DISCOURSE MARKERS IN CONVERSATION BETWEEN "MOM AND CHILDREN" TIKTOK VIDEOS

THESIS

By:
Nur Jannatin Na'im
NIM: 17320218

Advisor:
Dr. Agus Eko Cahyono, M.Pd.
NIP 198208112011011008

DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2022

DICOURSE MARKERS IN CONVERSATION "BETWEEN MOM AND CHILDREN" TIKTOK VIDEOS

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra*
(S.S)

By:
Nur Jannatin Na'im
NIM: 17320218

Advisor:
Dr. Agus Eko Cahyono, M.Pd.
NIP 198208112011011008

DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2022

APPROVAL SHEET

This is to certify that Nur Jannatin Na'im's thesis entitled **"Discourse Markers in Conversation between "Mom and Children" Tiktok Videos"** has been approved for the thesis examination at the Faculty of Humanities, Universitas Islam Negri Maulana Malik Ibrahim Malang, as one of requirments for the degree of *Sarjana Sastra (S.S)*.
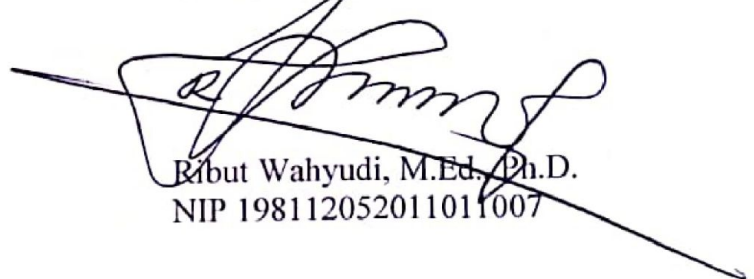
Malang, July 12, 2022

Approved by
The Advisor

The Head of Department
of English Literature

Dr. Agus Eko Cahyono, M.Pd.
NIP 198208112011011008

Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged
by the Dean

Dr. M. Faisol, M.Ag.
NIP 197412012003121003
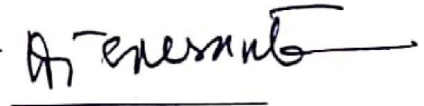
LEGITIMATION SHEET

This is to certify that the thesis of Nur Jannatin Na'im, entitled **Discourse Markers in Conversation between "Mom and Children" Tiktok Videos** has been approved by the advisor for the approval by the Board Examiners as one the requirements for the degree of *Sarjana Sastra* (S.S) in Department of English Literature.

Malang, July 09, 2022

The Board of Examiners   Signatures

1. Djoko Susanto, M. Ed., Ph. D.   (Main Examiner)
    NIP 196705292000031001

2. Dr. Rohmani Nur Indah, M. Pd.   (Chair)
    NIP 197609102003122011

3. Dr. Agus Eko Cahyono, M.Pd   (Advisor)
    NIP 198208112011011008

Approved by
Dean of Faculty of Humanities

Dr. Faishol, M.Ag.
NIP 197411012003121003

iii

STATEMENT OF AUTHORSHIP

This is to clarify that Nur Jannatin Na'im's thesis entitled **"Discourse Markers in Conversation between "Mom and Children" Tiktok Videos"** is my original work. I do not include any materials previously written of published by another person, expect those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only who responsible for that.

Malang, 04 July 2022
Author

Nur Jannatin Na'im
NIM 17320218

MOTTO

"Focus on the things we can control and influence. Let go of the things we can't
control and influence."

"Fokus pada hal-hal yang dapat kita kendalikan dan pengaruhi. Lepaskan hal-hal
yang tidak dapat kita kendalikan dan pengaruhi."

-ib

DEDICATION

This thesis is proudly dedicated to:

- My father, H. Bahrullah - the hard worker, the wise and my best inspirator.

- My mother, Hamidah – her prayers that always empowering me.

- My stepmother, Muzayanah – her support in different way.

- My grandmother, my brothers and sisters and my beloved big family – their prayers and motivations always supporting me.

- My thesis advisor, Dr. Agus Eko Cahyono, M.Pd., thank you for all the suggestion and the motivations.

- All my teachers who give me meaningful knowledge and experience.

- Also, all of my friends who helped me finish my thesis.

ACKNOWLEDGMENT

Alhamdulillah, First, I would like to say praises and thanks to Allah SWT, the Lord of the universe, who has been giving me His mercies and blessings as long as my life. Second, I would like to deliver *sholawat* and *salam* to Muhammad SAW who has been guided us from the darkness to the lightness which is called *islam rahmatan lil 'alamin*.

Then, I would like to express my greatest gratitude to the people who have helped me in accomplishing this thesis, especially to Dr. Agus Eko Cahyono, M.Pd. my thesis advisor who always helps me, guides me, gives me meaningful suggestion, and his busy time for writing this thesis. I would also like to extend my gratitude to:

1. My parents who support my process, from the beginning until now. Both of you always give me unconditional love and prayer so that every step I take is always blessed. Everything you do has made my life journey invaluable and worthwhile. May Allah protect you and give you His endless blessing.

2. Dr. M. Faisol, M.Ag., the dean of Faculty of Humanities of Universitas Islam Negeri Maulana Malik Ibrahim Malang.

3. Ribut Wahyudi, M.Ed., Ph.D., the head of English Letters Department.

4.   All respectful lecturers of English Letters Department for their insightful knowledge, teaching, guidance, discussion, and inspiration they share throughout my study at the university.

5. All my friends in English Letters Department, especially students of linguistics major whose name cannot be mentioned one by one, for the

experience we had shared together. Each of you have your own position my heart.

Finally, I, as ordinary human being, do realize the imperfection and weakness found in this thesis I write. Therefore, any criticism and suggestion are mostly welcome. Hopefully, this study provides an insight for students of English Letters Department and to open a brand new academic discussion to conduct similar research.

<div align="right">

The Researcher

Nur Jannatin Na'im

</div>

ABSTRACT

This present study discussed discourse markers that were often found in conversations as content in the form of short tiktok videos. This study investigated DMs used in tiktok video conversations between "mother and children" in Ongsquad account. The objectives of this study were to find out the types and functions of DMs used by a mother as content creator in a conversation with her children on her tiktok account @Ongsquad. This study included descriptive qualitative research was used to describe linguistic data related to the types and functions of DMs contained in the utterances spoken by mothers and their children. The source of the data in this study came from several videos containing the content of conversations between mothers and their children on Ongsquad's TikTok account. The method was applied to analyze data by employing to Brinton's theory (1996) to analyze the type and function of DMs. From the findings, it was concluded that there were twenty-three types of discourse markers found in the conversation between mother and children in short videos as TikTok content including: ah (5), well (3), but (13), oh (9), and (31), now (11), or (2), right (1), i know (2), you know (3), hmm (11), yeah (8) i think (4), then (6), no (2), huh (1), yup (1), yes (13), because (5), like (2), actually (2), alright (3), ok (15). All of these variables have their respective functions. These functions were opening frame markers, closing frame markers, turn takers, filler/turn keepers, topic switchers, information indicators, sequence/relevance markers, repair markers, response/reaction markers, back-channel signals, confirmation markers, agreement markers, disagreement markers, and checking understanding markers. Based on some of the functions mentioned above, sequence markers are functions that are often used to dominate conversations carried out by mothers rather than children. The researcher also found one utterance that repeated the DM "ok ok ok" which was the result of an accident that was not planned by the content creator. It was recommended that future researchers with the same topic would apply several other theories about discourse markers, not only focusing on one theory but also several other theories and also the object of research that is expanded for research improvement.

ABSTRAK

Kajian ini membahas tentang penanda wacana yang sering ditemukan dalam percakapan sebagai konten yang berbentuk video pendek tiktok. Penelitian ini menyelidiki penanda wacana yang digunakan dalam percakapan video tiktok antara "ibu dan anak" di akun Ongsquad. Tujuan dari penelitian ini adalah untuk mengetahui jenis dan fungsi penanda wacana yang digunakan oleh seorang ibu sebagai *content creator* dalam percakapan dengan anak-anaknya di akun tiktoknya @Ongsquad. Penelitian ini termasuk penelitian deskriptif kualitatif yang digunakan untuk mendeskripsikan data kebahasaan yang berkaitan dengan jenis dan fungsi penanda wacana yang terkandung dalam tuturan yang diucapkan oleh ibu dan anaknya. Sumber data dalam penelitian ini berasal dari beberapa video yang berisi konten percakapan antara ibu dan anak di akun TikTok Ongsquad. Metode yang digunakan untuk menganalisis data dengan menggunakan teori Brinton (1996) untuk menganalisis jenis dan fungsi penanda wacana. Dari temuan tersebut, disimpulkan bahwa terdapat dua puluh tiga jenis penanda wacana yang ditemukan dalam percakapan ibu dan anak pada video pendek sebagai konten TikTok antara lain: ah (5), well (3), but (13), oh (9), and (31), now (11), or (2), right (1), I know (2), you know (3), hmm (11), yeah (8) I think (4), then (6), no (2), huh (1), yup (1), yes (13), because (5), like (2), actually (2), alright (3), ok (15). Semua variabel tersebut memiliki fungsinya masing-masing. Fungsi-fungsi tersebut adalah *opening frame markers, closing frame markers, turn takers, filler/turn keepers, topic switchers, information indicators, sequence/relevance markers, repair markers, response/reaction markers, back-channel signals, confirmation markers, agreement markers, disagreement markers, and checking understanding markers.* Berdasarkan beberapa fungsi yang disebutkan di atas, *sequence marker* merupakan fungsi yang sering digunakan untuk mendominasi percakapan yang dilakukan oleh ibu daripada anak. Peneliti juga menemukan satu ucapan yang mengulang penanda wacana "*ok ok ok*" yang merupakan akibat dari kecelakaan yang tidak direncanakan oleh pembuat konten. Disarankan kepada peneliti selanjutnya dengan topik yang sama untuk menerapkan beberapa teori lain tentang penanda wacana, tidak hanya berfokus pada satu teori tetapi juga beberapa teori lain dan juga objek penelitian yang diperluas untuk perbaikan penelitian.

ملخص البحث

نعيم، نور جنتين (٢٠٢٢) علامات الخطاب في محادثة فيديوهات تيك توك بين "الأم والأطفال". أطروحة لغوية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الحكومية الإسلامية مالانج. المشرف: دوكتور. أجوس إيكو كاهيونو، الماجستير.

الكلمات الرئيسية: علامات الخطاب، المحادثات، فيديوهات تيك توك.

تناقش هذه الدراسة حول علامات الخطاب التي توجد في المحادثات غالبًا كمحتوى في شكل مقاطع فيديو تيك توك القصيرة. ترصد هذه الدراسة عن علامات الخطاب المستخدمة في محادثة فيديو تيك توك بين "الأم والطفل" في حساب Ongsquad. كان الغرض من هذه الدراسة هو تحديد أنواع ووظائف علامات الخطاب التي تستخدمها الأم كمنشئ المحتوى في المحادثات مع أطفالها في حساب تيك توك لها @Ongsquad.

تستخدم الباحثة المنهج الوصفي النوعي الذي يستخدم لتعريف البيانات اللغوية المتعلقة بأنواع ووظائف علامات الخطاب الواردة في أقوال الأم والطفل. كان مصدر البيانات في هذه الدراسة تحصل من عدة مقاطع فيديو تحتوي على محتوى المحادثات بين الأمهات والأطفال على حساب Ongsquad. الطريقة المستخدمة لتحليل البيانات استخداماً بنظرية برينتون (١٩٩٦) لتحليل أنواع ووظائف علامات الخطاب. فمن النتائج استنتج هناك ٢٣ نوعًا من علامات الخطاب الموجودة في المحادثة بين الأم والطفل في مقاطع فيديو قصيرة مثل محتوى تيك توك منها: اه (٥)، حسنًا (٣)، لكن (١٣)، أوه (٩)، و (٣١)، الآن (١١)، أو (٢)، صحيح (١)، أعرف (٢)، تعرف (٣)، هم (١١)، أيواه (٨) أعتقد (٤)، ثم (٦)، لا (٢)، هوه (١)، نعم (١)، طبعاً (١٣)، لأن (٥)، مثل (٢)، في الواقع (٢)، تمام (٣)، حسناً (١٥). كل هذه المتغيرات لها وظائف هي علامات إطار الفتح، وعلامات إطار الإغلاق، وعلامات التسلسل/الصلة، وعلامات الاستجابة/التفاعل، وعلامات التأكيد، والتحقق من علامات الفهم. مرتكز على بعض الوظائف المذكورة، فإن علامات التسلسل تستخدم غالبًا على المحادثات التي تجريها الأمهات بخلاف الأطفال. ووجدت الباحثة أيضًا عبارة واحدة تكرر "حسنًا حسنًا حسنًا" والتي كانت نتيجة لحادث لم يتم التخطيط له من قبل منشئ المحتوى. يُقترح على الباحثين الآخرين في نفس هذا الموضوع تطبيق العديد من النظريات الأخرى حول علامات الخطاب، ليس التركيز على نظرية واحدة فقط ولكن من النظريات مع توسيع الموضوع لتحسين البحث.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter involves five sub-chapters including background of the study, research question, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

This study carried out the use of discourse markers that were used in video conversations between mother and children as content on ongsquad's TikTok account. Discourse markers are a part of pragmatic study that explains about the relationship of discourse to the speaker in a conversation. The purpose of this study is to examine the types and functions of discourse markers in conversations between mothers and children uploaded in their TikTok video content. TikTok is the object of this research because it has become one of the most popular social media in the last five years, so not many have researched it. The researcher used the theory from Brinton (1996) which classified the diversity of discourse markers into two categories based on functions, each of which has several sub-categories of each discourse marker, namely textual and interpersonal functions.

Pragmatics is connected to discourse markers that become the main topic in this study. According to Yule (1996) there are four definitions that connect pragmatics with discourse markers. He stated that pragmatics is the

study of the meaning of what people mean when they speak. Pragmatics also studies meaning in a context. Furthermore, pragmatics talked about how information is conveyed by the speaker and what the speaker said. According to the last definition, pragmatics is the study of expressions related to relative distances in an utterance. As a result, in this context analyzing discourse markers in conversation using the pragmatic function method is a fairly appropriate way. The researcher analyzed the dialogue by describing and measuring the context of the conversation in the TikTok video content to get a better understanding of the role of DM.

Discourse markers are linguistic aspects that are used to connect language units or speaker ideas in a discourse. Discourse markers appear more frequently in conversation than in writing to make the speaker look more natural or fluent. A deep understanding of DM signifies a smooth conversation, because one of the signs of an interactive and fluent conversation is to use the correct and proportional DM. Meanwhile, the use of extreme DM indicates disfluency. Discourse markers, according to Yule (1983, p.106) as referred to by Brinton (1996, p.34), are optional cues that can be used by writers or speakers to regulate what they want to say. Therefore, discourse markers have an important role in conveying information for speakers and writers.

In this modern era, humans not only communicate in real life but also in virtual communication through social media. Communication is how someone conveys a message or desire or intent or idea to another person using language, Chaer (1988). The development of various social media technologies, currently

social media users do not only communicate by chatting but can communicate by conveying messages through photos and videos by uploading content. In this regard, language plays an important role in today's technology. According to Wardhaugh (1992, p.3), language is the way humans communicate with other people. Everyone has a different way of practicing language when creating content on social media, especially Tiktok.

Tiktok is a popular social media app that has gained popularity in recent years. Due to the impact of the COVID-19 outbreak, the use of TikTok has started to increase since the end of 2019. TikTok is a social media platform that was introduced in September 2016 by Zhang Yiming from China. TikTok is a popular social media platform among millennials and generation Z. TikTok has managed to get over 100 million users in less than three years. Now, TikTok is playing an interesting and quite new role in the social life of people around the world during the Covid-19 pandemic, because TikTok provides English videos with hot topics in various circles.

Tiktok application is used by many people around the world to share moments or experiences in their daily life in the form of creative short videos. Tiktok videos are about 15-60 seconds long and the longest is around 3 minutes. Tiktok users can easily access and upload various topics relevant to their needs and interests. While most TikTok viewers are looking for entertainment through these short videos. As TikTok content creators, they write scripts first before creating content to be well structured and directed. They also have to create content that can entertain TikTok viewers, such as a

mother who is a creator of TikTok content on her Ongsquad account who shares short videos of daily conversations with her children.

In this study, the researcher analyzed Ongsquad's tiktok account that contained conversational content between mother and child as the object of this study. Ongsquad is a tiktok account of a Chinese family living in Canada where they consist of a mother and her 5 children and their father. However, content creators are mothers who always have interesting ideas to create content with their children in the form of daily conversations. They use English as their mother tongue which is used as a daily language and the first language for their children. The settings they use in their content are multiple rooms in their own home. The Ongsquad account first started uploading videos in mid-2020.

