

STKIP PGRI JOMBANG

Pengembangan
Pembelajaran
Inovatif
dan
Inspiratif:

Menjawab
Tantangan
Era
Milenial



PROSIDING

HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN
PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF:
Menjawab Tantangan Era Milenial



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SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
STKIP PGRI JOMBANG
Jl. Pattimura II/20 Jombang
Telp. (0321) 861319-854318 FAX (0321) 854319





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07 APRIL 2018**

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Millennials, atau juga dikenal sebagai generasi millennial, adalah kelompok generasi yang lahir antara tahun 1980-an sampai dengan tahun 2000-an. Dengan demikian generasi millennial adalah generasi muda yang sekarang berusia antara 17 – 37 tahun. Tidak dapat dielakkan, kelompok generasi inilah yang mulai sekarang akan banyak mengisi dan berwarnai corak kehidupan masyarakat *jaman now* dan kehidupan masyarakat pada masa yang akan datang. Generasi millennial inilah yang akan menentukan apakah bangsa kita akan mampu tampil setara dan mampu bersaing dengan bangsa lain dalam komunitas global.

Hasil riset yang dirilis oleh *Pew Riset centre* menjelaskan keunikan generasi millennial yang tidak bisa *dilepaskan* dari keberadaan teknologi internet dan budaya pop. Generasi millennial memiliki ketergantungan yang sangat tinggi dengan teknologi internet. Mereka juga lebih terbuka dengan berbagai ide baru dan gagasan dari sumber mana pun.

Porsi kelompok generasi millennial di Indonesia diperkirakan sebanyak 34% dari total penduduk. Kelompok generasi inilah yang dalam kehidupannya selalu mengandalkan kecepatan, dan cenderung suka pada hal-hal yang serba instan. Bila hal ini terus dijadikan pedoman dalam berperilaku, *maka* dikawatirkan akan memunculkan perilaku *cuek* dengan lingkungan sosialnya, individualis dan egosentris, cenderung mencari hal yang serba mudah, dan kurang menghargai sebuah proses. Kecenderungan ini menjadi tantangan utama bagi semua pendidik *jaman now*. Kegiatan pendidikan dan pembelajaran ditantang untuk mampu memberikan jawaban riil, bagaimana para pendidik harus mengembangkan kegiatan pendidikan dan pembelajaran yang relevan dengan karakteristik generasi millennial. Bagaimana keberadaan teknologi informasi dan komunikasi yang berkembang pesat justru dapat digunakan untuk membangun karakter positif generasi millennial agar kelak mereka dapat bersaing dalam komunitas global.

Saat ini, kajian tentang pendekatan pendidikan, pembelajaran, dan pengembangan sumber daya manusia yang secara spesifik diperuntukkan untuk memperkuat peran generasi millennial dalam era global *masih* belum banyak dikaji oleh para peneliti, akademisi, dan para pengembang sumber daya manusia. Kegiatan Seminar Nasional Hasil Penelitian Pendidikan dan

Pembelajaran dengan tema: “Pengembangan Pembelajaran Inovatif dan Inspiratif: Menjawab Tantangan Era Millennial” ini dirancang untuk mewadai hasil pemikiran, kajian, dan penelitian para akademisi yang menaruh perhatian besar pada isu tentang bagaimana mengembangkan kegiatan pendidikan dan pembelajaran yang mampu menjawab tantangan era millennial. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para pendidik dan pengembang sumber daya manusia untuk mengantarkan tumbuhnya insan millennial yang berkarakter, cerdas, dan kompetitif.

Jombang, 31 Maret 2018

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SCRUTINIZING DISCOURSE MARKERS IN ENGLISH LISTENING SECTION OF SENIOR HIGH SCHOOL NATIONAL EXAMINATION IN 2015/2016

Asep Budiman¹ (asepbudiman@student.uns.ac.id)

