ENGLISH DISCOURSE MARKERS USED IN THE PROCEDURE TEXT WRITTEN BY SENIOR HIGH SCHOOL STUDENTS

SKRIPSI

Presented to the Faculty of Teacher Training and Education
In a Partial Fulfillment of Requirements For the Degree of S. Pd.
English Language Education Program

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MEDAN
2018

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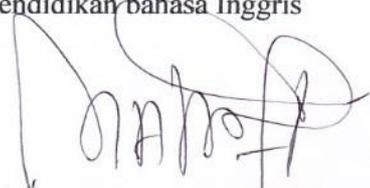
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Tanggal	Materi Bimbingan Skripsi	Keterangan
5/03-2018	Abstract	
	Chapter IV	
	Data analysis	
	Chapter V	
13/03-2018	Abstract	
	Keyword	
	Chapter IV	
	Appendix	
	Conclusion	
20/03-208	Cover	
	References	
	Sentence Structure	
	Acc for The Green table!	

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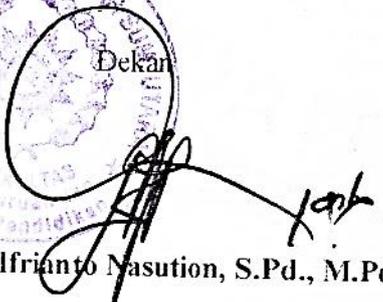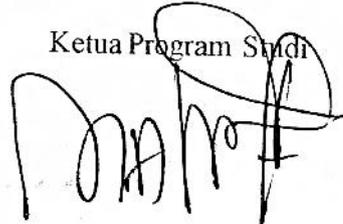|	
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ABSTRACT

Etika Maeda Sohaya. NPM 1402050235. "English Discourse Markers Used in The Procedure Text Written by Senior High School Students". A Skripsi. English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU), Medan, 2018.

This research deals with english discourse markers used in the procedure text written by senior high school students. The methodology of this research was a descriptive qualitative design. The aimed of this research was to investigate the types of discourse markers, to elaborate the types of discourse markers and to identify the reason why they use these types of discourse markers in the procedure text. The data were collected from the third year students of Madrasah Aliyah Negeri 1 Medan. The total of the population was 200 students. The sample was 50 students (25%) that were chosen out randomly. The data were the students' writing of procedure text that was analyzed by using Fraser Taxonomy (1999). It was found that out of 8 types of discourse markers, there were 7 types occurred in the Procedure text written by the students. Topic Relating Markers was the one and only discourse markers that did not use by the students. he reasons why the students used discourse markers in the way they did that the student used the discourse markers to explain for the next segment of the procedure text about how to make scrambled eggs, used the discourse markers as an adverb of the time, used the discourse markers as a conjunction, used the discourse markers as the language features of procedure text, used the discourse markers as the last steps and for the explanatory sentence of the text, used the discourse markers as the choices from the two or more items, and the student used the discourse markers as the conclusions.

Keywords : English Discourse Markers, Students Writing, Procedure Text

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah SWT the most gracious and most merciful. Firstly, the researcher would like to give thank to Allah SWT the most almighty who has given blessed, the opportunity in finishing and finally was able to complete this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought us from the darkness into the brightness era as we have today.

The aimed of writing this research was titled "*English Discourse Markers Used in The Procedure Text Written By Senior High School Students*". This research had been written in a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the English Language Education Program, Faculty of Teacher training and Education, University of Muhammadiyah Sumatera Utara (UMSU).

In completing this research, there were many difficulties and problems, without any helps from the people it may be impossible for her to finish this research. The researcher would like to deliver her thanks most especially to her beloved parents and her beloved eldest and elder sister, Muhammad Amin Suparyo (Alm) as her Father, Julita as her Mother, Ely Ova Sofia as her Eldest Sister and Endang Wahyuni (Almh) as her Elder Sister for the care, attention, motivations, encouragement, entertaining time, financial support, their prayers, love and affection, helped many things in her life and for this research, nothing word that her

can describe how really thanked her have them in her life. Her love them more than anything in the world. May Allah SWT blessed them.

And then, the researcher would like to express her deepest gratitude to those that have spared their valuable time in the process of writing this research, thank you so much to :

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara who has encouraged along her education in UMSU.

2. Dr. Elfrianto Nasution, S.Pd., M.Pd as a dean of FKIP UMSU, who has encouraged her along education in FKIP.

3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting S.Pd., M.Hum as the head and secretary of English Language Education Program of Faculty of Teacher training and Education, UMSU for their assistance in the process of administrative procedures.

4. Mandra Saragih, S.Pd., M.Hum, as her supervisor, because without his guidance, suggestions, motivations, idea and precious time spent on reading and correcting, this research would not be in its present form.

5. Dr. Bambang Panca Syahputra, S.Pd., M.Hum, as her reviewer, for his correcting and suggestions

6. All the lectures of FKIP UMSU, especially those of English Language Education Program who have assisted her by providing their knowledge and experience during her academic years at the university

7. Maisaroh, S.Pd., M.Si as the headmaster of Madrasah Aliyah Negeri 1 Medan for giving the admission to conduct this research in the school.

8. Nur Khadrah, S.Pd as the English teacher of the third year of students for giving her class used for this research

9. All the third year Students of Madrasah Aliyah Negeri 1 Medan who have given a cooperation and help during the research

10. All of her friends Seven Sense Squad, namely : Anti Nailatul'azmi Nst, Isma Fazria, Maita Andini, Nurul Aprilia Yusri, Rahma Yanti Pohan and Tria Widya Ningsih, for the support, suggestions and motivations during study at the university and for this research

11. All of her friends for 2014, especially for the class B afternoon who have cared and supported each other in finished this research

Finally, for all people that she cannot be mentioned in this research, thanks for everything and help. Hopefully, this research would add more suggestion to the development of the teaching and learning process and the finding of this research was expected to be useful for those who read this research and interested to the topic.

May Allah SWT, the merciful bless them all.

Medan,   Maret 2018
The Researcher

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TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF APPENDICES

Univesitas Muhammadiyah Sumatera Utara

CHAPTER I

INTRODUCTION

1. 1   The Background of the Study

Language is the primary source of communication. It is one of the main ways to communicate and interact with other people around us to express our ideas. English as an international language is not new to indonesian students because it is a compulsory subject that is taught in the schools until the college level. However, there are many Indonesian students who cannot use English well, they still make mistakes in using English both spoken and written.

Today, most of the schools in Indonesian adopt a curriculum of 2013. Even though it is a new curriculum, the content of the curriculum for teaching English Language is similar that students have to be able to master four basic skills namely: Listening, Speaking, Reading and Writing. From those skills, it is known that Listening and reading are part of Receptive skills while speaking and writing are known as the Productive skills (Mundhe, 2015).

However, the current curriculum in Indonesia expect students to be more active and productive in learning process. For this reason, both of students and English Language teachers must be able to increase their knowledge to achieve the four basic skills in the learning process. Among those skills, most of students consider that writing is the most difficult skill because they have to apply their knowledge of grammar and vocabulary of writing to express their ideas. As the

productive skills, writing competence becomes one of important factors to built their background knowledge of English.

Based on the researcher's observation in three schools in Medan, there were a lot of students who less interested in learning the productive skills. But the most permanent problem from the productive skills is writing. The students were lazy to write. Carrol (1990) in Huy (2015) says that definition of writing skill is one of most relatively permanent record of information, opinion, beliefs, argument, theory, etc. Therefore, writing becomes one of language skills that must to be mastered by students in learning English process as a Foreign Language. In the International English Examination, writing test is one of the skills that is marked higher.

Chow (2007) in Yunus (2014) argues writing as an essential learning tool which helps students to comprehend the ideas and concepts better. It will be showed as coherence and cohesion of the text because they are elements that determine " the paragraph good or not ". To make the ideas clearly into the paragraphs certainly students write clues to express what they meant in the next segment. This means, students need to use lexical expression in order to get clear structure. The lexical expression used by students is Discourse Markers, where students usually use them in their writing to directing their ideas well. The use of discourse markers will connect the transition by suitable words to be cohesive. Discourse Markers are not only conjunction, but also adverb and prepositional phrase.

Most of the students need to choose the correct Discourse Markers in their writing so the paragraphs in their writing were cohesive. Some other previous research stated that it is not an easy work for some students to create the text

cohesively because there were some misuse and inappropriate discourse markers that they used. This fact shows that there was a possibility of crucial problem in using discourse markers may appear in the school. In relating the using of Discourse Markers , it was supposed to be the increasing of using them by students. Therefore, it is important to know how students at the school use the discourse markers to make their writing be cohesive.

Based on the explanation above, the researcher attempts to analyze about the Discourse Markers on the students' text written based on the types, how the students use the types and then the reason why students use the types of Discourse Markers.

1. 2   The Identification of the Problem

The problems of the research were briefly stated as follow :

a. The students were less interested in writing

b. The students has dificulties to write and make the text cohesively

c. The students did a lot of misuse and inappropriate about Discourse Markers in their writing

1. 3   The Scope and Limitation

In this research, the researcher was chosen discourse markers that was used in writing text and only focused in analyzing the writing discourse markers in Procedure Text.

1. 4   The Formulation of the Problem

The problems of the research were briefly stated as follow :

a. What types of Discourse Markers are used in the Procedure text ?

b. How did the students use types of Discourse Markers in the Procedure text ?

c. Why were they used types of Discourse Markers in the Procedure text ?

1. 5   The Objective of the Study

In relation to the problems, the objectives of this research were :

a. To investigate the types of Discourse Markers were used by students in Procedure Text

b. To elaborate the types of Discourse Markers were used by students in the Procedure Text

c. To identify the reason of why they used these types of Discourse Markers in the Procedure Text

1. 6   The Significance of the Study

The significance of this research can be viewed from both theoretical and practical aspects, as described below :

a. Theoritically

1) The research can be used as a reference for anybody else who has the same interest in the same field.

2) The researcher hopes this research can be useful as a reference for the other researchers who wants to conduct a research about Discourse Markers on writing paragraphs

b. Practically

1) For the researcher, the research can give an experience in developing her knowledge and skill in problem - solving processes

2) The researcher hopes this research can give the positive input to the English teachers so that they can teach appropriate English Discourse Markers suitable to use in paragraphs writing.

3) This research is also expected to give positive input to students in order to develop their ability in using English Discourse Markers.

4) For other researchers, the researcher hopes this research can give the general knowledge about English Discourse Markers especially in writing paragraph

Univesitas Muhammadiyah Sumatera Utara

CHAPTER II

THE REVIEW OF LITERATURE

2. 1   Theoritical Framework

2.1.1.   Discourse Analysis

Discourse Analysis (henceforth DA) is generally viewed as language above the sentence or the clause. It is the aspect of linguistics that is concerned with how we build up meaning in larger communicative, rather than grammatical units. It studies meaning in text, paragraph and conversation, rather than in single sentence. Pustejovsky (2006) in Arianto (2016) that Discourse Analysis can also be seen as a continuous stretch of spoke or written language larger than a sentence, often constituting a coherent unit. It is also commonly referred to as connected speech or writing.

The term of Discourse Analysis was first used by Zelig Harris in 1952 as a way of analying connected speech and writing beyond the level of the sentence and the relationship between linguistic and non-linguistic behaviour. Paltridge (2011) in Piurko (2015) examines different descriptions of discourse analysis and presents the main points in this field :

a. The relationship between language and context (analysis of both spoken and written interaction)

b. Discourse analysis and pragmatics (the interpretation of language depends on knowledge of the real world)

6

c. The discourse structure of the texts (how people organize what they say in the sense of what they typically say first, and what they say next and so on in a conversation or in a piece of writing)

d. Cultural ways of speaking and writing (looking at the ways in which language is used by particular cultural groups)

e. Communicative competence and discourse (mastery of the grammatical competence, knowledge of appropriate language use, knowledge of how to connect utterances in a text so it is both cohesive and coherent and mastery of the strategies the speakers use to compensate for breakdowns and to enhance the effectiveness of the communication),

f. Discursive competence (textual, generic, social)

To sum up, Discourse Analysis is the approach to language that focuses on the use of discourse in society and the role context plays in the interpretation of discourse, unlike earlier approaches before it, it examines naturally occuring text, such as conversation and written texts.

2.1.2. The Spoken and Written Discourse

Generally, discourse is divided into two broad units, the spoken and the written. Despite the fact that there is no an absolute dividing line between spoken and written discourse, speech and writing are not interchangeable modes of communication with no distinctive features at all. Paltridge (2011) in Piurko (2015) presents his understanding of a number of commonly held views on differences between spoken and written language devised by Biber (1988) as following:

a. Writing is more structurally complex and elaborate than speech, However, Halliday (1989) argues that speech is no less highly organized, and it has its own kind of complexity

b. Written discourse tends to be more lexically dense than spoken discourse

c. Written texts typically include longer noun groups than spoken texts (nominalization)

d. Writing is rather more explicit than speech

e. Writing is more decontextualized than speech (speech depends on a shared situation whereas writing does not depend on such a shared context)

f. Spoken discourse is often produced spontaneously (it contains more half-completed and reformulated utterances than written discourse)

g. Speaking uses more repetition, hesitation and redundancy than written discourse (the use of pauses and fillers).

These characteristics can be true for some spoken and written genres, but false for some others. Biber (1988) suggests that spoken and written genres are rather multidimensional constructs as they have not only different features with other spoken and written genres, but also a great number of common characteristics. As it is evident above, the spoken and written discourse can have not only different features, but also isomorphic features of discourse. Owing to the fact that discourse markers appear both in speech and writing.

2.1.3. Discourse Markers

2.1.3.1. The Definition of Discourse Markers

Discourse markers (henceforth DMs) are linguistic items such as so, because, well, however, etc. They are a set of clues which create cohesiveness, coherence and meaning in discourse. According to Richards & Schmidt (2002, p. 162) in Faghih and Mousaee (2015) "Discourse markers are expressions that typically connect two segments of discourse but do not contribute to the meaning of either. These include adverbials (e.g. however, still), conjunctions (e.g. and, but), and prepositional phrases (e.g. in fact)".

In the present study, the term of discourse markers refers to those linking words. In literature, however, there is little consensus among researchers on what to call DMs: hence they, as Fraser (1990) noted, have been investigated under a variety of different terms, including but not limited to, sentence connectives, pragmatic connectives, discourse connectives, discourse markers, and discourse operators.

Alghamdi (2014) defined that Discourse Markers a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases. With certain exceptions, they signal a relationship between the interpretation of the segment they introduce, S2, and the prior segment, S1. Schiffrin (1987) in Jalilifar (2008) declare that discourse markers (DMs) are a class of verbal and non-verbal devices which provide contextual coordination for ongoing talk. They help writers provide writing which is effective and satisfactory.

Based on the explanation above Discourse markers are form a group of linguistic expressions that are inseparable from discourse and fulfil important functions in spoken and written discourse interpretation.

2.1.3.2. The Approach of Discourse Markers

Rabab'ah (2015) declare 'Pragmatic connectives' (Van Dijk, 1979), 'discourse particles' (Schourup, 1985) and 'discourse connectives' (Warner, 1985; Blakemore, 1987) have been used to refer to DMs, which have been tackled from three different approaches.

The first approach is Schifrin's (1987) coherence model in which he conveys that DMs have four coherence functions: exchange structure, action structure, ideational structure, and participation framework. Schiffrin (1987) operationally defines them as 'sequentially dependant elements which bracket units of talk'. It is suggested that DMs be used in discourse because they provide 'contextual coordinates for utterances', which indicates that they help in building coherence.

The second approach is the grammatical-pragmatic perspective by Fraser (1990) in which he conveys that DMs are not used only for textual coherence, but they refer to the intention of the speaker to the next turn in the preceding utterances. According to Fraser (1999), DMs are not just functioning as textual coherence but also signalling the speakers' intention to the next turn in the preceding utterances. He categorised DMs into two major types; DMs which relate messages and DMs which relate topics. DMs which relate messages include contrastive markers (e.g.,

though, but, contrary to this/that, conversely, etc), collateral markers (e.g., above all, also, and, besides, I mean, in addition, etc.), inferential markers (e.g., accordingly, as a result, so, then, therefore, thus, etc.), and additional subclass (e.g., after all, since, because, etc.). DMs which relate topics include examples like back to my original point, before I forget, by the way, etc.

