AN ANALYSIS OF MALE AND FEMALE STUDENTS' IN USING DISCOURSE MARKERS IN WRITING ACADEMIC ESSAY

(Descriptive Qualitative Research at Sixth Semester Students' of English Education Study Program at IAIN Bengkulu in Academic Year 2019/2020)

THESIS

Submitted as a Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty of IAIN Bengkulu

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STUDY PROGRAM OF ENGLISH EDUCATION

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RATIFICATION

This is to certify that the *Sarjana* thesis entitled *"An Analysis of Male and Female Students' in Using Discourse Markers in Writing Academic Essay (Descriptive Qualitative Research at Sixth Semester Students of English Education Study Program at IAIN Bengkulu in Academic Year 2019-2020)"* by Sherly Monika (NIM. 1611230114) has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Study Program.

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Assalamu'alaikum Wr. Wb

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Wassalmu''alaikum Wr.Wb

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MOTTO

لَا يَنْبَغِ لِلْجَاهِل اَنْ يَسْكُنَ عَلَى جَهْله وَلَا لِلْعَالِم اَنْ يَسْكُنَ عَلَى علْمه

"Tidak pantas bagi orang yang bodoh itu mendiamkan kebodohannya dan tidak pantas pula orang yang berilmu mendiamkan ilmunya."

(HR. Ath-Thabrani)

"The Pessimist Sees Difficulty In Every Opportunity. The Optimist Sees Opportunity In Every Difficulty."

(Winston Churchill)

"What can be done today, do not delay until tomorrow."

(Sherly Monika)

DEDICATION

This thesis is dedicated to:

- ♥ Allah SWT as the only one of my God, I would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.

- ♥ My beloved parents, Ayahanda Mutasar and Ibunda Nuraini who always pray me, support me and could reach the successful, I do love you.

- ♥ My lovely sister Adel Januarti Saputri thanks for your supported me.

- ♥ I would like to dedicate this thesis to all my family who had supported me throughout the process. Thanks for my big family.

- ♥ My best friend's perluk squad that I cannot mention one by one. Thanks for all that you have done for me, support and happiness.

- ♥ From a very sincere heart, thanks for nice people who have sincerely helped me get through this struggle filled process. Hope you all can get your dream as soon as possible. I do love you.

- ♥ Special thanks for my great advisor that had suggested me a lot of in finishing this thesis (Risnawati, M.Pd and Detti Lismayanti, M.Hum) has guided me with patience.

- ♥ Special thanks for all of my lecturers in IAIN Bengkulu.

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- ♥ Many thanks for all my friends in English Faculty, thanks so much for your kindnesses. I miss you so much

- ♥ Many thanks for my friend in English D Class 2016.

- ♥ All my friends that helped me.

PRONOUNCEMENT

Name   : Sherly Monika

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I hereby sincerely state that the thesis entitled "An Analysis of Male and Female Students' Ab   in Using Discourse Markers in Writing Academic Essay (Descriptive Qualitative Research at Sixth Semester Students' of English Education Study Program of IAIN Bengkulu in Academic Year 2019/2020)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,   Juli 2020

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ABSTRACT

Sherly Monika (2020). An Analysis of Male and Female Students' in Using Discourse Markers in Writing Academic Essay; Descriptive Qualitative Research at Sixth Semester Students' of English Education Study Program of IAIN Bengkulu in Academic Year 2019/2020

Advisor I: Risnawati, M.Pd   **Advisor II: Detti Lismayanti, M.Hum**

This study aims to determine what are types of discourse markers are used between male and female students' in academic essays in Sixth Semester Students' of English Education Study Program of IAIN Bengkulu in Academic Year 2019/2020, and to find out the differences and similarities in the used of discourse markers by male and female students' in academic essays. The sample used in this study amounted to 28 students', 14 essays from male students', and 14 essays from female students' in the sixth semester of the TBI IAIN Bengkulu study program in the academic year 2019/2020. The method used in this research is descriptive qualitative method. In collecting data the researcher gives five different topics about academic essays, and the students write essays from their chosen topic, and their essay at least three paragraphs. In analyzing the data, the researcher used the theory by Miles and Huberman. The results of this research indicate that there are three types of discourse markers in male and female students' essays, and the most frequently discourse markers used are type contrastive markers, besides that the results of this study indicate that there are similarities and differences between male and female students' women in using discourse markers in academic essays. For the similarities between male and female students most often use contrastive markers type "and" to give examples, adding explanations in student essays. Whereas for the difference between male and female students' in using discourse markers, there are 178 types of discourse markers by female students' essay, meanwhile the researcher found 147 discourse markers by female students' essays. The total of discourse markers by male and female students' essays are 325 types in 14 essays from male and 14 essays from female.

Key words: Writing Academic Essay, Discourse Markers, Gender

ABSTRAK

Sherly Monika (2020). Analisis Siswa Laki-laki dan Perempuan dalam Menggunakan Penanda Wacana didalam Penulisan Esai Akademik; Penelitian Kualitatif Deskriptif pada mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris IAIN Bengkulu pada Tahun Akademik 2019/2020.

Pembimbing I: Risnawati, M.Pd   Pembimbing II: Detti Lismayanti, M.Hum

Penelitian ini bertujuan untuk mengetahui apa saja jenis penanda wacana yang digunakan siswa laki-laki dan perempuan dalam esai akademik pada semester enam TBI IAIN Bengkulu pada tahun akademik 2019/2020, dan untuk mengetahui perbedaan dan persamaan penanda wacana yang digunakan oleh siswa laki-laki dan perempuan dalam esai akademik. Sampel yang digunakan dalam penelitian ini berjumlah 28 siswa, 14 esai dari siswa laki-laki, dan 14 esai dari siswa perempuan semester 6 prodi TBI IAIN Bengkulu tahun akademik 2019/2020. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Dalam pengumpulan data penulis memberikan 5 topik yang berbeda tentang esai akademik, dan siswa menulis essay dari topik yang mereka pilih minimal 3 pargraf. Dalam menganalisis data, penulis menggunakan teori dari by Miles and Huberman. Hasil dari penelitian ini menunjukan bahwa ada 3 tipe penanda wacana dalam essay siswa laki-laki dan perempuan, dan yang paling sering digunakan yaitu penanda wacana type contrastive markers, selain itu hasil dari penelitian ini menunjukkan bahwa adanya persamaan dan perbedaan antara siswa laki-laki dan perempuan dalam menggunakan penanda wacana di esai akademik. Untuk persamaannya antara siswa laki-laki dan perempuan paling sering menggunakan penanda wacana contrastive markers jenis "and" untuk memberikan contoh, menambahkan penjelasan didalam esai siswa. Sedangkan untuk perbedaan antara siswa laki-laki dan perempuan dalam menggunakan penanda wacana yaitu siswa perempuan terdapat 178 jenis yang penulis temui didalam esai siswa perempuan, sedangkan untuk esai laki-laki terdapat 147 jenis penanda wacana. Total penanda wacana antara laki-laki dan perempuan yaitu 325 jenis dalam 14 esai dari laki-laki dan 14 esai dari perempuan.

Kata Kunci : Menulis Esai Akademik, Penanda Wacana, Jenis Kelamin.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In English there have four skills is that the students have to know for master in English. Those are listening, speaking, reading, and writing. Weigle stated that the ability to write a second or foreign language is recognized as an important skill for educational, business and personal reason[1]. Writing has become the most important of communication in this modern era. Writing is one of four language skills, it communicates ideas by means of conversational symbol that are incites, draw or otherwise formed on the surface or same materials.

Writing gives permanence to means knowledge and enables them to communicate over great distance. Furthermore, in related to written language, writing is a means communication ideas and information which are related to the thinking process and expression of ideas, feeling and emotions in written form. Writing is a very important for students' because writing is one of the requirements to pass a thesis in a university. Through writing, students can be broaden their knowledge, be more critical, and get more engaged with others. The matter of organizing the ideas into a structure that most logically, simply, and compellingly leads the readers to an understanding of overall point of view could through writing in essay.

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[1]Sara Cushing Weigle. *Assessing writing.* (United Kingdom: Cambridge University Press, 2002), P. 01

Unfortunately, writing is considered as the most difficult skill of the four skills. Hyland explain that writing is a way to share personal meaning[2]. It means that writing is a way to express feeling through writing. So, writing can help people to communication with the other people. Writing is different with other basic skill in English. In writing, writer does not the reader directly or not face to face, therefore its make difficult to learn writing. Students often get difficulties when they are asked to write their ideas in English, because as we know English in the context is not our first languages.

In general, writing is a complex task that requires a higher level of thinking. Therefore, teachers should not waste efforts to make students perform well in the education field. One of the students writing activities at university is to make an essay based on the topic in accordance with the types of writing. Through this writing activity, students can relate ideas. In composing the ideas, students also learn how to arrange words to be a sentence and paragraph until it forms a discourse. In university students' must write some essay, type of students' essay can be varied. According to the syllabus being applied, for academic essay, the type of academic essay example narrative, descriptive, argumentation and exposition; they can be called as types of writing. In English Education Program at IAIN Bengkulu the students was learn complete about writing, start from basic writing, intermediate writing, advanced writing and the last is academic writing.

The researcher above focused on writing skill, as well as on this study the researcher only focus on students essay writing at university in the use of

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[2]Hyland. *Second Language Writing*, (New York: Cambridge University Press, 2004), P. 09

discourse markers in their essay. The researcher choose essay because it is text that contain critical thought.

The Indonesian students' writings are still not satisfying. Particularly in a class comprising many proficiency levels, students often find problems in essay writing. In additions, students also have problem with writing roles, like a using discourse markers when they write essay. Discourse markers in essay very important for students'. With the discourse markers can make the connectors with the paragraph. If students don't use discourse markers in their writing, then the student's writing cannot be well connected. Discourse markers improve the quality of writing and increase the comprehension of text[3]. Discourse markers is word like a however, because, for example, etc.

Discourse markers are linguistic strategy which enables learners to accomplish effective writing. In writing, the efficient utilization of discourse markers is an essential element and the shortage of it is seen as a novice error among the second language writers[4]. They are not used in conversation but also in writing to show or signal the relationship between ideas or information in a given context. They are words or phrases used by speakers or writers to link ideas or information in a discourse[5].

Jalilifar studied discourse markers and their effect on writing skills among university students he also concluded that there were statistically significant differences between the use of discourse markers and the quality of

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[3]Asmaa Al-khazraji (2019). *Analysis of Discourse Markers in Essays Writing in ESL Classroom.* International Journal of Instruction, 12 (2)

[4]Asmaa Al-khazraji (2019). *Analysis of Discourse Markers in Essays Writing in ESL Classroom…*12 (2)

[5]Emmanuel & Mr. Samaila (2014).*An Analysis of Discourse Markers in Academic Report Writing: Pedagogical Implications*. European Journal of English Language Linguistics, and Literature. 1 (1)

composition writing and the more discourse markers are used in essay writing the more cohesive the texts are[6].

