

## **CHAPTER III**

### **FINDINGS AND DISCUSSION**

In this chapter, the writer will present the data regarding discourse markers that collected from some website which retrieved at 28<sup>th</sup> Mei 2016. The findings revealed that there are approximately 228 markers found in three speeches of J.K Rowling, Oprah Winfrey and Steve Job. However, the writer would analyze just collected markers that considered can describe how the subject applied their markers. The data will be served and analyze based on its category.

#### **A. FINDINGS**

This section is concerned with identification of items and function of Discourse marker used by J.K Rowling, Oprah Winfrey and Steve Jobs in their speeches as the main concerns of the study. However, the application of Discourse Markers by each subject would be discussed in the next section: Discussion Section.

The item of discourse markers that found in selected speeches classify based on their category of marker as follow :

## 1. Markers of Response

According to Schegloff and Jefferson in Schiffrin (1987, p.102) marker of response *well* often begin turns like turn-initiator in discourse, *well* reveals little about construction of the upcoming turn which is an important features as turn beginning may overlap prior turn. In another features *well* is used as pre-closing device, offering its recipient to reinstate an earlier or unexpanded topic of talk or to open round of topic and shift toward already shared topic. In other word the used of *well* as the speaker response of a talk wheter its speaker tried to shift a talk or locates a speaker as a respondent to one level of discourse or introduce explanation, and clarification. In simple way, *well* can called as sharing device in discourse.

There are six markers of response *well* that are found in three speeches from three speakers: JK Rowling (0) marker, Oprah Winfrey (5) markers, and Steve Jobs (1) markers. These findings showed that J.K Rowling didn't use marker of response in her speeches. To know more about markers of response "well" that found from three speeches can be seen in the following table :

**Table 2.1 markers of response "well"**

NO	Speaker / Speech	Sentence	Function
1.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford	I said, "Sort of? You sort of know me?" <b>Well</b> , I have photographic proof.	The used of <i>well</i> here as reinforcement of the preceded

	University in 2008		utterance by speaker
		Seriously, my dad was like ; <b>Well</b> , that news is over at 10:30. Be home by 11	The used <i>well</i> here, considered by textual level, <i>well</i> use a quotative device
		<b>Well</b> , I still don't know what you're going to do without that degree	<i>well</i> as discourse-initial that speaker applied it with introduce a repetition of preceded idea and can be seen as conclusive device.
		once I was asked to change it, I thought, <b>well</b> , it is my name and do I look like a Suzie to you? So, I thought, no	Marker of “ <i>well</i> ” is used to expressed speaker’s disagree in the first utterance
		I thought, “ <b>well</b> , I could make a pretty goofy Barbara”.	<i>well</i> as a mental state interjection at the beginning of speaker’s quotation
2.	Steve Job / commencement address (Speech) delivered at Stanford University in 2008	How can you get fired from a company you started? <b>Well</b> , as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out	speakers attempts to build coherence, he mark the attempts with used this marker. in the view of interactional level with audience, he use <i>well</i> as his response of self-raised expectation toward audience to give bigger attention.

The reason why Oprah Winfrey and Steve Job used those markers in their speeches is because their need in shifting the topic focuses to one of the topics which have already talked. So, they tried to signal their move in discourse to audience by using *well*, for example *well* as conclusive device which can be seen in speech from Oprah : I thought, ***well***, I could make a pretty goofy Barbara. The move is from explanation to conclusion segment.

## 2. Markers of Connectives

Discourse connective that consist of *and*, *but* and *or* have a role in grammatical system of English, their analysis of marker has to proceed somewhat differently from other type of markers. In general, they have function to links units of discourse which can be consist of prior discourse. This study concern to how the speaker of formal address used their connective device to link not only the preceded statement , sentence or argument but also the context of utterance.

At the first marker of connective “*and*”, there are 119 markers that found in three speeches from three speakers: JK Rowling (34) markers, Oprah Winfrey (48) markers, and Steve Jobs (35) markers . Meanwhile for the second item “*but*”, there are six 41 markers that found in those speeches: JK Rowling (9) markers, Oprah Winfrey (20) markers, and Steve Jobs (12) markers. For the last marker of connective ”*or*” , there are 12 markers that found : JK Rowling (8) markers, Oprah Winfrey (2) markers, and Steve Jobs

(2) markers. To know more regarding markers of response “well” that found from three speeches can be seen in the following table :

**Table 3.1 markers of Connectives “and”**

NO	Speaker / Speech	Sentence	Function
1.	JK Rowling / Commencement address (Speech) delivered at Harvard University in 2008	I have to do is take deep breaths , squint at the red banners <b>and</b> convince myself that I am at the world’s largest Gryffindor reunion	<b>And</b> is a discourse coordinator; the presence of <b>and</b> signals the speaker’s identification of an upcoming unit which is coordinate in structure to some prior unit
		I have asked myself what I wish I had known at my own graduation, <b>and</b> what important lessons I have learned in the 21 years that have expired between that day and this.	<b>And</b> here is to show her current continuation and addition of what had preceded
		A compromise was reached that in retrospect satisfied nobody, <b>and</b> I went up to study Modern Languages.	<b>And</b> groups specific events together in service of a more general point
		I was striking an uneasy balance between the ambition I had for myself, <b>and</b> what those closest to me expected of me	<b>and</b> here is to show her current continuation and addition of what had preceded
2.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford University in 2008	I more than sort-of know Kirby Bumpus. <b>And</b> I'm so happy to be here, just happy that I finally, after four years, get to see her	<b>and</b> used to preface more general point or initiate a new ideas in the