Every day, DMs often appear in various aspects of communication, even in content creation, DMs have an important role to make the videos you watch look interesting. According to Piko, (2015, p.5), DM is a tool for communicating, organizing, and organizing ideas in discourse. A conversation will be very awkward if there is a blank space in their speech. Sentences without DM will not interfere with the syntax of the sentence, but in the context of a DM conversation it will affect the meaning of the sentence for the interlocutor. Therefore, DMs are very important, especially in a content to make it look interesting even though the existence of this DM looks very flexible.

A direct example from the last footage of Ongsquad's video where the mother offers her son to try musubi made from spam and seaweed. Then the

child responds by saying *"ok, but can you take the spam and the seaweed?"* This sentence without DM "ok" and "but" still has a complete sentence but pragmatically the addition of "ok" and "but" has a meaning that affects the understanding of the interlocutor and the audience. With DM, the conversation looks more natural and draws attention to the discourse. DM can occur in the form of words, phrases, and clauses, not only in daily life communication but also in conversations that are made into content.

In social media content, there are a lot of speeches delivered by content creators who have inappropriate speech. The TikTok video conversation between mother and daughter has its own charm for viewers, one of which is the language they use. The use of DM in Tiktok content must be appropriate so that the audience can recognize the message conveyed by the content creator. In addition, DMS is a sign of fluency that speakers use when producing utterances. Thus, oral speech must be able to convey information appropriately. Indeed, content creators plan ahead of time to ensure that their scripts are accurate. It's just that a video may look stiff if the script is already outstanding but the performance is awful. This is when DMs come in to make the delivery of a message in video look as smooth as possible.

The reasons why the researcher chose mother-daughter conversations on the @Ongsquad tiktok account as the object of this research are first, this account is very consistent in uploading content that contains daily conversations between mothers as content creators and their children. Second, the account has a large following. Ongsquad Tiktok's account has 7.6 million

followers. Third, more than 50 million people have seen and liked the videos they posted. On the Tiktok Ongsquad account there is also a blue tick which indicates the account has been verified by Tiktok and can be trusted. Therefore, researchers are interested in exploring DM in mother-daughter conversations on these two accounts as content in their tiktok videos.

There are several reasons why DM should be studied. The researcher suggested that DM can help people communicate more easily and its meaning can be expanded so that it can be used by foreign language learners. This study contributes to better knowledge and discussion of discourse markers. Make it easier for language learners to understand DM in an up-to-date manner, considering the rapid development of technology, especially in the Tiktok application. TikTok's unique ability to present short videos quickly, attractively and easily, as well as its increasing popularity among millennials and generation Z, can be evaluated in terms of language or its potential to master English communication, especially for EFL beginners.

There are several previous studies to be used as references to this study. To begin, the study was conducted by Subekti and Santi (2019). Researchers explained types of discourse markers found in utterances in the few famous youtube channels. As a result of this study, they found the use of DMs in phrases or words *like* 68 times, *just* 56 times and *really* 36 times. In addition, researchers found 105 times the use of DMs in the form of sequence. The theory of the study is Fraser (1991).

Another study was conducted by Arya (2020) that examined the distribution of discourse markers employed and how they function in context. He took the functional perspective of DMs based on Fung and Carter's (2007) framework. The result of this study showed that the most frequent uses of DMs were *and, ok, but* and *so*. The researcher found 2 indicators most commonly used by DMs in Thai University Students conversation. First, for engagement in conversation is used for referential purposes, lacking in extensive discourse marker use for interpersonal communication and cognitive functions. Second, for the management of conversations structural discourse markers emerged from the data to function mainly as topic shifters and mostly to give turns.

Next study was conducted by Diem (2021). The purpose of this study, according to the researcher, is to support teaching - learning foreign languages and translation by discovering the linking function to supplement information (addition) of discourse markers in Gone With the Wind and similar Vietnamese discourse markers in the work Gone With the Wind (Cuốn Theo chiều gió) based on Frase's theory (1991). The goal of this study is to examine the impact of discourse markers in interactive English-Vietnamese communication in various circumstances. The data's subject is the relationship between the linkage of additional information to the previous message (content) and the linguistic expressions) in English (L1) and Vietnamese (Vietnamese) (convention is L2).

Another study was conducted by Rohmah (2020). This study aims at describing the types, functions and occurrences of discourse markers used by

PUBG gamers video by Brinton's theory (1996). In the result of her research, she found fourteen types of discourse markers in conversation between PUBG gamers when playing games in the video. She found functions such as turn-takers, fillers, repair markers, response markers, opening frame markers, closing frame markers and turn givers.

Then, the study was conducted by Inayah (2020), this study aims to show the diversity of type and functions of Discourse Markers in English conversation, especially in movies. The researcher used Schiffrin (1987) theory and qualitative research methods. The results of this study showed that three types of DMs, like linking adverbial, stance adverbial, and hesitator as markers of response and two types of discourse markers: stance adverbial and expletive markers as one function that temporal adverb markers. It could be concluded that each function of discourse markers can include different types.

Next, the study was conducted by Villegas (2019). The purpose of this study is to contribute empirical data answering fundamental questions on the topic markers. This study investigates its use of DMs in Spoken and Written English in Corpora as methodological research. The findings of this research have shown that only six markers in Written text *However, Then, Today, Also, Finally, Therefore* which occurred at higher rates. Five others occurred at comparable rates to Spoken language are *Still, Meanwhile, Unfortunately, Sometimes, Obviously*.

Another study is conducted by Cahyanti (2021). The aim of this research is discourse markers useful for EFL beginners to facilitate their

conversation and make it easier to understand the conversation of the other person so that the conversation occurs more naturally. In that research, the authors used a qualitative approach and concatenate the theory of Biber et al (1999) and Castro's (2009) theory in classifying the types of discourse markers and defining the function of discourse markers. From the research conducted, researchers found ten types of discourse markers used by speakers in Bnay Channel vlog video, they are greeting and farewell expressions, interjection, stance adverbials, linking adverbials, response elicitor, vocatives, various polite speech-act formulae, expletives, response forms, and hesitators.

Then, the study was conducted by Sohaya (2018). This study focuses on the English discourse markers used in procedure texts written by Madrasah Aliyah Negeri 1 Medan as the data. The purpose of this study is to investigate and elaborate on the types of discourse markers and identify the reasons why students use these types of discourse markers in procedure texts. The research data are from 50 students (25%) than 200 students who were selected randomly by using Fraser's Theory (1999). The findings are 7 types that occurred in procedure texts written by students rather than totally 8 types of DMs. The type that is not used by students in procedure text is Topic Relating Marker. The reasons why students use discourse markers as they do because discourse markers used to explain the next segment of the procedure text on how to make scrambled eggs, use discourse markers as adverbs of time, conjunctions, linguistic features of procedural texts, the last step and for explanatory text sentences, a choice of two or more items, and conclusions.

Raputri, Pratama, and Hartono (2022) studied and focused on types of discourse markers that are contrastive, elaborative and inferential, and errors in using those expressions in English Journal of Education articles. This research used qualitative research design with data from written language, especially journals and an article published by the English Education Journal (EEJ) which consists of 20 journal articles. The findings of this study indicate that all research data apply this type of discourse marker. Types of elaborative discourse markers are the first type used by writers and are often used by the author of the journal article 890 times. Expression the most frequently used are *and*. Meanwhile, the errors of using discourse markers in Journal articles occur 17 times. Here, the wrong relation category is generally applied 7 times.

The last previous study is by Tavakoli and Karimnia (2017). This study has two purposes: *first*, to investigate the types of discourse markers (DMs) used in the spoken language of Iranian advanced EFL learners, *second*, to explore the possible impact of gender on participants using DM. There are 40 male and female EFL students selected from EFL Class. Theoretical framework for research is Fraser's DM taxonomy and Fung's interpersonal DM categories. Analyzing the data used are descriptive statistics and inferential statistics. The results of the frequency test reveal that "and" as dominant of elaborative DMs used, while "but" as dominant contrastive DM used, while "sure" was the most frequent interpersonal DM. Regarding the role of gender in the use of DM, the results show that women use significantly more DM than men.

From the previous studies mentioned above, there are similarities and differences between the current study and previous research. In the current study, the researcher drawed similarities, namely that many studies have been carried out related to DM. There are ten studies that discuss the topic of discourse markers. Many studies have been conducted on the discourse markers of different objects. The next equation, previous studies examined social media as the object of research. Therefore, the researcher wanted to provide a new phenomenon about discourse markers based on the latest research objects even though there have been many studies discussing discourse markers.

Furthermore, the difference presented in this study in terms of the object is that this study used conversations in the Tiktok application as the object of research. It is rare for other researchers to use this application as an object of linguistic research because this application had only been widely used by the public around 2019. Most of the previous studies above used social media as an object of research, such as conversations in movies, youtube vlogs, and PUBG gamers. While some previous studies examined DM related to speaking skills in real contexts like classroom interactions and written texts rather than oral communication. Therefore, in this study the researcher chose the use of DM in organized virtual conversations as tiktok content because it would provide different and interesting findings. Of the ten previous studies above, there has been no research on discourse markers used in conversations between mothers and children, especially in short Tik Tok videos.

B. Research Question

According to the background of the study, this present study is done by answering the two problems, they are:

1. What types of discourse markers are used in mom and children's conversations as content on their TikTok account?

2. How are discourse markers are used in mom and children's conversations as content on their TikTok account?

C. Objective of the Study

According to the research questions above, the aims of this study are below:

1. To examine the types of discourse markers used by mom and children's conversation as content in TikTok videos.

2. To explore how discourse markers are used by mom and children's conversation as content in TikTok videos.

D. Significance of the Study

The findings of this study are expected to contribute in theory and practice. In theory, this study will present a deep explanation of the type and function of DMs informally such as conversation, according to Brinton's (1996) theory. Besides, it could be one of the references for other researchers to increase a better and deeper research about DMs. Then, hopefully it also could

enrich the comprehension in research about DMs and give a big contribution in development pragmatics study.

In practice, this research is expected to provide increased knowledge for language learners who can learn conversation well from native speakers about the used functions of DMs. English beginners can also imitate examples of the use of DMs in formal or informal context of conversations. In addition, except to the audience as language learners, content creators can also develop the use of the DMs function in the videos they will make in the future, making it easier to apply. Therefore, the information and messages to be conveyed can be received properly. For other researchers who are interested in DMs, this study can be one of their references to develop their DMs study.

E. Scope and Limitation of Study

The scope of this research is the analysis of video conversations in the field of pragmatics. In more detail, this research is in the smallest area of pragmatic marker analysis. The researcher focused on analyzing the types of discourse markers and the contextual DM function of an utterance in a conversation between mother and child on tiktok videos as content. The researcher only limited this research to the form of words, phrases, or sentences from the data transcribed in the video conversation of mother and child on one of the tiktok accounts. Thus, this research can provide detailed information about any DM found in a tiktok content.

The researcher chose a Tiktok account which is a conversation between

a mother and her child as the object of research, namely the OngSquad account (@ongsquad) which has five children and one mother and one father in one family. They are Chinese living in Canada. Researchers chose conversations between mothers and children only. She often makes video conversations with one of his children in one video. Researchers did not use all videos on this account because not all videos are related to this research. The video criteria that I took as data were videos uploaded on June 3-31, 2021 which were 15-60 seconds duration per video. One video was one complete conversation not consisting of several parts, original video from the creator's content and not a duplicate video from the other content creators. Last, the video was a direct conversation between mother and child, not dance or lip sync.

F. Definition of Key Terms

1. Discourse Markers : Discourse markers are part of a pragmatic study in the form of particles that have an important function in a conversation so that the speaker or content maker looks fluent and natural. For example *yes, okay, but, because, I know, I mean, etc*. DMs that occur in a tik tok video content where the speaker is a mother and her children as the interlocutor are examined in this study.

2. Conversation : Communication activities in daily conversations between a mother as a content creator and her child about certain topics such as short videos uploaded on her tiktok account (@Ongsquad).

3. Tiktok : One of the most popular social media applications in the last five

years has become the object of this research where users can create and share short videos on certain topics as content, as in this study a Canadian family created short videos on Tiktok.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to aid and answer research questions, the researcher analyzed theories from relevant sources that have many qualities relating to this study in this chapter. Theory would be used as a framework for research as well as a tool of analysis by the researcher.

A. Pragmatics

Pragmatics is a branch of linguistics that studies the interaction of meaning and context. Pragmatics studies also look at the linguistic characteristics used in determining the meaning of speech and how to use it. Pragmatics is related to the analysis of the meaning conveyed by the speaker and interpreted by the listener, according to Yule (1996, p.3). Furthermore, pragmatics is described as the study of how we can conclude what the speaker meant even though it was not conveyed by the author. Yule (1996, p.21) also shows that physical settings or backgrounds can be identified more easily, which has a major impact on how expressions are interpreted.

Pragmatics is more concerned with figuring out what people mean from their speech than figuring out what words or phrases are in a sentence. Pragmatics can also be defined as the study of determining the meaning of a speaker. Yule (1996) defines pragmatics as "the study of the expression of relative distances", "the study of the meaning of messages conveyed by

speakers or writers", "the study of contextual meaning", "the study of how to derive messages from what is said," and "the study of about the meaning of the message conveyed by the speaker or writer.

B. Discourse Markers

Many researchers have looked into the discourse marker in languages other than English, such as Chinese (Biq 1990; Miracle 1989; Wang Tsai, and Ya-Ting 2010), German (W.Abraham 1991; Barske and Golato 2010), Hungarian (Vasko 2000; Deer and Marko 2010), Indonesian (Wouk 1998,2001), Danish (Emmertsen and Heinemann 2010), and Russian (Bolden 2003, 2008, in press; Grenoble There are several discourse marker perspectives available, each of which describes the definition and analysis of discourse markers. Only a few examples include Fraser's pragmatic perspective (1990, 1998, 2006, 2009a), Muschler's interactional Linguistics perspective (1994, 1997a, 2009, 2012), and Schiffrin's discourse perspective (1987a, 1994a, 1997, 2001, 2006).

DMs have two definitions of the category provided according to Shiffrin (1987). The first definition is more practical, whereas the second is more theoretical. According to the various definitions, DMs are "sequentially dependent objects that bracket units of discussion" (Schiffrin, 1987, p. 31). Propositions, speech acts, phrases, and other "units of speech" are examples. According to the clause "sequentially reliant," discourse markers are not dependent on syntactic structures such as clauses and

sentences. The order of the discourse markers, on the other hand, is determined by the structure of the discourse markers (Schiffrin, 1987, p. 40). She examined words such as *and, but, well, because, well, you know, I mean, oh, or,* and *so on.*

After that, the theoretical concept is included into a larger discourse and discourse coherence model. The model is divided into five planes: the Exchange structure (ES), the Action structure (AS), which displays the sequence of speech acts that occur inside discourse, and the Information state (InS), which reflects the ongoing organization and management of knowledge throughout the discourse. The participation framework (PF) describes the numerous ways a speaker and listener might understand one other. IS is an ideational structure that represents the relationship between ideas (propositions) in a discourse. Those components are all linked together and contribute to the conversation's flow.

Effective communication, according to Schiffrin, is the result of the integration of all components of speech, as well as the contribution of discourse markers to discourse coherence through the placement of utterances on specific planes of communication. Fraser's (1990) perspective on discourse markers is integrated inside a broader framework that delivers more impacts in the examination of markers, similar to the review thus far. Unlike Schiffrin (1987a), who describes how markers are used and how they contribute to everyday conversation.

While Fraser describes the various types of pragmatic meaning, some pragmatic commentary indications are referred to as "discourse markers" (Fraser, 1998, p. 302). Fraser's strategy is founded on a contrast between content and pragmatics. The three categories of pragmatic markers are basic pragmatic markers, commentary pragmatic markers, and parallel pragmatic markers. According to the commentary pragmatic marker, discourse markers are "a class of phrases, each of which reflects how the speaker intends the primary message to the prior discourse" (Fraser, 1990, p. 386). Fraser is fascinated by the indicators that reveal how communications are linked.

The researcher used Brinton's (1996) technique to assess discourse markers in this study. According to Brinton (1996), "apparently blank utterances found in oral conversation" are commonly referred to as DMs. She also creates a list of thirty-three markers, which include ah, actually, after all, almost, and, and (stuff, things), like that, anyway, because, but, go "say", if, I mean/think, just, like, mind you, moreover, now, oh, ok, or, really, right/alright, so, say, sort/kind of, then, uh, huh/mhm, well yes/no, Although DMs may not always offer propositional meaning, they do aid the hearer's processing by emphasizing the context needed for the speaker's intended interpretation and how it is significant (Brinton, 1996).

