THE USE OF DISCOURSES MARKERS IN A WRITTEN TEXT OF PRESIDENT JOKO WIDODO’S SPEECH

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Abstract. This article describes the types and frequency of discourse markers found in a written text of President Joko Widodo’s speech. The data of this study are the discourse markers which are found in a written text of President Joko Widodo's speech. The data source of this study is a written text of President Joko Widodo's speech at the World Economic Forum on the ASEAN National Convention Center in Hanoi of Vietnam on September 12, 2018. A model of analysis consisting of three concurrent flows of activities: data reduction, data display and conclusion drawing/verification was used to analyze the data. The analysis of the data discovered that the types of discourse markers used in the written text of President Joko Widodo’s speech are: discourse markers of connectives, discourse markers of cause and result, discourse markers of temporal, and (d) discourse markers of information and participant. Frequencies of discourse markers used in the speech of president are 51. Those markers dealing with markers of connective and (32 clauses), marker of connective but (2 clauses), markers of cause and result that contains marker cause/because (4 clauses), and marker of so (6 clauses), markers of temporal then are 2 clauses and markers of temporal adverbs now were 3 clauses, and, markers of information and participation you know are 2 clauses

Keywords: discourse, discourse markers, speech

DISCOURSE is a stretch of language larger than a sentence. It is natural spoken or written language, with meaning being transferred through a sentence of a text, in context (Crystal, 2000). Discourse can be classified into two kinds, namely: (a) Oral Discourse or Spoken Discourse. It is discourse which used the spoken text, such as conservation. By oral discourse, we mean discourse which text is constructed in the real time. It means oral discourse is concerning some actual facts in the present time. (b) Written Discourse It was formed by the written text (written language). By written discourse, we mean discourse which text is not constructed in the real time (Schriiffin, 2001). Briefly, these two types of discourse can be distinguished according to the type of situation. Oral discourse is concerning face-to-face situation while a recorded transmission situation involves in the written discourse. There are still other types of discourse which is important to be distinguished namely interactive and non-interactive discourse. A definition of interaction, if it is to be used for the term of discourse, should be based on an analysis on the type of role play by participants in the
communication. It is called interactive discourse if each participant constructs only part of text, expressing a number of fragments in alternation with the other participants. It is called noninteractive discourse if a single participant is responsible for the whole of the discourse. Can both the oral and written discourse be both interactive and noninteractive? It is undutiful that the majority of oral discourse is interactive, since this type of discourse is usually realized in face-to-face communicative situation which generally need the interactive participation of all present. In certain situation, however, the oral discourse can be in non-interactive form, for example the political speech or lecturer, who is clarifying the subject of the lesson, produced the whole discourse orally by him without any participant of the collegian. On the other hand, a written discourse can also be interactive and continuity. For example: in the first letter, Eyza writes to his uncle asking for help. In the second letter, Eyza’s uncle replies the help will be given at the exact time he needs. In the third letter, Eyza thanks his uncle for the favor that was offered, and mentions the time when he needs the help. These three kinds of letters are regarded as three “speaking turns” which form the whole. This discourse is, therefore, interactively coherent. Furthermore, discourse analysis is concerned with the study of the relationship between language and the context in which it is used. Some words and expression are used to show discourse is constructed. They can show the connection between what has already been written or said and what is going to be written or said. They can indicate what speakers think about what they are saying. This study concerns with discourse markers. Discourse markers are part of the more general analysis of discourse coherence—how speakers and hearers jointly integrate forms, meaning, and actions to make overall sense out of what is said (Schriffin, 2001). Discourse markers are those parts of the language that connect one piece of discourse, or extended speech/writing to another, such as an introductory phrase or one that raises a new point or counterpoint. These markers are important in connecting parts of the discourse as well as contributing to fluency. They organize and extended stretches of discourse helping to make text cohesive and coherent. It also has contribution to the message. Discourse markers have function in relation to enduring talk and text. In other word, that discourse markers could be considered as a set of linguistic expressions comprised of members of word classes as varied as conjunctions such as “and”, “but”, or interjections such as “oh”, adverbs “now”, and “then”, and lexicalized phrases as like “you know” and “I mean”.

