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The use of Discourse Makers in Article Abstracts Published in E-Journal of Universitas Riau

The use of Discourse Makers in Article Abstracts Published in E-Journal of Universitas Riau

(Penggunaan Pembuat Wacana dalam Abstrak Artikel yang Diterbitkan: di E-Journal Universitas Riau)

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Abstract

This study attempted to compare the use of discourse markers in article abstract in three different journals. The main objective was to investigate the types and overall frequency of discourse markers in articles abstract. Sixty abstracts, consisting of 20 article abstracts of Law Journal Volume 11 No 1 and No 2 (2021), 20 article abstracts of Asian Journal of Aquatic Sciences Volume 5 No 2 (2022), and 20 article abstracts of Journal Pajar Vol 6 No 1 (2022) which taken from E-Journal of Universitas Riau were selected as the primary data. The data were analyzed based on Fraser's taxonomy (1999). The result showed that 95 discourse markers distributed in three types, namely constractive marker, elaborative marker, and inferential marker. The most frequently used discourse markers was Law Journal, F=46 with the most widely used type was constractive marker, F=22. From th result, it is concluded that the writers of Law Journal prefer to use discourse markers than two other journals.

Keywords: Abstract; Discourse Makers; Academic Writing; Journal

Abstrak

Penelitian ini mencoba membandingkan penggunaan penanda wacana dalam abstrak artikel di tiga jurnal berbeda. Tujuan utamanya adalah untuk menyelidiki jenis dan frekuensi keseluruhan penanda wacana dalam artikel abstrak. Enam puluh abstrak, terdiri dari 20 abstrak artikel Jurnal Hukum Volume 11 No 1 dan No 2 (2021), 20 abstrak artikel Asian Journal of Aquatic Sciences Volume 5 No 2 (2022), dan 20 abstrak artikel Jurnal Pajar Vol 6 No 1 (2022) yang diambil dari E-Journal Universitas Riau dipilih sebagai data primer. Data dianalisis berdasarkan taksonomi Fraser (1999). Hasil penelitian menunjukkan bahwa 95 penanda wacana terbagi dalam tiga jenis, yaitu penanda konstraktif, penanda elaboratif, dan penanda inferensial. Penanda wacana yang paling sering digunakan adalah Jurnal Hukum, F=46, dengan jenis yang paling banyak digunakan adalah penanda konstraktif, F=22. Dari hasil tersebut disimpulkan bahwa penulis Jurnal Hukum lebih memilih menggunakan penanda wacana dibandingkan dua jurnal lainnya.

Kata Kunci: Abstract; Discourse Makers; Academic Writing; Journal

1. Introduction

Writing is one of the skills that must be mastered besides speaking, listening and reading skill. According to Anjayani et al. (2013) writing is the process of capturing words on a piece of paper or in any other medium to convey the writer's thoughts and messages, including the use of vocabulary and structures of language. Furthermore, Archibald in (Jalilifar, 2008) mentions that writing is not only the process the writer uses to put words to paper but also the resulting product of that process. For clearly, writing is the action to expressing the ideas, information, knowledge and others by organize the words into a sentence and a sentence into a paragraph. By writing, someone is able to represent personal identities, performances and to create a relationship with other people, and in the case of writing, with the readers.

The process of writing is no longer viewed as a simple linear activity consisting of several independent steps because writing has now been recognized as an interactive and recursive process that is complex and integrated (Alodwan & Ibnian, 2014). Therefore, writing skill is often considered difficult by English learners.

Prommas & Sinwongsuwat (2011) explain why writing is more difficult than speaking because in written communication there is no additional means of help in terms of nonverbal cues (e.g., facial expression, gesture) to ensure that the message is accurately understood. Other than that, Rose (2009) stated that a number of our students lack this skill and must be remediated. Furthermore, Ekaning Krisnawati (2013) explains that some of the reasons are lack of grammatical competence and lack of wring skills of arranging clauses or sentences into a good paragraph or essay.

