



DISCOURSE MARKERS IN VOGUE’S 73 QUESTIONS WITH ADELE

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Abstract: This study aims to find out what discourse markers are usually contained in an utterance, then what is the function of using these discourse markers, and also the reasons for using discourse markers that occur in Adele's video interview with Vogue. The data used in this study was obtained from the YouTube video content belonging to the Vogue channel called 73 Questions. As a basis for this research, there are several theories used, namely the theory of Fraser (2009), Dumlao and Wilang (2019), and Schiffirin (1987) in Cambridge (2018). In analyzing the data, the author uses a qualitative method with a case study research design. Based on the results of the analysis obtained by the author, it was found that 373 data were showing the use of discourse markers consisting of 26 different discourse markers. The 26 markers consist of 5 different types of discourse markers which include contrastive discourse markers, elaborative discourse markers, inferential discourse markers, temporal discourse markers, and spoken discourse markers. Furthermore, the dominant types of discourse markers that occur are elaborative discourse markers occur 118 times and spoken discourse markers occur 130 times. As for its function, there are 8 functions, namely, connecting markers, managing information, response markers, the cause, the effect marker, a temporal adverb, a marker of time, a sign of rejection or contrast, as well as a marker that describes the closeness between the topic of the question and the idea. And the reason found for the use of discourse markers is to make the conversation that occurs flow, not stiff, natural, and meaningful between Adele and the interviewer.

Keywords: *Discourse Markers, Vogue’s 73 Questions, Adele*

INTRODUCTION

Humans as social beings in general really need interaction. Human interaction begins with communication. People communicate by using a language to connect with other people. In spoken language, particularly in a conversation, there should be at least two participants: a speaker and a

hearer. Analysis on how the language is used falls into the domain of discourse analysis. Discourse analysis is a broad term for the study of how language is used between people, both in written texts and spoken contexts Nordquist (2020, p.1). Thus, discourse analysis is a study that learns about how people use language in various contexts, such as social context and cultural context.

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Discourse analysis is also related to the study of pragmatics. In pragmatics, co-text and context play an important role. Yule (1996) in Lichao (2010) say, "Co-text is linguistic parts of an environment. Meanwhile, context is the physical environment in which a word is used". In other words, co-text is the words that surround it, while context is the surrounding situation where a word is used. According to Jones (2012, p. 28) "context is the means of speech and its effect on the listener is highly dependent on the circumstances in which it is spoken". He also adds that context can practically mean anything from the place and time of an utterance to the colour of the speaker's clothing, the speaker's political views, or religious beliefs. Thus, it can be concluded that context helps the reader or the hearer to understand how language functions. It also helps the people in understanding what is said and what is understood in spoken and written discourse.

Discourse markers are words used as markers to connect, organize, and control communication, both orally and in writing. According to Renkema and Schubert (2018), "Discourse markers are pragmatic particles in spoken communication (p. 225)". They also state that discourse markers have the main functions which is marking something in the structure and indicating some aspects of attitude. It means that discourse markers are particles that are used in conversations and also the use of discourse markers is to express attitudes. In addition, Renkema and Schubert (2018) also mention in their book any particles or words that are included in the kind of discourse marker include: connectives (and, and but), adverbs (anyway, and well), prepositional phrase (after all), and the last there is minimal clauses (you know).

Similar to the definition above, Fraser (1999) in Adewibowo (2018, p. 90) defined "Discourse markers as a class of lexical expressions drawn from syntactic classes of conjunction, adverbs, and prepositional phrases". In short, he introduces the discourse markers to signal or show the relationship

between the interpretations of the segment which is called S2; and the previous segment, S1. Furthermore, in his study, he classifies discourse markers into several types of discourse markers. The types of discourse markers include contrastive discourse markers, elaborative discourse markers, and inferential discourse markers.