In further discussion on the types of discourse markers (Holker, 2002) identifies the discourse marker into the following:

1. **Marker of Information Management**

   The first type discourse markers in oh. The explanation of discourse markers oh is not clearly based on semantic meaning or grammatical status. Oh is traditionally viewed as an exclamation of interjection. When it is used alone, without the syntactic support of a sentence, oh is said to indicate strong emotional states. Regardless of its syntactic status on intentional contour, that oh occurs as speakers shift their orientation to information. Oh pulls the flow of information in discourse to the temporary focus of
attention which is the target of self and or other management. Oh occurs in several different situations such as: oh in repair initiation, for example, Isya is answering a question about whether she believes in extrasensory perception by describing her husband Eyza’s abilities to predict future political events.

2. Marker of Response

Like oh, the use of well is not based on semantic meaning or grammatical status. Although well sometimes is noun, an adverb or degree of word, its use in utterance initial position is difficult to characterize in terms based on any of these classes. We can see some placement of well. It can occur in request-compliance pairs, for example: in (a) Isya issues a request for section to Azka and Salwa, who have been talking about topics other than those on conversational agenda.

a. Isya : Let’s get back because she’ll never get home
   Salwa: well, actually we do not have that much more.

Well can occur in request for confirmation although it is a bit harder to identify. Such requests are often identifiable because of the information status assumed to hold at the time of speaking, that is, speaker or hearer knowledge and meta-knowledge. This is, if a speaker makes a statement about an event about which a hearer is expected to have knowledge as request for confirmation, then, are statements about the hearer’s past life, abilities, like and dislike, knowledge, and so on. For example:

b. Eyza : And my father has been working for the government company.
   Azka : So your father must like them as an employer then
   Eyza : well my father likes his job, now.

Well is a response marker, well anchors its user in a conversational exchange when the option offered through a prior utterance for the coherence of an upcoming response it is not precisely followed. More generally, well is possible whenever the coherence options offered by one components of talk differ from another; well locates a speaker as a respondent to one level of discourse and allows release from attention to others.

3. Markers of Connectives

Another different set of markers are and, but, and or. They are called discourse connective. The first item of this kind of marker is and. And is the most frequently used as mode of connection at a local of idea structure. And also occurs in an environment shared by so. And is a structural coordinator of ideas as which has pragmatic effect as a marker of speaker continuation, required looking into the content and structure which tell us what idea units, are being marked by and. The second item of connective marker is but. Although but is a discourse coordinator (like and), it has a very pragmatic effect; but marks an upcoming unit as a contrasting action, because this effect is based on its contrastive meaning, the range of ideational uses of but is considerably narrower that of and. The third item of connective marker is or. Or is use as an option marker in discourse. It differs from and but not only in meaning, because it is move hearer-directed: whereas and marks a speaker continuation, and but a speakers return to a point, or a mark a speakers provision of option to hearer. Or
offers accepting one member of disjunct or both members of disjuncts. Or provides idea option in argument—a mode of discourse whose organization has also revealed the use of and and but. Or is also used in argument primarily to mark different pieces of supporting as multiple evidences for a position. Or is used as an option for a marker in discourse: it provides with a choice between accepting only one member of disjunct or both member of disjunct. Thus, or is fundamentally different from and and but because it is not a marker of a speakers action toward his own talk, but of a speakers desire for a hearer to take action. More specifically, or represents a speakers effort to elicit from a hearer a stance toward an ideas unit, or to gain a response of some kind, or thus prompts the exchange the status quo, and but returns it to a prior state.

4. Markers of Cause and Result

Another different set of markers are so and because. They are called markers of cause and result. Like and, but, and or, so and because have grammatical properties with contribute to their discourse use. So and because are grammatical signals of main or subordinate clauses respectively, and this grammatical difference is reflected in their discourse use: because is a marker of subordinate idea units, and so is a complementary marker of main idea units. It is important to define “subordinate” and “main” in discourse. Such designations depend on both the functional and referential organization of talk. From a functional perspective, subordinate material is that which has a secondary role in relation to a more encompassing focus of joint attention and activity. From a referential perspective, subordinate material is that which is not that relevant in and of it, as it is to a more global topic of the talk. For example, so and because may show a fairly clear differentiation of main by from subordinate material. Because and so have semantic meaning which are realized at both sentence and discourse levels: because conveys a meaning of ‘cause’ and so conveys meaning a ‘result’. These meanings appear on three of planes of discourse: ideational structure, information state and actions. Because and so can mark fact-based cause and result relations at both local and global levels of discourse. It is important to note down that so is used at potential transition locations in talk—when speakers offer hearer a turn a talk, a chance to complete an incomplete proposition by answering a question, an opportunity to change topic. Because and so convey meanings of cause and result which may be realized as fact-based, knowledge-based and/or action based relations between units of talk. Like the other markers considered so far, so and because work at both local and global levels of talk. At local level, so and because allow two ordering options which are thematically constrained by surrounding discourse. Like and, but, and or, so and because are used in discourse in ways which reflect their linguistic properties.

