Exploring Inappropriate Discourse Markers on Students Argumentative Essay: A Discourse Study

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ABSTRACT

Effective usage of DMs can help both readers and writers to understand better.Many researchers point out that DMs are important thing in writing, but in another situation, there are still many students using inappropriate DMs in their writing. The goal of this study is to know inappropriate Discourse markers on their essay and also to know what are the factors behind it by studying argumentative essay using Fraser taxonomy and conducting interview.The result argumentative essay, it is found misused discourse markers and overused discourse markers. Total number of inappropriate DMs on students' argumentative essay are 26 markers. Based on the interview, the researcher found some factors; lack of knowledge, lack of instruction and lack of the awareness about discourse markers.From the result of this study, it indicated that the students' knowledge about discourse markers were limited. Besides, their essayswere less coherent and cohesive. As conclusion, limitation and recommendation were then discussed.

Keyword: *Argumentative Essay; Cohesiveand Coherent; Discourse Markers*

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INTRODUCTION

Without sufficient discourse markers (DMs), a whole unit of thought does not seem to be fully constructed, united and coherent, thereby leading to be an inaccurate interpretation and possibly a communication breakdown (Rezvani et al., 2012). Care must be also taken into consideration, however, to avoid over-use of DMs, using too many of them, or using them unnecessarily, that can make a piece of writing sound too heavy and artificial. According to Ghanbari et al., (2016) DMs have a crucial role in written language, particularly in makes a cohesion and coherence of writing (Sun, 2013). DMs occur to maintain the unity of an idea of text. Moreover, the misuse of DMs may affect or break the coherence of a text (Taweel, 2020), and the incoherence text will make the readers difficult to understand the ideas within the sentences (Al-Mughrabi, 2017). So, the effective usage of DMs can help both readers and writers to understand better and as a support for comprehension of text.

Many researchers have asserted that discourse markers play an important device to make cohesive and coherence in writing (Daif-allah&Albesher, 2013; Patriana et al., 2016; Yunus&Haris, 2014). Despite many studies have stated that DMs is important in writing, but there are still many students who use DMs appropriately. A study by Alghamdi's research (2014) with undergraduate students (Native speaker and Non-Native speaker) at a Midwest University, he reported that NNSs use more DMs than NSs and that there is an overt overuse/underuse of certain DMs in NNS writings. Recent studies in Dubai (Al-Khazraji, 2019) and in Malaysia (Yunus&Haris, 2014), they categorized the inappropriate use of DMs into; Misused DMs, and Overused DMs. The study by Daif-allah&Albesher (2013) also found an overused DMs in paragraph writing on fifty students of the Preparatory Year Program at Qassim University. Meanwhile Patriana et al. (2016) stated that the students employ DMs in 234 occurrences, and use some DMs inappropriately in 118 occurrences. As mentioned earlier, it is therefore the analysis about DMs in writing need to be examined carefully since it brings out little empirical data on the reason behind inappropriate usage of DMs by students in writing, particularly in argumentative essay.

One of the subjects related to this research is Academic writing. In academic writing there are various essays one of them is Argumentative essay. According to Özdemir (2018), argumentative essay is a kind of text in which an author supports his own view and try to convince the reader about the issue. In addition, a writer needs to engage the readers by writing it in a very systematic way and the sentences should present ideas appropriately (Nurman, et al., 2019). According to Alghamdi (2014); Nurman, et al. (2019); Rahimi (2011) the frequent use of DMs in argumentative writing is elaborative markers. The extensive use of these markers may due to the fact that argumentative writing in general require explanation of ideas, which depend to large extent on the use of elaborative markers to establish a kind of parallel relationships between different sections of the written discourse (Alghamdi, 2014). In addition, the use of discoursal device in argumentative text is useful to get message across or

prove their arguments and make it more convincing to the reader (Rahimi, 2011). Therefore, the writer needs a sufficient knowledge about the correct use of DMs in argumentative writing.

