

DISCOURSE MARKERS ON NARRATIVE TEXT IN ENGLISH BOOK FOR SENIOR HIGH SCHOOL STUDENTS IN 12th GRADE

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Abstract

According to Hatch, there are several genres that appear in the classical classroom literature on rhetoric, from Aristotle to modern day rhetoricians; those are narrative, descriptive, procedural, and suasive discourse. In addition, one of the characteristics of a good composition is coherence. By positioning the appropriate discourse markers between sentences, a text will be smoothly readable. This article gives a brief description about the methods used by author of the book in arranging the exercises related to discourse markers applied in a narrative text and to find out whether the author of the book provides the adequate amount of the exercises related to discourse markers. Due to the fact that discourse marker is one of the ways to achieve coherence. From the book analysis it is known that the author of the book uses an inductive method to arrange the book and gives inadequate exercises on the discourse markers.

Key words: *discourse analysis, discourse markers, narrative text*

Abstrak

Menurut Hatch, ada beberapa genre yang muncul dalam kelas literatur klasik pada retorika, dari Aristoteles sampai ahli retorika modern, yaitu narasi, wacana deskriptif, prosedural, dan suasive. Selain itu, salah satu karakteristik dari komposisi yang baik adalah koherensi. Karena dengan memberi penanda wacana yang sesuai antara kalimat, teks akan lancar dibaca. Artikel ini memberikan gambaran singkat tentang metode yang digunakan oleh penulis buku dalam membuat latihan yang berkaitan dengan wacana penanda diterapkan dalam teks naratif dan untuk mengetahui apakah penulis buku ini memberikan jumlah yang memadai pada latihan yang berkaitan dengan penanda wacana. Karena pada kenyataannya penanda wacana adalah salah satu cara untuk mencapai koherensi. Dari analisis buku diketahui bahwa penulis buku ini menggunakan metode induktif dalam mengatur buku dan memberikan latihan yang kurang memadai pada penanda wacana.

Kata Kunci: *analisis wacana, penanda wacana, teks naratif*

INTRODUCTION

The genres that appear in the classical classroom literature on rhetoric, from Aristotle to modern day rhetoricians, are those of narrative, descriptive, procedural, and suasive discourse (Hatch, 1992:164). Language teachers have long followed these classifications, providing model essays that support to demonstrate the structure of each genre. Shaughnessy (1977) writes about five basic goals or types of the rhetorical organization, such as a) this is what happened (narrative, temporal organization); b) this is the look/sound/smell of something (description); c) this is like/unlike this (comparison/contrast); d) this (may have, probably, certainly) caused this (causal and evaluative); e) this is what ought to be done (problem solving including effects, causes, possible solutions, the assessment of solutions, prediction of side effects, and the suggestion of one or some combination of elements as the best solution). Therefore, each genre gives writers and speakers considerable flexibility in structuring text and to express their intent, writers and speakers typically

employ certain syntactic structures (Hatch, 1992:165).

To measure a good written text for both academic writing and classical literature on rhetoric, it should consist of several characteristics. One of characteristics of a good composition is coherence, as it is stated by Ngadiman that a written text or a composition is said to be good when it displays unity, coherence, clarity, and emphasis (2008: p.1). Coherence means that a written text is easy to read and understand because (1) the supporting sentences are in some kind of logical order and (2) the ideas are connected by the use of appropriate transition signals.

Concerning with coherence of the text in which the ideas are connected by the use of appropriate transition signals, this study will investigate the exercises provided in an English text book entitled "Interlanguage: English for Senior High School Students XII" related to the use of discourse markers on the narrative text.

Narrative texts are types of text which purpose is to amuse and to entertain the readers or listeners; they

also function to instruct the readers or listeners in that they teach them that problems should be confronted and attempts made to resolve them (Priyana, et al., 2008:p:16). The generic structures of this text are a) orientation (in this part, the writer wants to introduce the audience to the characters, the setting and the conflict); b) evaluation (in this part, the writer wants to step back to evaluate the conflicts /troubles); c) Complication (in this part, the writer wants to show that the conflict arises); d) Resolution (in this part, the writer wants tell how the problem is solved for better or worse and how the solution affects the characters). In addition, this kind of text usually has certain language features, such as a) it focuses on specific and usually individualize the participants; b) it uses material process; c) it uses temporal conjunction and circumstances; d) it uses past time.