Schiffrin (1987) in Cambridge (2018) defines "Discourse marker analysis is part of a more general discourse coherence analysis" (p. 49). That is how discourse markers can connect wider discourse segments, thereby contributing to discourse coherence. In her book, Schiffrin (1987) explain that every word or particle has an important function in conversation, she also mentions that several words are often used as discourse markers, such as oh, well, now, then, you know, and I mean, and for the connecting words she mentions so, because, and, but, and or as discourse markers. In conclusion, discourse markers can play an important role in connecting a discourse or even a conversation. It is because discourse markers are words that are used as a liaison so that the conversation continues to flow and is not stiff.

2.1 Classes of Discourse Markers

Regarding discourse markers, Fraser classified discourse markers into three functional classes. There are contrastive discourse markers, elaborative discourse markers, and inferential discourse markers. The three functional classes are called Fraser's taxonomy (2009). In addition to Fraser's theory about the classes of discourse markers, according to Dumlao & Wilang (2019, p.3), there are two additional types of discourse markers, which are temporal discourse markers and spoken discourse markers. The following is an explanation of the types of discourse markers.

2.1.1 Contrastive Discourse Markers (CDMs)



Contrastive is a type of discourse markers that indicates that the next utterance is a denial or contrast related to the previous discourse. It is with modification that is directly or indirectly with the prior segments. Fraser (2009, p.300) says that contrastive discourse markers are as follows:

“But, alternatively, although, contrariwise, contrary to expectations, conversely, despite (this/that), even so, however, in spite of (this/that), in comparison (with this/that), in contrast (to this/that), instead (of this/that), nevertheless, nonetheless, (this/that point), notwithstanding, on the other hand, on the contrary, rather (than this/that), regardless (of this/that), still, though, whereas, yet”.

The following are example of contrastive discourse markers in sentences or utterances according to Fraser (2009, p. 296):

- 1) A: “Harry is hurrying.”
B: “But, when do you think he will get here?”
- 2) Mark, a good guy. On the contrary, he’s a jerk.
- 3) She likes sirloin more than carrots. On the other hand, he likes meat over vegetables.
- 4) Patrick did not play games on his phone. Instead, he did his homework.

The word or markers that is underlined above is an example of contrastive discourse markers, and there are discourse markers but, on the contrary, on the other hand, and instead.

2.1.2 Elaborative Discourse Markers (EDMs)

The next type is Elaborative. Elaborative is a type of discourse markers that shows the next utterance as a refinement of several previous types of discourse. According to Fraser’s taxonomy (2009, p. 301), the elaborative discourse markers include:

“And, above all, after all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further (more), in addition, in other words, in

particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, or, otherwise, rather, similarly”.

The following are the examples of elaborative discourse markers in sentences according to Fraser (2009, p. 296):

- 5) John can’t go. And Mary can’t go either.
- 6) I don’t think it will fly. Anyway, let’s give it a chance.
- 7) She buys it. What is more, she wants it.
- 8) I think you should take your time. In other words, enjoy what you do.

The underline words are examples of elaborative discourse markers, and based on the example above there are discourse markers and, anyway, more, and in other words.

2.1.3 Inferential Discourse Markers (IDMs)

The last type of discourse markers according to Fraser is inferential discourse markers, which is an expression that signifies the power of speech as a conclusion that follows from the previous discourse. In Fraser (2009, p. 301), the inferential discourse markers are:

“So, all things considered, as a conclusion, as a consequence (of this/that), as a result (of this/that), because (of this/that), consequently, for this/that reason, hence, it follows that, accordingly, in this/that/any case, on this/that condition, on these/those grounds, then, therefore, thus”.

The following are the examples of inferential discourse markers in sentences or utterances. These examples are mention by Fraser (2009 p. 296) such as:

- 9) Sue isn’t here. As a result, we won’t be able to see the video.
- 10) A: “I like him.”

B: "So, you think you'll ask him out then?"

11) Sia went home. After all, she was sick.

12) He doesn't do his homework. As a consequence, he was punished in class.

