

DISCOURSE MARKERS USED IN SHORT SERIES MOVIE 'FRIENDS' AND ITS RELATION WITH ENGLISH LANGUAGE TEACHING

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Abstract: Language is primarily speech. This paper discusses discourse markers. They are used for various purposes like to create a smooth flow of thoughts and to make the interlocutors easily understand. This way is supposed to be handy in improving the speaking ability. The data were collected from a sitcom entitled 'Friends'. They were analyzed in a descriptive and qualitative method. The data were classified and then described their function contextually. There are seventeen discourse markers encountered in sitcom. *Yeah* is the most discourse marker used and *by the way* is the least discourse marker used in the sitcom. Discourse markers are used to make the language of conversation to be natural. They are useful for the students to learn. Thus, the use of discourse markers should be inserted and learned in the textbook for high schools.

Keyword: Discourse markers, Communication, Short Series Movie, Sitcom, 'Friends', English Language Teaching

Abstrak: Penelitian ini membahas tentang penggunaan 'discourse markers'. 'Discourse markers' ini digunakan untuk berbagai keperluan diantaranya untuk menciptakan kelancaran dalam hal pikiran dan membuat lawan bicara agar lebih mudah memahami. Cara ini diharapkan dapat berguna dalam usaha meningkatkan kemampuan berbicara. Data yang dikumpulkan berasal dari film serial pendek berjudul 'Friends'. Data tersebut dianalisa dengan menggunakan metode deskriptif dan kualitatif. Data tersebut kemudian diklasifikasi dan dipaparkan berdasarkan fungsinya. Ada tujuh belas 'discourse markers' yang ditemukan di dalam serial tersebut. 'Yeah' adalah 'discourse marker' yang paling banyak digunakan sedangkan 'by the way' adalah 'discourse marker' yang paling sedikit digunakan dalam serial tersebut. 'Discourse markers' digunakan dalam percakapan agar komunikasi dapat berlangsung lebih alami. Hal ini berguna bagi para siswa untuk dipelajari. Oleh karena itu, penggunaan 'discourse markers' seharusnya dimasukkan dan dipelajari di dalam buku pelajaran untuk tingkat atas (SMA).

Kata Kunci : 'Discourse Markers', Komunikasi, Film Serial Pendek, Komedi Situasi, 'Friends', Pengajaran Bahasa Inggris.

Spoken as well as written texts are equally important. Moreover, another point of learning spoken language is that the learners might be able to use the spoken language in the real context or in everyday communication. Discourse markers like *as well*, *I mean*, *like*, and *oh* may create such a natural conversation and help the listeners or audiences follow the way of thoughts or what the speakers want to (Fox & Schrock, 1999, p.280). The aspect of discourse markers in is overlooked (Croucher, 2004, p.38).

English is an international language. It has made students of English need to learn the skills to communicate using or practicing it natively, imitating how the native speakers speak. For example, students learn English by watching movies where English is used natively. Through the movies, language units of discourse markers are actively exposed. Thus, students can learn to speak natively by observing the discourse markers frequently used in movies. They may develop their speaking ability like that of native speakers. Moreover, as Indonesian students learn English as a foreign language, they may need to seek a way to maintain the conversation by using discourse markers.

Discourse markers are unique and specific in language. Schiffriin (2005, p.89) discussed in her research on the function of various discourse markers, (the examples of discourse markers include *oh*, *well*, ... *y'know* and *I mean*). Thus, it is important to study discourse markers encountered in sitcoms like 'Friends'.

Sitcom 'Friends' is chosen to study for Quaglio (2009, p. 17) in his book *Television Dialogue: The sitcom Friends vs. natural conversation* stated that sitcom 'Friends' received number of awards and nominations. Sitcom 'Friends' is 'considered to be the most popular television show shown in the United States' and has gained a success worldwide (Quaglio, 2009, p.17; Řeholová, 2010, p.10). Moreover, the sitcom itself means ... *about togetherness* (Brook cited in Williamson, 2008, p.55). Thus, there is no other reason not to watch this sitcom and use it to learn something.

This study also investigates the frequency and the function of using discourse markers within a conversation exposed in sitcom 'Friends'.