Therefore, discourse markers become characteristics of a good paragraph. If a paragraph does not use some discourse markers, it means that the paragraph does not develop the main idea. Idea well because the sentence does not supports each other. Then, the ideas on the paragraph do not structured logically and use various kinds of connectors to correlate them. Hence, the information does not structure based on the level of importance. In short, a good paragraph must have discourse markers.

Yeganeh and Ghoreyshi revealed that gender differences play an important part on using discourse. Based on quantitative and qualitative approaches, the Iranian males tended to use boosters in their academic writing. And the Iranian females preferred to use more hedges in their writing. These studies reveal that there are some discrepancies amongscholar whether gender differences influence the use of discourse markers[7].

Writing essay by students' can be varied, it because between male and female have a differences in writing. Wakisata say that woman's texts tended to be more complex. They integrated more paraphrases, included more cited information, presented more organized arguments and add more explanation by using elaborative markers for gave examples to support their arguments[8].

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[6]Mahboobeh & Amin (2017). *Dominant and Gender-Specific Tendencies in the Use of DiscoursemMarkers: Insights from EFL Learners.* World Journal of English Language. 7 (2)

[7]Truly Almendo Pasaribu (2017).*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay.* Journal of Language and Literature, 17 (1)

[8]Truly Almendo Pasaribu (2017).*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay…* 17 (1)

The researcher also have suggested that gender differences in the used discourse markers are seen in the written discourse.

The researcher also interviews lecturer on November, 2019 who teach academic writing in TBI IAIN Bengkulu to know they opinion about discourse markers in writing class. Based on one of the lecturers, the students will focus on writing academic essay in fifth semester. The lecturer said that students at this level must master how to write good academic essay. Then, the lecturer also explains that the students have problem in using discourse markers in their paragraph such as like confused to make a good paragraph logically. However, there are many students who have good ability in using discourse markers with different strategies.

Not only interviewed lecture, researchers also interviewed students who is learning academic writing of TBI IAIN Bengkulu. Based on result of interview the students have problem in writing essay. They argue that writing is fun because by writing they can develop ideas and convey what is in the mind through writing. But some students assume that writing is a difficult skill because the students confused how to make a good essay with their lack of vocabulary mastery. Not only that the students also still confused to using discourse markers in their paragraph.

From the results based on interviews lecturer and student it can be concluded that they was learn about discourse markers in writing essay, and its means that they mastered material about discourse markers in writing. Discourse markers are very important in writing an essay because with discourse markers students' writing is easier to understand and connected

between paragraphs. Therefore, discourse markers become characteristic of a good writing.

Based on the background of the problem outline above and the result of previous research conduct by journal from Truly Almendo Pasaribu, English Language Education Study Program, Universitas Sanata Dharma the title is "*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay*". This study involved 40 essays, 20 essays written by female students and 20 essays written by male students. Those essays were selected randomly from Critical Reading and Writing 1 (CRW 1) courses. The result showed that the findings this research indicates that essay written by male and female student's share similar pattern. Both male and female students tended to use elaborative markers. It means that they were more likely to add information and give examples to support their ideas.

A slight difference between male and female essays is in the use of the discourse marker *for example*. Female students tended to give more examples by using this discourse marker in their essays. Both male and female students' essays also inserted inferential markers to show causal relationships and draw conclusion. Finally, both male and female students had the tendency not to use contrastive markers, which are generally used to contrast ideas.

Based on the background above, the researcher is interesting to investigate male and female students' in using discourse markers in writing academic essay in sixth semester at English education study program at IAIN Bengkulu in Academic Year 2019/2020 with the tittle: "*An Analysis of Male and Female Students' in Discourse Markers in Writing Academic Essay*".

B. Identification of The Problem

Based on the explanation in the background of the study, the researchers identified some problems that occur in the use of discourse markers in male and female in writing academic essays. First the students' have problem in using discourse markers in their paragraph such as like confused to make a good paragraph logically. Second the students confused how to make a good essay with their lack of vocabulary mastery. Third the students' also still confused to using discourse markers in their paragraph.

C. Limitation of the Problem

Based on the problem above, the researcher limits the problem into male and female students' ability in using discourse markers in writing academic essay. The research will be conducted at the sixth semester students' of TBI IAIN Bengkulu in Academic Year 2019/2020.

C. Research of The Questions

The problems in this research can be formulated as the following questions:

1. What are the types of discourse markers use between male and female students' in academic essay at sixth semester of TBI IAIN Bengkulu in academic year 2019/2020 based on Fraser's classifications?
2. What are the differences in the use of discourse markers between male and female students' in academic essay at sixth semester of TBI IAIN Bengkulu in academic year 2019/2020 based on Fraser's classifications?

3. What are the similarities in the use of discourse markers between male and female students' in academic essay at sixth semester of TBI IAIN Bengkulu in academic year 2019/2020 based on Fraser's classifications?

D. Objective of The Problem

The objectives of the research are to find out the differences and similarities in the use of discourse markers between male and female students' writing academic essay in sixth semester of TBI IAIN Bengkulu in academic year 2019/2020 based on Fraser's classifications.

E. Significance of The Problems

Each research has its significance for the readers. Through this research, the researcher hopes that the findings can inform all readers. The significance of the research can be:

1. For the lecturer: this research can be one of the references to improve their knowledge about discourse markers

2. For students': this research is expected to help them in using discourse markers when writing academic essay.

3. For the next researchers: it can be a reference if interested in conducting research on the analysis discourse markers in writing academic essay.

F. Definition of The Key Terms

1. Writing academic essay

Writing essay is the ability of students to write essays, express their ideas, feelings, and emotions into writing that will be clear to the reader. Essay

contained critical thought about a topic. The structure of essay is introduction, body, and conclusion.

2. Discourse markers

   Discourse markers are words or expressions that link, manage and as a connector to organise sentences and to help the readers more understand.

3. Gender

   Gender is the apparent difference between men and women is seen from their values and behavior.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

1. Definition of Writing

Writing is one of the four basic skills in learning English as a second language/ foreign language. Writing has an important role in the context of English teaching as foreign language[9]. Writing is a form of visual communication, both in printed form and in electronic form.White and Arndt describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a voice with which to write, planning, goal-setting, monitoring and evaluatingwhat will be written as well as what has been written and look for language to express the true meaning.

Writing is a process of thinking constantly and organizing, rethinking, editing, publishing and rearranging. Ramelan said that the acquisition of any habit is done through repetitive and tireless practice in the learning section[10]. It means that the writing skill can be mastered through repeating action and practicing continually of the skill.

Writing is one of way communicate to other people in daily life. It is very useful to send information or news to other people in long way distance from us. Writing is one of four a language skills, it communicates

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[9] A Dorothy Zemach., & A Lisa Rumisek, *Academic Writing*. (Oxford: Machmillan ELT, 2005), P.5-12

[10] Ramelan, English Phonetic, (Semarang: UNNES Press, 2003), P. 4

ideas by means of conversational symbol that are incites, draw or otherwise formed on the surface or same materials.

Writing gives permanence to means knowledge and enables them to communicate over great distance. This is excellence of writing compared to speaking because people may save message through writing longer than speaking. As one of language skill in English, writing is used to express ideas. In writing, the writer will be involved in the process of building the longer units or ideas from the longer one.

Writing has been characterized as written thinking. Students should be encouraged to express their idea, experience, thought, and feeling. From the explanation above, it can be said that writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form[11].

Writing is personal act in which writers take idea or prompts and transform them into self-initiated topics[12]. To write well, students must have the motivation that they themselves are willing to write. Writing is the most complex skill to show the relationship of ideas, which needs the willingness to write and some practice done step by step to pass on knowledge or message.

In writing the writer tries to express their ideas in written form using grammatically correct sentences for the purpose of communication. In writing, the writer is demand to pay attention to some aspect of the

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[11]Faisal & Krisna Suwandita (2013). *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*. Journal of Education and Learning, 7(4).
[12]O'Malley, J.M &L. Valdez Pierce, Authentic Assessment for English Language Learners, Practical Approaches For Teachers, (USA: Longman, 1996),P. 136.

production of the written text which involves the content, organization, vocabularies, grammatical, spelling and punctuation.

Hence, writing is one way to speak what is in our mind. It involves more than just producing words and sentence. To produce a piece of writing, we should be able to write a connected series of words and sentence, which are grammatically and logically linked.

There are many functions that can be used in writing. The simple example writing can be our tool or material to remember something that is after forgotten. So writing can be reminder for humans. Write whatever you want to write like your feelings, express it all through writing without feeling inferior.

Writing skill are very complicated skill which can even be said to be difficult to teach or learn, because writing requires mastery which is not only grammatical and rhetorically, but also must have good, creative and critical concept elements. There are many components that must be known by the authors so that their writing skills are direct, namely general component and main components: language use, mechanical skill, content care, skills, and assessment skills[13]. Almost every one claim that writing is a complete way to expressing something, because there are many aspects that must be considered in writing, such as grammatical, theoretical, word selection, using discourse markers, and many other things.

Based on theory above I conclude that writing is complete ways to communicate to other people. Because in writing we need many things to

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[13]J.B Heaton, *Writing English Language Test,* (United State Of America: Longman group, 2007), P. 135

make our writing is good, such as: grammatical structured, vocabulary, correct spelling, language use, etc.

2. **Writing for University**

Writing for university is very important today because as a requirement to pass the thesis. Writing a good assignment is both a challenge and one of the most rewarding aspects of study. Almost all students find their writing skills develop significantly at college. This is due partly to the additional practice, and partly to an increase in critical awareness developed by analyzing issues from many perspectives. Writing cannot separate from other processes such as reflection, goal setting, organization and research.

Learn writing in university is different when learning writing at the school. In university material about writing is difficult for students. One of the students writing activities at university is to make an essay based on the topic in accordance with the types of writing. Through this writing activity, students can relate ideas. In composing the ideas, students also learn how to arrange words to be a sentence and paragraph until it forms a discourse.

In university students' must write some essay, type of students essay can be varied. According to the syllabus being apply, for example: narrative, descriptive, explanation, recount, report, argumentation, and exposition, they can be called as types of writing.In writing essay at university, many students cannot develop their ideas because of a lack of

vocabulary. Not only vocabulary students are also confused in determining a topic for essay writing.

3. **The Purpose of Writing**

According to Kate Grenville[14], there are so many types of writing that we can find, of course in different forms, likes novel, poems, short stories, scripts, letters, essays report, reviews, and instruction, of all the types mentioned are all very different. However, that is all writing. It all has the same goal, in order to get ideas from one another. Whatever the form of the writing, at least able to do the following things: entertaining, informing, and persuading.

a. Writing to entertain

Writing is not just a series of word there are in our minds personally, but also must think about the position and conditions of the readers. Whether the reader can be comforted by our writings (carried away by emotions) when we write with anger, the reader can feel the anger. If we write with conditions that are so sad, the reader can fell the sadness we fell. Even if something funny is written, the reader can make his voice laugh out loud. Because writing that involves emotions can also be reflective and contemplative.

