

Pragmatic Markers in Sasak Speech Community

Azhari Azhar^a

^a English Students, Universitas Nahdlatul Wathan Mataram

Muh Junaidi^b

^b English Lecturer, Universitas Nahdlatul Wathan Mataram, muhjunaidi13@gmail.com

Nurul Azizah^c

^c English Lecturer, Universitas Nahdlatul Wathan Mataram, nurulazizahfilla@gmail.com

Abstract

This study uses a pragmatic method to investigate different types of language forms that are associated with pragmatic indicators. During the study, the researcher attempts to collect data from two participants, both of whom are Tuan Gurus who deliver speeches in Sasak. Based on data collected, some pragmatic markers are classified as commentary pragmatic markers, lexical expressions with both a representation meaning specifying an entire message and a procedural meaning signaling that this message is to function as a comment on some aspect of the basic message. And the result of this study shows that there are seven elements of commentary pragmatic markers found, i.e. Assessment markers; Manner of speaking markers; Evidential markers; Hearsay markers; Mitigation markers; and Emphasis markers.

Keywords: *Pragmatic Markers, Sasak, Speech Community.*

INTRODUCTION

The pragmatic marker refers to language use and the context in which it is employed. Pragmatic markers are also used to characterize the interpretation of utterance meaning in language usage. As a result, the perception of language use and meaning is influenced by the context in which the language is employed. Misunderstandings will emerge when this occurs. The pragmatic marker is used to talk about language use and

meaning. Because of this, there will be hidden meanings, which is why the context will affect what a word or phrase means.

Pragmatic is one of the linguistic branches in which the focus is not on the speaker's words but on how to accomplish something, which is sometimes referred to as an illocutionary act. B. Fraser (Fraser, 1996: 321) Pragmatics is concerned with language usage, the functional aspects of linguistic form, and how utterances are understood in

context. Some guidelines on how a person communicates at a certain time were also stated in pragmatics. Pragmatic markers (partner) are the study of direct and indirect speech; assumption, implication, and entailment; and dialogue or computation between a speaker and a listener.

The author uses language as a tool for conveying information and directing language consumption toward specific goals; thus, the author investigates pragmatic signals in this study. Because it says that it can't be studied with linguistics, pragmatics has grown where it once slowed science down. Pragmatic markers are a group of words that are always changing and adding new words from other word classes (Aijmer, 2017).

Principles, not adjustments, are the focus of pragmatic markers. Some pragmatic marketing concepts are grabbing attention and serving as the backdrop for all human conversations. Speakers are fairly intelligible. They endeavor to be sensible, to communicate economically and nicely, to respect the preferences of the listener, and to avoid dispute. Grice's cooperation principle and the associated maxims, politeness norms, and processing restrictions are some broad conversational principles. The principles might also be more specific principles linked

to the planning and quality of speaking events. Karin Aijmer (2017) says that it is important to understand reflexivity (awareness of how language works) and indexicality based on a broad understanding of how pragmatic markers work.

The Sasak language is the primary language of the Sasak people. The Sasak language is related to Sumbawa and Balinese. The Sasak language has five dialects: Ngeno-Ngene, Meno-Mene, Meriak-Meriku, Ngeto-Ngete, and Kuto-Kute. Junaidi (2014) comes to the conclusion that the level of language spoken by the speakers is different.

The Sasak Society is a sizable group with a distinct cultural identity. The majority of Sasaks are Muslims. This community's identity is frequently expressed through its language. Furthermore, people typically demonstrate their language identity based on their culture. Spoken communication requires at least two individuals in a range of social contexts: a speaker and a hearer. Both the speaker and the hearer must transmit and comprehend each other's thoughts, feelings, and desires. Pragmatics is a branch of linguistics that looks at how both the speaker and the listener understand the meaning of words.

Spoken communication involves at least two individuals, a speaker and a hearer, in a range of social circumstances. Both the speaker and the listener must be able to understand what the other is thinking, feeling, and wanting.

