

**AN ANALYSIS OF DISCOURSE MARKERS USED BY STUDENTS IN
WRITING PROCEDURE TEXT AT SMK NEGERI 3 GOWA**



A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for Degree of Education in English Education Department

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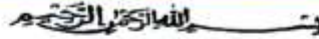
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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2024

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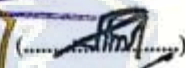
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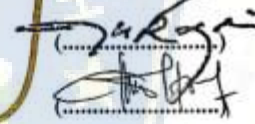
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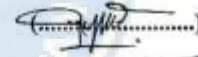
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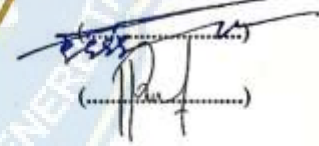
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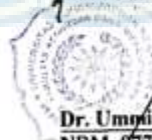
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Day / Date	Chapter	Note	Sign
2/5/2024	III	change to past tense Appendix Conclusion	
6/05/2024	IV	Add supporting research to the discussion Abstract Appendix Add conclusion	
7/05/2024		ACC	

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3/5/2024		- perbaiki Abstrak dalam bentuk past, present method.	<i>[Signature]</i>
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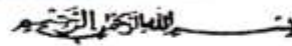


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
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MOTTO AND DEDICATION

“A great person is a person who has the ability to hide difficulties , so that othersthink that he is always happy.”

-imam syafi'i



DEDICATION

*In the name of Allah I decidate this thesis to My parents
and all my friends you aremy greatest gift thank you for
being my support system*

ABSTRAC

Ratna. 2024. *An Analysis of Discourse Markers Used by Students in Writing Procedure Text at SMK Negeri 3 Gowa*. A Thesis, English Education Department Study Program , Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nunung Anugrawati and Muh. Arief Muhsin.

This study focused on the use of discourse markers by students in writing procedure texts. The aim was to identify the types of discourse markers that were most often used in writing procedure texts. A quantitative descriptive method was employed for this research. The instrument used was a procedure text writing test. In this study, the researcher collected data in the form of 30 procedure texts made by students of SMK Negeri 3 Gowa.

This research used types of discourse markers based on Fraser's (2006) taxonomy to analyze the types of use of discourse markers found in writing procedural texts. The results of the research showed that all types of discourse markers were used in students' written procedure texts. Temporal markers were most often used by students, namely (87.3%), followed by elaborative markers (5.6%), contrastive markers (3.9%), and the least were inferential markers (3.2%). This meant that when writing procedure texts, students often explained the sequence or steps. Apart from that, the results of this research also revealed that the majority of students were able to use discourse markers correctly in writing procedure texts. For future research, investigating different types of tests or exploring other aspects of discourse markers in procedural texts.

Keywords: *Discourse Markers, Procedure Text, Writing*

ABSTRAK

Ratna. 2024. Analisis Penanda Wacana yang Digunakan Siswa dalam Menulis Teks Prosedur di SMK Negeri 3 Gowa. Skripsi Program Studi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Muh. Arief Muhsin.

Penelitian ini fokus pada penggunaan penanda wacana oleh siswa dalam menulis teks prosedur. Tujuannya adalah untuk mengidentifikasi jenis penanda wacana yang paling sering digunakan dalam penulisan teks prosedur. Metode deskriptif kuantitatif digunakan untuk penelitian ini. Instrumen yang digunakan adalah tes menulis teks prosedur. Dalam penelitian ini peneliti mengumpulkan data berupa 30 teks prosedur yang dibuat oleh siswa SMK Negeri 3 Gowa.

Penelitian ini menggunakan jenis-jenis penanda wacana berdasarkan taksonomi Fraser (2006) untuk menganalisis jenis-jenis penggunaan penanda wacana yang terdapat dalam menulis teks prosedur. Hasil penelitian menunjukkan bahwa semua jenis penanda wacana digunakan dalam teks prosedur tertulis siswa. Penanda temporal paling banyak digunakan siswa yaitu (87,3%), disusul penanda elaboratif (5,6%), penanda kontras (3,9%), dan yang paling sedikit adalah penanda inferensial (3,2%). Artinya ketika menulis teks prosedur, siswa sering menjelaskan urutan atau langkah-langkahnya. Selain itu, hasil penelitian ini juga mengungkapkan bahwa sebagian besar siswa mampu menggunakan penanda wacana dengan benar dalam menulis teks prosedur. Untuk penelitian masa depan, menyelidiki berbagai jenis tes atau mengeksplorasi aspek lain dari penanda wacana dalam teks prosedur.

Keywords: *Penanda Wacana, Procedure Text, Writing*

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In the name of Allah SWT, the Beneficent and Merciful. All praises are due to Allah, the Lord of the universe, who has bestowed strength and health upon this research endeavor. May blessings and peace be upon our Prophet Muhammad Saw, his family, companions, and followers until the end of time.

Alhamdulillah, with the grace of Allah, I have completed this thesis after enduring efforts in writing. I express my deepest gratitude to my beloved father, Soma Dg. Lurang, and my beloved mother, Aisyah Dg. Jipa, for their unwavering support, prayers, and motivation throughout my journey, especially during the research phase. I am deeply indebted to the following individuals for their invaluable contributions and guidance:

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3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd., Head of the English Department at Universitas Muhammadiyah Makassar.
4. Ismail Sangkala, S.Pd., M.Pd., Secretary of the English Education Department at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

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The researcher know that is thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis,

Finally, the researcher hope this research was helpful for the future and the interest of readers and future researchers.

Makassar, Mei 2024

Ratna



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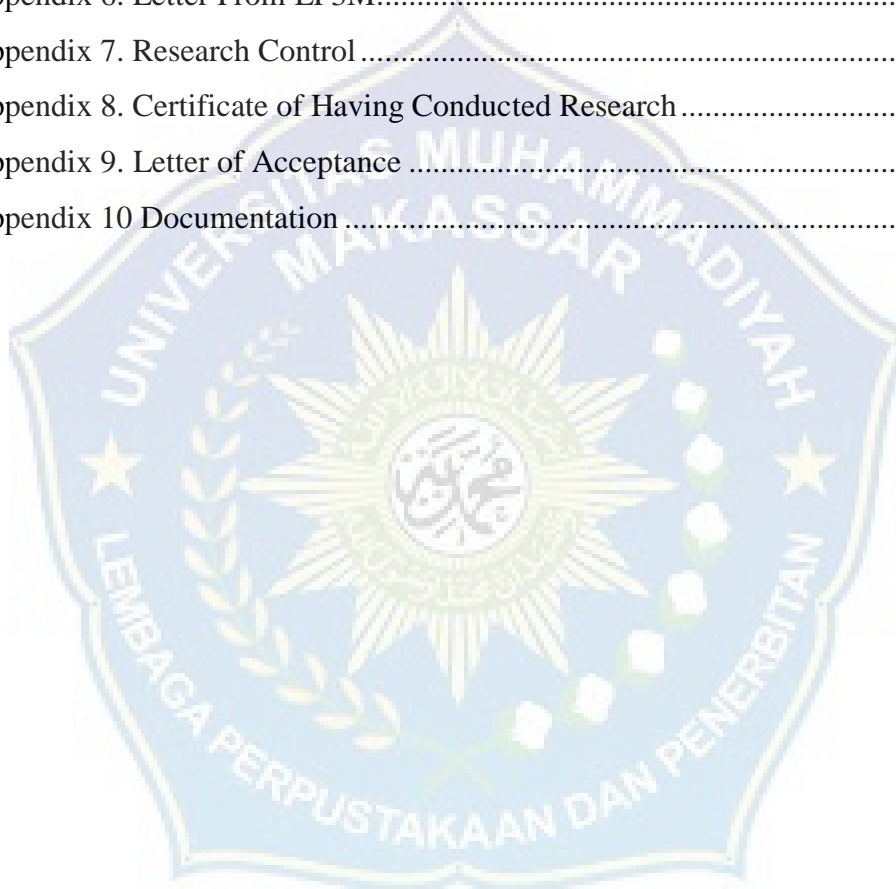
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CHAPTER I

INTRODUCTION

A. Background

Language is the main resource used by humans to communicate with other people around them to express ideas. There are several languages used in the world to communicate, one of which is English which is used as an international language (Pratiwi, 2021). English is not something new for Indonesian students because English is a mandatory subject that they must study at school and university. In teaching English, there are four skills that are learned, namely listening, speaking, reading and writing. Among the four skills learned, there are still many students who cannot use English well, they still make mistakes in using English, especially in writing.

In the academic world, writing is an important skill that is most needed in several activities carried out by students during their education. According to Sohaya (2018), writing is one of the language skills that students must master in the process of learning English as a Foreign Language. Writing requires more than just the production of words and phrases. In writing, we must be able to produce a series of words and phrases that are grammatically connected and logically related. To clarify ideas, students must of course write instructions to reveal what they mean in the next segment. So students must be able to use connectors in their writing sequentially to write something

There are several connectors that can be used in writing sentences, texts or even essays. One of them is discourse markers. Discourse markers are connectors that can unify a piece of writing and can also unify different parts of a text or sentence. Discourse markers are words or expressions that are used to connect, organize, manage, and control communication both oral and written. Discourse markers are linguistic features that are useful for stringing or tying several things together (Wahid & Suyitno, 2020). Discourse markers function to control the spoken and written communication that we do. Besides that, discourse markers are used to start and end a sentence or phrase in a conversation. Based on Fraser (2006), taxonomy Discourse Markers are divided into four types: Contrastive, Elaborative, Inferential and Temporal. The use of discourse markers can connect transitions with suitable words to make them cohesive. Discourse markers are often used in several types of texts, one of which is procedure text.

Procedure text is text that contains information about how to make or do something. Procedure text is one type of text that is often studied by students. Procedure text can make it easier for us to create something easily so that what we want can be easily achieved (Prayogi et al., 2022). Procedure texts aim to provide instructions about the steps in doing something so that writing them requires discourse markers in writing

Based on observations made by researcher in class XII of the Textile Department of SMK Negeri 3 Gowa,, researcher saw a lot of

discourse markers used by students in procedure texts, so researcher are interested in examining related discourse markers to find out what types of discourse markers were most often by students in writing procedure texts.

Based on the explanation above, the researcher intends to conduct a study with the topic Analysis of Discourse Markers Used in Writing Procedure Texts at SMK Negeri 3 Gowa.

B. Problem Statement

Based on the background above, the researcher formulates the problem questions as follows:

“What types of discourse markers do students use in their procedure text writing at SMK Negeri 3 Gowa?”

C. Objective of the Research

Based on the problem formulation above, the main objective of this research is “To find out the types of discourse markers used by students’ in writing procedure text.”