		room.	discourse.
		my dad was very proud. <b>And</b> I know that, if anything happens, that one credit will be my salvation.	<b>And</b> links two pieces of ideas, it coordinates structure of explanation, the statement and the reason that following with the use of <b>and</b>
		The beautiful thing about learning is that nobody can take that away from you." <b>And</b> learning is really in the broadest sense what I want to talk about today	<b>And</b> is a marker of current speaker's continuation; <b>and</b> marks a speaker's definition of what is being said as continuation of what had preceded
		I was coming up was you try to move to larger markets. <b>And</b> Baltimore was a much larger market than Nashville	<b>And</b> here precede support units of talk (evidence and clarification to previous units)
3.	Steve Job / commencement address (Speech) delivered at Stanford University in 2008	My biological mother was a young, unwed college graduate student, <b>and</b> she decided to put me up for adoption.	<b>And</b> separates a general conclusion from a list of specific events which are explicitly connected.
		She only relented a few months later when my parents promised that I would someday go to college. <b>And</b> 17 years later I did go to college	<b>And</b> groups specific events together in service of a more general point
		I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were	<b>And</b> here precede support units of talk (evidence and clarification to

		being spent on my college tuition	previous units)
		I returned Coke bottles for the 5¢ deposits to buy food with, <b>and</b> I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple.	<b>And</b> groups specific events together in service of a more general point

**Table 3.2 markers of Connectives “but”**

NO	Speaker / Speech	Sentence	Function
1.	JK Rowling / Commencement address (Speech) delivered at Harvard University in 2008	Climbing out of poverty by your own efforts, that is indeed something on which to pride yourself, <b>but</b> poverty itself is romanticised only by fools.	<b>But</b> marks an upcoming unit as a contrasting action. Here, <b>but</b> conveys different perception by speaker and others
		What I feared most for myself at your age was not poverty, <b>but</b> failure.	<b>But</b> marks an upcoming unit as a contrasting action. Here, <b>but</b> conveys different perception by speaker and others
		You might never fail on the scale I did, <b>but</b> some failure in life is inevitable	The marker of <b>But</b> marks an upcoming unit as a contrasting action.

2.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford University in 2008	You can't be angry with Suzie. Remember Suzie. <b>But</b> my name wasn't Suzie	<b>But</b> used to mark the denial of the speaker's expectation or perception of something. First statement expectation denied by the next clause.
		I went to Tennessee State University. <b>But</b> I never would have gotten my diploma at all, because I was supposed to graduate back in 1975,	<b>But</b> marks an upcoming unit as a contrasting action. appropriately can be called a contrasting the expectation by speaker.
		<b>But</b> that didn't matter to me, because I was earning a living.	The used of <b>But</b> in this sentence, prefaces a remark which disagrees with the prior remark.
		<b>But</b> , my father, from that time on and for years after, was always on my case, because I did not graduate	<b>But</b> here prefaces an additional information to prior unit.
3.	Steve Job / commencement address (Speech) delivered at Stanford University in 2008	I dropped out of Reed College after the first 6 months, <b>but</b> then stayed around as a drop-in for another 18 months or so before I really quit.	<b>But</b> marks an upcoming unit as a contrasting action.
		It was pretty scary at the time, <b>but</b> looking back it	<b>But</b> prefaces a



		was one of the best decisions I ever made.	remark which disagrees with the prior remark.
		I had been rejected, <b>but</b> I was still in love.	<b>But</b> marks an upcoming unit as a contrasting action.
		Right now the new is you, <b>but</b> someday not too long from now, you will gradually become the old	<b>But</b> marks an upcoming unit as a contrasting action.

**Table 3.3 markers of Connectives “or”**

NO	Speaker / Speech	Sentence	Function
1.	JK Rowling / Commencement address (Speech) delivered at Harvard University in 2008	took the view that my overactive imagination was an amusing personal quirk that would never pay a mortgage, <b>or</b> secure a pension.	<b>Or</b> marks a speaker’s provision of options to a hearer; Or here, provides an inclusive option to hearer to choose one or both
		They can refuse to hear screams <b>or</b> to peer inside cages	<b>Or</b> marks a speaker’s provision of options to a hearer; <b>Or</b> provides an exclusive option to hearer which only one member of disjunct can hold
		You will never truly know yourself, <b>or</b> the strength of your relationships, until both have been tested by	<b>Or</b> provides hearer a two- way choice between accepting only one members of disjunction or both

		adversity	members of a disjunction
		Every day, I saw more evidence about the evils humankind will inflict on their fellow humans, to gain <i>or</i> maintain power.	<i>Or</i> represents a speaker's effort to elicit from a hearer stance toward an idea unit <i>or</i> to gain a response of some kind.
2.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford University in 2008	When you're supposed to do something <i>or</i> not supposed to do something, your emotional guidance system lets you know.	<i>Or</i> marks a speaker's provision of options to a hearer; <i>Or</i> marks an exclusive option which only one member of disjunct can hold
		I really can't describe to you <i>or</i> measure when I stopped just being on TV and looking at TV as a job and decided to use television, to use it and not have it use me,."	<i>Or</i> represents a speaker's effort to elicit from a hearer stance toward an idea unit or to gain a response of some kind.
3.	Steve Job / commencement address (Speech) delivered at Stanford University in 2008	If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces <i>or</i> proportionally spaced fonts	<i>Or</i> marks a speaker's provision of options to a hearer; <i>Or</i> here, marks an inclusive option to hearer to choose one or both.