Based on previous research and a review of studies on the Sasak language in terms of pragmatic markers, it is critical to study pragmatics, which are the principles of language use, in which there has not been much study of pragmatic markers in the Sasak language and it is still unknown by most language users, particularly in Sasak. To find the pragmatic markers, especially in the Sasak language, there needs to be a special debate about what pragmatics is and what pragmatic studies are.

LITERATURE REVIEW

Sentence Meaning and Utterance Meaning

A generic theory of linguistic meaning must include sentence meaning. Sentence meaning is a hard problem that can be solved gradually by starting with a broad sketch of what a theory of linguistic meaning must take into account, such as how an initial semantic representation stored in language leads to an overall interpretation of an utterance in context. An utterance meaning is a natural

unit of speech separated by a breath or pause, and it can be a full unit of talk separated by the speaker's silence, such as: 1) an act of utterance; vocal expression; 2) method of speaking; power of speaking.

A pragmatic is a description of the process by which a language user takes a sentence representation provided by grammar and decides what messages and effects the speaker has transmitted given the context in which the phrase is pronounced (Fraser B, 1996: 321). Pragmatics is the study of how language is used, how it works, and how things are understood in the context in which they are said. Pragmatic markers are derived from the entire grammar. As pragmatic markers, all verbs, nouns, and adverbs, as well as idioms like "ok," are used.

However, the meaning of the term when employed as a pragmatic marker is essentially the same as when used as a propositional formative, and it is only its function that alters. When there is a distinction, the lexical phrase must be annotated for the varied meaning. Pragmatic markers can also be characterized in terms of asynchrony and diachrony. Pragmatic markers are words or phrases that have taken on non-propositional meanings that are more abstract than their original lexical meaning. This

happens through processes like conventionalization, implicature, and increased subjectification.

Basic Markers

The representational meaning of basic markers implies that they provide conceptual information to the propositional meaning. They represent information that, more or less explicitly, communicates the force of the sentence's immediate core statement. This meaning separation between propositional content and basic pragmatic signals was proposed by Searle (1996).

Lexical Basic Markers

There are various lexical-basic pragmatic markers, which may be classified into two broad groups: 1) performative phrases that amplify the force indicated by sentence mood 2) pragmatic idioms and phrases for which no reasonable inferential path exists from literal, direct meaning to the recognized fundamental pragmatic signal. There are two types of idioms: force idioms, which indicate the intended basic message force, and message idioms, which indicate the whole basic marker. When it appears before an imperative structure, for example, it indicates that the speaker intends the utterance to be interpreted as a request and only a request.

Hybrid Basic Markers

The number of markers in which a certain structure is coupled with specified lexical requirements. There are three general categories:

- 1) Declarative-based hybrids
- 2) There are two relatively similar structures, which consist of a declarative sentence followed by a brief tag. The first is called a tag question, declarative followed by a sentence-final interrogative tag, which consists of the declarative tense-carrying element with a change of polarity followed by the sentence subject in pronominal. For example, John saw Marry, didn't he? The second structure is called "positive tag question." It consists of a declarative sentence followed by a tag with the same polarity. For example, "you broke it, did you?"

3) Interrogative-based hybrid

In an interrogative statement, the speaker expresses a wish for a YES/NO response. These forms have been standardized, and such sentences are typically received immediately as a speaker's request for action, either in interrogative or declarative form. For

example, "Can you (could/couldn't/couldn't) do that?"

4) Imperative-based hybrid

There are two imperative-based hybrid forms that must be treated as idiomatic, and this structure indicates an initial speaker instruction, which could be perceived as a suggestion, followed by a declarative indicating the penalties for not following through with the command. When the topic of the remark is in each person's care, a declarative is frequently regarded as a threat. When the second conjunct is a declarative statement, there is an inferred initial (either) with an (otherwise) after "the" or and it does not need to be understood as a conditional; this is interpretation. For instance, a) speak or I'll shoot (If you don't speak up, I'll shoot you.) Second, the imperative here indicates that a conditional interpretation is necessary rather than the speaker's wish. For instance, wash and I will dry (if you wash, I will dry).

