

## An Investigation of Interactivity Function of Discourse Markers used by Non-Native English Speakers in a Casual Conversation

Iis Sujarwati

Post Graduate Program, UNNES

Email: i.sujarwati@yahoo.com

**Abstract.** *This study reports on an investigation into the use of Discourse Markers in the matter of interactivity function during an individual task performance. The study involved four (4) Non-Native English Speaker students who are classmates of English class. The context of the conversation was in terms of casual conversation which happened before class. The participants discussed about 'task' and 'holiday'. The conversation consisted of 318 turns in 14 minutes 38 seconds (14:38'). To reach the goal, the student's expressions were recorded and transcribed based on turns. The transcription was then analyzed and interpreted. The findings show the DMs of interactivity mostly used in the conversation are "well, yeah" which are aimed to provide a fairly non-committal response to what has just been said.*

**Key words:** *discourse markers; interactivity; spoken language; casual conversation*

### A. INTRODUCTION

Language is a means which is used to communicate among people in the world. It is also utilized to establishing and maintaining relationships with other people. People use language for their own purposes, to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention. Language can be in the form of written and spoken. But, according to Thornbury (2005, p. 63) most day-to-day language use is spoken, so the study of spoken discourse becomes one of interesting fields for researchers nowadays.

Spoken language, conversation, differs from the written language grammatically and lexically. There are rules for conducting and interpretation of conversation in general, and they differ from written form. Language is as a process (dynamic) in conversation. Moreover, Conversations have a structure which is culture dependent. One of the obvious features showing this structure is the principle of turn-taking, that is, only one person speaks at a time, while others wait to take their turn (Thornbury, 2005). This feature also implies that when a participant takes their turn, he/she does not only have the right to speak, but also the obligation to speak. This is the responding turn which can be expressed linguistically (response) or non-linguistic (feedback). It is also supported by Billig (1997, p. 41) as cited by (Wooffitt, 2005, p. 41) who argues that to understand the significance of a turn in interaction it is helpful to see how its recipient responds to it. This clearly mirrors the focus in conversation analysis on people's own interpretation of on-going interaction as revealed in turn-by-turn unfolding of conversation.

The linguistically respond of each participant can be seen from discourse markers (*henceforth* DMs) used during the conversation. Schiffrin (1987, p. 31) defines DMs as 'sequentially dependent elements which bracket units of talk'. DMs play a fundamental role in spoken interaction (Carter & McCarthy, 2006). For Stenstrom (1994, p. 14) a conversation is "much less lively and less personal without DMs". There are many studies of DMs which deal with individual markers in English (Svartvik 1980; Ostman 1981; Schiffrin 1986; Aijmer 1987; Watts 1987; Andersen 2001; Stenstrom 1998) and small sets of English DMs (Schourup 1985; Erman 1987; Schiffrin 1987; Aijmer 1996, 2002). However, relatively limited research has been undertaken on the range and variety of DMs used in spoken English by second or foreign language speakers (Fung & Carter, 2007). Hence, I tried to do a mini research which focus on DMs used by non-

native English speaker (*hereafter* NNES) especially in terms of interactivity function of discourse markers under pinning the theory of Thornbury (2005).

Interactivity is one of four categories, i.e. spontaneity, interactivity, interpersonality, and coherence, of features of spoken language which derive principally by Thornbury (2005, p. 64). Interactivity means that conversation is interactive and speakers interact by: taking turns to speak, keeping silent when others are speaking, interrupting at times and, signaling their amusement by grunts, laughs and chuckles, backchannelling to register that they are following the speaker's drift (Thornbury, 2005). It is as stated by Wooffitt (Wooffitt, 2005) that in understanding and reaching the conversation goal, according to it is important to focus on the idea that there are slots in interaction where specific kinds of actions are appropriate, or expected. This is because it allows us to grasp the idea that verbal interaction has a structure, an architecture, which can be formally described by reference to the relationship between the actions our utterances perform.

Here is the table of discourse markers of interactivity function.

