



Discourse markers as textual function in Girl Talk: analysis of Joan Kim's Podcast Episode #16

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Abstract. This research aims to analyze the types and dominant of textual functions in “*Girl Talk with Joan Kim Get Real Ep. #16 Podcast on Youtube*” with Fraser (1999), Schiffrin (1987), and Hyland (2005) as discourse markers theory and classified the textual functions using Brinton (1996) theory of textual functions. A descriptive qualitative method used in this research to help describe data analysis procedure. The researcher found 85 textual functions appear in the “*Girl Talk with Joan Kim Get Real Ep.#16 on Youtube*” podcast which divided into: Opening markers (6) times, Close frame markers (2) times, Fillers (13) times, Information Indicator (12) times, turn takers (10) times, Topic switcher (2) times, and the most dominant is Repair markers with (25) times appeared. Repair markers commonly used by the hosts because it is a way of expressing state of understanding of information and used to express a change of state for subtle commentary by the hosts suggesting that something is not the most obvious or straightforward interpretation.

Keywords: *Discourse markers, Discourse analysis, Podcast, Textual functions*

1. INTRODUCTION

Discourse markers are sequentially dependent utterance-initial components that relate to ongoing speaking and text (Schiffrin 1987a: 31). Discourse markers include conjunctions (and, but, or), interjections (oh), adverbs (now, then), and lexicalized phrases (y'know, I mean), according to Schiffrin. Discourse markers were categorised as Topic, Structuring, Contrastive, and Elaborative (Fraser, 1999).

Brinton (1996) proposed the dichotomy of discourse marker's function. They posited that discourse markers are phonologically brief items that serve a pragmatic or procedural purpose but have no or little referential meaning (Brinton, 2008). From (Brinton, 1996) works, the need to initiate and close discourse, mark topic shifts, indicate new and old information and constrain the relevance of adjoining utterances are part of the textual functions of DMs. It means that in a context there must be an awareness of the existence of an interest (Sari and Pradipta, 2021).

According to (Jaffar, 2012), YouTube is a technology tool that includes components of both audio and visual learning settings. YouTube is a video-sharing website where you can upload, share, and watch videos. Logging in is not required when searching for or watching videos on YouTube. Signing up for an account allows YouTube users to enjoy the benefits of creating a channel. Video-Podcast is another Web 2.0 product that helps

young learners improve their English listening comprehension abilities and lessen listening anxiety by creating a classroom setting through educational content. (Rahimi & Katal, 2012) demonstrated the benefits of video-podcasting as a study-like atmosphere that allows teachers to use it as supplemental instructional material while also increasing. The writer will analyze Dive Studios' "Girl Talk with Joan Kim Get Real Ep#16" podcast using Brinton (1996) textual function theory. Opening, Close, Turn Taker, Filler, Topic Switch, Information Indicator, Repair, and Sequence markers are included. Episode 16 was picked because it discusses a depth difficulty being a woman, adulthood, and discussing sessions with guest host Joan Kim about her entertainment industry experiences and potential discourse markers for further research. This research seeks to define Dive Studios podcast discourse markers' textual functions and find dominating textual functions for each discourse marker.

2. LITERATURE REVIEW

The writer will analyze Dive Studios' "Girl Talk with Joan Kim Get Real Ep#16" podcast using Brinton (1996) textual function theory. Opening, Close, Turn Taker, Filler, Topic Switch, Information Indicator, Repair, and Sequence markers are included. Episode 16 was picked because it discusses a depth difficulty being a woman, adulthood, and discussing sessions with guest host Joan Kim about her entertainment industry experiences and potential discourse markers for further research. This research seeks to 1) define Dive Studios podcast discourse markers' textual functions and 2) find dominating textual functions for each discourse marker.

Discourse markers serve a similar purpose in written discourse by organizing and connecting concepts inside texts. Markers like "*however*," "*nevertheless*," "*in addition*," and "*furthermore*" are frequently employed to indicate contrast, addition, or continuance of thought (Hyland 2005). Fraser (1999) defines discourse markers as "a pragmatic class, lexical expressions drawn from the syntactic classes of conjunctions, adverbials, and prepositional phrases" (p. 931). Markers such as "*well*," "*so*," "*you know*," and "*I mean*" might be used to indicate a pause, introduce a new topic, or clarify a previous statement (Schiffrin, 1987).

Halliday's methodology is contradicted by Brinton (1996, 38), who argues that a comprehensive comprehension of the textual element is necessary to investigate the roles of discourse particles in spoken language. The author's research on pragmatic indicators is characterised by an analysis of inventory functions, as demonstrated by her work (ibid. pp. 35-40). In the textual mode, the speaker generates meaning through text, which leads to cogent conversational passages. This is language as relevance, utilising language in context.