The template of narrative, however, is not always in such order (orientation, evaluation, complication and resolution). Some research shows that parts of the template are not always included in the narrative of other language groups. Shaul et al. (1987), for

example, found that Hopi Coyote stories do not always contain an evaluation, and the moral is unstated. One reason that the evaluative section is missing might be that these stories are told within a small cohesive group, among whom the point of the story is known and shared.

Since many English books usually assess only on students' reading comprehension by giving a lot of questions related to the text, it is necessary to know whether or not the students do understand about the use of discourse markers in a composition so that they will be able write well. Discourse markers (transitions) are linking words or phrases used to lead the reader from one idea to another. In other words, discourse marker is transition signals used in a text. It is very crucial to pay more attention on discourse markers (transition signal of the text) since it has a great role on readers' comprehension toward a certain text. In addition, by using the appropriate discourse markers in writing, students' sentences in a composition will go logically and smoothly inasmuch as discourse marker

is one of the ways to achieve coherence. According to Oshima and Hogue, the function of transition signal words is to guide the readers make it easier to follow the writer's ideas (Oshima and Hogue, p.41). There are several common discourse markers applied in a text, such as discourse markers to show sequence (firstly, secondly, thirdly, etc), addition (and, also, in addition, etc), cause and effect (because, for, since, etc), comparison (similarly, like, similar to, etc), contrast (but, nonetheless, yet, etc), example (for example, for instance, including, etc), emphasis (as a matter of fact and in fact), restatement (that's to say, that is, in other words, etc), generalization (basically, generally, in general, etc) and conclusion (in conclusion, in summary, in short, etc).

Previous study on discourse analysis was conducted by Riyadi Santoso, one of students in faculty of letters and fine arts of Sebelas Maret University. He did research on Genre in Media Discourse. The data used were from magazine and three different macro genres, such as views, features, and news. He analyzed the discourse markers used in the texts.

The first genre analysis was based on INO's editorial entitled *Sopan Santun* 'Good manners' (February 7th-20th, 2007, p.3). The text is about asking readers to behave appropriately (field), directed to children as readers (tenor), and published in an editorial (mode). Then, the text was grouped into three stages: thesis, one-side argument, and reiteration that can be categorized as a hortatory exposition. The second genre analysis was features. Feature is a combination between a description and recount. The example of feature was taken from *Celeb: Road to Fame: It's Jesse Metcalfe's Way, ANEKA YES* (2nd-15th, 2007, P.56) (mode). It tells about a public figure (field) to the readers, teenagers (tenor). The last genre analysis was on news. News is built of a recount and an explanation. The data was taken from Reportasia: *Lagi-lagi Jakarta Banjir lagi, BOBO* (February 22nd, 2007, p.16) (mode). It explains why Jakarta is always flooded (field) to children readers (tenor).

Based on the three examples of analyses, he concluded that views macro genre can be developed in different micro genres such as:

exposition, description, discussion, and exemplum. Features can be made up from report, recount combined with description, description can be combined with report, recount can be combined with report and recount can be combined with report and explanation. Finally, news can be structured from different micro genre such recount, recount combined with description, recount combined with explanation, recount combined with report and explanation, examples and discussion.

By reading this kind of study, we can see the importance of discourse markers to correlate one sentence to another. Thus, the researcher will use a book, entitled “Interlanguage: English for senior high school student XII”, then he will choose the narrative text to be analyzed in form of the use of discourse markers in the text and the exercise provided by the author.

Theoretical framework

This study is based on two ways of thinking about the structure of text: rhetorical genre analysis and rhetorical structure theory. To get the general

overview of a narrative text, the investigator will use the rhetorical genre analysis since this analysis focuses on the template or overall form of the text. Then, to go deeper on the exercises related to the use of discourse markers and the types of discourse markers applied in the text, the investigator will use rhetorical structure theory (RST). It is because this theory is a description of process, where the author or speaker carries out goals, selecting particular clauses and relating them in specific ways to meet those goals.

Rhetorical Structure Theory

Rhetorical Structure Theory (RST) is different from genre analysis. The focus of this theory is not on the template or overall form of the text; rather, this type of rhetorical analysis includes the writer and the reader. It is a description of a process, where the author or speakers carries out goals, selecting particular clauses and relating them in specific ways to meet those goals (Hatch, 1992: P.1991). In the end, the result is an overall form. Rhetorical Structure analysis highlights *relations*. The relations show the type of connection between two portions of the

text. The relationship is between two pieces of texts called nucleus (N) and Satellite (S). The function—the plausible reason why the author or speaker chose to place these two pieces of text together is called an *effect*.

