An Investigation of Interactivity Function of Discourse Markers used by Non-Native English Speakers in a Casual Conversation

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Abstract. This study reports on an investigation into the use of Discourse Markers in the matter of interactivity function during an individual task performance. The study involved four (4) Non-Native English Speaker students who are classmates of English class. The context of the conversation was in terms of casual conversation which happened before class. The participants discussed about ‘task’ and ‘holiday’. The conversation consisted of 318 turns in 14 minutes 38 seconds (14:38’). To reach the goal, the student’s expressions were recorded and transcribed based on turns. The transcription was then analyzed and interpreted. The findings show the DMs of interactivity mostly used in the conversation are “well, yeah” which are aimed to provide a fairly non-committal response to what has just been said.

Keywords: discourse markers; interactivity; spoken language; casual conversation

A. INTRODUCTION

Language is a means which is used to communicate among people in the world. It is also utilized to establishing and maintaining relationships with other people. People use language for their own purposes, to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention. Language can be in the form of written and spoken. But, according to Thornbury (2005, p. 63) most day-to-day language use is spoken, so the study of spoken discourse becomes one of interesting fields for researchers nowadays.
Spoken language, conversation, differs from the written language grammatically and lexically. There are rules for conducting and interpretation of conversation in general, and they differ from written form. Language is as a process (dynamic) in conversation. Moreover, Conversations have a structure which is culture dependent. One of the obvious features showing this structure is the principle of turn-taking, that is, only one person speaks at a time, while others wait to take their turn (Thornbury, 2005). This feature also implies that when a participant takes their turn, he/she does not only have the right to speak, but also the obligation to speak. This is the responding turn which can be expressed linguistically (response) or non-linguistic (feedback). It is also supported by Billig (1997, p. 41) as cited by (Wooffitt, 2005, p. 41) who argues that to understand the significance of a turn in interaction it is helpful to see how its recipient responds to it. This clearly mirrors the focus in conversation analysis on people’s own interpretation of on-going interaction as revealed in turn-by-turn unfolding of conversation.

The linguistically respond of each participant can be seen from discourse markers (henceforth DMs) used during the conversation. Schiffrin (1987, p. 31) defines DMs as ‘sequentially dependent elements which bracket units of talk’. DMs play a fundamental role in spoken interaction (Carter & McCarthy, 2006). For Stenstrom (1994, p. 14) a conversation is “much less lively and less personal without DMs”. There are many studies of DMs which deal with individual markers in English (Svartvik 1980; Ostman 1981; Schiffrin 1986; Aijmer 1987; Watts 1987; Andersen 2001; Stenstrom 1998) and small sets of English DMs (Schourup 1985; Erman 1987; Schiffrin 1987; Aijmer 1996, 2002). However, relatively limited research has been undertaken on the range and variety of DMs used in spoken English by second or foreign language speakers (Fung & Carter, 2007). Hence, I tried to do a mini research which focus on DMs used by non-
native English speaker (*hereafter* NNES) especially in terms of interactivity function of discourse markers under pinning the theory of Thonburry (2005).

Interactivity is one of four categories, i.e. spontaneity, interactivity, interpersonality, and coherence, of features of spoken language which derive principally by Thornbury (2005, p. 64). Interactivity means that conversation is interactive and speakers interact by: taking turns to speak, keeping silent when others are speaking, interrupting at times and, signaling their amusement by grunts, laughs and chuckles, backchanelling to register that they are following the speaker’s drift (Thornbury, 2005). It is as stated by Wooffitt (Wooffitt, 2005) that in understanding and reaching the conversation goal, according to it is important to focus on the idea that there are slots in interaction where specific kinds of actions are appropriate, or expected. This is because it allows us to grasp the idea that verbal interaction has a structure, an architecture, which can be formally described by reference to the relationship between the actions our utterances perform.

Here is the table of discourse markers of interactivity function.