Table1. The Discourse Markers of Interactivity

Discourse Marker	Purpose
<i>well yeah</i>	to provide a fairly non-committal response to what has just been said
<i>I mean</i>	to signal that some clarification is going to follow
<i>but</i>	to signal that this clarification is going to contrast with what has gone before
<i>you know</i>	to appeal to the shared knowledge of the other speakers as a new topic is introduced
<i>Intonation Change</i>	
<i>Mhm,mmm, yeah</i>	Backchannelling
<i>Laughter</i>	To signal the amusement

This present study is not aimed at finding out a definitive conclusion but is intended to discover specific issues to provide some insights into similar future

studies. More specifically, this study is purposed to know the frequency of discourse markers used by NNEs in the casual conversation, especially on interactivity features of spoken discourse.

## B. RESEARCH METHOD

The unit analysis of this research was the discourse markers. The analysis was done by using coding sheet of DMs on interactivity features. The conversation was taken from 4 participants of NNEs, namely Ms. Is (pseudonym), she was 27 years-old, initially as a Speaker-1 (S1); Mr. Re (pseudonym), he was 31 years-old, initially as a speaker-2 (S2); Mrs. En (pseudonym), she was 50 years-old, initially as a speaker-3 (S3); and Ms. Rn (pseudonym), she was 25 years-old, initially as a speaker-4 (S4). They were classmates of English class. The context of the conversation was in term of casual conversation which happened before class. The participants discussed about 'task' and 'holiday'. The conversation consisted of 318 turns in 14 minutes 38 seconds (14:38').

There were some steps done in analyzing the data: *firstly*, recording the participants' conversation; *secondly*, transcribing the conversation in detail; *thirdly*, coding the lexical items which were indicated the discourse markers of interactivity features. *Lastly*, counting the frequency of the discourse markers used.

The following is the conversation transcript.

### *Conversation Transcript*

- S1 : Hey mas S2. Have you done your final assignment from Pak Mursid??  
[2 secs]  
S2 : ...well, not yet. ... I am still seeking the data from my institution  
S3 : Really?  
S2 : YES  
S1 : I think that you have done it. So I would like to... bring mmm SORRY to borrow your final assignment  
S2 : I hope so.

- S1 : Mhm  
S3 : Just share  
S2 : ...Ok. ... What about you S4?  
S4 : Yeah... umm I am really confused now because I have no... an institution  
S3 : Don't worry S4, you just umm...you just come to my campus. You can get the data from my campus.  
S1 : Yeah... Yeah ==, I think that's good idea.  
S2 : Good Suggestion.  
S4 : How about your campus? Mmmm, maybe they will not receive me.  
S3 : Oo, of course, we are.. we are always ... umm would welcome. We always would welcome ... the visitors.  
S1 : Yeah right. But maybe you will umm .., you can describe umm... the data in your way and different with bu S3.  
S4 : Yeah, actually I am really umm afraid to this assignment because umm I don't know how to make it.  
S3 : Yeah, I so - I also not know how to start it. That's why I want S2 to share your [assignment] if you have done it.  
S2 : But mmm relating to what Pak Mursid suggest to us previously this kind of monev. Right  
S1 : ==Yeah  
S3 : == Yeah  
S2 : It is based on our own experiences in our institution. Right.  
S3 : ==Yes  
S1 : ==Mhm mhm  
S2 : So I think every single person here. Yeah will have their own experience about the monev itself. Monev in my institution will be different with bu Anik institution. Right?  
S3 : == Of course  
S1 : ==Yeah  
S2 : Would you like to share, for example what kind of monev you have  
S3 : ==Mhm , I just want to know how to answer the question. How many question do we have?  
S2 : Seven if I'm not mistaken yeah?  
S1 : Yeah seven seven  
S3 : Yeah. Seven questions. I just remember that the first question it that about the name of institution.  
All : [Loud laughter]  
S4 : Or...Just we just answer the question or...make a like a proposal. ? or...  
S3 : == It's not like a proposal  
but it is like an essay I guess.  
S2 : Like a report  
S3 : Yeah  
S1 : == Yeah, just like that  
S3 : When we answer the second question about the person that we can start describing the persons. The person or ...the...the unit  
S1 : It can... it can be the person, can be the unit  
S2 : ==the program  
S1 : Yeah, the program  
S2 : Mhm  
S3 : Can we just limit a the monev process in one unit?  
S2 : == Yes, of course you can.  
S1 : == Yes, of course  
S3 : So, we do not need to describe from top management till the faculty, do we?  
S2 : == no

