

**A CORPUS-BASED COMPARATIVE STUDY OF DISCOURSE  
MARKERS IN INDONESIAN EFL ACADEMIC AND NON-  
ACADEMIC WRITING**

**THESIS**



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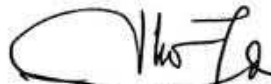
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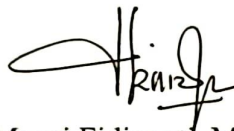
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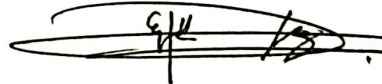
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## ABSTRACT

Salsabila, N. (2025). *A Corpus-Based Comparative Study of Discourse Markers in Indonesian EFL Academic and Non-Academic Writing*. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisors: (I) Murni Fidiyanti, M.A., (II) Suhandoko, M.Pd.

Despite being extensively studied in recent years, the research of discourse markers using data from real-life content in Indonesia is rarely discussed. This study investigates the discourse markers in Indonesian EFL students' writing, focusing on nonacademic and academic writing.

This study used a qualitative method to interpret the differences between the discourse markers in nonacademic and academic writing. A corpus-based approach was applied, as the data is a collection of text compiled into corpora. The data were collected through assignments in essay writing course for the nonacademic writing and argumentative writing course for the academic writing. Moreover, the texts were cleaned of unnecessary parts and turned into two corpora: the nonacademic writing corpus and the academic writing corpus. The researcher then analyzed the discourse markers in both corpora by identifying and comparing the frequency, word variety, and how students applied the markers. Eventually, the differences between the use of discourse markers in both corpora were explained.

This study reveals that all discourse markers (contrastive, elaborative, inferential, temporal, and spoken) are applied in both corpora. Of all five types of discourse markers, contrastive, inferential, and temporal are dominantly used in nonacademic writing. Meanwhile, elaborative and spoken discourse markers are dominant in academic writing. Furthermore, students in academic writing exhibit more varied markers and even distribution than nonacademic writing students. However, students misuse, overuse, and underuse certain markers in both corpora.

**Keywords:** corpus linguistics, discourse markers, EFL students, nonacademic writing, academic writing

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## ABSTRAK

Salsabila, N. (2025). *Studi Komparatif Berbasis Korpus tentang Penanda Wacana dalam Tulisan Akademik dan Non-Akademik Pembelajar Bahasa Inggris di Indonesia*. Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: (I) Murni Fidiyanti, M.A., (II) Suhandoko, M.Pd.

Meskipun telah diteliti secara luas dalam beberapa tahun terakhir, penelitian penanda wacana yang menggunakan data dari kehidupan nyata di Indonesia masih jarang dibahas. Penelitian ini bertujuan untuk menyelidiki penanda wacana dalam tulisan pembelajar Bahasa Inggris di Indonesia, dengan fokus pada tulisan non-akademik dan tulisan akademik.

Penelitian ini menggunakan metode kualitatif untuk menginterpretasikan perbedaan antara penanda wacana dalam tulisan non-akademik dan tulisan akademik. Pendekatan berbasis korpus digunakan karena data yang dipilih berupa kumpulan teks yang disusun menjadi korpus. Data dikumpulkan melalui tugas-tugas di kelas penulisan esai untuk tulisan non-akademik dan kelas penulisan argumentatif untuk tulisan akademik, kemudian teks-teks tersebut dibersihkan dari bagian-bagian yang tidak diperlukan dan dijadikan dua korpus: korpus tulisan non-akademik dan korpus tulisan akademik. Peneliti kemudian menganalisis penanda wacana di kedua korpus dengan mengidentifikasi dan membandingkan frekuensi, variasi kata, dan bagaimana siswa menggunakan penanda tersebut. Pada akhirnya, perbedaan antara penggunaan penanda wacana di kedua korpus tersebut dapat dijelaskan.

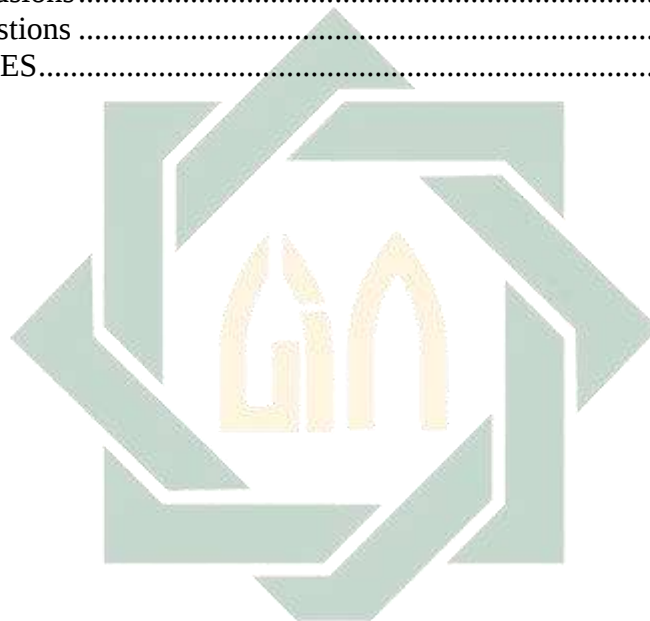
Penelitian ini mengungkapkan bahwa semua penanda wacana (kontras, elaboratif, inferensial, temporal, dan lisan) digunakan dalam kedua korpus. Dari kelima jenis penanda wacana tersebut, kontras, inferensial, dan temporal lebih dominan digunakan dalam tulisan non-akademik. Sementara itu, penanda wacana elaboratif dan lisan lebih dominan digunakan dalam tulisan akademik. Selain itu, siswa dalam tulisan akademik menggunakan penanda yang lebih bervariasi dan distribusi yang lebih merata dibandingkan dalam tulisan non-akademik. Namun, siswa menyalahgunakan, menggunakan secara berlebihan, dan kurang menggunakan penanda tertentu di kedua korpus.