<table>
<thead>
<tr>
<th>Discourse Marker</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>well yeah</em></td>
<td>to provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td><em>I mean</em></td>
<td>to signal that some clarification is going to follow</td>
</tr>
<tr>
<td><em>but</em></td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td><em>you know</em></td>
<td>to appeal to the shared knowledge of the other speakers as a new topic is introduced</td>
</tr>
<tr>
<td><em>Intonation Change</em></td>
<td></td>
</tr>
<tr>
<td><em>Mhm,mmm, yeah</em></td>
<td>Backchanelling</td>
</tr>
<tr>
<td><em>Laughter</em></td>
<td>To signal the amusement</td>
</tr>
</tbody>
</table>

This present study is not aimed at finding out a definitive conclusion but is intended to discover specific issues to provide some insights into similar future
studies. More specifically, this study is purposed to know the frequency of discourse markers used by NNESs in the casual conversation, especially on interactivity features of spoken discourse.

B. RESEARCH METHOD

The unit analysis of this research was the discourse markers. The analysis was done by using coding sheet of DMs on interactivity features. The conversation was taken from 4 participants of NNESs, namely Ms. Is (pseudonym), she was 27 years-old, initially as a Speaker-1 (S1); Mr. Re (pseudonym), he was 31 years-old, initially as a speaker-2 (S2); Mrs. En (pseudonym), she was 50 years-old, initially as a speaker-3 (S3); and Ms. Rn (pseudonym), she was 25 years-old, initially as a speaker-4 (S4). They were classmates of English class. The context of the conversation was in term of casual conversation which happened before class. The participants discussed about ‘task’ and ‘holiday’. The conversation consisted of 318 turns in 14 minutes 38 seconds (14:38’).

There were some steps done in analyzing the data: firstly, recording the participants’ conversation; secondly, transcribing the conversation in detail; thirdly, coding the lexical items which were indicated the discourse markers of interactivity features. Lastly, counting the frequency of the discourse markers used.

The following is the conversation transcript.