D. Significances of the Research

The researcher hoped that this research would provide the following benefits from both a theoretical and practical perspective, as explained below:

a. Theoretically

This research is expected to be used as a reference for anyone who wants to do research on discourse markers.

b. Practical

1. For students, this research is also expected to provide positive input to students to develop their abilities in using English Discourse Markers.
2. For researchers, research can provide experience in developing their own knowledge and skills in the problem solving process
3. For readers, the researcher hopes that this research can provide an overview of knowledge about English Discourse Markers which are commonly used in writing.

E. Scope of the Research

The scope of this research is to analyze the use of discourse markers in writing texts. This research focused on analyzing the types of discourse markers used in procedure texts. Students writing text in SMK Negeri 3 Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this section, the researcher found several previous research findings related to this study. In research Renosari (2021), An analysis of discourse markers used in writing at fifth semester student of English education section in IAIN Bukittinggi found that there are three types of discourse markers that are often used in student writing in general, namely elaborative markers, adversarial markers and causal inferential markers.

Rabab'ah et al., (2022), in his research discourse markers in narrative essays: A case study of Jordanian high school EFL learners. The results of his research show that the most widely used discourse markers in narrative essays are elaborative markers. Students use more elaborative markers to reveal additional information related to the narrative essay they are writing.

Syahdanis (2020), An analysis of Discourse Markers used by students in writing argumentative text. The findings of this study conclude that the dominant discourse markers found are Elaborative markers where the marker 'also' appears as many as 101, which means that in writing argumentative texts students tend to outline concepts. than store and sample.

Based on the previous research findings above, it is similar to the research the res earcher will analyze the ability to use students' discourse

markers. The difference with all the studies above is that the researchers focused on knowing the types of discourse markers used by students in writing procedure text.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of Writing

Writing is a way of knowing and thinking about what you know when you write it down, not only in words and phrases but also in scribbles and sketches, thoughts and images, and all the other wonderful elements in your mind that can only become clear when you write them down. According to Riznanda (2021), writing is an important language skill because it involves students' thinking, and presents students' creativity and understanding besides that it is a necessary skill to determine student achievement during learning. To write well, writers must have good vocabulary and grammar knowledge. Writers also need to ensure coherence and cohesion in their writing. Writing is considered a form of artificial memory whose development must be accompanied by sufficient information and serious thought in order to write well.

Writing is the result of thinking, compiling, and revising writing that requires special skills. Writing requires a lot of concentration and requires different processes in different steps:

composting, developing, and finishing (Renosari, 2020). Writing is not an action that is carried out in one step but requires several steps so that the results of the writing can be understood by the reader. Writing requires specific skills on how to generate ideas, how to arrange them coherently, how to use discourse markers and rhetorical conventions to place them cohesively into written text, how to revise texts to make their meaning clearer, how to edit texts so that the grammar is correct. and how to produce the final product.

Writing requires more than just the production of words and phrases. To write a piece of writing, we must be able to produce a series of words and phrases that are linked grammatically and logically, so that the goals we think about can be accepted by the intended readers. Thus, the style of language used in writing must be designed according to the intended target audience so that the message in the writing can be conveyed properly. Writing is a means of expressing ideas, thoughts and feelings so that by writing we can drain the burden that fills our minds and offer ideas or concepts to others, and by writing we can share knowledge and experiences. According to Aysu (2023), writing can be successful and effective if the writer knows what to write in a certain context and which linguistic construction to

employ.. Writing aims to collect ideas, develop ideas to produce a product in written form that readers can understand.

b. Purpose of Writing

The author makes certain writings have a purpose. According to Monika (2020), all types of writing have the same goal, in order to get ideas from one another There are several goals in writing, namely:

1. To Inform: The purpose of writing is to inform various facts or information to the reader.
2. To Explain: The purpose of writing is to explain or say what, how, and why about a topic.
3. To Narrate: The purpose of writing is to tell a story.
4. To Persuade: Writing aims to persuade or express an opinion or purpose and support it with reasons and supporting details so that the audience agrees to take action or both

c. The Writing Process

Andrew P. Johnson (2003), states that there are five steps in writing process, namely:

a. Prewriting

Goals for prewriting are used to generate ideas. In order to write properly, one should, for example, have ideas ingrained in their mind, collect as many ideas as they can, seek for

problems relating to ideas by speaking with neighbors, reading the news, and watching television.

b. Drafting

The author's attempt to write down every concept and problem that has previously been encountered is known as drafting. This is a process that requires proper execution. If not, all of the topics we will write about will be convoluted and unrelated to one another in paragraphs. since these two first stages account for the majority of writing assignments accomplished in the classroom. Nonetheless, the students' thought is worthwhile and should be carried over to the following phase.

c. Revising

This is a more crucial and significant step in the writing process. Writing arrangement is rearranged in line with the order since adjustments are made in this part. In the previous drafting stage, all of the ideas were just written down. The next step is to create a paragraph based on all of the concepts that have been written.

d. Editing

This is the point where every output of the written work that has been produced and assembled will be reviewed. Because grammatical, spelling, punctuation, and other errors

can occasionally be fatal, Andrew Johnson reminded us that one fatal mistake authors sometimes make is to prioritize or combine the prewriting, drafting, and revising stages of the writing process. This will limit or even stop the development of any preexisting ideas because it requires too much thought to what constitutes good writing mechanics. On the other hand, the writing process involves editing, when the writer must review all of his work once it is complete. The writer must rely on the editors who proofread their work if they hope to get it published. Then, teaching pupils to write and edit correctly is the responsibility of a teacher. such as forming friend editing groups and instructing kids on how to correctly use word processing's grammar and spelling functions.

e. Publishing and Sharing

This marks the completion of the writing process, which is to be shared with participants or readers. since this section displays the output of our writing. Publishing or sharing writing can take many forms, such as gathering books, journaling, submitting writing to magazines, newspapers, school newspapers, or school wall magazines. It can also involve showcasing student work in the hallway or even beyond the school community. Because when others read our writing

aloud, the writing experience will grow stronger and more enduring.

d. Types of Writing

The type of writing is the most important factor in the native language. There are several types of writing which are as follows:

1. Poetic: someone who uses their actions to convey their feelings and outlook on life. The goal is to portray, declare, or criticize using the writer's experiences or thoughts as a guide.
2. Dramatic: uses acting to convey ideas and experiences in their presentation with the aim of understanding human experience via establishment and occasionally mobilizing a small group to make social commentary.
3. Recount: recounts past events with a focus on a single participant and a series of events. Giving the audience a description of what transpired is the purpose of description,
4. Explanation: describing how or why something happens with the goal of describing each step of the interaction (the how) and providing justification (the why).
5. Discussion: Talk about a subject in depth while incorporating both sides of the argument we are putting forth.

6. A narrative is a text that tells a story while also engaging or educating the readers or audience.
7. Response: A writing that expresses a person's response or responding to another piece of material (such as a play, book, movie, or sonnet) by providing a description of the work and judgment. The goal is to respond to a creative work by providing a description of it and a judgment.
8. Procedure: A section of the text that offers instructions for carrying out a task.

2. The Concept of Procedure Text

a. Definition of Procedure Text

Procedure text is text that describes a series of activities, tasks, steps, decisions, calculations and other processes which, when carried out in the order of the procedures according to the stipulated results, will describe the results. procedure text is text that describes how something works or how the process should be done, for example how to make a cake, how to use a computer, etc.

According to Ameliah et al., (2018), procedure text is a piece of writing that tells us the formation in making something or doing something through several steps or directions.

b. Types of Procedure Text

According to Prasetyawan (2023), procedure text consists of several types of text, namely:

1. Directions: Used to provide directions to reach a location. Plans or maps are usually attached to this type of procedural text.
2. Instruction: Used to explain how to do something. Usually diagrams or illustrations are included to make it easier for people reading to understand the instructions better.
3. Recipes: Used to tell how to make a food.
4. Rules for games: Used to describe how a game can be played, and explain what the rules of the game are.
5. Manuals: Also known as user manuals or user's guides. A manual is a book of instructions on how to operate something. Manuals are usually for instructions on electronic goods.

c. Social Functions of Procedure Text

The social function of Procedure Text is to explain how something can be done. It means procedure text tells us how to do something, how to make something or how to operate something.

d. Generic Structure of Procedure Text

According to Rukmana (2022), the generic structure of the procedure text is:

- a. Goal, This text contains the purpose of making or doing something.
- b. Materials or equipment, consisting of materials used in making something.
- c. Methods/step, contains all the steps in doing something.

e. Language Features of Procedure Text

According to Rif'ah (2021), the language features of the procedure text is:

1. Using connective (e.g: first, second, third, the last)
2. Using imperative sentence (e.g :cut, do not mix, and so on)
3. Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
4. Using action verbs, e.g : make, cook, take, boil.
5. Using Simple Present Tense

3. The Concept of Discours Markers

a. Definitin of Discourse Markers

Discourse Markers have several purpose and function that make it important to use in any writing activities. Discourse markers are words that are used to 'signpost' conversations and writing. Discourse markers also use by showing turns, joining ideas together, showing attitude, and generally controlling

communication. Besides that, discourse markers are used to start and end a sentence or phrase in a conversation.

Discourse Markers are components that bracket units of discussions and are sequentially reliant. She suggested that discourse markers may be thought of as a group of linguistic expressions made up of words from several word classes, such as conjunctions (such as and, but, or), interjections (such as oh), adverbs (such as now, then), and lexical phrases (such as y'know, I mean). A discourse model with various planes was also put out, including a framework for participation, an information state, an ideational structure, an action structure, and an exchange structure. Her detailed research demonstrated that markers could function at various discourse levels to link utterances on either a single plane or across multiple planes.

According to Hidayat et al., (2021), discourse markers are absolutely necessary to complete effective writing and as a support in producing coherent and cohesive paragraphs. Discourse markers are used to provide contextual coordinates for utterances i.e. they contribute to establishing the local coherence that speakers and listeners construct together in their discourse, context, meaning and actions. There are eleven Discourse Markers which are his focus, namely oh, well (particle), and, or, so, because (conjunction), now, then (time deictic) and you know (lexicalized clauses).

Fraser (1999), defines Discourse Markers as expressions taken from the syntactic class of conjunctions, adverbs, or prepositional phrases, having syntactic properties related to class membership, having procedural meanings, and having distributed cooccurrence boundaries. From this definition, it appears that discourse markers are projected on the properties of spoken discourse. In written text, Discourse Markers can be thought of as connecting links or cohesive devices.

b. Characteristic of Discourse Markers

Brinton (1996) and Jucker & Ziv (1998) in Castro & Marcela (2009), divide several characteristics of discourse markers, namely:

- a. Discourse markers are predominantly a feature of oral rather than of written discourse.
- b. They appear with high frequency in oral discourse.
- c. They are short and phonologically reduced items.
- d. They may occur sentence initially, sentence medially and finally as well.
- e. They are considered to have little or no prepositional meaning, or at least to be difficult to specify lexically.
- f. As discourse markers may occur outside the syntactic structure or loosely attached to it, they have no clear grammatical function.