As stated above, inappropriate DMs were often found in students' writing. Some studies stated that the misuse of DMs either due to the lack of students' knowledge about DMs (Daif-allah&Albesher, 2013); (Kalajahi et al., 2012); (Rahimi, 2011); inappropriate teacher knowledge about DMs (Kalajahi& Abdullah, 2012); lack of instruction of DMs (Casteele&Collewaert, 2013). The contribution of this study becomes references and consideration on how teacher develop material and assessment on argumentative essay class.

METHODS

This current study has a descriptive qualitative design that drew upon the constructivism Creswell's research paradigm (2014) in analyzing a qualitative data. This study initially examines the inappropriate use of DMs in students' writing through discourse analysis adapted from Fraser's framework (1999). The data were analyzed and categorized according to the level of using DMs.

The participants of the present study were the 13 EFL learners of undergraduate program of English Education Department at one of a private University in Jember. Their age ranged of 20-25 years, including 6 male (46,2%) and 7 female (53,8%) learners who enrolled in academic writing course in 4thsemester.

Writing essays is the main instrument for data collection in this study. The subjects were asked to write argumentative essay on the given topic. "Online Learning" was the topic given by the teacher as a classroom assignment. These essays were written in Microsoft word with time limit. Thirteen essays were collected but only 4 essays were randomly chosen for analysis.

After the main data were collected, a number of participants were invited to collect a semi-structured interview. The interviews were composed by researcher to gain in-depth understanding in factors behind of inappropriateness DMs used in students' writing. Since coronavirus (SARS-CoV-2) outbreak, the researcher used WhatsApp Call to communicated a date and time for each interviewee. In addition, to avoid misunderstanding the interviews were conducted in Indonesia (the native language) and translated into English. Participants were asked to reflect on the essential informational needs, the timing those needs 10-15 minutes and were audio recorded. There are 5 main questions including how the students' knowledge about DMs, how educators explain about DMs, how the students use DMs in their writing, and 5 follow up question in this semi-structured interview. Participants reported the key knowledge aspects about the factors behind inappropriateness of using DMs were the need to know. Reliable and regular access to writing class can answer questions relating to key aspect and to clarify the appropriate and inappropriateness of DMs that is used in argumentative essay. Participants consistently reported the informational need were most often 2-3 times. The

interviews were collected through telephone between January - March 2021. To this end, the audio files were transcribed, then analyzed using content analysis (Figure 3.1) and the data will present in the form of dialog-based interview data presentation.

The analysis of these essays is based on Fraser's (1999) taxonomy to represent the targeted DMs. This analysis is based on how the students use DMs in appropriate manner and then categorized according to the level of using DMs. The data resulted from this analysis were then explain descriptively.

For the interview data, after the verbatim transcription, the interview transcripts were then translated. The results of transcription were then analyzed using content analysis (Elo &Kyngas, 2008). Analysis process is represented as three main phases. In preparation phase: being immersed in the data and obtaining the sense of whole, selecting the unit of analysis, deciding on the analysis of manifest content or latent content. Second phase, organizing: open coding (starts from scratch and create codes based on the qualitative data itself's or notes and headings are written in the text while reading it), grouping codes, creating categories, formulating a general description of the research topic through generating categories and subcategories as abstracting. The last phase, reporting: reporting the analyzing process and the results through models, conceptual systems, conceptual map or categories, and a story line. Furthermore, in building credibility of gathered information is that of getting back to individuals' interviewee and requesting them to look through the transcripts of their interviews and requesting them to write down what they see as the major points that emerged (Burnard, 1991; Graneheim&Lundman, 2004).

RESULT AND DISCUSSION

The central aim of this study was to analyze inappropriate DMs in students' argumentative essay under Fraser's (1999) theory. DMs link not only contiguous sentences, but the current sentence or utterance with its immediate context. It also had a great effect in make cohesive and coherent writing. Besides, students in their writing made several errors that will be clarified in this section. This section is classified into misused DMs, and Overused DMs.