For academic purposes, writing skills also must be mastered for writing an abstract for research article. One of the important components in a research article is an abstract. Abstract is a part of article written to summarize the contents of the research. According to Gambescia (2013), abstract is a summary of article's content, purpose, result, and implications communicated to the reader. Considering the abstract is a summary of the whole article's content, it should cover all components and be written in a limited manner and it must be cohesive (Dania, 2018)

According to Haliday and Hasan in Dina (2018), there are two kinds of cohesion; they are grammatical and lexical cohesion. Grammatical cohesion consists of ellipsis, substitution, reference and conjunction. And lexical cohesion consists of reiteration and collocation.

Discourse Markers (hereafter; DMs) could be considered as a set of linguistic expressions comprised of members of word classes as varied as conjunctions (Sudrajat, 2013). According to Richards and Schmidt in Khatib (2011), DMs are expression that typically connect two segments of discourse but do not contribute to the meaning of either. According to Khameneh & Faruji (2020), discourse markers used in speaking and writing. The example of DMs in spoken such as; well, like, you know, oh, I see, etc. In writing, DMs plays a very important role to connect the sentences in order to create coherence and cohesive writing. On one side, in transferring the knowledge, the writer should build interaction with the reader. To build those interactions, DMs build a significant role for facilitating both writers and readers with cohesion through explicit clues. By placing the correct DMs between one sentence and another, a text will be easier to read. In addition, DMs help writers to provide effective writing by making it cohesive and coherence. If there is any flaw or improper use of DMs in writing, communication may be broken especially with second language learners (Tadayyon, 2017). Therefore, without the use of DMs or improper and inadequate use of DMs in a text, the text will fail to be understood by the readers.

Inansugan et al., (2021) described DMs affix writing together and make it adhere to one another like glue. As its function, in the abstract, DMs function to unite several sentences to form a coherent and unified paragraph. Nobody can dispute the importance of discourse markers in English writing, but no one can deny that they have a significant impact on the coherence and cohesion of writing because discourse markers play a major part in the cohesion of text (Aidinlou & Shahrokhi mehr, 2012) Without sufficient DMs, a text and speech would not appear logical and there would be illogical connections between sentences and paragraphs. In this way, DMs help readers predict how the discourse will flow.

Therefore, the goal of this study was to clarify how DMs were used writing article's abstract in three different journals, they are; Law Journal, Asian Journal of Aquatic Sciences, and Journal Pajar. This comparison was intended to identify the types and the frequencies of discourse markers. Therefore, the formulation of the research question;

What types of discourse markers and the frequency in articles abstract from three different journals?

The research about writing discourse markers has drawn the attention of attention of several researchers. A study by Ali & Mahadin (2016) examined non-native English speakers' production of discourse markers and their occurrences in their spoken English in comparison with the discourse markers used by native speakers. The result ; Melor & Siti Nor Fatimah Haris (2014); Rahimi (2011). In contrast to the previous study which focus on the mistakes that occur in students in using discourse markers, in this study, the researcher examines the types of discourse markers used and their frequency.

2. Literature Review

2.1. Abstract

An article must be start with an abstract that gives readers a succinct description of the research (Weiss & Newman, 2011). Tanko (2017) stated that abstract from research articles is the most efficient way to communicate the findings of study. According to Dias (2020), abstract is a summary of the contents of a scientific paper that is presented briefly and accurately. Therefore, Ward et al., (2004) mention abstract is a brief description of a scientific paper that includes the background, the problem studied, the method used, the results obtained, and general conclusions. Abstract is written after the article or research has been completed, but in an abstract writing it is placed at the front. This is because abstract is the first part of an article that people will read (Pho, 2016) Furthermore, the abstract should provide a comprehensive overview of the content of the article or research. So, readers can take the essence of an article without having to read the entire contents of the article just by reading the abstract.

Since it is a summary of the study, the abstract is often written at the conclusion of the dissertation and it is placed on the first page for the purpose of helping readers can easily and quickly see the purpose of the article (Kiruthika et al., 2018) Abstract is also a benchmark for the content of the scientific work. Abstract is a determinant of whether the reader will be interested or not to read the research paper. People who are looking for information in an article or research result simply read the abstract. The reader does not need to read the entire content of the article or research results. In this regard, the abstract serves to save the reader's time. Thus, the abstract must be concise, clear, precise, independent, and objective.