Mann and Thomson (1987) say that relations between satellite and nucleus need to be made explicitly by linguistic markers. However, they also point out that there are connectors, such as “although” and “however”, that can be used to make a relation specific.

In this research, the investigator will choose an English book for 12th graders. Then, he will go deeper on the parts of the book to select the functional text provided by in the book (narrative text). After having the selected chapters consisting of narrative texts, the investigator will analyze the materials and the exercises provided in the book.

To support the research methodology, the investigator will also implement some steps in genre analysis conducted by Bhatia (1993). Bhatia presents a number of steps for carrying out the analysis of genres. According to

her, there are three steps in genre analysis.

The first step is to consider what is already known about the particular genre. This includes knowledge of the situational and cultural context in which it occurs as well as any conventions that are typically associated with the genre. For information on this, we can go to existing literature such as guide books and manuals as well as seek practitioner advice on the particular genre. It is also helpful to look at what analyses have already been carried out of the particular genre, or other related genres, by looking at research articles or books on the topic.

The second step is to refine the analysis by defining the speaker or writer of the text, the audience of the text and their relationship with each other. We also need to consider the goal, or purpose of the texts. We should think about the networks of the texts that surround the genre as well as identify the subject matter of the text and how this relates to the context of the text.

The last step is to select the collection of texts we wish to examine. Bhatia suggests taking a few randomly chosen texts exploratory investigation, a single typical text for detailed analysis or a larger sample of texts if we wish to investigate a few specified features.

The key instrument of this research will be the investigator himself. He will directly observe and investigate the narrative texts provided in the guide book used for senior high students in the 12th grade. After selecting the narrative texts in the book, the investigator will investigate what method the author uses in ordering the exercises on the discourse markers and check the adequate amount of the exercises on discourse markers related to the selected text in the guide book.

There are several procedures which will be taken by the investigator in analyzing the data. The first step, the investigator will select some chapters consisting of narrative texts provided in the guide book for senior high students in 12th grade since there are several genres of text written in the book (e.g., Explanation texts, discussion texts, review text, and narrative). This step is

conducted based on the research problems of the study.

After having the chapter consisting of narrative text, the investigator will separate the tasks given in each item in the book. He then classifies the tasks consisting of the explanations of the materials and the tasks consisting of the exercises for students. All of these steps are intended to find out the method used by the author in arranging the exercises on discourse markers and check whether or not the exercises on discourse markers on the narrative texts provided in the adequate amount for 12th graders. Finally, he will draw conclusions. The conclusions will be based on the mentioned research questions.

DISCUSSION

The units consisting of narrative texts in this book are in the first and the sixth unit. Therefore, the focus of the discussion will be on those units.

Unit One (Gecko had come to lodge a Complaint)

This unit is started with a brainstorming on two topics which will be discussed. The first brainstorming is

about how to use the proper expressions of complaining and blaming. The second one is about the story of fables which are classified as narrative stories.

This unit also consists of six items which are symbolized with A, B, C, D, E, and F. The followings are the division of content on each item.

A. Let's Get Ready

Contents:

Task 1, Instruction: are you familiar with the following fables? Match the titles of the fables with their main characters below. Compare your answer with your classmate's.

Task 2, Instruction: Answer the following questions based on your knowledge Work in small groups of three.

B. Let's Act

Task 3, Instruction: Listen to the story of the Lion and the mouse. Then answer the questions. The listening script is in the appendix. Share your answer with a classmate's.

Task 4, Instruction: Study the words below before you listen to the conversation between Anita

and a librarian. While you are listening, complete the statement. The listening script is in the appendix.

Task 5, Instruction: In pairs, study the expression below.

Task 6, Instruction: If you were in the following situations, what complaints would you make?

Task 7, Instructions: Study the dialogue below. Check your understanding by answering the questions. Then, perform it with your classmate in pair.

Task 8, Instruction: Let's say it right.

Task 9, Instructions: Study the expression below.

Task 10, Instructions: When you are in the following situations, who should you blame? Compare your expressions with your classmates.

Task 11, Instruction: Complete the dialogue below with appropriate expressions. Look at the example. Then, perform them with your partner.

Task 12, Instruction: In small groups retell the fables below in your own words. You may add some dialogues if you want to.

Task 13, Instructions: Read the following fable and find the meanings of the words below based on the context. Then read the story again and answer the question.