Misused Discourse Markers

Excerpt 1:

> *Even the teacher has prepared well, it is still have a problematic during online learning activities. Such as the facilities to support online class still have trouble and it can affect student's physical and mental health Due to that, this course is still has positive and negative impact of online learning during the covid-19 pandemic to the students.*

In excerpt 1. The student utilizes the DMs in the inappropriate position. For example "such as", it word acts a giving example for the previous utterance. In this case, the student tries to clarify the problems faced by teacher when teach

in online class, but it is not appropriate to begin sentence with it because "such as" belong linking words that is combine two clauses. Therefore, this marker can be used in the middle of a sentence (dependent and independent clause). Meanwhile, "Due to that" is also inappropriate marker. This happened because of the mistranslation problem. After discussing the problems faced by teachers in online teaching, the subject continues to present somewhat concluding information. In concluding his/her information, the subject uses the phrase "due to that", as Indonesian-English word-by-word translation for "because of it (Karena itu)". The intended meaning is therefore. So, appropriate marker in this sentence is the word "therefore".

The marker that is used in the first sentence is a marker that serves as an addition to the idea of the previous one. As Fraser (1999) and Banguis-bantawig (2019) asserted that DMs can functioning as additing something, it use to indicate additional information because there are a quasi-parallel between first sentence and foregoing one. This inappropriateness finding was similar with Al-khazraji (2019). He found that the students try to connect the two sentences or provides another relevant idea with the marker "and". As we know, the marker "and" it is inappropriate in beginning of the sentence. The word of "Due to that" in these sentences is inappropriate because of mistranslation problem. It occurs when the participants try to transfer their L1 writing practices to their L2writing. This is supported by Patriana et al (2016). The finding had shown that EFL learners find problem using DMs appropriately. DMs are important but if the DMs inappropriate used, it will make the reader difficult to understand the meaning of the sentence.

Overused Discourse Markers
Excerpt 2:

> *Based on situation that we know today, related to the learning system in the world of education is undergoing a systematic change, and the change in learning is learn from a home online class and direct learning in the classroom is changed to an online class system. This was done by the government making regulations and policies within the aim of reducing the spread of COVID-19 virus. and it's A new and different thing for students or College students and even teachers and lecturers of the new learning system.*

In excerpt 2, the student does not use a variety of DMs. The word "and" is unnecessarily and excessively manipulated. It is exploited more than once in order to extend and elongate the sentence. It is used twice in sentence and does not give complete meaning. In this paragraph, the student does not apply the function of the marker "and" to link between the topic and the grammatical unit through this overuse. Here, the students want to connect two sentences which is

actually had the same meaning. This leads to a steep dip in the decrease in the coherence of the sentence and loses the continuity in the ideas

From the analysis, it is inferred that DMs are not only required for signal transition a basic message to the foregoing discourse (Fung & Carter, 2007; Schiffrin, 1987; Fraser, 1990; Tannen et al., 2015), but also for constructing the ideas coherently and cohesively (Kamali& Noori, 2015; Kalajahi et al., 2012; Patriana et al., 2016; Daif-allah&Albesher, 2013; Yunus&Haris, 2014). The use of "and" that is too often can harry the reader's understanding when reading the student's writing. As Alghamdi (2014) finding in his study, he found the unnecessary used of DMs in students' writing. It's related to the use of two DMs in the same category within the boundary a single sentence. Therefore, the overused a marker too much as it distracts the reader in focusing into his content and does not apply the function of marker to link between the topic and grammatical unit (Al-khazraji, 2019; Patriana et al., 2016; Alghamdi, 2014; Yunus&Haris, 2014).