(Plakhotnik, 2016) stated that abstract is the fourth factor that will reader see. The first is the tittle of the article. The good title can convince readers to read the article through the title. The second factor is keywords. Keywords are words that contain the main concepts discussed in the article. The third is the writer's information. It contains of the name of the writer, the year, or the place. And the fourth is abstract. Abstract usually contains about 100-250 words. Hence, through the abstract, the reader will decide whether to continue reading or not.

2.2. Discourse Markers

Although discourse markers have been studied for a long time, until now there is no universal understanding of discourse markers yet (Patriana et al., 2016). Definition of discourse markers (DMs, hereafter) is different according to the researcher because they study discourse markers from different perspective. From their perspective, they have different name to mention discourse markers. Ali and Mahadin (2016) have collected the name of discourse markers according to the linguistics expert; Fraser (1999) called it as **discourse markers,** Blakemore (1987) labelled it as **discourse connectives**, Haliday and Hasan (1976) named it as **sentence connectives**, while Redeker (1990) mentioned it as **discourse operators.**

Schiffrin in Ali and Mahadin (2016) claimed that DMs contribute to the local coherence of a discourse by signaling connections between two adjacent textual units. In other study, Alghamdi (2014) defined that Discourse Markers a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases. Meanwhile (Ismail, 2012) defined discourse markers as expressions that used to link sentences together. Discourse markers connect ideas across phrases, clauses, and paragraphs because they are connective elements and they emerge in both speaking and writing to make the discourse easier. Discourse markers don't add any semantic content value, but they do indicate a semantic connection between two phrases (Fraser, 2015)

Hellermann & Vergun (2007) defined that discourse markers are words or phrases that used in linguistic system to establish relationship between topics or grammatical units in discourse. Meanwhile, Fraser (1999)) stated that discourse markers are a class of lexical expressions drawn primarily from the syntactic classes of conjunction, adverbs, and prepositional phrases. In other his study, he stated that Discourse Markers are usually discussed as terms which signal the relationship between two contiguous sentences, S1—DM—S2. From Fraser's definition, it can be concluded that discourse markers can be used to mark a relationship between prior segments to the next segment. This is in line with (Macario, 2016) who stated that discourse marker is a class of syntactically diverse linguistic statements that includes conjunctions.

Fraser (1999) divided discourse marker into three types; contrastive marker, elaborative marker and inferential marker. Contrastive marker is used to connect the prior segment which has contrast meaning with the next segment. Elaborative marker gives a sign that the next sentence contains additional information from the first sentence. And the last is inferential marker which functions as conclusion maker.

2.3. Discourse Markers Function

Discourse markers play an important role both in written or oral communication. In oral communication, it is possible to suggest that discourse markers greatly aid in the smooth flow of the spoken encounter (Gabrys, 2017) Regarding writing, DMs contribute to the fluency and consistency to writing and can be a good signal of cohesion and coherence in written text (Sadeghi&Kargar, 2014). Furthermore, Redeker (1991) stated that the primary function of DMs is the linkage of the upcoming utterance with the immediate discourse context.

Ismail (2012) mentioned that there are two fundamental functions of discourse markers: textual or discoursal function and interpersonal function. The textual or discoursal function refers to indicating relationships between prior, later and following discourse, separating one text unit from another, or connecting discourse units that are further apart. Meanwhile, interpersonal function aids in expressing the viewpoint of the speaker or the writer. It can paint a picture in the reader's mind and grab their attention by drawing them into the composition.

In writing, DMs used to connect the prior segment to the next segment. It is effective to make a piece of writing be coherence and cohesion (Rahimi, 2011). Li (2010) stated that many devices, such as reference, substitution, ellipsis, and discourse marker, contribute to a discourse's cohesion and coherence.

Meanwhile, Mit'ib (2011) mentioned DMs as linguistic devices that maintain coherence in the text through linking its units. It is generally agreed that DMs play a crucial role in establishing cohesive and coherent relationships among several passages in the text (Fatima&Rayhana, 2018). Lacking adequate DMs, A text in a piece of literature might not look natural if rationally developed and the connections between the various clauses and paragraphs seem fragmented (Azadi&Chalak, 2017).