Writing to entertain is general we often call it "imaginative writing" or creative writing. Example of imaginative writing is novels, stories, poetry, song lyric, drama, and scenarios. Sometimes even

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[14]Kate Grenville, *Writing From Start to Finish A six step guide.*(Australia: Allen & Unwin, 2001), P. 1-2.

many writers write stories or true stories they feel for the emotional effects that speak.

b. Writing to inform

In this type of writing can also be used as writing to entertain as well, in another sense that this writing is a good reading. But this type of writing is useful for providing formal information to certain agencies. Example in this paper is to provide information on newspapers, scientific or business reports, instructions or procedures, and essays or journals for school and universities.

c. Writing to persuade

In this writing, we should not make things up. Because this includes advertisements, several newspaper and magazine articles,, and several types of essays. If this article is an opinion that you want to convey personally related to certain cases you must include tangible evidence, not just your expression and imagination. Because many imaginative stories are made they were real. However, not for the type of writing persuade.

Therefore, the purpose of writing is to help our communication to other people when we cannot meet each other, writing also help someone that cannot speak well but can give information clearly.

4. The Writing Process

Andrew P. Johnson states that there are five steps in writing process, namely[15]:

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[15]Andrew P Johnson, *Teaching Reading and Writing*. A Guide Book for Tutoring and Remediating Students, (United Kingdom: Rownman and Littlefield Education, 2003). P. 170-180

a. *Prewriting*

Prewriting goals are used to find ideas. Such as ideas embedded in the mind, gathering as many ideas as possible, looking for issues related to ideas by talking to neighbors, reading news, watching television to write well.

b. *Drafting*

Drafting is the author's effort to write all ideas and all issues that have been obtained before. In this process, we have to do it right. Because if not, all the ideas we will write will be long winded and not related from one paragraph to another. Because most of the writing done in the classroom is only completed until these two initial stage. However, the concept that the students has is good or valuable that must be continued in the next step.

c. *Revising*

This is more important and important part in the writing process. Because in this section revisions are made, writing organization are rearranged in accordance with the order. In the previous drafting stage, just writing done all the ideas that will be made than in this step is to form a paragraph based on all ideas and ass existing.

d. *Editing*

At this stage in this stage where all the result of the writing that has been make and compiled will be examined. Because, sometimes there are some many errors that are something trivial

but fatal, such as grammar, spelling, punctuation and so on, Andrew Jhonson reminded that, a fatal mistake sometimes made by a author is to prioritize or combine the process at the four stage 1, 2, 3 (prewriting, drafting, and revising stage) which will limit and even close all the development of preexisting ideas because too much thinking about the mechanics of a good writing like what. Whereas, in the writing process it has an editing process in which the author must check all of his writing at the end when everything is finished. If the writing that we have made will be published, the writer must depend on the editors who check the writing. Than the task of an educator is how to teach students to be able to write and edit well. Like making friend editing groups and teaching students by using the grammar and spelling function of word processing properly.

e. *Publishing and Sharing*

This is the end of writing process, which is to share with reader or participants. Because the result of our writing be visible in this sections. To publish or share writing can be in the form of collecting books, writing collections (diaries), school or class newspapers, magazine or class in school, or displaying examples of short writing in school wall magazine in the hall, or even outside the school community. Because the writing experience will become strong and enduring when our writing or works are read by others in a loud voice.

Based on the theory above, the writing process has five steps: prewriting, drafting, revising, editing, and publishing or share. It is the right way to produce the best writing.

5. **Concept of Paragraph Writing**

Paragraph is a collection of sentence consisting of several words (five to ten sentences) that give information in the form to topic to be submitted. An author must prepare a topic to write a paragraph. That means paragraph is a unit of discourse that has one single topic. However, every sentence in the paragraph must provide supporting sentence to develop existing topics.

Component of paragraph, namely:[16]

a. The topic sentence

This is the main idea of the paragraph. It is usually lies on the first sentence of the paragraph, and it is the most general sentence of the paragraph.

Topic sentence is the key sentence because it names the topic and the central idea: the writer's main idea, opinion, or feeling about that topic. The topic sentence can come at the beginning or at the end of the paragraph, even in the middle in a paragraph.

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[16] A Dorothy Zemach., & A Lisa Rumisek, *Academic Writing*. (Oxford: Machmillan ELT, 2005), P.5-12

b. Supporting sentence

Supporting sentence are sentence that speak about problem or answer to question related to the topic, which provide real example and detail ideas related to the topic of the sentence.

They make up the rest of the paragraph and consist of two kinds: major supporting sentence and minor supporting sentence. A major supporting sentence is a sentence which directly support the idea express in the topic sentence. A minor supporting sentence directly supports the major supporting sentence and at the same time indirectly supports the topic sentence. However, the main function of the supporting sentence is to provide the reader with evidence that the idea expressing the topic sentence is true.

c. The concluding sentence: how to end the paragraph

In this section we can find the last sentence of a paragraph. We can make concluding sentence by reviewing or giving the last comment on the topic sentence in a concise and comprehensive manner.

After you have finished writing the last sentence supporting the main point of a paragraph, you must end the paragraph with a concluding sentence. This sentence tells the readers that the paragraph is finished and it completed the picture or story about the subject of the paragraph. The concluding sentence reminds the readers of the topic sentence. In fact, the concluding sentence can be written like the topic sentence but in different word.

Good writing be the goal of every students because the ability to write well organized and consisted paragraph is essential to a student success in almost all university course. Unless a reader can easily understand what a writer has written, he cannot judge the value of either the writer's ideas or his work. So, it is very important for any university students to be able compose well organized and concise paragraph.

B. The Concept of Essay

1. Definition Essay

Essay is one kind of writing genre in academic writing. An essay is a piece of writing several in paragraph long not just one or two paragraph. Essay is a group of written paragraph that express a single topic an central idea[17]. It must have a last three paragraphs, but a five paragraph essay is common length for academic writing. It means that essay is a written product writing that express certain thought or idea in order to give certain information to the readers. In short, the students need to understand the organization of idea in to order that they can produce essay in writing class.

Essays are usually short writings that are quite often written from the writer's personal point of view. An essay can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, memories, and author's reflection.

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[17]A Dorothy Zemach., & A Lisa Rumisek, *Academic Writing from Paragraph to Essay* .(USA: Machmillan , 2005), P. 56

Essays have become a major part of formal education. Middle school students are taught a structured essay format to improve their writing skills, and acceptance essays are often used by universities in selecting applicants and, in humanities and social sciences, as a way of assessing student performance during final exams.

As explained before that writing is not only a skill, but need a serious process to do it. As well as in writing essay, the students need to experience some activities in order to successes in their learning. To know about essay, it is important to define it first.

Writing an essay takes time to understand the topic to be written. In writing, especially in writing an essay, it needs to understand more than those aspects because writing an essay demands students to construct logical ideas orderly. The ideas should reflect on the answer of topic question which controls the flow of ideas to be presented in writing. However, presenting only ideas or arguments is insufficient without presenting the evidence, fact, and example[18].

Based on explanation above, the definition of essay is a short piece of writing about a particular subject which has a certain meaning to be conveyed to the reader.

2. **Elements of Essay**

There are three main areas we need to consider when writing an essay. We need to evaluate our focus, content and organization. While each of three has its own vitality, the "trinity" is inseparable.

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[18] M. Sayid Wijaya (2017). *Students' Thesis Statement in Essay Writing Class.* English Educational: Jurnal Tadris Bahasa Inggris, 10 (02)

a. First, essay must have a purpose, which has clearly defined and effectively communicated. This is the focus of essay. The essay must meet the requirements for the goal to be achieved. In addition, our work must be balanced we must not do too much in the essay, or mark our goals as too limited and not important to be more easily understood by readers. Also, the needs interest and expectation of our readers should be considered and met.

b. Besides focus, content is an essential part if our essay. Considering controlling purpose, we ought to discover whether there is adequate support and whether our essay development fulfills to commitment started or implied by the controlling purpose. What supporting details or evidence we have provided and how adequate they are is equally important. All our details, evidence, or counter arguments should not only related clearly to your controlling purpose, but should have the purpose of strengthening the essay.

c. Both the focus and content are strengthened and enhanced by the organization of the essay, which must follow an overall organization strategy. We many want to test the effectiveness of such strategy by outlining or summarizing our essay. The organization of our essay must follow logically the commitment established by our controlling purpose. We must insure that our readers will be able to follow the organization and easily make sense of it. Furthermore, we should ask our self whether or not

introduction and conclusion could more effectively open and close our essay.

3. **Types of Essay**

As the genre, essay has its basic structure in order that the idea can be organized systematically. The structure is: introduction, body, and conclusion[19].

Figure2.1
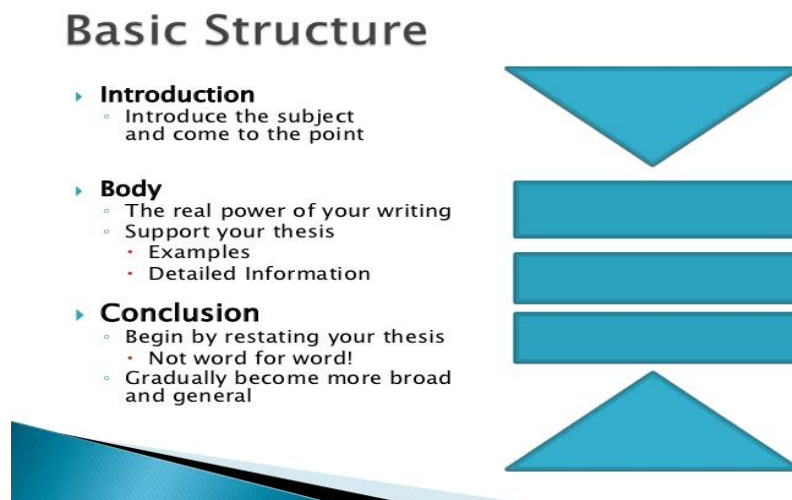
The detail explanation can be seen as the following explanation:

A. *The introduction*

Introduction is the first paragraph of an essay. It explains the main topic in general idea. The important part in production is *thesis statement* a sentence that gives main idea of the essay. It usually found at the end of the first *paragraph of an essay.*

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[19]A Dorothy Zemach., & A Lisa Rumisek, *Academic Writing from Paragraph to Essay* .(USA: Machmillan , 2005), P. 56

B. *The Body*

The body is paragraph that explains an support thesis statement that come between the introduction and the conclusion. The paragraph can be more than one. It depends on the scope in the thesis statement. Main body is the part that explains in detail about the topic is being this discussed in an essay.

C. *The Conclusion*

The conclusion is the last paragraph or last of partan essay. It some summary or restates the thesis and the supporting ideas of the essay. In other word the conclusion re-stating the main ideas of an essay by using different words.