5. Markers of Temporal: Now and Then

Deictic elements relate an utterance to its person, space and time coordinates. Now and then are time deictics because they convey a relationship between time at which a proposition is assumed to be true and the time at which it is presented in utterance. In other words, now and then are deictic because their meaning depends on
a parameter of the speech situation (time of speaking). Now occurs in discourse in which the speaker progress though a cumulative series of subordinates unit. The discourse in which now occurs need not be explicitly structured or identified as having two subordinates units. Now occurs not only when the comparison is explicitly identified as having two clearly introduced subtopics, but also when the subtopics under comparison are only implicit. Now shows speakers progression through the discourse time of a comparison a discourse which a comprised of a cumulative series of subtopic, in all the comparisons, however, now has the same function. It displays that what is coming next in the discourse is but a subpart of a larger cumulative structure, and thus has to be interpreted as a subordinate unit in relation to a progression of such units. In short, now marks the speaker’s orderly progression in discourse time through a sequence of subpart. Then, it indicates temporal successions between prior and upcoming talk. Its main difference from now is the direction of the discourse which it marks: now points forward in discourse time and then points backward. Another difference is that now focuses in how the speakers own discourse follows the speakers own prior talk; then, on the other hand, focuses on how the speakers discourse follows either party’s prior talk.

6. Markers of Information and Participation

The last markers whose literal meanings directly influence their discourse use are you know and I mean. You know marks transition in information state are relevant for participant framework, and I mean marks speakers orientation toward own talk i.e., modification of idea and intention. Both markers also have the uses which are less directly related to their literal meanings: you know gains attention from the hearers to open an interactive focus on speaker-provided informational and I mean maintains attention on the speaker. These both markers are called information and participants. You know function as the first information and participant marker. The literal meaning of expression you know suggest the function of you know in information status. You know refers to the cognitive state in which one has the information about something. You know also occurs when a hearer invited to share the information transfer being accomplished through narrative discourse. The interaction effect of you know in narratives differs however, because you know enlist the hearer not just as an information recipient, but as a particular kind of participant to the story telling (an audience). This function is suggested by the fact that you know has two primary location in narratives: with the events which are internally evaluated of the story’s point, and with external of the narratives point. You know helps creating a particular kind of exchange structure. You know displays the speaker as one whose role as the information provider in contingent upon the hearer reception. The second information and participant marker is I mean. I mean functions within the participant’s framework of talk. I mean marks the speaker’s attention to two aspect of the meaning of talk: ideas and intentions. There are some reasons for having considered you know and I mean together. First, the semantic meaning of you know and I mean influence the discourse function of both markers: you know marks interactive transition in shared
knowledge, and I mean marks the speakers orientation toward the meaning of own talk. Second, the function of I mean and you know are complementary; whereas I mean focuses on the speakers own adjustments in the production of his or her own talk, you know proposes that a hearer adjust his/her orientation toward the reception of another’s talk. Third, whereas you know work basically within the formation of state of talk, with secondary effects on the participant framework, the functioning of I mean may be the reserve. Fourth, the reason to have being considered you know and I mean together is that both are markers which are socially evaluated and negatively sanctioned. So the analysis suggests a reason for such consideration. Fifth, we have seen that you know is used whenever the continuation of conversation hinges upon a hearer giving to the speaker something which is the exchange for the speaker’s talk. You know can be interpreted as revealing a speakers dependence on other for his/her own talk, simultaneously forcing the hearer in to relationship of exchange and reciprocity. Second, we have seen that I mean focuses attention on the speakers own orientation to his/her own talk. I mean can be interpreted as displaying the speakers own involvement with his/her talk. In short, the use of both you know and I mean could run counter to standard beliefs about the appropriate division of labor in conversation: use of you know can be interpreted ad overdependence on the hearer, and use of I mean can be interpreted as over involvement with itself.

