CHAPTER I

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1.1 Background of the Study

Nowadays, there are so many talk-show programs on TV stations. More and more people, members of the general public and so-called experts, appear on television to discuss a topical question, social and political problem under the direction of a program host.

To get information as much as he can and to attract people to watch his program, the interviewer of a talk show often changes his topics under a theme found as an issue of the day. Changing topics in a conversation is not an easy matter. Sack (1971) cited in Coulthard (1977:80) observes that in a conversation which is progressing well, talk drifts imperceptibly from one topic to another, and suggests that the relative frequency of marked topic introduction is some measure of the quality of a conversation.

Linguistically, changing topic is called 'topic-shift'. In spoken discourse, shifting topic can be done in two ways: by using prosodic features and by using lexical features. The principal of prosodic features are stress, rhythm, pitch, intonation and tempo. Falling intonation, for instance, may signal the end of a speaking turn. Pause and rising intonation may elicit collaborative completion of turns or completion of a turn by others in a conversation. Hatch (1992:276) notes that intonation is used by teachers to frame the end and beginning of activities and topics. Hatch (1992:276), then, adds that special intonation marks topic-shifts in a talk. The second way that can be used to shift topic is by using lexical markers,

such as *oh, well, and, but, or, so, because , now, then, y'know, I mean* and *by the way* (Schiffrin, 1987:3). Since lexical features are much more familiar concepts than prosodic features, the writer of the thesis does not concentrate on prosodic features, but she concentrates on lexical topic-shift markers. In analyzing lexical topic-shift markers the writer focuses on the form of the language instead of the meaning of the language.

Interested in knowing lexical topic-shift markers of spoken discourse, the writer analyzes *ANTV 'Halo Indonesia' Dialogues*. The first reason why the writer decides to study topic lexical markers in a talk show is that a talk show is a very important program to discuss issues of the day, which can be watched by the Indonesian people from all levels. The second reason is concerning the topic occurring on *ANTV Halo Indonesia Dialogue*s - the participants often shift their topics. It is very important to discuss such things since *ANTV Halo Indonesia Dialogue* is watched by many people some of whom still do not know much about topic-shifts. That is why the writer decides to propose a thesis entitled *An Analysis on Lexical Topic-Shift Markers on ANTV Halo Indonesia Dialogues.*

1.2   Statement of the Problems

Based on the background above, the writer analyzes lexical topic-shift markers with the following general questions:

1) What topics occur under each theme and in what category of semantic field of human perception can the themes and the topics be classified?

2) What lexical topic-shift markers are used in *ANTV Halo Indonesia Dialogues?*

3) Why do the participants in *ANTV Halo Indonesia Dialogues* shift the topics?

1.3   Objectives of the Study

In line with the problem statements, the objectives of the study are as follows:

1) Determining topics shifted by the participants under each theme and getting the generalization of themes and topics based on semantic field of human perception

2) Identifying the lexical topic-shift markers utilized by the participants in *ANTV Halo Indonesia Dialogues*

3) Depicting the reasons why the participants shifted the topics.

1.4   Significance of the Study

This is a discourse study on lexical topic-shift markers on ANTV 'Halo Indonesia' Dialogue. It is expected that the findings of the study will be useful both theoretically and practically.

Theoretically, this study may contribute to the acquisition of knowledge of topic-shift. The speakers can utilize the lexical topic-shift markers when they want to shift their topics, so that the conversation will run smoothly.

Practically, the study is expected to give worthwhile information to the students of Teacher Training Faculty of English Department of Widya Mandala Surabaya Catholic University about how to use lexical topic-shift markers in a discussion. Besides, the writer hopes that the findings of this study give a contribution to the listeners or audience of a discussion or a talk show how to follow a discussion or a talk show where the shifts of topics often occur. By

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knowing the lexical topic-shift markers, the readers of the thesis will not be left behind in joining such program.

1.5 Scope and Limitation

The study of topic-shift markers focus on discourse theory. In this case, the writer only concentrates on lexical topic-shift markers.