- g. They seem to be optional rather than obligatory features of discourse. Their absence "does not render a sentence ungrammatical and/or unintelligible" but does "remove a powerful clue"
- h. They may be multifunctional, operating on the local and global levels simultaneously though it is difficult to differentiate a pragmatically motivated from a nonpragmatically motivated use of the form.

c. Types of Discours Marker

Based on Fraser (2006), taxonomy Discourse Markers are divided into four types:

1. Contrastive Markers

Contrastive discourse markers refer to discourse markers that are suggestive clear interpretation second segment with interpretation. According to Fitriyatul (2019), contrastive markers give signal that there is contrast information or choices between the first sentence and the next sentence, either directly or indirectly. Constrative marker indicates that the following utterance is a contrast of several prepositions related to procedural discourse (Fraser, 1999).

The contrastive discourse marker consists of: but, alternatively, although, contrariwise, contrary to expectations,

conversely, despite (this/that), even so, however, in spite of (this/that), in comparison (with this/that), in contrast (to this/that), instead (of this/that), nevertheless, nonetheless, (this/that point), notwithstanding, on the other hand, on the contrary, rather (than this/that), regardless (of this/that), still, though, whereas, yet. There are several general criteria for contrastive discourse markers:

1. Conveying Differences in Ideas

Contrastive discourse markers are used to show the difference or contrast between ideas or information in the following clause or paragraph.

2. Alternative or Optional Provision

Some contrastive conjunctions can be used to present alternatives or choices that are different from ideas that have been presented previously.

3. Highlighting Significant Differences

Used to highlight differences that are considered significant or important in the text.

4. Indicates Contradiction

Contrastive discourse markers are often used to show contradictions or inconsistencies between two ideas or statements.

5. Indicates Opposite Effect or Impact

Some contrastive conjunctions can highlight the opposite impact or unexpected result of an action or state.

2. Elaborative Markers

Elaborative Discourse Markers is a discourse markers that signal aquasiparallel relationship between two sentences. Elaborative markers indicate that the information contained in the discourse segment that contains it is an elaboration of the information represented by the previous segment (Choemue & Bram, 2021).

The elaborative discourse marker consists of: and, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further(more), in addition, in other words, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, or, otherwise, rather, similarly, that is (to say). There are several criteria that can help identify elaborative discourse markers:

1. Providing Additional Information

Elaborative discourse markers are often used to insert additional information that can provide further explanation.

2. Expansion or Idea Development

They tend to be used to develop or expand an idea that has been presented previously.

3. Examples and Illustrations

These discourse markers can precede examples or illustrations that aim to provide a clearer picture.

4. Emphasis or Emphasis

Some elaborative dialogue markers can be used to emphasize or emphasize a point.

5. Submission of reasons

They are often used to convey the reasons or justification for a statement.

6. Clarification or Explanation

These discourse markers can provide clarification or explanation needed for better understanding.

3. **Inferential Markers**

Inferential type signals that second segment is to be taken as a conclusion based on the first segment. Inferential markers are used to indicate that what is said follows logically from what was said previously (Syahdanis, 2020).

The Inferential discourse marker consists of: so, after all, all things considered, as a conclusion, as a consequence (of this/that), as a result (of this/that), because (of this/that), consequently, for this/that reason, hence, it follows that,

accordingly, in this/that/any case, on this/that condition, on these/those grounds, then, therefore, thus. The criteria for identifying inferential discourse markers involve characteristics that indicate the presence of inferences or conclusions in the text. There are several general criteria:

1. Indicates Logical Relationship

Inferential discourse markers are often used to convey logical relationships between one statement and another.

2. Cause-Effect Conjunction

Some inferential dialogue markers highlight cause-and-effect relationships or implications of information.

3. Associating Ideas with Inference

They can be used to relate a given idea to an inference or conclusion that can be drawn.

4. Conclusion or conclusion

Discourse markers tend to be used to imply drawing conclusions or conclusions from previously provided information.

5. Provide Additional Information

Sometimes, inferential discourse markers provide additional information that implicitly indicates an inference.

6. Overall Context

Understanding the context of the entire text is important to determine the inference intended by discourse markers. Inferential markers are used to indicate that what is said follows logically from what was said previously

4. Temporal Markers

Temporal discourse markers indicate the time or sequence of events. Temporal discourse markers indicate the time or sequence of events, namely consisting of: then, after, as soon as, before, eventually, finally, first, immediately afterwards, meantime, meanwhile, originally, second, subsequently, when. There are several criteria that can help identify temporal discourse markers:

1. Time Order Designation

Discourse markers are often used to show time sequence, be it chronological or temporal order.

2. Link Between Events

They can connect events or ideas in a text by showing the temporal relationships between them.

3. Introduction to Time Points

Temporal discourse markers can be used to introduce specific points in time in a narrative or argument.

4. Time Change Indicator

Some temporal discourse markers mark changes in time or transitions to the next phase in the text.

5. Use of Temporal Pronouns

They can use pronouns of time such as "then," "after that," "before," and the like.

6. Links Between Paragraphs or Parts of Text

Temporal discourse markers can be used as links between paragraphs or parts of text to clarify chronology.

d. The function of discourse markers

The function of discourse markers is divided into :

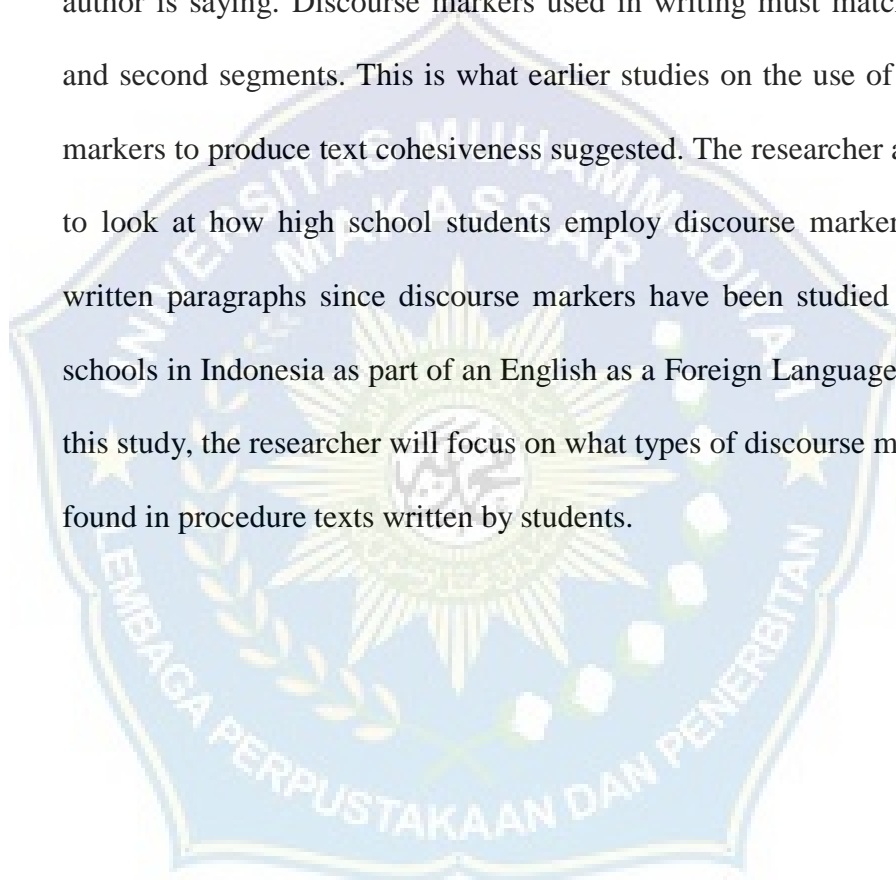
1. Discourse markers Provide explanations on contextual writing for utterances that will produce a good context for the reader.
2. Discourse markers make the process of interpreting listeners or readers to understand the desired meaning in the context of the lecture.
3. Discourse markers contribute to the coherence and cohesion of discourse.

C. Conceptual Framework

One of the skills of learning a language is writing. In order to develop effective communication skills, students must express their thoughts and ideas clearly. It is crucial that they learn how to write strong sentences that flow smoothly into strong paragraphs. Discourse Markers

are necessary in this situation since they will give your paragraphs coherence, coherence, and significance.

Based on Fraser (2006), taxonomy Discourse Markers are divided into four types: Contrastive, Elaborative, Inferential, temporal. Procedure Text contains everything because it tries to inform the reader of what the author is saying. Discourse markers used in writing must match the first and second segments. This is what earlier studies on the use of discourse markers to produce text cohesiveness suggested. The researcher also chose to look at how high school students employ discourse markers in their written paragraphs since discourse markers have been studied in formal schools in Indonesia as part of an English as a Foreign Language course. In this study, the researcher will focus on what types of discourse markers are found in procedure texts written by students.