As a result, DMs are phonologically minor things with little or no referential significance, but they serve a procedural or pragmatic purpose. She refers to "pragmatic markers" in this idea. The primary role of DMs, according to many researchers, is to indicate the relevance of a speech to the

context. DMs are more common in oral communication than in written communication. The use of pragmatic markers is made easier by the informality of oral conversation and the grammatical "fragmentation" produced by a lack of planning time (Otsman, 1982 p.170).

In speaking, speakers typically do not have much time to arrange their utterances, and DMs can help the listener understand the themes or messages by providing topic hints. Brinton (1996 p.33-35) classifies discourse markers into nine categories. In spoken interactions, DMs are more common than in written ones. DMs are short and typically shortened phonologically. Direct messages are not required. DMs can perform a wide range of tasks at both the local and global levels. DMs appear outside or poorly related to the syntactic framework and have no clear grammatical function. Sentences may always occur first, and DMs are frequently qualified to sentence-initial locations. The DMs form a tone group of their own. Because of their style, DMs are typically categorized and judged negatively. DMs don't have a lot of propositional significance but in the first classification, it's plausible that this is correct.

In short, discourse markers have several definitions. According to Schiffrin (1987, p. 31) discourse markers are sequentially dependent elements which bracket units of talk. Schiffrin described four categorizations of discourse markers, they are conjunction (but, so, or, and, because), particles (oh, well), lexicalized clauses (you know, I see, I mean), and time deictics (now, then). In contrast to Schiffrin's theory, Fraser (1999) has his

own definition of DMs. He stated that DMs serve as a bridge between one utterance and another in the form of conjunctions, adverbials, and prepositional phrases. He does not categorize speech fillers such as uh, oh, well as discourse markers.

In this present study, the researcher used Brinton theory for analyzing DMs that occurred in conversation between mom and children on Tiktok videos by textual and interpersonal level. The researcher chose Brinton theory because the theory is more appropriate with the data that researcher ordered to answer the problems of this present research compared with the previous theory that is Schiffrin and Fraser. Brinton (1996) stated that DMs are pragmatic markers as it serves pragmatic meaning in the discourse. He has two levels of discourse marker (pragmatic marker), textual level and interpersonal level (Brinton, 1996, p. 38).

C. Function of Discourse Markers

The researcher utilized Brinton's (1996) theory, which said that DMs are not pragmatically extraneous because they perform a range of pragmatic purposes. She disagrees that "if such markers are deleted, the discourse is grammatically acceptable, but would be judged "unnatural," "disjointed," "unfriendly," "impolite," "awkward," or "dogmatic" within the communicative context" (ibid, p.36). She divided the functions of DMs into two categories: textual functions and interpersonal functions. There are eight substitutes functions in textual functions and only two substitutes functions

in interpersonal functions.

1. Textual Function

The textual function is accomplished in the discourse's theme focus structure, new information dissemination, and harmonious relationships (Halliday, 1994). The conjunctive relations, which link text pieces together, were included in the cohesive relations. The additive, causal, adversative, and temporal classifications of conjunctive interactions. As a result, it was linked to the meanings of text, the creation of coherent discourse passages, and the use of language in a way that communicates a message with the applicable theory. The following functions of the textual function in discourse were also proposed by Brinton (1996). The first served as a kind of border marker, signaling the conclusion or beginning of a discussion or a change in topic. The second was scooping or assisting in textual discussion turn-taking, to establish a border, write to conclude or begin a discussion, or to change the subject.

There were eight points in the textual functions according to Brinton (1996). They are opening and closing frame markers, turn takers (turn givers), fillers (turn keepers), topic switchers, information indications, sequence/relevance markers, and repair markers were all included. Every one of those points had a separate function and explanation. It depended on how language was used, the context, and a variety of other elements. At the start of the statement, there were opening markers. It was used to start a

conversation. The beginning marker was frequently utilized to draw the listener's attention. As a result, by using the opening marker, the person speaking can draw the listener's attention to them. It was rarely used in conjunction with ending frame markers. These classification markers surfaced at the conclusion of the discourse and were utilized to bring the conversation to a close (Brinton, 1996). For the examples, *ok, right, well*. DMs did present at the end of a sentence or utterances, but they have not been classed as closing markers. The DMs of *right*, for example, appeared at the conclusion of a phrase after a question mark, thus they were classed as confirmation seekers or other roles. It was also influenced by the discourse's context.

DMs that perform the function of turn takers or turn givers are also known as speech turns. The hearer accepts the speaker's turn to answer to the speaker in turn. The speaker permitted the hearer to react to the speaker's discourse in the next discourse while in turn giving. Turn-takers, also known as turn-givers, assist speakers in obtaining or relinquishing the floor. For the examples, *ok, and, yeah, well*. The third category was fillers (turn keepers), which were employed as fillers or stalling tactics in textual functions to keep the conversation going or keep the floor open. When someone was speaking, it was also utilized to fill the silence. They were incomprehensible words. Although the words of fillers had no substantial meaning, they still served a purpose in discourse. They essentially keep you going until you have the rest of your statement figured out. They also communicated to the listeners that

the speaker was not yet finished speaking. Other examples of fillers are *hmm, and,* etcetera.

Speakers used DMs to shift the topic of a conversation in the topic switchers. Because this did not point out the idea of a dialogue simply discussing one issue at a time, it happened frequently in a conversation. As a result, the speaker was able to switch topics by using DMs as topic switchers. The information indicators were DM functions that were used to identify whether information was new or old. It arose when the speaker sought to provide the listener new or old knowledge. As a result, applying DMs in conjunction with this classification helped for the speaker to convey information to the listener. They were also assisting the listener in comprehending the speaker's material. For example, *and; because; so.*

One of the DM textual functions used to mark sequential relationships is the sequence marker or relevance. DM is employed as a connector between the center discourse and the wider discourse in this function. In most cases, the usage of DM is uncommon in basic statements. For instance, *so; and then, because.* Repair markers were the final textual function of DMs. It was employed to fix one's self or other people's arguments. So, in this section, the speaker can use DMs with a repair marker classification to repair their own or the prior speaker's discourse. For example, *well, I mean, you know,* and so on.

2. Interpersonal Function

The interpersonal functions were defined in a variety of ways. The interpersonal version of metadiscourse, according to Hyland (2013), consists of two dimensions of interaction: an interactive and an interactional dimension (p.77). The interpersonal mode's inventory subgroups (Brinton, 1996; Aijmer 2002; Hyland 2005; Kopple 1985) provide more particular functions that can be used to analyze DMs in any spoken or written communication. The interpersonal function was, in general, an inherent component of DMs. They serve as buffers or hedges against the negative consequences of impending discourse by forming relationships, responses, and reactions that the participant can use to create an engagement. The interpersonal reflected the speaker's views, judgments, assessments, and demands, as well as the character of the social encounter. There were also two points that were personally in conveying mentality and interactively in obtaining closeness between listener and speaker at the interpersonal function.

There were two big umbrellas in the interpersonal functions: subjectively and interpersonally. The functions were subjective in nature, such as conveying responses, reactions, attitudes, comprehension, trepidation, or continuing attention. In expressing replies, the listener simply responds to the speaker not providing any input, similar to how turn takers do. This DM could also be used by the listener to demonstrate understanding and attitude, as well as to maintain their focus. In interpersonal and

interactive functions such as expressing intimacy, cooperation, and shared knowledge, which includes confirming common assumptions, checking or expressing understanding, demanding confirmation, expressing difference, or preserving face (politeness).

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explored research methodologies. The term "research methodology" refers to approaches for solving research problems in a systematic manner. In addition, there are numerous research procedures in this study that are separated into several components, including research design, research instrument, data and data source, data collection, and data analysis.

A. Research Design

In this study, the researcher used descriptive qualitative in analyzing the data. According to Rahardjo (2010), qualitative methods are used to understand phenomena in depth in case studies. Research design is one of the important aspects in a study because it outlines the strategies and steps that researchers will take in their field of investigation. Research design is a researcher's plan on how to understand a group or a phenomenon in its context, according to Ary et al. (2010). The researcher conducted qualitative research because the data was taken from a short video conversation of a mother and her child on the Tiktok application as content.

This study focused on the types and functions of discourse markers. This research also provided data about the dialogues spoken by mother and child to support this research. The data used are in the form of words or phrases

or discourse marker particles in the dialogue between mother and child responses. In addition, the researcher described and identified the types and functions of this research according to the theory of Brinton (1996) in pragmatics. The purpose of this research is to analyze in depth the construction, relation and meaning of the discourse markers used.

B. Research Instrument

The researcher is the main instrument in this research. A good category of instruments in qualitative research, according to Sugiyono (2006), is an appropriate tool in qualitative research methodology, mastery of insight into the field being studied, as well as academic preparation and logistics to approach the object of research. In this case, the researcher got, collected, and explored data and found the findings of this study for herself. Therefore, the researcher is the most important aspect of research because she can choose the focus of the research, assess the quality, analyze, interpret, and draw conclusions based on her findings.

In this study, the researcher tried to find answers problems based on research questions in this study. The utterances generated by content creators in Ongsquad's TikTok videos containing the content of "conversations between mother and child" were viewed by researchers accurately. Data related to the problem in the study were analyzed using Brinton's (1996) theory, which explains the speaker's relationship with discourse. The data collected is in the form of phrases, clauses or words classified as DM according to Brinton's

criteria.

C. Data and Data Source

The data used in this study are dialogues or utterances from short tiktok videos, specifically utterances from conversations between mother and her children. The data in this study consisted of words, phrases, or particles that convey the type and function of DM employed by the mother and children in the short videos. Each study includes data as a crucial component. The term "data" refers to records or sources of information. According to Zins (2007, p.480), data usually takes the shape of computer records, statistics, or other collections of evidence.

The data source in this study is the conversation between mother and child taken from several short videos on the Tiktok Ongsquad video account. In obtaining the data, the researcher saw all the short videos of Ong Squad uploaded on July 3-31, 2021. In their account, many videos were uploaded but the researcher only took a few short videos on Tiktok that appeared as conversations. between a mother and her child who comes from the creator. contents. The researcher analyzed the conversational utterances between a mother and her child that were uploaded for one month with a video duration of 15-60 seconds per video. The researcher watched the video on his TikTok account via the following link @ongsquad https://vm.tiktok.com/ZSeCUMoB4/

D. Data Collection

In the process of collecting data, the researcher formulated several

steps. First, the researcher chose a short video that shows the conversation of a mother and her child directly on the Tiktok @ongsquad account starting from June 3-31, 2021. Then the short video that has been selected is watched and listened to carefully. The third step, the dialogue spoken by the speaker on the tiktok video content was manually transcribed by the researcher because no transcript was provided from the tiktok app. Next, the researcher looked for dialogues containing phrases or words or particles of DM type as research data.

The researcher watched the video three times and read the transcript five times in order to collect relevant data. This is done because the researcher easily comprehends and confirms research findings. The researcher discovered valid data after reading the transcript and categorizing it. The observation approach, according to Mahsun (2011, p.217), is a method of gathering information by seeing how people use language. While recording allows for the collection of data on a data card, Mahsun (2011, p.211) suggests that data from the script be collected using the observation technique. On the other hand, the data was identified and selected before being copied to the data sheet using the monitoring method.

E. Data Analysis

This research was written after various steps of data analysis because data analysis is a complex process that begins with data collecting and ends with the solution of difficulties posed in research questions. The researcher began by identifying the different types of discourse markers in videos from the

@ongsquad tiktok account. Second, the data's DM function is classified using Brinton's (1996) theory. Third, the researcher examines the common discourse markers employed in dialogue. In addition, the researcher discussed and found the elements of discourse markers that have been addressed previously in the context. Finally, the researcher draw a conclusion from the findings.

In detail, the researcher obtained representative data to be discussed in this study, investigates the conversation background in each datum, and examines the nonverbal conduct of the speakers. In pragmatics, it's crucial to explain the conversation context because it's utilized to evaluate facts in depth using applicable supporting theories. The findings of the analysis process were also presented as fresh findings. In addition, the findings were explored in depth in order to answer the research questions posed by the study's research questions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents two subchapters; those are findings and discussion of discourse markers in conversation between mom and children TikTok videos based on Brinton's theory (1996), including the result of this study.

A.   Findings

This section presented data consisting of discourse markers in tiktok videos between mother-daughter conversations as content and speech for the purpose of investigating context. The study focus is on the types and functions of discourse markers. To make it easier to analyze the data, the researcher made a bold mark on the DM from the data source. This study used the theory of Brinton (1996) to analyze the data. The data obtained from the conversation between the mother and child and the content in the video have been uploaded to Ongsuad's tiktok account. In this study, 15 videos containing mother-daughter conversations were found from 3 to 31 July 2021.

The data obtained were 153 discourse markers in those videos. The researcher also explained the context to support the understanding of the conversation. Meanwhile, after the context, the researcher analyzed the conversations containing DMs to find out the function of DMs and how to use it. The speakers in the tik tok video consist of mother, first child, second child, third child, fourth child and father who speak alternately and randomly in each

video. Therefore, the researcher used C1 for the first child, C2 for the second child, C3 for the third child, and C4 for the fourth child. Lastly, for "children" when more than one child is talking at the same time.

The types of discourse markers used in mom and children's conversations as content in Ongsquad TikTok videos

      The data analysis revealed that there are twenty-three types of DM with various functions originating from the interaction of video conversations between mothers and children in the content in Ongsquad's Tik Tok videos. The types and functions found in this research are *ah, well, but, oh, and, now, or, right, I know, you know, hmm, yeah, I think, then, no, huh, yup, yes, because, like, actually, alright,* and *ok.* All of these DMs serve different purposes which, according to Brinton (1996, p.35), is not pragmatically redundant as they serve a variety of pragmatic purposes. Consequently, the DM function in this context is related to the pragmatic function indicating that the DM function has been modified according to the setting in the conversation. Then, the following is an explanation of each type of discourse markers.

Datum 1

C4   *"Mommy, what are we having for dinner"?*
Mom *"Chicken and rice"*
C4   *"**Ah**"*
Mom *" It's your favorite?"*
C4   *" I'm getting bored of it"*
Mom *" **Well,** let's see if we can spice it up"*
(Taken from the video untitled "Making Onigiri" on July 3, 2021 in duration 01.23)

Analysis of datum 1 :

The datum is taken from the first video entitled "Making Onigiri" . In the video, the fourth child asks his mother in the kitchen about the food to be prepared for dinner. The mother answered "chicken and rice" then the child's response to his mother's answer was to express disappointment and say "ah" with a low intonation indicating he did not like it. Turns out the kid was bored with the menu by saying "I'm getting bored." The mother came up with an idea to season the chicken and rice so her fourth child wouldn't get bored again by saying "well, let's see if we can spice it up".

It can be seen from the conversation above that there are two discourse markers used by each actor, namely "ah" and "well". Each of these DMs has a different function. The child uses the "ah" DM to respond to the mother's unsatisfactory answer. Meanwhile, the mother uses DM "well" as a sign to start a discourse, namely making onigiri according to the title of the video. Therefore, DM "ah" serves an **interpersonal function** as a **response marker** and DM "well" serves a **textual function** as an **opening frame marker.**

DM "ah" is located at the beginning of the sentence without any follow-up sentences. DM "ah" is also immediately spoken by the child after hearing the mother's unsatisfactory answer as a form of response from the child as a listener to the previous discourse delivered by the speaker. This response arises because the child pays attention to his mother's answer then expresses his response with a DM in the form of "ah". DM "well" is at the beginning of the sentence but is followed by a sentence that describes the discourse. The mother

said "well, let's see if we can spice it up".

Datum 2

Mom " I have this mold we can use to shape our rice into cats"
C4 " I love cats"
Mom "We're going to fill it with rice **and** push it down like that **and** then we're going to press it together **and** squeeze **and** take our mold off **and** look at that"
C4 " It's so cute"
Mom "So cute"
(Taken from the video untitled "Making Onigiri" on July 3, 2021 in duration 01.23)

Analysis of datum 2 :

The data above is a continuation of the first video entitled "Making Onigiri". In the conversation above, mom shows one of the steps to make onigiri more interesting. The mother made onigiri in the shape of a cat's head using a mold. The mother shows the step by step slowly and in detail saying "*We're going to fill it with rice **and** push it down like that **and** then we're going to press it together **and** squeeze **and** take our mold off **and** look at that*". After finishing printing it, the child responded to the printout that his mother had done by saying that the cat-shaped rice was very cute.