Every word that is underlined is an example of inferential discourse markers, and based on the example above there are discourse markers so, as a result, after all, and as a consequence.

2.1.4 Temporal Discourse Markers (TDMs)

The temporal discourse markers are markers that establish discourse relationships and help create cohesion in the essay (Choemue & Bram, 2021). According to Dumlao & Wilang (2019), these types of discourse markers include "After, before, eventually, finally, first, first of all, firstly, in the end, now, second, secondly, then, third, thirdly, and when". The following examples are temporal discourse markers in sentences or utterances (Choemue & Bram, 2021).

13) I washed the dishes and cleaned the tables after the customers left.

14) Before I start to talk about this wonderful opportunity, I would like to send my big thanks to all great people.

15) Finally, back at XLC, the learners drew up presentations of what they had learned during the seminar

16) The movie was very boring but very interested in the end.

17) The test is too much. But finally, I have finished.

The underline words above are examples of temporal discourse markers, and there are discourse markers after, before, finally, and in the end.

2.1.5 Spoken Discourse Markers (SDMs)

The last type of discourse markers according to Dumlao & Wilang (2019) is spoken discourse

markers. The spoken discourse markers are the markers that indicate a closeness between topics and ideas (Choemue & Bram, 2021). According to Dumlao & Wilang (2019), the spoken discourse markers include: "Actually, from my aspects, from my point of view, think, in my opinion, in my point of view, indeed, it is my view, just, let's start, like, of course, oh, and well". The following are example of spoken discourse markers in sentences or utterances based on Choemue & Bram (2021).

18) I think it is time for the farmers to change their method and use the fertilizer to protect their family's health and the consumer.

19) To solve this problem, I think we should manage our time before leaving home.

20) Actually, English is more important than just learning a lot from textbooks.

21) It was indeed a very hot day, thus we were glad that this place proposes an air-conditioned room.

22) A: "What do you think about Ephim?"

B: "In my opinion, she has a good personality."

Every word that is underlined is an example of spoken discourse markers. And based on the example above, there are discourse markers I think, actually, indeed, and in my opinion.

To sum up the explanation above, all types of discourse markers are classified into five categories based on Fraser's taxonomy (2009) and Dumlao and Wilang (2019) theory.

2.2 Functions of Discourse Markers

Accordingly, Dumlao & Wilang (2019) also state some functions of discourse markers in their theory. To make it easier to understand, the following table shows the types of discourse markers and their functions based on Fraser's taxonomy (2009) in Dumlao & Wilang (2019).



Types of Discourse Markers	Functions	Examples
Contrastive Discourse Markers (CDMs)	Concept of denial and contrast, with modification directly or indirectly with the prior segments.	<i>Although, but, despite, despite of, even though, however, instead of, nonetheless, on the, other hand, rather, still, though, while, and yet.</i>
Elaborative Discourse Markers (EDMs)	It indicates that information contained in the discourse segment is the refinement of the previous segment.	<i>Also, and, as well as, besides, for example, furthermore, in addition, in addition to, in other words, moreover, and or.</i>
Inferential Discourse Markers (IDMs)	It implies significant results in satisfying conversational coherence.	<i>As a conclusion, because, because of, consequently, in conclusion, in this case, of course, since, so, so that, then, therefor, and thus.</i>
Temporal Discourse Markers (TDMs)	It indicates the sequence of the text.	<i>Eventually, finally, first, first of all, firstly, in the end, now, second, secondly, then, third, thirdly, and when.</i>
Spoken Discourse Markers (SDMs)	To embed learners' attitudes in their speech or writing.	<i>Actually, from my aspects, from my point of view, think, in my opinion, in my point of view, indeed, it is my view, just, let's start, like, of course, oh, and well.</i>

Table 1: Types of discourse markers based on Fraser's taxonomy (2009) in (Dumlao & Wilang, 2019, p.3).