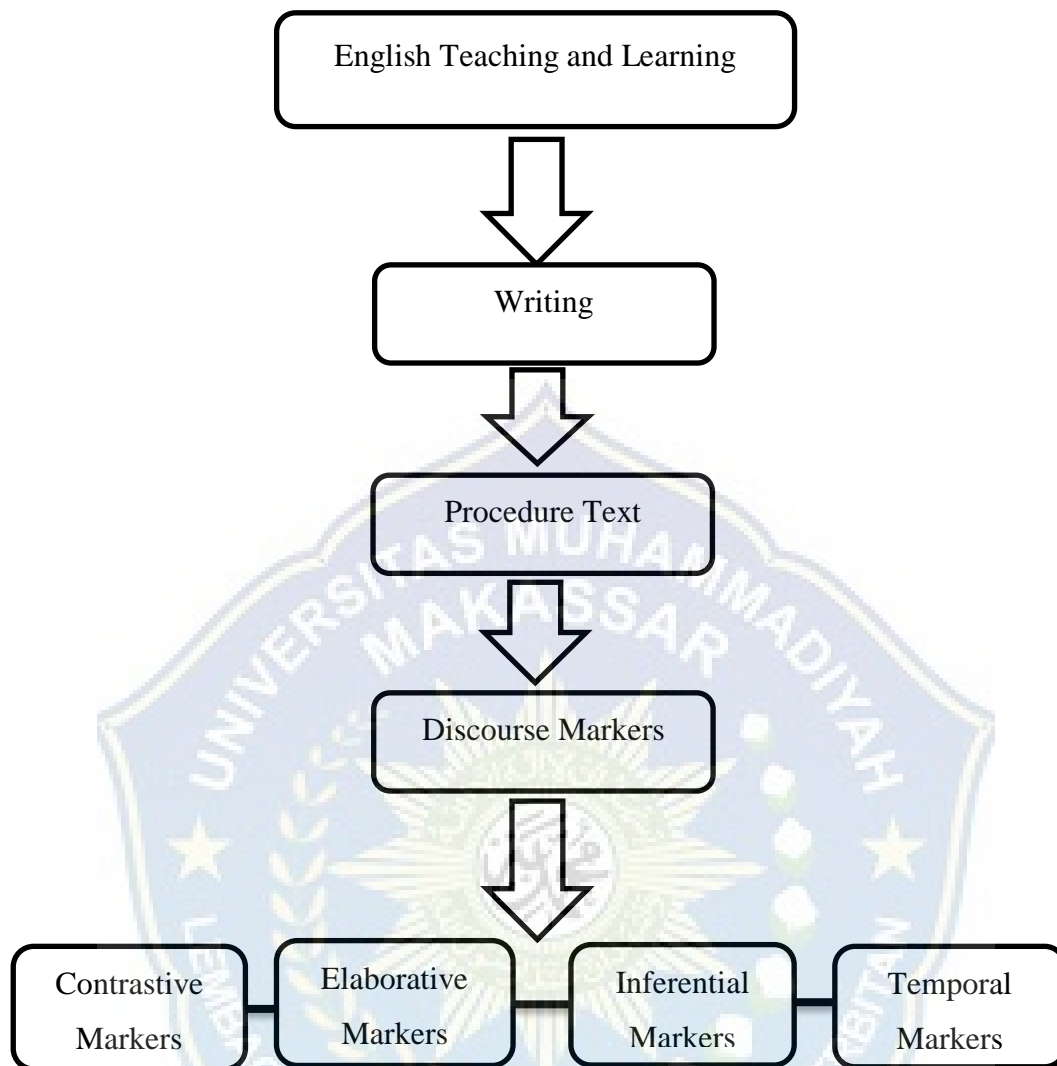


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted using descriptive quantitative research. Descriptive research aimed to clarify or describe a situation, event, object, or anything related to a variable that could be explained either with numbers or words. Descriptive studies were important because investigations occurred in educational research and were used as an analytical method by many researchers to collect data to improve educational problems. This research aimed to analyze and create descriptions of the discourse markers that students used in writing procedure texts.

B. Population and Sampel

a. Population

The population of this study was students of class XII majoring in Textiles at SMK Negeri 3 Gowa, which consisted of two classes. The population of this study included all students from the two classes, with a total of 52 students.

b. Sample

Based on the population, researcher determined the sample used simple random sampling techniques. All populations have the same opportunity to be selected as a sample. The sampling technique was

carried out used a spin wheel by entering the names of students in each class and carrying out a drawing system. The names of the students selected from the class were used as the sample. The sample for this research consisted of 30 students.

c. Research Instrument

In that research, the research instrument was useful as a tool used to collect the necessary data. The instrument that was used in that research was a written test. The written test could help the researcher find out the types of discourse markers used by students in writing procedure texts. The researcher asked students to write procedure texts based on the topics that were given. From the writing test, the researcher obtained the data needed to then analyze it based on the research problem.

C. Data Collection

Data collection was a method used by the researcher to gather data which was processed into answers to their research questions. Data collection in this research was conducted through written tests. The written test is in the form of a procedural text written by students based on the topic given by the researcher. The researcher gave three topics that students could choose from, namely 'how to make batik', 'how to operate a sewing machine', and 'how to sew clothes'. Students chose one of these topics to write about. Next, the researcher analyzed the writing students use discourse marker taxonomy, calculate the percentage of students' use

of discourse marker taxonomy in writing procedural texts, and draw conclusions from the results of the analysis.

D. Data Analysis

After the data was collected, the researcher analyzed it. Through the writing test data, the researcher observed the types of discourse markers used by students, how many discourse markers were used, and which ones were used more frequently. The steps for analyzing student data using discourse markers in procedural text writing were as follows: analyzing students' procedural text writing based on discourse markers, tabulating students' writing using discourse markers based on their writing, and calculating percentages. The researcher used the following formula to find percentages of items and concluded the results.

$$P = \frac{f}{n} \times 100\%$$

P = the percentage of the result

f = the frequency of students use discourse marker

n = total amount of the sample

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings here discussed by present the data from the writing test. In addition, the discussion is described the findings in details about the types of discourse markers used by students in writing procedure text at SMK Negeri 3 Gowa.

A. Findings

Based on the research conducted at SMK Negeri 3 Gowa, the researcher found 126 words of discourse marker types in 30 procedural texts written by students. Of the 30 written students, 14 students wrote about how to make batik, 8 students wrote about how to operate a sewing machine, and 8 students wrote about how to sew clothes. The data obtained by the researcher can be seen in the following table.

Table 4.1

The data of the Students Procedure Text

NO.	Types Discourse Marker	Frequency	Precentage
1.	Temporal Markers	110	87.3%
2.	Elaborative Markers	7	5.6%
3.	Constactive Markers	5	3.9%
4.	Inverential Markers	4	3.2%
Total		126	100%

Based on the table above, it shows the results of using the types of discourse markers that are most often used by students in writing procedure texts, namely temporal discourse markers 87.3%, which are the most dominant discourse markers that appear in procedure text, followed by elaborative 5.6%, contrastive 3.9% and inferential 3.2%. The table also shows that the 4 types of discourse markers based on Fraser, (2006) taxonomy are all used by students in procedure text.

To support data presentation, researcher provide and discuss evidence of discourse markers used by students in writing procedure text at SMK Negeri 3 Gowa.

1. Contrastive Markers

Contrastive discourse markers are the first type of discourse markers that students used in writing procedure texts.. Based on table 4.1 above, the total contrastive markers used by students in writing procedure texts is 5 (3.9%). In this research, the findings show that students in writing procedure texts use contrastive discourse markers. Examples of contrastive markers are *but, alternatively, although, contrariwise, contrary to expectations, conversely, despite (this/that), even so, however, in spite of (this/that), in comparison (with this/that), in contrast (to this/that), instead (of this/that), nevertheless, nonetheless, (this/that point), notwithstanding, on the other hand, on the contrary, rather (than this/that), regardless (of this/that), still, though,*

whereas, yet. The contrastive markers contained in the students' written procedure text can be seen in the following table.

Table 4. 2

The use of Contrastive Markers

NO	Word of Contrastive Markers	Frecuency
1	But	3
2	However	2

From table 4.2 above, there are 2 variants of discourse markers found in students writing procedure texts, namely but and however. Researcher found 3 sentences using "but" and 2 sentences using "however" in students' procedure texts. There are twenty-four types of contrastive markers that are not used in writing procedure text. There are: *alternatively, although, contrariwise, contrary to expectations, conversely, despite, even so, in spite of, in comparison, in contrast, instead, nevertheless, nonetheless, (this/that point), notwithstanding, on the other hand, on the contrary, rather, regardless, still, though, whereas, yet.* Now the researcher will show sentences that use contrastive markers of the type "but" and "however".

1. Then ngelord is the initial stage in meiting the wax color into boiling water. thus, the cloht is dried in the sun and waited until it dries. **But** dry it in a place that is not direcly exposed to the neat of a sun, so that the wax does not expand. (XII_T1_AP) Appendix 4_62

2. Perform finishing such as rolling the edges of the fabric, sewing open parts, and adding decorations if necessary. **However**, make sure that the finished product is neat and clean. (XII_T1_I) Appendix 4_63

Based on example 1, the contrastive marker type “but” of the procedure text written by the students is used correctly. The first statement explains that the cloth is dried in the sun and waits for it to dry. However, the second statement adds contrast by giving different additional instructions. The use of 'but' helps the reader understand the difference between two opposing actions in the described process. It indicates a change of direction or focus in the instructions given in the same context. The additional instruction emphasizes that the fabric should be dried in a place that is not directly exposed to sunlight to prevent the wax from melting or expanding due to the heat of the sun. Thus, the use of 'But' helps students explain the contrast between two steps in the described process.

From example 2, contrastive markers of the type “however” are used by students in procedure texts as appropriate contrastive discourse markers. The first statement gives a set of instructions about finishing the product, but the second statement adds contrast by giving a warning that the finished product should be neat and clean. The use of 'However' helps the reader understand the difference between an instructed set of actions and an additional requirement for the desired end result. It makes the connection between the process and the desired end result clear to the reader. Thus, the use of 'However' helps students explain the contrast between two aspects in the process being described.

2. Elaborative Markers

Elaborative markers are the second type of discourse that students used in writing procedure texts. Based on table 4.1 above, the total contrastive markers used by students in writing procedure texts is 7 (5.6%). The examples of elaborative marker words are *and, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further(more), in addition, in other words, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, or, otherwise, rather, similarly, that is (to say)*. After analyzing the students' data, the researcher found that the text procedure writing consisted of these discourse markers. The forms of elaborative markers that appear in the text procedure writing can be seen in the following table.

Table 4. 3

The use of Elaborative Markers

NO	Word of Elaborative Markers	Frecuency
1	Or	4
2	Also	2
3	In adition	1

Based on table 4.3 above, there are 3 elaborative marker words found in the procdure text written by students, namely 4 “or”, 2 “also”, 1 “in addition”. researchers found that there are 4 sentences that use the word “or”, 2 sentences that use the word “also”, and 1 sentence using “in addition”. There are twenty-

five types of contrast markers that are not used in writing procedure texts, namely: *and, above all, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further(more), in other words, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, otherwise, rather, similarly, that is (to say).*

1. Second, tracing **or** the activity of transferring the pattern motif to the fabric. (XII_T1_AP) Appendix 4_62
2. Attach buttons, zippers or other accessories according to the shirt design. **Also**, make sure that the studs are placed symmetrically. (XII_T1_I) Appendix 4_63
3. Next, install the Japanese zipper on the back of the fabric. **In addition**, before sewing the zipper, the machine foot is changed to the next sewing machine foot. (XII_T2_KR) Appendix 4_65

Based on example 1, the use of elaborative markers, the word “or” in the sentence is found in the middle of the sentence indicating a choice between two possible actions after the first step. In this context, the second step could be “tracing” or “the activity of transferring the pattern motif to the fabric”. The use of “or” provides flexibility in the instructions or directions given, allowing the implementer to choose the action that best suits their situation or preference. Therefore, “or” functions as a discourse marker that provides options or alternatives in the sentence

Based on example 2, the elaborative marker “also” of the procedure text written by the students is used correctly. “Also” is used in the middle of the sentence to give additional examples or instructions related to the previous steps. In this context, after giving instructions on attaching the accessories according to the shirt design, “Also” is used to add an additional relevant instruction, which is to ensure that the studs are placed symmetrically. This shows that “Also” is used to provide more examples or instructions of the previous action, in accordance with the function of elaborative markers.

From example 3, the use of “In addition” in the sentence functions as an elaborative discourse marker that adds additional information related to the previous action. In this context, after giving the instruction to install the Japanese zipper on the back of the fabric, the phrase “In addition” introduces an additional step that needs to be done before sewing the zipper, which is to replace the sewing machine foot.. The use of “In addition” provides a smoother flow in the instructions given, allowing the reader to understand that there are additional steps that need to be done before proceeding to the next step. Therefore, in this context, “In addition” functions as an elaborative discourse marker that helps clarify the sequence of actions required.