Based on the context above, there are types of "and" DM which are repeated five times. Some DMs have the same function whereas there is only one different function at the end of the sentence. There are four DMs "and" that serve as sequential dependency markers. The sentence spoken by the mother in the third line shows how to print rice onto the cat's head gradually and sequentially. Meanwhile, the last DM "and" shows a closing sign that the mother has finished printing rice onto the cat's head while showing it to her

child. Therefore, DM "and" in this data serves a **textual function** as a **sequence marker and a closing frame marker.**

The DM "and" is located in the middle followed by the sentence that follows it in the previous and subsequent sections. This shows the relationship between one sentence and another. DM "and" was said by the mother on her part because she was explaining the procedure for making the shape of a cat's head with the prints correctly and sequentially. Therefore, DM "and" appear to denote sequential dependencies. This is different from the DM "and" which is located at the end which is followed by the word "**...** *look at that*" which indicates the end of a discourse and its turn.

Datum 3

Mom   " Here we are"
C4   " **Ah** so cute "
Mom   "No more boring old rice, **right**?"
C4   " I love it"
(Taken from the video untitled "Making Onigiri" on July 3, 2021 in duration 01.23)
Analysis of datum 3 :

The data above is still part of the first video entitled "Making Onigiri". In the conversation above, the mother shows her child's onigiri which is ready to eat. The fourth child then replied to the mother's statement by saying "Ah, so cute" with a high intonation which showed that he really liked it. The mother continued her turn by saying, "No more boring old rice, right?". The fourth child replied by saying that he liked it very much.

The appearance of words in bold indicates that there are two types of DM in the data above, namely "ah" DM and "right" DM. DM "ah" is used by

the child as a response to the mother's words indicating onigiri that is ready to be eaten. The child's response was also from seeing the very cute shape of the onigiri in the shape of a cat's head. The second "right" DM used by the mother to check the understanding with the other person, namely the child, that the rice is in the shape of a cat's head, which looks no longer boring than the rice that is usually eaten. Therefore, DM "ah" and "right" provide **interpersonal functions**, namely **markers of response and markers of checking understanding**.

The DM "ah" is at the beginning of the sentence and is followed by the opinion "*so cute*". DM "ah" occurs because the child's response to seeing rice is in the shape of a cat's head. This is very interesting for children because they have never seen it before. Children also respond when it is their turn to speak. Next, DM "right" followed by a question mark at the end of the sentence. This shows that the mother is checking the child's understanding according to her understanding. Although the answer of the child is beyond the expectations of the mother.

Datum 4

C4   "*Mommy it's so hot*"
Mom   "***I know***. *Do you want some water?*"
C4   "*Can we have a popsicle? Please*"
Mom   "*Sure*"
(Taken from video entitled "Popsicles or Ice Cream Bar" on July 4, 2021 in duration 00.44)

Analysis datum 4 :

The data is taken from the second video entitled "Popsicles or Ice Cream Bar". In the video, the child gives a statement to his mother that it was a

very hot day. The child and the mother were outdoors, such as in their backyard. Then the mother answered her child's statement with the sentence "I know. Do you want some water?". The son asked if he could eat the popsicle and begged his mother. The mother also approved her son to eat the popsicle by saying "sure".

It can be seen from the conversation above that there is one discourse marker used by the mother, namely "I know". The mother uses the "I know" DM as a sign to confirm that she understands with the child that it was a really hot day. DM "I know" uttered by the mother after hearing what the child said. Therefore, DM "I know" based on the above context presents an **interpersonal function as a confirmation marker.**

DM "I know" is located at the beginning of the sentence in the form of the mother's response to her child's statement. DM "I know" is also said and followed by an offer from the mother whether the child needs water. DM "I know" is useful as a sign that the mother has the same understanding as the child that it was a very hot day. DM "I know" uttered by the mother after hearing the words of the child and feeling the same way with the child.

Datum 5

C2　　"　Can I try a small bite"
Mom　　"　Sure, here you go"
C2　　"　**Hmm** it's yummy"
C4　　"Can I have a bite?"
Mom　　"**Yeah** go ahead"
C4　　"**Hmm** it's so good, Here you go"
Mom　　"　Thanks"
(Taken from video entitled "Popsicles or Ice Cream Bar" on July 4, 2021 in duration 00.44)

Analysis of datum 5 :

The datum above is a continuation of the second video entitled "popsicles or ice cream bar". In the context of the conversation above, the mother prepared popsicles and chocolate ice cream bars to be enjoyed together because the weather was quite hot. Then the two kids choose popsicles and mom gets an ice cream bar. It turned out that the two children wanted to taste their mother's ice cream bar. The second child (C2) also asked if he could taste his mother's ice cream bar. The mother gave it happily. C2 finally tasted it and said "Hmm it's yummy". The fourth child (C4) also wanted to taste the ice cream bar and then begged his mother. The mother also agreed by saying "Yeah go ahead". C4 also finally tasted it and gave a response by saying "Hmm it's so good, Here you go". After finishing tasting it and returning it to the mother, it turned out that the child tasted it with a big enough bite so that the ice cream bar left only one bite for the mother. The mother was grateful for her turn though with a confused expression with her children's behavior.

It can be seen from the conversation above that there are three discourse markers used by the mother and child, namely "hmm" which is said twice and "yeah" is said once. The children, namely C2 and C4 use the DM "Hmm" to fill in their turn and is a response to their expressions tasting the ice cream bar. C2 and C4 do not vaporize them simultaneously but take turns. Meanwhile, the mother uses the DM "yeah" as a sign of approval to the child's request to taste the mother's ice cream bar. Therefore, DM "hmm" serves 2 functions, namely a **textual function as a turn taker and an interpersonal function as a**

response marker. Meanwhile DM "yeah" only serves one function, namely **interpersonal function as an agreement marker.**

DM "hmm" is located at the beginning of the sentence accompanied by the next sentence that follows it in the form of an opinion on the discourse. DM "hmm" was also immediately said by the child after getting his turn and after tasting the ice cream bar. Both children have the same pattern in the pronunciation and use of DMs. Meanwhile, the mother uses DM "yeah" as a sign of approval to the child's previous sentence in the form of a request. DM "yeah" is said at the beginning of the sentence accompanied by a follow-up sentence, namely "... go ahead!" to clarify the meaning of the speech so that the listener understands and there is no misunderstanding.

Datum 6

C4   *"How about some ice cream?*
Mom   *"You've had a lot of ice cream lately. **I think** I have a good compromise. We're going to make banana pops"*
C4   *" **But** that's not ice cream"*
Mom   *"No it's not, **But** it's still a dessert. We're going to start by peeling our banana"*
(Taken from video enttitled "Making Chocolate Covered Bananas" on July 6, 2021 in duration 01.12)

Analysis of datum 6:

The data is taken from the third video entitled "Making Chocolate Covered Bananas". In the video, the child gives a statement to his mother that he is very hungry. Knowing this, the mother then offered the child a snack or fruit, but the child gave a suggestion in the form of ice cream. The mother did not agree at first but she was able to compromise by making ice cream from bananas. The mother said "You've had a lot of ice cream lately. I think I have a

good compromise. We're going to make banana pops". The child responded to his mother's statement by saying "But that's not ice cream". The child does not agree that banana pop is ice cream which is what he asked for. The mother did not deny it but she gave a new statement in the form of "No it's not, But it's still a dessert. We're going to start by peeling a banana".

It can be seen from the conversation above that there are three discourse markers used, namely "I think" which is said once and DM "but" which is said twice. DM "I think" is used by the mother as a repair of one's own discourse, namely that at first the mother objected to her child's choice but the mother was able to compromise by using DM "I think" as a sign that she corrected the previous statement. Meanwhile, the DM "but" spoken by the child is a sign of disapproval of the mother's statement. DM "but" spoken by the mother is a sign as a repair marker of her own statement. This proves that the DM function depends on the context of the conversation. Therefore, the DM "I think" and "but" spoken by the mother present a **textual function as a repair marker**, while the DM "but" spoken by the child presents an **interpersonal function as a disagreement marker.**

DM "I think" is located in the middle of the sentence followed by the previous rejection sentence and the compensation sentence in the following sentence. This indicates that the mother corrects the discourse that she speaks herself. The child also responds by starting with a DM "But" which indicates a rejection of the previous utterance. DM "but" is located at the beginning of the sentence which means rejecting the statement from the mother which is the

previous utterance. Meanwhile, the second DM "but" was spoken by the mother as a repair marker in the middle of a sentence which indicates the variation in the discourse itself. It can be seen from the position of the DM "but" which is in the middle of the sentence followed by a corrective sentence in the sentence "No it's not, But it's still a dessert."

Datum 7

Mom	"No it's not, but it's still a dessert. We're going to start by peeling our banana"
C4	" Monkeys like bananas **you know**"
Mom	" **And** chopping it in half, **and** putting them on chopsticks"
C4	" **I know** how to use chopsticks"
Mom	"**Then** we're going to put our bananas in the fridge for 15 minutes. **Now** we're going to melt some chocolate"
C4	" **Oh** I love chocolate"

(Taken from video enttitled "Making Chocolate Covered Bananas" on July 6, 2021 in duration 01.12)

Analysis of datum 7:

The data above is a continuation of the third video entitled "Making Chocolate Covered Bananas". In the conversation above, the mother began to show the first step of making banana pops, namely by peeling the banana skin. The child responds by saying that monkeys like bananas and using DM "you know" at the end of the sentence which indicates checking understanding. Unfortunately, the mother did not respond to the child's words and just smiled and then continued the step of making banana pops. The mother said "And chop it in half, and put them on chopsticks", which is a continuation of the steps for making banana pops. The child not only responds using DM "I know" but is also followed by a follow-up sentence or a response in the form of an opinion that he understands how to use chopsticks. The mother continued the

process of making banana pops. "Then we're going to put our bananas in the fridge for 15 minutes. Now we're going to melt some chocolate". The child also responded by saying "Oh I love chocolate" after noticing the mother's words and seeing the melted chocolate.

It can be seen from the conversation above that there are five types of discourse markers used by the mother and child, namely "you know", "and", "I know", "then", and "oh". The child uses the DM "you know" to check understanding that according to the child eating bananas like monkeys. The child also uses DM "oh" as a response to the mother's speech. DM "I know the child also uses it to take his turn. Meanwhile, the mother uses DM "and" and "then" which has one function, namely as a sequence marker from the steps of making banana pops. Therefore, the DMs that the child said were "you know", "I know" and "oh" presented **interpersonal functions as checking understanding, confirmation marker and response marker**. Meanwhile, the DMs spoken by the mother, namely "and" and "then", presented a **textual function as a sequence marker.**

DM "you know" is located at the end of the sentence that previously contained a comment sentence. DM "and" is located in the front and the middle of the sentence as a marker of the relationship with each other where the sentences are sequential because it is a step in making banana pops. DM "I know" is located at the front which is said by the child as a confirmation sign of his understanding of discourse. DM "then" is also directly spoken by the mother at the beginning of the sentence to continue her turn in a conversation.

DM "oh" is located at the beginning of the sentence which is the child's response to the discourse and is followed by the opinion sentence ".. I love chocolate".

Datum 8

C1   " Mama"
*Mom   "**Huh**?"*
C2   " Mommy "
*Mom   " **Yup**"*
C3   " Mom"
*Mom   " **Yes**"*
C4   "Mommy!"
Mom   " that's my name"
*C4   " **Well,** it's not real name"*
(Taken from video entitled "How to Say Mom in Other Languages" on July 8, 2021 in duration 00.58)

Analysis of datum 8:

The datum is taken from the fourth video entitled "How to Say Mom in Other Languages". In the video, the four children from the ongsquad family call their mother who is in front of the laptop with different names. Then the mother responds with different DMs but with the same function. The first child calls the mother "mama" then the mother responds by saying "Huh?", followed by the second child "mommy", responding with "Yup". Then continued again by the third child "mom" answered with "Yes", finally the fourth child "mommy" and the mother responded with more attention than before by saying "that's my name". The child responds by saying "Well, it's not a real name".

It can be seen from the conversation above that there are four discourse markers used by the mother three times and the child once. The mother used the DM "huh", "yup", "yes" to respond to the call of the child who said his name.

Meanwhile, the child uses DM "well" as a sign to respond to the mother's speech by continuing with an opinion. Therefore, DM "huh", "yup", "yes" presents **interpersonal function as back channel signal** and DM "well" presents **interpersonal function as response marker.**

DM "huh", "yup", "yes" is located at the beginning of the sentence without any further sentences that follow it. These DMs are indeed markers of back channel signals which indicate that the listener is paying attention to the speech of the speaker. Meanwhile, DM "well" is used by the child as a response to the mother's speech. DM 'well' is located at the beginning of the sentence accompanied by a follow-up sentence in the form of a comment from the child that the call is not the mother's real name.

Datum 9

Mom	"That's true. I do have another name, **But** to you I will always be "mom"``
C4	" **But** all moms can't have the same name"
Mom	"Should we find out how people say "mom" in some other languages?"
Children	" **Yes**"
Mom	"In Canada and the United States we say ..."
Children	"mom"
Mom	"**And** what about our French Canadian friends? Mamam"
Children	" Mamam"

(Taken from video entitled "How to Say Mom in Other Languages" on July 8, 2021 in duration 00.58)

Analysis of datum 9:

The datum above is a continuation of the fourth video entitled "How to say mom in other languages". In the context above, the mother agrees with the child's words that the mother has another name but specifically for the child her nickname is still "mom". The child began to dodge the mother's statement by

saying "But all moms can't have the same name". The mother then asked the child to find out how people say "mom" in some other languages. The child agreed and said "yes" together. Next, the mother started asking Canadians and Americans to call her mother, which was followed by the child. Followed by the next country, namely France. The mother said "And what about our French Canadian friends? Mamam" while followed by his children.

Based on the conversation above, it can be seen that the type of DM used by mother and child is "but" which is said twice, "yes" and "and". DM "but" is used as a repair marker by the mother, while the second DM "but" spoken by the child is used as a response to disapproval of the previous discourse. DM "yes" is used by the child as a response to agree with the mother's invitation. Finally DM "and" is used by the mother as a continuation of discourse that has a relationship with each other. Thus, DMs "but" and "and" spoken by the mother present **textual functions as repair markers and sequence markers**, while DMs "but" and "yes" spoken by the child present **interpersonal functions as disagreement markers and agreement markers** according to the context of the conversation.

Datum 10

Mom	*" In Indonesia, it's "ibu""*
Children	*"Ibu"*
Mom	*" **And** in Poland, "mama""*
Children	*" mama"*
C4	*"I know why we call you mom"*
Mom	*"Why"*
C4	*"**Because**, Make Our Meals. **Now** can you go make us some pizza?*

(Taken from video entitled "How to Say Mom in Other Languages" on July 8, 2021 in duration 00.58)

Analysis of datum 10:

The datum above contains a continuation context from the previous datum about the mother and her child learning how to say mom in other languages. The mother says in Indonesia "mother" then the child follows to say the word "mother". Then the mother said "And in Poland, "mama", the child followed "mama". In the last period the child said "I know why we call you mom". The mother also asked why? The child also explained the reason by saying "Because, make our meals. Now can you go make us some pizza?"

From the above datum, there are three types of DM "and", "because" and "now". DM "and" as a sign of sequential dependence, which is about how to pronounce mom in various languages from several countries. DM "because" indicates information related to the statement submitted while DM "now" is used instead of the previous topic related to calling mom in various countries turning to the child's request for pizza by the mother. In short, the DMs "and", "because" and "now" serve a **textual function as a sequence marker, information indicator, and topic switcher.**

DM "and" is located at the beginning of the sentence spoken by the mother after the child has had his turn. DM "because" is located at the beginning of the sentence spoken by the child as well as DM "now" is located at the beginning of the sentence and is spoken by the child. So that the child switches topics that he does himself in one turn. The child uses two DMs at once while the mother uses only once based on the above conversation.

Datum 11

*Mom   "**Yeah,** after a few days, it starts to get hard. Let's see what we can do
        about this. We're going to make cinnamon sugar bread sticks"*
*C4   " **Oh** "*
Mom   "First we're going to cut our bread into strips"
*C4   "You mean **like** chicken strips?"*
Mom   "I guess so. I'm going to cut off the edges first"
C4   "That's a big knife?"
*Mom   "**Yes**. **And** then the rest into strips"*
C4   "Be careful mommy"
(Taken from video entitled "Making Cinnamon Sugar Bread Sticks" on July 10,

2021 in duration 01.36)

Analysis of datum 11 :

From the context of the conversation above, the mother is holding bread
in the kitchen and the child comments about the bread being hardened. The
mother agreed with the son's opinion and explained that the bread hardened
after a few days. Then the mother invites the child to be creative with the bread.
The mother also had a brilliant idea to make cinnamon sugar bread sticks. The
child immediately responded with an "oh" which was his turn. The mother also
started the first step, namely cutting the bread into strips. The child responds
again to the mother's words by saying "You mean like chicken strips?". The
mother answered it while continuing to the next step, namely cutting the edges.
The child also focused on the knife that the mother used was very large. The
mother said "Yes. And then the rest into strips" which means the mother agrees
with the child's statement while continuing to the next step. The child gets his
turn and asks the mother to carefully cut it.