Abstract

Discourse markers (DMs) can clearly indicate the organization of discourse, remind the hearer of the preceding and the following contents, and express clearly the concrete speech acts. The purposes of the study were (1) to identify the kinds of DMs used in the discourse of dialogues, (2) to describe their functions based on the context of occurrence in conversations, and (3) to put their role on the results of listening skill significantly. The data were taken from items of listening section in English national examination of senior high school in 2015/2016. The data were transcribed, classified based on Heeman and Allen's kinds of DMs theory, described their functions, and decided their role. The data were analyzed quantitatively for counting the kinds of the markers, and qualitatively for describing their functions and deciding their role. The results showed that the DMs only appeared once, Oh, for clarification; and the role of the markers supported the result of listening skill significantly because of helping comprehension, interpretation, and recall of information of native speakers' communicative intention in dialog. However, the DMs distributions were mainly limited to the sentence-initial position. Therefore, textbook writers and English national examination designers were suggested to focus more on DMs distribution and context. Teachers and students should be aware of the role of DMs in EFL listening comprehension, familiarize themselves with DMs displayed in textbooks, and use authentic listening materials to compensate for textbook deficiencies.

Key Words: Conversation, discourse markers, English national examination, listening comprehension

Abstrak

Pemarkah atau Discourse Makers (DMs) secara jelas dapat menunjukkan organisasi wacana, mengingatkan pendengar tentang makna-makna wacana sebelum dan sesudahnya, dan mengekspresikan secara jelas tindak tutur yang konkret. Tujuan dari penelitian ini adalah (1) untuk mengidentifikasi jenis pemarkah yang digunakan dalam wacana dialog, (2) untuk menggambarkan fungsi – fungsi pemarkah berdasarkan konteks kejadian dalam percakapan, dan (3) untuk menempatkan peran pemarkah pada hasil keterampilan listening secara signifikan. Data penelitian diambil dari unsur-unsur listening section dalam ujian nasional bahasa Inggris SMA di 2015/2016. Kemudian data ditranskripsikan, diklasifikasikan berdasarkan teori DMs dari Heeman dan Allen, menggambarkan fungsi DMs, dan memutuskan peran DMs. Selanjutnya, data dianalisis secara kuantitatif untuk menghitung jenis-jenis penanda, dan menggambarkan secara kualitatif fungsi-fungsi DMs dan memutuskan peran DMs. Hasilnya menunjukkan bahwa DMs hanya muncul sekali, "Oh", untuk klarifikasi; dan peran penanda mendukung hasil keterampilan Listening secara signifikan karena membantu pemahaman, interpretasi, dan penarikan kembali informasi dari maksud penutur asli dalam dialog. Namun, distribusi DMs utamanya terbatas pada posisi awal kalimat. Oleh karena itu, penulis buku teks dan perancang ujian nasional Bahasa Inggris disarankan untuk lebih fokus pada distribusi dan konteks DMs. Guru dan siswa harus menyadari peran DMs dalam EFL Listening comprehension, membiasakan diri dengan DMs yang ditampilkan dalam buku teks, dan menggunakan materi listening yang otentik untuk mengkompensasi kekurangan pada buku teks.

Kata Kunci : Percakapan, pemarkah, ujian nasional listening section, pembelajaran komprehensi.

INTRODUCTION

Almost all languages in the world have a range of words or lexical expressions, which do not belong to any of the major syntactic categories, which do not indicate objects, events, and whose meanings do not contribute to the conceptual meaning of utterance in which they occur (Wilson, 2000), but work as informative markers and instruct utterance interpretation. These kinds of words or expressions, such as "you know; I mean; well; so; okay" are called discourse markers (DMs), and play an important role in the communication. In addition, McCharty (1991) stated that a conversation is much less lively, less "personal" and further less authentic in relation to teaching and learning listening without

¹Mahasiswa Program Studi Magister Pendidikan Bahasa Inggris, UNS, Jawa Tengah

DMs signaling receipt of information, agreement and involvement. The DMs which are as explicit clues can support comprehension, interpretation, and recall of information of English native speakers' communicative intention because the speakers use the markers in their conversations.

Furthermore, during the past twenty years, the study of DMs has developed very quickly in linguistics, with dozens of articles appearing yearly (Aijmer, 2004). Numerous studies have attempted to specify the meaning or functions of an individual DM or small sets of DMs in various languages, and several attempts have been made to characterize DMs in a more general way (Schiffrin, 1987).

In the context of Indonesian educational system where English is taught as a foreign language, the ability of students' English listening skill is only measured every year in national examination. The examination measures the understanding of short functional texts, conversations, and monologue text in daily life which are included in graduate standard of competence number 34 in 2007, number 77 in 2008, and number in 2009. This listening section is actually combined with reading section to create English national examination with the number of listening items is 15 and reading is 35.

