as the audiences. During the presentation, the students brought recording tools on their mobile phones. There were two recordings taken as the object of this study, one from researcher and another was from one classmate. The recording for each individual lasted for about thirteen minutes. The researcher listened intensively and repetitively to the recordings. The data were transcribed. The data were then selected based o the purpose of the study. The next steps were then the data being interpreted and analyzed from the selected conversation extracts. In the extracts, relevant data were identified, interpreted then discussed. The results in the forms of extracts were analyzed through the Schiffrin's perspectives of discourse markers.

RESULTS

After analyzing the data (two transcription from two individual presentations), some of discourse markers (DMs) used by students were identified. The DMs were shown with each of its functions. They are explained one by one as follows:

TRANSCRIPTION 1
Extract 1:   Opening the presentation.

*Thank you very much for the opportunity that was given **e**..for me..**e**..from our honorable lecturer and our..**ee**..pals..**e**..friends here and **ee**..in anthropological linguistic and the material of the book that **e**..we were given..a companion to anthropological linguistic **and** I am as the presenter here **e**..gonna..**ee**..gonna deliver..**ee** going to deliver **e**..**e**.. one of the materials..**e**..one of the important materials.*

In extract 1, the presenter opened the presentation by giving brief introduction of the materials. the presenter opened the presentation by thanking the audiences. The expressions such as *e, ee, and (as conjuction)* are fillers in order to maintain the flow of ideas. In this extract, the presenter seems frequently used the DMs *e, ee*. Since those DMs frequently used by the presenter, it shows us the function of the use is as the pause fillers because the presenter seemed maintain the flow of ideas and information in order to not to be lost what should be mentioned next by using such expression of *e* and *ee*. Meanwhile, the DMs "*and*" is only used once since its function just for linking phrases by phrases mentioned by the presenter. It is suitable with the Schiffrin's perspective which is said that **and** has cohesive and structural roles; structural because it links two/more syntactic units such as clauses, phrases or verbs and cohesive.

Extract 2: Beginning to mention brief term of the main topic of the presentation.

For the first time, *we have to **e**..know, it's the speech community..**mm**.. speech to be..to be more understood about speech community we have **ee**..we have to know **ee**..term by term.*

In extract 2, the presenter tried to initiate discourse meaning that she tried to start the interaction by using expression of "for the first time" as she said, "**For the first time, we have to e..know, it's the speech community..**". Meanwhile, the presenter also used the expression such as *mm, e,* and *ee* while giving the information. The function of such DMs *mm, e,* and *ee* as pause fillers to maintain the flow of ideas and information given in her presentation.

Extract 3: The presenter gave brief definition of the materials she presented.

I mean *here, we have to understand what does a speech mean and **e**..community itself. **So,** speech here means..**ee**..**emm**..oral representation of our thoughts, our feelings **emm**..and while community here is a group of people who share the same knowledge, beliefs and social structure.*

In extract 3, the presenter used expression such as ***I mean, e, ee, so*** and ***emm***. Here, expression of ***I mean*** used by the presenter is to show the audiences that she was going to rephrase as well as repeat to mark the prior utterance or information given by her. The expression of *so* used by her to give conclusion the definition of speech community she explained in advance. Furthermore, the expression of *e, ee,* and *emm* is used as pause fillers and delaying tactic to not to be lost about the ideas and information she wanted to give to audiences.

Extract 4: Giving further explanation about speech community

*So, we have to come to the understanding about speech community itself, so, what does it mean by saying a speech community? Speech community is **ee**..a group of people who use the same language **em**..but it is not **e..e**..it can't be simply said that it **ee**..the.. community here means that the people who use the same language **e**..only the same language but..here..**emm** not only the same language they use but they **e**..the people or the com..community have to **e**..have to gain the same knowledge, basic knowledge, beliefs, values and **emm**..*

In extract 4, the presenter used expressions of *so, e, ee, em,* and *emm*. Here she used expressions of *so* in which it is used to connect and manage as well as conclude to what she had explained in advance the definition of speech community itself. The other expressions the presenter used in this extract were *e, ee, em,* and *emm* which are used as pause fillers in the purpose to maintain the flow of ideas she needed to give for further explanation.