3. Inferential Markers

Inferential Markers are the third type that is least used by students in writing procedure texts. Based on table 4.1 above, the total inferential markers used by students in writing procedure texts is 4 (3.2%). The examples of elaborative marker words are *so, after all, all things considered, as a*

conclusion, as a consequence (of this/that), as a result (of this/that), because (of this/that), consequently, for this/that reason, hence, it follows that, accordingly, in this/that/any case, on this/that condition, on these/those grounds, then, therefore, thus. After analyzing the data, the researcher found that only 4 inferential markers were used in writing the text, which can be seen in the following table.

Table 4. 4

The use of Inferential Markers

NO	Word of Inferential Markers	Frecuency
1	Thus	3
2	Because	1

From table 4.4 above, there are 2 inferential marker words that students use in writing procedure texts, namely 3 "thus" and 1 "because". Researcher found 3 sentences using "Thus" and 1 sentences using "Because" in students' procedure texts. There are sixteen types of inferential markers that are not used in writing procedure text. There are: *so, after all, all things considered, as a conclusion, as a consequence (of this/that), as a result (of this/that), consequently, for this/that reason, hence, it follows that, accordingly, in this/that/any case, on this/that condition, on these/those grounds, then, therefore.* Now the researcher will show sentences that use inferential markers of the type "because" and "thus".

1. Fill the bobbin with thread. **Thus**, make sure the thread fits the sewing machine groove then insert it into the needle. (XII_T2_S) Appendix 4_68
2. Place the spool of thread in the top holder and insert the end of the thread into the sewing eye. **Because**, correct thread installation is very important for good sewing results. (XII_T1_NIS) Appendix 4_67

Based on example 1, the use of inferential markers “Thus” is found in the procedure text that has been written by students. The use of the word “Thus” shows the cause-and-effect relationship between the action of filling the bobbin with thread and the next action, which is to ensure that the thread fits the groove of the sewing machine and then inserted into the needle. Thus, “Thus” helps draw a conclusion or implication from the previous statement in the sentence, making it an inferential markers.

From example 2 above, the inferential marker “because” from the student procedure text is used correctly. The use of “because” shows the cause-and-effect relationship between the previously instructed action (threading correctly) and the reason why the action is important (for good stitching results). Thus, “because” helps to draw conclusions or implications from the previous statement, thus functioning as an inferential discourse marker.

4. Temporal Markers

Temporal markers are the last type of discourse markers. Temporal discourse markers have the highest rank of discourse markers used by students in writing procedure texts. Based on table 4.1 above, the total temporal markers used by students in writing procedure texts is 110 occurrences and the

percentage (83.7%). In this research, the findings show that students in writing procedure texts use temporal discourse markers. Examples of contrastive markers are *then, after, as soon as, before, eventually, finally, first, immediately afterwards, meantime, meanwhile, originally, second, subsequently, when*. The contrastive markers contained in the students' written procedure text can be seen in the following table.

Table 4. 5

The use of Temporal Markers

NO	Word of Temporal Markers	Frecuency
1	Then	55
2	First	19
3	After	16
4	Second	9
5	Finally	7
6	Meanwhile	2
7	Before	1
8	When	1

Based on the table, there are 8 temporal marker words used by students, namely 55 “then”, 19 ‘first’, 16 “after”, 9 ‘second’, 7 ‘finally’, 2 ‘meanwhile’, 1 ‘before’, and 1 ‘when’. Researcher found 55 sentence using “then”, 16 sentence using “first”, 16 sentence using “after”, 9 sentence using “second” 7 sentence using “finally” 2 sentence using “meanwhile”, 1 sentence using

“before” and 1 sentence using “when” in students' procedure texts. There are eight types of inferential markers that are not used in writing procedure text there are: *as soon as*, *eventually*, *immediately*, *afterwards*, *meantime*, *originally*, *subsequently*. Now the researcher will show sentences that use inferential markers of the type “then” “after” “before” “finally” “first” “meanwhile” “second” and “when”.

1. **Then** star painting by applying liquid wax to the cloth you want to draw on. (XII_T1_A) Appendix 4_69
2. **First**, fold the fabric in half and place the shirt patten on top. (XII_T2_N) Appendix 4_75
3. **After** finishing coloring, make waterglass (mix waterglass and water until it is slightly thict) to star fixing the color, wait until dry. (XII_T2_EPH) Appendix 4_70
4. **Second**, prepare a design for the clothes you will make. (XII_T2_YAR) Appendix 4_79
5. **Finally**, once dry, iron the fabricc carefully to flatten and remove creases. (XII_T2_K) Appendix4_73
6. **Meanwhile**, wait for the water to boil, first rinse the cloth with water. (XII_T1_IP) Appendix 4_77
7. **Before** filling the thread on the spool, first raisethe sewing machine foot. (XII_T1_ANM) Appendix 4_72
8. **When** the fabric has been cut, the next thing we have to do is reduce or mark the stitching on the fabric. (XII_T2_KR) Appendix 4_65

First, based on example 1, the temporal marker “then” is found in the sentence. The word “then” is used as a temporal discourse marker that indicates time sequence. In the sentence, “then” signifies that the action of painting with stars begins after the previous action, which is applying the liquid wax to the fabric you want to draw on.

Secondly, based on example 2, the word “first” in the sentence functions as a temporal discourse marker that shows the sequence of steps in the process. By using “first”, the writer indicates that this step is the first step to be done in the sequence of actions to be described.

Third, from example 3, the temporal marker “after” is used as a temporal discourse marker indicating time sequence. In the sentence, “after” indicates that the action of making the water glass (mixing the water glass with water until it is slightly thick) occurs after the previous action of finishing the coloring.

Fourth, based on example 4 the sentence uses the word “Second” is used as a temporal discourse marker that indicates the sequence of steps in the process. In this context, “second” gives a clear indication that the step described is the second step in a series of actions to be performed. The use of “second” helps the reader or listener to identify the chronological order in the process. As such, “second” serves as a specific time-order marker, separating the first step from the subsequent steps in a clear and structured manner. It helps to better organize the information and guides the reader or listener through a series of actions to be performed in the correct order.

Fifth, based on example 5, the word “finally” is found in the sentences written by students in the procedure text. The word “finally” functions as a temporal discourse marker that shows the time sequence or the last step in a series of actions or processes. By using “finally”, the writer emphasizes that the action of ironing the cloth is the last step to be done after all the previous steps have been completed.

Sixth, from example 6 in the sentence, the word “meanwhile” is used as a temporal discourse marker that indicates an activity that is taking place simultaneously with another activity. In this context, “meanwhile” indicates that while you are waiting for the water to boil, you also have to perform another action, which is washing the cloth with water.

Seventh, based on the 7 examples of temporal markers in the sentence, “before” functions as a temporal discourse marker that shows the order of time. In the context of the sentence, “before” indicates that the action of lifting the sewing machine foot must be done before the action of filling the thread on the bobbin.

Finally, from example 8 in the sentence, the word “when” functions as a temporal discourse marker that shows the time relationship between two events. By using “when”, the sentence shows that the first event (cutting the fabric) happened before the second event (reducing or marking the stitches on the fabric). Thus, “when” indicates that one event occurs after the other in the context of time.

B. Discussion

Based on the results of this study, the research findings show that four types of discourse markers based on Fraser's (2006) taxonomy are used by students in writing procedure texts at SMK Negeri 3 Gowa. The main finding shows that students tend to use temporal discourse markers in writing procedure texts. In addition, elaborative discourse markers were also used followed by contrastive markers and inferential markers.

As mentioned earlier, temporal markers are frequently used by students in writing procedure texts, this is because students tend to focus on explaining the time sequence or steps in the process described and due to the instructional nature of procedure texts that require a clear sequence in the explanation of each step. This finding is in line with previous research especially (Rabab'ah et al., 2022), who found that the large number of temporal discourse markers used in his research was due to the writing topic that directed students to use this type of discourse markers. The most used temporal marker by students is the word then, because the use of "then" makes the steps clear and easy to understand, helping readers to follow the instructions chronologically. This is in line with previous research which found that the word then was often used by participants to connect propositions that expressed time sequence in their descriptive essays (Wahid & Suyitno, 2020).

The second frequent type of discourse markers used by students in writing procedural texts is elaborative markers. Elaborative markers are used to provide

additional information or relevant examples related to the steps or instructions that have been given previously. According to Nirwana (2022), elaborative markers are used to connect additional contexts that are the same as what has happened before.. The use of elaborative markers such as “also” helps to convey additional instructions or relevant examples. This finding is in line with previous research, especially (Syahdanis, 2020) who found that in his research on argumentative text writing, “also” was found the most and functions to provide a lot of reasons, arguments, and add information.

Contrastive discourse markers in this study are the third discourse markers found in procedure text writing. Contrastive markers are used to show the difference or contrast between opposite steps or instructions in the described process. The use of contrastive markers such as “but” helps readers understand the difference between two conflicting steps or instructions in the procedure text. In the results of Lu et al. (2022) research showed that students used the discourse marker “but” to compare and contrast one idea with another and express opposing opinions.

The most common type of discourse marker used in writing procedure texts is the inferential marker. Inferential markers are used to draw conclusions or implications from information that has been conveyed previously. According to Raputri et al. (2022) inferential discourse markers can be interpreted as discourse markers that function to convey messages such as the conclusion or inference of a sentence. Although rarely used, the use of inferential markers such as “because”

helps students convey the cause-and-effect relationship or conclusion of the instructions that have been given.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion in the previous chapter, it can be concluded that all types of discourse markers based on Fraser's 2006 taxonomy are used by students in writing procedural texts at SMK Negeri 3 Gowa, majoring in textiles. These markers are contrastive markers, elaborative markers, inferential markers and temporal markers.

1. Temporal discourse markers emerged as the most frequently employed markers by students. This preference can be attributed to the inherent requirement of procedural texts to provide a clear and sequential presentation of steps or instructions. Among temporal markers, "later" stood out as the most commonly used, facilitating chronological clarity in procedural descriptions.
2. Elaborative markers, though less prevalent compared to temporal markers, play a crucial role in enriching procedural texts by providing additional information. Markers such as "also" and "in addition" serve to supplement instructions or offer relevant examples, thereby enhancing the clarity and comprehensiveness of procedural descriptions.
3. Following elaborative markers, students utilized contrastive markers to emphasize differences or contrasts between various steps or

instructions in procedural texts. Markers like "but" help elucidate opposing actions or choices, contributing to a nuanced understanding of procedural processes.

4. Lastly, inferential markers, while less frequently used, serve to convey cause-and-effect relationships or draw conclusions from the instructions provided. Although relatively rare, these markers, such as "because," contribute to the overall coherence and logical development of procedural descriptions.

B. Suggestion

Based on the result of research and discussion, the researcher would like to give some suggestions as follows:

1. For teachers, it is necessary to recognize the occurrence of discourse markers in the text provided in the student textbook. In addition, teachers also need to understand the use of discourse markers as information connectors to create texts that are easy to understand and improve students' understanding of the intent of the text through the signals expressed by discourse markers.
2. For students, they should try to learn related to the use of discourse marker types and if they find something difficult. They can ask the teacher.
3. For future researchers who want to conduct similar research, it would be more meaningful if they develop a theoretical framework from

previous theories, either contained in this study or other references, to analyze other types of texts.