The application of marker of connective in three speeches by JK Rowling, Oprah Winfrey and Steve Jobs have shown that speaker need a device that can contribute in their discourse coherence, so that together with the hearer, they could integrate forms, meaning and action to make overall sense out. Therefore. It is really necessary to use those markers in their speech to manage their ideas and to make the hearer easier to understand the content of speech

Speakers need an effective ways to keep up her/his discourse in interaction. Subsequently, they have to use a language device that has function as continuation tool. They then use markers “*and*”, “*but*” and “*or*” for deal with it . Among those markers, “and” is found to be the most frequently used one in with approximately 119 markers from three speeches, since it has broader function than others.

### **3. Markers Cause and Result**

Markers of cause and result are markers that contribute to the coherence of discourse by signaling relations between discourse units. According to Schiffrin, *because* is used by the speaker to indicate a relation of ‘cause and result’, meanwhile, *so* is used to indicate a relation of ‘premise and conclusion’. For the item *because*, it also has function to initiate discourse like *and*. Otherwise, *So* indicates that a speaker has reached a point in the

presentation of his idea at which a hearer can infer what would come next even if it is not explicitly stated.

In this category, there are two items or marker: *because* and *so*. For the item “because”, there are 36 markers that found in three speeches from three speakers: JK Rowling (3) marker, Oprah Winfrey (29) markers, and Steve Jobs (4) markers . While the next item, marker cause and result “*so*”, there are 39 marker that found : JK Rowling (6) marker, Oprah Winfrey (24) markers, and Steve Jobs (9) markers. To know more regarding markers of cause and result from those speeches can be seen in the following table :

**Table 4.1 markers of Cause and Result “because”**

NO	Speaker / Speech	Sentence	Function
1.	JK Rowling / Commencement address (Speech) delivered at Harvard University in 2008	Reflecting on her speech has helped me enormously in writing this one, <i>because</i> it turns out that I can’t remember a single word she said.	The speaker used <b><i>Because</i></b> to convey a meaning of cause. In other word , it is a causative utterance where the cause and result occur.
		So why do I talk about the benefits of failure? Simply <i>because</i> failure meant a stripping away of the inessential.	Here, <b><i>Because</i></b> is used to preface information when the status of the information as shared background knowledge is uncertain

		Many of my co-workers were ex-political prisoners, people who had been displaced from their homes, or fled into exile, because they had the temerity to speak against their governments.	The speaker used <b>Because</b> to convey a meaning of cause. In other word, it is a causal utterance.
2.	Oprah Winfrey / Commencement address (Speech) delivered at Standford University in 2008	I just love saying "Stanford." <b>Because</b> the truth is, I know I would have never gotten my degree at all, 'cause I didn't go to Stanford.	At the first because, it has function to initiate new ideas. In contrast with preceded item of <b>because</b> , the use of <b>because</b> in the next utterance casually just links the proposition
		I'm not going to march with my class. <b>Because</b> by that point, I was already on television.	The speaker used <b>because</b> to progressively preface her reason in her explanation.
		I cannot come and give a speech unless I can earn one more credit, <b>because</b> my dad's still saying I'm not going to get anywhere without that degree	The speaker used <b>because</b> to progressively preface her reason in her explanation.
3.	Steve Job / commencement address (Speech) delivered at Stanford University in 2008	<b>Because</b> I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this.	In this utterance, Marker <b>because</b> has function to initiate new ideas
		Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in	The marker of <b>because</b> used to convey a meaning of cause, here it has

		life. <b>Because</b> almost everything these things just fall away in the face of death, leaving only what is truly important.	two function, first as causal utterance to prior unit and to initiate ideas.
		The doctors started crying <b>because</b> it turned out to be a very rare form of pancreatic cancer that is curable with surgery	In this utterance, the speaker conveys a meaning of cause between two events that experienced by him with the use of mark <b>because</b>

**Table 4.2 markers of Cause and Result “so”**

NO	Speaker / Speech	Sentence	Function
1.	JK Rowling / Commencement address (Speech) delivered at Harvard University in 2008	<b>So</b> they hoped that I would take a vocational degree; I wanted to study English Literature.	The use of marker <b>So</b> is to introduce the main idea of the unit in narrative mode.
		your conception of failure might not be too far from the average person’s idea of success, <b>so</b> high have you already flown.	Here, <b>so</b> indicates that the speaker has reached a point in the presentation of his idea at which a hearer can infer what would come next
		<b>So</b> why do I talk about the benefits of failure? Simply because failure meant a stripping away of the inessential.	<b>So</b> introduces the main idea of the discourse; with specific cause and result.