Nonetheless, Brinton (1996: 38) contends that a complete understanding of the textual element is required to investigate the roles of discourse particles in spoken language, contradicting Halliday's technique. The author's research on pragmatic markers involves an examination of inventory functions, as evidenced by her work (pp. 35-40).

In the textual functions, the speaker organizes meaning as text, resulting in cohesive passages of speech; it is "language as relevance," which means employing language in a context-appropriate manner. The classification of each type of functions is Opening frame marker, Close frame marker, Turn Takers, Fillers, Topic Switcher, Information indicator, Sequence marker and Repair markers. (p.37)

Example:

John's lights are burning, **so** he is home (cited in Schiffrin 1987:211)

So, assists the hearer to process added information in the context of old information and to understand the way in which two propositions are connected, namely, that the proposition introduced by **so** is a contextual implication of the preceding proposition.

3. METHOD

In order to collect and analyze data, organize and assign codes, and subsequently classify the data into a table, this research employs qualitative research methods. Qualitative research is a distinct method within the field of social science that entails the systematic observation of individuals in their natural environments and active engagement in their interactions, utilizing their own language and cultural practices. The qualitative approach is a methodological tradition that differs from that of social or human problem investigation (Creswell, 2013). It is used to investigate understanding. In this study, the textual function of the *Girl Talk with Joan Kim Dive Studio* podcast was described using the descriptive qualitative approach, and an analysis was conducted in accordance with Brinton's (1996) theory.

4. RESULT AND DISCUSSION

This chapter includes data and commentary regarding the textual functions that are featured in Episode 16 of *Girl Talk with Joan Kim Get Real*, which has a duration of 45.45 minutes. The context and direction of the conversations between the hosts and visitors are conveyed through each textual function in the podcast. The following are potential textual function categories for this podcast: Close frame marker, opening frame marker, Turn taker, Fillers, Topic switcher, Information indicator, Sequence marker, and Repair markers.

Table 1. Types of Textual Function

No	Type of Textual Function	Frequency
1.	Opening Frame Marker	6
2.	Closer Frame Marker	2
3.	Turn Takers	10
4.	Fillers	13
5.	Topic Switcher	2
6.	Information Indicator	12
7.	Sequence Markers	15
8.	Repair Markers	25
	Total	85

After classifying the textual function that was present in the *Girl Talk with Joan Kim Podcast* (2020), the researcher identified 85 data points. Repair markers are the most prevalent, with only 25 instances of their appearance. Other textual functions include a sequence marker (15 occurrences), fillers (13 occurrences), information indicators (12 occurrences), turn takers (10 occurrences), opening frame markers (6 occurrences), close frame markers (2 occurrences), and topic switcher (2 occurrences). The subsequent section will elaborate on the textual functions of the most prevalent discourse marker.

A) Opening Frame Marker

Based on the data found by the researcher, opening frame markers found in the podcast have appeared 6 times. Opening frame markers are usually used as an opening prefix by the speaker. However, it can also be used to open a new topic

of conversation. Code OFM are given to naming each of opening frame marker said by the hosts and guest.

OFM-01

0:10-0:14

Ashley: **Right**, everyone, welcome back to get real.

This utterance expresses an opening frame marker. As said by Ashley '**Right**, everyone, welcome back to get real' is an opening of the podcast episode. Ashley did a greeting to the listeners and mentioned dive studio's social media to keep up with their updates. These utterances counted in the opening frame marker because of the '**right**' are included in the Opening Frame Marker.

OFM-02

1:33-1:35

BM: **So**, what is it like being a girl in 2020?

This utterance as said by BM is counted in the opening frame marker because **so**, in the utterance are the starters of the conversation. As a starter, BM mentioned *what it is like being a girl in 2020* as an opening topic towards Girls Talk with the hosts in the podcast. The utterance is referring to Ashley and Joan who were in the studio. In this session, Ashley and Joan began to share their concerns as women in this session.

B) Close Frame Markers

Based on the data found by the researcher, close frame markers found in the podcast have appeared 2 times. Close frame markers are usually used as a closing prefix by the speaker. However, it can also be used to the end of conversation. Code CFM are given to naming each of close frame marker said by the hosts and guest.

CFM-01

5.47-6:04

Peniel: it was really a dark alleyway, and it was just him and then there was a girl in front of him. So, he was like, "oh, I bet she feels so uncomfortable right now, **all right**."

As said by Peniel, his friend once had an incident where he pretended to call someone to reduce the awkwardness of walking behind a woman because he didn't want to be mistaken for a stalker. So, his friends pretend to call someone when he is going home. The role of the word *all right* at the end of the dialogue indicates the end of the parable said by Peniel's friend and counted in close frame marker.

