



UNIVERSITI TEKNOLOGI MARA

**DISCOURSE MARKERS IN NARRATIVE,
DESCRIPTIVE AND EXPOSITORY WRITING OF
FORM 2 STUDENTS**

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ABSTRACT

This study was carried out with the aim to find out the usage of discourse markers (DMs) in writing both from the Form 2 students production and teachers' perception. A mixed method approach was used in this study. A quantitative approach was employed to investigate the usage of discourse markers which appear more frequently in the writings, and the types of discourse markers the respondents used the most. A qualitative approach was used to understand teachers' perceptions, knowledge, and experiences related to the usage of DMs. The results of the study showed that elaborative discourse markers have been the most frequently used in all types of writings (narrative writing, descriptive writing and expository writing). The qualitative findings showed that, teachers perceived the use of discourse markers in students' writing has pedagogical value, and presented as one of the writing skills. The main implication of this study emphasized on inculcating varieties of discourse markers in classroom practice. The findings showed students more focus on elaborative markers therefore, other cohesive devises need to be highlighted to improve the quality of the writing.

ABSTRAK

Kajian ini dijalankan dengan tujuan untuk mengetahui penggunaan penanda wacana di dalam penulisan pelajar Tingkatan 2 dan juga persepsi guru berkenaan penggunaan penanda wacana tersebut. Pendekatan kaedah campuran telah digunakan dalam kajian ini. Kajian secara kuantitatif telah digunakan untuk mengkaji kekerapan penggunaan penanda wacana yang digunakan oleh pelajar di dalam penulisan karangan. Pendekatan kuantitatif juga digunakan bagi melihat jenis penanda wacana yang digunakan oleh responden. Selain itu, kajian secara kualitatif telah digunakan untuk memahami persepsi, pengetahuan serta pengalaman responden yang berkaitan dengan penggunaan penanda wacana di dalam penulisan pelajar. Keputusan bagi kajian ini menunjukkan bahawa penanda wacana 'penghubung' merupakan penanda yang paling kerap digunakan dalam semua jenis penulisan karangan (naratif, deskriptif dan eksposisi). Keputusan kajian bagi pendekatan kualitatif menunjukkan bahawa, responden menganggap penggunaan penanda wacana dalam penulisan pelajar mempunyai nilai pedagogi, dan ia digambarkan sebagai salah satu kemahiran menulis. Oleh yang demikian, implikasi utama kajian ini memberi penekanan kepada pemupukan jenis penanda wacana yang diamalkan semasa pengajaran dan pembelajaran di dalam kelas. Dapatan kajian juga menunjukkan pelajar lebih memberi tumpuan kepada penanda penghubung, oleh itu, penggunaan penanda wacana yang lain perlu juga diketengahkan bagi meningkatkan kualiti penulisan pelajar.

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CHAPTER ONE

INTRODUCTION

Writing is a productive skill that needs to be acquired and mastered by second language learners. In the teaching of English, writing skill is considered as the most difficult skill for both teachers and students. This is because, writing not only involves the students' ability to extract and organize ideas, and it also involves linguistic competence. Hence, problem such as unclear thesis statement, inadequate supporting details, and lack of cohesion and coherence in the writing are major problems in essay writing. An essay with cohesion and coherence is an essay that has continuity and flow from one sentence to another and from one idea to the other. Cohesive devices such as discourse markers are tools that can be used in order to produce cohesive and coherent writing. According to Fraser (1999 p. 931), "discourse markers signal a relationship between the interpretations of the segment they introduce (S2) and the prior segment (S1)". In writing, discourse markers play an important role that help to link ideas together. Hence, the lack or inappropriate use of discourse markers would hinder clarity in their writing. This study is an attempt to examine the occurrence of discourse markers and the frequency of occurrence of Form 2 students' writing. In addition, the perceptions of teachers are taken into account to investigate the misuse, underuse and overuse of discourse markers in the students' writing.