According to Heine (2013), the main function of DMs is to relate an utterance to the situation of discourse, more specifically to speaker-hearer interaction, speaker attitudes, and/or the organization of texts. Moreover, Sun (2013) in his study stated that DMs are used to indicate the relationship or relevance of an utterance to the prior utterance or to the context. They are also used to maintain and accomplish conversational continuity.

In other study, Ilham (2012) stated that discourse marker has important function as linguistic items. It uses as connective elements, functions to relate sentences, clauses and paragraphs to each other. DMs are really needed in writing because it used to connect two different sentences even it has contrasting ideas. Discourse Markers can be used in oral communication and written communication. It has the same function that is to link ideas or information in a discourse. However, no matter what view we take towards these DMs, they are surely quite helpful and able to facilitate our comprehension of text both spoken and written (Sun, 2013)

3. Methodology

3.1. Research Type

This research approach was qualitative, because it focuses on the analysis or interpretation of the written material in context, which in this case were articles abstract. The research design of this research was content or document analysis because the purpose of this research was to identify certain characteristics of a material. This study talks more about the phenomenal or events experienced by the object under study, thus the researcher was always actively observing and seeking information related to the purpose of this study.

3.2. Subjects

The subjects of this research were 60 articles abstract from three different journal, they were; 20 articles abstract of Law Journal Volume 11 No 1 and No 2 (2021), 20 articles abstract of Asian Journal of Aquatic Sciences Volume 5 No 2 (2022), and 20 articles abstract of Journal Pajar Vol 6 No 1 (2022) which taken from E-Journal Universitas Riau. In this research, the researcher made an instrument according to theory from Fraser (1999).

Table 1. The Research Instrument by Fraser's Taxonomy (1999)

Category of DMs	Function	Examples
Contrastive Markers	It signals that the explicit interpretation of S2 denial and contrast with the prior segment (S1).	*but, however, although, in contrast (with/to this/that), whereas, in comparison (with/to this/that), on the contrary, conversely, instead (of doing) this/that, rather than, on the other hand, despite, in spite of, nevertheless, nonetheless, and still*
Elaborative Markers	It indicates that the information of S2 possibly augments or refines the information that contain in prior segment (S1).	*and, above all, also, analogously, and, besides, better yet, by the same token, correspondingly, as the result, equally, for another thing, furthermore, in addition, in any event, in particular, I mean, likewise, more to the point, moreover, namely, on top of it all, or, otherwise, similarly, to cap it all off, too, well, what is more.*

Inferential Markers	It signals that S2 must be writes as a conclusion if the facts in S1 prove to be true.	*it can be concluded that, on that condition, so, then, therefore, thus, all things considered, as a result, of course, accordingly, as a consequence, as a logical conclusion, because of this/that, consequently, for this/that reason, hence.*

3.3. Analyzing of Data

According to Miles & Huberman (1994), there are three activities to analyze the data in descriptive qualitative research. Those are: data reduction, data display, and conclusion drawing/verification.

Data reduction is the process of selecting, classifying and identifying the data according to the research needs. Based on Miles's theory, in this step the researcher firstly collected the data in E-Journal Universitas Riau which can be accessed in https://ejournal.unri.ac.id/. After that, the researcher selected the abstract that used discourse markers, and finally the researcher found the types of discourse markers on those articles abstracts.

The next step is data display. Data display is an activity when a set of data is arranged systematically and easily understood, thus providing the possibility of generating conclusions. And the last is conclusion drawing. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

4. Findings

After analyzed 20 articles abstract from Law Journal, 20 articles abstract from Asian Journal of Aquatic Sciences, and 20 articles abstract from Journal Pajar, three were found to be discourse markers. Namely are contrast marker, elaborate marker, and inferential marker. The results are evident in this the lower figure.