2.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford University in 2008	I have pictures which I can e-mail to you all of Kirby riding horsey with me on all fours. <b>So</b> , I more than sort-of know Kirby Bumpus.	The function of <b>So</b> in here is marking an summarizing utterance by its speaker
		<b>So</b> , I thought, I'm going to let this college thing go and I only had one credit short.	The marker <b>so</b> that occur in the beginning of clause used to summarize what speaker has said
		<b>So</b> , I finished my coursework, I turned in my final paper and I got the degree.	The marker <b>so</b> that occurs in the beginning of clause is used to summarize what speaker has been said
3.	Steve Job / commencement address (Speech) delivered at Stanford University in 2008	She felt very strongly that I should be adopted by college graduates, <b>so</b> everything was all set for me to be adopted at birth by a lawyer and his wife.	<b>So</b> marks a result of an event , action or perception by the speaker or something that being told by him.
		I was spending all of the money my parents had saved their entire life. <b>So</b> I decided to drop out and trust that it would all work out OK.	The speaker used <b>so</b> to preface his resultative utterance, he conveys an event that affect to his situation.
		I didn't have a dorm room, <b>so</b> I slept on the floor in friends' rooms,	<b>So</b> marks a result of an event , action or perception.

The content of the JK Rowling, Oprah Winfrey and Steve Jobs speeches have one characteristic in common: the content of speech is about the education and motivation for success. So, three of speaker told their own story of their success and the story convey many events that related each other, whether it is a chronological or cause and result. To build their discourse, they really need cause and result markers to signaling many related events in their story.

#### **4. Markers of Temporal Adverb**

Marker of temporal adverb consists of two items: now and then. In general, those markers indicate temporal relationships between units of talk. Schiffrin claims that now is used to indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts. It is also marks a topic change by the speaker, or when the speaker wants to negotiate the right to control what will happen next in talk (1987, p.241). And the next item "then" used in discourse to indicate succession between prior and upcoming talk (from one topic to another). In other hand, it has function to link two segments respectively.

Markers of Temporal Adverb divided into two items : *now*, and *then*. At the first item "*now*", there are nine markers that found in three speeches from three speakers: JK Rowling (4) markers, Oprah Winfrey (4) markers, and Steve Jobs (1) markers . Meanwhile, for the second marker of Temporal



“*then*”, there are six 13 markers that found in those speeches: JK Rowling (2) markers, Oprah Winfrey (7) markers, and Steve Jobs (4) markers . To know more about markers of response “*well*” that found from three speeches can be seen in the following table :

**Table 5.1 markers of Temporal Adverb “*now*”**

NO	Speaker / Speech	Sentence	Function
1.	JK Rowling / Commencement address (Speech) delivered at Harvard University in 2008	the weeks of fear and nausea I have endured at the thought of giving this commencement address have made me lose weight. A win-win situation! <i>Now</i> all I have to do is take deep breaths	<i>now</i> related to temporal relationship between units of talk. Now indicate a speaker’s progression through a discourse which contains an ordered sequence of subordinating parts
		<i>Now</i> , I am not going to stand here and tell you that failure is fun.	<i>Now</i> indicate a speaker’s progression through a discourse which contains an ordered sequence of subordinating parts
		<i>Now</i> you might think that I chose my second theme, the importance of imagination, because of the part it played in rebuilding my life, but that is not wholly so.	<i>Now</i> in this utterance has function to mark speakers’ opinion toward something.
2.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford University	<i>Now</i> I want to talk a little bit about failings, because nobody's journey is seamless or smooth	<i>now</i> related to temporal relationship between units of talk. Now indicate a speaker’s progression

	in 2008		through a discourse which contains an ordered sequence of subordinating parts
		But, Dad, <i>now</i> I'm a talk show host	This utterance consist of two markers that use as quotative item. <i>Now</i> in here used in pragmatic function as Speakers denial toward her father's opinion.
		I've kept a journal since I was 15—so I <i>now</i> have volumes of journals	<i>Now</i> indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts
		when your boss could call you in and say, "I don't like the way you look." <i>Now</i> that would be called a lawsuit,	<i>Now</i> in this utterance has function to mark speakers' opinion toward something
3.	Steve Job / commencement address (Speech) delivered at Stanford University in 2008	I have always wished that for myself. And <i>now</i> , as you graduate to begin a new, I wish that for you.	<i>Now</i> indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts

**Table 5.2 markers of Temporal Adverb “then”**

NO	Speaker / Speech	Sentence	Function
1.	JK Rowling / Commencement address (Speech) delivered at Harvard University in 2008	corridor down which I ventured at the age of 18, in search of something I could not <b>then</b> define, was this, written by the Greek author Plutarch	Marker of <b>then</b> is used in discourse to indicate succession between two events
		if you retain the ability to imagine yourself into the lives of those who do not have your advantages, <b>then</b> it will not only be your proud families who celebrate your existence, but thousands and million people	Here, <b>Then</b> is used in discourse to indicate succession between prior one topic to another
2.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford University in 2008	And <b>then</b> they said they didn't like the way I looked.	<b>Then</b> is used in discourse to indicate succession from one topic to another
		after a few days all my hair fell out and I had to shave my head. And <b>then</b> they really didn't like the way I looked.	Marker of <b>then</b> is used in discourse to indicate succession between two events
		I'd go home at night and fill up my journals about how miserable I was and frustrated. <b>Then</b> I'd eat my anxiety. That's where I learned that habit.	Marker of <b>then</b> is used in discourse to indicate succession between two events
3.	Steve Job / commencement	I dropped out of Reed College after the first 6	Marker of <b>then</b> is used in discourse

address (Speech) delivered at Stanford University in 2008	months, but <i>then</i> stayed around as a drop-in for another 18 months	to indicate succession between two events
	as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But <i>then</i> our visions of the future began to diverge	Marker of <i>then</i> is used in discourse to indicate succession between two events
	We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And <i>then</i> I got fired	Marker of <i>then</i> is used in discourse to indicate succession between two events

In the three speeches of JK Rowling, Oprah Winfrey and Steve Jobs, they include many stories into. Therefore, when speaker introduce a sequential events in narratives mode, they have to signal their move to hearer. “Now” and “then” can be used to maintain speakers’ need for it. They could indicate relationship of discourse.