**Conversation Transcript**

S1 : Hey mas S2. Have you done your final assignment from Pak Mursid??
S2 : …well, not yet. … I am still seeking the data from my institution
S3 : Really?
S2 : YES
S1 : I think that you have done it. So I would like to… bring mmm SORRY to borrow your final assignment
S2 : I hope so.
S1: Mhm
S3: Just share
S2: ...Ok. ...What about you S4?
S4: Yeah... umm I am really confused now because I have no... an institution
S3: Don’t worry S4, you just umm... you just come to my campus. You can get the data from my campus.
S1: Yeah... Yeah ==, I think that’s good idea.
S2: Good Suggestion.
S4: How about your campus? Mmmm, maybe they will not receive me.
S3: Oo, of course, we are.. we are always ... umm would welcome. We always would welcome ... the visitors.
S1: Yeah right. But maybe you will umm .., you can describe umm... the data in your way and different with bu S3.
S4: Yeah, actually I am really umm afraid to this assignment because umm I don’t know how to make it.
S3: Yeah, I so - I also not know how to start it. That’s why I want S2 to share your [assignment] if you have done it.
S2: But mmm relating to what Pak Mursid suggest to us previously this kind of monev. Right
S1: ==Yeah
S3: == Yeah
S2: It is based on our own experiences in our institution. Right.
S3: ==Yes
S1: ==Mhm mhm
S2: So I think every single person here. Yeah will have their own experience about the money itself. Monev in my institution will be different with bu Anik institution. Right?
S3: == Of course
S1: ==Yeah
S2: Would you like to share, for example what kind of monev you have
S3: ==Mhm , I just want to know how to answer the question. How many question do we have?
S2: Seven if I’m not mistaken yeah?
S1: Yeah seven seven
S3: Yeah, Seven questions. I just remember that the first question it that about the name of institution.
All: [Loud laughter]
S4: Or...just we just answer the question or...make a like a proposal. ? or...
S3: == It’s not like a proposal
but it is like an essay I guess.
S2: Like a report
S3: Yeah
S1: == Yeah, just like that
S3: When we answer the second question about the person that we can start describing the persons. The person or ...the...the unit
S1: It can... it can be the person, can be the unit
S2: ==the program
S1: Yeah, the program
S2: Mhm
S3: Can we just limit a the monev process in one unit?
S2: == Yes, of course you can.
S1: == Yes, of course
S3: So, we do not need to describe from top management till the faculty, do we?
S2: == no
S1: You can limit your discussion. I think not all what is it? ... What is said? the such of your money must be described.
S2: Mhm
S3: I think it ... it will ... waste your time
S2: It will be complicated
S3: Yeah, that’s why S4 you can come to my university and then you can choose umm... to find out the data about the certain unit
S4: Ok, just give what I need to umm... bring or something I need to doing that
S3: I think that I will contact the person there first that you want to visit and learn about umm umm... the monitoring and evaluating process in my university and then if they have umm... time, they will tell me and I will tell you When you can come.
S4: Thank you
S2: For me I think umm... umm when I have to seek the data from my institution, institution. It is difficult umm to get umm the finance... financial data from my campus I think because sometimes
S3: Even though it is your own?
S2: Yes
S3: WHY?
Ref: Sometimes what is it my boss.. my boss does not allow me what is it to get the financial data.
S1: Mhm...
S2: I think it is important for us... yes to know. Yeah, what about you?
S3: In my... in my institution it’s very open.
S2: = Really?
S3: Yes!
S2: Wow...
S3: It is very open. When every umm in the early of the semester before the semester begins every unit every faculty will start to umm... what... what ... to make a budget
S2: mhm... mhm...
S1: Mhm... yeah...yeah...
S3: mmm.... and then we will mmm... talk together in a meeting and there will be a team to analyze
S2: mhm mhm
S1: mhm... mhm
S3: ( ) And then to reduce to make a... reduce or to add here and there after that then mhm...we floor it and we send the decision to all the...the person in charge in the finance.
S1: That’s very good, I think
S2: That’s good that’s never happens in my institution
All: (loud laughter)
S3: That’s the difference.
S1: Yeah... yeah...
S2: Yeah... yeah...yeah
S2: What about you S1?
S1: Yeah... I think mhm it is almost same with you mas S2
S2: Umm.....
S3: So financial
S1: Financial is rather secret in my institution. But umh...
S2: yeah.. yeah..
S1: For some extend they will give us a... the information about the financial ...something like when mhm we will do the... monev...umm external monev or accreditation... they will inform all about that
S3 : == umm ..umm
S2 : == umm ..umm
S3 : Ohh yeah… yeah of course in every accreditation we have to include all the finance thing.
S2 : == Umm... umm
S1 : Yeah…
S4 : But I think talking about finance is must be umm … umm transparent.
S3 : == yeah
S1 : ==yeah
S3 : Finance should be open
S2 : Yeah it should be? Yes
S2 : [laughter]
S1 : But in fact... mhm we can see