Discourse Marker's Frequency

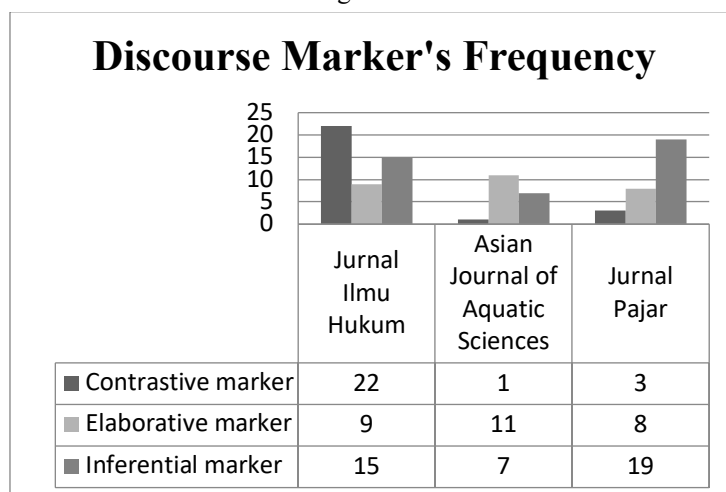|	Jurnal Ilmu Hukum	Asian Journal of Aquatic Sciences	Jurnal Pajar
■ Contrastive marker	22	1	3
▨ Elaborative marker	9	11	8
▨ Inferential marker	15	7	19

Figure. 1. Types and frequency of discourse marker

As shown in figure 1 above, it can be seen that there are 95 discourse markers found in 60 articles abstract. The finding shows that all journals employed all types of discourse markers in their article abstract. Specifically, the overall frequency of DMs in Law Journal was 46. On the other hand, only 19 occasions were discovered in Asian Journal of Aquatic Sciences.

Furthermore, 30 discourse markers were found in Journal Pajar. Moreover, the first dominant markers in all three journals was inferential marker (F=41, 43.15%) Then, followed by elaborative marker (F=28, 29.47% As it is evident in the table, in all these cases, DMs are used more frequently in Law Journal than in Asian Journal of Aquatic Sciences and Journal Pajar. And the last was contrastive marker (F=26, 27.36%) Further discussion of discourse markers found in each type of discourse markers employed in articles abstract will be expanded upon more in the part that follows.

4.1. Contrastive Marker

The total of contras markers in the articles abstract was 26. However, Table 1 showed that the authors used more contrastive markers significantly in Law Journal with 22 more occurrences than they did in Asian Journal of Aquatic Science and Journal Pajar. Al-khazraji (2019) stated that contrastive marker is "acknowledged through conjunctions and interpreted a clear explanation of the following sentence differences from the preceding one". Hence, contrastive markers identify differences between different texts' discourse portions. In this investigation, the authors discovered seven contrastive markers in all three different journal, namely 'however, 'but', 'unfortunately, 'on the other hand', 'on the one hand', 'though', and meanwhile'.

Table 2. Contrastive marker in articles abstract

Contrastive marker	Law Journal	Asian Journal of Aquatic Sciences	Journal Pajar
But	10	-	-
However	6	1	-
Meanwhile	1	-	3
On the other hand	2	-	-
On the one hand	2	-	-
Tough	1	-	-
Total	22	1	3

Table 2 demonstrates that the, marker but' was highly used in three genres with frequency 10. Moreover, the researchers found out that the writer of Law Journal heavily relied on the word "but" in place of a variety of another contrastive marker. Mostly, 'but' was used to contrast ideas and sentences and could be positioned either in the beginning and the middle of the sentences. The word "but" highlights the cognitive consequence of overturning a presumption, namely, that the next statement should be regarded as contradicting a particular component of the interpretation of the previous statement (Miskovic-Lukovic & Dedaic, 2012)

In addition to the use of contrastive markers in three different articles abstract discussed above, it is necessary to point out that the writers avoided using some important contrastive markers while writing their abstract, such as 'despite', 'nonetheless', 'yet', and 'though'. This situation occurred possibly because the writer still lack familiarity with various types of contrastive marker and need more allocated time outside the class to practice how to use them correctly and properly. This finding is in line with Sitthirak (2013), who asserted that "Thai learners found a variety of DMs difficult to distinguish and the apparent interchangeability of the contrastive markers can also be the cause of confusion".