The third approach, which is adopted in my present research, is the systematic function grammar approach introduced by Halliday & Hasan (1976) who view that DMs are effective cohesive devices that have different meanings and functions in segment organisation. Halliday & Hasan (1976) identify five types of cohesion ; reference, substitution, ellipsis, conjunction and lexical cohesion.

The current research is concerned with the fourth type, conjunction and its first three categories of conjunctive relations: additive (and or also, in addition, furthemore, besides, similarly, likewise, by contrast, for instance), adversative (but, yet, however, instead, on the other hand, neverthlessat any rate, as a matter of fact) and causal (so, it follows, for, because, under the circumstances, for this reason). Additionally, there is also continuatives (now, of course, well, anyway, surely, after all, etc).

2.1.3.3. The Characteristics of Discourse Markers

Brinton (1996) and Jucker & Ziv (1998) in Castro (2009) divides some characteristics of Discourse Markers are :

a. DMs are predominantly a feature of oral rather than of written discourse.

b. They appear with high frequency in oral discourse.

c. They are short and phonologically reduced items.

d. They may occur sentence initially, sentence medially and finally as well.

e. They are considered to have little or no prepositional meaning, or at least to be difficult to specify lexically.

f. As DMs may occur outside the syntactic structure or loosely attached to it, they have no clear grammatical function.

g. They seem to be optional rather than obligatory features of discourse. Their absence "does not render a sentence ungrammatical and/or unintelligible" but does "remove a powerful clue"

h. They may be multifunctional, operating on the local and global levels simultaneously though it is difficult to differentiate a pragmatically motivated from a nonpragmatically motivated use of the form.

2.1.3.4. The Function of Discourse Markers

Most researcher agree that the use of discourse markers facilitates the heare's task of understanding the speaker's utterance by Muller (2005). Aijmer (1996) in Muller (2005) puts it " they function as cuesor guides to the hearerr's interpretation. There are two basic frameworks which look at discourse markers from different perspectives but eventually come to very similar conclusions : Coherence and Relevance Theory.

As citied in Trihartanti (2013), declares that Discourse Markers could be use to "stabilize" conversation with different meanings so that there is no vacuum "period" during the conversation and it makes the flow of conversation run smoothly. The conversation becomes more interesting, more understandable, even

more polite, and more powerful, because of the use of discourse markers. Similar one was contended by Bussman (1984) as citied in Sadeghi & Yarandi (2014) that mentions : " the use of discourse markers help speakers develop language skill, feel more comfortable about their conversational skills, and allow speakers to collect their thoughts before officially speaking ".

Mavaddat & Khaghaninejad (2015) also state that discourse markers can help the language speakers to get the attention of the interlocutor. They append that discourse markers can help speakers to convey intended meaning effectively through limit the contextual meaning which is available to the hearer and guiding his or her interpretation process. In writing Sun (2013) states that discourse markers might facilitate comprehension of spoken text by acting as filled pause. In this sense discourse markers are very helpful to language leraners in understanding the text.

So far discourse analysts have proved a number of ways in which discourse markers might contribute to the comprehension of a text. Some see discourse markers as empty, fulfilling no semantic role. According to this interpretation, the appropriate meaning of dms depends on their surrounding context and the marker itself does not add any meaning, therefore can be deleted from a text without any apparent sacrifice to meaning. However, in spite of this empty interpretation, they might facilitate comprehension of spoken text by acting as filled pauses, therefore gibing listeners more time to process the speech signal and making its segmentation more explicit. And, here these dms fulfill a role similar to punctuation in written text. In this sense, these dms are thus quite helpful to language learners.

Firstly, it important for English studies because using it can lead to more effective, efficient speaking and listening, writing and reading or interpreting. Literature teachers can learn new approaches to classics by analyzing their dms use, and writing teachers can learn new rhetorical devices for persuasion.

Secondly, DMs are important for teaching reading because it provides benefits for readers with sources for ideas, summaries of thought processes, and mental status, organization of texts, transition guidance of reader expectations, and harmony between writer and reader. Its most important effects on the reader are involvement with and support for an author who cares deeply about the text and the reader and involvement with the text.

Finally, DMs are important for teachers in other disciplines because its use can lead to more effective and efficient learning of subject-matter concepts and in technical writing can be presented for needed control structure.

2.1.3.5. The Classification of Discourse Markers

Sun (2013) mentioned that Michael Halliday's functional, pragmatics approach to language helps us to understand the concept and classification of discourse markers. Previously, Halliday divides the meaning system of language into three major systems of functions : Ideational, Interpersonal and Function.

First, the ideational function is concerned with the content of language propositions that are either true or false, and it is representational, referential and informational. Second, the interpersonal function is concerned with establishing and maintaining human relationship and it include all that may be understood by

the expression of our own personalities and personal feelings on the one hand, and the forms of interaction and social interlay with the other participants in the communication situation. Third, the textual function is an essential for cohesive text and for effectively conveying ideational and interpersonal meaning ; it makes discourse possible by creating text. Halliday's meaning function in sun (2013) classified discourse markers into two categories : Textual and Interpersonal.

Here, the researcher provides the table by Brinton (1996) in Piurko (2015) which has divided into two pragmatic function. The three columns have each of position where first is Textual Function ; The second is the function which was described by terminologies in the third coloumn. For example : Textual Function may used for initiate discourse, including claiming the attention of the hearer which we consider as "Opening Frame Marker"

Table 2.1
Pragmatic function of discourse markers adapted from Brinton, 1996,
P. 35-40 in Piurko (2015)

No.	Categories	Explanation of the Functions	Terminologies
1	Textual Function	To initiate discourse, including claiming the attention of the hearer	Opening Frame Marker
		To close discourse	closing frame marker
		To aid the speaker in acquiring or relinquishing the floor	turn takers
		To serve as filler or delaying tactic used to sustain discourse or hold the floor	Fillers
		To indicate a new topic or a partial shift in topic	Topic Switchers

		To denote either new or old information	Information Indicators
		To mark sequential dependence	Sequence/Relevance Markers
		To repair one's own or other's discourse	Repair Markers
2	Interpersonal Functions	Subjectively, to express a response to the preceding discourse including also back-channel signals of understanding and continued attention while another speaker is having his/her turn	response/reaction markers; back-channel signals
		Interpersonally, to effect cooperation or sharing, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing difference or saving face (politeness)	confirmation-seekers, face-savers

2.1.3.6. The Types of Discourse Markers

Fraser (1999) in Martinez (2004) defines DMs as a pragmatic class, lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbials, and prepositional phrases. With certain exceptions, they signal a relationship between the interpretation of the segment they introduce, S2, and the prior segment, S1. They have a core meaning which is procedural, not conceptual, and their more specific interpretation is ´negotiated` by the context, both linguistic and conceptual. There are two types: those that relate aspects of the explicit message conveyed by S2 with aspects of a message, direct or indirect, associated with S1; and those that relate the topic of S2 to that of S1.

There are three main subclasses in the first class. The first class refers to DMs that signal that the explicit interpretation of S2 contrasts with an interpretation of S1. Fraser labels such DMs Contrastive Markers. This group includes, distinguished by subtitle of meaning :

a. but

b. however, (al)though

c. in contrast (with/to this/that), whereas

d. in comparison (with/to this/that)

e. on the contrary, contrary to this/that

f. conversely

g. instead (of (doing) this/that), rather (than (doing) this/that)

h. on the other hand

i. despite (doing) this/that, in spite of (doing) this/that, nevertheless, nonetheless, still.

A second subclass of DMs relating aspects of S2 and S1 messages signal a quasiparallel relationship between S2 and S1. This subclass of DMs is referred to as elaborative markers and includes :

a. and

b. above all, also, besides, better yet, for another thing, furthermore, in addition, moreover, more to the point, on top of it all, too, to cap it all off, what is more

c. I mean, in particular, namely, parenthetically, that is (to say)

d. analogously, by the same token, correspondingly, equally, likewise, similarly

e. be that as it may, or, otherwise, that said, well

A third subclass is made up of DMs which signal that S2 is to be taken as a conclusion based on S1. Within this group which Fraser (1999) labels inferential markers, we have :

a. so

b. of course

c. accordingly, as a consequence, as a logical conclusion, as a result, because of this/that, consequently, for this/that reason, hence, it can be concluded that, therefore, thus

d. in this/that case, under these/those conditions, then

e. all things considered

Finally, Fraser (1999) distinguishes some additional subclasses: a group of DMs which specifies that S2 provides a reason for the content presented in S1. In this group we find ; after all, because, for thiss reason, since. When it was used in a sentence, the result is : Since his wife left him, he became depressed. After that, Fraser also mention topic relating markers. The example are : back to my original point, before I forget, by the way, incidentally, just to update you, on a different note, speaking of X, that reminds me, to change to topic, to return to my point, while I think of you, with regards to. For make it clear, an example of a sentence that using this type is While I think of you, suddenly I would like to die.

In order to make it clear, the following table is providing all discourse markers by some taxonomy. Shareef (2015) mentiones that there are six categories and sub categories based on Fraser's model they are : Contrastive, Inferential, Elaborative, Reason, Conclusive and Examplifiers.

Additionally, Fraser (2005) considered the temporal or sequential class of pragmatic markers as a subclass of DMs and then in Fraser (2009) excluded this class and justified this exlusion by the claim that DMs only reflect semantic relationships between discourse segments.

Table 2.2
All Discourse Markers based on Taxonomy

No.	Classification	DMs
1	But, Whereas, While, on the other hand, unlike, although, even though, though, despite the fact, however, nevertheless, despite, in spite of, instead of, in fact, still, in contrast	Contrastive Markers
2	And, above all, also, besides, better yet, for another thing, furthermore, in addition, moreover, more to the point, on top of it all, too, to cap it all off, what is more, I mean, in particular, namely, paranthetically, that is (to say), analogously, by the same token, correspondingly, equally, likewise, similarly, be that as it may, or, otherwise, that said, well, as well as, indeed, it seems like	Elaborative Markers

3	So, so that, of course, accordingly, as a consequence, as a logical construction, as a result, because of this/that, consequently, for this/that reason, hence, it can be concluded that, therefore, in this/that case, under these/those condition, then ; all things considered	Inferential Markers
4	After all, Because, Since	Reason Markers
5	To sum up, in conclusion, in sum, finally, lastly, at the end, in th ending, in summary	Conclusive Markers
6	For example, such as, for instance, etc	Exemplifier Markers
7	First, Second, Third, a few days later, the next, the last, and finish, fourth, the next day, suddenly, after, after that, before, when, eventually, immediately, as soon as, meanwhile, begins, As the time passes by, the beginning	Sequential Markers
8	Back to my original point, before I forget, by the way, incidentally, just to update you, on a different note, that reminds me, to change to topic, to return to my point, while I think of you, with regard to, by the way	Topic Relating Markers

2.1.3.7. The Ability to Use of Discourse Markers

According to Sari (2014) Children's early use of discourse markers may enable them to detect the communicative need to develop a full understanding of the meaning. Discourse markers have been taught in the primary school as well as secondary school for many years, Yunus (2014). Sadeghi (2014) stated that only few people are able to use discourse markers and speak fluently. It is because of besides the lack of word knowlege, stress and other factors, some of the problems originate from insufficient information about discourse markers.

Jalilifar (2008) in Rahayu & Cahyono (2015) stated that discourse markers have a role to enchange the quality of a piece of writing if they are used purposively and appropriately. The use of discourse markers is connected to building cohesion of a text as well as coherence. Hyland (2005) in Rahayu & Cahyono (2015) stated that written text should employ interaction between the writers and the readers. The flow of the ideas is clearly recognized and comprehended when the signals of the connection among sentences are provided by the writers.

Rahimi (2011) in Rahayu & Cahyono (2015) has been investigated DMs in argumentative and expository writing of Iranian students. Her findings showed that the lack of the ability of Iranian Students undergraduate students resulted in the case of using inappropriate DMs. Thus, the assumption is that DMs are significantly needed to build cohesion and coherence of expository essays. The more recent studies from Rahayu & Cahyono (2015) there are three problems that was used to investigating the writing in the relation of the use of discourse markers : Types od DMs are most frequently used, variant of each type of DMs are frequently used and how appropriateness and inappropriateness DMs is.

Finally the results based on the three problems above is despite the ability of using common variants, students have a major problem in the wrong relation which is a case of misunderstanding the concept of a variant with the context. So there are three evaluation for teacher to develop students's ability in using discourse markers which are : (a). The effective uses of DMs, (b). The students awareness of using a higher number of variants of DMs and (c) The students' understanding of how to use DMs in relation to the purpose of text.

2.1.4.   Cohesion and Coherence

Cohesion is a term used to describe the relation of meanings that exist within a text. According to Halliday and Hasan (1976) in Arianto (2016) that cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. Cohesion is a property of the text that is realized through lexico-grammatical system, while coherence is the result of the interpretation process of the text. It means that some texts may be coherent and understandable to some receivers and uninterpretable to others.

A collection of sentences that are well connected are said to be cohesive and coherent. Cohesion and coherence are the two technical terms used to describe the connectedness of sentences and ideas in a text. Cohesion is signalled by the use of certain items that cannot be decoded without recourse to what had gone before them.

Halliday (1976) in Feng (2010) identified five main cohesive devices in English discourse : reference, substitution, elipsis, lexical cohesion and conjunction. Conjunction or connective element which is what Halliday call discourse markers, to relate sentences, clauses and paragraph to each other. Unlike reference, substitution and elipsis the use of conjunction does not signal the reader to provide missing information either by looking for it elsewhere in the text. Instead, conjunction is the way the writer to relate what is about to be write to what has been writen before.

Halliday (1997) in Yunus (2014) stated that cohesion occurs when the interpretation between some elements in the discourse is dependent with another.

Rahayu & Cahyono (2015) stated that the flow of the ideas is clearly recognized and comprehended when the signals of the connection among sentences are provided by the writers. When the ideas are clear, the writing can be perceived to be coherent.

Learning discourse markers as cohesion points out that discourse markers are important for English studies. Crismore (1989) in Sun (2013) argues that is important because they can lead to more efficient and effective for the English skill, interpreting and critical thinking. According to Andayani (2014) the knowledge of discourse markers will help students to compose writing. Discourse markers can be good signals of cohesion and coherence in written text. Considering that students should be able to produce good writing, they need to know better the components of cohesive and coherence devices and particularly discourse markers.

Al – Kohlani (2010) in Yunus (2014) asserted that besides than providing the cohesion in connecting the words in the text, discourse markers are also an important tool in gaining communication in the text. In additional that in producing a good paragraph coherence and cohesion are two the main common characteristics. Coherence means the connection of ideas at the ideal level, and cohesion means that connection of ideas at the sentence level. Additionally, McDonough (2002) in Andayani (2014) defined that cohesion as a general name for linguistics devices which signal the textual structure which represents the coherence of the message encoded.

2.1.5.   Writing

2.1.5.1.   The Definition of Writing

There are four basic skills of the English language learning, i.e. listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) in Utami (2014) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts, it is actually a pre requist to master other language skills.

Brown (2001) mentions writing are indeed a thinking process. It is a process of discovery and organize the ideas, develop the ideas, convey them into paper and revise them. Arindawati (2014) argues that writing is not as simple as imagined, because learners are more able to speak than to write. Huy (2015) states that writing is one of the ways to transmit thoughts or ideas to the other people. Carrol (1990) in Huy (2015) says that definition of writing skill is one of the most

relatively permanent to record of information, opinion, beliefs, argument, theory, etc. Therefore writing becomes one of language skills that required to mastery by students in learning English as a Foreign Language.