Meanwhile, Schiffrin (1987) in Cambridge (2018) mentions some discourse markers and shows how to analyse the discourse markers. Then based on the results of the analysis, there are several functions of discourse markers found.

- a. Oh can function as a marker of information management.
- b. Well as the marker of respond.
- c. So and because as markers of cause and result.
- d. Now and then as the temporal adverbs.
- e. 'And, but, and or' as the discourse connectives.
- f. 'Y'know and I mean' as the information and participations.

The writers will also try to analyse the data in this research using the theories and findings of Schiffrin, Fraser, and Dumlao & Wilang about the function of discourse markers that they have presented.

METHOD

This research uses qualitative method. The data of this research is in a form of audio-visual data taken from an interview video on the YouTube

channel. The research design used is a case study. By using case studies, the information sought can be discussed more in-depth. The data type is qualitative data, taken from the dialogues between the interviewer and the guest. The data source is secondary data. It is a video interview conducted by the Vogue channel with Adele, which was taken from Vogue's YouTube channel. The technique of collecting data follows certain steps. First, the video was watched. Then all the conversations were transcribed. After that, the transcription is checked to make sure that there is no flaw. Moreover, the transcripts were studied to identify the discourse markers. The next step is the classification of each discourse marker. Furthermore, all the data were analyzed. The analysis is based on the formulation of the problem of this research, i.e. the discourse markers that appeared between the interviewer and Adele as the guest, the types of discourse markers, and the function of discourse markers. Fraser's taxonomy and Dumlao and Willang (2019) theory are used to analyses both the types and the functions of the discourse markers found.

RESULTS AND DISCUSSION

There are 373 discourse markers data found in the video interview *Vogue's 73 Questions*. Some of these 373 data are the same discourse markers. Thus, these 375 data that appeared in the video interview actually consist of 26 different markers. These 26 discourse markers that appear are actually that occurs 13 times, after occurs 3 times, also occurs 5 times, and occurs 92 times, because occurs 7 times, before occurs 3 times, besides occurs one time, but occurs 18 times, first occurs 6 times, I mean occurs 3 times, just occurs 20 times, like occurs 37 times, now occurs 12 times, oh occurs 29 times, or occurs 17 times, second occurs 4 times, still occurs 4 times, so occurs 35 times, then occurs 8 times, think occurs 18 times, third occurs 2 times, though occurs one time, well occurs 13 times, when occurs 13 times, yet occurs one time, and you know occurs 8 times.

Based on the theory used by the author regarding the types of discourse markers stated by Fraser (2009) and Dumlao & Wilang (2019), the writers found 5 types of discourse markers that occurred in *Vogue's 73 Questions with Adele*. These 5 types are contrastive discourse markers which cover 25 data, elaborative discourse markers 118 data, inferential discourse markers 49 data, temporal discourse markers 40 data, and spoken discourse markers 130 data. While the other 11 data are discourse markers data that are not included in the type classification described by Fraser (2009) and Dumlao & Wilang (2019). Thus, from a total of 373 data found, the writers will only analyze 362 existing data, 11 data will be analysed here, while the other 351 data will be included in the appendixes. The discussion will answer three research questions, using related theories. The first is the types of discourse markers, using the theory from Fraser (2009), and Dumlao and Wilang (2019). The second question is the functions of discourse markers that occur during the interview, using Schiffirin (1987) in Cambridge (2018). Then the last question is about the reasons

for using discourse markers during the interview between the interviewer and Adele.

Data 58

Time Stamp: 03:25 - 03:51

Interviewer (I): "So, okay. So am I looking at a typical grocery run from Adele?"

Adele (A): "A vegetable soup tonight, but normally I have some cereals and sugar cereal for my son and stringy cheese. He loves and milkshakes and things like that, but kind of yeah, you know, I watch what I put into my body these days"

I: "What do you miss more Tesco or Sainsbury's?"