The writer limits her study only to three participants: an interviewer and two interviewees. In each 'dialogue', the program host only invites one interviewee. The writer analyzes only on two themes of discussion, namely *Hemat Listrik dan Kelangsungan Pasokan Listrik di Indonesia (The electricity Economizing and the Performance of its Supply in Indonesie)* and *Pelapor Dugaan Suap Hakim Agung Divonis 3 Bulan (The Reporter of Bribery Supposition to the Judge of Supreme Court Sentenced 3 Months)*.

1.6 Theoretical Framework

This study is concerned with three major issues, namely determining topics shifted by the participants under each theme and getting the generalization of themes and the topics based on theory of semantic field of human perception, identifying the lexical topic-shift markers utilized by the participants and depicting the reason why the participants shift the topics. To answer these three issues, the writer adopts the theories of discourse fragment and notion 'topic', topic framework, speaker's topic, topic boundary markers, semantic field of human perception and reason.

Brown and Yule (1983:69) state that a fragment is a stretch of discourse, which set one chunk of discourse off from the rest. Brown and Yule (1983:70), then, propose that the notion of 'topic' is clearly on intuitively satisfactory way of describing the unifying principle.

In identifying lexical topic-shift markers, the writer needs to know about topic framework. According to Brown and Yule (1983:75), topic framework is contextual within which the topic is constituted.

In conversational discourse there is be a process in which each participant expresses a personal topic. Brown and Yule (1983:94) note such a thing as speaker's topic. In other words, Brown and Yule believe that speakers have a topic not a conversation or a discourse.

There are some lexical markers that can be utilized by the speakers if they want to shift their topics. According to Schiffrin (1987:3), there are six markers: marker of information management (*oh*), marker of response (*well*), discourse connectives (*and, but, or*), markers of cause and result (*so, because*), temporal adverbs (*now, then*) and information and participation (*y'know, I mean*).

Classifying the themes and topics shifted by the participants based on Semantic Field of Human Perception is very necessary to get the generalization of the themes and topics. Michael C. Haley (stated in Wahab, 1991:71) classifies human perception into nine categories, namely *BEING, COSMOS, ENERGY, SUBSTANCE, TERRESTRIAL, OBJECT, LIVING, ANIMATE* and *HUMAN*.

As the background in answering the third problem, the writer adopts the theory of reason by Inman and Gardner (1967:280-281). They say that that a

reason may be any of the following: cause and effect, sign and effect, justification, knowledge, and value reasons.

1.7 Definition of Key Terms

The following key terms are clarified to avoid ambiguity and misunderstanding of some terms used in this study. The writer adopts the definitions proposed by Brown and Yule (1983) and Schriffrin (1987). She also refers to Oxford Advance Learner's Dictionary and Webster Dictionary.

1. *Topic* is defined as what is being talked about.

2. *Topic-shift* is the shift from one topic to the next topic.

3. *Lexical topic-shift markers* are lexical markers that use words, such as: *oh, well, and, but, or, so, because, now, then, y'know, I mean* and *by the way* which are used to mark or signal topic-shift in spoken discourse.

4. *Topic boundary markers* mean markers, which signal the boundaries of chunks of discourse- where one unit ends and begins.

5. *Theme* is a subject on which one speaks or writes. However, the writer defines theme as subject of a talk, which underlies some topics.

6. *Dialogue* is defined as a discussion between people with different opinion. However, the writer defines 'dialogue' as talk show, which consists of an interviewer and an interviewee in discussing each theme. That is why the host of *ANTV Halo Indonesia* uses the term 'dialogue' for talk show session.

7. *Interviewer* means the person who interviews.

8. *Interviewee* is defined as the person who is interviewed

9. *Discourse* is language in use.

1.8 Organization of the Study

The study consists of five chapters. Chapter I contains background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, theoretical framework, definition of key terms and organization of the study. Chapter II discusses about review of related literature, which is devoted to describing related theories and related study. Chapter III is devoted to discuss research methodology which concerns with research design, the participants, source of data, research instrument, procedure of collecting the data and procedure of analyzing the data. Chapter IV discusses data analysis and findings. In chapter V, the writer concludes this study and offers suggestions related to the study.