- S1 : ==no  
 S2 : You can limit your discussion. I think not all what is it? ... What is said? the such of your money must be described.  
 S3 : Mhm  
 S2 : I think it ...it will...waste your time  
 S3 : It will be complicated  
 S2 : ==complicated  
 S3 : Yeah, that's why S4 you can come to my university and then you can choose umm... to find out the data about the certain unit  
 S4 : Ok, just give what I need to umm... bring or something I need to doing that  
 S3 : I think that I will contact the person there first that you want to visit and learn about umm umm...the monitoring and evaluating process in my university and then if they have umm... time, they will tell me and I will tell you When you can come.  
 S4 : Thank you  
 S2 : For me I think umm... umm when I have to seek the data from my institution, institution. It is difficult umm to get umm the finance... financial data from my campus I think because sometimes  
 S3 : == Even though it is your own?  
 S2 : Yes  
 S3 : WHY?  
 Ref : === Sometimes what is it my boss.. my boss does not allow me what is it to get the financial data.  
 S1 : Mhm...  
 S2 : I think it is important for us... yes to know. Yeah, what about you?  
 S3 : In my... in my institution it's very open.  
 S2 : == Really?  
 S3 : Yes!  
 S2 : Wow...  
 S3 : It is very open. When every umm in the early of the semester before the semester begins every unit every faculty will start to umm... what..what ... to make a budget  
 S2 : ===== mhm...== mhm..  
 S1 : Mhm... yeah...yeah...  
 S3 : mmm.... and then we will mmm... talk together in a meeting and there will be a team to analyze  
 S2 : ===== mhm mhm  
 S1 : =====mhm... mhm  
 S3 : ( ) And then to reduce to make a... reduce or to add here and there after that then mhm...we floor it and we send the decision to all the...the person in charge in the finance.  
 S1 : === That's very good, I think  
 S2 : === That's good that's never happens in my institution  
 All : [loud laughter]  
 S3 : That's the difference.  
 S1 : ===== Yeah ... yeah...  
 S2 : ===== Yeah... yeah ...yeah  
 S2 : What about you S1?  
 S1 : Yeah... I think mhm it is almost same with you mas S2  
 S2 : Umm.....  
 S3 : So financial  
 S1 : == Financial is rather secret in my institution. But umh...  
 S2 : ===== yeah .. yeah..  
 S1 : For some extend they will give us a... the information about the financial ...something like when mhm we will do the... money...umm external money or accreditation... they will inform all about that

- S3 : ===== umm ..umm  
S2 : ===== umm ..umm  
S3 : Ohh yeah... yeah of course in every accreditation we have to include all the finance thing.  
S2 : ===== Umm... umm  
S1 : Yeah....  
S4 : But I think talking about finance is must be umm ... umm transparent.  
S3 : ===== yeah  
S1 : =====yeah  
S3 : Finance should be open  
S2 : Yeah it should be? Yes  
S2 : [laughter]  
S1 : But in fact... mhm we can see  
S3 : By the way, Mhm...When should we mhm... should we present it?  
S1 : ==YES. We have to present  
S2 : Yes, of course.  
S3 : Oh my goodness. How many minutes?  
S1 : Ten minutes  
S2 : Ten minutes I think yeah  
S3 : Ten minutes  
S1 : Ten to fifteen minutes  
S3 : Oh... ten to fifteen minutes  
S1 : Yeah  
S2 : Mhm ...,mhm  
S3 : And we have there are thirty... thirty students. It means that thirteen plus ten around hundred  
S1 : hundred thirty minutes  
S3 : So more than two hours we have to be in the class  
S1 : == yeah it will be very tired for us  
S2 : But it umm  
S4 : It just a about presenting. Not umm... There is not answer question. There is no question, right I think.  
S3 : There is no question and answer.  
S1 : Oh no, no  
S2 : Yes, mhm mhm mhm  
S3 : Are you sure?  
S1 : YES  
S4 : == YES  
S4 : Just presenting our assignment  
S2 : Should we make a... corrective feedback?  
S1 : [laughter].  
S2 : to the presenter  
S3 : Umm... It is another assignment that we do not need to do that  
S2 and S1: [laughter]  
S1 : Yeah, because sometimes, we can't ... we can't umm be objective. When we have to umm give umm... evaluation for our mate, classmates.  
S3 : Yeah, yeah (laughter). I agree with you.  
S1 : Mhm... mhm  
S3 : And then, after that no more class for other subjects?  
S2 : I think we, we do still have some more courses, yeah.  
S1 : Yeah...  
S2 : Bu Helena,  
S1 : Advance discourse studies and language philosophy.