A: "When I say Tesco simply because that was the only supermarket that was in my neighbourhood, when I was growing up, but actually it's Marks and Spencer"

Analysis:

It is clearly seen that the context of the dialogue above is about the interviewer asking Adele about groceries. The interviewer asked about what grocery Adele just bought that day, and which shopping places Adele missed. Based on the dialogue above, there is a discourse marker but, which is classified into contrastive discourse marker.

The marker but can function as discourse connectives. Adele uses the markers but to continue the previous statement to the next statement. It can be seen in Adele's first utterance that she says she will make vegetable soup, then she continues with whatever items she buys. Because the two statements still have the same context, the use of the marker but helps Adele complete her answer to the question asked by the interviewer. In addition, if viewed based on a specific function, the marker functions as markers of denial or as a contrastive conjunctive in the context of the data. It can be seen that when Adele said that she bought the ingredients to make vegetable soup, then she did a denial or contrasted the next statement she made. She says



she wants to make vegetable soup tonight, but in fact she didn't just buy these ingredients for soup, but she also bought other items, such as cereal, sugar cereal, milkshakes, and others for his son. So, she uses the marker but to show there is a denial in providing information about what she wants to cook with what she buys in groceries. So, overall, the function of marker but according to data 58 acts as a denial or contrastive conjunction

The reason for using discourse marker but used by Adele is because Adele wants to inform the interviewer that she is going to cook vegetable soup today, but the ingredients she bought are not just ingredients for making vegetable soup, such as various kinds of vegetables.

Data 34

Time Stamp: 01:40 - 02:03

I: "Do you think you still remember the Hotspurs chant?"

A: "Oh yes" [Adele singing]

I: "The crowd goes wild"

A: "Oggy, Oggy, Oggy"

Analysis

The context of the data above is about Hotspur's chants. The interviewer asks Adele if she still remembers the Hotspurs chants. The discourse marker still is used by the interviewer when the interviewer would like to ask Adele. The discourse marker still is the type of contrastive discourse markers.

The discourse marker still in the data above has a function as the marker of denial. Why the discourse marker still is functioning in the conversation as denial is because the interviewer wants to know whether Adele still remembers the Hotspurs chant or not. Due to the information circulating in the media, Adele was born in the Tottenham area and Adele has been a Tottenham fan since childhood. But, Adele is 34 years old now. Based on this, the interviewer used discourse

marker still as a sign of contrast that maybe Adele had forgotten about the Hotspurs chant because it was quite a long time ago. However, Adele still remembers it and makes the discourse marker still look like the markers of denial used by the interviewer to ask Adele.

In conclusion, the discourse marker still is described in the context of the question as a marker to reclassify whether the information in the news is true, and to reclassify whether Adele still remembers the Hotspurs chant or not. The other reason is to make the asking and answering session run smoothly to get as much as information regarding Adele.

Data 363

Time Stamp: 17:13 - 17:34

I: "Okay, we're at question 89 now. Biggest risk you've ever taken?"

A: "Leaving my marriage"

I: "Hmm, what would you be doing if you were not a musical artist?"

A: "I like to think I'd still be doing small little gigs in pubs and clubs on guitar even though I'm sure nobody will come to see me, um but I really wanted to be an English teacher before all this happened, so I'd like to think that I'd be doing that yeah"

Analysis

This is another piece of data that mentions though as the discourse marker that occurred. The discourse marker though is classified as a type of contrastive discourse markers. The context described in the data above is when the interviewer asks some random questions to Adele about her life, such as what is the biggest risk that Adele has ever taken, and what Adele would do if she is not a musician artist. And the discourse marker though is used by Adele in answering questions posed by the interviewer.

The function of the discourse marker though is markers of denial, contrast, or even as a conjunction. Adele previously said that maybe Adele would be doing small little gigs in pubs and

clubs on guitar, and continued with her next speech with a denial that Adele was sure that nobody will come to watch her.

In conclusion, the use of discourse marker though by Adele is as the marker of contrastive conjunctive.