Table 1. Total Number of Inappropriate DMs

Type of DMs	Variants	Misused DMs	Overused DMs
Contrastive	But	1	
	Even thought		1
Elaborative	And	4	3
	Such as	1	
	As	1	
Inferential	So	4	1
	Therefore	1	
	Due to	5	
	Becouse of	3	
	Then		1
	Total	20	6

Finding from Semi-Structured Interview

The explored data mainly described the factors behind inappropriateness DMs on students' essay. The researcher carried out the semi-structured interview that perhaps as a way to knows the factors. The demographics of the students interviewed are shown in table 4.2. Furthermore, the finding of semi-structures interview was generated and it was segmented into four themes as explained below.

Table 2.The demographic of students

Characteristic	Number of students, (% total)	
Total students	6	
Age	19-25 5 (90 %)	35-40 1 (10%)
Sex	Female 6 (100%)	-

Theme 1: Discourse Markers

Discourse markers are the word that is used to signal the first sentence to the foregoing sentence. This theme describes various functions of DMs. Through this theme, we can find out students' knowledge regarding the function of these DMs. After given a paragraph, students can mention the function of the markers in the sentence, even though there are some markers that they don't understand about their function. In our data, we found some functions, they are; Introducing contrasting information, Giving causes and results, Adding something, and the last is Finishing and concluding.

Table 3. Various functions of DMs

Sub-theme	Example of quotation
Introducing Contrasting Information	*"The word "but" is used to connect the first word and the second word, where the second sentence is inversely proportional to the idea in the initial sentence".* (Student 4)
Giving cause and result	*"(Becouse) its function is to explain a reason / event".* (Student 4)
Adding something	*"(And) is used to show the relationship between the first and second sentences".*(Student 5)
Finishing & concluding	*"It can be concluded" it states the conclusion".*(Student 5) *"To sum up, this is the function for the conclusion".(*Student 4)

The functions of this theme categorically enumerate four function of DMs (Banguis-bantawig, 2019): a) introducing contrastive information which used to introduce point of view which contrast with what we have already written. b) Giving cause and result which used to show that something is caused by, or result form, something else. c) Adding something which is signal additional information from proceeding sentence. d) Finishing & concluding which used to close a discussion. This categorization hasbeen known by the student, although, there are some markers that didn't know the function. For example, marker "and" and also "furthermore" actually have the same function, but the use of these markers are different. The word "and" can used in the middle of the

sentence, since "furthermore" can used in the initial sentence. This is because their knowledge is not in-depth about DMs.

Theme 2: Students' Understanding on DMs

This theme explains participants' understanding of DMs, especially when they use markers in their writing. Furthermore, this theme will also provide information related to the extent the students understand about DMs. Based on the data obtained, it is stated that their knowledge of DMs is still limited. This is proven by their explanation when the researchers asked for an explanation of what they know about DMs. For example, the participant here reports that they find it difficult to choose the right linking word in their sentence, because they don't know about all the markers' functions. In this theme generated 3 sub-themes:

Table 4. Students' Understanding on DMs

Sub-theme	Example of quotation
Unclear explanation	*"Discourse markers are the linking words that are at the beginning of the sentence whose function is to connect one paragraph to the next so it doesn't jump?".* (Student 5)
Less know all the function	*"because sometimes it's have the same meaning, but its use must be absolutely correct. If the familiar conjunction, God willing, understand, If the others have not yet, becouse there are various functions".* (Student 4) *"because I don't really understand what a DMs are. Also related to the conjunction, I use only some familiar conjunctions. Its because I don't understand each function of the markers".* (Student 6)
Unknown DMs	*"I've never know about the word "Discourse markers" in learning But as far as i know, the word "linking verb or connector" is more than common use in learning".* (Student 1) *"If the word "Discourse markers" I've never know. Even I recently heard".* (Student 2)

Student 5 stated that DMs are linking word at the beginning of the sentence. This knowledge is not completely wrong, but it can create misunderstanding in using DMs. A little knowledge of DMs can lead to systematic and consistent use of marker errors. In other words, this error can indicate that the participants did not properly understand DMs that they learn. In addition, the students' knowledge about the function of DMs is limited. Usually the students will use linking words that they are familiar to using because they are confused to choose appropriate DMs. In the contrary to the previous sub-theme,

the students said that they had never know what discourse marker are? Student cited that in learning activity, usually the educator uses the word linking verb or conjunction in explaining a linking word.