**Kata Kunci:** linguistik korpus, penanda wacana, pembelajar Bahasa Inggris di Indonesia, tulisan non-akademik, tulisan akademik

## TABLE OF CONTENTS

|                                                                                                                                      |      |
|--------------------------------------------------------------------------------------------------------------------------------------|------|
| APPROVAL SHEET .....                                                                                                                 | ii   |
| EXAMINER SHEET .....                                                                                                                 | iii  |
| DECLARATION .....                                                                                                                    | iv   |
| ACKNOWLEDGMENT .....                                                                                                                 | v    |
| ABSTRACT .....                                                                                                                       | vii  |
| ABSTRAK .....                                                                                                                        | viii |
| TABLE OF CONTENTS .....                                                                                                              | ix   |
| LIST OF TABLES .....                                                                                                                 | xi   |
| CHAPTER I .....                                                                                                                      | 1    |
| INTRODUCTION .....                                                                                                                   | 1    |
| 1.1 Background of the Study .....                                                                                                    | 1    |
| 1.2 Problems of the Study .....                                                                                                      | 8    |
| 1.3 Objective of the study .....                                                                                                     | 8    |
| 1.4 Significance of the Study .....                                                                                                  | 8    |
| 1.5 Scope and Delimitation .....                                                                                                     | 9    |
| 1.6 Definition of Key Terms .....                                                                                                    | 10   |
| CHAPTER II .....                                                                                                                     | 11   |
| REVIEW OF RELATED LITERATURE .....                                                                                                   | 11   |
| 2.1 Discourse Analysis .....                                                                                                         | 11   |
| 2.3.2 Elaborative Discourse Markers (EDMs) .....                                                                                     | 12   |
| 2.3.3 Inferential Discourse Markers (IDMs) .....                                                                                     | 13   |
| 2.3.4 Temporal Discourse Markers (TDMs) .....                                                                                        | 13   |
| 2.3.5 Spoken Discourse Markers (SDMs) .....                                                                                          | 13   |
| 2.4 Corpora in Writing Research .....                                                                                                | 14   |
| 2.5 Non-Academic Writing .....                                                                                                       | 14   |
| 2.6 Academic Writing .....                                                                                                           | 15   |
| CHAPTER III .....                                                                                                                    | 16   |
| RESEARCH METHOD .....                                                                                                                | 16   |
| 3.1 Research Design .....                                                                                                            | 16   |
| 3.2 Data Collection .....                                                                                                            | 16   |
| 3.2.1 Research Data .....                                                                                                            | 17   |
| 3.2.2 Data Source .....                                                                                                              | 17   |
| 3.4 Data Collection Technique .....                                                                                                  | 18   |
| CHAPTER IV .....                                                                                                                     | 22   |
| FINDING AND DISCUSSION .....                                                                                                         | 22   |
| 4.1 Findings .....                                                                                                                   | 22   |
| 4.1.1 The Discourse Markers Used in Indonesian EFL Students' Writing .....                                                           | 22   |
| 4.1.1.1 Contrastive Discourse Markers in Students' Writing .....                                                                     | 23   |
| 4.1.1.2 Elaborative Discourse Markers in Students' Writing .....                                                                     | 26   |
| 4.1.1.3 Inferential Discourse Markers in Students' Writing .....                                                                     | 29   |
| 4.1.1.4 Temporal Discourse Markers in Students' Writing .....                                                                        | 32   |
| 4.1.1.5 Spoken Discourse Markers in Students' Writing .....                                                                          | 34   |
| 4.1.2 The Differences Between the Discourse Markers Used in the<br>Nonacademic and Academic Writing of Indonesian EFL Students ..... | 36   |