Data 15

Time Stamp: 00:49 - 00:58

I: "Has there been one thing you learned during this time?"

A: "Just how much of a homebody, I'm and I probably would never leave my house if I didn't need to"

I: "And I asked this question on behalf of fans everywhere"

A: "Okay"

Analysis

The context of the data is about a pandemic. The world these days are still experiencing the pandemic era. Then the interviewer asks Adele what Adele learned during this time. Adele answered that she probably would never leave her house if she didn't need to. The discourse marker shown in the data above is the discourse marker and. This discourse marker and is a type of elaborative discourse markers.

Based on the data above, the marker 'and' serves as the marker for correlation between the prior ideas "Just how much of a homebody" with the unit idea "I would probably never leave my house if I didn't need to". Adele uses discourse marker and as the markers of connectives between her utterances.

The discourse marker and is trying to continue the one main point with another point as the next utterance to make the answer to the questions given can flow well so that the content of the information can be easily accepted and understood by the listeners.

Data 142

Time stamp: 06:36 - 06:45

I: "Probably, Okay, So fashion questions"

A: "Okay"

I: "Heels or slides?"

A: "Hates slide. It's got to be heels"

I: "Barefoot or heels on stage?"

A: "Barefoot so I don't fall over"

Analysis

The data above shows the use of the discourse marker or which is used by the interviewer when he asks Adele a quick question. The discourse marker or is a discourse markers that is classified into elaborative discourse markers.

The discourse marker or has the same function as the discourse marker and, namely as a marker of connectors. But there is an important point that distinguishes between and and or. The discourse marker or shows or provide two different information, between the previous idea and the next idea. And that will end with only choosing one of the ideas or information presented. For example, like the data above, the interviewer asks Adele a question to choose one answer "heels or barefoot", and the use of the discourse marker or is needed for that question, as its function is to present two ideas which should be only chose only one idea.

The discourse marker or in his question is to make it easier for the presenter to ask something by giving two existing ideas or choices, so he uses the discourse marker or. Then using the discourse marker or also makes it easier for Adele as the listener to answer the question. The use of this discourse marker or makes the questions asked by the interviewer can run smoothly.

Data 43

Time stamp: 02:37 - 02:42

I : "Hmm. Have you ever considered a different stage name all this time?"



A : “No, because my surname was boring its Adkins”

Analysis

The context of the data above talks about if Adele ever thought about using another nickname for her stage name, but she does not want to do it, because according to her, she has a boring name. Furthermore, the discourse marker because is used by Adele when she tried to tell the answer to the question. It is classified as inferential discourse markers.

Based on the context, the discourse marker because acts as the reason. In short, the discourse marker because in the data above has a function of the marker of reason.

The reason that Adele used the discourse marker because in her utterances is that she wants to tell the reason why she doesn't want to use her surname as the stage name. She wants to give the reason or the additional information regarding the questions to the interviewer. Thus, the interviewer can receive the answer of his question, along with the reasons.

Data 128

Time stamp: 05:58 - 06:29

I: “Yeah. And there’s your throat surgery”

A: “That was”

I: “I heard John Mayer offered some guidance after this procedure. What did he share with you?”

A: “He just, you know, he was just sort of very encouraging to stay silent and be patient. And that actually my injury was a very common singer’s injury, so not to worry too much about it. So yeah, he was great. He’s such a sweetheart. I like him so much”

I: “How would you describe the difference in your voice pre and post procedure?”

A: “Was definitely heading towards a Tom waits sound I have before my surgery getting very very

husky. Hmm and also as it was a brand new voice, it was so clean and pure. Yeah”

Analysis

The data above shows the use of discourse markers. The discourse marker used in the interview data is the discourse marker so. The discourse marker so itself can be classified into inferential discourse markers. The context that occurs in the data above is discussing Adele's throat surgery, and how Adele felt about John Mayer who was offered some guidance after the throat surgery.