4. **Academic Essay**

Academic writing is one of the subject in a university study. In all disciplines, students (and their teachers) need writing to express their ideas, feelings, and emotion to clearly. However, academic writing can come in many forms and you may be asked to write an essay, a report or even a reflective journal article. These types of academic writing follow certain styles but all have something in common.

As we know academic essay is one of the genres in essay writing for university. The aim of an academic essay is to present an argument in order to persuade the reader and make a reader more usually when they read. An academic essay must include an introduction, a body, and a conclusion. It is written in formal language. An essay is a group of paragraph written about a introduction, body and conclusion. It must have

a least three paragraph, but a five paragraph essay is a common length for academic writing[20].

In academic essay the students must write at least three paragraph because the characteristic of a good paragraph must have: introduction, body, and conclusion. As we know academic essay is an essay with the different topic, and also have a longer word.

Academic essay is different with another essay and also longer academic essays (often with a word limit of between 2,000 to 5,000 words) are often more discursive. They sometimes start with a brief summary analysis of what was previously written on a topic, which is often called a literature review. Longer essays can also contain introductory pages where words and phrases from the title are defined in length.

Most academic institutions will require that all substantial facts, quotations, and other supporting material used in an essay be referenced in a bibliography at the end of the text. This scholarly convention allows others (whether teachers or fellow scholars) to understand the basis of the facts and quotations used to support the essay's argument, and thereby help to evaluate to what extent the argument is supported by evidence, and to evaluate the quality of that evidence.

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[20]A Dorothy Zemach., & A Lisa Rumisek, *Academic Writing from Paragraph to Essay* .(USA: Machmillan , 2005), P. 56

D. The Concept of Discourse Markers

1. Definition of Discourse Markers

Discourse markers are defined as linguistics items, with no syntactic function at the sentence level, which serve, according to their morphology, semantic and pragmatic properties, as a guide for a interpretation of utterance. The speaker add these markers to reduce the cognitive effort required from the hearer to interpret the utterance, by signaling which inference reflects more accurately the speaker meaning[21].

Discourse markers not only used for conversation items, but also for writing items. If in conversational the discourse markers function not same with the writing. In writing discourse markers used for a connected, conjunction for a next sentence. Discourse markers are connecting words or sentences or expressions that connect, manage, and help organize sentences.They connect what is written or said with something else with the. They make no change to the meaning.They are also often called linking words, connected and, sometimes, *fillers.* They are important to make your speech or text flow and to avoid a series of short unconnected statements.

Discourse markers can be placed in any part of a sentence, including the beginning. We use different types of *discourse markers* for different types of links; informal markers for speech and formal type markers for formal writing, such as essays and reports. Discourse markers

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[21] Emmanuel C. Sharndama (PhD). (2014). An Analysis of Discourse Markers in Academic Report Writing: Pedagogical Implications. *European Journal of English Language, Linguistics, and Literature*, 1(1).

do not always have meanings that you will find in your dictionary, as we know discourse markers is connected between paragraph. Instead, they provide certain functions such as delaying, filling or hinting at emotions. Discourse markers are important for fluency in English at an advanced level. They are important elements of speech and writing for living and working in English-speaking countries.

In writing, especially in academic writing, it isessential for the author to guide the reader through the discourse signalling to know what is he purpose of the text and what isimportant and how each sentence connects to others. Readers who have to "work" toohard and critical thinking to understand where to focus their attention and to link together the conceptspresented in the writing do not have enough mental energy to process the author's ideasand to remember them after having finished reading.

The study of discourse markers has already, attracted attention from a linguistic scholars in this field. Discourse refers to pieces of language larger than a sentencethat function together to conveya given idea or information for readers. The linguistic devices that are used to hang the pieces oflanguage or expression together are called discourse markers. They are used in conversation or writing to show or signal the relationship between ideas or information in a given context.

Discourse markers as connective words play an important role in communication. According to Tannen et al Discourse Markers can be

defined as a group of linguistic elements which function in social, expressive, textual and cognitive domains[22]. They are techniques that reflect selection of management, organization, and monitoring used by the writer or the speaker[23].

Gerard stated that discourse markers are words like however, although, and moreover which are referred to more commonly as linking phrases, or sentence connectors. They may be described as the 'glue' that binds together a piece ofwriting, and making the different parts of the text 'stick together[24].

Discourse Markers are grammatical/functioning words. Unlike content words, they do not convey their own meaning or change the meaning of a sentence. They only do the grammatical function by connecting ideas in writing. Most discourse markers indicate the continuity of the listener / reader in the relationship of the text or between the previous and next text. Without sufficient discourse markers in writing, a text will not appear to be built logically and the relationship between various sentences and paragraphs will not be clear.

Some researchers focused on elaborating EFL student' choice of discourse markers in their essay. Rahayu and cahyono attempt to elaborate the use of discourse markers using Fraser's theory and the appropriateness

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[22]Asmaa Al-khazraji (2019). *Analysis of Discourse Markers in Essays Writing in ESL Classroom*. International Journal of Instruction, 12 (2),P. 559-572.

[23]Asmaa Al-khazraji (2019). *Analysis of Discourse Markers in Essays Writing in ESL Classroom…*.P.559-572

[24]Emmanuel C. Sharndama (PhD). (2014). An Analysis of Discourse Markers in Academic Report Writing: Pedagogical Implications. *European Journal of English Language, Linguistics, and Literature*, 1(1).

of their use. They suggested that the awareness of using discourse markers should be raised in foresting students' writing skills.

Theoretically, written texts should employ interaction between the writers and the readers. In connection with such interaction, DMs build a significant role for facilitating both writers and readers withcohesion through explicit clues[25].The structure involves relationship such as topic relation and cohesive relations between speech acts. The other hand Frasersay that elaborates that discourse markers encodes a semantic relationshipbetween units of discourse without changing the semantic relationbetween them.

 Based on his definition, discourse markers in this study is defined as a word ora phrase, a conjunction, an adverbial or prepositional phrase that can be used tosignal a relationship between the segment they introduce and the previous segments. As far as writing is concerned, the appropriate use of discourse markers helps the writer produce an effective text and something that either connects a sentence to what comes before or after, or indicates a speaker's attitude to what he is saying.

Based on explanation from some author discourse markers is words used to connect paragraphs or sentences to form a complicated writing. Discourse markers are those linguistic items signal coherence relations, marking pauses, transitions, or other aspect of communication.

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[25]Titik Rahayu & Bambang (2015).*Discourse Markers in Expository Essays Written by Indonesian Students of EFL.*International Journal of Language and Linguistics, 2 (02).

1. Types of Discourse Markers

According to fraser's in discourse markers there are have 3 types based on Fraser's classifications (1999) in Rahayu and Cahyono (2015) that are contrastive markers, elaborative markers, and the last is inferential markers[26].

Table 2.2

Types of Discourse Markers

Types	Examples
Contrastive Markers	But, however, although, whereas, on the contrary, instead, rather, on the other hand, despite, yet.
Elaborative Markers	And, also, besides, furthermore, in addition, moreover, namely, likewise, or, otherwise, according to, for instance, for example, such as, like.
Inferential Markers	So, of course, as a result, because of, hence, it can be conclude that, therefore, thus, in this case, then, after all, because, since.

Source: Journal from Truly Almendo Pasaribu

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[26] Truly Almendo Pasaribu (2017).*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay.* Journal of Language and Literature, 17 (1)

2. Function of Discourse Markers

From the explanation above discourse markers have several characteristicsrelated to their use and function. Furthermore, Sciffrin divideddiscourse marker into six category or function, that are[27]:

a. Marker of Information Management

Sciffrin explained one of discourse marker is "oh" that use as exclamation or interjection. When it is used alone, without the syntactic support ofa sentence, it indicates strong emotional states, e.g. surprise, fear, or pain. This marker also is not based on semantic meaning and grammatical status.

b. Marker of Response

Like oh, the use of well is not based on semantic meaning or grammaticalstatus. Although well sometimes is a noun, an adverb or degree word, its use inutterance initial position is difficult to characterize in terms based on any of theseclasses.

c. Marker of Connectives

Marker of Connective also can be called discourse connective is a kind ofdiscourse marker that different with others, if the previous marker is not basedgrammatical status, discourse connective that consist of and, but and or have arole in grammatical system of English, their analysis of marker has to proceedsomewhat differently.

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[27]Sciffrin, Deborah.1987. *Discourse markers*. Cambridge: Cambridge University Press.

The first item in discourse connective is and. The word "and" is used tocoordinate ideas and to continue a speaker"s action in spoken language. And is themost frequently used mode of connection at a local of idea structure. The second item in discourse connective is "but". It is a coordinator like"and", but it has different pragmatic effect. It marks an upcoming unit unless thereis some contrastive relationship in an either their ideational or interaction content.

The third item of connective marker is or. Or is used as an option markerin discourse. It differs from and but not only in meaning, because it is movehearer-directed: whereas and marks a speaker"s continuation, and but a speaker"sprovision of options to hearer.

d. Marker Cause and Effect

Items in this category is "So" and "because", Sciffrin consider these item as discourse marker because they are complement both structurally and semantically. Like and, but, and or, so and because have grammatical properties which contribute to their discourse use. So and because can mark idea units, information states, and action. In other word, they have semantic meaning.

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 markeof 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.

e. Markers of Temporal Adverb

The next category of discourse markers is markers of temporal adverb. Theitem in this category is now and then in which time deictic involves. Deictic elements relate an utterance to its person, space and time coordinates. Now and then are time deictic because they convey a relationship between time at which aproposition is assumed to be true and the time at which it is presented in anutterance. In other words, now and then are deictic because their meaning dependson a parameter of the speech situation.

f. Markers of Information and Participation

The last markers whose literal meanings directly influence their discourseuse are you know and I mean. You know marks transition in information state arerelevant for participant framework, and I mean marks speakers orientation towardown talk i.e. modification of idea and intention. Both markers also have the useswhich are less directly related to their literal meanings: you know gains attention from the hearer to open an interactive focus on speaker-provided information and I mean maintains attention on

the speaker. These both markers are called information and participant.

E. Gender Based on Students

1. Definition of Gender

The language which is used by people has so many differences. The differences itself are associated with men and women which belong to gender. If there are differences in spoken language, written language also has differences among men and women especially in their writing. Spoken communication, they are also important in written one. Not only do they play an important role in written one. Some researchers focused on elaborating EFL students' choice of discourse markers in their essay. Rahayu and cahyono attempt to elaborate the use of discourse markers

Yeganeh and Ghoreyshi revealed that gender differences play an important part on using discourse. Based on quantitative and qualitative approaches, the Iranian males tended to use boosters in their academic writing. And the Iranian females preferred to use more hedges in their writing. These studies reveal that there are some discrepancies among scholar whether gender differences influence the use of discourse markers[28].

Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation[29].A genre

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[28]Truly Almendo Pasaribu (2017).*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay.* Journal of Language and Literature, 17 (1)

[29]Prastikawi, E, F, & Musarokah, S, Writing 3: Handout and Assignment, (Semarang: IKIP PGRI Semarang, 2013), P.11

constructs and is constructed by a notion of recurring situation, entailing participant roles, purposes, and uses of language.