Extract 5: The presenter gave further explanation about the material

*Eh..and then we have to come the..**ee**..**before we go through a**..another explanation about speech community **ee**... **I prefer** to mention one of the expert..expert **ee**..in and **ee**..in defining **e**..a speech community, It's Gumperz who defines speech community **ee**..it's a social group which may be either monolingual or multilingual held together by frequency of social interaction and set off from the surrounding areas by weaknesses in the lines of communication.*

In extract 5, kind of expressions presenter used is like *eh, e,* and *ee*. She used those expressions as gap fillers or pause fillers as she might forget the ideas she wanted to convey in the next explanation.

Extract 6: Giving explanation about types of speech community.

*Emm..and I have noted here **ee**..from the..stri..i..(....(taking something out of bag)..I should **e**..I should give **ee**..do share materials to audience)..I should **ee**..I should give... Mm..**ee**..**a**..and we now arrive at the types of speech com..community.. There are two types exactly of a speech community it's according.. **the first one** is it is according to **e**..individual members..**ee**..**mean**..**meaning that** it is the..**e**..utterer..it's the speaker of a utterance. **And the second one** is where the people live.*

In extract 6, the presenter used expressions like ***emm, e, ee, a, meaning that, the first one,*** and ***the second one***. Those kinds of expressions used by the presenter has their own function. Expression such as ***emm, e, a*** and *ee* is used by her as delaying tactic since she needed to maintain the flow of ideas. Meanwhile, the expression ***meaning that*** is similar to expression of ***I mean*** in which it is used to mark her intentions of the prior explanation she gave. Finally the expressions such as ***the first one,*** and ***the second one*** is used to order or sequence what she said.

Extract 7: The presenter gives specific explanation

*So, mm..according to the relations among its individual members **e**..regarding..**ee**..the explanations about speech community... there are two kinds of **e**..this area, it's tight community or we may call it as soft-shelled, it's **eem**..it is a kind **mm..hmm**.. **At the very first time** I hear the word 'tight'..'tight'..**so, e**.. after hearing the word 'tight'**e**.. there is something **ee**..come to our mind that **e**.. it is..it must be strict. So, e..tight community here means that a community who have.. **e**.. a strong boundary, what*

does it mean boundary..It's a limitation. **So ee**.. *when we want to access the language, the region of* **a**..*apa? suku?*

In extract 7, the presenter seemed spontaneously used kinds of expressions of **so, mm, e, ee, eem, a, hmm,** and **at the very first time.** The presenter used the expression of **so** since her purpose is to give brief conclusion of her prior explanation about kinds of speech community. This one is indicating that she used the DMs as the pause fillers to filler the gap as well as to maintain and not to be lose of her ideas. Finally the expression of **at the very first time** is used to initiate the explanation she wanted to give further to the audiences.

Extract 8: The presenter is still gave specific explanation of the types of speech

Ee..*ah? etnis..we have..***e**.. *we have given such limitation to access the language because they..***e**..*they provide such maintance strong maintenance of their language..they don't want..they don't wanna be..they don't their language be expanded, so* **e**..*here..for example ,* **em**..*the..the the…the* **ee**.. *Papua, Irian Jaya,* **ee**..*Dayak..***ee**..*and another* **e**..*rural..rural* **e**..*etnis..so we're gonna..we are rather* **e**.. *difficult to access the language to learn but the..but in a stark contrast to looser community.. it is the opposition of tight community.*

In extract 8, the presenter used kinds of expressions of **e, ee, em**. It is clear that she used them as the tactic of delaying since she might confused for some of information related to the materials she wanted to convey to audiences. The use of such kinds of DMs are to maintain the flow of ideas since the presenter might forget about her ideas.