METHOD

The present research is a qualitative descriptive research. A qualitative research is chosen for helping us to 'understand the social world where we live in and why things are the way they are' (Hancock et al 2009, p.7).

A descriptive research studies the human interaction and learning. It is also strongly connected to educational research (Knupfer & McLellan 1996, p. 1196).

The corpus of the present research is the sitcom with the title of 'Friends'. It is the popular sitcom that portrays six friends living in New York

City. It consists of conversations that may influence the way of speakers, especially on grammatical and lexical choices in conveying informality, formality, stance, opinion and feelings. The characters in sitcom 'Friends' are:

1. Monica (acted by Courtney Cox)
2. Rachel (acted by Jennifer Aniston)
3. Phoebe (acted by Lisa Kudrow)
4. Ross (acted by David Schwimmer)
5. Chandler (acted by Matthew Perry)
6. Joey (acted by Matt Le Blanc)

Sitcom 'Friends' has 10 seasons, each of which consists of 24 – 25 episodes, except season 10 containing 18 episodes. The total episodes in 10 seasons are 246 episodes. The duration of each episode is about 30 minutes. Thus, the total of all episodes in 10 seasons is 7,080 minutes. In other words, the full season of sitcom 'Friends' takes 118 hours. For the length of sitcom is more than 100 hours, 10 episodes are taken randomly from 10 seasons.

After collecting the data, the next step is sort out the discourse markers (the fillers) used in the sitcom *Friends*. The discourse markers are classified into forms, meanings and functions. Then, they are put into the tables to categorize the discourse markers they belong to. The next step is putting the number into the table to compute the frequency of the discourse markers used.

FINDINGS AND DISCUSSION

Findings

After analyzing the data, *yeah* is the most productive discourse marker. It is used for 224 times in the sitcom. The second most productive discourse marker is *and*. It is used for 221 times. The least productive discourse marker is *by the way* which is used only 5 times.

There are three types of discourse marker namely polarity, veridicality, and type. Each of them has sub-classification. However, there are only some discourse markers like 'because' and 'although', found in the episodes.

Some discourse markers do not collocate with the use of discourse markers. They are *and* as shown in (1) and (2), *well* in (6) and (7), and *but* in (10) and (11).

- (1) Joey : I love babies, with their little baby shoes, and their little baby toes, and their little baby hands. (*Season 1 Episode 12*)
- (2) Monica : No you're not. You're, you're allergic to lobster and peanuts ... (*Season 2 Episode 6*)

And of (1) and (2) do not function as a discourse marker. It functions as a conjunction. It correlates noun phrases that indicate a series of information subsequently. It connects the previous information to the next information. In addition, *and* can serve as a discourse marker, too as shown in the following utterances (3b), (4b) and (5b).

- (3a) Phoebe : This is cool...it says in some parts of the world, people actually eat the placenta.
- (3b) Chandler : *And*, we're done with the yogurt. (*Season 1 Episode 12*)
- (4a) Rachel : Honey, I'm sorry
- (4b) Phoebe : *And* he's going to be paying this woman? Why doesn't he just give her like a throne, and a crown, and like a, you know, gold stick with a ball on top. (*Season 2 Episode 6*)
- (5a) Rachel : Okay, that doesn't help me, because we went to the same high school.
- (5b) Monica : You went to one where you were popular, *and* you got to ride off Chip's motorcycle, *and* wear his letterman jacket. I went to one where I wore a band uniform they had to have specially made. (*Season 4 Episode 2*)

Excerpts (3b), (4b) and (5b) show that *and* is used as a discourse marker. Excerpt (5b) shows *and* as a sequence. Meanwhile, *well* can function as an adverb that is exemplified in (6) and (7).

- (6) Monica : We'll try to be more careful okay? It's just that, we don't want everyone to know because this is going really *well*, and maybe the reason it's going really *well* is because it's a secret. (*Season 5 Episode 9*)
- (7) Rachel : Hey... Hi you guys! Listen, you know what? I'm not feeling really *well*. I think I can't get out for the play. (*Season 9 Episode 20*)

Well in (6) and (7) function as an adverb. *Well* in (6) and (7) modify the verbs. *Well* in (6) modifies the process that is indicated by *going*. It provides the certainty's information of the process that is running. *Well* in (7) provides information of the subject's condition at that time.