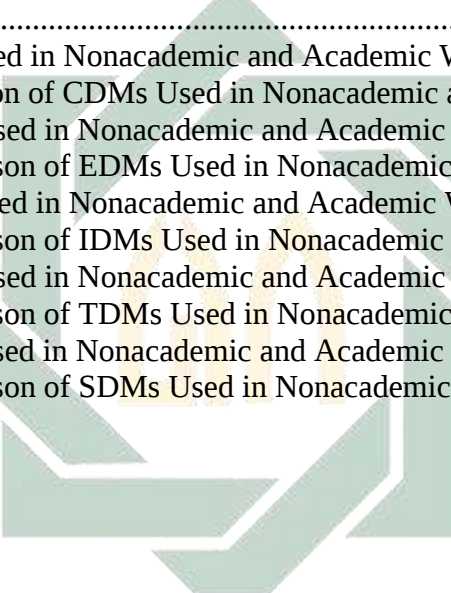
|                                                                                     |    |
|-------------------------------------------------------------------------------------|----|
| Table 4.7 Comparison of Discourse Markers in Academic and Nonacademic Writing ..... | 36 |
| 4.1.2.1 Contrastive Discourse Markers in Nonacademic and Academic Writing .....     | 37 |
| 4.1.2.2 Elaborative Discourse Markers in Nonacademic and Academic Writing .....     | 42 |
| 4.1.2.3 Inferential Discourse Markers in Nonacademic and Academic Writing .....     | 47 |
| 4.1.2.4 Temporal Discourse Markers in Nonacademic and Academic Writing .....        | 53 |
| 4.1.2.5 Spoken Discourse Markers in Nonacademic and Academic Writing...             | 57 |
| 4.2 Discussion .....                                                                | 60 |
| CHAPTER V .....                                                                     | 65 |
| CONCLUSIONS AND AND SUGGESTIONS .....                                               | 65 |
| 5.1 Conclusions .....                                                               | 65 |
| 5.2 Suggestions .....                                                               | 66 |
| REFERENCES.....                                                                     | 68 |



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF TABLES

|                                                                                     |    |
|-------------------------------------------------------------------------------------|----|
| Table 3.1 Contrastive Discourse Markers in Students' Writing .....                  | 20 |
| Table 3.2 CDMs in Nonacademic and Academic Writing .....                            | 21 |
| Table 4.1 Discourse Markers in Students' Writing .....                              | 22 |
| Table 4.2 Contrastive Discourse Markers in Students' Writing.....                   | 23 |
| Table 4.3 Elaborative Discourse Markers in Students' Writing.....                   | 27 |
| Table 4.4 Inferential Discourse Markers in Students' Writing.....                   | 29 |
| Table 4.5 Temporal Discourse Markers in Students' Writing.....                      | 32 |
| Table 4.6 Spoken Discourse Markers in Students' Writing .....                       | 34 |
| Table 4.7 Comparison of Discourse Markers in Academic and Nonacademic Writing ..... | 36 |
| Table 4.8 CDMs Used in Nonacademic and Academic Writing .....                       | 37 |
| Table 4.9 Comparison of CDMs Used in Nonacademic and Academic Writing .             | 39 |
| Table 4.10 EDMs Used in Nonacademic and Academic Writing .....                      | 43 |
| Table 4.11 Comparison of EDMs Used in Nonacademic and Academic Writing              | 44 |
| Table 4.12 IDMs Used in Nonacademic and Academic Writing.....                       | 47 |
| Table 4.13 Comparison of IDMs Used in Nonacademic and Academic Writing.             | 48 |
| Table 4.14 TDMs Used in Nonacademic and Academic Writing .....                      | 53 |
| Table 4.15 Comparison of TDMs Used in Nonacademic and Academic Writing              | 54 |
| Table 4.16 SDMs Used in Nonacademic and Academic Writing.....                       | 57 |
| Table 4.17 Comparison of SDMs Used in Nonacademic and Academic Writing              | 58 |

  
 UIN SUNAN AMPEL  
 S U R A B A Y A

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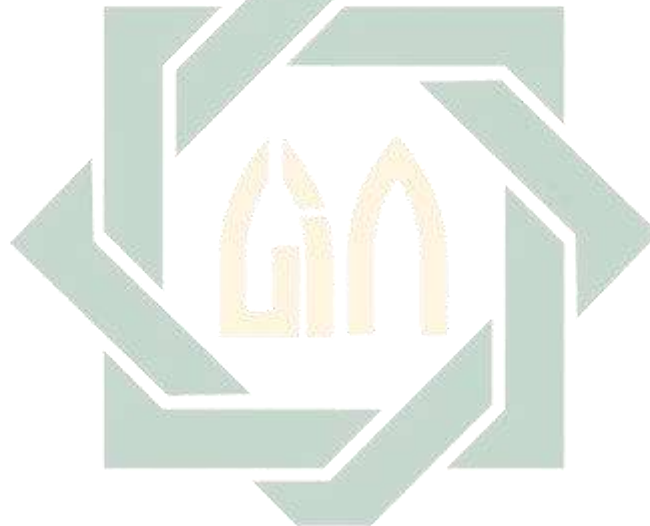
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