Extract 9: Giving the further types of speech community

Here we **e**.. *we can be easily to access the language because the culture..***e**..**em**..*tend to be more acceptable of* **e**..*of the outsider..* **I mean** *here such* **e**..*in our capital city* **e**.. *Jakarta or if we live in Makassar we can* **ee**.. *accept.. we can be easily to* **e**..*accept the culture from the outsider without giving them such limitation* **hm**.. *and..***and then the second one is ee**..*the..the..the types of commu..the types of a speech community according to their* **e**..*according to their place, according to where people live.. here***,** *there are two, primary,* **ee**..*primary speech community and a secondary* **e**.. *speech community, what does it mean? Primary speech community here, it is the people..a group of people who live in* **a**..*in the same area* **ee**..*hm..in the same area such* **ee**..*but..***ee**..*but from the first time they live in a place.* **So, e**.. *meaning that, that..***e**..*there are no such trans..***ee**..*happening of transmigration or* **e**..**e**..*immigration..***e**, *so this is very pure.* **Jadi,** *disini***..hmm**..*sorry..***e**..

In extract 9, the presenter used expressions such as **e, ee, em, hm, a, so, jadi (so), hmm, I mean, and then**, and **the second one**. The expressions such as **e, ee, em, hm, a,** were used as pause fillers since the presenter used it to maintain the flow of her ideas. Meanwhile, the use of DMs such as **I mean** is used to mark her intention of her prior utterances. Furthermore, expression of **and then** and **the second one** is similar to the use of DMs such as "*first of all"* since its function is to order the sequence of what someone says. Finally expression of **so** is used to give conclusion about prior explanation she had given.

Extract 10: The presenter gave further explanation

*Lecturer:***It's alright,** *nda masalah..lanjut saja..(no problem, just go on)*
Ririn: **Hmm**..*and..secondary speech community, it's the..it's the opposition ofnprimary because the..***mm**..*the emphasizing of this type is the community come together from*

*different regions such **ee..here**, we gather here from another regions, I am from Mandar and emy from Soppeng and **e**..you are all from different regions. **Ee..**and the next is the importance or the function of speech **ee**..speech community itself. Why do..why do we have to learn the speech community? It's because we're gonna..**ee**..we're gonna be easily to learn **ee**..our..**ee**..our current **e**..subject, the discourse analysis. And then..**ee**..and then **ee**..what..what is..**e**.. what's something that more surprising is that we can **e**.. bring the study of discourse analysis into the real life by studying the speech community because it's the more, it is highly important or highly significant for us to **ee**..really **ee**..really understand about this speech community **hm**.. that's what the speech community become the first material of our subject and then we human beings, we live with the society and then **ee**..there's..there are many possibilities..*

In extract 10, it seemed that the lecturer used the expressions of ***it's alright*** as she said, "***It's alright, nda masalah..lanjut saja..***" in which this expression of ***it's alright*** is to manage as well as giving an agreement of the prior statement of the othe speaker. Meanwhile, the presenter used the expressions like ***mm, e, ee, hm*** in which it is used as pause fillers with the purpose of maintaining her ideas and information she needed to convey to the audiences.

TRANSCRIPTION 2
Extract 11: The presenter began her presentation

***Ehh…First of all**, I would like to say thank you very much, **ehh** to our honorable teacher who has gave me this very nice opportunity and I would like to say thanks to my..**eh** to all of my friends who has…who have willingly pay attention to my presentation. Today, I…I am going to explain one of the materials in anthropological linguistics…eh it is registers of language.*

In this extract 11, the presenter used kinds of expressions of ***eh,*** and ***ehh***. It seemed that she used the expressions as the delaying tactic as she might forget the further ideas she wanted to convey and to vanish her nervousness. She also used the expression of ***first of all*** to order the sequence of what she was saying.

Extract 12: The presenter gave definition of register

*Registers of language is a variety of language used in a particular purpose or in **ehh…**particular social setting…social setting. For example, when we are in formal situation like in this classroom…ehh…we…we use a formal language. Such we…such we use…**ehh…ehh…ehh…**a pronouncing…**ehh** and then we use an appropriate grammar, **ehh**…we also avoid an informal language such as slang, ehh…and other **ehh…ehh** other informal words*

In this extract 2, the presenter used the expressions of ***ehh*** in which the frequent use of ***ehh*** is used to her feeling of anxious since she might feel nervous during the presentation.

Extract 13: The presenter gave explanation about three aspects of register.