2.1.5.2. The Different Types of Writing Text

Writing is done for a number of different purposes and for different audiences. These different forms of writing are often known as text types at school. Factual texts inform, instruct or persuade by giving facts and information. Factual texts inform, instruct or persuade by giving facts and information. Literary texts entertain or elicit an emotional response by using language to create mental images.

a.   Factual Text

Table 2.3
Type of Factual Text

Factual Text Type	Purpose	Features	Example
Factual Description	describes a place or thing using facts	o begins with an introductory statement o systematically describes different aspects of the subject o may end with a concluding statement	landscape descriptions
Factual Recount	retells events which have already happened in time order	o begins with an background information who, when, where o describes the series of events in time order o may end with a personal comment	historical report
Information Report	classifies, describes and gives factual	o begins with a general classification or definition	facts about whales

	information about people, animals, things or phenomena	o lists a sequence of related information about the topic o ends with a concluding comment	
Procedure	gives instructions on how to make or do something	o begins with a statement of goal (could be the title) o lists materials needed in order of use o gives a series of steps (instructions) in order o each instruction begins with a verb in the present tense	recipes instructions manual
Procedural Recount	tells how something was made or done in time order and with accuracy	o begins with a statement of what was made or done o tells what was made in order o written in the past tense	documentaries retelling a science experiment and its results
Explanation	explains how or why something happens	o starts by naming the topic o describes items related to the topic in their right order o explains how the items relate to each other and to the topic o may end with a concluding statement o may include visual images, eg flowcharts and diagrams, which support what is written in words o written in the present tense	the life cycle of a butterfly how gears work labelled diagrams flowcharts

b.   Persuasive texts

Persuasive text types that give a point of view. They are used to infl uence or persuade others.

Table 2.4
Type of Persuasive Text

Persuasive Text Type	Purpose	Features	Example
Exposition	gives reasons for a point of view to try and convince others of it	o begins with a sentence that gives a point of view on a topic o lists the arguments giving reasons and evidence for them o uses convincing language eg 'will damage' instead of 'may damage'	a team's argument for a debate
Discussion	gives different points of view in order to make an informed decision	o begins with some background information leading to the issue o lists arguments for and against, giving evidence for different points of view o conclusion might sum up both sides or recommend one point of view	conclusion might sum up both sides or recommend one point of view

c.   Literary texts

Table 2.5
Type of Literary Text

Literary Text Type	Purpose	Features	Example
Literary description	describes people, characters, places, events and things in an imaginative way	o describes characteristic features of the subject, eg physical appearance, behaviour o often forms part of other pieces of writing	description of a character or setting within a story

Literary recount	retells events from novels, plays, fi lms and personal experiences to entertain others	o begins with background information, eg character, time, place o describes the events in time order o may end with a personal comment about the characters or events	a recount of a traditional story, eg. The Gingerbread Man. a humorous and creatively interpreted recount of an ordinary incident that actually took place.
Personal Response	gives a personal opinion on a novel, play or film, referring to parts within the passage	o describes how you feel about a novel, fi lm, book or play o lists what did and did not appeal to you o may comment on some of the features of the writing	what did you like about that artwork and why? describe why you do or do not like this story/ poem.
Review	summarises, analyses and assesses the appeal of a novel, play or fi lm, to a broader audience	o describes how features (eg characters, plot, language features, humour etc) may or may not appeal	commentary on a film, play, book etc
Narrative	tells a story using a series of events	o the scene is set in a time and place and characters are introduced o usually has a problem that is addressed o may contain a message for the reader	picture books, cartoons, mystery, fantasy, adventure, science fi ction, historical fi ction, fairy tales, myths, legends, fables, plays

2.1.5.3. Text Structure

The term "text structure" refers to how information is organized in a passage. The structure of a text can change many times in a work and even within a paragraph. Students are often asked to identify text structures or patterns of organization on state reading tests. Also, understanding text structures can help students make and interpret arguments. For these reasons it is important that students are exposed to the various patterns of organization.

a. Cause and Effect

Cause and effect is a common way to organize information in a text. Paragraphs structured as cause and effect explain reasons why something happened or the effects of something. These paragraphs can be ordered as causes and effects or as effects and then causes. The cause and effect text structure is generally used in expository and persuasive writing modes.

To put it another way: when an author gives reasons why something happened, he or she is explaining what caused an effect (reasons are causes and the thing that happens is the effect). Also, when a writer explains the results of an action, he or she is explaining the effects of a cause (results are effects and the thing that occurs is the cause). The cause and effect text structure is used so commonly that you have probably written a paragraph using it and not noticed.

b. Chronological Order

When information in a passage is organized by the time in which each event occurred, it is organized chronologically. Nonfiction passages that are organized chronologically often contains dates. Fiction passages or narratives are

more subtle and are organized chronologically but usually have no dates. A narratives or story is a journey through time, and all of the events are arranged in order of time; therefore, every story has a beginning, middle, and end. Even if an author uses flashbacks, flash-forwards, or otherwise manipulates the time in his or her text, the events still occur along a timeline.

Stories require the passage of time; therefore, all stories are organized chronologically. Sometimes time will stop in a narrative. Certain passages in a story may focus on describing scenary or spaces, and use a descriptive or spatail method of organization. The conflict of a story may be discussed in terms of problem and solution or cause and effect, but the text in a story is still mainly organized chronologically.

c. Compare and Contrast

Compare and Contrast is a text structure or pattern of organization where the similarities and differences of two or more things are explored. It is important to remember that with the compare and contrast text structure the text should be discussing similarities and differences. If the text only discusses similarities, it is only comparing. Likewise, if it only discusses ways that the things are different, it is only contrasting. The text must do both to be considered compare and contrast.

d. Order of Importance

Ideas or steps are prioritized by the writer or speaker according to a hierarchy of value. When using the order of importance pattern of organization, information can be structured from most important to least important or least

important to most important. Both structures would be considered as the order of importance text structure.

e. Problem and Solution

Problem and Solution is a pattern of organization where information in a passage is expressed as a dilemma or concerning issue (a problem) and something that was, can be, or should be done to remedy this issue (solution or attempted solution). The problem and solution text structure may seem like it would be easy to recognize, but it can be moderately difficult to identify because it is frequently confused with the cause and effect pattern of organization, as they both have relational structures.

However, if you read the passage and look specifically for both a problem and a solution to the problem, you should find it pretty easy to distinguish from cause and effect, as cause and effect passages do not propose solutions to any negative occurrences within the passage but rather just explain why or how they happen.

f. Sequence

Sequential order, or process writing as it is sometimes called, is when information in a passage is organized by the order in which it occurs. This method of organizing text is generally used for instructions or directions, but it can also be used to explain processes in nature or society, such as how a president is elected.

Sequential organization is frequently confused with chronological order. To further confound the issue, sometimes people refer to chronological order as chronological sequence. But there is a key difference that distinguishes the two

patterns: texts organized chronologically occur at a specific time and setting, whereas texts describing processes or sequences do not occur at any specific time and place.

To elaborate, if I tell the story of how I came home and made cookies, that information is organized chronologically. The story took place in my kitchen sometime in the past. Alternately, consider instructions on how to make cookies. When did that occur? That could happen at anytime or no time at all. This is because a recipe describes a process or sequence, one which is not attached to any specific chronology.

g. Spatial

Spatial organization is when information in a passage is organized in order of space or location. If you were to describe the room in which you were sitting right now, you would be using spatial organization. Spatial organization may also be called descriptive writing and it is most frequently used when the narrator describes how something looks.

Spatial organization is generally pretty easy to identify, but be aware that spatial organization is used in both fiction and nonfiction texts. Most fictional passages are organized chronologically, but in paragraphs where the narrator is describing a setting or the appearance of a character, the information may be organized spatially.

2.1.6.   Kinds of Genre in Writing

2.1.6.1. Procedure Text

a.   The Definition of Procedure Text

Procedure Text is a text that explain how something works or how to use instruction or operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. ; Text that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules. ; Text that deal with human behavior, e.g. how to live happily, how to succeed.

b.   The Generic Structure of Procedure Text

The generic structure of Procedure text is begin from (a). Goal/Aim ; This text contains about purpose of making or operating of something, (b). Materials/Equipment ; Materials consist of ingredients that are used in making something. But not all parts of procedure text includes materials, sometimes a procedure text does not have materials section, (c). Steps/Methods : Contains the steps or sequences that must be done so that the objectives outlined in the aim/goal to be achieved. Steps or sequences must be a sequence from the first to the last.

c.   The Purpose of Procedure Text

The purpose of procedure text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

d. The Characteristics of Procedure Text

The characteristic of Procedur text using imperative sentence patters (Command), for example, cut, do not mix, and so on, Using active verbs, such as turn, put, do, mix, etc, Using connectives (Conjunction) to sort of activities, such as then, while, Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc, Using the simple present tense.

2.2. Previous Relevant Study

In completing the writing this research, there are some studies and previous research findings that help the researcher to complete this research.

The first previous of research was done by Emad A. Alghamdi (2014) with entitled "Discourse Markers in ESL Personal Narrative and Argumentative Papers" analyzed DMs used by ESL learners in personal narrative and argumentative papers by native speakers (NSs) and non-native speakers (NNSs). In both types of composition, NS and NNS writers used elaborative, contrastive and reason markers at higher rates than any DMs in other categories, forming, as consequence, a hierarchy of use. Analysis of NNS writings showed an overuse of DMs at sentence-initial position and an unnecessary use of semantically similar DMs within the boundary of a single sentence. It also concluded that incorrect use and the frequency of DMs found in the writing were key indicators of the quality of ESL writings.

The second previous of research was done by Melor Md Yunus & Siti Nor Fatimah Haris (2014) with entitled "The Use of Discourse Markers among Form Four SLL Students in Essay Writing" in their research, discover how second

language learner students use discourse markers in their essay writing and to identify the teachers' perception about the usage of discourse markers among the students. The result showed that students did some mistaken and makes it less coherent in their writing paragraphs, such as the misused, the overused and also the advanced used of it.

The third previous of research was done by Eman Awni Mahmoud Ali & Radwan Salim Mahadin (2016) with entitled "The Use of Discourse Markers in Written Discourse by Students of English at the University of Jordan" in their research the results showed that the use of DMs is affected by the proficiency levels of the learners. It is recommended that the students' ability to use discourse markers should be developed to improve their writing performance.

2.3.   Conceptual Framework

Writing is one of skill in language learning. Students have duty on stating ideas and delivering idea so they can build a communication well, and it's a very important how to make a good sentence to sentence and became a good paragraph. In here, Discourse Markers is needed in writing paragraph because it will give the paragraphs became cohesiveness, coherence and have a meaning. By Fraser Taxonomy, Discourse Markers is divided into eight types : Contrastive, Elaborative, Inferential, Reasonable, Conclusive, Examplifier, Sequential and Topic Relating. All of them will be found in the Procedure Text, because they aim for signals reader about what conveyed by the writer.

In writing the used of discourse markers are must be suitable between first segments with the second segments. This is what the research mention before that using discourse markers to create cohesion of the text. In indonesia students itself the use of discourse markers has been learned in formal school as a part of English subject as the Foreign Language, so the researcher also decides to see how the Senior High School students using discourse markers in the paragraphs that they wrote.

In this research, the researcher will be focusing on what discourse markers found in the Procedure text written by students, what the types of discourse markers are used by students, how do the students use the types of Discourse Markers, and why do they use that types of discourse markers in their writing. Of course, there are some factors that influence the students to choose the discourse markers as clues in their paragraphs writing

Mind Mapping of Conceptual Framework

Procedure Text

Discourse Markers

Contrastive Markers_CDMs

Elaborative Markers_EDMs

Inferential Markers_IDMs

Reason Markers_RDMs

Conclusive Markers_CcDMs

Examplifier Markers_ExDMs

Sequential Markers_SDMs

Topic Relating Markers_TrDMs
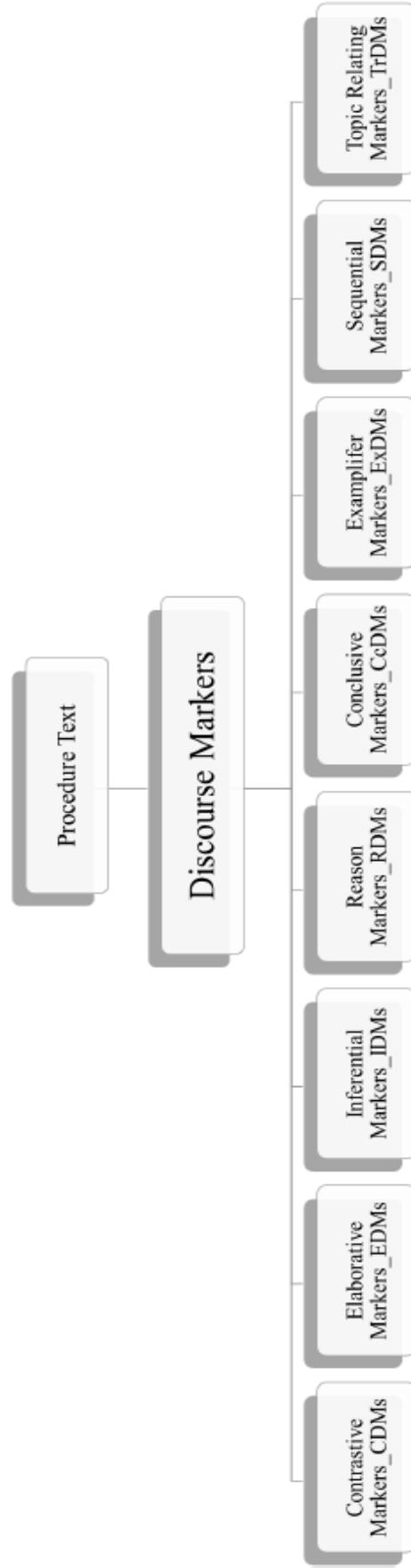
All the types of Discourse Markers on Page 19 and 20

Univesitas Muhammadiyah Sumatera Utara

CHAPTER III

RESEARCH METHODOLOGY

3. 1   Location and Time

This research was conducted at Madrasah Aliyah Negeri 1 Medan on Jalan William Iskandar No. 7B, Bantan Tim, Medan Tembung, Kota Medan, Sumatera Utara. The school was chosen by the researcher because she found that the students were less interested in writing and they did not understand how to make a good text cohesively.

3. 2   Population and Sample

a.   Population

Madrasah Aliyah Negeri 1 Medan consist of three department classes, First is Science Department Class (MIA), second is Social Department Class (IIS) and third is Religion Department Class (IIK). The population of this research was the students of Social Department Class (IIS) grade XII which consist of five parallel classes. The total number of the Social Department Class was two hundred students.

b.   Sample

The sample was a technique used to take a sample. This research was applied by Clustering Random Sampling Technique. Not all the population is necessarily involved in this research, only a certain number of students were selected as the representative. From each class, the researcher took 25% of the whole of the population as the sample. The sample needs to be randomly drawn based on the

lottery system and randomly chosen out of the 200 students. So the sample of this research was 50 person (took 10 students from each class).

Table 3. 1
Population and Sample

No.	Level	Class	Population	Sample
1		XII IIS 1	39	10
2		XII IIS 2	38	10
3	XII	XII IIS 3	44	10
4		XII IIS 4	39	10
5		XII IIS 5	40	10
Total of the Students			200	50

3. 3 Research Design

This research was conducted by applying the descriptive qualitative design. The researcher asked the students to write the Procedure text. After that, all of the student's paperwork was analyzed according to the types of Discourse Markers. The next was elaborate how they use that types. At the end, the researcher interviewed the student to find out their reason for why they used that types of Discourse Markers in their writing.

3. 4 Instrument of the Research

The instrument of this research was a writing test. The students were asked to write about Procedure text according to the topic that is given by the researcher. From this test, the researcher will get the data that is needed to be analyzed based on the problem of the research.