**RESEARCH METHOD**

The design of this study is a content analysis. Content analysis is a procedure used by a researcher to collect data, identify data, and classify according to their characteristics, and evaluate current data to make conclusions. Borg and Gall (1999) confirm that contents analysis is a technique that enables researcher to study textbooks, high school composition, novel, newspaper, magazine advertisement, and political speech. The data of this study are the discourse markers which are found in a written text of President Joko Widodo's speech. The data source of this study is a written text of President Joko Widodo's speech at the World Economic Forum on the ASEAN National Convention Center in Hanoi of Vietnam on September 12, 2018. The model which is used to analyze the data is a model of analysis adopted from Miles and Huberman in Sugiyono (2012) dealing with: data reduction, data display, and conclusion drawing/verification. The procedures to analyze data can be diagrammed as follows:
Based on the diagram above, the procedures of the data analysis can be described as follows: The first step is the data reduction. It is the process of selecting and focusing to simplify the data which is obtained from the data source through data collection technique. In addition, on the data reduction step, the researcher also classifies and omits the data which are not relevant to the focus of the study. The second step of the data analysis is the data display. In this step, the researcher is to arrange and to display the data based on their characteristics and the types of teaching problems. The data display may be in the forms illustrations, facts, or features. To support the illustration it is also used tables, numbers or statements. Finally, the step of the analysis is to draw conclusion and verification which are based upon the steps of data collection, data reduction and data display. The conclusions are used to answer the research problems that have formulated on the study.

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of the research are based on the data sources concerning the speeches of Joko Widodo. The Research findings are presented in the following presentation.

1. Discourse Markers of Connective

Discourse markers of connectives found on the speeches of President Joko Widodo are as follows:

a. And is a structural coordinator of ideas as which has pragmatic effect as a marker of speaker continuation. Samples of discourse marker of connectives in the form of and found on the first data source, are as follows: Excellencies, distinguished guests, ladies and gentlemen, and CEOs, good morning. The picture shows you our map of Indonesia. We have a population of 240 million and the distance is like from London in UK to Istanbul in Turkey. And imagine, we have 17,000 islands. 17,000 islands. Our national budget for 2015 is $167 billion and for fuel subsidy is $27 billion. It's huge. We want to channel our fuel subsidy to the farm for seeds, for fertilizers, and also for irrigation. And we want to build dams – 25 dams in 5 years from our fuel subsidy to maintain the water supply to the farming area. Some subsidy we want to channel to the fishermen, to give them boat engines, to give them refrigerators. We want to increase the income of the fishermen. Some fuel subsidy we want to give to micro and small enterprises in the villages. We want to help them raise their working capital. And some subsidy we want to channel to the health program, the education program. And some subsidy we want to channel to infrastructure. In 5 years we want to build 24 seaports and deep seaports. As you know, we have 17,000 islands, so we need seaports and we need deep seaports. And this is your opportunity: 24 seaports and deep seaports. The picture shows our Jakarta Port, Tanjung Priok port. In 2009, the capacity is 3.6
million TEUs a year, and our plan in 2017 is around 15 million TEUs a year. This is the potential ports in Indonesia. This is your opportunity. We want to build in Sumatera island, in Kalimantan island, in Java island, in Sulawesi island, in Maluku island, also in Papua island. And we plan to build our railway track, railway network. Now we have already in Java and we want to build in Sumatera island, in Kalimantan island, in Sulawesi island and also in Papua island. This is your opportunity. We have started in Jakarta last year, and we want to build in Medan, in Makassar, in Semarang, in Bandung, in Surabaya. And now the toll road has been used (starting) 7 month ago. Finally, again on behalf of the Indonesian government and the people of Indonesia, I would like to thank you for your listening (to) my presentation. We are waiting for you to come to Indonesia. We are waiting for you to invest in Indonesia.

b. **But** marks units of ideas which are functionally related support, position their functional relationship is less important than their contrastive contents in explaining the use of **but**. Sample of discourse marker of connectives in the form of **but** found on the first data source, is as follows: For example, the price of the cement, one sack cement, in Java island is $6 per sack cement. But in Papua island the price is $150 per sack cement. Imagine, 25 times.