Well can also function as a discourse marker as seen in (8b) and (9c).

- (8a) Rachel : Are you serious?! Chandler, we ate an entire cheesecake two days ago and you want more?
- (8b) Chandler : *Well* I've forgotten what it tastes like okay?! (*Season 7 Episode 11*)
- (9a) Joey : What'd I tell you? What'd I tell you?

(9b) Caroline : I think it's great you guys are doing this.
 (9c) Chandler : Well, we are great guys. (*Season 2 Episode 6*)

Well here (8b) and (9c) function as a discourse marker. *But* functions as a connector as shown in (10) and (11). *But* may also serve as a discourse marker as shown in (12b).

(10) Phoebe : Right. My name was on there, but now it just says 'carrot cake'. So, um, so um, how many chords do you know? (*Season 2 Episode 6*)
 (11) Ross : Yes, it was the trophy you got if you won the game. But our Dad said, 'nobody won that game, ' and he was sick of our fighting, so he took the trophy and.... threw it to the lake. (*Season 3 Episode 9*)
 (12a) Terry : F.Y.I.. I've decided to pay a professional musician to play in here on Sunday afternoons. Her name is Stephanie... something. She's supposed to be very good.
 (12b) Rachel : But what about Phoebe? (*Season 2 Episode 6*)

But in Excerpt (12b) is used as a discourse marker. It is to start or to respond the statement before (12a).

The whole or only a part of discourse markers used in sitcom but they do not function as discourse markers. They are exemplified in (13) and (14). They function as conjunctions, conditional and preposition.

(13) Monica : I know. I know. I know. I will, and I would appreciate if we all could just, you know, drop it immediately, and forever. (*Season 5 Episode 9*)
 (14) Rachel : Oh, no, no no. I meant that he's gonna be paying that other woman because she's a professional. (*Season 2 Episode 6*)

Classification of Discourse Markers

The discourse markers encountered in sitcom 'Friends' are classified into grammatical forms, namely forms of discourse markers, meanings and functions.

a. Forms of discourse markers are also sub-classified into simple words, phrases, and clauses.

- The discourse markers that belong to simple words are constructed only one simple word. The discourse markers that belong to Simple Word are: *but*, *okay*, *well*, *um*, *yeah*, *uh/ eh/ eeh*, *and*, *see*, *all right* (*alright*), *anyway*, and *right*

- The discourse markers can be in the form of a clause. It consists of a subject and a predicate. They are *I mean*, *I think* and *You know*.
- The discourse marker can be also in the form of a phrase. It does not have subject-verb like *by the way* as shown in (15):

(15) Phoebe : Okay, well I'll bring them *by tomorrow morning*.
 Okay, and uh, *by the way*, they're not actually puppies, they're Frank and Alice's triplets. Okay, see ya! (*Season 6 Episode 5*)

b. The second classification of discourse markers is meanings. They are sub-classified into two lexically meaningful form and lexically meaningless form.

- Discourse markers of lexically meaningful form like *see* can have a meaning and also can function as a discourse marker. Thus, the words like *see* can be categorized into a lexical verb and a discourse marker as shown in (16b):

(16a) Guy : All right, you have yourself a deal.
 (16b) Joey : Okay. *See*?! I told ya! (*Season 4 Episode 2*)

The word *see* in the conversation doesn't mean *to notice or become aware of something or someone by using the eyes*, but it means to prove something and to ask an agreement on something. Other discourse markers that belong to this type are: *but*, *okay*, *listen*, *yeah*, *all right* (*alright*), *anyway*, *and*, and *right*.