3. 5   Techniques for Collecting Data

The data collection is an important part in conducting this research. In order to get the data of discourse marker, the researcher was collect the data through some techniques. The techniques of data collection in this research were include :

1) Test

To obtain the data about the types of discourse markers, the test was applied in this research. By this test, the students were asked to write Procedure tex based on the topic that provided by the researcher.

2) In-depth Interview

To obtain the data of why did the students use what types of discourse markers in the Procedure Text. The researcher will do an In-depth Interview with some students who use both less and much that less writing discourse markers in their paragraph.

3) Documentation

To make the originality of this research pure without manipulating in the data, the technique of documentation such as Transcript, Photo and Screenshot the video was showed in this paper.

3. 6   Technique of Data Analysis

This research is English Discourse Markers Used in the text that will be written by Senior High School Students. After the data has been collected. The data will be analyzed by using the following procedures :

a. Collecting the data from the students'writing test about Procedure text

b. Identifying the Discourse Markers that are used in the Procedure text which are written by the students.

c. Analyzing the writing Discourse Markers types that are used in the Procedure text by using theory from Bruce Fraser (1999)

d. Interviewing the students to get to know their reasons of why they use that writing Discourse Markers in their writing.

Univesitas Muhammadiyah Sumatera Utara

CHAPTER IV

THE DATA AND DATA ANALYSIS

4.1 Data Collection

In obtaining the data, a kind of test was administered. The students were asked to write a Procedure text based on the topic that had been given by the researcher. The researcher found there are 33 words the Types of Discourse Markers in the Procedure Text written by the students. The data was obtained by the researcher as shown in the table below :

Table 4.1
The data of the Students Procedure Text

The Types of Discourse Markers Used in the Procedure Text									
No.	1	2	3	4	5	6	7	8	
DMs	CDMs	EDMs	IDMs	RDMs	CcDMs	ExDMs	SDMs	TrDMs	Total
Amount	3	4	2	2	2	2	18	0	33

According to the table above, the use of sequential Discourse Markers was the most of dominant DMs occurred in the student's procedure text. The table also shows, out of 8 types of discourse markers, there were 7 types occurred in the Procedure Text written by students. Topic Relating Discourse Markers was the one and only discourse markers that did not use by the students in the Procedure Text.

4.2   Data Analysis

4.2.1   Types of Discourse Markers used in the students' Procedure Text

4.2.1.1 Contrastive Discourse Markers (CDMs)

Contrastive Discourse Markers (CDMs) refers to DM that signals explicit interpretation of Second Segment (S2) contrasts with an interpretation of First Segment (S1). The Contrastive Discourse Markers consist of : But, Whereas, While, on the other hand, unlike, although, even though, though, despite the fact, however, nevertheless, despite, in spite of, instead of, in fact, still, in contrast. Among the 17 of CDMs, there were 3 CDMs used by students. They were : But, while and still. Each of the CDMs was elaborated as follows.

1)   But

The DMs 'But' was correctly used by the student. There was 'But' as Contrastive Discourse Markers, where the student describes a contrast in the segment. The student used 'But' to make the reader can make easier to understand that when the eggs are cooked enough, but the texture is still soft or fluffy. As we know that while we are cooking the eggs it have many temperatures like cooking the eggs with soft, medium or hard temperatures. But in cooking the scrambled eggs the temperatures that we need is soft or fluffy not medium or hard. Therefore, the student used 'But' to make the conjunctive between the temperatures and the texture. Here, the data analysis showed that the student used the word of "But" as seen in the appendix below

Appendix 3 :

When mature enough **but** the texture is still soft, turn of the fire.

(XII_IIS_1_12_HSL_F_S)

2) While

The DMs 'While' was correctly used by the student as a Contrastive Discourse Markers. The rule and position of 'While' was also correct as like a conjunctive. The student use Present Continuous on the DMs 'While' Where the student would like to explain that two separate clauses occur at the same time. The student would like to explain between the butter and the carrots that occur at the same time after the butter is melting, mix the carrots into the eggs. So the student use 'While' to make the conjunctive between the butter and the carrots which mix into the egg while the butter is melting. Here, the data analysis showed that the student used the word of 'While' as seen in the appendix below

Appendix 8 :

While the butter is melting, mix the carrots into the egg

(XII_IIS_1_34_RR_F_S_I)

3) Still

The DMs 'Still' was correctly used by the student as a Contrastive Discourse Markers. Where the student would like to explain that while we are cooking the scrambled eggs, we stir the eggs on the pan by using a spatula and there is part of the egg was liquid and cooked enough, so the student use 'Still' as an adverb to explain the part of the eggs are still liquid. Here, the data analysis showed that the students used the word of "Still" as seen in the appendix below

Appendix 9 :

The part of the eggs that is **still** liquid, will fill the step 5 until no part of the eggs

is still liquid. (XII_IIS_1_35_RIW_F_S_I)

4.2.1.2 Elaborative Discourse Markers (EDMs)

A second subclass of DMs relating aspects of S2 and S1 messages signaling an addition or refinement of a preceding statement and relationship between S2 and S1. This subclass of DMs is refferes to as Elaborative Discourse Markers includes : And, above all, also, besides, better yet, for another thing, furthermore, in addition, moreover, more to the point, on top of it all, too, to cap it all off, what is more, I mean, in particular, namely, paranthetically, that is (to say), analogously, by the same token, correspondingly, equally, likewise, similarly, be that as it may, or, otherwise, that said, well, as well as, indeed, it seems like. Among the 33 of CDMs, there were 4 CDMs used by students. They were : And, or, also, too. Each of the CDMs was elaborated as follows.

1) And

The DMs 'And' was correctly used by the student as an Elaborative Discourse Markers. The position of 'And' was also correct as like a conjunction. Where the student would like to explain between two ingredients that we want to mix with the eggs, the student uses connection or addition between two ingredients by using 'And'. in consequence, the student use 'And' to the conjunction with two ingredients of salt and black pepper. Here, the data analysis showed that the student used the word of "And" as seen in the appendix below

Appendix 16 :

Second, mix your eggs with salt **and** black pepper

(XII_IIS_2_20_LHAR_F_S)

2) Or

The DMs 'Or' was correctly used by the student as an Elaborative Discourse Markers. The position of 'Or' was also correct as like a conjunction. The student would like to show that only one possibility can be realized, just only one or the other. The student gives the choices between two tools that we use in cooking the scrambled egg, so we can choose one of them. The two tools are spoon and spatula so we can choose one of them. Therefore the student uses the word 'Or' to give a choice for the reader what they want to use spoon or spatula to make the scrambled eggs. Here, the data analysis showed that the student used the word of "Or" as seen in the appendix below

Appendix 33 :

Stir slowly using a wooden spoon **or** spatula bringing in the all the mixture from the edges of the pan (XII_IIS_4_9_GK_F_S)

3) Also

The DMs 'Also' was correctly used by the student as an Elaborative Discourse Markers. Where the student would like to added information in the last segment or a new point of the sentence. It was used correctly by student because there was an additional information in the sentence. There are so many ways how people serve the scrambled eggs. There are people serve with vegetables or fruit. So the student would like to give another opinion how the southwestern serve the scrambled eggs. Therefore the students use 'Also' as an added information from the last sentence. Here, the data analysis showed that the student used the word of "Also" as seen in the appendix below

Appendix 24 :

Cook 1/3 cup of crumbled cooked meats or chopped vegetables for a couple of

minutes before adding the eggs mixture. See **<u>also</u>** sonthwestern scramble.

(XII_IIS_3_7_DF_F_S)

4) Too

"Too" is defined as an adverb. "Too" in context of Discourse Markers was

an Elaborative Discourse Markers. The position of 'Too' was also correct at the end

of the sentence. The word of "Too" was used appropriately by the student. Where

the student would like to added information so there is the relationship between S1

and S2 segments. The student uses 'Too' because she wants to explain that not only

the corn was boiled but the shrimp. So the student use 'Too' to explain that the

shrimp was also boiled with the corn. Here, the data analysis showed that the

students used the word of "Too" as seen in the appendix below

Appendix 26 :

First, boiled corn and cut into pieces flat and boiled shripm **<u>too</u>**

(XII_IIS_3_17_KA_F_S)

4.2.1.3 Inferential Discourse Markers (IDMs)

A third subclass of DMs which signal that S2 is to be taken as a conclusion

based on S1. This subclass of DMs is refferes to as Inferential Discourse Markers

includes : So, so that, of course, accordingly, as a consequence, as a logical

construction, as a result, because of this/that, consequently, for this/that reason,

hence, it can be concluded that, therefore, in this/that case, under these/those

condition, then ; all things considered. Among the 16 of CDMs, there were 2 CDMs

used by students. They were : Then and so that. Each of the CDMs was elaborated as follows.

1) Then

The use of DMs "Then" was used appropriately by student as an Inferential Discourse Markers. The position of 'Then' was also correct as like a conjunction. Where the student would like to explain to the readers from the next steps about how to make the scrambled eggs. Therefore, the student use conjunction 'Then' to make the next procedure. Here, the data analysis showed that the student used the word of "Then" as seen in the appendix below

Appendix 15 :

Then, whisk it until it mixed (XII_IIS_2_19_ISD_M_S_I)

2) So that

The use of DMs "So that" was used appropriately by student as an Inferential Discourse Markers. Where the student would like to explain the conclusion based on S1. Based on the text below the student would like to explain that keep moving the egg (S1) until the texture it scrambles (S2). So in here the student use 'So that' as the conclusion from the S1 to explain it scrambles. Here, the data analysis showed that the student used the word of "So that" as seen in the appendix below

Appendix 21 :

Keep moving the egg mixture around. **So that** it scrambles, the egg will keep

cooking (XII_IIS_3_3_ASN_M_S_I)

4.2.1.4 Reason Discourse Markers (RDMs)

This type is Discourse Markers which specify that sentence 2 provides a reason for the content presented in the first segment (S1). The Reason Discourse Markers consist of : After all, Because, Since. Among the e RDMs, 2 RDMs was used by students. It was because and since. Each of the RDMs was elaborated as follows

1) Because

"Because" is defined as Subordinating Conjunction or it could be as conjunctive which connect the first segment by the reason that is in second segment. The use of DMs "Because" was used appropriately by student as an Reason Discourse Markers. Where the student would like to explain After the food presented, immadiately eaten, and the reason for eaten directly after the food presented because the hot food is better than wait cold. So to explain the reason from this sentence below, the student use 'Because' as an conjunctive. Here, the data analysis showed that the student use "Because" as seen in the appendix below

Appendix 30 :

After the food presented, immadiately eaten **because** the new matures taste more food (XII_IIS_2_38_SK_F_S)

2) Since

'Since' in this context was defined as Discourse Marker which connected main clause. The use of DMs "Since" was misuse by student as the Reason Discourse Markers. The word of 'Since' usually use in Narrative text, it is often to use in the procedure text. From the text below it is correct to use the word 'When'

than 'Since'. Here, the data analysis showed that the student used the word of "Since" as seen in the appendix below

Appendix 24 :

Cook until just before you feel that they are done, **since** the eggs will continue to cook after being removed from the pan

(XII_IIS_3_7_DF_F_S)

4.2.1.5 Conclusive Discourse Markers (CcDMs)

The definition of CcDMs is Discourse markers which shows a conclusion to what has been mentioned before. The Conclusive Discourse Markers are : To sump up, in conclusion, in sum, finally, lastly, at the end, in th ending, in summary. Among the 8 CcDMs, there were 2 was used by the students. It was Finally and Lastly. Each of the CcDMs was elaborated as follows :

1) Finally

The use of DMs "Finally" was used appropriately by student as an Conclusive Discourse Markers. Where the student would like to explain from the last steps or explain the conclusion from the previous segment. Then, the use of "Finally" was correct because it refers as conjunctive which explain what the first segment until the last steps. The student would like explain for the reader after the screamble eggs already serve on a plate. Finally, the scrambled eggs are ready to eat. So to shows a conclusion from what has been mentioned before (after the screamble eggs already serve on a plate) the student use the word 'Finally' to

conclude the sentence (Finally, the scrambled egg ready to eat). Here, the data analysis showed that the student use "Finally" as seen in the appendix below

Appendix 39 :

<u>Finally</u>, the scrambled egg ready to eat ☺

(XII_IIS_4_38_WN_F_S_I)

2) Lastly

The use of DMs "Lastly" was used appropriately by student as an Conclusive Discourse Markers. And the position of the word 'Lastly' also correct from the end of the sentence. Where the students would like to give a conclusion from the last steps about how to make the scrambled eggs. The student would like to explain after the screambled eggs are ready serve on a plate and give the celery as a garnish, we can eat the scrambled eggs by using the spoon. Meanwhile, the use of 'Lastly' was correct in the sentence as an Conclusive Discourse Markers. As seen in the appendix below

Appendix 34 :

<u>Lastly</u>, you can eat with the spoon !

(XII_IIS_4_15_LE_F_S_I)

4.2.1.6 Exemplifier Discourse Markers (ExDMs)

Exemplifier Discourse Markers refer to DMs that convey example for the segment. The ExDMs are : For example, such as, for instance. Among the 3 ExDMs, there were 2 the ExDMs was used by the students. It was Such as and For Example. Each of the Exemplifier Discourse Markers was elaborated as follows :

1) Such as

The use of "Such as" as an Exemplifier Discourse Markers, it was signal the example for the segment. Contently, it was inappropriate by student because there was an example that the student mentioned in the sentence so there was a misuse in using the word 'Such as', the students did not give the example but directly explain about the steps. Here, the data showed that the student use 'Such as' as seen in the appendix below

Appendix 12 :

Prepare the ingredients for make scrambled eggs such as : (1) Crack the egg inside

bowl. (2) Mix the egg with fork, until blended etc

(XII_IIS_2_10_DMR_F_S_I)

2) For example

There was 'For example' as an Exemplifier Discourse Markers, where the student would like to mention the example in the segment. The student would like to explain that we can do anything while we are waiting the oil heat, for example like stir the eggs on the bowl by using fork. But, it was inappropriate by student to use 'For example' in the segment, the student did not use the correct DMs. The student not use the complete word. He just written example not for example. Here, the data analysis showed that the students used the word of "For example" as seen in the appendix below

Appendix 22 :

Heat the oil, while waiting you can to prepare others, **example** stirr the egg on the

bowl, used a fork (XII_IIS_3_5_CI_M_S_I)

4.2.1.7 Sequential Discourse Markers (SDMs)

This type refers to Discourse Markers that signal 'temporal' or 'time' in the segments. The SDMs are : First, a few days later, the next, the last, and finish, fourth, the next day, suddenly, after, after that, before, when, eventually, immediately, as soon as, meanwhile, begins, As the time passes by, the beginning. The students used : First. After, After that, next, when, immediately and finish. Each of the SDMs was elaborated as follows

1) First

First is defined as Conjunctive. The Discourse Markers "First" in context of Discourse Markers was a Sequential Discourse Markers because it signals temporal in the segment. The 'Too' was used appropriately and the correct position by the student. Where the student would like to explain about what is the beginning steps about how to make the Scrambled Eggs. It helped the student to describe detail about the steps or the process. Then, the use of word 'First' was correctly Discourse Markers. The student didn't used "First" only because there were also second, third, after then, and finally. By using the concept as the base, the data analysis showed that the students use "First" as seen in the appendix below

Appendix 27 :

<u>First</u> break the egg, put into the bowl and stir until spread evenly

(XII_IIS_3_24_NKH_F_S_I)

2) After

The DMs 'After' was correctly used by student as a Sequential Discourse Markers. The position of 'After' was also correct as like a conjunctive. Where the

student would like to explain the time in the segment. The student use 'After' to explain about the scrambled eggs pizza that are put on the oven like from the previous segment. So that, the student use 'After' to explain the signal in the next step by using the word 'After'. Here, the data analysis showed that the students used the word of 'After' as seen in the appendix below

Appendix 28 :

After 15 minutes, get it out and spread the sliced celery

(XII_IIS_3_35_RA_F_S_I)

3) After that

The DMs 'After that' was correctly used by student as a Sequential Discourse Markers. The position of 'After that' was also correct as like a conjunctive. Where the student would like to explain for the next segment. In the text below the student would like to explain that to make the eggs into scrambled, we can stir the eggs by using spatula. So the student use 'After that' as a conjunctive from the previous segment. Here, the data analysis showed that the students used the word of 'After that' as seen in the appendix below

Appendix 44 :

After that, stir it with spatula until its scrambled cooked

(XII_IIS_5_21_MHF_M_S_I)

4) Next

"Next" is defined as Subordinaating Conjunction. The position of 'Next' was correctly true use in the beginning of the sentence. The DMs "Next" was used by student to mention the step by temporal segment. It could be stated as discourse

marker because it signaled the previous segment to the next segment. So that, the student use 'Next' as the Sequential Discourse Markers (SDMs). The discourse marker "Next" was also used appropriately by student as seen in the appendix below

Appendix 28 :

Next, put the half cooked eggs to the pizza dough

(XII_IIS_3_35_RA_F_S_I)

5) When

"When" is defined as Conjunctive and Relative adverb. The Discourse Markers 'When' was correct as Sequential Markers because it was signal temporal in the segment. The student use 'When' appropriately Discourse Markers. In the text below the student would like to explain about the eggs that already cooked enough, we can slice some cheeses and it on the eggs as a topping. Meanwhile, the student use 'While' as conjunctive to complete the first of segment. By using the concept as the base, the data analysis showed that the students use "When" as seen in the appendix below

Appendix 40 :

When it's cooked enough, slice some cheeses with knife and add it on the eggs as

a topping (XII_IIS_4_35_SAP_F_S_I)

6) Immediately

"Immediately" was defined as an adverb. "And" in context of Discourse Markers was a Sequential Discourse Markers. Where the student would like to explain that the Scrambled Eggs can eat directly without waiting anything. It is better to serve directly while the food are fresh cooked. So the student use

'Immediately' as an adverb in these sentence to tell the reader after the scrambled Eggs are ready to serve on a plate we can eat directly (immediately). Here, the data analysis showed that the students used the word of "Immediately" as seen in the appendix below

Appendix 2 :

Remove eggs from heat, continuing to fold and stir to cook eggs a minute more.