Yunus&Haris (2014) reported that the lack of knowledge about DMs will affect their attitude toward using of DMs in their writing. Discourse markers are important device in writing (Taweel, 2020), especially in argumentative essay. The use of DMs in argumentative text useful to get message across or prove their arguments and make it more convincing to the reader (Rahimi, 2011). According to Redeker (1991), discourse marker play a major role in the interpretation of the text by signaling coherence relations. In another study, Eslami&Eslami-Rasekh (2007) asserted that DMs are important because they help the receivers (reader & listener) understand the text better. Therefore, the sufficient knowledge about the correct use of DMs will help the writer in communicated their message.

Theme 3: Argumentative Essay and DMs Instruction

As a teacher, someone is required to convey learning material properly in order to the students can understand the material that is presented. In addition, in the current pandemic era, teachers must be able to carry out the learning process effectively online at home, teachers are required to remodel the learning plan with the online method, the method must also be effective so that the teaching and learning process runs effectively and the knowledge is conveyed. In This theme illustrates what is taught in argumentative class and explains what the educators teach related to DMs. Furthermore, this theme will provide information related to how educators explain DMs.

Table 5. Argumentative Essay and DMs Instruction

Sub-theme	Example of quotation
Defining concept of argumentative essay	*"educator explained the material about argumentative, like the draft or structure of argumentative essay. She also explain using voice note". (Student 4)*
Developing the ideas	*"if in the argumentative class, it emphasizes more on the idea of the student".(Student 6)* *"The Educator taught more about how to make a good argument".(Student 3)*
Punctuation	*"and then asked to understand "punctuation, simple sentences".(Student 1)*
Assignment on argumentative essay	*"then given the task in the form of project".(Student 3)*
Reflective feedback	*So, after that my essay was corrected and discussed in grub from sentence to sentence".* (Student 6)
Explain the function of DMs	*"DMs are also taught, but just explain more about their functions, for example consequently / as a result what is it used for, then it's appropriate in what sentence, But*

	not too long to explain". (Student 5)
Explain kinds of DMs	*"Usually educators more explain about a kinds of them, if how to use it, just explain in outline, not in detail".* (Student 4) *"Just explained in outline, as like a kinds of them. Moreover, in writing course at semester 4 was using WhatApp. So that's it all. If the educators use other educational applications it might be better, because in my opinion discourse marker material is difficult".* (Student 3)

The first step that the educators take in teaching argumentative essays is explained the concepts. This includes functions and structures of argumentative essay. Students stated that there were several things that the educator taught, such as the draft or structure of argumentative. In addition, to increase the students' understanding, the educator explained it through voice notes. Another thing that the teacher taught is developing ideas and punctuation. The students 6 stated that that the educator not only explained the function and structure of argumentative, but also taught how to make good arguments. Furthermore, in argumentative class, the educator also explained about punctuation. Due to it is also useful when making arguments in order to there is no misunderstanding by the reader. After giving argumentative material, the educator will certainly not forget to give an assignment and also providing feedback of students' assignment.

In addition, for instruction of DMs, major of the students state that the educators only explained the function and kinds of them in an outline. They still don't properly understand this material. An in-depth explanation of this material will help students improve the coherence of their writing. Even though in fact, when in the learning process, the educators did not really give a comprehensive explanation of these DMs. Like Student 2's statement, she highlighted that learning DMs was difficult. In addition, she considered that online learning using WhatsApp was less effective. He found it difficult to understand.