- Discourse markers of lexically meaningless like *uh* and *um* do not have lexical meaning. They cannot be found in a dictionary. Their meanings are pragmatically and contextually encountered in a conversation or dialogue. For example, *uh* is considered as discourse marker as shown in (17b)

(17a) Carol : So, I got the results of the amnio today.
 (17b) Ross : Oh, tell me, tell me, is everything, *uh*....?
 (17c) Carol : Totally and completely healthy! (*Season 1 Episode 12*)

In (17b) without a context, *uh* doesn't mean anything lexically. This form *uh* is used here to function as a discourse marker to ask about something with the rising tone. The members of this discourse marker type are as follows: *uh*, *um*, *eh*

c. The last classification of the discourse markers is the function. The discourse markers that belong to this classification are as follows:

- Discourse markers (DM) like *uh* and *eh* are the examples that have the same function as shown in (18) and (19)

(18) Ross : Oh, tell me, tell me, is everything, uh....? (*Season 1 Episode 12*)

The form of *uh* is used here as the discourse marker to ask about something with the rising tone. *Eh* is another discourse marker encountered in sitcom that has the same function with *uh* as shown in (19)

(19) Paolo : Uh, Racquela tell me you massage, eh? (*Season 1 Episode 12*)

Meanwhile, item *uh* may have different functions. *Uh* here helps the speaker to give time to think and decide what the next step is to do.

- The function of *but* as a discourse marker is shown in (20) and (21)

(20) Rachel : Oh, but he was my pig man...how did I not see this? (*Season 1 Episode 12*)

(21) Phoebe : Yeah! Okay—ooh, but are you going to have time to read it? (*Season 5 Episode 9*)

The above excerpts show that the speaker uses *but* to restate or rethink what he has thought before. The speakers use *but* after realizing what has been said before by their interlocutors confront with they have in mind.

- Discourse markers like *okay*, *yeah*, and *all right* have the same function as shown in (22b), (22c), and (22d)

(22a) Phoebe : Wait for me! Wait for me! Wait for me! Oh cool, this is my first huddle.

(22b) Monica : Okay

(22c) Phoebe : Okay, so what do you guys really think of Chandler?

(22d) Monica : Okay, Phoebe you know what you're doing right? (*Season 3 episode 9*)

The above excerpts show that the discourse markers of *okay* functions to respond statements. Like *okay*, *yeah*, and *all right* also have the same function. They all function to give responses and to agree what

have been said. They are all exemplified in *yeah* (23c) and *all right* (24b)

(23a) Rachel : Yes, my sister's giving us her place for the weekend.
(23b) Phoebe : Woo-hoo, first weekend away together!
(23c) Monica : Yeah, that's a big step. (*Season 1 Episode 12*)

Yeah is used to give response of what has been said before.

(24a) Phoebe : Oh, I don't make them a lot because I don't think it's fair to the other cookies
(24b) Rachel : All right, well, you're right, these are the best oatmeal cookies I've ever had. (*Season 1 Episode 12*)

All right in (24b) also functions to give response like *okay* and *yeah*. It asks the interlocutor to get a support of what he has said before. It becomes more functioning as a *question tag*: You have to calm down, *don't you?*

- Discourse marker *well* is the most common used in conversation and it is also encountered in sitcom as shown in (25b) and (26c)

(25a) Chandler : You left a shoe here??!
(25b) Joey : Well, I didn't realize until I got home. I wasn't gonna walk all the way back down here with one shoe! Y'know what? I'm gonna go find that guy's car and leave a note on the windshield. (*Season 6 Episode 5*)

Item *well* (25b) is used to response the question and also to give the speaker time to think about the answer. The speaker here starts to tell his story by beginning with *well*.

(26a) Guy #2 : Really! You got a place upstate?
(26b) Joey : Sure!
(26c) Guy #2 : Well, I'll see you later.
(26d) Joey : Okay, take it easy. (*Season 6 Episode 5*)

Discourse marker *well* (26c) is used to give a response too. However, it does not function to response the question. *Well* is used when Joey did not imply more information in his answer (26c) that made the guy had nothing to ask more then to end the conversation, the guy ended by saying *well*.

- Discourse marker *um* or *umm* shows that the speaker is doubt of something. It is shown in (27b) and (28b)

(27a) Monica : Hey!

(27b) Rachel : *Umm*, when were you gonna tell me that you're going out with Chip Matthews? (*Season 4 Episode 2*)

Discourse marker *umm* is used to indicate that the speaker is having something to say but there's a time when the speaker feels whether it is the right time to say or not. Excerpt (28b) shows that Rachel was making a decision if she wants to ask or not.