***Ehm**…regis…registers of language has three aspects. **The first** is repertoire. **Ehh**…and **the second** is a sociohistorical perspective, and the last is utterance, **ehh…**perspective. In repre (slip of the tongue), in repertoire perspective (re-pronounce the correct one), **ehm…**it gives…it gives a large contribution to **ehh…**register because it is also **ehh…ehh** le…it is also a language variety which*

*involve of dialect, ehh…registers, style, or the way…the way speaker talks to the interlocutor and the second is a sociohistorical,   **ehh…**perspective.*

In extract 13, the presenter used expressions of ***ehm, ehh, the first,*** and ***the second.*** The expressions of ***ehm,*** and ***ehh*** are used as pause fillers with the purpose of maintain her wanted-to-convey-ideas. Meanwhile, the expressions of ***the first*** and ***the second*** are used to order the sequence information she needed to tell to audiences.

Extract 14: The presenter gave explanation about the three aspects of register
*The registers are historical formation because register, time by time is derived from one generation to next generation, so the language from one generation to next generation, **ehh…**it is renew and reestablish to a new language. **And the last** aspect of ehm…register is utterance. **Ehm…**of course, every…**ehh**…every registers of individual is utteres…is uttered..uttered (the lecturer corrects it). **Ehm**…it might be…it might be based on interlocutor's role, relationship or the situation where she stands for.*

In extract 14, the presenter used the expressions such as ***ehh, ehm,*** and ***and the last.*** The kinds of expressions of ***ehh*** and ***ehm*** is used as pause fillers to maintain the flow of ideas. Meanwhile, the expression of ***and the last*** is used to order the sequence of what she was saying.

Extract 15: The presenter gave explanation about some terms in register
Ehm… The next is, *in terms of register. There is a term, there is a term named meta…metapragmatic stereotypes of use. **Ehm**…some linguists…some linguistics in identifying **ehh…**individual registers, they use metapragmatic individual model. They can, they could observe from the semetic (slip of the tongue)…the semiotic behavior (re-pronounce the correct one) and the..the..non-linguistics semiotic.*

In this extract 15, the presenter used the expressions of ***ehm*** and ***the next is.*** The expression of ***ehm*** is to maintain the flow of ideas since its function as a gap fillers. Meanwhile, the expression of ***the next is*** is used to order the sequence information she was telling to the audiences.

Extract 16: Giving the further explanation of the materials
Ehh…and the next material is stereotypes and socialization. The extis.. (slip of the tongue) the existence…the existence (re-pronounce the correct one and repetition) of registers of individual depends on replication from one generation to next generation, so…ehh…to identify… to identify registers of individual, ehh…it can be…ehh…the linguistics, the linguist must…ehh..must understand and knowing and know (repetition) about the social setting of speaker and interlocutor, interlocutor.

In extract 16, the presenter used the expression such as ***ehh,*** and ***the next*** in which the expression of ***ehh*** used to maintain the flow of ideas as well as avoid the feeling of nervous and the possibility to forget the ideas. While, the expression of ***the next*** is used to order the sequence information of the prior explanation she gave in advance.

Extract 17: The presenter gave further materials of her presentation
***And…the next ehh…**material is stereotypes and ideology. **Ehh…** register can be a stereotypes, can be a stereotypes, **ehm**, when a speaker, registers of speaker are identified by, by the…by people, when people have an earlier assumption about the*

registers of individual. And the registers can be also an ideology because ***ehm…****it..because registers…as what I have explained before that register of individual, in terms of language can be derived from generation to next generation, so it can be an ideology from one generation.*

In this extract 1, the presenter used the same common expressions such as ***ehh, ehm,*** and ***and the next.*** Those expressions have their own function. The expression of ***'ehh'*** and *'ehm'* is used as delaying tactic as the presenter might forget her ideas. Meanwhile, expression of ***the next*** is used to order the sequence of what she said.