From the analysis, it can be found that educator not focusing too much of instruction about DMs. Sun (2013) mentions that to ensure a successful transition from the first sentence to the foregoing one, it's need a lot of practices in classroom learning and teaching. Conversely, the result of the research shows that no practicing activity about the use of DMs. In this case, the educator takes an implicit instruction about the DMs materials. Since, many study had been proven that the explicit instruction about DMs has positive impact on learners' production (Aidinlou&Mehr, 2012; Alraddadi, 2016; Sadeghi &Kargar, 2014). Therefore, the educator is expected to give detailed instruction or explicit instruction about the functions and the use of these markers.

Theme 4: Physiology Problems

The inappropriate DMs also caused by these psychological problems. This theme illustrates the participant's personal reasons when using DMs. The collected/analyzed data showed that the majority of the students didn't care about these DMs. This can be caused by lack of motivation to study the DMs material. So it cannot be denied that there will be a sense of laziness and indifference which affects students' abilities in determining suitable DMs.

Table 6. Physiology Problems

Sub-theme	Example of quotation
Students' engagement	*"Just learning some of them, not in deep anymore, the problem is, there were a lot of assignments in the 4th semester, so I was a bit lazy too".*(Student 4) *"Never, because the 4th semester yesterday had quite a lot of difficult courses".* (Student 5)
Ignored DMs	*"When writing argumentative yesterday, I didn't really pay attention to DMs. Choosing a conjunction is usually by feeling...".* (Student 5) *"Honestly, when writing, DMs are not really noticed, I only focused on my ideas".* (Student 4) *If you use it for writing, you will definitely get a revision* (Student 5)

Students 1 and 2 highlighted that the reason they were lazy was because of the many difficult subjects during the semester. In addition, some of them said that they use DMs only with feeling and another of them said that they are only focused on their ideas. The tendency to prioritize ideas rather than DMs is one reason they use inappropriate DMs. This condition may be caused by their little knowledge of DMs. They also show low awareness to the use of DMs. As student 5 said, if she uses inappropriate DMs, she will get revision from the educators. On the other hand, she is didn't know the important of DMs in writing.

DMs enables speakers or writers to create understandable context to readers and constrain their explanation of text through utilizing DMs efficaciously (Swan, 2005). Accordingly, awareness of the use of DMs can support the students to created appropriate DMs (Daif-allah&Albesher, 2013). In addition, Aidinlou&Mehr (2012) stated that increasing the awareness of students about DMs can help them in using DMs in appropriate place.

From the two steps of analyzing data, the discussion of this research was shown in the following section. The first part regarded to inappropriateness of DMs on students' essay. The finding shown that misused and overused or underused DMs was found in students' essay. They are indeed affected the flow of the students' essay writing and make it less coherent. The students use some markers in wrong position or use an unsuitable marker to signal an idea to the

previous one. These problem will make the relations between arguments are not organized coherently since it placed in not suitable place (Taweel, 2020). Another problem dealing with marker that overused. English allows the use of two semantically and syntactically similar cohesive markers in a single sentence or use twice or more the same marker within the boundary of a paragraph. An overused DMs will give an uncomplete meaning that make the reader confuse with the meaning of the sentence (Alghamdi, 2014; Daif-allah&Albesher, 2013).

This finding is similar to Al-khazraji (2019) and Yunus&Haris (2014), whose investigated the use of DMs essay writing. Their results are illustrated that the misused DMs could mislead the reader in the relating two segments. Due to the marker is irrelevant to the sentence, it will weakens the coherence and cohesion of the sentences. Since, the overused a marker too much as it distracts the reader in focusing into his content and does not apply the function of marker to link between the topic and grammatical unit. Thus, these leads will decrease in the coherence of the sentences and loses the continuity in the ideas.

Based on the analysis of students' argumentative essay, the researcher also found the inappropriate DMs because of mistranslation problem. This problem occurs when the participants try to transfer their L1 writing practices to their L2 writing. This finding is supported by Patriana, et al., (2016) whose found that the EFL students mistranslation of markers on the other hand to on the other side. In addition, Kobayashi &Rinnert (2013) also emphasized that students' writing might be influenced by their writing experience in their first language.