(28a) Rachel : That would be great! Wait, how long is Denise gone for?

(28b) Phoebe : *Umm*, she said she'd be back December 26th. (*Season 6 Episode 5*)

Umm in (28b) has different function from (27b). Instead of feeling doubt as in (27b), the speaker thought about the answer. By saying *umm*, it gives time to the speaker to think the answer.

- *And* functions mostly as a connector, however, it can also function as a discourse marker as shown in (29c), (29e) and (30)

(29a) Rachel : Oh, that's why you got these tickets to that play, to get rid of us??

(29b) Joey : Yeah...

(29c) Rachel : *And* last year is that why you sent us to that medieval times restaurant?

(29d) Joey : Yeah...

(29e) Rachel : Oh! *And* the year before that, when you set up that nighttime tour of that button factory? (*Season 9 episode 20*)

The form of *and* functions to start a new idea or topic.

(30) Phoebe : Okay, so I totally took care of the babies all by myself! I fed 'em, bathed 'em, *and* put 'em to bed. (*Season 6 Episode 5*)

And (30) functions as order or sequence of what the speaker was doing.

- Discourse marker is not limited only on connector, *listen* that is a verb can also function as a discourse marker as shown in (31) and (32)

(31) Monica : No! Listen, I'm not gonna go through this with you again, okay. Just once I wanna beat when you can't blame it on the broken nose, the buzzer, or the fact that you thought you were getting mono. Let's just call this, tie score and it's halftime. (*Season 3 Episode 9*)

(32) Ross : Hi! Listen uhh, this cat belongs to a little girl. There are flyers all over the place. (*Season 4 Episode 2*)

The form of *listen* in the above excerpts show that the speakers were asking for others to pay attention. *Listen* really means literally to listen, moreover, it also acts to give the speaker a bit time to think what the speaker is going to say. It is much stronger than other discourse markers since *listen* is used as a starting to say something essential to get more attention from others.

- Like *listen*, *see* that functions mostly as a verb, it also can function as a discourse marker as shown in (33)

(33) Joey : Okay. See?! I told ya! (*Season 4 Episode 2*)

Item *see* functions to ask an agreement or the support of something. *See* here 'could' really mean the guy really saw by his own eyes of what Joey was doing. However, *see* is used not merely just mean as one of the human's senses, but it also to ask someone to agree of what Joey said.

(34) Chandler : See that's where I think that you're wrong. We've been playing these babies man for man; we should really be playing a zone defense. (*Season 6 Episode 5*)

However, the use of *see* from the previous excerpts is different with (34). Instead of agreement, *see* (34) is used when the speaker did not agree of what had been stated before. He used *see* to show his disagreement. The speaker (34) did not prove anything, he had his own opinion and he did not ask for any agreement on anything.

(35) Joey : Oh! I see what happened. It's because I was trying to repel you. Right? ... (*Season 8 Episode 19*).

Another function of *see* (35) here means the state of the speaker has reached of understanding.

- Discourse markers *anyway* and *by the way* have the same function as shown in (36c) and (37d)

(36a) Monica : Well, every, every Thanksgiving um, we used to have a touch football game called the ‘Geller Bowl.’

(36b) Chandler : No, no, no, you say that proudly.

(36c) Monica : *Anyway*, Ross and I were always captains, and um, it got kind’ve competitive and one year, Geller Bowl VI, I accidentally broke Ross’s nose. (*Season 3 Episode 9*)

(37a) Phoebe : Oh, good, good, you guys are here! Listen, how would like to spend tomorrow taking care of three incredibly cute little puppies??!

(37b) Monica : Oh my God, what a fun day! That sounds great!

(37c) Chandler : Yeah, all right.

(37d) Phoebe : Okay, well I’ll bring them by tomorrow morning. Okay, and uh, *by the way*, they’re not actually puppies, they’re Frank and Alice’s triplets. Okay, see ya! (*Season 6 Episode 5*)

Anyway (36c) and *by the way* (37d) have the same function that is to start a new topic. Monica (36c) used *anyway* to start a new topic. Instead of responding about Chandler (36b) commented on how Monica (36a) was proud of ‘Geller Bowl’, Monica (36c) started a new topic of explaining that she and his brother were always captains.