Slide eggs into waiting plate and serve **immediately**

(XII_IIS_1_10_ERMP_F_S)

7) And finish

"And finish" was defined as an adverb. "And finish" in context of Discourse Markers was a Sequential Discourse Markers. Where the student would like to mention the end of the steps. So the student explain to the reader that after the scrambled eggs was decorated. It is the last steps and because the screambled eggs are finish of course that we can serve on a plate or eat immediately. Here, the data analysis showed that the students used the word of "And finish" as seen in the appendix below

Appendix 4 :

Seventh, decorate the scrambled egg, **and finish**

(XII_IIS_1_15_IF_M_S_I)

8) The last

"The last" in context of Discourse Markers was a Sequential Discourse Markers. Where the student would like to explain the last procedure or the end about how to make Scrambled Eggs. In the segment below the student tell us that the last

step about how to make the scrambled eggs are put the scrambled eggs on a plate and then give some tomatoes as a garnish. Here, the data analysis showed that the students use the word of "The last" as seen in the appendix below

Appendix 41 :

The last, put the scrambled egg in to plate and then pieces of tomatoes put on it

(XII_IIS_5_4_DA_F_S)

9) Begins

"Begin" in context of Discourse Markers was a Sequential Discourse Markers. Where the student would like to explain that we can stir the eggs with a spatula, while the eggs texture of the eggs begin softly. So the student use 'Begin' to explain about the texture of the eggs. Here, the data analysis showed that the student used the word of "Begin" as seen in the appendix below

Appendix 13

As eggs **begin** to set, gently pull the eggs across the pan with a spatula

(XII_IIS_2_11_DMP_F_S)

4.2.2   The Underlying Reasons for the Students' way in using Discourse Markers

The analysis was conducted on the data that derived from the interview and showed that there were seven reasons why the students used the discourse markers in term of ways and content as presented in the point below. The seven of these reasons were :

1)   The Student used the Discourse Markers to explain for the next segment of the Procedure Text about How to Make Scrambled Eggs

Appendix 7

After that, put the meat cut into the pan and stir until cooked. Keep mixing leeks and leaf soup that had been cut earlier

(XII_IIS_1_27_MI_M_S_I)

Based on data above and the Interview Transcrip, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found that student want to explain on the next segment in the Procedure text writing. Based on the answer of the interview script, *Karna kata itu lebih masuk ke kalimat selanjutnya, jadi saya menggunakan kata-kata itu.* So, the student used the word 'After that' as a Discourse Markers to explain for the next segment in the Procedure text about How to Make the Scrambled Eggs.

2)   The Students used the Discourse Markers as an Adverb of the time

Appendix 17

When the oil hot add the egg into a pan

(XII_IIS_2_23_MFL_M_S_I)

Based on data above and the Interview transcrip, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found Based on the answer of the interview script, *When itu menunjukkan waktu dalam melakukan sesuatu hal dan Alasan saya menggunakan kata 'When' disini adalah untuk menunjukkan waktu setelah minyak panas dituangkan baru itu telurnya di tarok diatas panci maka denga itu saya menggunakan kata 'When'.*

3) The Students used the Discourse Markers as a conjunction

Appendix 20

And then, remove the scrambled eggs and serve on the plate

(XII_IIS_2_35_RS_F_S_I)

Based on data above and the Interview transcrip. It was found Based on the answer of the interview script *'And then' itu kan termasuk kedalam kalimat penghubung, kata penghubung terus tu juga saya sering denger, sering baca terus tu sering baca di Wattpad kalau gak di novel-novel gitu kan jadi tu kayak ada kalimat kata penghubung yang dia pakek tu pakek 'and then'.*

Appendix 21

After that, stir all ingredients that have been entered into the wok

(XII_IIS_3_3_ASN_M_S_I)

Based on data above. It was found Based on the answer of the interview script *'After that' itu kok di indonesiakan seperti kata konjungsi atau kata penghubung dari satu kalimat ke kalimat ynag lain agar kalimat itu terlihat lebih cocok dan tidak rancu.*

Appendix 22

Firstly, you must preparing a tools **and** an ingredients for cook scrambled egg

(XII_IIS_3_5_CI_M_S_I)

Based on data above and the Interview transcrip, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found Based on the answer of the interview script, *Alasan saya menggunakan kata 'And' karena disini telihat bahwa ada induk kalimat dan anak kalimat, dimana induk kalimat itu kita memerlukan conjunction atau disebut dengan kalimat penghubung. Kalimat penghubung itu berfungsi untuk menggabungkan induk kalimat dengan anak kalimat. Jadi, saya menggunakan 'And' untuk menghubungkan induk kalimat dengan anak kalimat.*

Appendix 27

Second cut vegetables (corn **and** carrot) into pieces, chop the meat

(XII_IIS_3_23_NKH_F_S_I)

Based on data above and the Interview transcrip, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found Based on the answer, *Karena itu kek penggabungan di antara dua kata antara jagung sama wortel, jadi saya menggunakan 'And' itu sebagai kata penghubung diantara keduanya.*

Appendix 29

Heat the skillet over medium heat. **When** it's hot, add three spoon of olive oil

(XII_IIS_3_37_SMR_F_S_I)

Based on data above and the Interview transcrip, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found Based on the answer, *Saya menggunakan kata 'when' ini sebagai kata penghubungnya, karena kalo minsalnya gak pakek kata 'when' itu jadi kalimatnya jadi rancu jadi aneh.*

Appendix 45

Break the egg, **then** put in in to the bowl

XII_IIS_4_7_DL_F_S_I

Based on data above and the Interview transcrip, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found Based on the answer, *Kata 'then' dalam kalimat yang saya buat ini seperti kata penghubung, karena bacaaannya kan break the egg, then put in in to the bowl karna kan artinya pecahkan telur, lalu kemudian letakkan telur yang sudah dipecahka tersebut kedalam mangkuk. Jadi kata 'then' disini tu seperti kata penghubung.*

4) The Students used the Discourse Markers as the language features of Procedure Text

Appendix 28

Then, heat the oven with 200°C, then change the oven to the low medium temperature and put the half cooked scrambled eggs pizza for 15 minutes with nether roasting system (XII_IIS_3_34_RA_F_S_I)

Based on data above, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found Based

on the answer of the interview script, *Karena 'Then' itu termasuk salah satu dari language featurenya si procedure text dimana di language feature itu kan ada kata-kata ini, kata-kata kayak ordinary, ordinal number (kan miss saya gugup lhoh Miss) Ordinal number dimana itu kan menjelaskan urutan dari cara-caranya atau prosedurnya nah, makannya saya menggunakan 'Then'.*

5) The Students used the Discourse Markers as the last steps and for the explanatory sentence of the text

Appendix 34

Lastly, you can eat wuth the spoon !

(XII_IIS_4_15_LE_F_S_I)

Based on data above, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found that student want to explain the last steps and for the explanatory sentence of the text. Based on the answer of the interview script, *Karena disini, saya mendapat tugas dari Miss untuk membuat procedure text, dan 'Lastly' termasuk dalam kegiatan tersebut. Kenapa saya gunakan 'Lastly' karena itu udah bagian step terakhir yang harus kita lakukan jika kita ingin memakannya seperti yang saya tulis, Lastly, you can eat with the spoon, jadi terakhir kita bisa memakannya dengan menggunakan sendok. Hanya kalimat penjelas.*

So the student used the word 'Lastly' as a Discourse Markers to explain to explain the last steps and for the explanatory sentence of the text in the Procedure text about How to Make the Scrambled Eggs.

6) The Students used the Discourse Markers to give the choices from the two or more items

Appendix 45

Turn on the stove and input the oil **or** butter to the frying pan

(XII_IIS_5_22_MIP_M_S_I)

Based on data above, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found that student want to explain for the reader that they can choose one items that they like to used in cooking the Scrambled Eggs. Based on the answer of the interview script, *Saya menggunakan kata 'Or' karena supaya orang bisa memilih antara kedua pilihan itudan arena gak semua orang sukak memakai minyak atau mentega dalam masakan.*

7) The students used the Discourse Markers as the conclusions

Appendix 50

Finally, noodles and scrambled eggs ready to be served

(XII_IIS_5_36_SA_F_S_I)

Based on data above, when the interviewer asked the student about the reason why they used the discourse markers on their writing. It was found that student want to explain the conclusions of the Procedure text by using 'Finally' Based on the answer of the interview script, *Setau saya 'Finally' itu merupakan kesimpulan dan saya menggunakan 'Finally' karena saya mau menjelaskan urutan akhir dari how to make scrambled eggs makanya, saya menggunakan 'Finally'.*

Based on the elaboration of data above it was obtained by researcher as shown in the table below :

Table 4.2
The types of Discourse Markers was used by students

The Types of Discourse Markers in the Procedure Text								
No.	1	2	3	4	5	6	7	8	Total
	CDMs	EDMs	IDMs	RDMs	CcDMs	ExDMs	SDMs	TrDMs	Total
DMs	But, while, still	And, or, also, too	Then, so that,	Because, since	Finally, lastly	Such as, For example	First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, after, after that, next, when, immediately, and finish, the last, begin,		
Total	3	4	2	2	2	2	18	0	33

A. There was 7 types of Discourse Markers used by students in writing Procedure text they were :

1. Contrastive Markers

2. Elaborative Markers

3. Inferential Markers

4. Reason Markers

5. Conclusive Markers

6. Exemplifier Markers and

7. Sequential Markers

B. Out of 8 types of Discourse Markers, only one type of Discourse Markers did not used by students, there was "Topic Relating Markers"

C. Sequential Markers was the first dominant type of Discourse markers were used in the Procedure text with the total number was 18 Sequential markers, they were : First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, after, after that, next, when, immediately, and finish, the last, begin. The second was Elaborative Markers with the total number was 4 Elaborative Markers was used by students they were : And, or, also and too and third type was Contrastive Markers with the total number was 3, they were : But, while and still.

Univesitas Muhammadiyah Sumatera Utara

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1   Conclusions

After the data have been analyzed, the conclusions were stated as follows :

1. Out of 8 types of Discourse Markers, there were 7 types occurred in the Procedure text written by the students. Topic Relating Markers was the one and only Discourse Markers that did not use by the students.

2. Sequential Markers was the first dominant type of Discourse markers were used in the Procedure text with the total number was 18 Sequential markers.

3. The reasons why the students used Discourse Markers in the way they did that the student used the Discourse Markers to explain for the next segment of the procedure text about how to make scrambled eggs, used as an Adverb of the time, used as a conjunction, used as the language features of procedure text, used as the last steps and for the explanatory sentence of the text, the student used the Discourse Markers to give the choices from the two or more items, and the student used the Discourse Markers as the conclusions.

5.2   Suggestions

Having seen the analyzed of this research. The suggestions were presented as follows :

1. English teacher in school give more attention and detail explanation about Discourse Markers and how to use them correctly.

2. The students should try to learn by themselves and if they find something difficult. They can ask their teacher.

3. In teaching English, a teacher should give more pay attention to the students, especially in Discourse Markers. Eventhough, it looks so simply and easy. But there are many students still make misuse and inappropriate about Discourse Markers in their writing.

4. The students' misuse and inappropriate should be discussed together in order to make understand their mistakes.

5. The students' assignment should be corrected every time

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The Students' Test Items

Name   : _____

Class   : XII   1   2   3   4   5

Department   : IIS (Social)

How To Make Scrambled Eggs

The List of the Students' Name of XII IIS 1

SN	Initial Name	Sex	Students Name	Sample	Interview	Code
1	AQJH	M	Abdul Qadir Jailani Hsb			
2	AA	F	Afifah Ainiyah			
3	AS	F	Alfiana Sihombing			
4	AV	F	Alita Viramadona			
5	ANZS	M	Alwy Naufal Zuhdi Srg			
6	ATW	F	Amalia Thoyybah Wahid			
7	AZL	F	Amelia Zahro Lubis			
8	ARR	F	Annisa Rahmi Rambe	√		XII_IIS_1_8_ARR_F_S
9	BAS	F	Batrisyia Alfaini Syabri			
10	ERMP	F	Ela Rafa Mahrani Purba	√		XII_IIS_1_10_ERMP_F_S
11	FWH	F	Fitra Wahyuni Hadi			
12	HSL	F	Hana Salsabila Lubis	√		XII_IIS_1_12_HSL_F_S
13	IPS	F	Ihya Primandha Salsabila			
14	IAH	M	Irfan Azhar Hrp			
15	IF	M	Irvan Fauzi	√	√	XII_IIS_1_15_IF_M_S_I
16	IS	M	Ismail Saleh			
17	JAP	M	Jukri Adha Pohan	√		XII_IIS_1_17_JAP_M_S
18	LMS	F	Laila Maifu'ah Srg			
19	MAMT	M	M. Ade Muhazir Tanjung			
20	MAH	M	M. Akbar Harahap			
21	MASH	M	M. Ash Shadiq Hasibuan			
22	MEB	M	M. Eza Baihaqi			
23	MFS	M	M. Fachran Siddik	√	√	XII_IIS_1_23_MFS_M_S_I
24	MF	M	M. Fauzan			
25	MHR	M	M. Hamli Rizki			
26	MHM	M	M. Husni Mubaraq			
27	MI	M	M. Ilham	√	√	XII_IIS_1_27_MI_M_S_I
28	MKS	M	M. Keum Setiawan			
29	MNA	M	M. Nur Alim			
30	MNH	M	M. Nur Hafidz			
31	NA	F	Nabilah Azmi			
32	NMRS	F	Nova Maelisa Riski Srg			
33	NY	F	Novi Yansha			
34	RR	F	Rani Ramayani	√	√	XII_IIS_1_34_RR_F_S_I
35	RIW	F	Reviza Ikhwilda Windari	√	√	XII_IIS_1_35_RIW_F_S_I
36	RAA	M	Rofi Affan Alawi			
37	SH	F	Sulisintia Harahap	√		XII_IIS_1_37_SH_F_S
38	YMS	F	Yasmili Muthia Srg			
39	YA	F	Yunisma Aldayana			

Name : _Anntsa Rahmi Rambe_

Class : XII (1) 2 3 4 5

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

4 egg	margarin
Salt	2 sousage
black papper	~~Tomato~~
cheese	~~Onion~~
Celery	

Tools :

Spoon and Frok	Spatula
bowl	
plate	
teflon	
knife	

Steps :

- First, break the egg From Its Shell oh by one.
- Second, add Salt according to taste
- thith, shoke oFF the egg
- Fourth turn on the teflon stove on It and add ~~next~~ margarine
- After that, margarine melts the input oF egg that have been in the shake earlier
- then, cut the Celery and Sausage according to teste
- next, input the ingredients that had been and add enough black peppers stir the eggs until Cooked.
- Finally, after ripe lift scrambled egg that have been made and the cheese on top and the shoot oF Clery leaves as an ornament.