In the data above, there are three types of DM, namely "oh", like, "yes"
and "and" which have different functions. DM "oh" as a turn taker to relinquish

the floor. DM "like" is used as a sign of improvement from what the mother did. DM "yes" is a sign of agreement with the speech said by the other person. DM "and" is used as a marker of a relationship with the previous statement about the steps of making cinnamon sugar bread sticks. Therefore, there are three DMs included in the **textual function**, namely DM "oh", "like" and "and" serving as **turn takers, repair markers, and sequence markers**. Meanwhile, DM "yes" presents an **interpersonal function as a response marker**.

DM "oh" is located at the beginning of the sentence without being followed by the sentence after it. DM "oh" in response to the previous utterance. DM "like" is located in the middle of the sentence while DM "yes" is located at the beginning of the sentence spoken by the mother. DM "and is at the beginning of the sentence after DM "yes". The mother responds to the child then returns to focus on the steps of making cinnamon sugar bread sticks. For DMs "oh" and "like" are spoken by the child and DMs "yes" and "and" are spoken by the mother. The mother uses both textual and interpersonal DM functions at the same time.

Datum 12

C4   "Can I do it?
*Mom   "Sure. Good work. **Now** we're going to mix together some cinnamon and brown sugar"*
*C4   "**Oh** my favorite"*
*Mom   "**And** brown sugar. It's 1 part cinnamon to 3 part sugar"*
C4   "That's a lot of sugar"
*Mom   "**Then** we're going to dip our bread in the sugar mixture on both sides"*
*C4   " **Hmm** it smells so good"*
(Taken from video entitled "Making Cinnamon Sugar Bread Sticks" on July 10, 2021 in duration 01.36

Analysis of datum 12:

The datum above is a continuation of the fifth video entitled "Making Cinnamon Sugar Bread Sticks". The mother and child are continuing the steps of making cinnamon sugar bread sticks. The child wants to help the mother spread butter on each side of the bread. The mother allowed it and praised the child. After that the mother continued the next step by saying "Sure. Good work. Now we're going to mix together some cinnamon and brown sugar". The child responded happily by saying "oh my favorite". The mother continued to add sugar again so the child commented that it was too much sugar. The mother continued to the next step "Then we're going to dip our bread in the sugar mixture on both sides". The child always comments whenever it is his turn to speak by saying "Hmm it smells so good".

In the above datum there are five DMs, namely "now", "oh", "and ", "then", and "hmm". DM "now" serves as a sign indicating the topic or partial shift in topic from previously praising the child and then shifting back to focus on making cinnamon sugar bread sticks. DM "oh" in response to what the mother said and did. DM "and " and "then" have the same function, namely as sequential dependence. DM " hmm" functions as a response to the previous utterance. Therefore, DMs "now", "and", "then" serve **textual functions as topic switchers and sequence markers**. Meanwhile, DM "oh" and "hmm" serve **interpersonal functions as response markers.**

DM "now" is located at the beginning of the sentence after the praise of his child. This DM was spoken by the mother, which was followed by a

discussion of other topics. The goal is that the conversation doesn't leave the content theme. DM "oh" is located at the beginning of the sentence spoken by the child as a form of response to the previous speech that contains discourse. The DM is followed by an opinion. DM "and" is a DM that functions as a sign of continuity with each other from related discourse, which in this context is the cooking procedure. Likewise DM "then" has the same function as "and". And their position can be in front of or in the middle of a sentence. Meanwhile DM "hmm" as a response whose function is the same as DM "oh".

Datum 13

C4	*"Mommy, can we go to the beach today?"*
Mom	*"I have something I need to do"*
Children	*"**Ah**"*
Daddy	*"I can take them"*
Children	*"**Yeah**!"*
Children	*"Bye mom"*
Mom	*"Bye. Have fun!"*

(Taken from video entitled "Moms Can't Catch a Break" on July 11, 2021 in duration 00.53)

Analysis of datum 13:

In this part, the mother and father and their children are gathered together. Then the child wanted to go to the beach and asked the mother to take them to the beach. But the mother could not because there were activities to do and could not be left behind. The son responded disappointedly by saying "ah" then the father said he would take them to the beach. The child feels happy by responding using the word "yeah". After that they got ready and went to the beach. They said goodbye to their mother who couldn't go to the beach by saying "bye".

In the above datum, there are two types of DM, namely "ah" and "yeah" which have the same function, namely as a response to the speech of the other person. DM "ah" signifies disappointment while DM "yeah" signifies happiness. The DMs were spoken in a different tone but only by the children as their reaction to the words of the mother and father. A child is more expressive than an adult. Therefore, DM "ah" and "yeah" serve as **interpersonal functions as response markers**.

In this case DM "ah" and "yeah" are located at the beginning of the sentence without any follow-up sentences after it. The DMs were also only said by the child who responded from the speech said by the interlocutor, namely their father and mother. DM "ah" is used with a low intonation which indicates disappointment because the mother can't take them to the beach. Meanwhile, DM "yeah" is used with a high intonation which indicates they are happy because their father wants to take them to the beach. Although the two types of DM are different, they have the same function.

Datum 14

C4   *"Mommy"*
Mom   *"**Yes** love"*
C4   *"When did you learn how to cook?"*
Mom   *"I guess it was when I went away to college **and** I had to live on my own. **Actually** there was one dish that I made almost every day. Let me show you. First you get some fresh rice"*
(Taken from video entitled "Making Fried Egg on Rice" on July 13, 2021 in duration 01.13)

Analysis of datum 14 :

The above datum contains the context of the conversation of the child asking the mother when did the mother start learning to cook. The mother

replied "I guess it was when I went away to college and I had to live on my own. Actually there was one dish that I made almost everyday. Let me show you. First you get some fresh rice". Then the mother showed the child the food he used to always make when he was in college. According to the title, the mother will make fried eggs on rice.

There are three DMs in the above conversation, namely "yes", "and", "actually" DMs. The three DMs were spoken to by the mother. DM "yes" as a sign that the listener pays attention to the speaker and answers when it's his turn when called by the child. The mother uses a "yes" DM to answer the child's call. Furthermore, DM "and" and "actually" are signs of the interrelationships between discourses. These DMs have the same function. In short, DM "yes" serves an **interpersonal function as a back channel signal**. Meanwhile, "and" and "actually" DMs serve a **textual function as a sequence marker**.

DM "yes" is located at the beginning of the sentence without being followed by the next sentence. This is a characteristic of the back channel signal function, as a sign that the listener really pays attention to the speaker. DM "and" is located in the middle of the sentence while DM "actually" is located at the beginning of the sentence but in single quotation marks. Which means the mother connects sentences between sentences based on her own discourse, where they are interconnected. It can also be seen that the DM used by the mother is a combination of textual and interpersonal which is combined proportionally in one video content.

Datum 15

Mom   *"**Then** we're going to add a dab of butter"*
C4   *"Can I mix it?"*
Mom   *"Sure. **And** a little bit of soy sauce"*
C4   *"Can I pour it?"*
Mom   *"Sure. Just a teeny bit. Just a bit. Not too much. **Alright**. Good work"*
Mom   *"**Now** we're going to fry an egg"*
C4   *"**Oh**. Why is it making all that noise?"*
(Taken from video entitled "Making Fried Egg on Rice" on July 13, 2021 in duration 01.13)

Analysis of datum 15 :

In this part, the mother is making food. The boy wanted to help him and said can I mix it up. The mother agreed after that the mother continued to the next step by saying "Sure. And a little bit of soy sauce". The child wanted to do it again and the mother agreed and helped him by directing him to pour a little sauce. When finished the mother said ". ..Alright. Good work". After praising the child, the mother returned to focus on continuing the next step, which was frying eggs. The mother said "Now we're going to fry an egg". The child is stunned and responds "Oh. Why is it making all that noise?" watching his mother cook.

In the data above, there are four types of DM, namely "and", "then", "alright" and "now" which have different functions. The DMs were only spoken by the mother. DM "and" and "then" have the same function, namely indicating a continuation of the previous cooking step where there is a relationship with each other. DM "alright" at the end of the discourse in which the mother closed the topic about her son who had helped her pour soy sauce. DM "now" is used by the mother as a topic switcher. The mother changed the topic from praising

the child and then returned to focus on the food she made by continuing to the next step of making the food. In short, DMs "and", "then", "alright" and "now" serve **textual functions as sequence markers, closing frame markers and topic switchers.**

In this case the "and", "then", "alright" and "now" DMs occur because the mother is focusing on making food while interacting with the child. The DMs were said by the mother only. DM "then" is located at the beginning of the sentence indicating a connection with the previous discourse. DM "and" is at the beginning even though it was preceded by the word sure. But in practice And starts at the beginning as a continuation sign of the previous sentence. DM "alright" is located in the middle of the sentence and is followed by the word after it which marks the conclusion of a topic in the form of praising the child. DM "now" is located at the beginning of the sentence followed by the next word which is already a different topic from the next word which indicates a change in the topic of conversation.

Datum 16

Mom   *"**And** that's it. Here, try a bite"*
C4   *"**Hmm**"*
Mom   *"**And** it's so easy. One day you can make this for yourself"*
C4   *"**But** I'm not going to college"*
Mom   *"Why not?"*
C4   *" **Because** I'm going to marry daddy **and** live at home forever"*
(Taken from video entitled "Making Fried Egg on Rice" on July 13, 2021in duration 01.13)

Analysis of datum 16 :

In this part, the mother has finished making pancakes and offers the child to taste. The child tasted it and responded with "hmm" then the mother

continued the conversation and said "And it's so easy. One day you can make this for yourself". But the son rejected the mother's statement by saying "But I'm not going to college". The mother was surprised and asked the reason. The son replied "Because I'm going to marry daddy and live at home forever".

In the data above, there are three types of DM, namely "hmm", "but", "because" which have different functions. DM "hmm" as a response to the discourse of the mother who finished cooking. DM "but" is used as a refusal of the mother's statement that the child does not agree with her. DM "because" is a sign of providing information on discourse in which the mother also asks the reason for her previous statement. Therefore, DM "hmm" and "but" present an **interpersonal function as a marker response and a disagreement marker**, while DM "because" presents a **textual function as an information indicator.**

In this case DM "hmm", "but", "because" is spoken by the child. All DMs are located at the beginning of the sentence right after the mother speaks. The DMs indicate the child's response in the form of a response to the pancakes that have been cooked by the mother and a statement of refusal that occurred after the "but" DM. The mother asked a reason for the child's previous statement, then the child replied using a DM "because" which contained information on why he did not want to go to college.

Datum 17

Mom   " Here you go"
C4   "Thank you"
*Mom   "You're welcome. Usually I add syrup on top **but** since we put chocolate chips in the batter. **I think** it's sweet enough"*
*C4   "**Hmm** it's so good. Here you go mommy. I'm all done"*
(Taken from video entitled "Making Chocolate Chips Pancakes" on July 17,

2021 in duration 01.43)

Analysis of datum 17:

In this part, the mother has finished making pancakes and offers the child to taste. The child tasted it and thanked the mother and the mother responded and said "You're welcome. Usually I add syrup on top but since we put chocolate chips in the batter. I think it's sweet enough". The mother had included choco chips when making pancakes in the previous conversation so she felt no need for additional toppings. The child also enjoyed the pancakes and said "Hmm it's so good. Here you go mommy. I'm all done".

In the data above there are two types of DM, namely "I think" and "hmm". DM 'I think' is spoken by the mother as a sign of improving own discourse, while DM "hmm" is spoken by the child as a form of response to discourse. In this case, the DM "I think" spoken by the mother serves a **textual function as a repair marker**. Meanwhile, DM "hmm" serves an **interpersonal function as a response marker.**

DM "I think" is in the middle of the sentence as a substitute for the discourse itself. It was clear that the previous sentence was a habitual sentence, but for some reason the mother compromised and corrected the next sentence by putting a repair sign in the middle of the sentence that there was no need to add syrup because it was sweet enough because choco chips were added. Meanwhile DM "hmm" is located at the beginning of the sentence as a response to the discourse, namely the child responds to the taste of the pancake he is tasting followed by the sentence "... It's so good."

Datum 18

C4   *"Mommy"*
Mom   *"**Yes***"
C4   *"I have a bleeding nose "*
Mom   *"**Ok**, I'll be right there"*
C4   *"Mommy. I dropped your phone in the toilet"*
Mom   *"What?"*
C4   *"It was by accident"*
Mom   *"**Alright** don't touch anything"*
(Taken from video entitled "Mom's Trying to Eat Ramen" on July 18, 2021 in duration 00.36)

Analysis of datum 18 :

In this part, the child calls the mother and the mother responds with a "yes" answer. The child continues the conversation by telling the mother that she is bleeding nose. The mother rushed to answer "Okay I'll be right there". A few minutes later, the child called back to the mother who was originally about to eat ramen in the dining room. It turned out that the child dropped the mother's cellphone into the toilet. The mother was shocked and the child explained that it happened by accident. The mother hurriedly answered "Alright don't touch anything" and went back to meet the child.

There are three types of DM according to conversation above namely "yes", "ok", "alright" which occurs when the mother responds to the sentence of the child who keeps calling the mother because of something or discourse. The three DMs have the same function even though the types of DMs are different. The function of the three DMs is to aid the speakers in acquiring the floor. Therefore in this case, the DMs are "yes", "ok", "alright" serving a **textual function as a turn taker.**

DM "yes", "ok", "alright" occurs because the mother is responding to a statement from the child. Indirectly, the child gives a statement of his condition which requires the mother to come and take care of him. DMs "yes", "ok", "alright" are at the beginning of a sentence and occur after sang's statement of the condition. The mother also went on to state after the DMs that she would come to help her daughter.

Datum 19

Mom   *"Are you ready for our math lesson?"*
C4   *"**Yes**"*
Mom   *"**Ok**. What's 1+2?"*
C4   *"2"*
Mom   *"What's 2+3?"*
C4   *"I don't know mammy. It's too hard"*
(Taken from entitled "Teaching Math With Pocky" on July 22, 2021 in duration 00.36)

Analysis of datum 19:

The conversation above is a conversation between a mother and her child in a video entitled "Teaching Math with Pocky". In the video the mother will teach her youngest daughter about math. Mother started the content by asking if the child was ready to learn mathematics. The daughter immediately answered with an enthusiastic "yes" tone. Then the mother started the math question by starting the word "Ok. What is 1+2?". But the answer of the child has not satisfied the mother because the answer is not quite right.

It seems that there are 2 types of DM in the data above, namely "yes" and "ok" DMs. The "yes" DM serves as a way for the daughter to get his turn to answer. Moreover, what the interlocutor asked, namely the mother, was in the form of questions. Furthermore, DM "ok" functions as a discourse opener and

to get more attention from listeners, namely children. The discourse in question is a math lesson that will start soon. The mother used the DM "ok" to start a conversation. Therefore, DM "yes" and "ok" presents a **textual function** as a **turn taker and an opening frame marker.**

In the data above, DM "yes" and "ok" have different functions because of several things that affect them. DM "yes" is located at the beginning of the sentence without being followed by suggestions, comments, or opinions from the speaker. While DM "ok" is located at the beginning of the sentence but is followed by a sentence in the form of a question. This question is the beginning of the discourse that children learn mathematics.

Datum 20

C4   *"Mommy"*
Mom   *"**Yes** love"*
C4   *"What was your favorite treat when you were a little girl?"*
Mom   *"**Hmm**…I really loved ice cream floats"*
C4   *"What's an ice cream float?"*
Mom   *"Come, let me show you. First we're going to start with a scoop of vanilla ice cream"*
(Taken from video entitled "Making a Root Beer Float" on July 29, 2021 in duration 00.49)

Analysis of datum 20:

In this section, the daughter asks her mother about her favorite food when she is a child. But her mother didn't answer right away, so her reaction was using DM "hmm" as filler or turn keeper while thinking about the right answer. This is the tactic to stay in turn, and give him more time to answer. After he found the right answer, he answered the daughter's question by saying "*Hmm... I really like ice cream floats*". The daughter was confused and then

asked what an ice cream float was. Then, the mother invites her daughter to make it together.

In the data above, there is one type of DM "hmm" which occurs when the child asks the mother something and then the mother cannot answer quickly and takes time to think so she uses the "hmm" DM as a tactic to keep taking turns thinking about the correct answer. DM "hmm" serves as a filler in the mother's mind. Thus, in this case, DM "hmm" has a **textual function** as a **filler or turn keeper.**

In this case DM "hmm" occurs because the mother thinks of the right answer to the question posed by the child. Meanwhile, it was the mother's turn to answer. Because it takes time to answer questions correctly, mothers guard their turn by using DM hmm as a turn guard or filler. DM hmm is at the beginning of the sentence and occurs after the question asked by the child as the interlocutor. As the listener who gets a turn, the mother then uses DM Hmm as a tactic to gain answer time. Of course DM hmm, followed by an answer that matches the question asked in the form of mother's favorite drink, namely ice cream float.