Task 14, Instructions: Complete the following chart based on the story on task 13. Compare your work with a classmate's.

Task 15, Instruction: Study the rules below.

Task 16, Instruction: Express the two ideas below in one sentence. You may do it in pairs.

Task 17, Instructions: Study the explanation below. You may have a discussion with your classmate.

Task 18, Instruction: Here is another story entitled the slippers of buffalo skin. Read the story and find the meanings of the words below based on the context. Then read again and answer the questions.

Task 19, Instruction: Complete the charts of the changes that the slippers experienced and the reasons why they wanted to change themselves.

Task 20, Instruction: Study the rule below

C. Let's Do More

Task 21, Instruction: Join a sentence in box A with a sentence in box B using the conjunction *since, as, or for* to make a meaningful sentence. Look at the example.

Task 22, Instruction: Go to the library to find story books or magazines, or you may search the internet to find two or more fables that you think interesting.

D. Let's Check your Competence

Task 23, Instruction: Work in group of four. Create dialogues based on the following situations.

Task 24, Instruction: Let's sing a song.

E. Let's Make a Reflection

F. Let's Make a Summary

The method used by the author to write the book is by giving exercises (tasks) to stimulate students to understand the topics being discussed.

They are expected to be able to write the pattern from the given topic. This method is called as an inductive method. As it is stated by Prabhat Marwaha that the inductive teaching method or process goes from the specific to the general and may be based on specific experiments or experimental learning

(<http://www.helium.com/items/1999293>

). After all, to develop students' comprehension on the discussed topic, the author carries on with other additional materials related to the topics. For example, on task 12, students are provided with two kinds of narrative texts entitled "The Goose with the Golden Eggs" and "The Ant and The Grasshopper" and they are expected to read the text and retell it with their group. Again, on task 13, students are provided with the text narrative entitled "Gecko's complaint" and they are expected to read and find the meaning of the certain words. The author, however, doesn't explain about what narrative text is. After giving the examples of narrative text, the author gives the explanation and draws the pattern of narrative on task 17. To deepen students' comprehension on

narrative text, the author gives another text entitled "The Slippers of Buffalo Skin".

The tasks or exercises related to discourse markers are very limited in this book. They are provided in task 15 and task 20. In task 15, the students are expected to be able to combine to sentences by using "*and + too, so, either, and neither*". In task 20, the students are provided with markers of cause, such as *since, for, as, and because*. In these tasks (task 15 and 20), students are given the explanation and completed with the exercises which are very essential for students to understand the functions of each marker. Consequently, they can use them while writing the narrative text.

Concerning with the importance of discourse markers which can make the readers easily understand the texts, the author should provide students with more discourse markers exercises related to narrative text because the focus of functional text in this unit is a narrative text so that they will be able to be good writers. In this book, the author only provides students with two kinds of markers, that is, cause and effect markers and additional marker. The

author should provide discourse marker related to the use of markers showing the sequence of events because one of common grammatical features of narrative explained in task 17 is to use marker showing sequence of events. By doing so, the students will able to get the goals in this unit, that is, writing a good narrative text by using the appropriate markers to facilitate the readers understand the text.

Finally, in unit one, the writer has attempted to write a good book consisting of narrative text completed with the exercises related to the text. The author, however, should provide more exercises on types of discourse markers not just one or two types of markers because discourse markers have great influence to create students become good writers, particularly writing a functional text. The more students do the exercises the better their comprehension will be. It is because by doing this activity the students will get reinforcement on the emphasized skill that is being discussed as stated by Brown "If a particular response is reinforced, it then becomes habitual, or conditioned" (Brown, 2000:22). As a result, the students will fully understand

about the use of discourse markers in writing a narrative text.

IV. 2. Unit Six (Let me tell you a story about fairies)

The same as chapter one, this unit consists of six items which are symbolized with A, B, C, D, E, F. This unit is started with brainstorming about expressions to ask plan, expressions to persuade someone, and functional text of narrative.

The followings are the divisions/tasks of each item and the instruction used to have students do the exercises.

A. Let's Get Ready

Contents:

Task 1: Here are some plays performing this week. In pairs, study the pictures and match them with the titles that suit them the best.

Task 2: Study the fact below and look at the picture. Answer the questions with your partner.

B. Let's Act

Task 3: Listen to Virga and Denias talking about their plans to spend the weekend and write

down their plans on the provided agenda sheet below. The listening script is in the appendix.