Winkler approached gender from a broader perspective, stating that "there is a great difference betweenthe amount and also type of discourse markers used by females and males"[30]. Devith said a genre constructs and is constructed by cultural values, beliefs, and norms as well as by material culture[31]. It means that genre is based on the particular social situations by the author or speaker. The concept of genre comes from the difficulties members of community in recognizing similarities of text that they have been used frequently to draw on their repeated experiences.

Wakisata say that woman's texts tended to be more complex. They integrated more paraphrases, included more cited information and presented more organized arguments and add more explanation by using elaborative markers for gave examples to support their arguments[32]. Researchers also have suggested that gender differences are seen in the written discourse.

F. Previous Studies

The researcher takes two previous studies that guided her research. First, in journal from Truly Almendo Pasaribu (2017), English Language Education Study Program, Universitas Sanata Dharma the title is "*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay*".This study involved 40 essays, 20 essays written by female students

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[30]Winkler, *A gender-based analysis of discourse markers in Limonese creole.* (Language & Culture, 2008), P. 69

[31]Devith, A, J, Writing Genres, (USA: Southern Illinois University, 2004), P.29

[32]Truly Almendo Pasaribu (2017).*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay.* Journal of Language and Literature, 17 (1)

and 20 essays written by male students. Those essays were selected randomly from Critical Reading and Writing 1 (CRW 1) courses. The study aimed at analyzing the differences and similarities in the use of discourse markers between female and male students' essays based on Fraser's classifications (1999) of textual discourse markers. The result showed that the findings this research indicates that essay written by male and female student's share similar pattern. Both male and female students tended to use elaborative markers. It means that they were more likely to add information and give examples to support their ideas.

A slight difference between male and female essays is in the use of the discourse marker *for example*. Female students tended to give more examples by using this discourse marker in their essays. Both male and female students' essays also inserted inferential markers to show causal relationships and draw conclusion. Finally, both male and female students had the tendency not to use contrastive markers, which are generally used to contrast ideas.

The second previous studies in journal from Cahyono (2015), State University of Malang, East Java Indonesia. The journal title is "*Discourse Markers in Expository Essays Written by Indonesian Students of EFL*". The study analyzed 275 essays written by 55 undergraduate students of English Language Teaching (ELT) program in State University of Malang, Indonesia, in the academic year of 2014/2015 enrolling in Essay WritingClass.The result of research showed that According to the frequency of DMs in expository essays, the dominance of a certain type of DMs in a particular development method to some extent confirms some theories related to developing good

expository essays. EFL undergraduate students are proved to use some common variants for each type of DMS. Most of them areconfirmed to be majorly used in EFL contexts due to the simplicity of using the variants.

The third previous studies in journal from Wuwuh Hadayani (2014), Naresuan University Dormitory. The journal tittle is *"The use of English discourse markers in the argumentative writing of EFL Indonesian and Thai University students: A comparative study"*. The study aims to investigate the kinds of DMs employed by Indonesian and Thai students in their argumentative writing, to compare the use of DMs by both groups in terms of its nature and problems, and to find out whether the use of the DMs produced by Indonesian and Thai students contributes to the coherence of the text they write. The sample of research is 46 argumentative writings composed by the Indonesian and Thai students were analyzed following Halliday and Hasan (1976) and Halliday and Matthiessen (2004). The result of this research is Indonesian and Thai students shared some similarities and differences in the use of DMs. The similarities included having DMs of cause and result and enumeration and order as the third and fourth categories of DMs, encountering similar problems of the use of DMs (missing verbs in finite clauses, use of DMs in complex sentences, run-ons, overuse of DMs, and etc), and employing *because* as the first most often-appearing DM while the differences were in terms of the total number of DMs used frequency of the use of DMs, types of DMs used, and problems of the use of DMs. Finally, this study also reveals there is a relationship between the use of DMs and the textual cohesion

From the some research above, there are some similarities and differences of this thesis them. The similarities this research is to analysis using discourse markers in students' essay. The differences from my research is about in this research the researcher use writing academic essay, meanwhile with three research is focus on critical reading and expository essay.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher will discuss the research design, research subject, research instrument, data collection technique, and technique for analysis and interpreting the data.

A. Research Design

In this research, the researchers applied descriptive qualitative research as a design in the research. According to Creswell qualitative research is an approach for exploring and understanding the meaning individual or groups ascribe to a social or human problem. The process of research includes providing question and procedures, collecting data from participants, analyzing the data, and interpreting the result of the research[33].

In addition, Meleong explained that the human as the instrument of qualitative research and the data in form of words, pictures, not statistic[34]. It means that qualitative research is a research to describe the data in form of word or pictures with developing deep understanding and full description of data in form of long report and narrative. Then, describe the data in form of narrative report. The goal of is to offer naturalistic social context, description, perception, and classification[35]. It means that the goal of qualitative research is to describe and explain the result of the research.

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[33]Cresswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Method Approches.* (Third Edition: California, 2009)

[34]Lexy J Meleong, *Metode Penelitian Kualitatif.* (Bandung: Rosdakarya, 2003) P.6

[35]Anne Burns. *Collaborative Action Research for English Language Teachers.*(Cambridge, 1999) P.22

In this research, the researcher uses descriptive qualitative because the researchers describe clearly about the types of discourse markers and differences and similarities of female and male students' in using discourse markers in writing academic essay at the sixth semester students of TBI IAIN Bengkulu in academic year 2019/2020.

B. Subject of the Research

The data in form of students' writing essay at sixth semester at TBI IAIN Bengkulu in Academic Year 2019/2020. The researcher employed stratified random sampling because there is no superior class. The number of sample will take by formulation of Arikunto. He said that if the number of population is more than 100, it can be taken 15% or 20-25% or more[36]. In this research, the researcher took 25% of the total population.

The total numbers populations of the students' at sixth semester of TBI IAIN Bengkulu were 114 students. The number of population can be seen as the following table:

Table 3.1

Population of the students' at sixth semester TBI IAIN Bengkulu

Class	Population	Male	Female
TBI 6 A	20	1	19
TBI 6 B	30	9	21
TBI 6C	28	4	24
TBI 6D	36	7	29
Total Number	**114**	**21**	**93**

Source: Prodi Tadris Bahasa Inggris IAIN Bengkulu

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[36]*Suharsimi Arikunto. Prosedur Penelitian Suatu Pendekatan Praktik. (Jakarta:Rineka* Cipta, 2000), P. 134

The sample for this research can be seen as the following table:

Table 3.2

Sample of the research

Population	Sample	
	Male	**Female**
114	14	14
Total Sample	**28 Students**	

C. Research Instrument

The research instrument is a very important for this research to find out the result of this research. Meleong say that the main instrument in a qualitative research is human (the researcher)[37]. In this research, the researcher used two kinds of instrument, they were writing test and documentation.

First, for the writing test researcher gave five topics essay and students must choose one topic to write an essay and their writing must be at least three paragraphs.

The second instrument is documentation. According to Meleong, documentation explaining the technique is to look for data about things or variable in the form of notes, transcripts, book, newspaper, magazine, and agenda for information embodied data relating to clients under investigation[38].In this research for documentation the researcher use writing

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[37]Lexy J Meleong, *Metode Penelitian Kualitatif.* (Bandung: PT Remaja Rosdakarya, 2002), P. 6

[38] Lexy J Meleong, *Metode Penelitian Kualitatif...*P.103

syllabus subject, and some picture when students doing the test that researcher provide as additional evidence.

D. Data Collection Technique

In collecting the data of the research, the researcher used writing test and documentation. To get the data for the writing test, the researchers came to the classroom and give five different topics about academic essay. Then, the researcher gives instruction for students to choose one of topic to write academic essay and the essay must be at least three paragraphs. The student academic essay was the main data to the analyzed for this research.

Second, the researcher read the students writing academic essay and the researcher were classified discourse markers by theory Fraser's classification to know the similarities and differences which female and male use. The last step, researchers write a complete research report of all data obtained.

E. Technique for Analysis and Interpreting the Data

To analyze the data, the researcher used interactive model of data analysis proposed by Miles and Huberman which consisted of three main components. They are: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. The components above can be explained as the following figure[39]:

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[39]Mathew B Miles & A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition,* USA, Stage Publishing, 1994, P. 174.
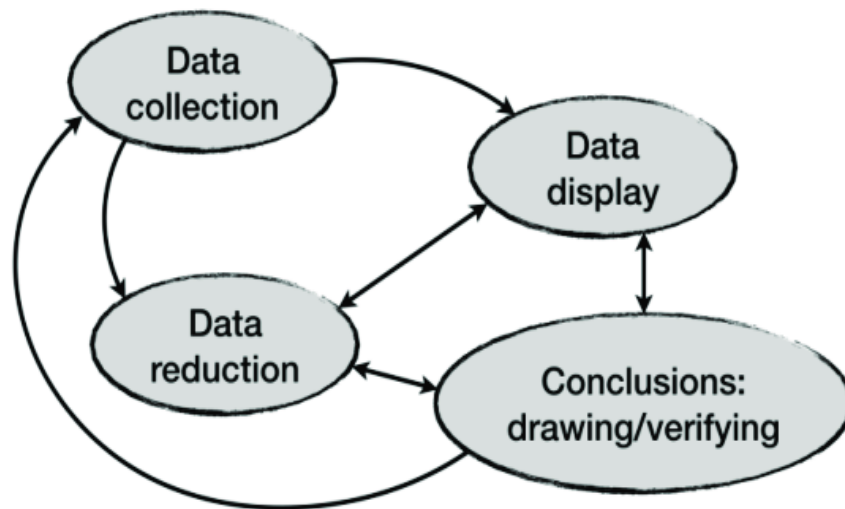
Figure 3.1:

Interactive Model by Miles and Huberman

The figure 1 above can be described as following:

a. *Data reduction*: Data reduction occurs continually through the analysis. It happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding, and associated activities.

b. *Data display:* Data display organized, compress and assemble information. The activities in this stage are: making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically.

c. *Drawing and verifying conclusion*: reducing and display the data aim to help drawing conclusion. While drawing conclusion logically follows reduction and display of the data. Then, possible conclusion can be noted and need to verify.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter discusses the discourse markers used in male and female students' essay at sixth semester of TBI IAIN Bengkulu in academic years 2019/2020. The data was gotten from the writing test students'.

1. Types of Discourse Markers used in Male and Female students' Essay

This study focuses on discourse markers that are used by male and female students' essay in sixth semester of TBI IAIN Bengkulu in academic year 2019/2020. According to fraser's there are have a three types of discourse markers that are: contrastive markers, elaborative markers, and inferential markers[40]. Table 4.1 show the types and percentage of discourse markers used in male students' essay.