2 Discourse Marker of Cause and Result.

Discourse markers of cause and result found on the speech of President of Joko Widodo are as follows:

a. **Because** is used to initiate the explanatory unit of reason. Because conveys a meaning of cause and so convey a meaning of result. And Marker of because is as a subordinate idea units in explanatory/meaning of reason. Samples of discourse marker of cause and result in the form of **because** found on the first data source, are as follows: First, on behalf of the Indonesian Government and the people of Indonesia, I would like to thank you for coming to my presentation. Today, I am happy, I am very happy, to be with you, because you know I was a businessman years ago. So, this morning, I am very happy because we can talk about business, about investment with all of you. So, this is also your opportunity, because you know our national budget is limited. **Because** we need our power plants for manufacturing, for industrial zones. We have a project, the Jakarta Outer Ring Road, started 15 years ago but was stopped 8 years ago, because we have a problem here: 1.5 kilometers unfinished because there is 143 families who do not accept with the compensation price.

b. **So** is a complementary marker of main idea units. It is a superordinate marker. This marker is used in a single discourse unit, the marker **so** is as a complementary of main idea units in focusing on two units. This type of discourse marker can be found on the data source as follows: Our national budget for 2015 is $167 billion and for fuel subsidy is $27 billion. It's huge. **So** we want to channel our fuel subsidy from consumption to the productive activities. From consumptive activities to productive activities. Today, I am happy, I am very happy, to be with you,
because you know I was a businessman years ago. So, this morning, I am very happy because we can talk about business, about investment with all of you. We hope not only the vessels can enter our sea toll but also mother vessels can enter the sea toll. So, the price, the cost of the transportation is more efficient. Electricity. We need power plants. We need around 35,000 megavolts to build our industries, to build our projects, to build our industrial zones, our manufacturing zones. So, we need power plants. This is also your opportunity to invest in this project. We have a project, the Jakarta Outer Ring Road, started 15 years ago but was stopped 8 years ago, because we have a problem here: 1.5 kilometers unfinished because there is 143 families who do not accept with the compensation price. So last year I invite them. I go to them then I invite them to lunch and dinner.

3 Discourse Marker of Temporal.

Discourse markers of temporal found on the speech of President of Joko Widodo are as follows:

a. Now shows a speaker’s progression through the discourse time of a comparison a discourse which is comprised of a cumulative series of subtopic. It is also used as one of device used by speakers in their attempts to build coherence in the face of multiple options. This type of discourse marker found on the first data source is presented as follows: Now we talk business permit. We have national one-stop service office that can help you, that will serve you, that will facilitate you, that will give you your business permit. For example, principle business permit needs 3 days to process. Four times meeting. And the problem is cleared. And now the toll road has been used (starting) 7 month ago. Now we talk business permit. We have national one-stop service office that can help you, that will serve you, that will facilitate you, that will give you your business permit. For example, principle business permit needs 3 days to process.

b. Then indicates temporal succession between prior and upcoming talk. This type of discourse marker found on the first data source is presented as follows:

So last year I invite them. I go to them then I invite them to lunch and dinner. Four times. Ah, this is me. I invite them and then we talk about the problem.

4. Discourse Markers of Information and Participant

Discourse markers of information and participant found on the speech of President of Joko Widodo are as follows:

a. You know functions as an information state marker. This type of discourse marker leads a hearer to focus attention on a piece of information (either prior or upcoming) being presented by speaker. Samples of discourse marker of you know are found on the first data source as follows: First, on behalf of the Indonesian Government and the people of Indonesia, I would like to thank you for coming to my presentation. Today, I am happy, I am very happy, to be with you, because you know I was a businessman years ago. So, this morning, I am very happy because we can talk about business, about investment with all of you. Now we talk about mass transportation. We want to build our mass transportation in 6 big cities in Indonesia. We have started in Jakarta last year, and we want to build in Medan, in
In addition, the frequencies of discourse markers used in the speech of president were 51 clauses of discourse markers. Those clauses contained markers of connective and (32 clauses), marker of connective but (2 clauses), markers of cause and result that contains marker cause/because (4 clauses), and marker of so (6 clauses). Markers of temporal then were 2 clauses and markers of temporal adverbs now were 3 clauses. Finally, markers of information and participation you know were 2 clauses.