Task 4: Study the expressions below

Task 5: Fill in the following agenda for a week with your plans. Then, exchange information with your partner on things you plan to do.

Task 6; Study the expressions below.

Task 7: Listen to Virga persuading Denias to tell her story before watching the play and complete the missing dialogues. Then, practice the dialogues with your partner.

Task 8: Do you believe in fairies? Listen to a radio program telling someone's inspirational story entitled Shoulder fairies. Then, say whether the statements are correct or false.

Task 9: Let's say it right.

Task 10: After watching the play, Denias and Virga are interested in discussing it. Listen

to the conversation and answer the questions that follow.

Task 11: In pairs, study the expressions below.

Task 12: What would you say in the following situations? Compare your expression with your classmate's.

Task 13: Work in pairs

Task 14: Have you ever heard or been told about a fairytale entitled Little Red Riding Hood? Listen to your teacher telling the fairytale, then identify the expression of regretting and preventing you heard in a fairytale.

Task 15: Library work

Task 16: Reflect on your personal belief and answer the questions with your partner before you read a text a text entitled The fairies' cake. Then, find the equivalent of the words in the box based on the context. Read the text again and answer the questions that follow.

Task 17: Study the explanation below.

Task 18: Do you know why cats kill rats? Read the text below

and write down what you can learn in the space provided.

Task 19: Read a tale entitled Peter and the Mountainy men and find the Indonesian equivalents of the words based the context.

Task 20: Study the rules below.

Task 21: Complete the sentences by putting adverbial clauses of time.

Task 22: Use your imagination to develop the unfinished story below.

Task 23: Let's sing a song.

C. Let's Do More

Task 24: Read the fairytales below and answer the questions.

Task 25: Let's make a doll performance

D. Let's Check your Competence

Task 26: Be a story teller

Task 27: Write a fairytale in a modern setting based on your most unforgettable experience either exiting or frightening by following the points below.

E. Let's Make a Reflection

F. Let's Make a Summary

The author of this book writes the materials in a good order in which he attempts to correlate all activities with the functional text, that is, a narrative. The task 1 until 15 is actually talking about the expressions how to persuade, regret, and prevent something, but all of those expressions are related to the functional text discussed. By doing so, the students will get used to learning and being familiar with the text. Then, starting from task 16 until 26, the students are dealing with the text in form of various activities, such writing, reading, speaking (retelling) the narrative text.

The author, however, seems unaware of the important roles of discourse markers when writing a text. It can be seen from the minimum tasks given to the students. It is indeed the author gives adequate explanation on it, but if he gives less of practice in using the discourse markers, the students will not fully understand about discourse markers and its each function. For instance, in task 20, the author gives adequate explanation on using clauses/phrases to express time, but he gives very few tasks to the students (less than ten questions). As a result, the students

may probably understand about discourse markers theoretically, but they may not be able to use that in an appropriate usage because they have very limited exercises on it.

Concerning with the importance of practice in a textbook to make effective language classroom for learning, it has become increasingly apparent that “teaching learners how to learn” is crucial. Wenden (1985) was among to assert that learner strategies are the key to learner autonomy, and that one of the most important goals of language teaching should be the facilitation of that autonomy. Teachers can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom milieu for the realization of successful strategies. In more detail Brown (2000:131) mentioned in SBI (Strategies-Based Instruction) that when teachers utilize such techniques as communicative games, rapid reading, fluency exercises, and error analysis, teachers can help students both consciously and subconsciously to practice successful strategy.

CONCLUSION

The author of this book uses inductive method in providing the exercises or tasks because he provides many examples of narrative text without explaining the theory of this text. After all, the students are expected to be able to draw the pattern of the text and further explained in the next task. However, the author provides small number of the exercises which should be added to develop students' comprehension on the discourse markers.

Although the book “Interlanguage: English for Senior High School Students XII” is a good book to be used for 12th graders, but it still has some weaknesses. For example, this book provides so limited exercises on discourse markers which roles are very essential to make the students become good writers who are able to write a good narrative composition. Therefore, teachers who teach their students by using this book should enrich students' ability (comprehension) on discourse markers by providing them with more exercises.

Finally, this book will be much better used if the teachers who use it become more active to find out other activities to help students get rid of boredom in learning English. Besides, the teachers should try to search from any references which can complete the weaknesses of this book, such as giving more exercises to develop students' comprehension on the topic being discussed. It is not enough for students to get a lot of explanation with limited number of tasks or exercise.

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