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Appendix 1. Writing Test

Name :

Class :

Choose one of the topics below and then make a procedure text!

How to Sew Clothes



How to Operate Sewing Machine



How to Make Batik



Appendix 2. The List Of Student's Name

XII Kriya Kreatif Tekstil dan Batik 1

NO.	Students Name	Sampel	Code
1	Adelia Putri	√	XII_T1_AP
2	Amelia	√	XII_T1_A
3	Andi Nurdiva Muhraini A	√	XII_T1_ANM
4	Annisa Rezky	√	XII_T1_AR
5	Dui Suci Ramadani	√	XII_T1_DSR
6	Ima Aryani		
7	Inggiana Purba	√	XII_T1_IP
8	Ismayanti	√	XII_T1_I
9	Nabila YUSDARI		
10	Naswa Ahmad	√	XII_T1_NA
11	Novarita Fajar Ayu		
12	Nur Afni Tasya Putri Azis	√	XII_T1_NAT
13	Nur Indah Sari	√	XII_T1_NIS
14	Nur Istmi	√	XII_T1_NI
15	Nurul Fatika		
16	Rafika Syahrir	√	XII_T1_RS
17	Saniarsi Syam	√	XII_T1_SS
18	Septiana Dwi Putri	√	XII_T1_SDP
19	Sindi		
20	Sitti Khalijah	√	XII_T1_SK
21	Tika		

The List Of Student's Name

XII Kriya Kreatif Tekstil dan Batik 2

NO.	Students Name	Sampel	Code
1	Adelia		
2	Ainun Ababil		
3	Amanda Febrianti Putri S		
4	Annisya Aprianti S	√	XII_T2_AA
5	Dinasti	√	XII_T2_D
6	Eka Putri Haryani	√	XII_T2_EPH
7	Fitriani	√	XII_T2_F
8	Herawati Basri		
9	Irma		
10	Kartika		
11	Kartini	√	XII_T2_K
12	Kurnia Rahmadhani	√	XII_T2_KR
13	Mutia Anggraeni	√	XII_T2_MA
14	Nita	√	XII_T2_N
15	Nur Andini	√	XII_T2_NA
16	Nur Risna S.	√	XII_T2_NR
17	Nurafrilianti	√	XII_T2_N
18	Nurlita		
19	Nurul Maghfira	√	XII_T2_NM
20	Nurul Suci Ramadani		
21	Restisari		
22	Rini Ayu Kartini	√	XII_T2_RAK
23	Rusma Adelia Angraeni		
24	Suci Amelia Putri		

25	Suci Safitri		
26	Syabrina	√	XII_T2_S
27	Ulandari		
28	Yulitha Angraeni Rahman	√	XII_T2_YAR



Appendix 3. The Types of Discourse Markers Used by Students

NO.	Types	Discourse Markers	Amount
1.	<p align="center">Contrastive Markers</p>	<p align="center">But</p> <p align="center">Alternatively</p> <p align="center">Although</p> <p align="center">Contrariwise</p> <p align="center">Contrary to expectations</p> <p align="center">Conversely</p> <p align="center">Despite (this/that)</p> <p align="center">Even so</p> <p align="center">However</p> <p align="center">In spite of (this/that)</p> <p align="center">In comparison (with this/that)</p> <p align="center">In contrast (to this/that)</p> <p align="center">Instead (of this/that)</p> <p align="center">Nevertheless</p> <p align="center">Nonetheless</p> <p align="center">(this/that point)</p> <p align="center">Notwithstanding</p> <p align="center">On the other hand</p> <p align="center">On the contrary</p> <p align="center">Rather (than this/that)</p>	<p align="center">3</p> <p align="center">2</p>

		<p>Regardless (of this/that)</p> <p>Still</p> <p>Though</p> <p>Whereas</p> <p>Yet</p>	
2.	<p>Elaborative</p> <p>Markers</p>	<p>And</p> <p>Above all</p> <p>Also</p> <p>Alternatively</p> <p>Analogously</p> <p>Besides</p> <p>By the same token</p> <p>Correspondingly</p> <p>Equally</p> <p>For example</p> <p>For instance</p> <p>Further(more)</p> <p>In addition</p> <p>In other words</p> <p>In particular</p> <p>Likewise</p> <p>More accurately</p>	<p>2</p> <p>1</p>

		<p>More importantly</p> <p>More precisely</p> <p>More to the point</p> <p>Moreover</p> <p>On that basis</p> <p>On top of it all</p> <p>Or</p> <p>Otherwise</p> <p>Rather</p> <p>Similarly</p> <p>That is (to say)</p>	4
3.	Inferential Markers	<p>So</p> <p>After all</p> <p>All things considered</p> <p>As a conclusion</p> <p>As a consequence (of this/that)</p> <p>As a result (of this/that)</p> <p>Because (of this/that)</p> <p>Consequently</p> <p>For this/that reason</p> <p>Hence</p>	1

		<p>It follows that</p> <p>Accordingly</p> <p>In this/that/any case</p> <p>On this/that condition</p> <p>On these/those grounds</p> <p>Then</p> <p>Therefore</p> <p>Thus</p>	3
4.	Temporal Markers	<p>Then</p> <p>After</p> <p>As soon as</p> <p>Before</p> <p>Eventually</p> <p>Finally</p> <p>First</p> <p>Immediately afterwards</p> <p>Meantime</p> <p>Meanwhile</p> <p>Originally</p> <p>Second</p> <p>Subsequently</p> <p>When</p>	<p>55</p> <p>16</p> <p>1</p> <p>7</p> <p>19</p> <p>2</p> <p>9</p> <p>1</p>

XII KRIYA KREATIF TEKSTIL DAN BATIK 1

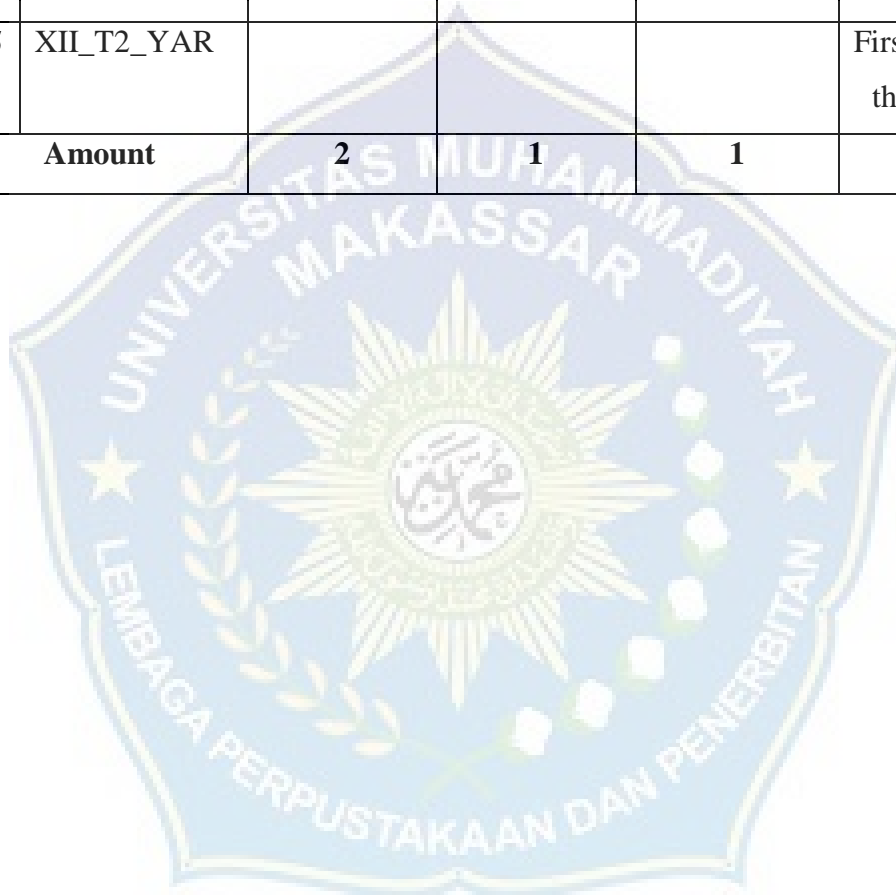
No	Code	Discourse Markers			
		Elaborative Markers	Inferential Markers	Constractive Markers	Temporal Markers
1	XII_T1_AP	Or, or, or	Thus, thus	But	First, second, then , finally
2	XII_T1_A				Then, then, then, then, then
3	XII_T1_ANM				Firts, before, first,
4	XII_T1_AR				First, then, second, after, then, then, then,
5	XII_T1_DSR				First, second, then, meanwhile, finally
6	XII_T1_IP				First, second, then, then, then, meanwhile, then, finally
7	XII_T1_I	Also, also		But, however	Then, then
8	XII_T1_NA				Firstly, second, then, then, then,

					then
9	XII_T1_NAT				Then,
10	XII_T1_NIS		Because	However	
11	XII_T1_NI				After, then
12	XII_T1_RS				Firstly, secondly, then,
13	XII_T1_SS				After, after, then, after, then, then
14	XII_T1_SDP				The first step, after, after,
15	XII_T1_SK				After, then.
	Amount	5	3	4	57

XII KRIYA KREATIF TEXTIL DAN BATIK 2

No	Name	Discourse Markers			
		Elaborative Markers	Inferential Markers	Constractive Markers	Temporal Markers
1	XII_T2_AA				Then
2	XII_T2_D				Then, then, after, after, then, after, then, then
3	XII_T2_EPH				Firstly, second, then, then, then, after, after, then, finally,
4	XII_T2_F				Then, then, then, then, then
5	XII_T2_K				First, after, finally
6	XII_T2_KR	Or ,in addition		But	First, when, first,
7	XII_T2_MA				Then, then
8	XII_T2_N				First, then , finally
9	XII_T2_NA				Then
10	XII_T2_NR				First, then, then
11	XII_T2_N				First of all,

					the second, after, then, finally
12	XII_T2_NM				First, after,
13	XII_T2_RAK				First, then, Then
14	XII_T2_S		Thus		Then
15	XII_T2_YAR				First, second, then, then,
	Amount	2	1	1	53



Appendix 4. Students Procedure Text

Name : Adecia Putri

Class : XII IPS 1

How to Make Batik



Produces beautiful and high quality batik cloth.