## 5. Markers of Information and Participation

The markers of information and participation are used to relate informational units in the present discourse with informational units in the previous discourse. Furthermore, Schiffrin (1987, p.268) maintains that y’know has two discourse functions: a marker of meta-knowledge about what

speakers and hearers share, and a marker of meta- knowledge about what is generally known. It is also used to indicate a situation in which the speaker knows that the hearer shares some knowledge about a particular piece of information. I mean functions on the participation framework; it marks the speaker's orientation to two aspects of the meaning of talk: ideas and intentions. It is used by the speaker to mark her upcoming modification of the ideas and intentions of the prior utterance (1987, p.296)

In the category of marker of information and participation, there are two items : *I mean* and *you know*. However, the writer just found one of the items, since this study concerns about speech or formal address which is required less interaction than conversational discourse. The speakers used to prepare their speech before delivering it in to audience. In contrast, the conversation usually occurs spontaneous. So, it is rare to find those markers in speech. but, the writer could find some marker of *you know* from Oprah's speech.

There are six markers of information and participation "you know" that found in a speech by Oprah, meanwhile, there is no marker of information and participation in other speakers' speech. To know more about markers of response *well* that found from three speeches can be seen in the following table :

**Table 6.1 markers of information and participation “you know”**

NO	Speaker / Speech	Sentence	Function
1.	Oprah Winfrey / Commencement address (Speech) delivered at Stanford University in 2008	I was supposed to graduate back in 1975, but I was short one credit. And I figured, I'm just going to forget it, 'cause, <b>you know</b> , I'm not going to march with my class	<b>You know</b> is an information state marker. Y'know leads a hearer to focus attention on a piece of information (either prior or upcoming) being presented by speaker
		<b>You know?</b> You really haven't changed. You've just become more of yourself."	Marker of “ <b>you know</b> ” is used when the speaker want to show the hearer something important and new expectation
		my name wasn't Suzie. And, <b>you know</b> , I'd grown up not really loving my name	Marker of “ <b>you know</b> ” is used when the speaker want to show the hearer something important
		<b>You know</b> , I've always believed that everything is better when you share it,	The marker used to encourages addresses to think about the comprehensibility of what has been said

As the speakers talk in their speech, they could monitor what they are saying and how the audience or hearer's response to what they hear. They could consider to do a repetition, rephrase or change their flow of talk

depending on how audience responding. Also, the speaker often mark an what they think is shared or expected knowledge with the use of *you know* and *I mean*. However, those functions that mentioned above mostly occur in conversational context and it will be difficult to find it in formal address like this subject of study. Nevertheless, the writer just found 4 markers of Information and participation from three speeches.

## 6. Markers of Information Management

This marker consist of “oh” as the single item, however it has broader function than other marker in the conversational context. *Oh!* as exclamation is used to indicate old information recognition and new information receipt, the replacement and redistribution of information and when locally provided information does not correspond to the speaker’s prior expectations. It is usually used in repairs, questions, answers and acknowledgements (1987, p.95). *Oh!* have responsible for the division of turn-taking in the exchange structure in pragmatic function.

From the explanation above it can be conclude that marker *oh!* has an important role in conversation. But, almost all of the function is about the conversational context. Subsequently, it will be difficult to find out this marker in speech or formal address. This argument approved with the result of this study shown that there is no marker of information management found from JK Rowling, Oprah Winfrey and Steve Jobs’ speech.

## B. Discussion

Before further discussion regarding the application of discourse markers used by JK Rowling, Oprah Winfrey and Steve Jobs, it is necessary to get understanding regarding the form of an argument to analyze some data in this study that contain of more than one marker in a discourse context. Schiffrin (1987, p.50) elaborate that Argument consists of informationally differentiated part. The main part is called as position ; general statement toward whose speaker is committed and the subordinate for the position is a support ; e.g. personal experience, testimony or the logical reasoning which justified by the speaker. For example there is a man named Ron that a told his story:

- a. I believe in that, if it means to be it will be,
- b. I believe that, you know? A destiny
- c. It really is, I believe
- d. Because my friend has a brother that almost killed in car accident, even he was injured
- e. And the same time there was another accident in there , that walked away with no even a scratch on him.

From narrative argument above, it can be implied that Ron's position that he really believe in destiny, he state this in various ways ; in line a and c. Meanwhile, support for his position is given through brief description of two experience : line d and e. After understanding the position and support in



argument, now, have a look to description of the use of discourse marker in the three speeches. The discussion would be begin from JK Rowling to Steve Job :

### 1. JK Rowling Speech

In findings section, it can be seen that JK Rowling dominantly use discourse connective than other markers. Moreover, she didn't apply discourse marker of information and participation, discourse marker of information management and discourse marker of response at all. Those category of marker have one thing in common that they are the marker that indicate the speaker effort to get hearer attention. In contrast, Rowling manage her sequence of speech with focuses on told her story in narratives mode, she then used minimal action to check audience response. Let's discuss the Rowling's application of marker by category respectively :

#### a. Discourse Connective

##### 1. And

*"I squint at the red banners **and** convince myself that I am at the world's largest Gryffindor reunion."*

The marker *and* in here used as discourse coordinator in which the presence of the marker as rowling's signal of identification of an upcoming unit which is coordinate to some prior unit. in other word, Rowling used *and* to coordinate utterance that after she feel squint,

and adding her utterance that coordinate by and ; she has to convince herself and be confident in front of audience.