Name : Sulisintia Hrp.

Class : XII ① 2 3 4 5

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

- egg   • cheese   • milk
- Tomatoes   • salt
- ~~Roast beef~~ • pepper
- Meatballs   • butter
- Scalledry   • Green onions

Tools :

- Frying pan
- Spatula
- bowl

Steps :

1. In a mixing bowl, beat eggs, milk, salt and pepper together until well blended.

2. melt butter in a large skillet over medium-low heat until hot; pour in egg mixture. Reduce heat. As mixture begins to set on buttom and sides of skillet, lift and fold over with a spatula. cook, stirring gently until eggs are almost set but still moist. fold in the chopped tomato, finely chopped red pepper, and green onions and piece of meatballs. Heat scrambled eggs through; serve immediately.

3. If desired top with shredded cheese just before finised.

Variations :
- saute some sliced mushrooms in butter; remove the mushrooms, and the eggs (and more butter, if necessary) and continue with the recipe.

- Add about ½ cup of diced ham or crumbled bacon to the eggs along with the minced vegetibles and tomato.

The List of the Students' Name of XII IIS 2

SN	Initial Name	SEX	Students Name	Sample	Interview	Code
1	ASS	M	Agus Salim Sinaga			
2	AM	M	Andryan Muttaqin			
3	ADP	F	Apriana Dian Putri			
4	ADS	F	Aprilia Salwa			
5	AHS	F	Arni Hanifah Santi			
6	AFD	F	Ayu Fiddini Daulay			
7	AP	F	Ayu Pratiwi			
8	CH	M	Cholis Hamdani	√	√	XII_IIS_2_8_CH_M_S_I
9	DPN	M	Danu Pujo Nugroho			
10	DMR	F	Dinda Maharani Rambe	√	√	XII_IIS_2_10_DMR_F_S_I
11	DMP	F	Dinda Melani Putri	√		XII_IIS_2_11_DMP_F_S
12	DAP	F	Dysa Anggriani Putri	√		XII_IIS_2_12_DAP_F_S
13	ESA	F	Ega Silva Ainayah			
14	EW	M	Ezy Waryunan			
15	FSL	M	Fahmi Sahil Lubis			
16	FRS	M	Fahru Rozi Siregar			
17	FRM	F	Fildzah Rahma M			
18	HP	M	Husnita Panjaitan			
19	ISD	M	Ichsan Sya'bana Dalimunthe	√	√	XII_IIS_2_19_ISD_M_S_I
20	LHAR	F	Lelya Hilda Amira R	√		XII_IIS_2_20_LHAR_F_S
21	LY	F	Lisa Yuandira			
22	MAR	M	M. Adithya Rinanda			
23	MFL	M	M. Farhan Lubis	√	√	XII_IIS_2_23_MFL_M_S_I
24	MRB	M	M. Rafli Benika			
25	MRP	M	M. Rasyid Pulungan			
26	MWS	M	M. Wisnu Sembiring			
27	M	F	Marliyah			
28	MJ	F	Miftahul Jannah			
29	NAL	F	Nur Atikah Lubis	√		XII_IIS_2_29_NAL_F_S
30	NR	F	Nurhaliza Rahmadhani			
31	NS	F	Nurlailan Syahara	√		XII_IIS_2_31_NS_F_S
32	NA	F	Nurul Artika			
33	PML	F	Putri Mawaddah Lubis			
34	RTB	F	Raisa Tursina Balqis			
35	RS	F	Ririntri Suharti	√	√	XII_IIS_2_35_RS_F_S_I
36	SQ	F	Siti Qadijah			
37	SA	F	Suci Adristi			
38	WT	F	Wahyuni Trihapsari			

Name   : CHOLIS HAMDANI

Class   : XII   1   ②   3   4   5

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

egg   Sauce
Olive Oil
red onion
Pepper
Chilie

Tools :

stove
Cauldron
spatula

Steps :

- First : break some eggs
- and the (and) the second : whipped eggs until evenly distributed
- Third : Mix the egg (and) onion.
- fourth : Mix again until evenly distributed
X - (Fivth) : (and than) input the egg in the pan
, sixth : and lift the eggs and input to the plate
  and egg ready to serve.

Name : Ririntri Suharti

Class : XII 1 (2) 3 4 5

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

4 eggs	sea salt
onion	black pepper
garlic	mushroom and butter
celery	cucumber and tomatoes
sausage	asparagus

Tools :

frying pan	fork
knife	plate
spatula	
cutting board	
bowl	

Steps :

1) Prepare sliced onion, garlic, celery, sausage
2) Crack 4 large free range eggs into a bowl
3) Add a pinch of sea salt and black pepper
4) (Next), add sliced onion (and) garlic
5) Beat the eggs together with a fork
6) Heat the pan. Then, melt butter to taste
7) (After that) Pour the beaten eggs into the pan until done
8) Stir slowly using a spatula (and) add sausage (and) mushroom (and also) celery
9) (And then) remove the scrambled eggs (and) serve on the plate
10) (finally) serve with sliced cucumber, tomatoes and boiled asparagus.

The List of the Students' Name of XII IIS 3

SN	Initial Name	Sex	Students Name	Sample	Interview	Code
1	AB	M	Ahmad Abdari			
2	AMM	M	Ahmad Muflih Mahendra			
3	ASN	M	Alfi Syahrin Nst	√	√	XII_IIS_3_3_ASN_M_S_I
4	AYF	M	Ari Yudha Fadillah			
5	CI	M	Chairul Imam	√	√	XII_IIS_3_5_CI_M_S_I
6	CN	F	Cindy Novita	√		XII_IIS_3_6_CN_F_S
7	DF	F	Dian Febriyanti	√		XII_IIS_3_7_DF_F_S
8	DA	M	Dimas Andriantara			
9	FR	M	Fachrul Rozi			
10	FU	M	Fathi Ulwan			
11	FHAKH	M	Febri Hamzah Ali Kharisma Hrp			
12	FSAS	F	Finanda Syarah Aini Siregar	√		XII_IIS_3_12_FSAS_F_S
13	HAD	M	Hafiz Al-Ihsan Dalimunthe			
14	IZ	M	Irham Zulhamdi			
15	INB	M	Irnanda Nopriansyah Batubara			
16	KA	F	Khairina Aprilia	√		XII_IIS_3_16_KA_F_S
17	K	F	Khairunnisa			
18	MA	M	M. Ansori			
19	MAA	M	M. Anzas As-Shidiq			
20	MFML	M	M. Fario Muflih Lubis			
21	MRFN	M	M. Reza Fachlevi Nst			
22	MA	M	Moza Armeilia			
23	NKH	F	Nur Khomsi Hajilah	√	√	XII_IIS_3_23_NKH_F_S_I
24	NSAN	F	Nur Salsabila Arwan Nst			
25	NO	F	Nurleni Oktavia			
26	NRL	F	Nurul Rafiqoh Lubis			
27	PN	F	Putri Nandita			
28	RRMH	M	Rahmad Raja Martua Hsb			
29	RS	M	Riandi Syahputra			
30	RESH	F	Riefdah Eka Sari Hasibuan			
31	RNAH	F	Rizca Nurul Amalia Hasibuan			
32	RFL	F	Rizka Fadhillah Lubis			
33	RAH	M	Rizky Agussalim Hrp			
34	RA	F	Rizky Ananda	√	√	XII_IIS_3_34_RA_F_S_I
35	SS	M	Sabra Sadriya			
36	SAP	F	Sakinah Aulia Putri			
37	SMR	F	Sari Madani Rangkuti	√	√	XII_IIS_3_37_SMR_F_S_I
38	SK	F	Siti Khadijah	√		XII_IIS_3_38_SK_F_S
39	SNAN	F	Siti Nazrah Arifin Nst			
40	SRPA	F	Sri Rezeki Perangin-Angin			
41	S	F	Suaiba			
42	TPS	M	Tonggi Pranayogi Sinaga			
43	WR	F	Windy Ramadhani			
44	ZK	F	Zahra Kamila			

Name   : ALFI SYAHRIN NASUTION
Class   : XII   1   2   (3)   4   5
Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

100 ml Milk   tomato
Salt and Pepper   Cucumber
3 eggs
Drizzle of oil
Butter

Tools :

Pan
Spatula
Stove
gas
plate

Steps :

1. Add a knob of butter and drizzle of oil to a heated Pan. Leave the butter to melt, swirling around the pan
2. then, add 3 eggs into a Jug (and) add 100 ml milk. Add a pinch of salt (and) pepper and whisk.
3. (After that) Stir all ingredients that have been entered into the wok.
4. Make sure the mixture is Flat
5. Once it starts to bubble, start to pull it away from the sides of the pan with a spatula
6. Keep moving the egg mixture around, so that it scrambles, the egg will keep cooking.
7. Pay attention to cook by constantly stirring it.
8. Cook for just a few minutes
9. Remove from the heat when it look almost ready
10. Move to plate.
11. Add the tomatoes that have been cutting with cucumber
12. Arrange the food to make it look interesting.
13. Serve with a fresh drink.
14. Finally, the scrambled eggs is finished

Name : SITI KHADIJAH

Class : XII   1   2   ③   4   5

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

eggs	shrimp	chicken meat
tomato	crab	red chilli pepper
sausage	squid	pepper
mushroom	lobster	mint leaves
salt	beef	union

Tools :

pan	spoon
stove	plane
knife	fork
cutting board	spatula
bowl	

Steps :

- Prepare the ingredients to be cooked.
- sliced unions.
- Heat the frying pan dan place a little union oil into the pan.
- saute union until fragrant
- Then enter the chicken meat, beef until half cooked and put a little salt and pepper.
- Then enter the squid, crab, sausage, mushrooms, and lobster meat stir - Fry all the meat until cooked and also put some salt and pepper into the stir.
- pour the stir fry into the plate.
- Break the egg into the bowl then beat the egg mix a little salt.
- Then reheat the pan and place a little oil into the pan.
- insert the eggs in scrambled and enter the stir fry ingredients that have been cooked again.
- when it is cooked, remove and serve on a serving plate.
- Place sliced of red pepper and mint leaves and tomatoes that have been sliced like flower to a serving dish.
- after the food presented, immadiately eaten because the new matures taste more food.

The List of the Students' Name of XII IIS 4

SN	Initial Name	Sex	Students Name	Sample	Interview	Code
1	ARB	M	Abdul Rahman Batubara			
2	APM	F	Annisa Putri Muhammad			
3	ABA	M	Ary Bagas Apriliansyah			
4	AEB	M	Asraaf Efendi Batubara	√		XII_IIS_4_4_AEB_M_S
5	AR	M	Ayyub Ramadhan			
6	DDS	F	Devi Dian Syahputri			
7	DL	F	Diah Larasati	√	√	XII_IIS_4_7_DL_F_S_I
8	DK	M	Dimas Kurniawan			
9	GK	F	Gini Khotimah	√		XII_IIS_4_9_GK_F_S
10	HAPH	M	Hary Azkoni P Harahap			
11	IFN	M	Imam Fityan Nagara			
12	IHS	M	Irmansyah Husin Siregar			
13	KA	F	Khairunnisa Azzahra			
14	KRN	F	Khopipah Rahmi Nst			
15	LE	F	Lathifah Elfitri	√	√	XII_IIS_4_15_LE_F_S_I
16	LM	F	Lisa Maulida			
17	MAH	M	M. Arief Hidayatullah			
18	MFH	M	M. Farhan Husaini			
19	MHL	M	M. Habibi Lubis			
20	MHA	M	M. Haikal Arianzah	√		XII_IIS_4_20_MHA_M_S
21	NH	F	Nadiah Hasibuan	√		XII_IIS_4_21_NH_F_S
22	NI	F	Nadila Indriani			
23	NP	M	Nanda Pribadi			
24	NAH	F	Nur Aflah Husna			
25	NHU	F	Nur Husna	√		XII_IIS_4_25_NHU_F_S
26	RAS	F	Rahmi Adhewardani Siregar			
27	RH	F	Raisyah Hani	√	√	XII_IIS_4_27_RH_F_S_I
28	RDBN	F	Retno Dwi Bella N			
29	RP	M	Rico Pranata			
30	RF	M	Ridho Firmansyah			
31	RW	M	Rizky Wahyudi			
32	SA	F	Salsabilah Ananda			
33	SYF	F	Shafa Yuli Faranarda			
34	SK	F	Shafira Khuzaimah			
35	SAP	F	Shavira Amalia Putri	√	√	XII_IIS_4_35_SAP_F_S_I
36	SA	F	Syarifah Aini			
37	WA	F	Widya Anggraini			
38	WN	F	Widya Nazira	√	√	XII_IIS_4_38_WN_F_S_I
39	YS	F	Yuswardani Siregar			

Name   : ASRAAF EFENDI BANBARA

Class   : XII   1   2   3   (4)   5

Department   : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

egg   Butter
Seledry   Ketchup.
Spring union   Sauce.
Salt   Paper mint.
Sugar

Tools :

Spatula   bowl
Knife
Frying pan
Cutting board
Plate

Steps :

1. First turn on the stove and place the pan on it
2. Melt butter until hot
3. While hot butter, cut into small seledry and spring union in the cutting board then place it in the bowl
4. After that butter, break and fry the eggs, while stirring using a spatula
5. don't forget sprinkle salt and sugar to taste
6. After nearly mature enter the pieces seledry and spring union then stir
6. Give a little ketchup and sauce then stir again
7. After ripe save on the plate
8. Inlaid with mint leaves.
9. Ready to eat.

Name   : _Shavira   Amalia Putri_

Class   : XII   1   2   3 (4) 5

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

- Three eggs
- a slice of cheese
- Cornet
- Celery
- Salt

- Butter
- Pepper

Tools :

- Wooden spoon
- Pan
- A bowl
- a fork
- a plate

- a knife

Steps :

1. Crack the eggs into the bowl.
2. Add 1/2 teaspoon of salt and the pepper.
3. Mix the eggs with a fork.
4. Heat two teaspoon of butter on a pan.
5. If it's hot enough, pour the eggs on the pan.
6. Add a teaspoon of cornet (and stir it slowly (scramble it) with wooden spoon
7. When it's cooked enough, slice some cheeses with knife (and) add it on the eggs as a topping
8. After that, put the scrambled eggs on a plate.
9. Finally, chop the celery and put it on the scrambled eggs at topping and the scrambled eggs is ready to eat.