Based on the context above, the discourse marker so has a function of the result or as the marker of the conclusion. It is because Adele explained in advance how John Mayer offered some guidance to Adele, like to stay silent and be patient. And Adele also added that Adele's throat injury was a very common singer's injury, so not to worry too much about the throat surgery. So, Adele uses the discourse marker so as a marker of conclusion.

Adele says that “So, not to worry too much about that”. The use of the discourse marker so in the utterance shows that Adele wants to summarize everything about the throat surgery that she experienced. And also the reason Adele uses the discourse marker so in her statements is that she wants to make it easier for the presenter to understand the information that she provides, and also she needs to summarize her words by saying “So, not to worry too much about that”. Thus, that the interviewer and the viewers or Adele's fans who watch the Vogue's 73 Questions with Adele do not need to worry about her condition.

Data 73

Time stamp: 03:52 - 04:04

I: “We’re gonna back in time. You’re making your first album 19. What surprised you about professionally recording music back then?”

A: “Okay. I think how much I really enjoy being in the studio environment actually”

I: "Hmm" [showing agreement]

A: "Yeah"

Analysis

Based on the data above, there is a discourse marker that occurred, namely the discourse marker first. The use of the discourse marker first itself is used by the interviewer to give questions to Adele. The discourse markers first is classified into the types of temporal discourse markers. The context that occurs in the conversation above is about the studio environment when Adele made her first album 19.

The use the discourse marker first in the data above has the function as a time marker that conveys the relationship between the adverb of time and the idea. The time is described in the first album, and the idea is album 19. So, the use of the discourse marker first here is to show the time marker of the album 19. In general, the function of the discourse marker first is as the markers of times markers or can also function as a marker of ordinal number

The reason for using the discourse marker first in the utterance used by the interviewer is to explain in detail the questions that the interviewer wants to ask. It is because Adele has many albums and each album has a different process. Because the interviewer wanted to ask about Adele's first album, the interviewer used the discourse marker first to ask about Adele's first album 19.

Data 3

Time stamp: 00:04 - 00:15

I: "Well, I reckon that this is a perfect time to do 73 questions with Adele, to pinch myself that this is actually happening right now"

A: "Hi..... How are you?"

I: "I'm doing better, now that I'm doing with you"

A: "Me too, I'm so excited"

Analysis

The context of the dialogue above is about the greeting conducted by Adele and the interviewer before the question session in the interview took place. So, based on the data above, there is the discourse marker now which is used by the interviewer. The discourse marker now is classified as temporal discourse markers.

Based on the data above, the discourse marker now has the function of a time marker that conveys the relationship between the adverb of time and the idea. The nature or function shown by the discourse marker now is to show the time adverb. the discourse marker now is used to describe how Adele felt that day. And the discourse marker now also had an impact of being assigned for the interviewer. It is because before starting the interview, the interviewer tried to start with the greeting by asking how Adele was at that time.

The reason for using the discourse marker now in the utterance used by the interviewer is to ask Adele the latest news or at the same time to signal the start of the interview. It is because Adele could be in a good or bad condition. Therefore, the interviewer emphasized the question to Adele about how she was that day, so that the interview activities could run smoothly, and in a good atmosphere too.

Data 52

Time stamp: 02:59 - 03:24

I: [Laugh] "What's an unexpected similarity between London and Los Angeles?"

A: "Tea and coffee culture"

I: "What the Americans do, that's different than Brits?"

A: "You have your own funky language for things like, this is actually Coriander, not Cilantro. And your eggplants are actually Aubergine. Your movie theatre, as we call cinemas. Your candy, we call sweets. Kind of the list is kind of endless. Really"

I: "There's a lot to keep track of"

A: "Various"



Analysis

Based on the data above, there is a discourse marker like as the discourse marker shown in the data. The discourse marker like itself is classified as a spoken discourse marker. The context depicted in the data above is about unexpected differences or similarities between London and Los Angeles. And Adele said there are a lot of various funky words and phrases, and then she gave some examples.