Table 4.1

Discourse Markers Used by Male and Female Students' Essay

Types of discourse markers	Male students' essays		Female students' essays	
	$\sum$	%	$\sum$	%
Contrastive Markers	12	3,69%	13	4%
Elaborative Markers	120	36,92%	142	43,69%
Inferential Markers	15	4,61%	23	7,07%
Total	**147**	**45,22%**	**178**	**54,76%**

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[40] Truly Almendo Pasaribu (2017).*Male and Female Students Use of Textual Discourse Markers in Writing Academic Essay.* Journal of Language and Literature, 17 (1)

Table 4.1 present the number of discourse markers that are used by male and female students' essay at sixth semester of TBI IAIN Bengkulu. It is found that male students' used contrastive markers (12), elaborative markers (150) inferential markers (15), and the total of discourse markers used by male students' essay is (147). The discourse markers that are frequently found in male students' essay are the elaborative markers (36,92%) and the infrequently found in male students' essay are the contrastive markers (3.69%), inferential markers (4.61%) and the total of discourse markers by male students' used is (45,22%).

The discourse markers found that female students' essay at sixth semester of TBI IAIN Bengkulu use contrastive markers (13), elaborative markers (142), and inferential markers (23). The discourse markers that are frequently found in female students' essay are the elaborative markers (43,69%) and the infrequently found in female students' essay are the contrastive markers (4%), inferential markers (7,07%) and the total of discourse markers by male students' used is (54,7%).

To support the data presentation, the researchers provides and discuss the evidence of discourse markers used by male and female students' essay at sixth semester of TBI IAIN Bengkulu.

1.1 Types of Contrastive Markers by Male and Female Students' Essay

Contrastive markers is the first type of discourse markers and the last frequent and rarely used in male and female students' essay. Based on table 4.1 above, the total contrastive markers used

by male students' in essay is 12 (3,69%) and from female students' essay is 13 (4%). As seen in table 4.2also showed the variants of contrastive markers they are: *but, however, although, whereas, on the contrary, instead, rather, on the other hand, despite,* and *yet.*

Table 4.2

Types of Contrastive markers in male and Female students' essays

Type	Discourse Markers	Male students' essays ($\sum$)	Female students' essays ($\sum$)
Contrastive Markers	But	5	6
	However	6	5
	Although	1	2
	Whereas	-	-
	On the contrary	-	-
	Instead	-	-
	Rather	-	-
	On the other hand	-	-
	Despite	-	-
	Yet	-	-

From table 4.2 above, three variants of discourse markers that are most frequently found in male students' essay, that are 5 *but,* 6 *however*, and 1 *although.* Based on table 4.2 above, *but, however* and *although* is the type in the contrastive markers that frequently used by male and female students' essay. The researcher find 5 sentence used "*but"* in male

students essay, 6 sentence used *"however"*, and 1 sentence used *"although"* in male students essay. There are seven types of contrastive markers that are not used in male and female writing essay. There are: *whereas, on the contrary, instead, rather, on the other hand, despite,* and *yet*. Now the researchers will show the sentence in using contrastive markers type "but" from male students' essay can be seen in (1.a), contrastive markers type *"however"* can be seen in (2.a) and contrastive markers type *"although"* can be seen in (3.a).

1.a: So, as the parents we should limit the children to access the internet, we know internet not only have positive effect **but** also have a negative impact for children. (A1.1.1.a) *see in appendix 4*

2.a: They regularly do sport, **however** none of them realizes the benefits and important of sport. (A2.1.1.a) *see in appendix 4*

3.a: Everybody and this is the role and positive effect of the internet, we can see them each other, **although** we can't see them directly. (A3.1.1.a) *see in appendix 4*

First, based on example 1.a contrastive markers type *"but"* from male student essay can be found in the middle of the sentence. As we seen in example 1.a when male students' used contrastive markers type *"but"* they indicate that the statement previously explained the internet not only has a positive effect but also has a negative effect on children. From the use of the contrastive markers type *"but"* above it can be concluded

thatcontrastive markers type "*but*" is used to indicate in an affirmative sense or reinforce the first part of an implied sentence in a negative way (sometimes replaced by the opposite) or in English called to demonstrate the affirmative sense of what is the first part of the sentence implied in a negative way (sometimes replaced by the reverse).

Second, based on example 2.a contrastive markers type "*however*"from male student essay can be found in the middle of the sentence. Based on contrastive markers type "*however*" from male students' essay it can be conclude that "however", used in the essay to compilation you will be released two sentences that have conflicting meanings.As we seen in example 2.a when male students' used contrastive markers type "*however*" they indicate that the statement previously explained they regularly do sport, however none of them realizes the benefits and important of sport. From this sentence "however" have conflicting meanings.

The last based on example 3.a contrastive markers type "*although*" from male students essay can be found in the middle of the sentence same like example 1.a and 2.a. Contrastive markers type "*although*" it is a comparative conjunction, when it is used at the beginning of a sentence, there is usually a comma punctuation mark to compare the two sentences. The contrastive markers type "*although*" more often used to connect sentences that are formal or official.

Based on table 4.1 above, the total contrastive markers by female students' used in essay are 13 (4%). As seen in table 4.2 also showed the variants of contrastive markers they are: *but, however, although, whereas, on the contrary, instead, rather, on the other hand, despite,* and *yet.* The contrastive markers by female students' essay is same like male students' essay. The researcher find 6 sentence used "*but"* in female students essay, 5 sentence used "*however"*, and 2 sentence used "*although"* in female students essay.

Now the researchers will show the sentence in using contrastive markers type "but" from female students' essay can be seen in (1.b), contrastive markers type "*however"* can be seen in (2.b) and contrastive markers type "*although"* can be seen in (3.b).

1.b: We can promote it in our social media such as Facebook, Whatsapp, Twitter, and Instagram, **but** also we can a new friend through the social media even people in aboard. (A1.1.1.b) *see in appendix 4*

2.b: Internet is loved by all around the world, **however** internet usually have advantage, and also disadvantage. (A2.1.1.b)

3.b: **although,** the internet has a negative impact but also internet has a positive effect. (A3.2.1.b) *see in appendix 4*

First, based on example 1.b contrastive markers type "*but*" from female student essay can be found in the middle of the sentence same like male students' essay. As we seen in example 1.b when female students' used contrastive markers type "*but*" is used to express contradiction with the meaning "tetapi" as we seen from the example 1.b the student said: We can promote it in our social media such as Facebook, Whatsapp, Twitter, and Instagram, **but** also we can a new friend through the social media even people in aboard. It can be conclude that the student use but for to strengthen the first statement.

Second, based on example 2.b contrastive markers type "*however*"from female student essay can be found in the middle of the sentence same like male students' essay. Based on contrastive markers type "*however*" from female students' essay it can be conclude that "however", used in the essay to compilation you will be released two sentences that have conflicting meanings.As we seen in example 2.bwhen female students' said internet is loved by all around the world, **however** internet usually have advantage, and also disadvantage. From this sentence "however" have conflicting meanings from the previous statement.

The last based on example 3.a contrastive markers type "*although*" from male students essay can be found in the middle of the sentence different with example 3.b from female students' essay. Contrastive markers type "*although*" there is usually a comma punctuation mark to compare the two sentences.

1.2 Types of Elaborative Markers by Male and Female Students'

Essay

Elaborative markers are the second type of discourse markers and the most frequently used in male students' essay. Based on table 4.1 above, the total elaborative markers by female students' used in essay are 120 (36,92%), and from female students' essay are 142 (43,69%). As seen in table 4.3 also showed the variants of elaborative markers they are: *and, also besides, furthermore, in addition, moreover, namely, likewise, or, otherwise, according to, for instance, such as, like, for example*.

Table 4.3

Types of Contrastive markers in male and female students' essays

Type	Discourse Markers	Male students' essays ($\sum$)	Female students' essays ($\sum$)
Elaborative Markers	And	71	86
	Also	17	17
	Besides	-	2
	Furthermore	-	1
	In addition	-	2
	Moreover	-	1
	Namely	-	-
	Likewise	-	-
	Or	17	11
	Otherwise	-	-
	According to	-	-
	For instance	-	1
	Such as	7	6

	Like	5	11
	For example	4	4

Based on table 4.3 above, six variants of elaborative markers that are most frequently found in male students' essay, that are 71 *and,* 17 *also*, 17 *or,* 7 *such as*, 5 *like*, and 4 *for example..* The researcher find 71 sentence used "*and"* in male students essay, 17 sentence used "*also"*, 7 sentence used *"such as"*, 5 sentence used "*like"*, and 4 sentence used "*for example"* in male students essay. There are nine types of elaborative markers that are not used in male writing essay. There are: *besides, furthermore, in addition, moreover, namely, likewise, otherwise, according to,* and *for instance.* Now the researchers will show the sentence in used elaborative markers type "*and*" from male students' essay can be seen in (4.a), elaborative markers type "*also"* can be seen in (5.a), elaborative markers type "*or"* can be seen in (6.a), elaborative markers type "*such as"* can be seen in example (7.a), elaborative markers type "*like"* can be seen in example (8.a), and elaborative markers type *"for example"* can be seen in example (9.a).

4.a: they regularly do sport **and** of them realize the important and benefit of sport. (B11.1.1.a) *see in appendix 4*

5.a: secondly, by doing sport you can keep and become a focus which means after doing some sports you can **also** feel more fresh than before, because when you doing sports you put the poison the body through the sweat. (B12.1.1.a) *appendix 4*

6.a: when we feel bored **or** unhappy about something, we will probably be motivated and be refreshed again after the sport activity. (B19.2.1.a) *see in appendix 4*

7.a: new innovation **such as** integrated software and hardware has changed the way that people view and obtain information today. (B23.2.1.a) *see in appendix 4*

8.a: you can share your product by internet, **like** facebook, instagram, and others. (B24.1.1.a) *see in appendix 4*

9.a: **for example**, sponsorship is one of the best publicity of company. (B25.2.1.a) *see in appendix 4*

First, based on example 4.a elaborative markers type "*and"* from male student essay can be found in the middle of the sentence. As we seen in example 4.aelaborative markers type "*and*" most widely used among other types. As we know elaborative types "*and"* had a tendency to elaborate the ideas, more rather than concluding, giving example and to connector their paragraph.

Second, based on example 5.a contrastive markers type "*also"*from male student essay can be found in the middle of the sentence same like elaborative markers type "*and"* in students' essay. Based on elaborative markers type "*also"* from female students' essay it can be conclude that "*also*", used in the essay to more give example from first statement before. As we seen in example 5.a when male students' said secondly, by doing

sport you can keep and become a focus which means after doing some sports you can **also** feel more fresh than before, because when you doing sports you put the poison the body through the sweat. From this sentence "also" have a more example from the previous statement.

Third based on example 6.a contrastive markers type "*or*" from male students essay can be found in the middle of the sentence same like elaborative markers type "*and, also*". Contrastive markers type "*or*" there is the synonym between first sentence and the previous sentence.

Fourth, based on example 7.a contrastive markers type "*such as*" from male students essay can be found in the middle of the sentence, same like another example from male students' essay. Contrastive markers type "*such as*" in writing is usually used in informal situations. As we seen in example 7.a student said: new innovation **such as** integrated software and hardware has changed the way that people view and obtain information today. It can be conclude that male students essay used such as forgive example from first statement.