Ingredients:

- Cloth.
- wickor
- wax
- dye
- tablecloth
- water glass

Tools:

- Stamping canting
- writing canting
- scales
- Stove
- Frying Pan
- S Panrang
- brush
- container

Steps:

1. First, make a batik motif or pattern
2. Second, tracing or the activity of transferring the pattern motif to the fabric
3. next, attach the wax candle to the cloth using canting stamp media. Thus, in this process the batik motif will begin to appear
4. next, is the process of adding filling by filling in the fabric according to the motif image that was traced in the second stage. At this stage, use canting
5. the next step is to make or mix the colors you want to use

Name : Ismayanti

Class : XII Ktt 1

How to Sew Clothes



Make clothes that suit your preferences and needs

Ingredients:

- thread
- dress pattern
- cloth

Tools:

- needle
- scissors
- button
- sewing machine

Steps:

1. Cut the clothing pattern according to the specified measurements but make sure the pattern is cut carefully so that the results are accurate.
2. Place the pattern on the fabric and cut according to the pattern provided. Then make sure that the fabric is folded neatly before cutting.
3. Sew the fabric parts together using a sewing machine.
4. Attach buttons, zippers or other accessories according to the shirt design. Also make sure that the studs are placed symmetrically.
5. Perform finishing such as rolling the edges of the fabric, sewing open parts, and adding decorations if necessary. However, make sure that the finished product is neat and clean.
6. ~~Then~~ finishing touches, such as ironing to provide a neat final result. Also, make sure the iron is not too hot to avoid damaging the fabric.

6. After that, color the visible parts of the motif image, such as blossoms and flowers, using a brush.
7. Next, apply water glass to the fabric, which is to lock in the color.
8. Then ngelond is the initial stage in melting the wax color into boiling water. Thus, the cloth is dried in the sun and waited until it dries. But dry it in a place that is not directly exposed to the heat of the sun, so that the wax does not expand.
9. Next, the process of blocking or waxing the fabric or motif that has been colored.
10. Next, color the fabric base ~~of the~~ thoroughly using a sponge.
11. Add water glass to the base of the colored cloth.
12. Finally, in the same way as ngelond, don't dry it in a place that is not directly exposed to the heat of the sun.

Name : Kurnia Rahmawati

Class : XII Tekstil 2

How to Operate Sewing Machine



How to sew clothes

Ingredients:

- sewing thread
- overlock thread
- machine stitch needle
- elastic rubber
- cloth
- pattern paper
- Japanese zipper
- Pins

Tools:

- sewing Machine
- Senger
- tape measure
- scissors
- bobbin
- regular sewing Foot
- side Sewing Foot
- tape measure
- Sewing chalk
- screw driver

Steps:

1. First, take the wear's measurements
2. Buy and also prepare the materials that will be used
3. Next, make a pattern on pattern papers
4. Place the pattern on top of the main material, by cutting out the pattern
5. After that, cut the fabric with an increase of 2 cm. But remember, don't mistake the direction of the fabric grain.
6. When the fabric has been cut, the next thing we have to do is reduce or mark the stitching on the fabric.
7. After that, we can start sewing
8. For the sewing steps, first put the shoulders together then sew according to the radar mark
9. Next, connect the sides on the front and back by sewing
10. Sew the stitching on the bad part of the fabric
11. Next, install the Japanese zipper on the back of the fabric.

In Addition, sewing the zipper, the machine foot is changed to the feet sewing machine foot.

12. After that, sew the ends of the fabric with small folds twice

13. sew the elastic at the top a few cm from the edge of the fabric

14. Next, sew the sleeve side of the fabric

15. Next, attach the arms to the body of the cloth by moving them forward 1.5 cm

16. overlock all the edges of the fabric that have been sewn.

17. on the collar we use a rag finish which is sewn on the good part of the fabric.



Name : Nur Indah Sari

Class : XII KAT 1

How to Operate Sewing Machine

Use a sewing machine to sew clothes of fabric with neat results

Ingredients:

Thread
Cloth

Tools:

Sewing machine
Needle

Steps:

1. Make sure the sewing machine is installed correctly and connected and to a power source. however, make sure to double check the safety of the machine before using it.
2. Place the spool of thread in the top holder and insert the end of the thread into the sewing eye because correct thread installation is very important for good sewing results.
3. Adjust the thread tension according to the thickness of the fabric to be sewn.
4. Adjust the desired stitch type in the sewing machine settings. like, if you want straight stitches settings.
5. Place the fabric under the sewing machine foot and press the pedal to start sewing.
6. After finishing sewing, turn the adjustment wheel to raise the needle and cut the thread with scissors.
7. Clean the sewing machine from dust and fabric residue.

Name : Syabrina

Class : KIRKSTU 2

How to Operate Sewing Machine



For sewing skirts or trousers

Ingredients:

Thread

Tools:

like bobbin
Sewing needle

Steps:

1. Turn on the Sewing Machine by Plugging the cable into the socket
2. install the needle on the machine
3. Fill the bobbin with thread. thus, make sure the thread fits the sewing machine groove then insert it into the needle
4. next raise the shoe. Put the cloth down lower the shoe again, start the engine by pressing the pedal
5. the Sewing Machine can be used

Name : Amelia

Class : XII Tekstil 1

How to Make Batik



The aim of batik is to hone creativity and preserve national culture.

Ingredients:

- Night candle
- Dye
- cloth

Tools:

- Canting
- stove
- paintbrush
- receptacle / glass
- hurdle

Steps:

1. designing images on fabric
2. Heat the wax liquid in a pan on the stove until the wax melts.
3. dip the canting into the pan.
4. Then start painting by applying liquid wax to the cloth you want to draw on.
5. color the fabric motif, then water glass.
6. Then block the motif that has been colored
7. After that, continue the basic coloring of the fabric
8. waterglass to lock the color on the fabric
9. Then melorod, which is the process of removing wax from the fabric.
10. After that, wash the batik cloth with clean

water to remove any remaining wax that is still attached. then dry the cloth.

Name : Eka Putri Haryani

Class : XI Tekstil 2

How to Make Batik



- Making batik clothing
- Preserving Indonesian culture

Ingredients:

- Cloth
- waterglass
- removal color
- Water
- Soda ash
- "Malam" candle

Tools:

- Canting - "gawang"
- electric stove - "spanram"
- pin
- binding cloth
- fence
- pan

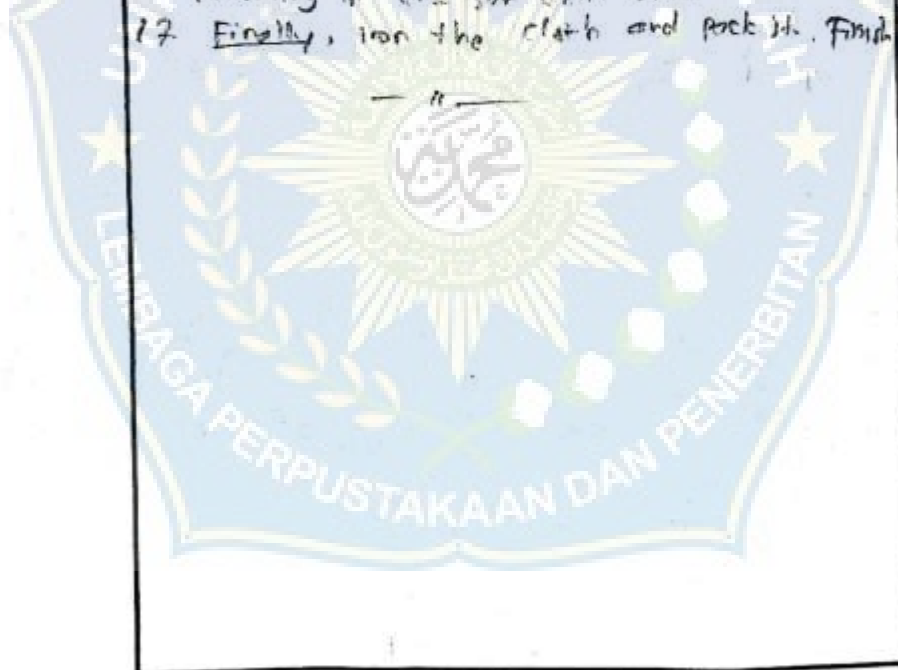
Steps:

1. Firstly, prepare the tools and materials
2. Second, make a design draft on pattern paper.
3. Third, transfer the design on the pattern paper on to the cloth that will used as batik
4. Next. Heat the electric stove and put ~~water~~ "malam" candles in the pan.
5. ~~Then~~ put the canting into the pan, and take a little bit of "malam"
6. Then start painting "malam" candles onto the cloth that has been designed.
7. ~~after~~ after that, prepare the gawang and ~~spanram~~ spanram
8. take pin and tie. Then tie it to spanram.
9. Prepare the color you will need.
10. Then, start coloring the cloth according to the

elena

design. let stand until dry.


11. After finishing coloring, make waterglass (mix waterglass and water until it is slightly thick) to start fixing the color. Wait until dry.
12. Once dry, untie the cloth and rinse until the rinse water is clear.
13. Next, heat the glass and raise a pan of water until it boils.
14. After boiling, add soda ash. Then put the rinsed cloth into the pan.
15. Then soak until the "mountain" candles disappear, evenly, etc. carefully.
16. After that, rinse again using cold water, then dry in the sun until cold.
17. Finally, iron the cloth and pack it. Finish.



Name : Ardi Nardiva Muhraini. A

Class : XII Tekstil 1

How to Operate Sewing Machine



A sewing machine is a mechanical or electromechanical equipment that functions to sew clothes, etc. Below are the steps for cleaning a sewing machine.

Ingredients:

Sewing thread, needle

Tools:

Sewing machine, lifeboat,
Sewing machine spool.

Steps:

- 1) First, install the sewing machine needle
- 2) Next, install the sewing machine foot
- 3) After that, fill the thread on the spool
- 4) Before filling the thread on the spool, first raise ~~the~~ sewing machine foot
- 5) Next, immediately install the spool on the lifeboat.
- 6) ~~the~~ ~~the~~ install lifeboat on the sewing machine
- 7) After that, thread the sewing machine
- 8) In the end the sewing machine can be used.

Name : Kaffini

Class : XII Tekstil 2

How to Make Batik



Batik aims to preserve the cultural heritage and artistic traditions typical of areas where batik is an important part of cultural identity.

Ingredients:

- Cloth
- Batik wax
- Pencil
- Batik dye
- Cotton

Tools:

- Batik cloth - Wok
- Canting - Stove
- ~~Wax~~
- ~~Pen and stylus~~
- ~~Pen~~
- ~~Wax~~

Steps:

1. First, chose the fabric to use. make sure the cloth is clean and dry.
2. Fold the fabric in ~~half~~ half to determine the middle.
3. Use a batik pencil to mark the pattern or design on the fabric.
4. Melt the batik wax in a frying pan or pan until it is liquid.
5. Use canting to draw motifs on the fabric using batik wax.
6. Make sure the motif drawn matches the desired design.
7. Prepare batik dye according to the instruction on the packaging.

8. Dip the cloth into the dye slowly; according to the desired color.
9. Leave the fabric in the dye for a few moments until the color is completely absorbed.
10. Repeat the dyeing process for other parts of the fabric if necessary.
11. After the dyeing process is complete, soak the cloth in hot water to dissolve the batik wax.
12. Rub the cloth with cotton to remove any remaining wax from the surface of the cloth.
13. Rinse the cloth with clean water and let it dry completely.
14. Finally, once dry, iron the fabric carefully to flatten and remove creases.