Commentary Pragmatic Markers

In this part, we will look at lexical phrases that have both a representation and a

translation. I denotes a whole message, and procedural denotes that this message is to operate as a remark on some feature of the basic message. Commentary markers are often generic rather than particular, and there are six types of pragmatic commentary markers. For example, "I am certain that we are not lost."

Parallel Markers

It is the type of pragmatic marker used to signal an entire message in addition to the basic message. There are some types of parallel markers, such as: vocative markers, speaker displeasure, solidarity markers, and focusing markers, and they will be discussed.

Discourse Marker

Discourse markers are understood as having the phatic function described by Ameka, i.e., lexical items exploited in the initiation and maintenance of discourse. An expression which signals the relationship of the basic message to the foregoing discourse. Discourse markers do not contribute to the representative sentence meaning but only to the procedural meaning. They provide instructions to the addressee on how the utterance to which the discourse marker is attached is to be interpreted (cf. Scjiffrin, 1987; Blackmore, 1987, 1992; Fraser, 1990, 1996a).

It is critical for the researcher to present a review of existing research to support their investigation. Here are some studies that have been used in conjunction with this research.

Fraser (1996) argued that pragmatic influences the process of language usage by employing phrases formed by grammar, pronunciation context, what sentences determine, and what result the speaker delivers. Every sentence has the capacity to convey a direct message, and linguistic expression can be encoded as information in a sentence. This study employs the qualitative technique. He is also looking for mood signals. He obtained three tree claims as a result of his study, with the initial sentences consisting of two parts: a prepositional content and a collection of pragmatic makers. The second claim is that the messages encoded by aspects of sentence meaning are exhausted by the four types of messages: (a) basic messages, which use the propositional content of sentences as their message content; (b) commentary messages, which comment on the basic message; (c) parallel messages, which are in addition to the basic message; and (d) discourse messages, which signal the relationship between the basic message of the current sentence and the basic message of the

previous sentence. The last claim is that the pragmatic markers that go with these kinds of messages send the right message.

In Erman's (2001) study, Pragmatic markers revisited with an emphasis on you know in adult and teenage communication, he tries to explain what you know as pragmatic markers in adult and adolescent talk. The search method is qualitative and descriptive. He attempts to eliminate all pragmatic marker functions in order to examine the pragmatic marker function in dialogue. The primary role of pragmatic markers is to monitor conversation. The textual domain, the social domain, and the meta-linguistic domain are the three primary domains of the pragmatic marker's role as a conversation monitor. Participants are selected from among adult and teenage speakers. The most obvious difference between the two groups of speakers is that adult talk in both the British and American corpora is more text-oriented. This is usually used to organize the text by theme and as a way to frame utterances in a logical way.

The second notable difference between the two categories is that you are more likely to see them employed as part of formulaic chunks, or prefabs, assuring speedy processing and fluency. In teenage speech,

pragmatic signals constituting part of larger structures were compared to analogous tendencies for the particle only. According to Erman (1997), Pragmatic indicators that you are familiar with are being employed in new contexts and purposes, and are regularly used as part of bigger chunks by teenage speakers. Compared to earlier research, the most obvious overall function of *you know* and *just* in the adolescent corpus is for the markers to have a higher modal and metalinguistic role.

The main function, *you know*, is that of emphasis, not of any particular part of the proposition, but the illocutionary force of the utterance as a whole. The fact that *you know* in the young corpus is used to convey the speaker's attitude rather than organize the text and ensure coherence, points to the phrase moving in the direction of being further pragmatic.

Aijmer (2015) makes an attempt at using pragmatic markers in spoken interlanguage. He tries to compare the learner's conversation with that of the native speaker to identify similarities and differences between the two from the pragmatic marker usage as the characteristic of the learner. On comparing the learner's conversation with the native speaker A qualitative method is used and he got a description of learner problems

in communication in a foreign language. The facts show that a student who is unfamiliar with interview situations may also contribute to the uncertainty.