Fifth, based on example 8.a contrastive markers type "*like*" from male students essay can be found in the middle of the sentence after coma. Like on example 8.a it functions as an explanation and giving examples of functions from the internet as a media for sharing products.

Sixth, based on example 9.a contrastive markers type "*for example*" from male students essay can be found in the initial sentence, different example from male students. As we seen in example 9.a

contrastive markers type "*for example*" give more examples about the benefits of sport.

Based on table 4.1 above, the total elaborative markers by female students' used in essay is 142 (43,69%) different from male students essay just only 120 (36,92%) . As seen in table 4.2 also showed the variants of contrastive markers they are: *but, however, although, whereas, on the contrary, instead, rather, on the other hand, despite,* and *yet.*

The elaborative markers by female students' essay not same with male students' essay, as we know in elaborative markers female students often used than male students' in their essay, if male students' essay used 6 type of elaborative markers meanwhile female students' essay used 11 type of elaborative markers in their essay. The researcher find 86 sentences used "*and*" in female student's essay, 17sentences used "*also*", 2 sentences used "*besides*", 1 sentence used "*furthermore*", 2 sentence used "*in addition*", 1 sentence used "*moreover*", 11 sentence used "*or*", 1 sentence used "*for instance*", 6 sentence used "*such as*", 11 sentence used "*like*", and 4 sentence used "*for example*".

Now the researchers will show the sentence in using elaborative markers type "*and*" from female students' essay can be seen in example (4.b) , elaborative markers type "*also*" from female students' essay can be seen in example (5.b), elaborative markers type "*besides*" from female students' essay can be seen in example (6.b), elaborative markers type "*furthermore*" from female students' essay can be seen in example (7.b),

elaborative markers type "*in addition*" from female students' essay can be seen in example (8.b), elaborative markers type "*moreover*" from female students essay can be seen in example (9.b), elaborative markers type "*or*" from female student' essay can be seen in example (10.b), elaborative markers type "*for instance*" from female students' essay can be seen in example (11.b), elaborative markers type "*such as*" from female students' essay can be seen in example (12.b), elaborative markers type "*like*" from female students' essay can be seen in example (13.b), and elaborative markers type "*for example*" from female students' essay can be seen in example (14.b).

4.b: the first positive effect of the internet is easier in search news **and** job. (B11.1.1.b) *see in appendix 4*

5.b: we can promote it in our social media such as facebook, whatsapp, twitter, and instagram, but **also** we can get new friends through the social media even people in aboard. (B12.7.1.b) *see in appendix 4*

6.b: **besides** that the positive impact of use internet for business promotion and innovation ways to promote business is by utilizing internet sophistication. (B13.1.1.b) *appendix 4*

7.b: **furthermore**, the person experience confidence in sitting, standing, and also walking. (B14.1.1.b) *see in appendix 4*

8.b: **in addition** to keeping them safe while they're online, the internet can be extremely time consuming and get in the way of other important day to day activities. (B15.1.1.b) *appendix 4*

9.b: **moreover** students need good health. (B16.1.1.b) *appendix 4*

10.b: what should we do with the content? Choose the advantages **or** the disadvantages of the internet. (B19.1.1.b) *appendix 4*

11.b: **for instance**, a single volcanic eruption will release amount of carbon dioxide and to the atmosphere. (B22.1.1.b) *appendix 4*

12.b: with internet application **such as** whatsapp chat service, E-mail like gmail and facebook social media sites, we can easily connect and send message to another people. (B23.1.1.b) *appendix 4*

13.b: with internet application such as whatsapp chat service, E-mail **like** gmail and facebook social media sites, we can easily connect and send message to another people. (B24.1.1.b) *appendix 4*

14.b: not only that, there are many social networking sites to help with talking to friends and family, **for example** facebook, twitter, instagram, and many other applications. (B25.1.1.b) *appendix 4*

First, based on example 4.b elaborative markers type "*and*" from female student essay can be found in the end of the sentence diffeent with male students' essay in the middle of the sentence. As we seen in example 4.b elaborative markers type "*and*" most widely used among other types. As we know elaborative types "*and*" had a tendency to elaborate the ideas, more rather than concluding, giving example and to connector their paragraph.

Second, based on example 5.b elaborative markers type "*also*"from female student essay can be found in the middle of the sentence same like elaborative markers type "*and*" from female students' essay. Based on elaborative markers type "*also*" from female students' essay it can be conclude that "*also*", used in the essay to more give example from first statement before.

Third based on example 6.b elaborative markers type "*besides*" from female students essay can be found at the beginning of the sentence different from another example like a "*and, also*"

Fourth, based on example 7.b elaborative markers type "*furthermore*" from female students essay can be found at the beginning of the sentence, same like example 6.b above. Elaborative markrs type "*furthermore*" in female students'ia a words to add an idea.

Fifth, based on example 8.belaborative markers type "*in addition*" from female students essay can be found at the beggining of the sentence, same like example elaborative markers type "*besides,* and *furthermore*".

Sixth, based on example 9.b elaborative markers type *"moreover"* from female students essay can be found at the beginning of the sentence, same like example 6.b, 7.b, and 8.b.

Seventh, based on example 10.b elaborative markers type *"or"* from female students essay can be found in the middle of the sentence same like elaborative markers type *"and, also"* from female students' essay. Elaborative markers type *"or"* there is the synonym between first sentence and the previous sentence.

Eight, based on example 11.b elaborative markers type *"for instance"* from female students' essay can be found at the middle of the sentence, same like elaborative markers type *"and, also"*. As we seen in male students' essay elaborative markers type *"for instance"* not used in their essay different with female students' essay.

Ninth, based on example 12.b elaborative markers type *"such as"* from female students' essay can be found in the middle of the sentence, same like example elaborative markers type *"and, also, for instance"* from male students' essay. As we know elaborative markers type *"such as"* to give more example from first statement.

Tenth, based on example 13.b elaborative markers type *"like"* from female students' essay can be found in the middle of the sentence, same like elaborative markers type *"and, also, for instance* and *such as"*.

The last is based on example 14.b elaborative markers type "*for example*" from female students' essay can be found in the middle of the sentence same like elaborative markers type "*and, also, for instance, such as* and *like*". Elaborative markers type "*for example*" from female students' essay usually followed by comma.

1.3 Types of Inferential Markers by Male and Female Students' Essay

Inferential markers are the last type of discourse markers used in male and female students' essay. Based on table 4.1 above, the total inferential markers by male students' used is 15 (4,61%), and from female students' essay is 23 (7,07%). As the seen in table 4.4also showed the variants of the inferential markers based on Frasher classification are *so, of course, as a result, hence, it can be conclude that, therefore, thus, in this case, then, after all, because,* and *since.*

Table 4.4

The variants of inferential markers in male and female students' essays

Type	Discourse Markers	Male students' essays ($\sum$)	Female students' essays ($\sum$)
Inferential Markers	So	6	6
	Of course	-	1
	As a result	-	4
	Hence	-	2

	It can be conclude that	1	-
	Therefore	-	-
	Thus	-	-
	In this case	-	-
	Then	1	2
	After all	-	-
	Because	7	4
	Since	-	3

Based on table 4.4 above, some variants of the inferential markers are not used by the male students' essay. They are: *of course, as a result, hence, therefore, thus, in this case, after all,* and *since.* Four variants of inferential markers that are most frequently found in male students' essay, that are 6 *so,* 1 *it can be conclude that*, 1 *then*, and 7 *because f*rom male students' essay. The researcher find 6 sentence used "*so*", 1 sentence used "*it can be conclude that*", 1 sentence used "*then*", and 7 sentence used "*because*". Now the researchers will show the sentence in used inferential markers type "*so*" from male students' essay can be seen in (10.a), inferential markers type "*it can be conclude that*" can be seen in (11.a), inferential markers type "*then*" can be seen in (12.a), inferential markers type "*because*" can be seen in example (13.a).

10.a: there are **so** many benefits for doing sport in our life. (C26.1.1.a) *see in appendix 4*

11.a: from this, **<u>it can be conclude that</u>** sport can give many benefits. (C30.1.1.a) *see in appendix 4*

12.a: it could happen when there is some situation that forces you to work and not only from the workplace such as you should work from home, in here the internet take its role as the media to do some works and **<u>then</u>** send it from another place. (C34.1.1.a) *see in appendix 4*

13.a: the second benefit of sport for people is that they are required for our daily life and computing at the international area **<u>because</u>** of enjoyment of sport. (C36.1.1.a) *appendix 4*

First, based on example 10.a inferential markers type "*so*" from male student essay can be found at the beginning of the sentence. As we seen in example 10.a inferential markers type "*so*" used to show the result from essay.

Second, based on example 11.ainferential markers type "*it can be conclude that*"from male student essay can be found at the beginning of the sentence.Based on inferential markers type "*it can be conclude that*" from male students' essay used in the essay to give a conclusion in the last paragraph.

Third based on example 12.a inferential markers type "*then*" from male students essay can be found at the end of the sentence different from another example like a "*so, it can be conclude that*". It can be conclude

that inferential markers type "*then*" in male students' essay to give a result from the statement.

Fourth, based on example 13.a inferential markers type "*because*" from male students essay can be found at the end of the sentence, same like example 13.a above. Inferential markers type "*because*"in male students'is a word to show cause from the statement.

As we know inferential markers from female students' essay is different from male students' essay. In female students essay there are eight types inferential markers are most frequently in their essay, different with male students' essay is only used four type inferential markers in their essay. That are inferential markers in female students' essay used: *so, of course, as a result,hence, therefore, then, because,* and *since*.Now the researchers will show the sentence in using inferential markers type "*so*" from male students' essay can be seen in example (15.b) , inferential markers type "*of course*" from female students' essay can be seen in example (16.b), inferential markers type "*as a result*" from female students' essay can be seen in example (17.b), inferential markers type "*hence*" from female students' essay can be seen in example (18.b),inferential markers type "*then*" from female students essay can be seen in example (19.b), inferential markers type "*because*" from female students' essay can be seen in example (20.b), inferential markers type "*since*" from female students' essay can be seen in example (21.b).

15.b: it's **so** easy for kids to get lost four in a game, watching video, or scrolling social media that their other priorities are neglected. (C26.1.1.b) *see in appendix 4*

16.b: and **of course** with search sites like google and online encyclopedia like Wikipedia and also with various online news sites we can already get references or the information. (C27.1.1.b) *see in appendix 4*

17.b: global warming is caused by an actuate heating of the earth atmosphere **as a result** of energy being trapped. (C28.1.1.b) *see in appendix 4*

18.b: **hence** sport enriches the social life of an individual. (C29.1.1.b) *see in appendix 4*

19.b: for example, the effect of plastic garbage increasingly **then** the burning of forest cause loss of a variety of hand. (C34.1.1.b)

20.b: first, is about internet can make easier someone in work it is **because** through internet people can do their job in any place that they want. (C36.1.2.b) *see in appendix 4*

21.b: **since** there has been internet discovery, life has become easier, especially in the field of communication. (C37.1.1.b) *see in appendix 4*

First, based on example 15.b inferential markers type "*so*" from female student essay can be found at the beginning of the sentence same like inferintial markers from male students' essay above. As we seen in example 15.b inferential markers type "*so*" used to give explanation from statement in the essay.