Additionally, the finding that 'but' was the most frequent contrastive marker used in this study also resonated and supported other studies, which revealed the extreme reliance on the use of 'but' among EFL learners, such as the studies of Povolna (2012) and Dumlao & Wilang (2019)

4.2. Elaborative markers

In this present study, Elaborative markers were identified as the second frequent DMs type (29,47 of the total DMs) with 9 total in Law Journal, 11 in Asian Journal of Aquatic Sciences and 8 in Journal Pajar. Table 3 presented that the writers used 6 Elaborative markers in both styles of writing, namely 'likewise', 'in addition', 'namely', 'furthermore', 'also', and 'and' whereas, 'namely' was the most frequently used in articles abstract. Fraser (2010) enlighten that "elaborative markers indicate that the information contained in the discourse segments that host them is an elaboration on the information represented by prior segments". Fundamentally, these elaborative markers were used to add more information and explanations to their writing and clarify the arguments by providing some examples.

Table 3. Elaborative markers in articles abstract

Elaborative marker	Law Journal	Asian Journal of Aquatic Sciences	Journal Pajar
Likewise	1	-	-
In addition	2	1	
Namely	3	8	5
Furthermore	1	2	1
Also	1	-	-
And	1		2
Total	9	11	8

Based on the information on the table above, it can be concluded that 'namely' was the marker which most frequently used in three different journals. The writer choose 'namely' to give a sign that there will be a type of something to be described. Additionally, this marker could be found either in the beginning or the middle of the sentences.

4.3. Inferential markers

Dumlao & Wilang (2019) pointed out that inferential discourse markers (IDMs) were used to "imply significant results in satisfying conversational coherence"; in other words, Thai EFL learners utilized these markers to "establish a causal relationship among clauses and to draw a conclusion". In this study, the total number of IDMs frequency was 361, or 14.31% of the whole DMs. From the data analysis, the researchers found ten inferential markers used in three different journal, such as 'so', ''thus', 'therefore', 'it is concluded that', 'then', 'so that', 'here is the conclusion', 'it can be concluded that', 'the conclusion is', 'shortly', 'in conclusion' . Table 4 depicts all inferential markers and their occurrences in detail.

Table 4. inferential markers in articles abstract

Inferential marker	Law Journal	Asian Journal of Aquatic Sciences	Journal Pajar
So	5	1	3
Thus	1	1	5
Therefore	4	-	-
It is concluded that	1	-	1
Then	3	3	8
Here is the conclusion	1	-	-
It can be concluded that	-	1	-
The conclusion is	-	1	-
Shortly	-	-	1
In conclusion	-	-	1
Total	15	7	19

Based on the table 4 above, it can be seen that Journal Pajar used more inferential markers more often than 2 other journals with the total 19 inferential markers. As inferential markers signal that the current utterance conveys a message that is, in a sense, consequential to some aspect of the foregoing, the marker 'then' was dominantly used. Therefore, for inferential marker that is widely used after 'then' is 'so'. House (2013) stated that 'so' largely serves as a deictic element that speaker employ to aid them in planning next actions and as a way of "looking backwards" summarizing prior discourse lengths.

5. Discussion

As was already mentioned, the goal of any academic writing is to establish facts or provide clear information. The writing and presentation should be polished and simple to read. The several components making up the embodied information must be adhered to in order to present a cohesive and coherent report or well-structured report. There should be connections between the discussions that have come before. The reader should be able to follow the development of ideas in the discourse, in other words, there is a smooth flow of ideas. Make the reader aware of the relationship between old and new information, there should be linkages between them in the text.

Writing must not only pay attention to grammatical, but also coherence and cohesive. One aspect that can make writing cohesive and coherent is by using discourse markers. Aidinlou & Shahrokhi mehr (2012) mentioned that no one can deny that DMs have a great effect on the cohesion and coherence of writing. A cohesion and cohesive text make the text understandable to read. In line with that, Khatib (2011) stated that besides vocabulary, sentence structure and background knowledge, DMs in one of the factors contributing to the overall comprehension of the text.