The type of spoken language that is being studied in this project is informal spontaneous speech. The same social and psychological forces may produce both informal conversation and pragmatic markers (Ostman, 1982: 161). The learners use vague and uncertain markers to express uncertainty or hesitation and not for face-saving or to signal politeness. Markers are also used as strategies when the learners have communication problems. For example, markers were typically stranded in the conversation, leaving it to the hearer to complete the message. The clustering of markers is another characteristic feature of learner language with the function of filling a space in conversation. In general, the same markers are used by non-native speakers as native speakers, with the exception of *I don't know*. For him, when *I don't know* is used by learners frequently, it makes them sound more uncertain than native speakers. Thus, the phrase occurred before, between, and after constituents as well as in combination with other markers.

From the research above, pragmatic markers are crucial things to learn. These can be used to distinguish and know the native speaker or non-native speaker in communication. Based on the function of pragmatic markers, we can know the potential of direct and indirect messages that are delivered by the speaker or language user.

RESEARCH METHOD

This study uses a pragmatic method to investigate different types of language forms that are associated with pragmatic indicators. During the study, the researcher attempts to collect data from two participants, both of whom are Tuan Gurus who deliver speeches in Sasak. Those participants are selected who can give the best information on the research questions and enhance understanding of the phenomenon under study. In this research, an instrument plays an important role because it is a means of collecting data. In this research, in collecting audio recordings, is used. The methods that are used in analyzing data are transcription, identification, classification, and description. A transcription is an arrangement of a composition for some other instrument or voice than that for which it was originally written. Classification is a process closely related to categorization, the process in which ideas and objects are recognized,

differentiated, and understood. Identification is a psychological process whereby the individual assimilates another aspect, property, or attribute of the other and is transformed wholly or partially by the model that the other provides. A detailed account of certain or silent aspects, characteristics, or features of a subject matter or something seen, heard, or otherwise experienced or known is referred to as a description. In this study, the researcher can describe the pragmatic markers that used by Tuan Guru in their speech. According to Miles and Huberman (1994:10) state, "qualitative data is useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting." In addition, Denzin and Linclon (2009:2) state that "qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter." It means that qualitative researchers study in their natural setting. The researcher first collects the data and then describes the result. The representative result would be the source of the conclusion of the research. Based on the theory above, this research will use a descriptive qualitative approach to analyze data, but before the data

is analyzed, transcription, identification, and classification are needed.

FINDINGS AND DISCUSSION

Type of Pragmatic Marker

Based on data collected, some pragmatic markers are classified as commentary pragmatic markers, lexical expressions with both a representation meaning specifying an entire message and a procedural meaning signaling that this message is to function as a comment on some aspect of the basic message. In this respect, the forces include seven elements of commentary pragmatic markers: assessment markers, manner of speaking markers, evidential markers, hearsay markers, mitigation markers, and emphasis markers.

Assessment Markers

Tuan Guru 1

1 Ss. : **Kebengakan**, Jarin DPR tingket provinsi.

Kebengakan, Bisa kita mensiarkan kembali HULTAH PONPES.

Ind. : **Rasa Kagum**, Dia menjadi DPR tingkat provinsi.

Rasa Kagum, Bisa kita mensiarkan kembali HULTAH

PONPES.

Eng. : **Amazingly**, he became a representative in the province. **Amazingly**, we can publish the school birthday again.

2 Ss. : **Besyukur**, lek kelemek mungkin niki bisa tiang pelungguh sami gawek malik perayaan HULTAH PONPES.

Ind. : **Bersyukur**, di pagi ini kita bisa melaksanakan kembali perayaan HULTAH PONPES.

Eng. : **Fortunately**, this morning we can celebrate the school's birthday again.

3 Ss. : **Asek**, Bije jarin ta endekman taok caren ngulu.

Ind. : **Perihatin**, Anak kita belum mengetahui cara berwudhu`.

Eng. : **Sadly**, our children don't know how to take ablution.

4 Ss. : **Endekn kenak**, beliau dipanggil oleh bapak polisi.

Ind. : **Kesalahan**, beliau dipanggil oleh bapak polisi.

Eng. : **Incorrectly**, he was arrested by the police.

5 Ss. : **Aget**, setelah adanya madrasah semuanya niki kita diajarkan.

Ind. : **Beruntung**, setelah adanya

madrasah, semua itu diajarkan kepada kita.