Referring to data analysis in the previously, it is found four kinds of discourse markers in the two speeches of Joko Widodo’s, namely marker of connectives and (and as a discourse markers, and as a continuation unit of speaker, and as a service of a more general point, marker but, and marker or), marker of cause and result (cause/because and so), marker of temporal adverbs (now and then), and marker of information and participation (you know). The four kinds of discourse markers have different function, marker of connective and as a discourse coordinator, it explains and builds a text with specific units, marker and as a continuation unit of speaker, it explains and connects events with specific units, marker and as a service of a more general point, it explains the groups the specific events, marker but explains the contrasting action and marker or explains the disjunction units. Marker of cause and result, marker cause/because explains the units of reason and marker so explains the units of result, and marker of temporal adverbs, marker now explains the speaker’s progression and specific time and marker then explains the adverb units and relationship temporal succession between prior and upcoming talk.

B. Discussion of Research Finding

Based on the finding of the research, the researcher found that there were four types of discourse markers used in the written text of President Joko Widodo’s speeches. Those types of discourse markers were: (a) discourse markers of connectives, (b) discourse markers of cause and result, (c) discourse markers of temporal, and (d) discourse markers of information and participant.

Discourse marker of connectives found in the written text of President Joko Widodo’s speeches are: and and but as in the following discourse: Excellencies, distinguished guests, ladies and gentlemen, and CEOs, good morning. The picture shows you our map of Indonesia. We have a population of 240 million and the distance is like from London in UK to Istanbul in Turkey. And imagine, we have 17,000 islands. 17,000 islands. Our national budget for 2015 is $167 billion and for fuel subsidy is $27 billion. It's huge. This is your opportunity. Another sample of connective markers is but, such as: For example, the price of the cement, one sack cement, in Java island is $6 per sack cement. But in Papua island the price is $150 per sack cement. Imagine, 25 times

Furthermore, it was found also the markers of cause and result in the written text of President Joko Widodo’s speeches, such as: because and so. Samples of these types of markers, such as: First, on behalf of the Indonesian Government and the people of
Indonesia, I would like to thank you for coming to my presentation. Today, I am happy, I am very happy, to be with you, because you know I was a businessman years ago. So, this morning, I am very happy. And sample of using markers of so, such as: Our national budget for 2015 is $167 billion and for fuel subsidy is $27 billion. It's huge. So we want to channel our fuel subsidy from consumption to the productive activities. From consumptive activities to productive activities. Today, I am happy, I am very happy, to be with you, because you know I was a businessman years ago. So, this morning, I am very happy because we can talk about business, about investment with all of you. We hope not only the vessels can enter our sea toll but also mother vessels can enter the sea toll.

Moreover, discourse markers of temporal found in written text of President Joko Widodo’ speeches are now and then. Samples of these types of markers are, such as: Now we talk business permit. We have national one-stop service office that can help you, that will serve you, that will facilitate you, that will give you your business permit. For example, principle business permit needs 3 days to process. Four times meeting. And the problem is cleared. And now the toll road has been used (starting) 7 month ago. Another type of temporal marker is then, such as: So last year I invite them. I go to them then I invite them to lunch and dinner. Four times. Ah, this is me. I invite them and then we talk about the problem.

Finally, the discourse marker found in written text of President Joko Widodo’ speech is marker of information and participant. It is exemplified by the following example: Today, I am happy, I am very happy, to be with you, because you know I was a businessman years ago. So, this morning, I am very happy because we can talk about business, about investment with all of you. Now we talk about mass transportation. We want to build our mass transportation in 6 big cities in Indonesia. We have started in Jakarta last year, and we want to build in Medan, in Makassar, in Semarang, in Bandung, in Surabaya. So, this is also your opportunity, because you know our national budget is limited.

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CONCLUSION

After analyzing the use of discourse markers in written text of President Joko Widodo’s speech, conclusions are drawn as the following:

1. The types of discourse markers used in the written text of President Joko Widodo’s speech are: (a) discourse markers of connectives, (b) discourse markers of cause and result, (c) discourse markers of temporal, and (d) discourse markers of information and participant.

2. Frequencies of discourse markers used in the speech of president are 51 of discourse markers. Those discourse markers dealing with markers of connective and (32 clauses), marker of connective but (2 clauses), markers of cause and result that contains marker cause/because (4 clauses), and marker of so (6 clauses), markers of temporal then are 2 clauses and markers of temporal adverbs now were 3 clauses, and, markers of information and participation you know are 2 clauses.

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