In other data, Rowling used marker as her continuation of what she has been said before :

*“I have decided to talk to you about the benefits of failure. **And** as you stand on the threshold of what is sometimes called ‘real life’.”*

The marker **and** here is like the function of marker and that describe above, that is : as her current continuation of what had preceded. Also the marker introduce her definition of failure with called it as “real life”.

## 2. But

*“Climbing out of poverty by your own efforts, that is indeed something on which to pride yourself, **but** poverty itself is romanticised only by fools.”*

In this argument, Rowling used *but* that marks an upcoming unit as a contrasting action. here, *but* conveys different perception by speaker and others. it means, at the first line she shows her perception about dealing poverty with state that “climb out of poverty is a pride” , meanwhile others that she called the fools romanticised the poverty. This argument is an support argument to the preceded argument ; *Poverty entails fear, and stress, and sometimes depression.*

In another argument, Rowling used *but* in initial position, eventhough it has some function ; as contrasting action;

*“but thousands and millions of people whose reality you have helped change. We do not need magic to change the world, we carry all the power we need inside ourselves already”*

### 3. Or

*“They can refuse to hear screams or to peer inside cages”*

Here, *or* indicates a speaker’s provision of options to a hearer; the option can be as inclusive option or exclusive option. Both of them provide hearer a two-way choice between accepting only one members of disjunction or both members of a disjunction. If the speaker provides option which only one member of disjunct can hold, it called exclusive option. But, if the hearer can hold two of disjunct at once it called inclusive option. At the argument above, Rowling used exclusive option.

## b. Marker of Cause and Result

### 1. Because

*“Many of my co-workers were ex-political prisoners, people who had been displaced from their homes, or fled into exile, because they had the temerity to speak against their governments.”*

She used *Because* to convey a meaning of cause. In other word , it is a causative utterance where the cause and result . in this

utterance *because* indicate the events “*Many of my co-workers were ex-political prisoners, people who had been displaced from their homes, or fled into exile*” is the result of event “*they had the temerity to speak against their governments*”.

In another utterance *because* also has function to preface new information when the status of the information as shared background knowledge is uncertain. And Rowling applied this concept to his argument :

*So why do I talk about the benefits of failure? Simply **because** failure meant a stripping away of the inessential.*

## 2. *So*

*“Delivering a commencement address is a great responsibility; **so** I thought until I cast my mind back to my own graduation.”*

The marker of *so* contribute to the coherence of discourse by signaling relations between discourse units. In this utterance, *so* is used to indicate a relation of ‘premise and conclusion’. The premise is delivering an address at Harvard is great responsibility and also a things that can be proud of, she show those thoughts that revealed at the next sentence which she told about the British Philosopher Baroness Mary Warnock that delivered great speech when her own graduation. It makes her remember to his own

graduation that she never guess that she will delivering speech at Harvard and inspire by Warnock speech.

*“your conception of failure might not be too far from the average person’s idea of success, so high have you already flown.”*

Here is the variety in the use of *so*, Rowling used *so* to indicates that the she has reached a point in the presentation of her idea at which a hearer can infer what would come next.

*“So they hoped that I would take a vocational degree; I wanted to study English Literature.”*

The used of marker *So* is different depends on the context of discourse. For this utterance, the marker contribute to the discourse coherence in Rowling speech by introducing the main idea that has been conveys implicitly through narrative modes.

#### **4. Marker Of Temporal Adverb**

JK Rowling applied some marker of temporal adverb in order to describe her sequential events. The marker not only has that function, but also to mark an opinion by the speaker. In JK Rowling speech he just applied *now* and then as time deictic.

##### **1. Now**

*“I have endured at the thought of giving this commencement address have made me lose weight. A win-win situation! Now all I have to do is take deep breaths.”*

At this sentence Rowling used markers *now* in her beginning of speech. Marker of *now* related to temporal relationship between units of talk. *Now* indicate a speaker’s progression through a discourse which contains an ordered sequence of subordinating parts. In this utterance, Rowling used marker *now* to show a shift from recounting events, first she told that she endured many things before the day she delivered her speech. And after the day has come, she shift to upcoming action : Now all I have to do is take deep breaths.

In another utterance, Rowling used *now* to mark her opinion toward something , let’s take a look for the sentence:

*“Now you might think that I chose my second theme, the importance of imagination, because of the part it played in rebuilding my life, but that is not wholly so.”*

With the use of *now* , she conveys her opinion about the audience might thought regarding her theme of speech.

## 2. Then

*“if you retain the ability to imagine yourself into the lives of those who do not have your advantages, then it will not only be your proud families who celebrate your existence, but thousands and million people”*

Rowling used *then* to indicate a succession from two different events or topics, in this utterance Rowling used *then* to mark a relation of two event along with supposition form (with the use of *if*), the first she talked about the “ability to retain ourself” and then, she describe the effect of “ability of retain”. So it can be conclude that there is an succession in two different topic.

## 3. Oprah Winfrey

Oprah is the speaker who the most frequently used discourse marker from the three speakers. Almost all of marker can be found in her speech except the marker of information management that dominantly occurs in conversation. Oprah mostly used discourse connective to manage her discourse whether to express her though or to craft her narratives.