Datum 21

Mom   *"Come, let me show you. First we're going to start with a scoop of vanilla ice cream"*
C4   *"How about two scoops of ice cream?"*
Mom   *"**Ok** two scoops"*
C4   *"Yeah"*
(Taken from video entitled "Making a Root Beer Float" on July 29, 2021 in duration 00.49)

Analysis of datum 21:

The context of this data is the mother will make the root beer float. In the conversation above, the daughter gives the option to give two scoops of ice cream to the glass. Ice cream is one of the ingredients in making root beer float. The mother only wanted to use one scoop of ice cream, but her daughter suggested using 2 scoops of vanilla ice cream. Then the mother agreed to the child's suggestion to use 2 scoops of vanilla ice cream by saying *"Ok, two scoops"*.

In the data above, there is one type of "ok" DM that occurs when the child gives advice and is then approved by the mother. DM "ok" shows the mother's response in the form of approval of the suggestions spoken by the child. The appearance of "ok" DM has 2 functions, namely showing a response to the discourse and agreeing to the discourse. Therefore, in this case DM "ok" functions as an **interpersonal function** as a **marker of response and a marker of agreement.**

In this case DM "ok" occurs because it functions as a response and agrees with the discourse, namely the suggestion from his son to use 2 scoops of ice cream to make the root beer float. DM "ok" is located at the beginning of the sentence where it is very clear that it is the listener's response to what the other person said earlier. DM "ok" is also followed by the repetition of the sentence spoken by the other person. Thus, the actions taken by the listener are in accordance with the speech spoken by the speaker.

Datum 22

Mom   *"**Now** we're going to add our root beer"*
C4   *"Can I do it?"*

Mom   *"Sure. Here you go. Poor it slowly or else. **Ok, ok, ok** stop!"*
C4   *"Oopsies. Sorry mommy"*
Mom   *"It's Ok. We can clean that up later."*
(Taken from video entitled "Making a Root Beer Float" on July 29, 2021 in duration 00.49)

Analysis of datum 22:

The data is taken from a fourteenth video entitled "making root beer float". The mother makes a root beer float and will add root beer to a glass that already contains ice cream. Then the child takes the initiative to do it himself. The mother allows and directs the child to pour it slowly. But suddenly, the root beer overflowed and spilled. The mother then told her son "*ok ok ok stop stop*" to stop pouring root beer. The child apologized to his mother for spilling his drink. Patiently and still smiling, the mother said, "*It's okay. We can clean it up later.*"

In the data above there is one type of "ok" DM which is repeated several times. Repetition occurs due to an accidental automatic response that the poured root beer is spilled. The appearance of the DM "ok ok ok" serves to show a reaction to the discourse. The discourse that occurred was an unintentional coincidence and outside the script. Therefore, "ok ok ok" DM is a type of "ok" DM which has an **interpersonal function** as a **reaction marker**.

The "ok" DM comes at the end of the sentence followed by a "stop stop" instruction to stop the child from pouring a bottle of root beer into an overflowing, spilled glass. DM "ok" in the conversation above occurs 3 times at once which shows the mother's response to a discourse on the events that occurred in front of her. This repetition is rare, but the researcher considers an

unexpected accident that causes the repetition of the word "ok" automatically and unplanned.

Datum 23

C4   *"Oopsies. Sorry mommy"*
Mom   *"It's Ok. We can clean that up later. Here's the straw. **And** that's it.
        Would you like to try some?"*
C4   *"**No** mommy. That one's yours. This one is mine"*
(Taken from video entitled "Making a Root Beer Float" on July 29, 2021 in duration 00.49)

Analysis of datum 23:

In the context of the conversation above, mother and daughter are making ice cream with root beer in the kitchen. When the daughter tried to pour the root beer into the glass, the root beer overflowed and spilled. Mother said it was okay because later it could be cleaned. Then the mother put a straw into a glass and offered root beer which was ready to drink to her child. The daughter refused by saying "no mommy .." Then the daughter continued her speech with the excuse that the root beer was prepared only for mothers. Then the word "... This is mine" uttered by the daughter while handing her a bigger glass.

It can be seen from the conversation above that there are 2 types of discourse markers that appear with different functions. First DM "and " which is at the end of the sentence, followed by the sentence "...that's it" which signifies the end of a discourse and as a sign of closing the discourse. The discourse in question is how to make ice cream with root beer has been completed. The second DM is "No" when the child refuses his mother's offer to try the drink. DM ``No" is said at the beginning of the sentence in response to disapproval of the mother's offer. It can be concluded, DM type "and " presents

a **textual function** as a **closing frame marker** and DM type "no" presents **interpersonal functions** as a **marker of response and a sign of disagreement**.

At the end of the video, there is a DM for each part of the conversation between mother and daughter. When it's the mother's turn to speak, there is a DM which shows the closing function of a discourse in the form of DM "and" at the end of the sentence. DM "and" followed by a closing sentence in the form of "*that's it*" which indicates that mom has finished making ice cream with root beer. Furthermore, in the children's section there is a "No" DM at the beginning of the sentence which functions as a rejection of the interlocutor's attention. The daughter turned down her mother's offer to try drinking the ice cream with root beer that was already available, saying "*No Mom. This one is yours. This one is mine.*" In accordance with the sentence after DM "no" the daughter asked for a bigger drink by giving a bigger glass than before.

 Datum 24

Mom   "Firs we are going to cut it in half"
C4   "That's a big knife"
Mom   "Yes this is for grown-ups only. It's really sharp. Ok. Watch out!"
Mom   "Then we are going to cut it in half again. And again. And now into slices"
C4   "They are like triangles
(Taken from video entitled "Watermelon Popsicles" on July 31, 2021 in duration 00.58)

Analysis of datum 24:

In the conversation above, the mother is showing her child in the kitchen how to cut a whole watermelon using a large knife. The daughter focuses on the knife, then says it to her mother. Then the mother responds to

the statement from the child by agreeing to his statement using a DM "yes" followed by the sentence "y*es this is for grown-ups only*". Then the mother changes the topic of conversation by continuing her words using DM "ok" in the sentence "*Ok. Watch out*!" which suggests a new topic to refocus on looking at how to cut a watermelon instead of a big knife.

Based on the context above, there are two types of DM in one utterance, namely "yes" and "ok". The DM "yes" at the beginning of the sentence shows the mother's response to the child's statement and shows approval of the child's speech. While DM "ok" in the middle of the sentence indicates a change in topic from his own words in the previous sentence which discussed the big knife. The topic shifted from discussing knives to the initial discussion, namely how to cut a watermelon. It can be concluded that DM "yes" presents an **interpersonal function** as a **marker of response** and DM "ok" presents a **textual function** as a **topic switcher**.

In this data, speech occurs when there is a difference in attention to an object between mother and child. The mother focused on explaining how to cut a watermelon but others focused more on the knife used. The mother then distracts the child by saying "*okay, watch out*!" From paying attention to the big knife to the correct way to cut a watermelon.

Datum 25

C4   *"They are like triangles"*
Mom   *"**Yes, that's** right. Here you go. **Hmm** …it's so sweet"*
C4   *"**Actually** mommy I don't want it anymore"*
Mom   *"You didn't even try it. How about this? Do you want to have a watermelon popsicle?"*
C4   *"**Oh** I love popsicles!"*

(Taken from video entitled "Watermelon Popsicles" on July 31, 2021 in duration 00.58)

Analysis of datum 25:

The conversation above is the last part of Ongsquad's TikTok video. The triangular shape spoken by the child is a watermelon that has been cut into a triangle by the mother. The mother who had finished cutting, then offered her daughter to try tasting the watermelon they had cut. The mother also tried the watermelon and reacted to the watermelon she tasted by saying "..***Hmm,*** *it's so sweet*." The child responded to the mother while giving the watermelon back to the mother and said "***Actually,*** *mommy I don't want it anymore*" The daughter returned the watermelon without eating anything. The mother also tried to make the watermelon look more attractive so that the child liked it by giving chopsticks to the watermelon. And the daughter answered very happily and said, "*Oh, I love popsicles*!".

Based on the above context, there are three types of DM, namely "Hmm", "Actually" and "Oh". DM "Hmm" spoken by the mother shows the mother's response to the watermelon she tasted. While the "actually" DM spoken by the child shows the child's response to what the mother said in the previous sentence. DM "Oh" shows a child's reaction to his favorite watermelon popsicle. Though watermelon is only made of watermelon with chopsticks. It can be concluded that DM "Hmm", "Actually", and "oh" serve **interpersonal functions as response markers.**

DM "hmm" is located in the middle of the sentence followed by the word in the form of an opinion that the watermelon eaten is very sweet. Not

only a response to the interlocutor's speech, DM can also function as a response to his own discourse. Furthermore, the "actually" DM in the conversation above is located at the beginning of the sentence as a response from the child to the mother's statement that actually she is not interested in eating watermelon. This can be seen clearly from the sentence he said where after the "actual" DM followed by the statement "I don't want anymore". The last DM "oh" is located at the beginning of the sentence spoken by the child as a good response because watermelon is usually transformed by the mother into watermelon popsicles that children really like. This can be seen from the opinion sentence he said in the last sentence.

The use of discourse markers in conversations between mom and children in Ongsquad TikTok videos

The importance of this study, it can be seen that in the use of DM in a conversation in the form of content, especially conversations between mothers and children in the ongsquad account, many use DMs which function as relevance between one utterance and another. In the context, there is also a form of misconception between mother and child with the use of DM "but" and "no" which function as disagreement. This function is more often expressed by the child than the mother. Meanwhile, the mother mostly used the sequence marker function in the form of "and". In order to be coherent, clarifying the boundaries in paragraphs makes it easier for the interlocutor and audience to understand the intent of the speaker or the creator's content. This indicates that

DM has an important role in the conversation between mother and child in the content carried out by the ongsquad tik tok account, as a tool or way to make the videos displayed look natural and smooth so that viewers don't feel bored and entertained.

There are textual and interpersonal functions combined in one utterance made by the mother as content creator in expressing the information. Interpersonal arises because this sentence is a conversation between two people, namely between mother and child, so there is an interactive conversation between each other. There is reciprocity that appears in a conversation and also because the conversation functions as content, there are certain topics raised that must be conveyed or expressed in the video so that the textual function is also needed with a proportional portion so that the message is conveyed in its entirety, easy to understand and well structured.

B.   Discussion

Based on the findings that have been described in the section above, it can be explained that the most common types and functions of DM used in mother-daughter conversations in Ongsquad's TikTok videos are "and " which serves as a sequence or relevance marker. As appears in datum 2, namely in the sentence "We're going to fill it with rice and push it down like that and then we're going to press it together and squeeze and take our mold off and look at that" which uses DM "and" in the middle as to mark sequential dependence. DM "and " is the one that appears the most because the content made by

Ongsquad's tik tok account is more often about cooking something. So that what is done in the contents is a cooking procedure that is used most often and needs the right order in each step and cannot be randomized. Therefore, the sequence marker function often appears in this conversation between mother and child on ongsquad's tik tok account.

Meanwhile, the ones that appear the least in the video based on the data found are the type of DM "yup", "huh", "right" which is said once each. These DMs have different functions where the DM "yup" and "huh" function as a back channel signal while the "right" DM followed by a question mark (?) functions as a checking understanding marker. The DMs appear on the datum 3 and 8 in Child 1 sentences "Mama", Mommy "Huh?" , Child 2 "Mommy", Mommy "Yup" and "No more boring old rice, right?". These three DMs are the least likely to occur because there are other types of DM that have the same function that appear more often than the three DMs mentioned above. For example, DMs that have the same function and appear more often are DMs "yes", "yeah" and "ok". It is possible that DMs "huh", "yup", and "right " appear as variations in conversation so that they are not boring and seem unnatural if you use the same DM over and over. Therefore, DMs "huh", "yup", and "right" rarely appear in mother-daughter conversations in the content on their tik tok videos.

There is a uniqueness in some of the data found, namely there is one type of DM which has 2 functions which usually only has one function. The type of DM in question is DM "hmm" and "ok" which are found in datum 5 and

21. DM "hmm" has two functions as a turn taker which includes textual function and interpersonal function in the form of a response marker. Meanwhile DM "ok" has two functions, namely interpersonal function as a response marker and agreement marker. This happens because of the different contexts in making the script so that it creates the obligation to interact with each other. In addition, there is also a DM "ok ok ok" on datum 22 which is one type of DM "ok" which is accidentally repeated spontaneously due to an accident that does not go well from the previous plan or comes out of the script that has been prepared.

This research is a contribution from several previous studies which have similar objects and theoretical similarities. The researcher classifies the similarity of their objects in terms of the similarity of the use of DM in speaking. In previous studies, Tavakoli and Karimnia (2017), Arya (2020) and Diem (2021) used class interaction as the object of research. In addition, there are similarities in conversations such as what Inayah (2020) did who examined long-length films as objects of research. In this study, the research conducted is about conversations used in context as content in a short video which is the latest feature in social media applications. The findings of this study indicated that virtual communication in the form of short videos as content was found in various DMs. A conversation that contains interaction is communication between two or more people that contains a theme and is structured first. This is supported by Huangs (2011) which states that the more interactive the genre is, the more often DM appears.

Meanwhile, in the same theory, researchers used Brinton's theory to investigated the function of DM. There was a difference in using the same theory in the previous research by Rohmah (2020). She took data from the informal context of PUBG conversations on youtube and used the same theory, Brinton's theory. The difference lies in the context of the conversation carried out on the spot without prior planning. Meanwhile, the current research used a conversational context that has been previously structured in a fairly short duration so that the DM that appears has more varied types and functions than DM in a formal context or an informal context on the spot. As a result, this study provides richer data than previous studies. The number of DMs found in this study was one hundred and fifty three markers.

In this study, there are many limitations so that it is hoped that future researchers who wish to examine discourse markers can produce better findings. The things needs to be developed are to reproduce the data with a longer time span so that more relevant data can be found and by expanding the object of research or by using not only one theory. Furthermore, next researchers can compare one theory with another theory and expand the object of research. For example, using two or more accounts that are relevant to the research topic. This is something that has not been presented in this study, hopefully it can be presented in future studies.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This chapter contains conclusions and suggestions that the researcher provides based on the findings of the types and functions of discourse markers in the "mother and child" conversation in Ongsquad's tik tok videos. The researcher concludes and provides suggestions to further researchers based on the previous chapters.

A. Conclusion

There were two research problems to conclude from this research. The first question was what are the types and functions of discourse markers used in conversation between mom and children TikTok videos as contents?. The second was how are the occurrences of discourse markers used in conversation between mom and children TikTok videos as contents ? In the previous chapter, findings, and discussion, the researcher proposed two conclusions. The researcher found one hundred fifty three DMs that consist of twenty three types which was ah (5), well (3), but (13), oh (9), and (31), now (11), or (2), right (1), I know (2), you know (3), hmm (11), yeah (8), I think (4), then (6), no (2), huh (1), yup (1), yes (13), because (5), like (2), actually (2), alright (3), ok (15).

All of these DMs had different functions that were influenced by the context. First, the DMs as opening frame markers included *well* and *oke*. It was used to open the discourse. Second, DMs as a closing frame marker included

And, Alright, I think, Ok which was used to close the discourse. Thirdly, DMs as a turn-takers included *Oh, Ok, Alright*. DMs as turn takers were used to giving a response to the preceding speaker. Fourth, DMs as fillers or turn keepers included *hmm*. This function was found only once which had a function to sustain discourse or hold the floor. Next, DMs as topic switcher included *now, but, ok* was used to indicate new topic or partial shift in topic. Sixth, DMs *or, because, well, and* as information indicators were used to denote either new or old information. Then, DMs as sequence or relevance markers were used to mark sequential dependence. This function appeared most dominant in this study included *and, then, actually*. The last, in textual function there was DMs as repair markers included *but, like, actually, I think* and *you know*. This function was used to repair one's own or other discourse.

In this context also found interpersonal function. Firstly, DMs as response or reaction markers included *ah, uh, hmm, oh, well, yeah*. The function of the back-channel signal included *huh, yup, yes, hmm*. This function was used to give a response but not give any comment to the first speaker or just give one opinion. Secondly, DMs as confirmation seeker included *I know, ah* was used to confirm shared assumption. Next, DMs as agreement markers included *yeah, yes, oke* was used to express understanding agreement. DMs *but* and *no* serves as disagreement markers used to express different understanding. The last, DMs as checking understanding markers included *right, ok, you know* that followed by question mark. This function was found once each type. In this study, the researcher found many functions of the DMs according to Brinton's

theory. The most frequent function was textual function, especially sequence markers and one function was not found in this context namely face savers.

