Discourse Markers Analysis in "The Ron Clark Story" Movie

Ridhoni Akbar[1]; Nanik Mariani[2]; Eka Puteri Elyani[3]
doniakbarduasatu@gmail.com
[1,2,3]English Language Education Study Program, Faculty Of Teachers' Training And Education, Lambung Mangkurat University, Banjarmasin, Kalimantan Selatan

Abstract

This research investigates the discourse makers found in The Ron Clark Story movie. Discourse makers are words that link the speaker to what has been uttered previously. This can improve a speaker's ability to communicate clearly. This research analyzes the discourse makers found in every scene The Ron Clark Story movie. A qualitive descriptive method was used to analyze the collected data. The result of this study the discourse marker "and" is most often used in The Ron Clark Story movie. It can be seen from the data that it was used 76 times out of a total of 211. Besides, the least discourse marker is "I mean" which is used 6 times.

Keywords: Discourse Analysis; Discourse Markers; The Ron Clark Story Movie

Introduction

Discourse is a language context present in a dialogue or other communication encounter, known as spoken or spoken text. Discourse is typically defined as language beyond the sentence, and discourse analysis is typically concerned with language in text and conversation (Yule, 2006: 124). Discourse analysis relates to the study of how language and the situations in which it is used interact. It might be formal or casual written text or

spoken data. However, the data of this study focuses on spoken discourse.

Spoken discourse is spontaneous discourse that is easier to understand than written discourse, which must be read multiple times to be understood. Spontaneous communication in which people negotiate and renegotiate meaning about events and the understanding that is necessary for social function. The concept of discourse is a founding principle for understanding language as communication. When people communicate, they commonly use words that are constructed with appropriate linguistic techniques, making the text interesting to read and listen to.

One of the branches of discourse analysis is discourse markers. Discourse markers are words and phrases that help connect ideas. Using discourse markers makes the quality of speech more natural and can help fill in some gaps in speaking. In understanding the discourse markers, it can be found in movies,comics,conversation books,etc. In interaction, the discourse markers is one of branch in the discourse analysis. Discourse markers are words that keep the flow of a conversation heading and making it more enjoyable to hear. In general, discourse markers may be interpreted as connecting words. Most discourse markers indicate to the listener or speaker how the preceding and following relate to one another. According to Schriffrin (1987) discourse markers are sequentially dependent components that encircle a conversation. The theory of discourse markers from Schiffrin is relevant to the current study because it is employed to analyze the data. It is not only analyzing as a linguistic unit but also as a social interaction process. This indicates that concerned with how discourse markers maintain oral communication in conversation between speakers.

Discourse markers have ten uses in daily conversations based on the theory of Schriffrin, namely discourse markers ***and*** (as marker of discourse connective, it is used to indicate adding information from the speaker to an explanation,proof, and clasification of the previous unit in conversation.), ***but*** (as a marker of constrastive marker, it is used to contrast ideas from the speaker), ***because*** (as a marker of cause and result, it is used to conveys a cause from the speaker.), ***so*** (as a marker of cause and result, it is used to convey the result of the previous cause from the speaker.), ***now*** (as a marker of temporal adverbs, it is used to mark speaker progression through discourse time by conveying attention to the upcoming unit.), ***then*** (as a marker of temporal adverbs, it is used to indicates temporal succession between the prior and upcoming talks from the speaker), ***oh*** (as a marker of management, it is used for exclamation or interjection based the emotional states from the speaker.) , ***well*** (as a marker of response, it is used to respond to the next speaker during an interaction.), ***you know*** (as a marker of information and participation, it is used to state that the information is formed through verbal interaction to negotiate and display transitions.), and ***I mean*** (as a marker of information and participation, it is used to shifts

in speaker orientation have an effect on speaker or hearer).