### a. Markers of Response “Well”

*“Well, I still don't know what you're going to do without that degree”*

*Well* as discourse-initial that Oprah applied it with introducing a repetition of preceded main idea ( it's not repeat the word, just the idea) and can be seen as conclusive device. In this utterance can be conclude that Oprah applied it as conclusive device and to shift from previous topic to the new one.

*Well* also can has onother function as speaker mark of disagree toward something, it can be seen in the following utterance :

*“once I was asked to change it, I thought, well, it is my name and do I look like a Suzie to you? So, I thought, no.”*

The marker is used to expressed speaker's disagree. in the first utterance that she told she was asked to change her name, but she disagree with that idea. Simply, she used it in initial position And the expression of disagree follow after that.

A variety of marker of response also occurs in direct quotes :

*“Seriously, my dad was like ; Well, that news is over at 10:30. Be home by 11.”*



In the utterance above, Oprah applied marker as quotative device which shared with the context. She used *Well* to initiate a quote from her father that she has to be home by 11. So,

## **b. Discourse Connective**

Oprah used many discourse connective in her speech ; *and*, *but* and *or*. those markers. Among those markers, *and* is found to be the most frequently used one in conversation.

### **1. And**

*“I was striking an uneasy balance between the ambition I had for myself, **and** what those closest to me expected of me”*

In this utterance, Oprah used marker *and* to show her current continuation and addition of what had preceded. She add an argument to completes her ideas that coordinate by *and*.

In other application of marker *and*, Oprah used the marker to indicates her definition of what is being said as continuation of what had preceded. It can be seen in the following example :

*“The beautiful thing about learning is that nobody can take that away from you.” **And** learning is really in the broadest sense what I want to talk about today”*

Oprah in many utterance use some marker *and* at once, surely, each markers could has different function and different part of

argument : as position or support. Let's take a look at the following sentence that contain two markers *and* ;

*“**And** I believe that there's a lesson in almost everything that you do and every experience. And getting the lesson is how you move forward”*

First *and* preface Oprah's argument as position that ; *she believe there's a lesson in everything that you do* and the next preface her support for the main position ; *And getting the lesson is how you move forward.*

## 2. **But**

*“I went to Tennessee State University. **But** I never would have gotten my diploma at all”*

**“But”** marks an upcoming unit as a contrasting action. In this utterance, oprah told that she went to university. In contrast, she never gotten her diploma. This function has similarities with the function of conjunction of grammar. The different is if the conjunction just contain semantic feature. The marker could has the pragmatic feature that require specific context from the speaker. However, the could be shared a function in common like this utterance.

*But* also has another function to express a denial of expectation or perception. Let's take a look at this argument :

*“You can't be angry with Suzie. Remember Suzie. **But** my name wasn't Suzie”*

*But* indicate the denial of the speaker's expectation or perception of something ; Oprah expect that all the women named suzy would be get nice response from people around her because her name was nice, when she ask to used its name in her first show she express her denial by said *“but my name wasn't Suzy”*.

### 3. Or

*“When you're supposed to do something **or** not supposed to do something, your emotional guidance system lets you know”*

**Or** marks a speaker's provision of options to a hearer; **Or** marks an exclusive option which only one member of disjunct can hold. In other word, oprah provides the audience to choose one of her option : to do something or not, she ask to choose just one of the member option. This function of name supposed to be exclusive option. In other utterance, Oprah applied for the same thing, but it could be inclusive which provide option to choose one or both.

#### c. Marker of Cause and effect

1. Because

*"I just love saying "Stanford." **Because** the truth is, I know I would have never gotten my degree at all, 'cause I didn't go to Stanford."*

Oprah applied two marker *because* in one utterance at once. But it has different part of argument and also the function. For the first item of "*because*", the marker has function to initiate new ideas. In contrast with preceded item of *because*, the use of *because* in the next utterance casually just link the proposition

*"I'm not going to march with my class. **Because** by that point, I was already on television."*

The speaker used *because* to progressively prefaced her reason in her explanation. In other hand, Oprah applied it as her explanation of her reason. This function has a same function with general *because* that use to show someone's reason.

## 2. So

*"So, I thought, I'm going to let this college thing go and I only had one credit short."*

The marker *so* that occur in the beginning of clause used to summarize what speaker has been said. It means that Oprah used this marker as the conclusion of her story that told before the utterance said, the story is : he through many obstacle in finished her study, but she failed , end with the event that she just take one credit in her

campus, but her parents still proud of her, so she decided to let it go.

To make sure of this function, let's take a look to another utterance :

*“So they hoped that I would take a vocational degree; I wanted to study English Literature. “*

#### **d. Marker of Temporal Adverb**

##### **1. Now**

*“But, Dad, now I'm a talk show host”*

In general, The marker now is used to indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts. However this utterance has a little different function. Though, it indicates Oprah progression of discourse, this utterance has affected by the context. So the main function of this utterance is as Oprah denial of her father argument. She denied her father argument that she would failed without her degree and show that she is success with her career as anchor and talk show host.

After discussed about *now* that has function that affected by the context. Now, let's take a look of then marker *now* that has function as speaker progression through a discourse :

*“I've kept a journal since I was 15—so I **now** have volumes of journals”*

In this utterance, Oprah shown that in the past she really like to writer journal, and in time progress, she has many volumes of journal.