B. Suggestion

Based on the findings, the researcher suggested to other content creators that scripts made in the form of conversations are expected to do so interactively with the use of proportional DMs. Besides that, they are advised to understand the use of DMs in depth. Thus, the message conveyed by content creators can be conveyed comprehensively and attractively. For example, the conversation in the Ongsquad tiktok account, the mother who is the content creator and the main speaker has an interactive, structured and innovative style of speaking in her content in talking to her child as a responsive interlocutor in discussing a particular topic.

This study found that as content creators sometimes experienced difficulties in creating scripts, which resulted in a lack of audience understanding. In addition, the irregular and inappropriate use of DMs can make conversational content boring for the audience, which has a negative impact on engagement as a form of social media communication. To increase the range of research objects/subjects related to the description of communication in social media, the researcher proposes to mix theories so that the results are more in-depth and complete, and the implications of comparable research can be set as a reference on the importance of understanding language, especially DM in developing conversational content on social media.

BIBLIOGRAPHY

Ary, D et al. (2010). Introduction to Research in Education (8thed.). Belmont: Wadsworth.

Arya, T. (2020). Exploring Discourse Marker Use in Thai University Student's Conversations. *LEARN Journal: Language Education and Acquisition Research Network Journal.* 13(1). 247-267. https://eric.ed.gov/?id=EJ1242989

Brinton, L. J. (2010). *Pragmatics Marker in English.* German: De Gruyter Mouton. Cahyanti, R. (2021). A Discourse Markers In A Vlog Video By BNay Channel. *LANGUAGE HORIZON*, *9*(2), 47-60. Retrieved from https://ejournal.unesa.ac.id/index.php/language-horizon/article/view/42512

Chaer, Abdul. (1988). Tata Bahasa Baku Bahasa Indonesia. Jakarta: Bhratara Karya Aksara.

Diem, P. N. (2021). Discourse Markers in English and Vietnamese Communication. *South Asian Research Journal of Humanities and Social Sciences.* 3(2). 63-70. https://doi.org/10.36346/sarjhss.2021.v03i02.005

Fraser, B. (1990). An approach to discourse markers. *Journal of Pragmatics*, 14, 383-395.

Fraser, B. (1993). Discourse markers across language. *Pragmatics and Language Learning Monograph Series*, 4, 1-17.

Fraser, B. (1999). What are discourse markers? *Journal of Pragmatics,* 31, 931-952.

Halliday, M. A., & Matthiessen, C. M. (1994). 32004. An Introduction to Functional Grammar. London, United Kingdom: Arnold.

Huang, L. F. (2011). Discourse markers in spoken English: *A corpus study of native speakers and Chinese non-native speakers*. (Doctoral dissertation) University of Birmingham

Inayah, A.O.A. (2020). *The Use of Discourse Markers "The Kid Who Could be King" Movie.* Unpublished Thesis. Malang: Faculty of Humanities, UIN Maulana Malik Ibrahim

Leech, G. & Svartvik, J. (1994). *A Communicative Grammar of English*. 2nd. ed. London: Longman.

Mahsun (2011). Metode Penelitian Bahasa (tahapan strategi, metode, dan tekniknya). Jakarta: Rajawali Pers.

Tavakoli, M., & Karimnia, A. (2017). Dominant And Gender Specific Tendencies In The Use of Discourse Markers Insight From EFL Learners. *World Journal of English Language.* 7(2)1-9. DOI: https://doi.org/10.5430/wjel.v7n2p1

Östman, J-O. (1982). The symbiotic relationship between pragmatic particles and impromptu speech. In N. E. Enkvist, (Ed), Impromptu speech: A symposium (pp.147-177). Abo: The Research Institute of the Abo Akademi Foundation.

Piurko, E. (2015). Discourse markers: their function and distribution in the media and legal discourse (Master's thesis).

Priyono, E. S., & Rofiq, Z. (2021). Discourse Markers of Humor Analysis in Trevor Noah's Stand Up Comedy. *Lingual: Journal of Language and Culture*. 11 (1): 1-6, Retrieved January, 5, 2022, from http://repository.uin-malang.ac.id/8359/

Rahardjo, M. (2010). Triangulasi dalam Penelitian Kualitatif. *Repository Uin Malang.* Retrieved from: https://www.uin-malang.ac.id/blog/post/read/101001/triangulasi dalam-penelitian-kualitatif.html

Raputri, E., Pratama, H., & Hartono, R.(2022). Evaluating The Use of Discourse Markers In Selected English Education Journal Articles. *English Education Journal*.12(1) 1-9. http://journal.unnes.ac.id/sju/index.php/eej

Rohmah, U. N. F. N. (2020). *Discourse Markers in Conversation of PUBG Gamers Video*. Unpublished Thesis. Malang: Faculty of Humanities, UIN Maulana Malik Ibrahim

Schiffrin, Deborah. (1987). "*Discourse markers."* Cambridge: Cambridge University Press.

Schiffrin, Deborah. (2006). "*Discourse marker research and theory: revisiting and Approaches to discourse particles."* Ed. Fischer, Kerstin. Oxford: Elsevier.

Sohaya, E. M. (2018) *English Discourse Markers Used In The Procedure Text Written By Senior High School Students.* Unpublished Thesis. Medan: Faculty of Teacher Training and Education, University of Muhammadiyah Sumetera Utara

Subekti, M. W., & Santi, A. R. K. (2019). Analysing Discourse Markers in Pupolar Youtube Videos. *Journal of Research on Applied Linguistics Language and Language Teaching.* 2(2). 114-122. https://doi.org/10.31002/jrlt.v2i2.523

Sugiyono. (2006). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.

Villegas, C. L. (2019). Discourse Markers and Pragmatics Markers In A Spoken And Written Everyday Life. *ResearchGate.* 1-46. DOI: 10.13140/RG.2.2.33992.57602

Wardhaugh, R. 1992. *Introduction to Linguistics. London*: University Press. Pg.3

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

Zins, C. (2007). Conceptual approaches for defining data, information, and knowledge. *Journal of American Society for Information Science and Technology*, *58*(4), 480. https://doi.org/10.1002/asi.20508

https://www.collinsdictionary.com/dictionary/english/tiktok

Table 1a. Types and Functions of DMs

Utterances	DMs	Function	Textual Function
1. " **Well,** let's see if we can spice it up" 2. **"Ok**. What's 1+2?" 3. "**Well**, she have to be smart and strong and brave. And she hast to work really hard because a lot of people depend on her"	Well Ok	Opening frame markers	
4. "We're going to fill it with rice and push it down like that and then we're going to press it together and squeeze and take our mould off **and** look at that" 5. "Sure. Just a teeny bit. Just a bit. Not too much. **Alright**. Good work" 6. "**And** that's it. Here, try a bite" 7. **"Ok. I think** we're all done here" 8. "Yeah. Go ahead. Nice. A pinch of salt. **Alright**. And a tablespoon of sugar" 9. "Sure. Here you go. Poor it slowly or else. **Ok, ok, ok** stop!" 10. "It's Ok. We can clean that up later. Here's the straw. **And** that's it. Would you like to try some?"	And Alright I think Ok	Closing frame markers	
11. " **Oh**" 12. **"Oh**" 13. "**Ok**, I'll be right there" 14. **"Alright** don't touch anything"	Oh Ok Alright	Turn takers / turn givers	
15. **"Hmm**…I really loved ice cream floats"	Hmm	Fillers / Turn keepers	
16. "So cute. **Now** I'm going to use a piece of ham to cut out little ears" 17. "Then we're going to put our bananas in the fridge for 15 minutes. **Now** we're going to melt some chocolate" 18. "Because, Make Our Meals. **Now** can you go make us some pizza? 19. "**Now** we're going to put it in the oven for 20-30 minutes. Here they are" 20. "I love cinnamon and brown sugar. Mommy, I'm done my lunch. Can I have dessert **now**?" 21. "You could have come too. **But** all you care about is eating donuts and watching your phone"	Now But Ok	Topic switchers	

22. **"Now** we're going to fry an egg" 23. **"Sure. Be careful. Now** we're adding some melted butter. Thank you. And milk" 24. "Thank you. **Now** we're going to combine it all together. Really slowly this time, ok?" 25. **"Now** we're ready to cook or pancake batter " 26. **"Ok**. Let's try something different. If I have 1 pocky in this hand and 2 pockies in this hand, how many do we have all together?" 27. **"Ok.** I think we're all done here" 28. **"Now** we're going to add our root beer" 29. "Yes this is for grown-ups only. It's really sharp. **Ok**. Watch out!"			
30. " **Or** we could use cheese **or** anything really, **and** seaweed to make the face" 31. "**Because**, Make Our Meals. Now can you go make us some pizza? 32. "**Because** it's really hot. And we're going to place our egg on the rice and mix it all together. See how the yoke is runny?" 33. " **Because** I'm going to marry daddy and live at home forever" 34. **"Because** Cinderella is a princess" 35. "**Well**, she have to be smart and strong and brave. **And** she hast to work really hard **because** a lot of people depend on her" 36. "Sure. Good work. **Now** we're going to mix together some cinnamon and brown sugar"	Or Because Well And	Information indicators	
37. "We're going to fill it with rice **and** push it down like that **and** then we're going to press it together **and** squeeze **and** take our mould off and look at that" 38. "**And** chopping it in half, **and** putting them on chopsticks" 39. "**Then** we're going to put our bananas in the fridge for 15 minutes. Now we're going to melt some chocolate" 40. "**And** now we can add whatever toppings we want. Nuts, granola, coconut flakes" 41. "**And** what about our French Canadian friends? Mamam" 42. " **And** in Poland, "mama"" 43. **"Yes. And** then the rest into strips" 44. "**Then** we're going to brush some melted butter on each side"	And Then Actually	Sequence/rele vance markers	

45. "Sure. Good work. **Now** we're going to mix together some cinnamon and brown sugar" 46. "**And** brown sugar. It's 1 part cinnamon to 3 part sugar" 47. "**Then** we're going to dip our bread in the sugar mixture on both sides" 48. "You could have come too. But all you care about is eating donuts **and** watching your phone" 49. "I guess it was when I went away to college **and** I had to live on my own. **Actually** there was one dish that I made almost every day. Let me show you. First you get some fresh rice" 50. "**Then** we're going to add a dab of butter" 51. "Sure. **And** a little bit of soy sauce" 52. "Because it's really hot. **And** we're going to place our egg on the rice **and** mix it all together. See how the yoke is runny?" 53. "**And** it's so easy. One day you can make this for yourself" 54. " Because I'm going to marry daddy **and** live at home forever" 55. "Sure. Nice work. **Then** 3,5 tablespoons of baking powder" 56. "Yeah. Go ahead. Nice. A pinch of salt. Alright. **And** a tablespoon of sugar" 57. "Sure. Be careful. Now we're adding some melted butter. Thank you. **And** milk" 58. "Ok go ahead. Good job. **And** we're just gonna mix it all together" 59. "Ok. Let's try something different. If I have 1 pocky in this hand **and** 2 pockies in this hand, how many do we have all together?" 60. "Well, she have to be smart and strong and brave. **And** she hast to work really hard because a lot of people depend on her" 61. "You buy coffee. **And** you take a mom vacation" 62. "**Then** we are going to cut it in half again. **And** again. **And** now into slices"			
63. "**But** don't just play with it. You still need to eat it" 64. "You've had a lot of ice cream lately. **I think** I have a good compromise. We're going to make banana pops" 65. "No it's not, **but** it's still a dessert. We're going to start by peeling our banana"	But I think Like You know Actually	Repair markers	

66. "That's true. I do have another name, **but** to you I will always be " mom"" 67. "You mean **like** chicken strips?" 68. "You know **I think** we do have some chocolate chips" 69. "You're welcome. Usually I add syrup on top **but** since we put chocolate chips in the batter. **I think** it's sweet enough" 70. "**You know**, there are Disney princesses who have dark hair, **like** Moana and Mulan. You love Mulan!" 71. "Looks like we ran out of strawberries **but** we have apples" 72. "**Actually** mommy I don't want it anymore"			
73. " **Ah**" 74. " **Uh**" 75. " **Ah** so cute " 76. "**Hmm** it's yummy" 77. "**Hmm** it's so good, Here you go" 78. " **Oh** I love chocolate" 79. " **Oh** thanks mom" 80. " **Well,** it's not real name" 81. "**Oh** my favorite" 82. " **Hmm** it smells so good" 83. "**Hmm** it smells so good" 84. "**Hmm** so crunchy" 85. "**Ah**" 86. "**Yeah**!" 87. "**Hmm** I love rice" 88. "**Oh**. Why is it making all that noise?" 89. "**Hmm**" 90. "**Oh**, mommy, there's so much ingredients inside" 91. "**Hmm** it's so good. Here you go mommy. I'm all done" 92. "**Yeah**" 93. "Yes that's right. Here you go. **Hmm** …it's so sweet" 94. "**Oh** I love popsicles!"	Ah Uh Hmm Oh Well Yeah	Response/reaction markers	**Interpersonal Function**
95. "**Huh**?" 96. " **Yup**" 97. " **Yes**" 98. "**Yes** love" 99. "**Yes**" 100. "**Yes**" 101. "**Yes** love"	Huh Yup Yes Hmm	Back-channel signals	

102. "**Hmm**" 103. "**Yes** love" 104. "**Yes** love"			
105. "**I know**. Do you want some water?" 106. "**I know** how to use chopsticks" 107. "**Ah**. How come?" 108. "**Ah**"	I know Ah	Confirmation-seekers	
-	-	Face-savers	
109. "**Yeah** go ahead" 110. "**Yes**" 111. "**Yeah** after a few days, it starts to get hard. Let's see what we can do about this. We're going to make cinnamon sugar bread sticks" 112. "**Yes**. And then the rest into strips" 113. "**Yeah**" 114. "**Yeah**" 115. "**Ok**" 116. "**Yeah**. Go ahead. Nice. A pinch of salt. Alright. And a tablespoon of sugar" 117. "**Ok**. Can we add chocolate?" 118. "**Yeah**" 119. "**Ok** go ahead. Good job. And we're just gonna mix it all together" 120. "**Ok**. You Mixed. Be careful" 121. "**Yes** I'm coming" 122. "**Ok**. Be careful it's hot" 123. "**Yes**" 124. "**Ok**. What's 11+12?" 125. "**Ok** two scoops" 126. "**Ok**" 127. "**Yes** this is for grown-ups only. It's really sharp. Ok. Watch out!" 128. "**Yes** that's right. Here you go. Hmm …it's so sweet"	Yeah Yes Ok	Agreement markers	
129. "**But** I don't like spice" 130. "**But** the cat is my friend" 131. "**But** that's not ice cream" 132. "**But** all moms cant's have the same name" 133. "**But** the bread isn't soft anymore" 134. "**But** I'm not going to college" 135. "**No**, yellow hair like Cinderella" 136. "**But** Mulan is not a princess" 137. "**No** mommy. That one's yours. This one is mine"	But No	Disagreement markers	

138. "No more boring old rice, **right**?" 139. "Monkeys like bananas **you know**" 140. "Thank you. Now we're going to combine it all together. Really slowly this time, **ok**?" 141. "**You know,** I think we do have some chocolate chips"	Right? Ok? You know	Checking understanding markers	

Table 1b. Occurances of DMs based on Brinton's inventory of items.