Eng. : **Luckily**, when there was a school, everything was taught to us.

kiyai namun bacaannya seperti itu.

Eng. : **Ironically**, even though he is a Tuan Guru, he reads it like that too.

Manner of Speaking Markers

Tuan Guru 2

1 Ss. : **Bengak lalok**, marak keloek kowok lek segare niiki ye keloek dosen ta eakn tetampunan sik de side Allah swt.

Ind. : **Kekaguman**, Allah Swt akan mengampunkan semua dosa-dosa kita walupun dosa kita seumpama buih dilautan.

Eng. : **Amazingly**, God will apologize for all of our mistakes, even as much as foam in the ocean.

2 Ss. : **Kesanteran**, sembahyang endet taon caren

Ind. : **Tragis**, kita tidak mengetahui cara-cara sholat.

Eng. : **Tragically**, we don't know how to pray.

3 Ss. : **Santer lalok**, laun ye kiyai masih ye unin bace kiyai niki enggih.

Ind. : **Ironisnya**, padahal dia seorang

Tuan Guru 1

1 Ss. : **Jujur**, sendekman arak ponpes niki baun tekene bije jarin de endekmn taok caren ngulu.

Ind. : **Terus terang**, sebelum adanya ponpes ini bisa dikatakan anak anak kalian belum mengetahui cara berwudhu'.

Eng. : **Bluntly**, before there was a school, we can say that our children didn't know how to take ritual ablution.

2 Ss. : **Singket**, sudah sebelas tahun sekian banyak nikmat Allah yang Allah curahkan ke PONPES.

Ind. : **Secara singkat**, sudah sebelas tahun sekian banyak nikmat Allah yang Allah curahkan ke PONPES.

Eng. : **Briefly**, it has been 11 years and so many favors have been poured out by God.

3 Ss. : **Adil**, sekalipun uah aliyah

tajahn lemak iqra'.

Ind. : **Adil**, sekalipun sudah SMA dia diajar mulai dari iqra'.

Eng. : **Fairly**, even though he was in senior high school, he was taught by Iqra's.

for us is praying in the middle of the night.

Evidential Markers

Tuan Guru 1

1 Ss. : **Endekn bau tesangkal**, perayaan niki adalah salah satu sopog tande bersyukur tipak nikmat Allah Swt.

Ind. : **Tidak dapat disangkal**, perayaan ini merupakan salah satu tanda kita bersyukur atas nikmat Allah Swt.

Eng. : This is **undeniably** a celebration of thanksgiving to God.

2 Ss. : **Pesti**, Anak-anak sak berajah insyaallah akan lebih hebat dari papuknya.

Ind. : **Pasti**, Anak-anak yang belajar pasti akan lebih hebat dari kakeknya.

Eng. : **Certainly**, the children who are studying will definitely be great.

3 Ss. : **Marak pikiran**, Nikelah karna pendidikan, karna iyelah entan tajah lek Ponpes yang ada di Gelanggang niki.

Ind. : **Sesuai pemikiran**, ini karna

Tuan Guru 2

1 Ss. : **Terus terang**, Loek gati dose kodek niki enggih.

Ind. : **Terus terang**, dosa dosa kecil ini terlalu banyak.

Eng. : **Bluntly**, the peccadillo is too much.

2 Ss. : **Biasen**, sembahyang malem niki kebiasaan dengan-dengan alim.

Ind. : **Biasanya**, sholat malam ini adalah merupakan kebiasaan orang-orang alim.

Eng. : **Generally**, praying in the middle of the night is the habit of pious people.

3 Ss. : **Jojur**, sembahyang sak paling sulit lek tiang pelungguh sami niki sembahyang malem.

Ind. : **Terus terang**, sholat yang paling sulit bagi kita semua adalah sholat malam.

Eng. : **Candidly**, the hardest prayer

pendidikan, inilah cara mereka diajarkan lek Ponpes yang ada di Gelanggang ini.

Eng. : **Conceivably**, this is because of education. This is the way they are tough in the school that is located in Gelanggang.

Tuan Guru 2

1 **Ss. :** **Bukti**, ye doang tebase niki enggih dimin tinggas sembahyang.