S3 : By the way, Mhm…When should we mhm… should we present it?
S1 : ==YES. We have to present
S2 : Yes, of course.
S3 : Oh my goodness. How many minutes?
S1 : Ten minutes
S2 : Ten minutes I think yeah
S3 : Ten minutes
S1 : Ten to fifteen minutes
S3 : Oh... ten to fifteen minutes
S1 : Yeah
S2 : Mhm ....mhm
S3 : And we have there are thirty… thirty students. It means that thirteen plus ten around hundred
S1 : hundred thirty minutes
S3 : So more than two hours we have to be in the class
S1 : == yeah it will be very tired for us
S2 : But it umm
S4 : It just a about presenting. Not umm… There is not answer question. There is no question, right I think.
S3 : There is no question and answer.
S1 : Oh no, no
S2 : Yes, mhm mhm mhm
S3 : Are you sure?
S1 : YES
S4 : == YES
S4 : Just presenting our assignment
S2 : Should we make a… corrective feedback?
S1 : [laughter].
S2 : to the presenter
S3 : Umm… It is another assignment that we do not need to do that
S2 and S1: [laughter]
S1 : Yeah, because sometimes, we can’t … we can’t umm be objective. When we have to umm give umm… evaluation for our mate, classmates.
S3 : Yeah, yeah (laughter). I agree with you.
S1 : Mhm… mhm
S3 : And then, after that no more class for other subjects?
S2 : I think we, we do still have some more courses, yeah.
S1 : Yeah...
S2 : Bu Helena,
S1 : Advance discourse studies and language philosophy.
S3: == Oh…. I see
S2: Mhm… mhm… that’s true.
S3: When will we have holiday then?
S2: Mhm, in the middle of
S1: == at the third… at the third week of December.
S3: Third week of December
S1: : Yes...
S3: : That’s great
S2: : but January… in the beginning of January. We still have final assignment. For example
bu Anggani course right?
S1: == Oh… yeah
S4: == But just collect it
S2: == Just collect
S3: : Just collect yes, collect the paper, so we don’t need to come here. We then just collect
S2: : Oh, I see. After that we have holiday right.
S1: : = = Y E S r i g h t
S3: : = = T h a t ’ s g r e a t
all : [loud laughter]
S2: : How long will we have holiday?
S3: : Mhm … mhm.
S1 : Around two months . I think
S3: : I don’t know, when will the second semester start?
S2: : March . I think
S1: : At the beginning of March
S2: : Mhm . it is based on our what it said academic calendar, right?
S1: : Yeah, academic calendar
S3: : Where will you go? How will how will you spend your holiday S1?
S1: : Ah… I don’t know, I don’t have planning yet.
S3: : It is long holiday for you S1. But not only
S1: : Mhm
S4: : You say that you wanna go to bali. I will… I will join with you
S1: : Yes, actually but don’t know yet
S3: : Why??
S1: : [Laughter]
S3: : Let’s visit era in Bali
S2: : Yes...
S3: : I’ll go there this December
S1: : == Are you sure?
S4: : == Are you sure?
S2: : With your family
S3: : Yes… Only with my husband
S1 and S2 : Oh
S4: : Your child?
S3: : NO
S4: : NO?
S2 and S1 : [laughter]
S3: : My children are not going to join us. Because there are going to .. umm Visit my
husband’s brother
S2: : == Oh I see
S1: : == Actually I want to spend my holiday in Bali
S4: : == I think that’s your second honeymoon [laughter] like that
S3: : I hope so
All : [loud laughter]
S2: I think a very single of us here has our own planning in our holiday
S3: == So what, what about you. Are going to go somewhere
S2: Yeah of course. Mhm in the early January, I have planed holiday with my wife and my child
S1: Huhu
S4: Yeah
S3: Where will you go?
S1: Where will you go?
S3: Go to abroad
S2: NO [loud laughter]
All: [laughter]
S4: Just in the…
S2: Perhaps. In Surabaya or malang. But unfortunately my wife is now pregnant and it is predicted in the early on January my wife will give birth
S3: So it means that, you cannot go… with your little baby?
S2: == Yeah
S1: [Laughter]
S2: It is, it is impossible for me to go somewhere alone without my wife. You know. but S3 and S1: [Laughter]
S3: Good husband
S2: Yeah
S1: Yes, nice family
S2: In early of January, my wife will give birth my second son. And of course
S3: Mhm... Mhm
S1: Second son?
S3: == You already know that your baby is umm male baby
S2: == Son. a Male baby. I have, I will have another son after this, yeah.
S3: Mhm... Are you planning to have another?
S2: Of course
All: [Laughter]
Niinik: Have a girl?
S2: Yeah, yeah. I always says, I always say to my wife that a. yeah we will have one more child. And I need. What is it a girl
S3: So you have to come to a doctor and then get some consultation in order to get a baby girl
S2: Is that possible?
Niinik: Yeah, that’s what I know [laughter]
S2: Ok. That’s good.
S3: == The doctor will tell you. What to do. So that you will get a female baby [laughter]
S2: Oh I see.
S1: I think I have to learn more from bu S3
All: [Laughter]
S3: I have, I have got four children already. Two boys and two girls
S2: == Mhm mhm
S4 and S1: [Laughter]
S1: Oh yeah ok. I can prepare for for… my self
All: [Laughter]
S3: Of course. I will tell you what to do. There is technique
S1: Yeah. Yeah
[3 second]
S2: So mhm, for so mhm today. We have no class right?
S3: Today? eee I ya no more class
Because of after waiting for several hours yeah. What it said hours…