No .	DM	Occ
1.	Ah	5
2.	Well	3
3.	But	13
4.	Oh	9
5.	And	31
6.	Now	11
7.	Or	2
8.	Right	1
9.	I know	2
10.	You know	3
11.	Hmm	11
12.	I think	4
13.	Then	6
14.	No	2
15.	Huh	1
16.	Yup	1
17.	Yes	13
18.	Because	5
19.	Like	2
20.	Actually	2
21.	Alright	3
22.	Ok	15
23.	Yeah	8
	Amount	153

Table 1c. Transcript Ongsquad's TikTok Videos

No	UNTTERANCES	BRINTON'S FUNCTION	
		TEXTUAL	INTERPERSONAL
1	"MAKING ONIGIRI" *Date 2021 07 03 Duration (01.23)*		
	Child 4"Mommy, what are we having for dinner"?		
	Mommy "Chicken and rice"		✓
	Child 4" **Ah**"		
	Mommy "It's your favorite"?	✓	✓
	Child 4" I'm getting bored of it"		
	Mommy " **Well,** let's see if we can spice it up"		✓
	Child 4" **But** I don't like spice"		
	Mommy "It's just an expression. Come with me. We're going to make our version of onigiri, which are Japanese rice balls"	✓	
	Child 4" **Uh**"		
	Mommy " I have this mould we can use to shape our rice into cats"	✓ ✓	
	Child 4" I love cats"		
	Mommy "We're going to fill it with rice **and** push it down **like** that **and then** we're going to press it together **and** squeeze **and** take our mould off **and** look at that"		✓ ✓ ✓ ✓
	Child 4" It's so cute"		
	Mommy "So cute. **Now** I'm going to use a piece of ham to cut out little ears"		

	Child 4" I don't really ham" Mommy " **Or** we could use cheese **or** anything really, **and** seaweed to make the face" Child 4" I like seaweed " Mommy " Here we are" Child 4" **Ah** so cute " Mommy "No more boring old rice, **right**?" Child 4" I love it" Mommy "**But** don't just play with it. You still need to eat it" Child 4" **But** the cat is my friend"		
2	"POPSICLE OR ICE CREAM BAR" *Date 2021 07 04 Duration (00.44)*	Function	
	Child 4" Mommy it's so hot" Mommy "**I know**. Do you want some water?" Child 4"Can we have a popsicle?" Children "Please!" Mommy "Sure, popsicle or ice cream bar?'' Child 2" Popsicle" Mommy " Here you go" Child 2" Thank you" Mommy "How about you?" Child 4" popsicle" Mommy " Here you go"		✓

	Child 4" Thank you" Mommy "You're welcome. I guess I'll have the ice cream bar then" Child 2 " Can I try a small bite" Mommy " Sure, here you go" Child 2" **Hmm** it's yummy" Child 4"Can I have a bite?" Mommy "**Yeah** go ahead" Child 4"**Hmm** it's so good, Here you go" Mommy " Thanks" Child 2" Mommy, I'm done with my popsicle" Child 4"Me too. I'm full"	 ✓ ✓ ✓	
3	"MAKING CHOCOLATE COVERED BANANAS" *Date 2021 07 06 Duration (01.12)*	Function	
	Child 4" Mommy I'm hungry" Mommy "Would you like a snack? How about some fruit? Child 4"How about some ice cream? Mommy "You've had a lot of ice cream lately. **I think** I have a good compromise. We're going to make banana pops" Child 4" **But** that's not ice cream" Mommy "No it's not, **But** it's still a dessert. We're going to start by peeling our banana" Child 4" Monkeys like bananas **you know**"	 ✓ ✓	 ✓ ✓

	Mommy " **And** chopping it in half, **and** putting them on chopsticks"	✓	
	Child 4" **I know** how to use chopsticks"		✓
	Mommy "**Then** we're going to put our bananas in the fridge for 15 minutes. **Now** we're going to melt some chocolate"	✓	
	Child 4" **Oh** I love chocolate"		
	Mommy "Once the chocolate is melted. We're ready to dip our bananas"		✓
	Child 4" The bananas is taking a bath in the chocolate"		
	Mommy "**And** now we can add whatever toppings we want. Nuts, granola, coconut flakes"		
	Child 4"Can we add rainbow sprinkles?"	✓	
	Mommy "Sure. We're going to roll it in our sprinkles"		
	Child 4"I love sprinkles!''		
	Mommy "Here we go. Here they are"		
	Child 4" **Oh** thanks mom"		
	Mommy " You're welcome"		
	Child 4"After I eat my healthy snack, can I have some ice cream?"		✓
4	"HOW TO SAY MOM IN OTHER LANGUAGES" *Date 2021 07 08 Duration (00.58)*	Function	

Child 1 " Mama"			
Mommy "**Huh**?"			✓
Child 2" Mommy "			
Mommy " **Yup**"			✓
Child 3" Mom"			
Mommy " **Yes**"			✓
Child 4"Mommy!"			
Mommy " that's my name"			
Child 4" **Well,** it's not real name"			✓
Mommy "That's true. I do have another name, **But** to you I will always be " mom""	✓		
Child 4" **But** all moms cant's have the same name"			✓
Mommy "Should we find out how people say "mom" in some other languages?"			
Children " **Yes**"			✓
Mommy "In Canada and the United States we say …"			
Children "mom"			
Mommy "**And** what about our French Canadian friends? Mamam"	✓		
Children " Mamam"			
Mommy " In the Philippines it's "nanay""			
Children " nanay"			
Mommy " In Turkey, "anne""			

	Children "anne" Mommy " In Indonesia, it's "ibu"" Children "Ibu" Mommy " **And** in Poland, "mama"" Children " mama"	✓	
	Child 4" I know why we call you mom" Mommy "Why" Child 4 "**Because**, Make Our Meals. **Now** can you go make us some pizza?	✓	
5	"MAKING CINNAMON SUGAR BREADSTICKS" *Date 2021 07 10 Duration (01.36)*	Function	
	Child 4"Mommy, what are we having for lunch today?" Mommy "Do you want to have an egg sandwich?" Child 4"**But** the bread isn't soft anymore" Mommy "**Yeah** after a few days, it starts to get hard. Let's see what we can do about this. We're going to make cinnamon sugar bread sticks" Child 4" **Oh**" Mommy "First we're going to cut our bread into strips" Child 4"You mean **like** chicken strips?" Mommy "I guess so. I'm going to cut off the edges first" Child 4"That's a big knife?" Mommy "**Yes**. **And then** the rest into strips"		✓ ✓ ✓ ✓

Child 4"Be careful mommy"		
Mommy "**Then** we're going to brush some melted butter on each side"	✓	
Child 4"Can I do it?		
Mommy "Sure. Good work. **Now** we're going to mix together some cinnamon and brown sugar"	✓	
Child 4"**Oh** my favorite"		✓
Mommy "**And** brown sugar. It's 1 part cinnamon to 3 part sugar"	✓	
Child 4"That's a lot of sugar"		
Mommy "**Then** we're going to dip our bread in the sugar mixture on both sides"	✓	
Child 4" **Hmm** it smells so good"		✓
Mommy "**Now** we're going to put it in the oven for 20-30 minutes. Here they are"	✓	
Child 4"**Hmm** it smells so good"		
Mommy "Should we try one?"		✓
Child 4"**Yeah**"		
Mommy "Cheers.		✓
Child 4"Cheers"		
Mommy "**Hmm** so crunchy"		
Child 4"I love cinnamon and brown sugar. Mommy, I'm done my lunch. Can I have dessert **now**?"	✓	✓

6	"MOMS CAN'T CATCH A BREAK" *Date 2021 07 11 Duration (00.53)*	Function	
	Child 4"Mommy, can we go to the beach today?" Mommy "I have something I need to do" Children "**Ah**" Daddy "I can take them" Children "**Yeah**!" Children "Bye mom" Mommy "Bye. Have fun!" Children "Bye bye" Children "Hi mom" Mommy "Hi guys" Child 2"We had the funniest day ever." Child 4 "Daddy got us popsicles" Mommy "Wow. You're so lucky" Child 4"You could have come too. **But** all you care about is eating donuts **and** watching your phone"		✓ ✓ ✓
7	"MAKING FRIED EGG ON RICE" *Date 2021 07 13 Duration (01.13)*	Function	

Child 4"Mommy"			
Mommy "**Yes** love"	✓		
Child 4"When did you learn how to cook?"			
Mommy "I guess it was when I went away to college **and** I had to live on my own. **Actually** there was one dish that I made almost every day. Let me show you. First you get some fresh rice"	✓		
Child 4"**Hmm** I love rice"			✓
Mommy "**Then** we're going to add a dab of butter"	✓		
Child 4"Can I mix it?"			
Mommy "Sure. **And** a little bit of soy sauce"	✓		
Child 4"Can I pour it?"			
Mommy "Sure. Just a teeny bit. Just a bit. Not too much. **Alright**. Good work"	✓		
Mommy "**Now** we're going to fry an egg"	✓		
Child 4"**Oh**. Why is it making all that noise?"			✓
Mommy "**Because** it's really hot. **And** we're going to place our egg on the rice **and** mix it all together. See how the yoke is runny?"	✓		
Child 4"**Yeah**"			
Mommy "**And** that's it. Here, try a bite"			✓
Child 4"**Hmm**"			✓
Mommy "**And** it's so easy. One day you can make this for	✓		

	yourself"		
	Child 4"**But** I'm not going to college"		✓
	Mommy "why not?"		
	Child 4" **Because** I'm going to marry daddy **and** live at home forever"	✓	
8	"MAKING CHOCOLATE CHIP PANCAKES" *Date 2021 07 17 Duration (01.43)*	Function	
	Child 4"Mommy, can I help you make breakfast?"		
	Mommy "Sure. Should we make pancakes?"		
	Child 4" **Ok**"		✓
	Mommy "we're going to start with 1,5 cups of flour"		
	Child 4"Can I do it?"		
	Mommy "Sure. Nice work. **Then** 3,5 tablespoons of baking powder"	✓	
	Child 4"Can I pour it?"		
	Mommy "**Yeah**. Go ahead. Nice. A pinch of salt. **Alright**. **And** a tablespoon of sugar"	✓	✓
	Child 4"Sugar sugar sugar sugar!		
	Mommy "Good job. In a separate bowl we're going to whisk an egg"		
	Child 4"Can I do it?"		
	Mommy "Sure. Be careful. **Now** we're adding some melted butter. Thank you. **And** milk"	✓ ✓	

Child 4"Oppsis"		
Mommy "Thank you. **Now** we're going to combine it all together. Really slowly this time, **ok**?"	✓	✓
Child 4"**Ok**. Can we add chocolate?"		✓
Mommy "**You know I think** we do have some chocolate chips"	✓	
Child 4**"Yeah"**		✓
Mommy "**Ok** go ahead. Good job. **And** we're just gonna mix it all together"	✓	
Child 4"Mom I do"		
Mommy "**Ok**. You Mixed. Be careful"		✓
Child 4"**Oh**, mommy, there's so much ingredients inside"		
Mommy "What's your favorite ingredient?"		
Child 4"Chocolate"		
Mommy "**Now** we're ready to cook or pancake batter "	✓	✓
Child 4"**Oh**"		
Mommy "Once it's brown on both sides, that's when we know it's ready"		
Child 4"It smells so good"		
Mommy " Here you go"		
Child 4"Thank you"		
Mommy "You're welcome. Usually I add syrup on top **but** since we put chocolate chips in the batter. **I think** it's sweet	✓	

	enough"		
	Child 4"**Hmm** it's so good. Here you go mommy. I'm all done"		✓
9	"MOM'S TRYING TO EAT RAMEN" *Date 2021 07 18 Duration (00.36)*	Function	
	Child 4"Mommy, can you came and wipe my Butt?"	✓	
	Mommy "**Yes** I'm coming"		✓
	Child 4"Mommy"		
	Mommy **"Yes"**		✓
	Child 4"I have a bleeding nose "		
	Mommy "**Ok**, I'll be right there"		✓
	Child 4"Mommy. I dropped your phone in the toilet"		
	Mommy "What?"		
	Child 4"It was by accident"		
	Mommy "**Alright** don't touch anything"		✓
	Child 4"Mommy"		
	Mommy "**Yes**"		✓
	Child 4"Can I have some?"		
	Mommy "Sure"		
	Child 4"I don't want it. The noodles are cold and soggy"		
10	"GREEN TEA KITKAT"	Function	

	Date 2021 07 20 Duration (00.36)		
	Child 4"Mommy"		
	Mommy "**Yes** love"		✓
	Child 4"What are you drinking?"		
	Mommy "It's green tea"		
	Child 4"Can I try some?"		
	Mommy "It has a bitter taste. I don't think you're going to like it"		
	Child 4"Can I just try?"		
	Mommy "**Ok**. Be careful it's hot"		✓
	Child 4"Eww. I don't like it"		
	Mommy "I told you"		
	Child 4"Mommy"		
	Mommy "**Hmm**"		✓
	Child 4"What are you eating?"		
	Mommy "Nothing"		
	Child 4"I saw you. Let me see. What is that?"		
	Mommy "It's green tea Kitkat"		
	Child 4"Green tea?! That must be for grown-ups"		
11	"TEACHING MATH WITH POCKY" *Date 2021 07 22 Duration (00.36)*	Function	

	Mommy "Are you ready for our math lesson?"		
	Child 4"**Yes**"		✓
	Mommy "**Ok**. What's 1+2?"	✓	
	Child 4"2"		
	Mommy "what's 2+3?"		
	Child 4"I don't know mammy. It's too hard"		
	Mommy "**Ok**. Let's try something different. If I have 1 pocky in this hand **and** 2 pockies in this hand, how many do we have all together?"	✓	✓
	Child 4"Three"		
	Mommy "Good. Here, do you want to have these?"		
	Child 4"Thank mom"		
	Mommy "what's 2+2?"		
	Child 4"Four"		
	Mommy "Good"		
	Child 4" This is too easy mommy. Make it harder"		
	Mommy "**Ok**. What's 11+12?"		✓
	Child 4"Twenty Three"		
12	"PRINCESS, WARRIOR OR QUEEN?" *Date 2021 07 24 Duration (00.51)*	Function	

	Mommy "Your hair is getting so long"		
	Child 4"I wish I had yellow hair"		
	Mommy "You mean blonde hair?"		
	Child 4"**No**, yellow hair like Cinderella"		✓
	Mommy "**Ah**. How come?"		✓
	Child 4"**Because** Cinderella is a princess"	✓	
	Mommy "**You know**, there are Disney princesses who have dark hair, **like** Moana and Mulan. You love Mulan!"	✓	
	Child 4"**But** Mulan is not a princess"		✓
	Mommy "That's true. She's a soldier and a warrior. That's even better than a princess"		
	Child 4"How come?"		
	Mommy "**Well**, she have to be smart and strong and brave. **And** she hast to work really hard **because** a lot of people depend on her"	✓	
	Child 4"**Ah**"		✓
	Mommy "**Ok. I think** we're all done here"	✓	
	Child 4"Mommy I don't want to be a princess anymore"		
	Mommy "You don't? What do you want to be?"		
	Child 4"A queen!		
13	"MOM VACATION" *Date 2021 07 27 Duration (00.30)*	Function	

	Mommy "What would you like to have for snack?" Child 4"Can I have strawberries?" Mommy "Looks like we ran out of strawberries **but** we have apples" Child 4"Let's just wait. The strawberries are coming soon" Mommy "What do you mean?" Child 4"Every time we run out of food, the fridge makes new food" Mommy "What do you think I do when I go grocery shopping every week?" Child 4"You buy coffee. **And** you take a mom vacation"	✓ ✓		
14	"MAKING A ROOT BEER FLOAT" *Date 2021 07 29 Duration (00.49)*		Function	
	Child 4"Mommy" Mommy "**Yes** love" Child 4"What was your favorite treat when you were a little girl?" Mommy "**Hmm**…I really loved ice cream floats" Child 4"What's an ice cream float?" Mommy "Come, let me show you. First we're going to start with a scoop of vanilla ice cream" Child 4"How about two scoops of ice cream?" Mommy "**Ok** two scoops"	✓	✓ ✓

	Child 4"**Yeah**" Mommy "**Now** we're going to add our root beer" Child 4"Can I do it?" Mommy "Sure. Here you go. Poor it slowly or else. **Ok, ok, ok** stop!" Child 4"Oopsies. Sorry mommy" Mommy "It's Ok. We can clean that up later. Here's the straw. **And** that's it. Would you like to try some?" Child 4"**No** mommy. That one's yours. This one is mine"	✓	✓ ✓ ✓
15	"WATERMELON POPSICLES" *Date 2021 07 31 Duration (00.58)*		Function
	Child 4"Mommy" Mommy "**Yes** love" Child 4"I'm hungry" Mommy "You're hungry? I just got this watermelon. Should we cut it up?" Child 4"**Ok**" Mommy "Firs we are going to cut it in half" Child 4"That's a big knife" Mommy "**Yes** this is for grown-ups only. It's really sharp. **Ok**. Watch out!" Mommy "**Then** we are going to cut it in half again. **And** again.	✓ ✓	✓ ✓ ✓

And now into slices"		
Child 4"They are like triangles"		✓
Mommy "**Yes** that's right. Here you go. **Hmm** …it's so sweet"	✓	
Child 4"**Actually** mommy I don't want it anymore"		
Mommy "You didn't even try it. How about this. Do you want to have a watermelon popsicle?"		
Child 4"**Oh** I love popsicles!"		✓

CURRICULUM VITAE

Nur Jannatin Na'im was born in Bondowoso on April 29, 1998. She graduated from MA Model Zainul Hasan Genggong in 2017. During her study in Senior High School, she stayed in boarding school during 3 year. She also joined as a mentor of language OSIS program in boarding school. She started her higher education in 2017 at the Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2022. During her study at the University, she joined at organization of Tanaszaha as exchequer. In his semester break, she took part in the English course at Mr. Mark Pare, Kediri.