- S3 : == Oh... I see  
S2 : Mhm... mhm... that's true.  
S3 : When will we have holiday then?  
S2 : Mhm, in the middle of  
S1 : == at the third... at the third week of December.  
S3 : Third week of December  
S1 : Yes...  
S3 : That's great  
S2 : but January... in the beginning of January. We still have final assignment. For example bu Anggani course right?  
S1 : == Oh... yeah  
S4 : == But just collect it  
S2 : == Just collect  
S3 : Just collect yes, collect the paper, so we don't need to come here. We then just collect  
S2 : Oh, I see. After that we have holiday right.  
S1 : ==YES right  
S3 : ==That's great  
all : [loud laughter]  
S2 : How long will we have holiday?  
S3 : Mhm ... mhm.  
S1 : Around two months . I think  
S3 : I don't know, when will the second semester start?  
S2 : March . I think  
S1 : At the beginning of March  
S2 : Mhm . it is based on our what it said academic calendar, right?  
S1 : Yeah, academic calendar  
S3 : Where will you go? How will how will you spend your holiday S1?  
S1 : Ah... I don't know. I don't have planning yet.  
S3 : It is long holiday for you S1. But not only  
S1 : Mhm  
S4 : You say that you wanna go to bali. I will... I will join with you  
S1 : Yes, actually but don't know yet  
S3 : Why??  
S1 : [Laughter]  
S3 : Let's visit era in Bali  
S2 : Yes...  
S3 : I'll go there this December  
S1 : == Are you sure?  
S4 : == Are you sure?  
S2 : With your family  
S3 : Yes... Only with my husband  
S1 and S2 : Oh  
S4 : Your child?  
S3 : NO  
S4 : NO?  
S2 and S1 : [laughter]  
S3 : My children are not going to join us. Because there are going to .. umm Visit my husband's brother  
S2 : == Oh I see  
S1 : == Actually I want to spend my holiday in Bali  
S4 : == I think that's your second honeymoon [laughter] like that  
S3 : I hope so  
All : [loud laughter]



[3 second]