Hours? Don’t so exaggerated. Just some minutes

[Laughter]

Yeah… yeah

No… no I mean… just more than half hour [laughter]

I have been coming since seven o’clock you know?

Yeah but it’s because you come here too early. The schedule? What time is the schedule Is?

Always

At nine

Really??

[Laughter]

Yeah at nine o’clock

Oh…I see

That’s why he said hours.

You are a very diligent student

HE IS!

Umm I..I..I think that a what is it. There first course for today starts at seven o’clock. So I started coming here at six thirty you know?

No

No

So in fact. What is it. The… the… the… class will be… begin at nine?

Nine

Nine

Oh my goodness

[laughter]

And after waiting for more than a half hour… There will be no class.

[laughter]. But it’s ok. I am happy to see you today

[laughter]

really, discuss about anything

[coughing], Sorry, I am not well.

Are you sick?

Yeah. I have got coughing since two days ago

It seems to that you are so busy lately bu

Of course

You are right mas

Maybe you need some… MEDICINE? I Have some in my bag

Ok, just share maybe it it…it will work, because actually I have tried some medicine till now...

Have you went to, have you gone to the doctor?

No, I don’t like. [laughter]

[laughter] oh why.

I just don’t like to visit the doctor.

Really?

If I am sick, I just got someone to umm What’d you call it “kerikan”?

[laughter]

Scratching… scratching, coin scratching.

Traditional coin yeah?

And it works?

Yeah…
S1 : Oh
S3 : That’s better than consuming medicine. I just need some rest. you know[ ]
S2 : == [laughter] yeah
S4 : Maybe someday I will try it. Because I never do it like that
All : [Laughter]
Niniik : That’s very nice
S4 : But I am afraid
[4 second]
S3 : Well, if there is no class. Why don’t we go home then?
S4 : How about if we go in my home or get a lunch. Bakso maybe. Bakso
S3 : ==[laughter]
S2 : == [laughter]
wow that’s a good idea S4
S1 : That’s very good. Let’s go. Let’s go
S3 : You will treat us?
S4 : Ok
S3 : [Laughter]
S1, S2, S3 : [laughter]===== Oh that’s very good thank you S4
S2 : Thank so much
S3 : Thank you very much
[3 second]
S2 : By the way, Should we also invite [3 second] another friends?
S3 : Of course. That’s good right. Oh it depend on S4. S4 will treat us
S2 : [Laughter] is that ok S4?
S4 : Yeah, it’s ok. My pleasure.
S1 : Where are they now?
S3 : They are waiting outside somewhere I don’t know. Just find them and then let’s have bakso
S1 : I will inform them
[2 second]
S2 : But I DON’T know for today, it just a few friends here where are the … rest of the students?
[2 second]
S3 : I don’t know. I have no idea
S1 : Yeah
S2 : Don’t they know that today we have some courses?
S3 : Of course
S2 : Perhaps they are still busy. Yeah?
S3 : Or a well I am not sure , just… just umm send message umm in WA and we will find out
S1 : Yeah ok. Please do it now
S2 : Ok

C. FINDINGS AND DISCUSSION
Based on the analysis, it is gained that there were 57 discourse markers of interactivity features used in the conversation. This data then classified based on the speakers’ utterance and it was obtained that S1 uttered 25 times, S2 uttered 15
times, S3 uttered 20 times and S4 uttered 9 times in using discourse markers. The detail analysis can be seen in the following table.