In line with this, many scholars have done a lot of theoretical and empirical studies on DMs, such as *but* (Schiffrin, 1987; Brinton, 1996), *and* (Fraser, 1999), *you know* (Macaulay, 2002), *so* and *therefore* (Fraser, 1999; Blakemore, 1992; 1996) in English. However, most of them have carried out their studies in native speakers' language environment and the empirical studies mainly concentrate on its effect on writing and speaking. Since listening, as one of language input skills, occupies an important status in foreign language learning, which greatly affects the improvement of other language skills, and further DMs bring about authenticity and listening comprehension, it is very necessary and significant to study discourse markers in English listening section of senior high school national examination. Therefore, this study is intended to identify the kinds of discourse markers employed in discourse of conversation as well as their function and role in English listening section in the national examination of senior high school for majors of natural science, social science, language, and religion in 2015/2016 in Indonesia.

LITERATURE REVIEW

Discourse markers

The term discourse markers have different meanings for different groups of researchers and there is no agreement about what elements in a particular language should be referred to as DMs and studies on DMs have been done under a variety of overlapping labels (McCarthy, 2011). Among them there are sentence connectives, semantic conjuncts, cue phrases, discourse connectives, discourse-deictic items, discourse operators, discourse particles, fillers, makers of pragmatic structure, parenthetical phrases, phatic connectives, pragmatic connectives, pragmatic expressions, pragmatic formatives, pragmatic markers, pragmatic operators, pragmatic particles, pragmatic function words, reaction makers, so on and so forth.

Among those researches, Schiffrin is one of the most influential scholars who has studied the discourse markers in detail and has firmly established the term "discourse markers" in linguistic research. The definition that has received greatest attention today is Schiffrin's preliminary working definition of DMs as "sequentially dependent elements which bracket units of talk" (Schiffrin, 1987). Later, she gives a more elaborate description of the markers as "proposing the contextual coordinates within which an utterance is produced and designed to be interpreted" (Schiffrin, 1987). On the basis of Schiffrin's study of DMs, Redeker calls discourse markers "discourse operators" and proposes the definition of her own: "...a word or phrase, for instance, a conjunction, adverbial, comment clause, interjection, that is uttered with the primary function of bringing to the listeners' attention, a particular kind of linkage of the upcoming utterance with the immediate discourse context" (Redeker, 1991).

In Fraser's work (1990), he writes about a group of expressions which he calls "pragmatic formative" but later calls "pragmatic markers". DMs, as a grammatical category, are seen as a subclass of pragmatic markers. Specifically, he characterizes a DM as a linguistic expression which: (a) has a

core meaning which can be enriched by the context; and (b) signals the relationship that the speakers intend between the utterance the DM introduces and the foregoing utterance.

Based upon the Relevance Theory, Blakemore, the most influential representative of this perspective, maintains that DMs can be regarded as linguistically specified constraints on cognitive context. She calls them “discourse connectives”: “expressions that constrain the interpretation of the utterances which contain them by virtue of the inferential connections they express.” (Blakemore, 1987) Thus the DMs are regarded as items which cognitively limit the hearer’s interpretation in that they indicate the speaker’s intention. So, the employment of DMs is one means to make contextual assumptions more accessible to the hearer.

From what was noted above, differences can be seen we see in defining DMs by different scholars. Obviously, the different concentrations and perspectives reflect their conceptions of the overall definitions of DMs in the communication. But from these definitions, some generalizations can be made about DMs: in general, DMs are a range of words or expressions drawn from classes of conjunctions, adverbials, prepositional phrases and other syntactic categories. They are used to express the speaker’s communicative purposes, i.e. to make the utterance more fluent and easy to understand. What’s more, they have no contribution to the meaning of the utterance, that is to say, if the DMs are removed from the utterance, the semantic relationship between the elements they connect remains the same; and without the DMs, the grammaticality of the utterance must still be intact.

Listening comprehension and discourse markers

The nature of listening comprehension

Listening is a complex activity difficult to investigate. Research in listening is in an exploratory stage. At present, despite much theoretical and empirical research, a consensus on a definition of listening comprehension has not yet been reached. Being a vital skill for almost all interaction, listening is also the most important medium for input in learning a foreign language. Krashen (1982) puts forward “input hypothesis” and “comprehensible input” which indicate the importance of listening. Krashen holds that the comprehensible input is an important factor in second language acquisition and a comprehension-before-production approach can facilitate language acquisition particularly in the early stages.