- S2 : I think a very single of us here has our own planning in our holiday  
S3 : == So what, what about you. Are going to go somewhere  
S2 : Yeah of course. Mhm in the early January, I have planed holiday with my wife and my child  
S1 : Huhu  
S4 : Yeah  
S3 : Where will you go?  
S1 : Where will you go?  
S3 : Go to abroad  
S2 : NO [loud laughter]  
All : [laughter]  
S4 : Just in the...  
S2 : Perhaps. In Surabaya or malang. But unfortunately my wife is now pregnant and it is predicted in the early on January my wife will give birth  
S3 : So it means that, you cannot go... with your little baby?  
S2 : == Yeah  
S1 : [Laughter]  
S2 : It is, it is impossible for me to go somewhere alone without my wife. You know. but  
S3 and S1 : [Laughter]  
S3 : Good husband  
S2 : Yeah  
S1 : Yes, nice family  
S2 : In early of January, my wife will give birth my second son. And of course  
S3 : Mhm... Mhm  
S1 : Second son?  
S3 : == You already know that your baby is umm male baby  
S2 : == Son. a Male baby. I have, I will have another son after this, yeah.  
S3 : Mhm... Are you planning to have another?  
S2 : Of course  
All : [Laughter]  
Niinik : Have a girl?  
S2 : Yeah, yeah. I always says, I always say to my wife that a. yeah we will have one more child. And I need. What is it a girl  
S3 : So you have to come to a doctor and then get some consultation in order to get a baby girl  
S2 : Is that possible?  
Nink : Yeah, that's what I know [laughter]  
S2 : Ok. That's good.  
S3 : == The doctor will tell you. What to do. So that you will get a female baby [laughter]  
S2 : Oh I see.  
S1 : I think I have to learn more from bu S3  
All : [Laughter]  
S3 : I have, I have got four children already. Two boys and two girls  
S2 : == Mhm mhm  
S4 and S1 : [Laughter]  
S1 : Oh yeah ok. I can prepare for for... my self  
All : [Laughter]  
S3 : Of course. I will tell you what to do. There is technique  
S1 : Yeah. Yeah  
[3 second]  
S2 : So mhm, for so mhm today. We have no class right?  
S3 : Today? eee I ya no more class

- S2 : Because of after waiting for several hours yeah . What it said hours...  
S3 : == Hours? Don't so exaggerated. Just some minutes  
S1 : =====NO  
S4 : [Laughter]  
Is : Yeah... yeah  
S3 : No...no I mean..., just more than half hour [laughter]  
S2 : I have been coming since seven o'clock you know?  
S3 : Yeah but it's because you come here too early. The schedule? What time is the schedule  
Is?  
S2 : == Always  
S1 : == [Laughter]  
S1 : At nine  
S2 : Really??  
S3 : [Laughter]  
S1 : Yeah at nine o'clock  
S2 : Oh...I see  
S3 : That's why he said hours.  
S1 : You are a very diligent student  
S3 : HE IS!  
S2 : Umm I..I think that a what is it. There first course for today starts at seven o'clock. So  
I started coming here at six thirty you know?  
S3 : == No  
S1 : == No  
S2 : So in fact. What is it. The... the ...the... class will be... begin at nine?  
S3 : == Nine  
S1 : == Nine  
S2 : Oh my goodness  
S3 and S1: [laughter]  
S3 : And after waiting for more than a half hour... There will be no class.  
S2 : == ah ha. Yeah. [Laughter]. But it's ok. I am happy to see you today  
S3 : [laughter]  
S2 : really, discuss about anything  
[5 second]  
S3 : [coughing], Sorry, I am not well.  
S2 : Are you sick?  
S3 : Yeah. I have got coughing since two days ago  
S2 : It seems to that you are so busy lately bu S3  
S3 : Of course  
S1 : You are right mas S2  
S4 : Maybe you need some... MEDICINE? I Have some in my bag  
S3 : Ok, just share maybe it it ...will work, because actually I have tried some medicine till  
now...  
S1 : Have you went to, have you gone to the doctor?  
S3 : No, I don't like. [laughter]  
S1 : === [laughter] oh why.  
S3 : I just don't like to visit the doctor.  
S2 : == Really?  
S3 : If Iam sick, I just got someone to umm What'd you call it "kerikan"?  
All : [laughter]  
S3 : Scratching... scratching, coin scratching.  
S1 : == Traditional coin yeah?  
S2 : And it works?  
S3 : Yeah...