In the world of entertainment, most people like to watch movies. Various contexts every movie make people discuss each other from it. Movies have many genre or type namely comedy, horror, biography, cartoon, drama, etc. Most teachers use biography movies as teaching material for students. The knowledge that can be learned from biography movies in order to get to know a person's life makes students enjoy watch it. In watching the movie, some people don't know about the discourse markers due to a lack of education about that. In fact, the discourse markers in the film are important for people, including students, to understand the quality of speaking correctly naturally.

Based on explanation, the purpose of this research has two objetives of study: (1) Identifying the discourse makers found in "The Ron Clark Story" movie, (2) Describing the context of the discourse markers used by the characters in "The Ron Clark Story" movie.

Method

This study used qualitative descriptive research to analyze the discourse markers found in "The Ron Clark Story" movie. The primary purpose of descriptive research is to describe the data. Descriptive research is research that aims to give evidence, facts, or events about a community or a certain place in an orderly and through manner (Zuriah, 2007:47).

The data used document analysis as a method and included a recording of the dialogue and making a script of the scenes in the movie. This is employed to observe how to develop and use discourse markers. After the collection of data, it is then prepared for analysis using discourse markers. The first technique is to read and listen to the dialogue in every scene in the movie. The next technique is to analyze the discourse markers seen in the movie. The research is focused on how the characters effectively employ discourse markers. The last technique was to identify the analysis results and examine the most frequently used discourse markers in "The Ron Clark Story" movie.

Results

From the data analysis, it was found that there are two hundred and eleven data about the discourse markers used by the characters in every scene.

Table 1. The data results of discourse markers used the characters

Discourse Markers										Total
An	Bu	O	So	Wel	You	No	Becaus	The	I	

d	t	h		l	Know	w	e	n	mean	
76	27	25	22	14	13	11	9	8	6	211

From the table above, explains that the most widely used the discourse marker by the characters in the ron clark story movie belong to ten of discourse markers namely "And" appears 76 times, "But" 27 times, "Oh" 25 times, "So" 22 times, "Well" 14 times, "You know" 13 times,"Now" 11 times, "Because" 9 times, "Then" 8 times, and "I mean" 6 times.

Discussion

The results of the data collected in "The Ron Clark Story" movie Discourse markers analyzed included the words and, but, because, so, now, then, oh, well, you know, and I mean. The aim of this research is to find the discourse markers that appear most often in the conversations every scene in the movie. From the data obtained, the discourse markers from often used as follows:

a. Discourse marker "And"

Discourse marker "And" is used 76 times. It is a discourse connective that can predate support units of talks from speaker such as explanation, proof, and clarification of the previous unit. This discourse marker is the often used in The Ron Clark Story movie. In every scene in this movie, the discourse marker "and" is used to explain and prove based on the utterances of the characters.

Table 2.1.   The Discourse Marker "And"

Timing	Utterances	Discourse Marker
00:25:05	Vasquez: My sister says he'll be out of the school by Friday. Mr. Ron: Gambling is prohibited, especially for those under the age of 12. ***And*** by the way, I'm not leaving	And

From the table 2.1. above, Mr. Ron used the discourse marker "and" to prove that he never left to the school.

b. Discourse marker "But"

"But" is used 27 times. It can be used to convey conflict between different ideas or topics, or it can be used to indicate denial of the speaker's expectations.

Table 2.2. The Discourse Marker "But"

Timing	Utterances	Discourse Marker
00:19:51	Mr. Turner: Who messed up this room? Mr. Ron: I did, sir. Mr. Turner: Mr. Ron… This kind of trick might have been a big hit in Aurora, ***but*** it doesn't work for me. My school. My rules. My way.	But

From the table above (table 2.2), Mr. Turner used the discourse marker "but" to contrasting ideas Mr. Ron about about his renovation class he did, because Mr. Turner rules is absolute.

c.   Discourse marker "Oh"

"Oh" is used 25 times. It is a marker of information management that shows a change in the speaker's perspective (objective or subjective) toward information. This change shows up as the speaker and the listener control the flow of information that is produced and received during conversation.