Based on Adele's answers to the questions posed by the interviewer, the discourse marker like in the data above serves as a marker that describes the closeness between the topics of the questions with the ideas. Or, the discourse marker like can also function as a marker that relates something to the examples. As in the data above, Adele mentions Coriander not Cilantro, eggplants are Aubergine, and movie theater are cinemas. The examples above are used by Adele to describe Americans are different from the British. Then the discourse marker like has a very good role as a marker to connect an idea along with examples.

The reason Adele uses the discourse marker like in her utterance is to give additional information about the main topic of the question given by the interviewer. Adele used the discourse marker like to explain and give examples of the differences that exist between Americans and British. Furthermore, Adele answered very well so that the interviewer was able to understand what Adele meant, and made the interview flow smoothly without any implied messages.

Data 25

Time Stamp: 01:10 - 01:23

I I: "Okay. I think we should dive into your childhood"

A: "Oh, I have that"

I: "Let's do it. How did you realize that you had a great voice?"

A: "I guess cause I got signed my favourites are like brilliant. So, I don't really write myself with a singer"

Analysis

The context that occurs in the data above is about questions regarding Adele's childhood, and when she realized that she had a great voice. The discourse marker that occurs in the data above is the discourse marker oh. The discourse marker oh is a part of spoken discourse markers. Oh is classified as a spoken discourse marker because the the discourse marker oh is usually or often used in direct communication.

The discourse marker oh is usually used by people to express a person's feelings, just like in the data above. The discourse marker oh used by Adele shows its function as an expression of surprise. Adele expresses her love to talk about her childhood; therefore, Adele uses the discourse marker oh as a marker for reactions to something. In addition to this function, the discourse marker oh can also function as information management. Adele uses the discourse marker oh to prepare what else she will say next, so the interviewer understands what Adele is thinking and feeling

The discourse marker oh in the data above is used by Adele for a certain reason. The reason for using the discourse marker oh, based on the context of the data above, is because Adele wanted to show her expression to the question posed by the interviewer. When asked about her childhood, then Adele answered "Oh, I have that", which means that she had the story about her childhood if the interviewer wants to listen to that. This is intended so that the interviewer can continue to move forward with the questions about her childhood, and also make the ongoing interview not stiff.

CONCLUSION

From all the analyses that the author found, there are three points as a conclusion of this research. First, based on the results of the analysis in chapter four, it was found that there were 373 data consisting of

26 kinds of words classified as discourse markers used by Adele and the interviewer in Vogue's 73 Questions with Adele. Based on the type of group, the 26 markers consist of 5 different types of discourse markers, which include contrastive discourse markers, elaborative discourse markers, inferential discourse markers, temporal discourse markers, and spoken discourse markers. Moreover, the dominant types of discourse markers that occur are elaborative discourse markers which occur 118 times and spoken discourse markers which occur 130 times.

In addition, it was found that there were 8 main functions in the use of discourse markers that occurred during the interview between the interviewer and Adele. The first function of using discourse markers is as the markers of connectives. Second, the discourse markers are used as a marker of information management. Third, discourse markers are used as the marker of response. The fourth function of using discourse markers is as markers of cause and result. Fifth, discourse markers function as temporal adverbs. Sixth, discourse markers have the function of time markers. Seventh, the function of discourse markers is as the markers of denial or contrasting. The last function of the use of discourse markers in Vogue's 73 Questions with Adele is as a marker that describes the closeness between the topics of the questions with the ideas.

The use of discourse markers by both Adele and the interviewer is to manage and organize what they are talking about, to make Adele and the interviewer understand what information they want to convey as the speaker or listener as well as to express

themselves, such as to show contrasts or to express objections, to explain the cause, effect, and reason. Overall, makes the conversation flowing, not stiff, natural, and meaningful between Adele and the interviewer.

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