S1 : Oh  
S3 : That's better than consuming medicine. I just need some rest. you know[ ]  
S2 : == [laughter] yeah  
S4 : Maybe someday I will try it. Because I never do it like that  
All : [Laughter]  
Niniik : That's very nice  
S4 : But I am afraid  
[4 second]  
S3 : Well, if there is no class. Why don't we go home then?  
S4 : How about if we go in my home or get a lunch. Bakso maybe. Bakso  
S3 : =====[laughter]  
S2 : ===== [laughter]  
wow that's a good idea S4  
S1 : That's very good. Let's go. Let's go  
S3 : You will treat us?  
S4 : Ok  
S3 : [Laughter]  
S1, S2, S3 : [laughter]===== Oh that's very good thank you S4  
S2 : Thank so much  
S3 : Thank you very much  
[3 second]  
S2 : By the way, Should we also invite [3 second] another friends?  
S3 : Of course. That's good right. Oh it depend on S4. S4 will treat us  
S2 : [Laughter] is that ok S4?  
S4 : Yeah, it's ok. My pleasure.  
S1 : Where are they now?  
S3 : They are waiting outside somewhere I don't know. Just find them and then let's have bakso  
S1 : I will inform them  
[2 second]  
S2 : But I DON'T know for today, it just a few friends here where are the ... rest of the students?  
[2 second]  
S3 : I don't know. I have no idea  
S1 : Yeah  
S2 : Don't they know that today we have some courses?  
S3 : Of course  
S2 : Perhaps they are still busy. Yeah?  
S3 : Or a well I am not sure . just... just umm send message umm in WA and we will find out  
S1 : Yeah ok. Please do it now  
S2 : Ok

### C. FINDINGS AND DISCUSSION

Based on the analysis, it is gained that there were 57 discourse markers of interactivity features used in the conversation. This data then classified based on the speakers' utterance and it was obtained that S1 uttered 25 times, S2 uttered 15

times, S3 uttered 20 times and S4 uttered 9 times in using discourse markers. The detail analysis can be seen in the following table.

Table 3. The Analysis of Interactivity

Turn	Speaker	Discourse Marker	Purpose
2	S2	well	To provide a response to what has just been said
5	S1	Mmm SORRY (intonation change)	To correct the wrong word
7	S1	Mhm mhm (backchanelling)	to register that she is following the speaker's drift
10	S4	Yeah	To provide a response to what has just been said
12	S1	Yeah Yeah	To provide a fairly non-committal response to what has just been said
16	S1	Yeah, but	to signal that this clarification is going to contrast with what has gone before
17	S4	Yeah	to provide a fairly non-committal response to what has just been said
18	S3	Yeah	To provide a response to what has just been said
20	S1	==Yeah (backchanelling)	to register that they are following the speaker's drift
21	S3	==Yeah (backchanelling)	
27	S1	==Yeah (backchanelling)	to register that she is following the speaker's drift
31	S1	Yeah	to provide a fairly non-committal response to what has just been said
32	S3	Yeah	to provide a response to what has just been said
33	All	[Loud laughter]	to signal their amusement
35	S3	But	to signal that this clarification is going to contrast with what has gone before
37	S3	Yeah	to provide a fairly non-committal response to what has just been said
38	S1	Yeah	
42	S1	Yeah	
80	S1	====yeah...yeah (backchanelling)	to register that they are following the speaker's drift
81	S2	====yeah...yeah (backchanelling)	

83	S1	Yeah	to provide a fairly non-committal response to what has just been said
87	S1	But umh	to signal that this clarification is going to contrast with what has gone before
92	S3	Yeah	to provide a fairly non-committal response to what has just been said
94	S1	Yeah (backchanelling)	to register that she is following the speaker's drift
96	S3	==Yeah	to provide a fairly non-committal response to what has just been said
97	S1	==Yeah	
118	S2	But, umh	to signal that this clarification is going to contrast with what has gone before
132	S3	Yeah, yeah	to provide a fairly non-committal response to what has just been said
136	S1	Yeah (backchanelling)	to register that she is following the speaker's drift
148	S1	Yeah	to provide a fairly non-committal response to what has just been said
149	S4	But	to signal that this clarification is going to contrast with what has gone before
163	S1	Yeah	to provide a fairly non-committal response to what has just been said
166	S3	But	to signal that this clarification is going to contrast with what has gone before
183	S1& S2	[laughter]	to signal their amusement
189	All	[loud laughter]	to signal their amusement
193	S4	Yeah	to provide a response to what has just been said
200	S2	But	to signal that this clarification is going to contrast with what has gone before
202	S2	Yeah	to provide a response to what has just been said
204	S2	But	to signal that this clarification is going to contrast with what has gone before
207	S2	Yeah	to provide a response to what has just been said
218	S2	Yeah, yeah	to provide a fairly non-committal response to what has just been said
221	S3	Yeah [laughter]	to signal her amusement
239	S4	[laughter]	to signal her amusement
240	S1	Yeah	to provide a response to what has just been said
243	S3	Yeah, but	to signal that this clarification is going to contrast with what has gone before
248	S3	[laughter]	to signal her amusement