## 2. Then

*“I interviewed with a reporter when I was first starting out in Chicago. And **then** many years later, I saw the same reporter. And she talk to me,*

*Then* is used in discourse to indicate succession between prior event to another event. Here, Oprah used this marker to describe that ; in the past she interviewed with the reporter. After that, coincidently, she met the reporter again many years later. However at that time she is a news anchor in a TV. So, by using marker *then*, Oprah craft her narratives. .

## e. Marker of Information and Participation “you know”

*“My name wasn't Suzie. And, **you know**, I'd grown up not really loving my name.”*

Marker of “**you know**” is used when the speaker want to show the hearer something important. In this utterance, Oprah emphasize that important thing by introduce an explanation that mark with *you know*, the audiences have to know about this point if they want to understand her view and keep up with Oprah’s speech tone. In prior unit, she conveys that many people asked her to change her name to be

Suzy or else that more interesting than her name. because, they think her name wasn't so good.

*“You know, I've always believed that everything is better when you share it.”*

This marker used to encourages addresses to think about the comprehensibility of what has been said. Also, it's has a function to mark shared knowledge. In this utterance, it can be seen that Oprah applied the marker to deal with that function. Before she share her opinion or knowledge that she believe in “*everything is better when you share it*” , she prefacing that opinion with the use of *you know*. So, the marker use to indicate Oprah's shared knowledge to audience.

#### **4. Steve Jobs**

Steve Jobs' speech has an unique way in application of his discourse marker. He isn't used discourse connective too much like other speakers. However, the speech itself still contain various category function that almost as complete as Oprah speech's (even though, there is no marker of information management since speech isn't conversational discourse). His background as entrepreneur also affected the way he composing his speech, because people could see clearly his visionary. Like other speaker, Steve Jobs uses narrative

mode to craft a story in speech, so that he used many discourse marker to make coherent narrative that can be deliver her message as well.

**a. Markers of Response**

*“How can you get fired from a company you started? **Well**, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out”*

In the view of interactional level with audience, Steve Jobs use marker *well* as his response of self-raised expectation toward audience to get bigger attention. However, The writer also consider that Steve Jobs used *well* to open his description scene. It can be seen in the following statement which he told a story about his company “Apple”, this support by his prior utterance.

**b. Discourse Connective**

**1. And**

*“My biological mother was a young, unwed college graduate student, **and** she decided to put me up for adoption.”*

The function of marker *and* here is to separates a general conclusion from a list of specific events which are asyndetically connected. In other word , Steve job used *and* to show his conclusion from sequence ordered events. The marker occurs in the middle of the



utterance that conjunctive feature. Then, let's take a look for another utterance.

*“She only relented a few months later when my parents promised that I would someday go to college. **And** 17 years later I did go to college”*

**And** groups specific events together in service of a more general point. This is the common function of *and*, Steve Jobs told his story about his parent in sequence ordered events, then he need to use a marker that can be connect his point, so he choose used *and* than a time deictic like then or after that. However, it has some effect with *then*.

## 2. **But**

“It was pretty scary at the time, but looking back it was one of the best decisions I ever made.”

In general, **but** has main function to marks an upcoming unit as a contrasting action or event or idea. Steve Job marks an contrasting idea which in the past he saw the failure in her career in Apple as a scary thing, he then progressively shown that it it was the decision that he ever made. After the writer analysis all of the used of marker *but*, the writer found that all of the utterance that preface by *but* has the same meaning and function. Although, the speaker can use variety *but*

with change it's position, that can be as initial marker or in the middle of an utterance

### **3. Or**

*“If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces **or** proportionally spaced fonts”*

The utterance above consist one of marker *or* which used by Steve Jobs to provides audience an inclusive option : “multiple typefaces or proportionally spaced fonts”. In Steve Jobs speeches where delivered at Stanford University, he just applied one marker *or*.

## **c. Marker of Cause and effect**

### **1. Because**

*“**Because** I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this.”*

In this utterance, Marker *because* has function to initiate new ideas. In fact, it also conveys meaning of “cause and result”. However, Steve Jobs used it in intial position than in the middle position where because usually located. Therefore , it could be could be used to preface

a new ideas. Commonly, Steve Jobs used marker *because* like this utterance, it can be seen in the following example :

*“Many of my co-workers were ex-political prisoners, people who had been displaced from their homes, or fled into exile, **because** they had the temerity to speak against their governments..”*

## 2. So

*“She felt very strongly that I should be adopted by college graduates, **so** everything was all set for me to be adopted at birth by a lawyer and his wife”*

In this case, the marker of “so” was inserted by Steve Jobs to conclude the idea of resultative events ; *“his parents was college students, **so** everything was all set”*. That is the main idea that Steve Jobs conveyed in this sentence. “**So**” can be inserted in initial position or in the middle of an utterance.

## d. Marker of Temporal Adverb

### 1. Now

*“I have always wished that for myself. And **now**, as you graduate to begin anew, I wish that for you..”*

At this Utterance Steve Job used markers *now* in the middle of sentence that combined with marker connective *and*. The Marker of *now* related to temporal relationship between units of talk, Steve Jobs

progressively describe what he thought through cumulative sequence events that mark by *now*.

## 2. **Then**

*“We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And **then** I got fired”*

The marker of temporal adverb *then* above is time deictic because they convey a relationship between the time when the speaker speak. So, in this utterance, Steve Job used the marker to link events that happen in the past. The events is when Steve Jobs invented macintosh and when he got fired from the Apple company.