By the way (37d) is used by Phoebe to move from one topic to another topic. However, Phoebe ‘somehow’ clarified of what she had said before. Phoebe (37a) stated about how she had spent her day with cute puppies. Then, in (37d) she clarified of what she meant of ‘cute puppies’ by saying *by the way*.

- Discourse marker like *I mean* that is in the form of phrase is shown in (38) and (39)

(38) Rachel : *I mean* why, of all people would you want to go out with Chip?! (*Season 4 Episode 2*)

(39) Ross : That-that would be incredible. Thank you so much. I-I still can’t believe someone ate it!! *I mean*, look, I left a note and everything. (*Season 5 Episode 9*)

The form of *I mean* (38) and (39) is used to say something in another way. Rachel (38) and Ross (39) used *I mean* to show that they rephrased or repeated of what had been said before. This could make the listeners get clearer of what they mean.

- Discourse marker *I think* is usually to describe that the speaker has something in his mind. The use of *I think* is shown in (40)

(40) Ross : No, no, no, no, no, I don't want to know, absolutely not. I think, you know, I think you should know until you look down there, and say, oop, there it is! Or isn't... (*Season 1 Episode 12*)

I think (40) is used to describe that the speaker has something in his mind and it also to show how the speaker will react or behave on something from his point of view. Ross (40) used *I think* to show his point of view on something and also to give the time to think the next words to say for the speaker.

- Discourse marker *you know* is used to share information. It is shown in (41a)

(41a) Phoebe : Hey, it's your Thanksgiving too, you know, instead of watching football, you could help.

(41b) The Guys : We know. (*Season 3 Episode 9*)

You know is used to share the information the speaker has to someone whom the speaker is talking to. *You know* (41a) was used by Phoebe to let the guys knew that she actually needed some helps.

- *Right*, beside it functions to show the direction (the opposite of left), it can also function as a discourse marker as shown in (42b) and (43)

(42a) Stephanie : Yeah. I'm Stephanie.

(42b) Phoebe : Right. My name was on there, but now it just says 'carrot cake'. So, um, so um, how many chords do you know? (*Season 2 Episode 6*)

Right here functions to start a new conversation. Phoebe was asked to do a guitar performance until Stephanie – a real professional guitar player, came and replaced Phoebe. Phoebe (42b) used *right* to start a new conversation with someone.

(43) Monica : Okay, Phoebe you know what you're doing right? (*Season 3 Episode 9*)

Right (43) here has different function. It functions to ask a support of something, to ensure of something. Monica (43) asked Phoebe if she

understood what Monica meant. It is more like in ‘question tag’ – Phoebe, you know what you are doing, *aren’t you?*

Discussion

Discourse markers are not taught explicitly in teaching learning process. They are taught implicitly to the students by inserting some of discourse markers into some dialogues to make them sound natural. Moreover, by using discourse markers in the dialogues, it could help the interlocutors to understand what the speakers mean. It is to avoid misunderstanding that might happen in the dialogue.

The discourse markers encountered in sitcom are mostly used to show how important discourse markers are. Discourse markers are also found in some textbooks for senior high school. Here is the example of discourse markers (44b) found in year-10 of senior high school textbook (Yuliani & Arini, 2012 p. 6).

(44a) Betty : Are you alone? Where are the others?
(44b) Fendy : Well,... Dian, Sonia and Riko have not arrived yet. Linda is absent.

Discourse marker *well* (44b) is used in the conversation. It is in the material of arranging the conversation into the correct one. One of the dialogs uses *well* to give time to think about the answer.

Another example of discourse marker is shown in (45) (Yuliani & Arini, 2012 p. 4)

(45) Ok, see you

Excerpt (45) is found in a Year-10 textbook. It is in the material of how to give respond to leave-taking. One of the responses is *ok, see you. Ok* (45) functions to end the conversation. The use of *ok* is also stated in the English syllabus for the tenth grade. However, as has been stated earlier, a discourse marker is not taught explicitly in academic high school. It is taught implicitly through speaking as in giving a response.