Table 2.3. The Discourse Marker "Oh"

Timing	Utterances	Discourse Marker
00:01:05	Mr. Ron : I'm sorry. I am so forgetful. Hadley : It's Mr. Ron Mr. Ron : **Oh**. See? You just learned something.	Oh

From the table above (table 2.3), Mr. Ron used the discourse marker "oh" as an interjection with pleasure expression that the student can guess his name.

d. Discourse marker "So"

"So" is used 22 times. It used to indicate that the speaker has reached a point in the exposition idea where the listener can infer what will follow even though it has not been stated explicitly.

Table 2.4. The Discourse Marker "So"

Timing	Utterances	Discourse Marker
01:18:31	Mr. Ron: I want you to know that I'm happy to teach you. I'm so happy that your parents said yes when I asked to take you somewhere special. **_So_**, go get your envelopes and open them. Wallace: **_Oh_**, Dear God! Phantom of the Opera, yes! Get ready to go to Broadway, guys!	So

From the table above (table 2.4), Mr. Ron used the discourse marker "so" to convey that he is gifting his student as they have completed the exam.

e. Discourse marker "Well"

"Well" is used 14 times. It is a response marker which means a speaker well as someone who responds of dialogue and permitting a momentary disengagement from others' concerns.

Table 2.4. The Discourse Marker "Well"

Timing	Utterances	Discourse Marker
01:04:29	Doctor: It does not sound good. How long have you handled this way? Mr. Ron: A week. Perhaps	Well

	even more than that.	
	Doctor: **_Well_**, you've got pneumonia.	

From the table above (table 2.4), the Doctor used the discourse marker "well" that she response to Mr. Ron about his condition.

f. Discourse marker "You Know"

"You know" is used 13 times. It is a marker of information and participation to expresses reaching out to and sharing other people's experiences and thoughts.

Table 2.5. The Discourse Marker "You Know"

Timing	Utterances	Discourse Marker
00:13:32	Mr. Ron: It is a pleasure to meet you all today. **You know**, I've didn't have a student from india before. How do you pronounce your name? Badriyah: Bad-ri-yah.	You know

From the table above (table 2.5.), Mr. Ron used the discourse marker "you know" that for shared his experience as teacher that he doesn't have a student from India before.

g. Discourse marker "Now"

"Now" is used 11 times. it is used to mark speaker progression through discourse time by conveying attention to the upcoming unit.

Table 2.6. The Discourse Marker "Now"

Timing	Utterances	Discourse Marker
00:42:30	Mr. Ron: **_Now_**, Who can identify the verb in the following sentence? Lita: Feels?	Now

	Mr. Ron: Yes! Yes!	

From the table above (table 2.6), Mr. Ron used discourse marker "now" that he indicates progress teaching and test the student for how far they understand during the lesson.

h. Discourse marker "Because"

"Because" is used 9 times. It to connect unit of talks is in contradiction by cause and followed by result.

Table 2.7. The Discourse Marker "Because"

Timing	Utterances	Discourse Marker
00:26:13	Wallace: You know what? Here is my rule: I don't stand in lines. Mr. Ron: Oh, Okay, Wallace. But ***because*** we are all a family, if one of us does not enter the lunchroom in time, then none of us gets lunch.	Because

From the table above (table 2.7), Mr. Ron used the discourse marker "because" that his said "*we are family*" as cause and *"then, none of them geth lunch"* as result.

i. Discourse marker "Then"

"Then" is used 8 times. It to indicate the sequence of previous and upcoming uttarances from one topic to another.

Table 2.8. The Discourse Marker "Then"

Timing	Utterances	Discourse Marker
01:20:11	Wallace: What's more, this phantom guy feels compelled to physically possess the target of his affections. And ***then*** He brings her to this hidden nursery, and ***then***... and ***then*** He holds her there, and ***then*** they find him.	Then

	Lita: ***Then*** what happens? Wallace: Well, I'm not going tell you. You'll find out.	