The List of the Students' Name of XII IIS 5

SN	Initial Name	Sex	Students Name	Sample	Interview	Code
1	AA	M	Aldi Anggara			
2	AP	M	Aldy Pramuji			
3	AWP	F	Ayuningtyas Wibowo P			
4	DA	F	Dian Anggraini	√		XII_IIS_5_4_DA_F_S
5	DF	F	Dian Fernandi			
6	DFA	F	Diana Fazira			
7	DFAD	F	Dina Fadilla			
8	DYAP	F	Dwi Yulia Anugrah P	√		XII_IIS_5_8_DYAP_F_S
9	HHL	M	Hammad Hasan Lubis			
10	IRL	M	Ibnu Raja Lubis			
11	IFS	F	Indah Feriati Siregar			
12	IYI	M	Indra Yadi Ibrahim			
13	IPS	F	Intan Permata Sari	√		XII_IIS_5_13_IPS_F_S
14	LR	F	Liza Ramadhani			
15	MAA	M	M. Alwi Asyraf			
16	MDA	M	M. Daffa Al Abiyyu			
17	MFA	M	M. Fachri Akbar			
18	MF	M	M. Fariz			
19	MH	M	M. Hafiz			
20	MHI	M	M. Haris Ikhsan			
21	MHF	M	M. Harli Febriansyah	√	√	XII_IIS_5_21_MHF_M_S_I
22	MIP	M	M. Iqbal Pane	√	√	XII_IIS_5_22_MIP_M_S_I
23	MZFA	M	M. Zaki Fikri Atthariq			
24	MI	M	Maulana Ibrahim			
25	MJ	F	Miftahul Jannah			
26	NA	F	Nadya Anggraini	√	√	XII_IIS_5_26_NA_F_S_I
27	NFP	F	Namira Fatma Purnomo			
28	NKN	F	Nazla Khairani Nst	√		XII_IIS_5_28_NKN_F_S
29	NA	F	Nur Adhani			
30	NN	F	Nurul Nisa			
31	NA	F	Nururraihan Azzahrah	√	√	XII_IIS_5_31_NA_F_S_I
32	R	M	Rafli			
33	RSK	M	Rahman Siddik Kurniawan			
34	RSP	F	Rika Sri Pamela			
35	SSY	F	Sarah Syafra Yani	√		XII_IIS_5_35_SSY_F_S
36	SA	F	Siska Annisa	√	√	XII_IIS_5_36_SA_F_S_I
37	VK	F	Vika Khairunisa			
38	WA	F	Wafiq Azizah			
39	WNA	F	Wahyu Ningsih Amanda			
40	WP	F	Wahyuni Purnama			

Name : Dian Anggraini

Class : XII   1   2   3   4   (5)

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

1. 4 eggs   6 1/4 cup of Milk
2. butter
3 salt and pepper
4 celery
5 Tomato

Tools :

1. Pan
2 Bowl
3 Spoon
4 Spatula

Steps :

•) First , mix with spoon the eggs, Milk , salt, Celery , and pepper as usual . Shake until all is well blended .

•) second , heat the butter in the pan with medium heat . and then put the batter egg in to the pan wait until heat .

•) third , If batter egg start to harden (and then) scrambled with spatula until the egg ~~btea~~ cooked

•) the last , put the scrambled egg in to plate (and then) pieces of tomatoes put on it .

•) a scramble egg ready to eat !!

Name : Siska Annisa

Class : XII 1 2 3 4 (5)

Department : IIS (Social)

How To Make Scrambled Eggs

Ingredients :

6 eggs

3 tbsp - Grated cheese

2 tbsp - Butter

6 tbsp - Milk

1/2 tbsp - Pepper

125.9 noodles

Tomato

Celery

Salt to taste

Tools :

Plate

Knife

Spoon

Spatulas

Bowi

cutting board

frying pan

fork

Steps :

1. Crack the egg into a bowl
2. whisk the mixture with a fork
3. add salt, pepper, celery and you can add milk to the egg
4. Then cook noodles in boiled salted water at frying pan
5. Drain and mix with the cheese and little butter
6. Blend well, place the noodles around the edges of a warm serving dish Then place it on the plate
7. melt the butter and add the egg mixture
8. Keep stirring on a low fire untic the eggs are creamy and thickened
9. Remove and place in the center of the noodles
10. add pieces of tomatoes on top
11. finally noodles and scrambled eggs ready to be served!

Transcript Interview

Transcript of Class XII IIS 1

Code : XII_IIS_1_15_IF_M_S_I

IF : (Irvan Fauzi) , I : (Interviewer)

I   : Hallo selamat pagi, sebutkan nama lengkap kamu siapa ?

IF   : Muhammad Irvan Fauzi

I   : Ketika menulis teks procedure kamu menggunakan kata 'after' (*Sixth, **After** cooked put it on the plale and give a litle sauce*) apa yang kamu pahami dari kata 'after' ?

IF   : Saya tidak tahu, saya hanya bertanya sama teman

I   : Kenapa kamu nanyak sama temen ?

IF   : Karna saya tidak mengerti dan saya kurang suka menulis.

Code : XII_IIS_1_23_MFS_M_S_I

MFS : (M. Fachran Siddik) , I : (Interviewer)

I   : Hallo Selamat Pagi !

MFS   : Selamat Pagi !

I   : Nama Lengkap Kamu Siapa ?

MFS   : Muhammad Fachran Siddik

I   : Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'Last Steps' (***Last steps**, decorate the scrambled egg*) apa yang kamu pahami dari kata tersebut ?

MFS   :   Eeeem 'Last Steps' ini kan dia langkah akhir ya, jadi saya buatnya 'Last steps'

I   :   Jadi alasan abang menggunakan kalimat 'Last Steps' dalam teks itu ?

MFS   :   Eeem karna saya suka sama 'Last steps' terus dia masuk ke conclusion.

Code : XII_IIS_1_27_MI_M_S_I

MI : (M. Ilham) , I : (Interviewer)

I   :   Hallo Selamat Pagi !

MI   :   Pagi Miss !

I   :   Bisa tolong sebutkan nama lengkap kamu siapa ?

MI   :   Nama saya Muhammad Ilham

I   :   Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'After that' (**_After that_**, _put the meat cut into the pan and stir until cooked. Keep mixing leeks and leaf soup that had been cut earlier_) jadi, apa yang kamu pahami dari kata tersebut ?

MI   :   Setau saya itu arti 'after that' itu ya setelah itu, artinya

I   :   Iya artinya setelah itu, jadi alasan kamu menggunakan kata 'after that' itu ?

MI   :   Karna kata itu lebih masuk ke kalimat selanjutnya, jadi saya menggunakan kata-kata itu.

Code : XII_IIS_1_34_RR_F_S_I

RR : (Rani Ramayani) , I : (Interviewer)

I   : Hallo Selamat Pagi !

RR   : Selamat Pagi !

I   : Bisa tolong sebutkan nama lengkap kamu siapa ?

RR   : Nama saya Rani Ramayani

I   : Ketika menulis Procedure text disini kamu menggunakan kata 'while'

            (***While*** *the butter is melting, mix the carrots into the egg*) apa yang

            kamu pahami dari kata tersebut ?

RR   : Menurut saya 'while' itu menghubungkan waktu yang bersamaan

I   : Jadi alasan kamu menggunakan kata 'while' dalam kalimat tersebut ?

RR   : Ya karna saya, setelah saya mengerjakan sesuatu hal, saya mengerjakan

            hal yang lain itu saya jadi pakek 'while'

Code : XII_IIS_1_35_RIW_F_S_I

RIW : (Reviza Ikhwilda Windari) , I : (Interviewer)

I   : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

RIW   : Pagi ! Nama lengkap saya Reviza Ikhwilda Windari

I   : Miss mau tanyak dari hasil tulisan kamu kemarin disini kan kamu

            menggunakan kata 'But' (*When nature enough **but** the texture is still*

            soft turn of the fire) apa yang kamu pahami atau apa yang kamu ketahui

            dari kata tersebut ?

RIW   : Yang saya ketahui sih Miss 'but' itu kata penghubung

I   : Jadi alasan kamu menggunakan 'but' dalam kalimat tersebut ?

RIW : Disini Miss kan dikalimat ini ketika telurnya sudah matang tetapi teksturnya itu masih lembut jadi saya menggunakan 'but' karena saya artikan ke bahasa indonesia itu lebih cocoknya menggunakan 'but'

I : Oke, jadi sebelum kalimatnya ini kakak buat kedalam bahasa inggris kakak buat bahasa indonesia dulu baru kakak terjemahkan ke bahasa inggris ?

RIW : Iya Miss saya terjemahkan dulu lah Miss kalau gak saya gak tau

Transcript of Class XII IIS 2

Code : XII_IIS_2_8_CH_M_S_I

CH : (Cholis Hamdani) , I : (Interviewer)

I   : Hallo Selamat Pagi !

CH   : Selamat Pagi !

I   : Bisa tolong sebutkan nama lengkap kamu siapa ?

CH   : Nama saya Cholis Hamdani

I   : Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'And than' (***And than*** *input the egg in the pan*) apa yang kamu pahami dari kata 'And than' ?

CH   : Menurut saya 'And than' itu dia mengangkat, ya bisa dibilang kayak gitulah

I   : Apanya yang diangkat ?

CH   : Gak tau, ya gitulah tulisannya saya gak tau tulis ajalah asal-asal tulis aja yang penting dia mengangkat, mengangkat telor

I   : Kamu tau apa perbedaan 'And than dan 'And then' ?

CH   : Gak tau !

Code : XII_IIS_2_10_DMR_F_S_I

DMR : (Dinda Maharani Rambe) , I : (Interviewer)

I   : Hallo Selamat Pagi !

DMR : Pagi !

I   : Bisa tolong sebutkan nama lengkap kamu siapa ?

DMR : Nama saya Dinda Maharani Rambe

I   :   Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'Such as' (*Prepare the ingredients for make scrambled eggs **such as***) jadi apa yang kamu ketahui dari kata tersebut ?

DMR   :   'Such as' digunakan untuk menjelaskan apa yang ingin dilakukan

I   :   Jadi alasan kamu menggunakan 'Such as dalam teks tesebut ?

DMR   :   Karena disitu saya ingin menjelaskan tahapan-tahapan dalam membuat scrambled eggs tadi Miss

I   :   Oke, karena cuma kakak yang buat disini 'Such as' menurut pendapat kakak sendiri, selain kata 'Such as' apalagi kira-kira yang bisa digunakan disini sepengetahuan kakak

DMR   :   Itu Miss minsalnya untuk mencontohkan kek pakek for example gitu Miss

Code : XII_IIS_2_19_ISD_M_S_I

ISD : (Ichsan Sya'bana Dalimunthe) , I : (Interviewer)

I   :   Hallo Selamat Pagi !

ISD   :   Selamat pagi Miss !

I   :   Bisa tolong sebutkan nama lengkap abang siapa ?

ISD   :   Nama lengkap saya Ichsan Sya'bana Dalimunthe

I   :   Jadi dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'Too' (*First, prepare the ingredients and tools. After that put the egg into the bowl and a little of salt **too**.*) apa yang kamu pahami dari kata tersebut ?

ISD   :   Yang saya ketahui itu Miss, 'Too' itu kan artinya juga nah, satu lagi tu dia 'Too' itu biasanya digunakan di akhir kalimat

I : Jadi alasan kamu menggunakan kata 'Too' dalam kalimat tersebut apa

    ?

ISD : Nah, disini kan saya menulis kemarin. Letakkan telur. Masukkan telur

    kedalam mangkok nah, setelah itu masukkan juga garam, sedikit garam

    ke dalam mangkok tersebut gitu. Makannya saya menggunakan 'Too'

    disitu.

Code : XII_IIS_2_23_MFL_M_S_I

MFL : (M. Farhan Lubis) , I : (Interviewer)

I : Hallo Selamat Pagi. Bisa tolong sebutkan nama lengkap kamu siapa ?

MFL : Nama saya M. Farhan Lubis

I : Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'When'

    (***When*** *the oil hot add the egg into a pan*) Miss mau tanyak apa yang

    kamu pahami dari kata tersebut ?

MFL : When itu menunjukkan waktu dalam melakukan sesuatu hal

I : Jadi alasan kamu menggunakan kata 'When' dalam kalimat tersebut ?

MFL : Alasan saya menggunakan kata 'When' disini adalah untuk

    menunjukkan waktu setelah minyak panas dituangkan baru itu telurnya

    di tarok diatas panci maka denga itu saya menggunakan kata 'When'

Code : XII_IIS_2_35_RS_F_S_I

RS : (Ririntri Suharti) , I : (Interviewer)

I : Hallo selamat pagi, bisa tolong sebutkan nama lengkap kakak siapa ?

RS : Nam saya Ririntri Suharti

I   : Ketika menulis procedure text disini kakak menggunakan kata 'And then' (**_And then_**, _remove the scrambled eggs and serve on the plate_) bisa kasih alasan kenapa kakak menggunakan kata 'and then' dalam kalimat tersebut ?

RS : 'and then' itu kan termasuk kedalam kalimat penghubung, kata penghubung terus tu juga saya sering denger, sering baca terus tu sering baca di _Wattpad_ kalau gak di novel-novel gitu kan jadi tu kayak ada kalimat kata penghubung yang dia pakek tu pakek 'and then'

I   : Selain 'and then' apa lagi yang kakak tau ?

RS : Next, terus tu then endingnya pasti ada finally gitu

Transcript of Class XII IIS 3

Code : XII_IIS_3_3_ASN_M_S_I

ASN : (Alfi Syahrin Nst) , I : (Interviewer)

I   :   Hallo Selamat Pagi !

ASN   :   Selamat Pagi !

I   :   Sebutkan nama lengkap abang siapa ?

ASN   :   Nama saya Alfi Syahrin Nst

I   :   Dalam hasil praktek menulis kamu kemarin disini kamu menggunakan kata 'After that' (***After that***, *stir all ingredients that have been entered into the wok*) bisa kasih alasan kenapa kamu menggunakan kata ini dalam kalimat tersebut ?

ASN   :   'After that' itu kok di indonesiakan seperti kata konjungsi atau kata penghubung dari satu kalimat ke kalimat ynag lain agar kalimat itu terlihat lebih cocok dan tidak rancu

I   :   Abang tau penggunaan 'After that' dari siapa ?

ASN   :   Dimulainya dari guru, guru bahasa inggris

Code : XII_IIS_3_5_CI_M_S_I

CI : (Chairul Imam) , I : (Interviewer)

I   :   Hallo Selamat Pagi bisa sebutkan nama lengkap abang siapa ?

CI   :   Nama saya Chairul Imam

I   :   Dalam hasil tulisan kamu disini kamu menggunakan kata 'And' (*Firstly, you must preparing a tools **and** an ingredients for cook*

scrambled egg) bisa tolong jelaskan kenapa ? apa alasan kamu menggunakan kata 'And' dalam kalimat tersebut ?

CI : Alasan saya menggunakan kata 'And' karena disini telihat bahwa ada induk kalimat dan anak kalimat, dimana induk kalimat itu kita memerlukan *conjunction* atau disebut dengan kalimat penghubung. Kalimat penghubung itu berfungsi untuk menggabungkan induk kalimat dengan anak kalimat. Jadi, saya menggunakan 'And' untuk menghubungkan induk kalimat dengan anak kalimat

I : Bisa abang sebutkan disini induk kalimatnya yang mana, anak kalimatnya yang mana ?

CI : Induk kalimat itu terlihat pada tanda pertama itu ditandai dengan koma yang pertama itu *you must preparing a tools* itu saya menggunakan koma kemudian saya menghubungkan dengan kata 'And' and *an ingredients for cook scrambled egg* itu anak kalimatnya

Code : XII_IIS_3_23_NKH_F_S_I

NKH : (Nur Khomsi Hajilah) , I : (Interviewer)

I : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kakak siapa ?

NKH : Nur Khomsi Hajilah

I : Ketika menulis procedure text kakak menggunakan kata 'And' (*Second cut vegetables (corn **and** carrot) into pieces, chop the meat*) Bisa kasih alasan kenapa kakak menggunakan kata 'And' dalam kalimat tersebut ?

NKH   :   Karena itu kek penggabungan di antara dua kata antara jagung sama wortel, jadi saya menggunakan 'And' itu sebagai kata penghubung diantara keduanya

Code : XII_IIS_3_34_RA_F_S_I

RA : (Rizky Ananda) , I : (Interviewer)

I   :   Hallo Selamat Pagi nama lengkap kakak siapa ?