Name : Nita

Class : XII tekstil 2

How to Sew Clothes



This text aims to provide a step-by-step guide on how to make clothes with simple patterns. That way we can create our own clothes easily and successfully.

Ingredients:

Cloth
Clothes Pattern
Thread
Fabric Pencil
Button

Tools:

Fabric Scissor
Needle
Sewing machine
Tape measure

Steps:

1. First, fold the fabric in half and place the shirt pattern on top.
2. Use a fabric pencil to draw pattern on the fabric.
3. Then, cut the fabric according to the pattern that has been drawn.
4. Arrange the fabric parts according to the pattern, such as the front, back, and sleeves.
5. Sew the fabric parts using a needle and thread or sewing machine.
6. Make sure the stitching is neat and strong to avoid the fabric unraveling when used.
7. If the shirt has sleeves, place the appropriate piece.
8. Sew the sleeves carefully to ensure alignment with the body of the shirt.

9. Sew the collar and bottom of the shirt
10. Attach buttons or other accessories according to the desired closing.
11. Double check each seam to ensure its strength and beauty.
12. Use fabric scissors to cut off excess thread
13. Repeat the checking and reinforcement process as needed
14. Iron the shirt carefully to give it a neat and professional appearance
15. If desired, add personal touches such as decorations
16. Finally, the newly made clothes are ready to be worn.

Name : Inggriana Gurba

Class : XII TEKSTIL 1

How to Make Batik



the purpose of making batik is to preserve our the culture in Indonesia

Ingredients:

- evening candle
- dye
- waterglass
- Soda ash
- water
- gas
- cloth

Tools:

- canting stamp
- canting write
- paintbrush
- stove, wok
- hurdle
- sparring
- pin

Steps:

1. First, Prepare the cloth to be used
2. Second, prepare the pattern on paper first
3. then, copy the pattern from the paper to the cloth
4. after that, apply the pattern using a cap on canting on the cloth
5. Next, write the pattern on the printed cloth. write Unlike the cap or canting which is directly attached to the cloth, the written canting is like writing but using a canting
6. After that, spread the cloth using sparring and two wickets
7. After that, the process of coloring the cloth and the pattern.

8. Next, apply waterglass to the colored pattern
9. Then, rinse the fabric with water until the water becomes clear
10. After that, soak the fabric with water
11. Next, dry the fabric by drying it in a place not exposed to sunlight
- ~~12. After that, iron the fabric~~
12. After that, develop the fabric again and add a base color to the fabric.
13. Then, add waterglass to the base color
14. Meanwhile, wait for the water to boil, first rinse the cloth with water
15. Next, soak the cloth using hot water and soda ash
16. Then, rub the cloth using water to clean
17. Finally, dry the cloth.

Name : Yulitha Angraeni Rahman

Class : XI KTT 2

How to Sew Clothes



Clothing is one of the basic human needs. We can get clothes by buying them elsewhere or making them. Here's how to make it.

Ingredients:

- Fabric
- Pattern
- Paper
- thread

Tools:

- Sewing Machine
- needle
- Scissors
- pencil

Steps:

1. first, prepare tools and materials
2. Second, prepare a design for the clothes you will make
3. Next step, prepare pattern paper
4. Then move the design you have created
5. After that, cut out the pattern paper until it becomes the desired pattern.
6. The next step, spread the fabric on a flat plane. Then stack it with pattern paper. pin with a needle so the fabric and pattern stay together.
7. Then cut the fabric according to the pattern.
8. Once finished, separate the pattern and fabric that you cut out.
9. The final step, sew all the fabric according to the pattern until it becomes a shirt.

Appendix 5. Certificate Turnitim



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl.Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ratna
Nim : 105351104820
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	20 %	25 %
3	Bab 3	4 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	4%	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 08 Mei 2024
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



AB I Ratna 105351104820

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Appendix 6. Letter From LP3M



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 3716/05/C.4-VIII/II/1445/2024

23 February 2024 M

Lamp : 1 (satu) Rangkap Proposal

13 Sya'ban 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15939/FKIP/A.4-II/II/1445/2024 tanggal 22 Februari 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : RATNA

No. Stambuk : 10535 1104820

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"An Analysis of Discourse Markers Used By Students in Writing Procedure Text at SMK Negeri 3 Gowa"

Yang akan dilaksanakan dari tanggal 27 Februari 2024 s/d 27 April 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

Appendix 7. Research Control


MAJELIS DIKEMBANGKAN PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Abdulhadi No. 299 Makassar
 Telp : (0411) 731101 (Sekretariat)
 Email : piodh@umamuh.ac.id
 Web : http://umamuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ratna
 NIM : 105351104820
 Judul Penelitian : *An Analysis of Discourse Markers Used by Students in Writing Procedure Text at SMK Negeri 3 Gowa*
 Tanggal Ujian Proposal : 12 Februari 2024
 Tempat/Lokasi Penelitian : Gowa/SMK Negeri 3 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	27 Februari 2024	Membawa surat penelitian kepada ketua jurusan Teski	Drs. ABIDIN	
2	Rabu 28 Februari 2024	Pengambilan daftar hadir peserta didik kelas XII Teski	Drs. ABIDIN	
3	Jumad 01 Maret 2024	Pemberian tugas menulis teks prosedur kepada sampel XII Teski	Drs. ABIDIN	
4	Rabu 06 Maret 2024	Pemberian tugas menulis text procedure kepada kelas XII Teski 2	Drs. ABIDIN	
5				



**MAJELIS DIKELITBANG PT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 5 Makassar
Telp 0811 4732101 (Secretary)
Email: prodi@umamuh.ac.id
Web: hg.fkip.umamuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

6			
7			
8			
9			
10			

Sungguminasa, 18 April 2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

[Signature]
Dr. Umi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala sekolah IPT, SMK Negeri 3 Gowa

[Signature]
Muhammad Jafar, S.Pd.
NIP. 19710330 200012 1 003
DINAS PENDIDIKAN



Appendix 8. Certificate of Having Conducted Research



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT. SMK NEGERI 3 GOWA
Alamat : Jl. Mesjid Raya No.46 Telp. 0411- 866451 Sungguminasa,92111

SURAT KETERANGAN PENELITIAN

Nomor : 420/140/SMKN.3/GOWA/TU/DISDIK/2024

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Kejuruan (SMK) Negeri 3 Gowa menerangkan bahwa :

N a m a : RATNA
Nomor Pokok : 105351104820
Tempat Tanggal Lahir : Parangbanoa, 16 Desember 2002
Progran Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa (S1)
Alamat : Parangbanoa Kec. Pallangga Kab. Gowa

Telah melakukan penelitian pada SMK Negeri 3 Gowa Kabupaten Gowa pada tanggal 27 Februari s/d 27 April 2024 yang berjudul : *"AN ANALYSIS OF DISCOURSE MARKERS USED BY STUDENTS IN WRITING PROCEDURE TEXT AT SMK NEGERI 3 GOWA"* berdasarkan surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Propinsi Sulawesi Selatan No : 4297/R.01//PTSP/2024 tanggal, 23 Februari 2024.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sungguminasa, 18 April 2024

Kepala Sekolah


Muhammad Hafar, S. Pd
IP : 19710330 200012 1 003
Pembina Tk.IV/b



Appendix 9. Letter of Acceptance



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodi.bg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE 0899/BG-FKIP/LOA/B/VII/1445/2024

Dear RATNA

It is our pleasure to inform you that, after reviewing your paper:
**INVESTIGATING THE TEMPORAL MARKERS USED BY STUDENTS IN
ENGLISH WRITING PROCEDURE TEXT**

The manuscript ID: 1487

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**,
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Makassar, 6 July 2024 M
29 Dzulhijja 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

Appendix 10. Documentation



Picture 1

The researcher give instructions for completing the writing test in textile class1



Picture 2

Textile class 1 students choose a topic



Picture 3

Textile class 1 students write procedural text



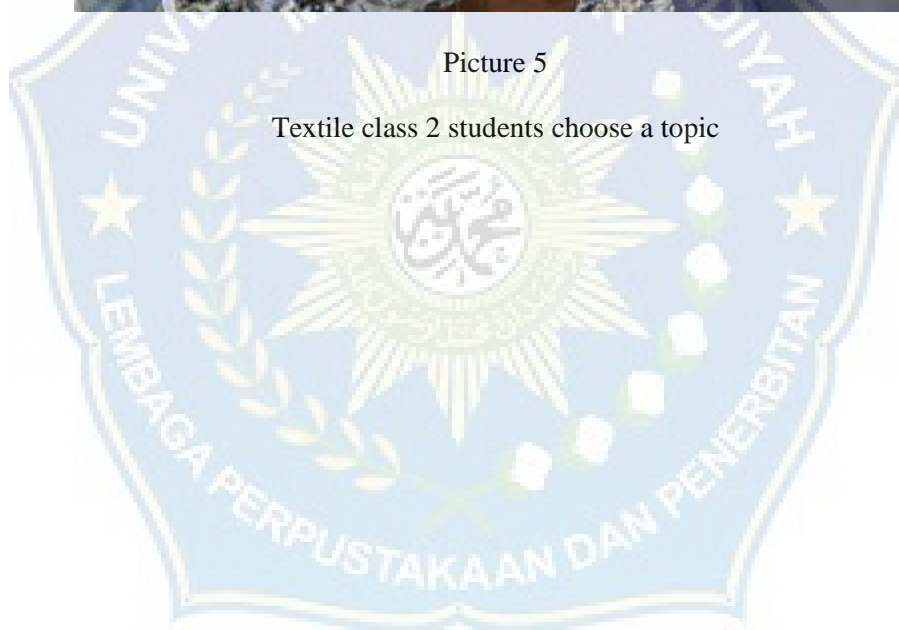
Picture 4

The researcher give instructions for completing the writing test in textile class 2



Picture 5

Textile class 2 students choose a topic



CURRICULUM VITAE



Ratna is the youngest child of Mr Soma Dg. Lurang and Mrs Aiaya. She was born on 16 December 2002 in Gowa, South Sulawesi. She has 1 sisters and 1 brother (Rahmawati and Rahman). She started her education at SD Inpres Parangbanoa in 2008 - 2014, In 2014 she continued her junior high school education at SMP Negeri 5 Pallangga, Continued his Junior High School education at SMAN 9 Gowa then graduated in 2017, in the same year, she continued her Senior High School at SMAN 9 Gowa until 2020. Finally she continued her studies as an ordinary student specialising in English Education at the Faculty of Teacher Training and and Education Sciences at the University of Muhammadiyah Makassar in 2020. At the end of her studies, she was able to complete her thesis with the title An Analysis of Discourse Markers Used by Students in Writing Procedure Text at SMK Negeri 3 Gowa.