CFM-02

36:14-36:16

Joan: **All right**, mail time!

Said by Joan, signaling it is a time for mail time which is time for interacting with their listeners through sharing their thoughts about the current topic, Girl Talk. Two senders were sharing their story about a crush on someone and struggling in girlhood friendship. Ashley and Joan as a girl sharing their

opinions towards the senders. By saying ‘*All right*’ it is counted in the closing frame marker which is an ending of the last topic.

C) Turn Takers

Based on the data found by the researcher, turn takers found in the podcast have appeared 10 times. Turn takers are usually used as turns or changing to the new topics. Code TF are given to naming each of turn takers said by the hosts and guest.

TF-01

0:31-0:32

Ashley: **Well**, because that's her brand.

In the utterance, Peniel asks “why do we keep calling her Joan Day?” and Ashley answers with ‘*well, because that’s her brand*. The brand that Ashley means is Joan’s Instagram username and her YouTube channel. In the utterance, Ashley mentioned ‘**Well**’ and it is included in turn because of a change of topic.

TF-02

4:25- 4:27

Joan: **Yeah**, no, just go home early. I’m just going home early.

When Joan talked about her willingness to go home early to avoid unwanted things as a woman at night. Even though Joan mastered martial arts to the black belt level, she still felt afraid to go home late at night. She is also armed with pepper spray as a self-protection tool. In the utterance, ‘*Yeah, no, just go home early. I’m just going home early*’ are indicated in turn taker conversations because Joan takes control of the current topic.

D) Fillers

Based on the data found by the researcher, fillers found in the podcast have appeared 13 times. Fillers are usually used as sounds or words that speakers use to fill pauses or hesitations in their speech. Code FIL is given to naming each of fillers said by the hosts and guest.

FIL-03

5:44- 5:52

Peniel: Uh, I don’t know if it's scary. No, I remember, **um...**I forgot who it was, but it **um...** saw it on like a broadcast.

In this utterance, Peniel tries to recall the incident that happened to his friend when he was walking in a dark alleyway and there was a woman in front. because he didn't want to be mistaken for a stalker, he pretended to be calling. with the utterance 'um...' while trying to remember, Peniel's utterance contains fillers, delays that occur are pauses from the next information.

FIL-04

6.40- 6:55

Joan: at night, **um...** because he didn't go the route that we usually go by, and so I just Facetimed my friends in America, because, you know, 3am here is like still.

In this utterance, Joan said that she went in the taxi at night, but the driver didn’t go the route that she usually goes and called her friend in America then talking in English. The driver itself is going to shortcut an unfamiliar way for her.

She was scared at that time, her reason to do this is to prevent criminals from kidnapping. While Joan was telling her experience, the utterance ‘*at night, um... because he didn't go the route that we usually go by.*’ are defined as fillers because there is ‘um...’ short pause in her utterance.

E) Topic Switcher

Based on the data found by the researcher, topic switcher found in the podcast has appeared 2 times. Topic switchers are usually used to change the topic in their speech. Code TS is given to naming each of fillers said by the hosts and guest.

TS-01

4:16-4:19

Ashley: **Okay, well**, that's like one more thing to put in my purse and it's already so full.

In this speech, Ashley shared that she carries pepper spray as self-protection when she is out and puts it in the pouch of her bag. The prefix of the expression ‘okay, well,’ is a topic switcher from the beginning of the subject matter that discusses the incident experienced by Joan.

TS-02

6.40- 7.18

Joan: **Well**, I did feel scared in a taxi before.

After the discussion about women's safety at night, Joan said that she once felt scared when traveling home at night in a taxi. ‘*Well, actually I did feel scared in a taxi before*’ said Well, which acted as a marker for a change of topic from Peniel's previous story about his friend who was in line with a woman in a dark alley.

F) Information Indicator

Based on the data found by the researcher, Information indicator found in the podcast have appeared 12 times. Information indicators are usually used as further information that is spoken by the host and guest in their speech. Code INFIN is given to naming each of information indicator said by the hosts and guest.

INFIN-05

12:27- 12:37

Joan: **And so**, I think there's like that pressure that I started to feel when I moved to Korea and started working in this industry- not so much before, but yeah, the pressure is the worst part.

In this speech, Joan says that women are often terrorized by their age. Joan said that if women are of marriageable age and not yet married, such utterances are like terror that haunts them. from Joan's statement which said ‘*And so, I think there's like that pressure that I started to feel when I moved to Korea and started working in this industry- not so much before, but yeah, the pressure is the worst part.*’ Indicating additional information about the pressure that exists in the entertainment industry is the worst thing as a woman.