Chaudron and Richards (1986), Anderson and Crisemore (1990), Rost (1990) emphasize that listening comprehension must acknowledge that many processes work together in an interactive, overlapping and simultaneous fashion. Rost (1990) sums this up: “...a listener’s interpretation continuously changes throughout a speech event; it is not accurate to speak of sequential stages in listening, starting with speech perception. It is more accurate to think of the processes of perception and interpretation as continuous, overlapping and mutually informing from spoken utterances after the words have been recognized; their meanings computed, and the syntax of the utterance has been parsed.”

Psycholinguists suggest that listening is a process in which the listener must use syntactic and semantic information to identify acoustic cue; and it involves various linguistic and extra-linguistic factors. In other words, listening comprehension is not a simple decoding process, but a process combining decoding process with reconstructing meaning. In the process, listeners’ participation, social-cultural knowledge, pragmatic knowledge and linguistic knowledge are very important.

Generally speaking, listening comprehension is a complex process. In human communication, listeners not only listen to others, they also must comprehend what others are talking about. Listening comprehension includes the auditory perception and all sorts of cognitive competence in attaining the goal of understanding. Therefore, listening comprehension is a composite process of memorizing, generalizing, predicting and language transforming.



Discourse markers and listening comprehension: relevant studies

DMs facilitate learners' listening comprehension (Flowerdew & Miller, 2012; McCharthy, 1991). With an awareness of DM functions, listeners can determine the global structure, infer meaning, and interpret the text (Coulthard, 1985). DMs also help listeners recall more information and essential ideas in texts (Richards, 2006). Some researchers have confirmed the positive effects of DM instruction in promoting greater listening comprehension (Reed, 1996; Sadeghi & Heidaryan, 2012).

Chaudron and Richard (1986) look at the influence of DMs on the comprehension of academic lecture, and they conclude that DMs can facilitate comprehension. They consider two kinds of discourse signals in a lecture: macro-markers and micro-markers. The former signals the macro-structure (e.g. *what I'm going to talk about today...*) of a lecture through highlighting the major information in the lecture and the sequencing or importance of that information. The latter (e.g. *and, so, well*) indicates links between sentences with the lecture or function as fillers.

Rubin (1994) compare the listening comprehension of two version of a lengthy English text with and without discourse markers. They conclude that listeners who have heard the text with additional DMs reproduce significantly more macro-propositions than those who have heard the non-marked version.

Cohen (2007) focuses on the roles of text-structuring DMs in signaling the larger-scale organization of academic talks. He finds that the occurrence of DMs in authentic undergraduate lectures and in talks appearing in EAP (English for Academic Purposes) listening skills materials can help an audience form a coherent "mental map" of the overall talk.

However, DM instruction has been neglected by teachers and textbook writers (Huang, 2011). DMs are treated as fillers and considered devoid of meaning and function. The use of some DMs (e.g. *well* and *you know*) is criticized as indicating poor fluency or speech. Consequently, the time spent on DM instruction is relatively rare. Without being taught DMs intentionally, most foreign language students cannot utilize DMs to identify overall structure and distinguish main ideas from minor ones (Sadeghi & Heidaryan, 2012). In line with this, there are many kinds of discourse markers referring to Heeman and Allen' categories (1997: 97; 1998: 45), namely: *okay, right, mm-hm, yeah, yes, alright, no, yep, oh, well, hm, mm, like, and, so, but, oh, be- cause, then, now, actually, first, anyway* and the most common discourse markers in American English, namely: *you know* and *I mean*. The categories and functions are simply described in the following table:

Table 1. Classifications and Functions of Discourse Markers

Categories	Functions	Examples
Textual Markers		
Logical connectives	Show relationship between clauses/sentences	<i>and, so, but because</i>
Frame markers	Topic shift	<i>let's, well</i>
Code glosses	Help comprehend a particular text element	<i>forexample</i>
Interpersonal markers		
Boosters	Show the speaker's certainty or communicative force	<i>of course</i>
Hedges	Modify the speaker's commitment to the proposition	<i>perhaps, maybe</i>
Relational markers	Establish rapport with the listener	<i>...right?</i>
Emphatics	Show the speaker's stance towards the proposition	<i>in fact</i>

Meanwhile, the functions of discourse markers according to Lee (2001) cited in Heeman (1997) are unexpected response, pause and delay, realization, communication repair, topic shift, turn-taking, dis-preference signal, clarification, approximation, familiarity marker, solicit affirmation, focus marker, receipt of information, closing, ending a point, feedback markers: agreement feedback marker, feedback which indicates surprise or asking confirmation, and emotion feedback marke.