Furthermore, from the interview analysis, the researcher found 3 major cases of the factors behind inappropriate DMs on students essay which are lack of knowledge of DMs, lack of instruction, and lack of awareness. From the first reason, students usually use familiar marker due to they have a little knowledge of DMs. Especially they didn't know the functions of DMs. For case the lack of knowledge, a similar study conducted by Daif-allah&Albesher (2013); Yunus&Haris (2014); Casteele&Collewaert (2013), which they reported that the students can hardly write the paragraph and the ones they write are not cohesive and accordingly lack unity due to their poor knowledge of linking words or DMs.

Second reason dealing with the instructions of DMs material that appear in low attention. DMs knowledge is slightly taught but in the further analysis on students' experience in the online class, not detail explanation are found. If the educator were lack of teaching about DMs, how can DMs effectively been applied by their students? Even some of students agreed that the educator were not focusing too much on the DMs in the class. So, there was not enough exposure to make the students had better understanding on how to incorporate the use of DMs in their essay. This finding similar with Daif-allah&Albesher (2013) whose has an analysis the reason behind the lack of using DMs of PYP (Preparatory Year Program) students. They reported that the course materials in the class focus mostly on developing vocabulary in a semantic field, enhancing

specific grammatical structures and fostering the use of a handful number of connectors. Therefore, the explicit instruction about DMs is needed. As studies conducted by Aidinlou&Mehr (2012); Alraddadi (2016); Sadeghi &Kargar (2014), whose point out that the explicit instruction about DMs has positive impact on learners' production

However, in another reason, the students show a tendency not to use DMs in their writing. This is related to the awareness of the students in using DMs. They cited that they don't understand to using another marker which is not familiar to them. In addition, they didn't know why they must to use appropriate DMs, and they unknown if the use of DMs in argumentative text useful to get message across or prove their arguments and make it more convincing to the reader (Rahimi, 2011). Finally, its make a laziness and ignored about DMs. This result came to confirm similar results by Rahimi (2011); Aidinlou&Mehr (2012); Modhish (2012); Kalajahi& Abdullah (2012); Jalilifar (2008); Fung & Carter (2007) who found that students' conviction of the use markers indicates their unawareness of the existence of particular types of DMs or they are reluctant to use them due to fear making errors. In this case, the reason behind of inappropriate markers related to their awareness in using DMs.

CONCLUSION

Based on the analysis of the research results on students' argumentative essay, it can be concluded that misused and overused DMs were found in their essay. In addition, the results illustrated that misused DMs was most frequently found. The students use some markers in wrong position or use an unsuitable marker to signal an idea to the previous one. Furthermore, they are indeed affected the flow of the students' essay writing and make it less coherent. Other problem is dealing with the use of DMs too much in their writing. The overused of DMs will distracts the reader in focusing into his content and does not apply the function of marker to link between the topic and grammatical unit.

Henceforth, the research results revealed significant factors underlying the inappropriateness use of DMs related to lack of knowledge about DMs, lack of instruction, lack of awareness about DMs, and mistranslation. The lack of knowledge about DMs arouse from the students' attitude in using DMs. The data resulted that the majority of the students claimed that they used DMs based on her feeling and only use familiar marker. In addition, they less know the function of DMs. Consequently, they lacked of using appropriate markers in their essay.

Furthermore, the factor of inappropriate DMs was the lack of instruction of DMs. Based on the data result, the educator conducted implicit instruction about discourse markers. The students also cited that DMs material explain not detail. Finally, for the last factor is lack of awareness about DMs. The students are reluctant to use DMs due to fear making error. In addition, they didn't know the important of DMs in writing. Therefore, they show ignores and laziness attitude to use DMs. In addition, for the last reason that was found in students' argumentative essay. This problem occurs when the participants try to transfer

their L1 writing practices to their L2 writing. Therefore, it is not surprise that they consider that the marker in their writing was correct.

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