This study attempted to compare the used of discourse markers written in articles abstract in three different journal. To this end, 60 articles abstracts were examined. Then, by using Fraser's taxonomy the data were analyzed.

Fraser's taxonomy is considered the most comprehensive in written discourse than other taxonomy such as Fox Tree's taxonomy. Fraser's taxonomy is used in written discourse while Fox Tree's taxonomy used for spoken. This is evidenced by many previous studies using this taxonomy for their research especially the research about written discourse. For this research, Fraser's taxonomy deemed more suitable because the object in this research were the abstracts.

By using Fraser's taxonomy, the writer got the result that there are 3 types of discourse markers found in article abstract. They are contrastive marker, elaborative marker and inferential marker. The result showed that Law Journal used discourse markers more frequently than other 2 journals with the most frequently type of discourse markers was contrastive marker.

Words that appear that are included in the contrastive markers are; 'but and however'. Here, 'but' occurs 10 times. Meanwhile, it should be pointed out that the writers utilized DM 'but' most frequently. The extreme reliance on the use of 'but' among EFL learners is confirmed in previous studies Ali & Mahadin (2016) Below are sample excerpts:

*I like the principle of UG of Chomsky, I am interested on how he introduced the concept, **but** I am still confused on how he derives this principle without seeing the other perspective of learning..... **But** it's more reliable if the UG is well really explained by different metal scientists (L1 English user).*

*The principle of UG by Chomsky was very nice............. **but** it doesn't suit to the reality of leaning that students also learn from their environment (L2 English user).*

It can be observed that the writers did not utilize some contrastive markers such as 'despite', 'despite of', 'even though', and 'nonetheless' and prefer to use 'but' to make a contrastive sentence.

Additionally, for elaborative markers, Asian Journal Aquatic of Sciences employed it frequently than others, for example, in the use of 'namely' to signal the extension of the prior discourse segments.

Furthermore, the most frequently type of discourse markers found in these abstracts is inferential marker. The use of inferential discourse markers as a cohesive device implies significant results in satisfying conversational coherence. Inferential markers signal that the current utterance conveys a message that is, in a sense, consequential for some aspect of the foregoing.

This study attempted to examine the features of three different journals in terms of using DMs. Furthermore, the present study intended to compare the use of DMs. To this end, DMs used in two three different journal which focus only on the abstract, i.e., Law Journal, Asian Journal Aquatic of Sciences and Journal Pajar. The results of the study showed that Law Journal used Discourse markers most frequently than 2 others. Contrastive marker was the most dominant type of found in Law Journal. The most commonly used contrastive marker types were 'but', 10 times occurrences in the abstract than other contrastive markers.

6. Conclusion

This study attempted to examine the features of three different journals in terms of using DMs. Furthermore, the present study intended to compare the use of DMs. To this end, DMs used in two three different journal which focus only on the abstract, i.e., Law Journal, Asian Journal Aquatic of Sciences and Journal Pajar. The results of the study showed that Law Journal used Discourse markers most frequently than 2 others. Contrastive marker was the most dominant type of found in Law Journal. The most commonly used contrastive marker types were 'but', 10 times occurrences in the abstract than other contrastive markers.

Recommendations

Based on the research that had been conducted, the writer would like to give some suggestions related to the result of this research.

This research hopefully can be useful for the future research as a reference. Actually, there are many things that can be analyzed in the thesis abstract. But, this study only focused on the discourse markers. So the writer expected that future research can develop this study.

Discourse markers not only found in article abstract. So, for the next researcher who interested to the same topic can use other text such as essay, narrative text, novel, or even speech.

Then, this study also recommended for English students to be more focus in writing. English students should know about discourse markers because discourse marker is important thing in writing. It can make a piece of writing coherent and cohesive.

Limitations

At this point, a word to touch on the limitations of the present study is worth mentioning. First, as in this study only 60 abstract articles were randomly chosen, it is required to approach the generalization of the results of the study cautiously. Further study would be conducted with a large number of research articles. Moreover, as just the type of discourse marker was investigated, it is necessary to explore the relationship between discourse markers and articles abstract. Cultural and linguistic comparative studies are also encouraged.

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