INFIN-06

14:35-14:38

Peniel: **So**, we got to start them young, get as much as we can out of them. Do you think this is the reason?

In this utterance, the hosts expressed their dislike for idols who debuted underage. They regretted that young people like them had to learn dance, singing and stage presence at an early age. Peniel provides information indicators such as *'so, we got to start them young, get as much as we can out of them'* 'so' in this sentence as a form of his opinion on today's idol industry which employs many minors.

G) Sequence Marker

Based on the data found by the researcher, sequence markers found in the podcast have appeared 15 times. The sequence marker is usually used by the host or guest when telling the sequence of events/ stories from them. Code SM is given to naming each of fillers said by the hosts and guest.

SM-04

4:57-5:06

Joan: But **then** the mindset if something happens, I don't know if mindset will help you out that much.

In this utterance, Joan tells us that he is a black belt in martial arts, but he realizes that she is weak. In her utterance, *'But then the mindset if something happens, I don't know if mindset will actually help you out that much.'* She mentions the sequence with the word 'then' and continues her story. If something happens, she doesn't think her mindset will affect her much.

SM-05

5:30-5:37

Peniel: But really, if I was walking down like an alleyway **and then** someone barked at me, I think I would get kind of scared.

In this utterance, Peniel responds to BM's story question which says that barking can scare others. Peniel's response of *'But really, if I was walking down an alleyway and then someone barked at me, I think I would get kind of scared.'* There is a sequence of events in the word 'and then' which is for example walking down a narrow alleyway and then someone suddenly barks, Peniel said that he would get scared.

H) Repair Marker

Based on the data found by the researcher, repair markers found in the podcast have appeared 25 times. Repair markers are usually used for They are used by a speaker to comment on the state of understanding of information about to be expressed. Code RM is given to naming each of repair markers said by the hosts and guest

RM-05

6.59- 7.04

Joan: **I mean** I'm pretty sure he knew a shortcut, but I was scared because I was unfamiliar with it.

In this utterance, Joan told me that she once felt scared because she took a taxi home at night. However, the route was not suitable because Joan felt unfamiliar with the streets. In her story, *'I mean I'm pretty sure he knew a shortcut, but I was scared because I was unfamiliar with it.'* but she corrected her

statement with the word ‘I mean’ and then continued with her making sure that the driver who took her knew the shortcut. Her correction is called repair.

RM-07

8:21-8:32

Ashley: **You know**, not following strangers when I was in third grade, third or fourth grade, because that was happening a lot, a lot of kidnapping young kids in Korea.

In this speech, Ashley explained that there is education in her school because in the past in Korea there were many cases of child abduction and murder. *‘You know, not following strangers when I was in third grade, third or fourth grade, because that was happening a lot, a lot of kidnapping young kids in Korea.’* With the prefix ‘you know’ at the beginning, Ashley presents added information that the host and other listeners may not know. This makes this utterance included in repair markers.

After interpreting each textual function using code, time stamps, and speeches from hosts and guests, assign a different number to each type. Table 4.1 reveals that the podcast Girl Talk with Joan Kim has a high frequency of textual functions, with the use of repair markers being the most dominant appearing 25 times across all 16 episodes.

Repair markers are frequently employed by hosts as a means of conveying their comprehension of information and indicating a shift in perspective for subtle commentary. This implies that the speakers are suggesting an interpretation that is not the most evident or direct. Ashley, BM, Peniel, and their guest Joan Kim intend to utilize repair markers to summarize or supplement the information they've provided. Consider incorporating "like" or "you know" particles. "I mean" to give a more detailed description of the speech.

CONCLUSION

The main objective of this research was to determine textual functions used in the podcast and their frequency of occurrence. The primary data source for this research was the YouTube video and subtitles. The research design employed a descriptive qualitative method, which involved describing and analyzing textual functions based on Brinton’s theory: Opening frame marker, Close frame marker, Turn takers, Fillers, Topic Switchers, Information indicator, Sequence markers, and Repair marker. According to the data on Finding and Discussion, the researcher found 85 textual functions which is divided into: Repair marker was found (25) times, Sequence marker (15) times, Fillers (13) times, Information indicator (12) times, turn taker (10) times, Opening frame markers (6) times, Close frame markers (2) times, and Topic switcher (2) times. Repair markers are the dominant textual function in the podcast Girl Talk with Joan Kim (2020) which appeared (25) times. The Repair marker is the most dominant used in this podcast because it is commonly used by the hosts because it is a way of expressing state of understanding of information and used to express a change of state for subtle commentary by the hosts suggesting that something is not the most obvious or straightforward interpretation.

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