Discourse markers are not only found in the textbooks for Year-10 students but they are also covered in textbooks for year-11 students (Kurniawati & Yuliani, 2013 p. 28) as shown in (46b) and (46f).

(46a) Mrs. Dewi : Hey, I smell scorching. Can you smell it too?
(46b) Putra : Um ... Yes.
(46c) Mrs. Dewi : Are you cooking something?
(46d) Putra : No, mom.
(46e) Mrs. Dewi : Aren’t you?

(46f) Putra : O, gosh. I remember. I am boiling water to cook instant noodles.

(46g) Mrs. Dewi : You're enjoying playing games so much that you forgot you're boiling water. The pan must be burnt. Have a look now! Otherwise, it could explode.

Discourse marker of *um* in (46b) shows another use of discourse markers. Putra used *um* to smell it and think first before answering his Mom's question (46a) by trying to smell. Another discourse marker used in the conversation is *o, gosh*. It is an exclamation that shows that Putra (46f) was surprised and aware of his mistake.

In addition to the textbooks for Year 10 – 11 students, the English textbook for year-12 students covers some discourse markers. Kurniawati & Arini (2013, p.27-28) exemplified them as shown in (47) and (48).

(47) Would you mind explaining the material again, Ma'am? Not at all.
Well, listen carefully.

(48) Well, what if we have something to eat?

Well in (47) and (48) are found in textbook for Year-12 students. They are not explicitly explained *why* or *how* to use the discourse marker (*well*). However, they are used in the textbook – the material is about 'making complaints' and they are seemingly to start a dialogue.

The mostly usually found discourse marker is *well*. It is usually found in the form of conversation (James, 2006, p. 54, 56, 77)

From those examples, it can be concluded that discourse markers are taught to Year 10 – 12 students of senior high schools. The discourse markers are taught integrated in speaking. They are not discussed in an isolated topic.

Although they are taught implicitly, discourse markers are important to be included in conversation texts to make them natural. Unfortunately, the students may not recognize the importance of the discourse markers to have natural conversation because discourse markers are not introduced explicitly to the students.

Words used in conversation cannot be described without context. Teachers usually tend to describe a word individually without seeing the context. Then, students will later use the word in their conversation and makes it unnatural. Students need to learn to use the word naturally. They need to know the word by its context for language is defined by context so it is natural. Since sitcom is designed to be native, watching sitcom is recommended to be one of the ways to have a natural conversation.

To conclude discourse markers may make the language of conversation natural. It would not make the conversation awkward or stiff. Therefore, it becomes a strong reason to have a natural conversation. To

support the students to master and to practice discourse markers watching sitcom is a potential alternative. Sitcom *Friends* include discourse markers used in the textbooks for senior high school students.

CONCLUSION AND SUGGESTIONS

Conclusions

After conducting the research, some conclusions have been drawn out. They are: (1) the discourse markers found are classified into forms, meanings, and functions; (2) there are seventeen discourse markers encountered in sitcom *Friends* with the most discourse marker used is *yeah* and the least discourse marker used is *by the way*; (3) discourse markers are found to be essential important especially in conversation or dialogue, for example to give response, to give more time to think, to restate or rephrase what have been said, to give a sequence of something, etc.

Suggestions

Discourse markers play an important role in spoken monolog and social dialogs. Therefore, discourse markers are needed to be learnt in order to make the conversation natural. However, discourse markers are not learnt explicitly in senior high school, especially in year 10 – 12 of senior high school textbooks. They are shown and used in other materials especially in speaking, such as in giving complaints. Thus, the students might not get a complete understanding of *how* and *why* they need to use the discourse marker. Here are some suggestions: (1) the use of discourse markers should be learnt to make the natural conversations among people; (2) students need to be taught the use of discourse markers explicitly by showing or telling them some of the common or usual discourse markers used in order to make their conversations better; (3) students need to be given more materials that have more uses of discourse markers; (4) students need to be taught or given the particular material related to the use of discourse marker.

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