RA   :   Selamat pagi, nama saya Rizky Ananda

I   :   Dari hasil tulisan kakak tentang procedure text disini kakak buat kata 'Then' (***Then****, heat the oven with 200°C, **then** change the oven to the low medium temperature and put the half cooked scrambled eggs pizza for 15 minutes with nether roasting system*) Bisa kakak kasih alasan kenapa kakak menggunakan kata 'Then' dalam kalimat tersebut ?

RA   :   Karena 'Then' itu termasuk salah satu dari language featurenya si procedure text dimana di language feature itu kan ada kata-kata ini, kata-kata kayak ordinary, *ordinal number* (kan miss saya gugup lhoh Miss) Ordinal number dimana itu kan menjelaskan urutan dari cara-caranya atau prosedurnya nah, makannya saya menggunakan 'Then'

I   :   Selain 'Then' apalagi yang kakak tau ?

RA   :   Nah, ada yang lain seperti *first, second* dan yang lain selanjutnya lalu ada yang saya sebutkan tadi *then* terus ada *after that* terus ada *next* ada yang lainnya juga

RA   :   Kakak tau language features nya itu dari siapa ?

I   :   Ya dari buku, dari pelajaran, dari guru, dari semua yang saya lihat.

Code : XII_IIS_3_37_SMR_F_S_I

SMR : (Sari Madani Rangkuti) , I : (Interviewer)

I   : Hallo Selamat Pagi nama lengkap kakak siapa ?

SMR   : Nama saya Sari Madani Rangkuti

I   : Dari hasil praktek menulis kakak, disini kakak menggunakan kata
          'When' (*Heat the skillet over medium heat.* **_When_** *it's hot, add three
          spoon of olive oil*) Bisa kasih alasan kenapa kakak menggunaka kata
          'When' dalam kalimat tersebut ?

SMR   : Saya menggunakan kata 'when' ini sebagai kata penghubungnya,
          karena kalo minsalnya gak pakek kata 'when' itu jadi kalimatnya jadi
          rancu jadi aneh

I   : Bisa kakak jelaskan kalimat rancu atau aneh itu gimana maksudnya ?

SMR   : Itu minsalnya kan tadi kan udah dibuat panaskan wajannya kalau
          langsung it's gak pakek when jadinya gak nyambung gitu antara
          kalimatnya emm antara when it's hot sama it's hot kan jadi lebih enak
          kalok dia di pakek when it's hot jadi lebih bagus kalimatnya bun, kalok
          kita translate ke bahasa indonesia juga gitu bun kalo panas sama ketika
          panas kan lebih enak kalok ketika panas

Transcript of Class XII IIS 4

Code : XII_IIS_4_7_DL_F_S_I

DL : (Diah Larasati) , I : (Interviewer)

I   : Hallo Selamat Pagi ?

DL   : Pagi !

I   : Bisa tolong sebutkan nama lengkap kamu siapa ?

DL   : Nama lengkap saya Diah Larasati

I   : Dari hasil tulisn kamu kemarin disini kamu menggunakan kata 'Then' (*Break the egg, **then** put in in to the bowl*) jadi apa yang kamu pahami dari kata tersebut ?

DL   : Kata 'then' itu maknanya kemudian

I   : Jadi alasan kamu menggunakan kata 'then' dalam kalimat tersebut ?

DL   : Kata 'then' dalam kalimat yang saya buat ini seperti kata penghubung, karena bacaaannya kan *break the egg, then put in in to the bowl* karna kan artinya pecahkan telur, lalu kemudian letakkan telur yang sudah dipecahka tersebut kedalam mangkuk. Jadi kata 'then' disini tu seperti kata penghubung

Code : XII_IIS_4_15_LE_F_S_I

LE : (Lathifah Elfitri) , I : (Interviewer)

I   : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

LE   : Pagi ! Nama saya Lathifa Elfitri

I : Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'Lastly'(**Lastly**, *you can eat wuth the spoon !*) jadi Miss mau tanyak apa yang kamu pahami dari kata tersebut ?

LE : Menurut saya 'Lastly' itu adalah pengakhiran dari suatu proses yang dilakukan secara beruntun untuk memperjelas bahwasannya itu step terakhir yang harus dilakukan

I : Jadi, alasan kamu menggunkan kata 'Lastly' dalam teks tersebut ?

LE : Karena disini, saya mendapat tugas dari Miss untuk membuat procedure text, dan 'Lastly' termasuk dalam kegiatan tersebut. Kenapa saya gunakan 'Lastly' karena itu udah bagian step terakhir yang harus kita lakukan jika kita ingin memakannya seperti yang saya tulis, Lastly, youcan eat with the spoon, jadi terakhir kita bisa memakannya dengan menggunakan sendok. Hanya kalimat penjelas.

Code : XII_IIS_4_27_RH_F_S_I

RH : (Raisyah Hani) , I : (Interviewer)

I : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

RH : Nama Shaya Raisyah Hani

I : Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'While' (*Melt the butter slowly until it's frothy.* **_While_** *the butter is melting, pop a slice of wholewheat bread in toaster*) apa yang kamu ketahui dari kata tersebut ?

RH : Kalok dari kata 'While' itu yang saya tau itu selagi yang saya tau

I : Selain itu, selain artinya ?

RH : Kalok selain itu gak tau Miss

I   : Jadi alasan kamu menggunakan kata 'While' dalam kalimat tersebut ?

RH   : Karena kan kata 'While' disini kan katanya disini eemm kek mana ya bilangnya eemm disni kan menteganya tu meleleh susah jelasinnya. Karena Miss saya menggunakan 'While' ini karena disitu katanya selagi menteganya meleleh makanya saya tu gunakan 'While' karena di situ selagi menteganya meleleh. Itu sih yang saya tau Miss

Code : XII_IIS_4_35_SAP_F_S_I

SAP : (Shavira Amalia Putri) , I : (Interviewer)

I   : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

SAP   : Nama lengkap saya Shavira Amalia Putri

I   : Miss mau tanyak dari hasil tulisan kamu kemarin itu disini kan kamu menggunakan kata 'When' (***When*** *it's cooked enough. Slice some cheeses with knife and add it on the eggs as a topping*) jadi apa yang kamu pahami atau apa yang kamu ketahui dari kata tersebut ?

SAP   : 'When' ya Miss ya, kalok when all I know is about when is when itu 5W+H questions. Yes, it's that.

I   : Selain 5W+1H apa yang kamu ketahui selain itu ?

SAP   : Saya sering juga sih Miss baca-baca novel atau wattpad or searching on google jadi kalok saya liat dari kalimatnya biasanya kalau kata when itu dia digunakan diawal kalimat untuk menyatakan ketika

I   : Jadi alasan kamu menggunakan kata when dalam teks tersebut ?

SAP   : Jadi alasan saya menggunakan kata 'When' disini itu karena saya ingin menyatakan kalimat, ketika telurnya sudah cukup matang ha, jadi kata ketikanya itu saya translate kan ke 'When' yak.

Code : XII_IIS_4_38_WN_F_S_I

WN : (Widya Nazira) , I : (Interviewer)

I : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

WN : Nama saya Widya Nazira

I : Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'While' (***While*** *we wait the macaroni, slice the mushrooms and the HAM*) apa yang kamu ketahui dari kata tersebut ?

WN : While menurut sepemahaman saya itu digunakan untuk saat kita sedang melakukan sesuatu kegiatan

I : Selain itu apalagi yang kamu ketahui ? ada lagi mungkin ?

WN : Ya, itu aja yang saya tau Miss kalok 'While' itu dipakek untuk aktivitas yang sedang berlangsung

I : Jadi alasan kamu menggunakan kata 'While' dalam kalimat tersebut ?

WN : Alasannya karena kita sedang menunggu macaroninya makanya dipakek 'While'

Transcript of Class XII IIS 5

Code : XII_IIS_5_21_MHF_M_S_I

MHF : (M. Harli Febriansyah) , I : (Interviewer)

I   : Hallo Selamat Pagi !

MHF   : Selamat pagi !

I   : Sebutkan nama lengkap abang siapa ?

MHF   : Nama saya M. Harli Febriansyah

I   : Ketika menulis procedure text, disitu kamu menggunakan kata 'While' (***While*** *you're waiting for the brocoli. Put the butter of eggs into the frying pan*) apa yang kamu pahami dari kata tersebut ?

MHF   : Sepengatahuan saya, 'While' itu digunakan saat suatu peristiwa itu sedang berlangsung atau still happening ketika. Kan disini saya membuat di step sebelumnya kalau minsalnya rebus brokoli sampai brokoli itu lembut. Nah, saat sedang menunggu brokoli itu lembut saya menginginkan kejadian selanjutnya itu dilakukan sewaktu menunggu si brokoli itu menjadi lembut itu.

I   : Atau ada mungkin penjelasan lain yang mungkin kamu tau atau penggunaan 'While' itu dia harus kek gini aturannya gitu

MHF   : kalok sejauh yang saya pelajari sih 'While' itu digunakan saat ingin menghubungkan suatu peristiwa dengan peristiwa lain namun diwaktu yang conditional dalam artian bisa digunakan saat ketika suatu peristiwa itu telah terjadi maupun disaat yang bersamaan ingin melakukan kegiatan yang lainnya gitu.

I   : Terus disini juga kamu menggunakan kata beside (*Put the brocoli* **_beside_** *the scrambled Egg*) apa yang kamu pahami dari kata tersebut ?

MHF   : Saya menggunakan kata beside karena saya ingin mengutarakan kalok minsalnya brokolinya itu diletakkan disebelah dari di si scrambled egg nya tadi

Code : XII_IIS_5_22_MIP_M_S_I

MIP : (M. Iqbal Pane) , I : (Interviewer)

I   : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

MIP   : Nama lengkap saya M. Iqbal Pane

I   : Dari hasil tulisan kamu kemarin disini kamu menggunakan kata 'Or' (*Turn on the stove and input the oil* **_or_** *butter to the frying pan*) apa yang kamu pahami dari kata tersebut ?

MIP   : Saya menggunakan kata 'Or' karena supaya orang bisa memilih antara kedua pilihan itu

I   : Jadi, alasan kamu menggunakan kata 'Or' dalam kalimat tersebut ?

MIP   : Karena gak semua orang sukak memakai minyak atau mentega dalam masakan

Code : XII_IIS_5_26_NA_F_S_I

NA : (Nadya Anggraini) , I : (Interviewer)

I   : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

NA   : Nadya Anggraini

I : Dari hasil tulisan kamu kemarin disini kamu menggunkan kata 'Next' (*Next*, *you cut the corn, and you clean that*) jadi Miss mau tanyak apa yang kamu pahami atau kamu ketahui dari kata 'Next' ?

NA : Kata 'Next' itu untuk menyatakan kalimat selanjutnya

I : Jadi, alasan kamu menggunakan kata 'Next' dalam text tersebut ?

NA : Itu untuk menyatakan kalimat sebelumnya yaitu kalimat campurkan telur dan juga garam di dalam mangkuk, dan kalimat selanjutnya itu menggunakan kata 'Next' yaitu kalimat selanjutnya memotong jagung dan juga membersihkannya

Code : XII_IIS_5_31_NA_F_S_I

NA : (Nururraihan Azzahrah) , I : (Interviewer)

I : Hallo Selamat Pagi !

NA : Selamat pagi !

I : Nama lengkap kamu siapa ?

NA : Nama saya Nururraihan Azzahrah

I : Ketika menulis text kamu disini menggunakan kata 'Than' (*Slice a celery **than** put it into bowl and mix it with egg*) apa yang kamu pahami dari kata tersebut ?

NA : 'Than' itu artinya kemudian

I : Jadi alasan kamu menggunakan kata 'Than' dalam kalimat tersebut ?

NA : Karena saya mau menunjukkan langkah selanjutnya

I : Kamu tau apa perbedaan 'Than' sama 'Then' ?

NA : Emm gak tau Miss

Code : XII_IIS_5_36_SA_F_S_I

SA : (Siska Annisa) , I : (Interviewer)

I   : Hallo Selamat Pagi bisa tolong sebutkan nama lengkap kamu siapa ?

SA   : Selamat pagi Miss. Nama saya Siska Annisa

I   : Dari hasil tulisan kamu kemarin, disini kamu menggunakan kata 'Finally' (***Finally***, *noodles and scrambled eggs ready to be served*) jadi, apa yang kamu pahami dari kata tersebut ?

SA   : Setau saya 'Finally' itu merupakan kesimpulan

I   : Jadi, alasan kamu menggunakan kata 'Finally' dalam kalimat tersebut ?

SA   : Saya menggunakan 'Finally' karena saya mau menjelaskan urutan akhir dari how to make scrambled eggs makanya, saya menggunakan 'Finally'

The Photos and Screenshot the Videos

Photos

Picture 13.1

Introduction to all of students from each classes by the researcher

Picture 13.2

Gave the students explation and instruction about the test and Scrambled Eggs

Picture 13.3

Gave the students a paper writing test about Scrambled Eggs

Picture 13.4

The students did the Procedure test about How to Make Scramble Eggs

Picture 13.5

The students were Interviewed from each classes

Screenshot the Record and Videos

Videos

Rani Ramayani

Code : XII_IIS_1_34_RR_F_S_I

M. Farhan Lubis

Code : XII_IIS_2_23_MFL_M_S_I

Alfi Syahrin Nst

Code : XII_IIS_3_3_ASN_M_S_I

Diah Larasati

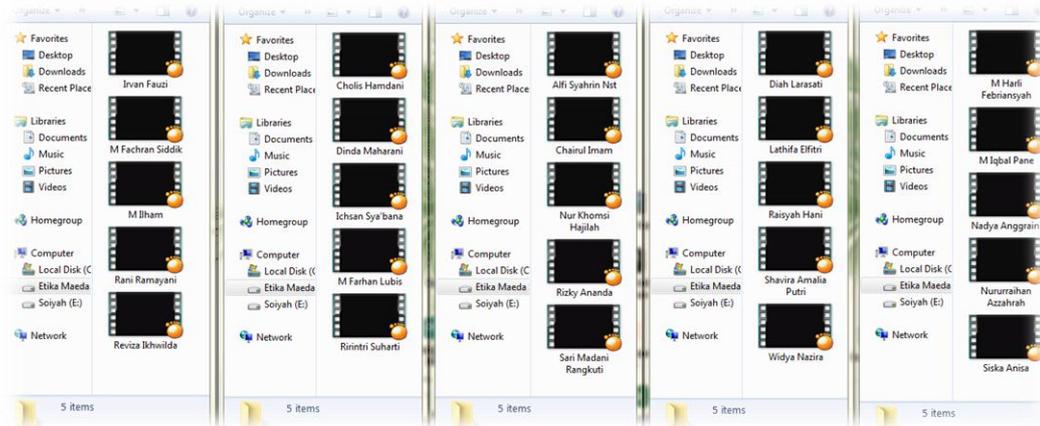Code : XII_IIS_4_7_DL_F_S_I

M. Harli Febriansyah

Code : XII_IIS_5_21_MHF_M_S_I

Record

All of Student's Record from Each Class

Curriculum Vitae

Personal Details

Name	:	Etika Maeda Sohaya
Registered Number	:	1402050235
Place and Date of Birth	:	Bies Penentanan, 01 July 1997
Gender	:	Female
Address	:	Jalan Durung No. 69 Medan, Sumatera Utara
Religion	:	Islam
Marital Status	:	Not Married
Hobbies	:	Travelling, Shopping, Listening Music, Watching Movies, Dancing, Singing and Cooking
Father's Name	:	M. Amin Suparyo (Alm)
Mother's Name	:	Julita
Eldest Sister's Name	:	Ely Ova Sofia
Elder Sister's Name	:	Endang Wahyuni (Almh)

Formal Educational Background

No	School	Place	Period
1	Elementary School	SDN 02 Bies	2002 - 2008
2	Junior High School	SMPN 17 Takengon	2008 - 2011
3	Senior High School	SMA Shafiyyatul Amaliyyah	2011 - 2014
4	University	University of Muhammadiyah Sumatera Utara (UMSU)	2014 - 2018