Second, based on example 16.b inferential markers type "*of course*"from female student essay can be found at the beginning of the sentence same like example 16.b above. As we sen in male students' essay they are not used inferential markrs type *or course.*Based on inferential markers type "*of course*"from female students' essay used in the essay to convince the reader.

Third based on example 17.b inferential markers type "*as a result*" from female students essay can be found at the end of the sentence different from another example like a "*so, of course*". It can be conclude that inferential markers type "*as a result*" in female students' essay to give a result from the statement or from this essay.

Fourth, based on example 18.b inferential markers type "*hence*" from male students essay can be found at the beginiing of the sentence, same like example 15.b and 16.b above. Inferential markers type "*hence*"in female students'is a word to show cause.

Fifth, based on example 19.b inferential markers type "*then*" from female students' essay can be found in the middle of the sentence different with example from male students' essay.

Sixth, based on example 20.b inferential markers type "*because*" from female students' essay can be found in the middle of the sentence difeerent with example from mal students' essay. Inferential markers type "*because*" in male students'is a word to show cause from the statement.

2. **The Total of Discourse Markers by Male and Female Students' Essay**

In this section the researcher calculated all the data from male students' essay and female students' essay in from of the table bellow. The data summary of this research study was obtained based on data analysis. The data were the types of discourse markers students' used at sixth semester of TBI IAIN Bengkulu in academic year 2019/2020. The researcher found out 325 discourse markers from 28 students' essay, 14 from male students' essay and 14 from female students' essay. The total of discourse markers in male and female students' used in essay can be seen in the table below:

Table 4.5

The total of three types Discourse Markers in male and female

students' essays:

Types of discourse markers	Male students' essays		Female students' essays		Total	
	Σ	%	Σ	%	Σ	%
Contrastive Markers	12	3.69%	13	4%	25	7,69%
Elaborative Markers	120	36,92%	142	43,69%	262	80,61%
Inferential Markers	15	4.61%	23	7,07%	38	11,69%
Total	147	45,22%	178	54,76%	325	100%

Table 4.5 present the total number of discourse markers that are male and female students' used in academic essay. The table showed the frequency and percentage of the subcategories of discourse markers find in male and female students' essay based on theory frasher clasification. For male students' essay they are 12 contrastive markers (3,69%), 120 elaborative markers (36,92%), 15 inferential markers (4.61%), and the total of discourse markers in male using is 147 (45,22%). Then, in female students' essay they are 13 contrastive markers (4%), 142 elaborative markers (43,69%), 23 inferential markers (7,07%), and for the total of discourse markers used in female is 178 (54,76%).

Based on table 4.5the data also revealed that both male and female students' academic essay followed similar pattern. First, the most dominant markers both male and female were elaborative markers (80,61%). Next, both male students' and female students' also used inferential markers (11,69%) which were in the second place of more frequent of discourse markers. In the third place, both male and female students' used contrastive markers (7,69%).

The table reveals that students' both male and female were more likely to elaborate, show causal relationship, or draw conclusion rather than to provide readers with contrasting ideas. Essay written by female students' in sixth semester of TBI IAIN Bengkulu involved more contrastive markers (4%), elaborative markers (43,69%) and inferential markers (7,07%).

As described previously, both male and female students' essay had a tendency to use elaborative markers in their essays. It's mean that the characteristic of their essays were elaborative markers in nature. Not only did both male and female they also add more explanation in their essay by using elaborative markers, but they also gave connector (and) in their essay.

3. **Differences in the use of DMS by male and female students' used**

Table 4.6 showed the differences in the use of discourse markers between male and female students' in academic essay.

Table 4.6

Differences in the use of discourse markers by male and female students' essay

Aspect	Male students' essays	Female students' essays
Total number of DMS occurred	Male students' employed 147 items of discourse markers in their academic essays.	There are 178 items of discourse markers occurred in female students' academic essays.
Types of DMS used	Among all discourse markers the top eight most often appearing	The nine most frequent occurring of discourse markers were *and, also,*

	discourse markers were *and, also, or, such as, so, because, but, however*	*or, such as, like, so, but, however.*

Based on table 4.6 above about differences in the use of discourse markers between male and female students' academic essay at sixth semester there are have a 147 items of discourse markers from male, meanwhile from female there are have 178 items of discourse markers occurred in female students' academic essays.

4. **The similarities in the use of DMS by male and female students' used**

Table 4.7 showed the similarities in the use of discourse markers between male and female students' academic essay.

Table 4.7

The similarities in the use of discourse markers by male and female students' essay

Aspect	Male students' and female students'
Types of discourse markers	Among all types of discourse markers, male students' and female students' more often used discourse markers type elaborative markers, with the type ***and*** in their essays to connect the sentence for easily understood by readers.

Frequency of the use DMS	Both male and female students' at sixth semester more often used discourse markers type elaborative markers with the type ***and*** in their writing academic essay. The function of discourse markers type ***and*** as connector, give more examples and make it easier for readers to understand.

Based on table 4.7 there are showed the similarities in the use of discourse markers between male and female students' academic essay. The result of this table is both male and female students' essay there are have a similarities in the use of discourse markers type elaborative markers with the type ***and***. And is themost frequently used mode of connection at a local of idea structure .The function of discourse markers type ***and*** to show the connected, give more examples and make it easier for readers to understands.

B. Discussion

The result of this research conducted at sixth semester students' of TBI IAIN Bengkulu in academic years 2019/2020.The total numbers of populations in the students' at sixth semester of TBI IAIN Bengkulu were 114 students. The total samples in this study are 28 students', 14 male students' and 14 for female students'. The purpose of this study is to determine the types of discourse markers, and the differences and similarities in the use of

discourse markers between male and female students' academic essay in sixth semester of TBI IAIN Bengkulu in academic year 2019/2020 based on Fraser's classifications.

In general, the Indonesian students' writings are still not satisfying. Particularly in a class comprising many proficiency levels, students often find problems in essay writing. In additions, students also have problem with writing roles, like a using discourse markers when they write essay. Discourse markers in essay very important for students'. With the discourse markers can make the connectors with the paragraph. If students don't use discourse markers in their writing, then the student's writing cannot be well connected.

The result of the research showed that, there are 325 discourse markers from 28 students' essay. Although female students used more markers (54,76%). This means that female students' essay used discourse markers more than half of 100%. Than those written by male students (45,22%), the findings showed that both gender used contrastive markers, elaborative markers, and inferential markers in their academic essay. This mean that female students' at sixth semester of TBI IAIN Bengkulu more dominant used discourse markers than male.

Furthermore, for the first most dominant markers were elaborative markers (80,61%). Next, both male students' and female students' also used inferential markers (11,69%) which were in the second place of more frequent of discourse markers. In the third place, both male and female students' used contrastive markers (7,69%).

Besides from the data analysis, we can see that the result of students' in using discourse markers in their academic essay there are have three types of discourse markers by male and female students' used. For the differences both male and female students' essay, first male students' employed 147 items of discourse markers in their academic essays. Second there are 178 items of discourse markers occurred in female students' academic essays. The type of discourse markers in male students' essay there are top eight most often appearing discourse markers were (*and, also, or, such as, so, because, but, however)*. For the type of discourse markers in using female essays is the nine most frequent occurring of discourse markers were *and, also, or, such as, like, so, but, however.* We can see that both male and female students' essay have a differences in using discourse markers in their essay.

Furthermore from the result we can see that three types of discourse markers used by male and female students' essay, and the result showed the similarities in using discourse markers in their academic essay. For the first similarities both male and female students' at sixth semester of TBI IAIN Bengkulu is more often used discourse markers type elaborative markers with the type ***and*** in their writing academic essay. And the second similarities is about function of discourse markers type ***and*** to show the connector with the sentence, give more examples and make it easier for readers to understand.

Wakisata say that woman's texts tended to be more complex. They integrated more paraphrases, included more cited information, presented more organized arguments and add more explanation by using elaborative markers for gave examples to support their arguments. From the theory by wakista, in

this research the researcher proves that's male students' essay tended to be more complex, included more cited information, presented more organized arguments and add more explanation by using elaborative markers for gave examples to support their arguments with the sample in this research at sixth semester students' of TBI IAIN Bengkulu in academic year 2019/2020.

It can be conclude that male students' and female students' have a differences and similarities in the use of discourse markers in their writing academic essay with the different strategies and function. The result of this research showed that female writing academic essay tended to be more complex than male, because female use more markers (54,76%) than those written by male students (45,22%).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section is conclusions to sum up the research result and discussion of the research. The second section is suggestion which give suggestion regarding the topics in this research to the reader and the next researcher who have interest in the similar topic.

A. Conclusion

Based on the result of the research that was carried out at sixth students' of TBI IAIN Bengkulu in academic year 2019/2020. Based on the result and discussion stated on the previous chapter, the conclusion draw that there was have a some types of discourse markers by male and female students' used. Those are elaborative markers, contrastive markers, and inferential markers. As we seen in chapter four the researcher found the most frequently dominant markers is elaborative markers with the type "*and*", from male students' essay is 71 sentence used "*and*" in 14 essay, and from female students' essay is 86 sentence used "*and*" in 14 essay.

Not only that the result of this research it showed that differences and similarities in the used of discourse markers in writing academic essay both male and female students in sixth semester of TBI IAIN Bengkulu in academic years 2019/2020. The result showed that differences both male and female students' essay, first male students' employed 147 (45,22%) items of discourse markers in their academic essay, and from female students' essay there are 178 (54,76%) items of discourse markers occurred in female

students' academic essays. The type of discourse markers in male students' essay there are top eight most often appearing discourse markers were (*and, also, or, such as, so, because, but, however)*. For the type of discourse markers in using female essays is the nine most frequent occurring of discourse markers were *and, also, or, such as, like, so, but, however.*

Next the result showed the similarities in using discourse markers in their academic essay. For the first similarities both male and female students' at sixth semester of TBI IAIN Bengkulu is more often used discourse markers type elaborative markers with the type ***and*** in their writing academic essay, and the second similarities is about function of discourse markers type ***and*** to show the connector with the sentence, give more examples and make it easier for readers to understand.

B. Suggestion

Based on the conclusion above, the researcher give some suggestion as follow:

The researcher expects this writing can be useful for future research as a reference. Basically, there are many things that can be analyzed in writing skill "academic essay" but this research just focus on the types discourse markers what is students used in their essay, then the researcher expect for further research can develop this study

For the next researcher who interested with discourse markers to do further research applying similar analysis on other text or discourse in order to

improve the knowledge of discourse markers. It can be a novel, song, speech, talk show or anything else.

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