Table 3. The Analysis of Interactivity

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Discourse Marker</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>S2</td>
<td>well</td>
<td>To provide a response to what has just been said</td>
</tr>
<tr>
<td>5</td>
<td>S1</td>
<td>Mmm SORRY (intonation change)</td>
<td>To correct the wrong word</td>
</tr>
<tr>
<td>7</td>
<td>S1</td>
<td>Mhm mhm (backchanneling)</td>
<td>to register that she is following the speaker’s drift</td>
</tr>
<tr>
<td>10</td>
<td>S4</td>
<td>Yeah</td>
<td>To provide a response to what has just been said</td>
</tr>
<tr>
<td>12</td>
<td>S1</td>
<td>Yeah Yeah</td>
<td>To provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td>16</td>
<td>S1</td>
<td>Yeah, but</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>17</td>
<td>S4</td>
<td>Yeah</td>
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<td>18</td>
<td>S3</td>
<td>Yeah</td>
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</tr>
<tr>
<td>20</td>
<td>S1</td>
<td>==Yeah (backchanneling)</td>
<td>to register that they are following the speaker’s drift</td>
</tr>
<tr>
<td>21</td>
<td>S3</td>
<td>==Yeah (backchanneling)</td>
<td>to register that they are following the speaker’s drift</td>
</tr>
<tr>
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<td>S1</td>
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</tr>
<tr>
<td>31</td>
<td>S1</td>
<td>Yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td>32</td>
<td>S3</td>
<td>Yeah</td>
<td>to provide a response to what has just been said</td>
</tr>
<tr>
<td>33</td>
<td>All</td>
<td>[Loud laughter]</td>
<td>to signal their amusement</td>
</tr>
<tr>
<td>35</td>
<td>S3</td>
<td>But</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>37</td>
<td>S3</td>
<td>Yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
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<tr>
<td>38</td>
<td>S1</td>
<td>Yeah</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>S1</td>
<td>Yeah</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>S1</td>
<td>=====yeah…yeah (backchanneling)</td>
<td>to register that they are following the speaker’s drift</td>
</tr>
<tr>
<td>81</td>
<td>S2</td>
<td>=====yeah…yeah (backchanneling)</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Speaker(s)</td>
<td>Utterance</td>
<td>Description</td>
</tr>
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<td>------</td>
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</tr>
<tr>
<td>83</td>
<td>S1</td>
<td>Yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td>87</td>
<td>S1</td>
<td>But umh</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>92</td>
<td>S3</td>
<td>Yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
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<tr>
<td>94</td>
<td>S1</td>
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<td>97</td>
<td>S1</td>
<td>==Yeah</td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>S2</td>
<td>But, umh</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>132</td>
<td>S3</td>
<td>Yeah, yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td>136</td>
<td>S1</td>
<td>Yeah (backchanelling)</td>
<td>to register that she is following the speaker’s drift</td>
</tr>
<tr>
<td>148</td>
<td>S1</td>
<td>Yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td>149</td>
<td>S4</td>
<td>But</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>163</td>
<td>S1</td>
<td>Yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td>166</td>
<td>S3</td>
<td>But</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>183</td>
<td>S1 &amp; S2</td>
<td>[laughter]</td>
<td>to signal their amusement</td>
</tr>
<tr>
<td>189</td>
<td>All</td>
<td>[loud laughter]</td>
<td>to signal their amusement</td>
</tr>
<tr>
<td>193</td>
<td>S4</td>
<td>Yeah</td>
<td>to provide a response to what has just been said</td>
</tr>
<tr>
<td>200</td>
<td>S2</td>
<td>But</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>202</td>
<td>S2</td>
<td>Yeah</td>
<td>to provide a response to what has just been said</td>
</tr>
<tr>
<td>204</td>
<td>S2</td>
<td>But</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>207</td>
<td>S2</td>
<td>Yeah</td>
<td>to provide a response to what has just been said</td>
</tr>
<tr>
<td>218</td>
<td>S2</td>
<td>Yeah, yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
</tr>
<tr>
<td>221</td>
<td>S3</td>
<td>Yeah [laughter]</td>
<td>to signal her amusement</td>
</tr>
<tr>
<td>239</td>
<td>S4</td>
<td>[laughter]</td>
<td>to signal her amusement</td>
</tr>
<tr>
<td>240</td>
<td>S1</td>
<td>Yeah</td>
<td>to provide a response to what has just been said</td>
</tr>
<tr>
<td>243</td>
<td>S3</td>
<td>Yeah, but</td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
</tr>
<tr>
<td>248</td>
<td>S3</td>
<td>[laughter]</td>
<td>to signal her amusement</td>
</tr>
</tbody>
</table>
From these data, the distribution frequency and percentage of the discourse markers used by the NNESs were summed up in the following table.

### Table 4. The frequency of Discourse Markers

<table>
<thead>
<tr>
<th>Discourse Marker</th>
<th>Purpose</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>well yeah</td>
<td>to provide a fairly non-committal response to what has just been said</td>
<td>28</td>
<td>49</td>
</tr>
<tr>
<td><em>I mean</em></td>
<td>to signal that some clarification is going to follow</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><em>but</em></td>
<td>to signal that this clarification is going to contrast with what has gone before</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td><em>you know</em></td>
<td>to appeal to the shared knowledge of the other speakers as a new topic is introduced</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><em>Mhm, Mmm, Yeah</em></td>
<td>Backchanelling</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td><em>Laughter</em></td>
<td>To signal the amusement</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td><em>Intonation change</em></td>
<td>To correct the wrong word</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

Meanwhile, the frequency of discourse markers used by each speaker can be seen in the following diagram.
D. CONCLUSION
After analyzing the data, it can be concluded that the discourse markers of interactivity mostly used in the conversation is “well, yeah” which is aimed to provide a fairly non-committal response to what has just been said. There was 49% of total number. Meanwhile, the discourse marker “I mean” never used in the conversation. In other words, the speakers tried to maintain the conversation.

E. REFERENCES