249	S1	Yeah	to provide a response to what has just been said
261	S1& S3	[laughter]	to signal their amusement
263	S2	Yeah (backchanelling)	to register that he is following the speaker's drift
264	S3	[laughter]	to signal her amusement
280	All	[laughter]	to signal their amusement
284	S3	Yeah	to provide a response to what has just been said
286	S3	You know	to appeal to th shared knowledge of the other speakers as a new topic is introduced
292	S3	Well	to provide a fairly non-committal response to what has just been said
306	S4	Yeah	to provide a response to what has just been said
310	S2	But	to signal that this clarification is going to contrast with what has gone before
312	S1	Yeah (backchanelling)	to register that he is following the speaker's drift

From these data, the distribution frequency and percentage of the discourse markers used by the NNEs were summed up in the following table.

Table 4. The frequency of Discourse Markers

Discourse Marker	Purpose	Frequency	Percentage (%)
<i>well yeah</i>	to provide a fairly non-committal response to what has just been said	28	49
<i>I mean</i>	to signal that some clarification is going to follow	0	0
<i>but</i>	to signal that this clarification is going to contrast with what has gone before	8	14
<i>you know</i>	to appeal to the shared knowledge of the other speakers as a new topic is introduced	1	2
<i>Mhm, Mmm, Yeah</i>	Backchanelling	10	17
<i>Laughter</i>	To signal the amusement	9	16
<i>Intonation change</i>	To correct the wrong word	1	2
total		57	100

Meanwhile, the frequency of discourse markers used by each speaker can be seen in the following diagram.

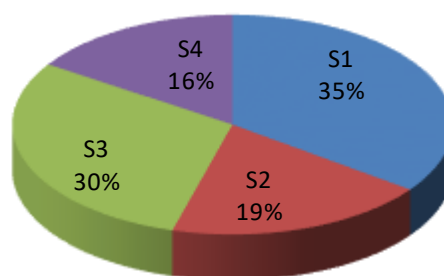


Diagram1. The Frequency of Discourse Markers of Interactivity by the speakers

#### D. CONCLUSION

After analyzing the data, it can be concluded that the discourse markers of interactivity mostly used in the conversation is “*well, yeah*” which is aimed to provide a fairly non-committal response to what has just been said. There was 49% of total number. Meanwhile, the discourse marker “*I mean*” never used in the conversation. In other words, the speakers tried to maintain the conversation.

#### E. REFERENCES

- Aijmer, K. (1987). ‘*Oh and ah in English conversation*’ in W. Meijs (ed): *Corpus Linguistics and Beyond*. Amsterdam: Rodopi.
- Andersen, G. (2001). *Pragmatic Markers and Sociolinguistic Variations*. Amsterdam and Philadelphia: John Benjamins.
- Carter, R. A., & McCarthy, M. J. (2006). *Cambridge Grammar of English: A Comprehensive Guide to Spoken and Written Grammar and Usage*. Cambridge: Cambridge University Press.
- Eggs, S., & Slade, D. (1997). *Analyzing Casual Conversation*. London: Cassell.
- Fung, L., & Carter, R. (2007). Discourse Markers and Spoken English: Native and Learner Use in Pedagogic Settings. *Applied Linguistics*, 410–439.
- Schiffrin, D. (1987). *Discourse Markers*. Cambridge: Cambridge University Press.
- Stenstrom. (1994). *An Introduction to Spoken Interaction*. London: Longman.
- Thornbury, S. (2005). *Beyond The Sentence: Introducing Discourse Analysis*. Oxford: MacMillan.

Wooffitt, R. (2005). *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction*. India: Sage Publication. Ltd.