From the table (2.8) above, Wallace used four-time discourse marker "the" to indicated that she explains about the phantom story. And Lita used discourse marker "then" to wanna know next happen.

j. Discourse marker "I mean"

"I mean" is used 6 times. It is used to marks the upcoming modification of the ideas and intentions expressed in the prior utterance.

Table 2.9. The Discourse Marker "Then"

Timing	Utterances	Discourse Marker
00:11:58	Vega: You're a teacher. Mr. Ron. What is it? ***I mean***, Why don't guys mature? Mr. Ron: Oh, I'm sorry to say that my knowledge stops at the sixth grade level.	I mean

From the table (2.9) above, Vega used the discourse marker "I mean" to express the intention expressed in the prior utterance to Mr. Ron about adults in general.

Conclusion

The discourse marker "and" is most often used   in The Ron Clark Story movie. It can be seen from the data that it was used 76 times out of a total of 211. Besides, the least frequent discourse marker is "I mean" which is used 6 times. It can be proved that the discourse marker "and" from the movie is usually used in daily conversation in life. This discourse marker can increase a person's speaking and reading abilities and make it easier to understand. Mostly, the discourse marker used in the movie is "and" in every scene,

which can help add additional information about explanation,proof, and clarification from the speaker.

Acknowledgement

References

Ussholichah, Indra, Rahayu & Wulandari (2021), Discourse Markers Analysis in Avengers: Endgame Movie, *Journal of Applied Linguistics and Literacy (JALL)*, 05 (02): 94-112.

Ruswina & Sari (2022). Discourse Marker in the Tinker Bell Movie: Sociolinguistic Study. Budapest International *Research and Critics Institute-Journal (BIRCI- Journal)*. 05 (03): 18743-18749.

Rahma, Q. (2022). Developing Multimodal Mindful Material for Secondary School in Indonesia Post Covid-19 Pandemic. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10*(2), 1220-1234. doi:https://doi.org/10.24256/ideas.v10i2.3227

Fung,L., & Carter,R. (2007). Discourse marker and spoken English: Native and learner use in pedagogic settings. *Applied Linguistic*,28(30):410-439.Doi:http://dx.doi.org/10.1093/applin/amm030

Schiffrin, D., Tannen, D., & Hamilton, H.E. (2001). *The Handbook of Discourse Analysis*. Massachusetts: Blackwell Publisher Ltd.

Baker, P., & Ellege, S . (2011). *Key Terms in Discourse Analysis*. London: Continuum International Publishing Group.

Bilanti, E., Susilawati, E., Suhartono, L., Salam, U., & Rezeki, Y. (2022). Developing a Minecraft Adventure Map to Support Eleventh Grade Senior High School Students' Vocabulary Learning. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10(2), 1379 - 1393. doi:https://doi.org/10.24256/ideas.v10i2.3000

George, Yule. (2006). *Pragmatik* (*edisi terjemahan oleh Indah Fajar Wahyuni dan Rombe Mustajab*). Yogyakarta: Pustaka-Pelajar.

Zuriah, Nurul. (2007). *Moral and Character Education in the Perspective Platform for Change Thinking of Character Education Contextually and Futuristically*. Jakarta: PT Bumi Aksara.

Hamli, 2016. The analysis of discourse markers uised by JK Rowling, Oprah Winfrey and Steve Jobs in their speeches. Retrived from https://idr.uin-antasari.ac.id/5943/

Biber, dkk. (1999). *The Longman Grammar of spoken and written English*. London: Longman.

Ridhoni Akbar1; Nanik Mariani2; Eka Puteri Elyani3
Discourse Markers Analysis in "The Ron Clark Story" Movie

Schiffrin, D. (1987). *Discourse Markers*. Cambridge: Cambridge University Press

Sabrila, R., & Apoko, T. (2022). The Effectiveness of Podcast on Listening Skill for Vocational School Students. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10(2), 1177-1186. doi:https://doi.org/10.24256/ideas.v10i2.2897