Ind. : **Bukti**, ini saja yang kita baca setiap kali selesai sholat.

Eng. : **Evidently**, we read it in every finished prayer.

2 **Ss. :** **Tetu**, siwak niki wajib baginda rasulullah SAW. Laguk lamun lek tiang pelungguh sami jak sunnah.

Ind. : **Memang**, siwak ini wajib bagi rasulullah dan sunnah bagi kita semua.

Eng. : **Indeed**, the siwak is obligatory on Rasulullah and Sunnah for all of us.

3 **Ss. :** **Marak pembadeq**, sengak sak sunah ye ampok teak rajin-rajin gawekn.

Ind. : **Sesuai perkiraan**, seharusnya

karna perkara sunnah kita harus lebih rajin melakukannya.

Eng. : **Conceivably**, because of Sunnah, we have to do it more diligently to do it.

Hearsay Markers

Tuan Guru 1

1 **Ss. :** **Teparan**, tiang pelungguh sami wajib bersyukur.

Ind. : **Diklaim**, kita semua wajib bersyukur.

Eng. : **It is claimed that** all of us must be grateful.

2 **Ss. :** **Pendengah**, uni uni mandik junub endek ne hafal gare-gare endek arak dengan ajahn.

Ind. : **Seseorang mendengar**, sekedar niat mandi junub saja dia tidak hafal dikarnakan tidak ada yang mengajarnya.

Eng. : **One hears that** just the intent of taking a bath doesn't memorize it because no one teaches it.

3 **Ss. :** **Wahk bedengah**, terkadang papukn masih menek nganjeng.

Ind. : **Saya mendengar**, kadang kadang kakeknya masih kencing berdiri.

Eng. : **I have heard that** sometimes

their grandfathers pee standing up.

rasulullah berpuasalah.

Eng. : I have heard if you want to meet with Rasulullah, please fast.

Tuan Guru 2

1 Ss. : **Teparan.**, Menuntut ilmu niki wajib bagi kaum muslimin sak nine dait mame.

Ind. : **Diklaim**, meuntut ilmu ini adalah keharusan bagi orang muslim laki-laki dan perempuan.

Eng. : It is claimed that study is a must-compulsion for boys and women.

2 Ss. : **Telaporan**, Lamun dengan sak mensare mun bace doe sak niki eak tampunan dosen sik Allah Swt.

Ind. : **Dilaporkan**, ketika doa ini dibaca ketika hendak tidur maka akan diampuni dosa-dosanya oleh Allah Swt.

Eng. : **Reportedly**, when this prayer is read before sleep, all of their sins are forgiven.

3 Ss. : **Wahk bedengah**, Mum kayun bedait kance rasulullah saw pause.

Ind. : **Saya telah mendengar**, kalau kamu ingin bertemu dengan

Mitigation Markers

Pseudo-Conditional

Tuan Guru 1

1 Ss. : **Lamun** bau, tiang menghimbau kepada pelungguh sami khususnya santri santri wati kami, ceritak inak amak de.

Ind. : **Jika kamu tidak keberatan**, saya menghimbau kepada kalian semua khususnya santri atau siswa siswi kami agar memberitahukan orang tuanya.

Eng. : **If you don't mind**, I appeal to you all, especially to all students, to inform your parents.

Expressions all Ending with 'But'

Tuan Guru 1

1 Ss. : **Anuk pacun**, *laguk* setelah adanya madrassah semuanya niki kita diajarkan.

Ind. : **Kemungkinannya benar**, *tapi* dengan adanya madrasah semuanya kita diajarkan.

Eng. : **That may be true**, *but* when

there is a school, we are taught everything.

luar biasa ketimbang kakek neneknya.

Eng. : **Mark my word**, our children will be greater than our grandparents.

Emphasis Markers

Tuan Guru 1

1 Ss. : **Penegasan**, sebodo-bodo biije jarin lamun eak sekolah bisa dia.

Ind. : **Saya menegaskan**, sebodoh-bodohnya anak kita kalau dia sekolah pasti bisa.

Eng. : **I insist that**, as stupid as our kids are when they study, they can do it.