Extract 18: The presenter gave the next materials of register

And the next *is Entextualis… (slip of the tongue) entextualized of tropes.* ***Ehm…****there is no specific explanation about ehh entei (slip of the tongue) entextualized of tropes, but it, it contains two main parts; the first is gender indexical…gender indexical and professional register. In gender indexical, it means that ehh…many languages, many languages are adopted* ***ehh…****based on the eh…the condition of interlocutor, ehh whether it is male or female, for example; ehh…in…in…****ehh…****America, America, there is* ***ehh…ehh…****a language named Koasati, for male, it is called 'lakaws', lakaws…lakaws…and for female, it is called 'lakkaw'.* ***Ehh*** *while in buginess,* ***ehh…****we may see…ehh...the term 'baco and becce'. Baco is for female, eh Baco is for male (correct the mistake) and becce for female.*

In this extract 18, the presenter seemed using the same common expression as previous such as ***and the next, ehm,*** and ***ehh***. This kinds of expression as what was much explained before that the expression such as ***ehh*** and ***ehm*** are used as the gap fillers to maintain the flow of ideas or to vanish the nervousness of the presenter. Meanwhile, the expression of ***and the next*** is used to order the sequence information she gave.

Extract 19: The presenter kept going on the explanation of register's materials

And…the next *material is pragmentary circulation.* ***Ehm…****actually when we are using a register of individual…we have individual register and we use it regularly or pragmentary, it has benefits. The first is* ***ehm…****it leads…****ehh..****it can be able to recognize some terms or expressions and to engage language play and jokes.*

In this extract 19, the presenter used kinds of expression such as ***and the next, ehh*** and ***ehm***. The expression of ***ehm*** and ***ehh*** is used to maintain the flow of ideas she gave to the audiences while the expression of ***and the next is*** is used to order the sequence of her given information.

Extract 20: Giving more deeply information about register

And the last… *no the last…and* ***the next*** *material is sociological fragnation.* ***Ehm…****social fragnation is refers to… uhuk-uhuk (someone from the participants is coughing) registers are social formation.* ***Ehh…****it means that there is…sometimes there is a language is formatted by* ***ehh…****by…satu kesatuan masyarakat, yang disahkan oleh masyarakat bahwa itu adalah bahasanya, misalnya, for example; in France,* ***ehh****…some people in France have been agreed that "vous" is an appropriate word in France, but* ***ehh…****there are…there are also society didn't…didn't agree with that.*

In this extract 20, the presenter used the same common expressions of ***and the last, and the next, ehh*** and ***ehm.*** The expression such as ***ehh*** and ***ehm*** are used as pause fillers to maintain the flow of the ideas. Meanwhile, as what is explained in the previous extract that the use of expression of ***and the next*** and ***and the last*** are used to order the sequence of information she wanted to convey to the audiences.

DISCUSSION

Twenty extracts of conversations were presented as the samples of conversations which were transcribed from one long recording of the individual presentation in the class. Overall, the findings show various expressions used by the individual presenter as strategy to communicate the ideas during the presentation in the class. Two long recordings have been sampled from the student's individual presentation in order to identify the types of discourse markers and the functions of those discourse markers.

The result shows that the individual presenter used DMs that function as the pause of gap fillers (*e, ee, ehm, emm, hmm, ehh,* and mm) and the DMs that function as to order the sequence of what speaker says (*the first, the second,* and *the last*). Besides, there were also another use of DMs that function to initiate discourse (*first of all*) and DMs that function to mark the intention of the prior utterances (*so*). All the use of discourse markers by the presenters or the audiences had given audiences of the importance of awareness of this phenomenon since the use and function of DMs cannot be apart from everyday activities especially in the English teaching-learning process.

This finding is in line with the functions of DMs proposed by Schriffin (1987). Studies by Castro (2009) and Mahmud (2017) had also found the significant function of discourse markers as important tools of communication in the classroom interaction. Don and Sim (2016) in terms of the use of discourse markers had also found the significant functions of discourse markers as important tools of communication.

CONCLUSION

From this study, it can be concluded that discourse markers are considered to be helpful and useful as one of communicative strategies in a formal situation such as in individual presentation of the students in the class. Therefore, the researchers suggest that DMs are influential as tools of communication in the class among the students themselves. For further research, the researcher suggests to expand the study of DMs in other contexts of use.

The result of this research is expected to be able to give meaningful information and to be beneficial theoretically and practically to the field of teaching. Theoretically, this study is expected to give an insight about the input provided by the teachers when addressing students in the teaching and learning process. The good teachers should know the appropriate language used in classroom interaction because they are the model of the language usage of the students. Practically, this research is expected to give a meaningful contribution for English teachers regarding the teaching and learning process in general particularly relating to their speech.

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