Research Methodology

In accordance with the purpose of this study, the research approaches used quantitative and qualitative research approaches. The first approach was applied to count the kinds of discourse markers based on Heeman and Allen's theory and the most common markers employed in discourse of dialogues in question items of the English listening section of the senior high school national examination for majors of natural science, social science, language, and religion in 2015/2016. Meanwhile, the next approach, qualitative, was used to describe the functions of discourse markers in the utterances based on Lee's theory to decide the role of the markers in supporting the result of listening skill significantly.

The data were taken from the national examination of senior high school for majors of natural science, social science, language, and religion in 2015/2016, especially in English listening section created by *PUSPENDIK BALITBANG* conducted in 2015. A library activity was also conducted to get theoretical information. It was done by reading books dealing with the topic and then by selecting particular ideas, i.e. from the books, which supported the discussion of this study. In addition, reference such as internet was another help for conducting this study.

In the unit of analysis, the data was DMs in the utterances of dialogues in question items of the examination based on Heeman and Allen's kinds of discourse markers and the most common markers. In addition, this kind of analysis is also included into conversation analysis as it explores the dynamicity of the society through dialog (Kristina, 2017: 33).

The instruments used in this study were English listening MP3 and cassette of the examination, MP3 and cassette player, and the researchers themselves.

The documentation technique was used to collect the data through several steps. Firstly, taking only the items containing conversation on listening in English national examination. As the number of dialog is seven and monolog is eight, this research took seven items to be analyzed to scrutinize the DMs. Then, the utterances were transcribed in MP3 and cassette of English listening section of the examination using complete transcription conventions based on Schiffrin (1987, 1994: 431), as follows:

Symbols	Meaning
.	falling intonation followed by noticeable pause (as at end of declarative sentence)
?	rising intonation followed by noticeable pause (as the end of interrogative sentence)
,	continuing intonation: may be slight rise or fall in contour (less the"." or "??"); may be followed by a pause (shorter than"." or "??")
!	animated tone
...	noticeable pause or break in rhythm without falling intonation (each half-second pause is marked as measured by stop watch)
-	self-interruption with glottal stop
:	lengthened syllable
<i>italics</i>	empathic stress
CAPS	very empathic stress
Bold	is used in the examples to highlight those discourse markers being discussed in the text
=	Overlap

Secondly, the dialogues or utterances were identified and written down which employed the discourse markers used in the examination based on Heeman and Allen's theory. Thirdly, the utterances were identified and written down which did not employ the discourse markers used in the examination based

on Heeman and Allen's theory. Finally, the samples were classified that used discourse markers based on the characteristics of discourse markers in order to distinguish the markers and the other word classes such as verb, preposition, conjunction, adverb, etc.

In analyzing the data, the following steps were used:

1. Classifying the data based on the kinds of discourse markers. Then, the markers occurrence or the markers frequency occurred in the data were counted. Thus, the quantitative approach was used. The triangulation was also used to check the validity of the data through advanced friend participation for checking the classification of discourse markers.
2. Describing the functions of the discourse markers from selected data.
3. Deciding the role of the discourse markers to support the result of listening skill.

Result and Discussion

The classification of utterances: the utterances without discourse markers

From the seven analyzed conversations in the English listening national examination in 2015/2016, item number 1 until 6 did not employ discourse markers.

For example:

Man : That looks like a very bad cut, Rina. How did you do that?

Woman : It happened when I was hurriedly slicing the onions.

(transcript of item number 3)

The classification of utterances: the utterances with discourse markers

The utterances which employed discourse markers in the examination was only in item number 7, it's *Oh* DMs. The dialog is as follow:

Man : Hi. My name's Abdul Rasyid.