2 Ss. : **Ternyata**, muk sendekman arak madrasah niki bilang langan taok ta boye dengan menek nganjeng.

Ind. : **Teernyata**, namun sebelum adanya sekolah ini disetiap jalan kita bisa temukan orang kencing berdiri.

Eng. : **Evidently**, when there is no school, we can find people peeing by standing up.

3 Ss. : **Inget unig**, anakk-anak de sak sekolah akan lebih hebat dari papuq nya.

Ind. : **Ingat kata saya**, anak-anak kita yang sekolah akan lebih

Tuan Guru 2

1 Ss. : **Tetu**, selapuk unit ni ye tejarian pahale doang sik de side Allah Swt.

Ind. : **Betul**, semua kata-kata kita ini dijadikan pahala oleh Allah Swt.

Eng. : **Really**, all of our words are made as a reward by God.

2 Ss. : **Tetu**, arak laek guruk niki lek solatiah kereng bedait kance Rasulullah Saw.

Ind. : **Sesungguhnya**, ada guru saya dulu di madrasah saulatiah sering kali bertemu dengan bertemu dengan Rasulullah Saw.

Eng. : **Indeed**, I have a teacher at Saulatiah who usually meets with Rasulullah Saw.

3 Ss. : **Paling endeq**, ye solehah timak-timak ne sak bereng.

Ind. : **Sedikit tidak**, dia orangnya solehah meskipun kulitnya

hitam.

Eng. : **To say the least**, she is a pious person even though her skin is black.

Following Bruce Fraser's (1969) analysis of commentary markers force, there are five groupings, each with six parts, and they were in TG 1 and TG 2 speeches: Assessment markers; Speaking style markers; Evidential markers; Hearsay markers; Mitigation markers; and Emphasis markers are all examples of assessment markers.

The first component of commentary makers is assessment markers, which are associated with the speaker's appraisal of the condition. These evaluation markers are mostly adverbs. In the instance of assessment markers, the goal is to signal a comment on the method in which the essential content is presented.

In executing evidentiary markers, such as in the data above, to show the speaker's confidence in the veracity of the main message, whether positive or negative, weak or strong.

The point hearsay markers are statements indicating the sort of source of the speaker's information for executing hearsay markers as described in the data above. As

previously stated, the sixth point of commentary markers is mitigation markers.

In this hunt for mitigation markers, only TG 1 was discovered. Based on Brown and Levinson and Fraser (1991), this type is used to express the speaker's wish to lessen the face loss associated with the fundamental message.

The third type of commentary marker is emphasis marks, which may be found in lines 61–70. This style is utilized to underline the importance of the primary message. Some of these markers are performative but not truly (illocutionary) performative in the sense that they are not utilized to indicate the speaker's underlying communication purpose.

CONCLUSION AND SUGGESTIONS

After doing the research and analyzing the data, the researcher came to the conclusion that there are six types of commentary markers and those are used by Tuan Guru in their speech: a) Assessment markers; b) Speaking style markers; c) Evidential markers; d) Hearsay markers; and e) Emphasis markers. The commentary marker is a type that is widely used by both Tuan Guru and because the pragmatic power is contained in both speech (a) reprove (b) giving information (c) influence (d) order (e) criticize (f) recommend (g) praise, indirect

speech is the way to realize the power of pragmatic speech. The pragmatic power would also be greater when indirect speech is often used.

Such matters need to be known so that what is maximized and the objectives of the speaker can be conveyed to the listener properly, so that the possibility of misunderstanding during the process of delivering the message takes place. Pragmatics is also a tool in the process of learning how to communicate effectively.

However, it is hoped that this research will provide insight into the pragmatic markers used by Tuan Guru and that it will serve as a reference to explain the significant functional of pragmatics itself.

In learning pragmatic, there were many things that were very interesting and there are many aspects that can influence a speech. In learning pragmatic, we don't discuss about order only, but there are some things like recommending, criticizing, and others.

From 6 types of pragmatic markers, most TG used assessment markers in delivering their speech, so why is the result from the analysis of data that the speakers more emphasize performing the speaker's evaluation of the state?

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