Woman : Hi. I'm Linda Sintia.

Man : What do you do, Linda?

Woman : I'm a sales girl.

Man : Oh...Where do you work?

Woman : I work in a department store.

Man : How do you go to work?

Woman : I go by bus. It's far.

(transcript of item number 7)

After classifying the data, the quantitative approach was used for counting the kinds of discourse markers and qualitative approach to describe the functions of the markers and the role of the markers.

1. The kinds of discourse markers

The frequency of discourse markers which appeared in the data showed that there was only one discourse marker *Oh* in the conversation of item number 7.

2. The functions of discourse markers

The discussion of discourse marker function of the examination is as follow:

In dialogue (2) *Oh* discourse marker occurred in initial position because it appeared in the beginning of utterance "...Where do you work?" uttered in falling intonation.

This marker (2) indicated interactive function. The marker in (2) signals clarification or further information. It signaled the man's attentiveness and confirmed that he was following the communication by participating with the discourse marker.

3. The role of discourse markers

The discourse markers available in English listening section of the national examination of senior high school for majors of natural science, social science, language, and religion in 2015/2016 was

surprisingly almost none. Put in other words, the examination designers or makers did not consider about the importance of discourse markers, contributing natural and smoothly sounded utterances. In addition, the EFL students were only forced to listen to and were measured through such utterances. As a result, they were not able to comprehend easily the English native speakers' communicative intention because in the real situation especially in oral communication, DMs must play role. In conclusion, the role of the discourse markers supports the result of listening skill significantly because the markers could be explicit clues to understand, interpret, and recall the information of the English native speakers' communicative intention in spoken dialogue in the examinations. Without discourse markers, understanding the relationship between the current discourse and the prior discourse would be broken easily because it only relies on implicit clues (intonation, context) and the transitions between turns may seem disjointed or abrupt and ambiguities may arise.

CONCLUSION AND SUGGESTION

Conclusion

From the results of this study, there are three conclusions, namely: the kinds of discourse markers, the functions of discourse markers, and the role of discourse markers in the English listening section of national examination of senior high school for majors of natural science, social science, language, and religion in 2015/2016. Firstly, the kind of discourse marker was one for Oh discourse marker shown once in 2015/2016. Secondly, the discourse marker Oh in the examination in 2007/2008 functioned to ask for clarification or further information about something that the speaker did not understand. Thirdly, the role of discourse markers supports the result of listening skill significantly because the markers can be explicit clues to understand, interpret, and recall the information of the English native speakers' communicative intention in spoken dialogue in the examination. Without discourse markers, the understanding to relationship between the current discourse and the prior discourse will be broken easily because it only relies on implicit clues (intonation, context) and the transitions between turns may seem disjointed or abrupt and ambiguities may arise.

Suggestion

Considering the importance of discourse marker, some suggestions are delivered to English learners or readers, English teachers, examination designers or makers, and discourse marker researchers.

Firstly, EFL students must be aware of the importance of the discourse markers for their English competence. The knowledge of the markers particularly about the kinds and the functions of discourse marker will help them comprehending the speaker's communicative intention in discourse of spoken English and improving other English skills, particularly speaking skill. They can speak smoothly and naturally. They can imitate English native speakers' behavior in speaking. It is because their lacks of English speaking competence can be covered by using the markers in their discourse.

Secondly, EFL teachers must also be aware of using the markers in their teaching for improving the quality of teaching and learning process in senior high school. They have to include the markers in their syllabus and apply them in their teaching as knowledge resource, teaching materials, teaching media, or reference.

Then, a suggestion is delivered to examination designers or makers. They have to be aware of discourse markers existence in the examination. They are suggested to apply the markers for the next national examination, so the conversations sound natural and work smoothly, the examination can measure the English learners' competence through much lively conversation, not monotone sounded utterances, and the examination materials can be a good model of using the discourse markers. In addition, EFL curriculum should be supplemented with authentic learning materials, showing DMs in varied distribution.

Finally, the researchers see that the dialogues in the English national examination do not resemble authentic speech. It is more likely type of written form presented in spoken language as "*speaking like a book*" and modified by the designers to fulfill specific purposes. Further, researchers are suggested to do

studies of discourse markers in different contexts. It is because the results of this study are by no means conclusive, so more studies are needed to substantiate the results.

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