



A Journal of Culture, English Language, Teaching & Literature

ISSN 1414-3320 (Print), ISSN 2502-4914 (Online)

Vol. 18 No.1; July 2018

Copyright © Soegijapranata Catholic University, Indonesia

Interjections Functioned as Pragmatic Markers and Given/ New
Information

Maya Lisa Aryanti

English Language Study Program, Faculty of Languages,
University of Widyatama, Bandung, Indonesia

email: maya.lisa@widyatama.ac.id

Received: 20-07-2016

Accepted: 24-07-2016

Published: 17-07-2018

Interjections Functioned as Pragmatic Markers and Given/ New Information

Maya Lisa Aryanti

maya.lisa@widyatama.ac.id

English Language Study Program, Faculty of Languages,
University of Widyatama, Bandung, Indonesia

Abstract: The purposes of this research are to find out the functions of the interjections functioned as pragmatic markers and what they indicate to, to find out which information the interjections denote and to find out how many functions the interjections functioned as pragmatic markers possibly have. The data are five different interjections taken from five different novels. The results of this research are concerning to the functions of the interjections functioned as pragmatic markers. Generally, the functions are utterance initial, attention marker and a response signal. Further, interjections functioned as pragmatic markers take form as attitude, feelings or both. The interjections denote given/old information, new information and both. The last result is that it is possible for interjections to have more than one function. To sum up, interjections functioned as pragmatic markers have roles and forms in discourses. In addition, interjections functioned as pragmatic markers denote information.

Key words: interjections, pragmatic markers, given information, new information

***Abstrak:** Tujuan penelitian ini adalah untuk menemukan interjeksi-interjeksi yang berfungsi sebagai penanda pragmatik, apa yang ditunjukkan oleh interjeksi-interjeksi tersebut, untuk mengetahui jenis informasi apa yang ditunjukkan oleh interjeksi-interjeksi tersebut dan untuk mengetahui jumlah fungsi yang dimiliki oleh interjeksi yang berfungsi sebagai penanda pragmatik. Data yang diambil dalam penelitian ini berasal dari lima novel yang berbeda. Hasil dari penelitian ini berkenaan dengan fungsi-fungsi interjeksi sebagai penanda pragmatik yang umumnya berfungsi sebagai*

ujaran pembuka, penanda yang digunakan untuk menarik perhatian, dan sinyal pemberi jawaban. Selanjutnya, interjeksi-interjeksi yang berfungsi sebagai penanda pragmatik ini diiringi oleh perilaku, perasaan atau keduanya. Interjeksi-interjeksi ini merujuk pada informasi lama/informasi baru, informasi baru dan keduanya. Hasil terakhir dari penelitian ini menunjukkan bahwa interjeksi-interjeksi yang berfungsi sebagai penanda pragmatik mempunyai lebih dari satu fungsi. Singkatnya, interjeksi-interjeksi yang berfungsi sebagai penanda pragmatik selain memiliki peran dan bentuk di dalam wacana juga dapat merujuk pada jenis-jenis informasi tertentu.

Kata kunci: : interjeksi, penanda pragmatik, informasi yang diberikan, informasi baru

INTRODUCTION

Interjection and pragmatic markers have different definition. Interjections are words which describe feelings. These words are purely emotive words and are included into emotive emphasis (Norrick, 2008). Further, the words do not enter into syntactic relations (Norrick, 2008) and have never included into grammatical structure of a sentence (Fraser, 2008). Meanwhile, pragmatic markers are devices which have little or no meaning in themselves (Erman, 2001) and no role in determining the semantic meaning of the basic propositional content of a discourse segment of which they are a part but do have a critical role in the interpretation of the utterance (Fraser, 2008) and can be understood by looking at clues in the context and/or situation and by having a conventionalized pragmatics meaning mapped onto them (Erman, 2001).

However, recent research conducted by Fraser (2008) and Norrick (2008) offer new theory concerning interjections and pragmatic markers. The general focus of this paper is to describe the relation between the function as interjections functioned as pragmatic markers and the context. The data were taken from five different novels. Further, the theories which will be used to support interjections and pragmatic markers theories are theories of contexts proposed by Levinson (1983) and Grundy (2000).

Theories proposed by Quirk, Greenbaum, Leech, and Svartvik. (1985), Norrick (2008), Aijmer's theory in Slembrouk, Taverniers, and Herreweghe (2009) and Fraser (2008) will be helpful to find out the first functions of the

interjections as pragmatic markers and to find out how many functions the interjections as pragmatic markers have.

To find out the forms of interjections as pragmatic markers and what they indicate, theories proposed by Burton (1984), Djajasudarma (2006), Norrick (2008) and Aijmer's theory in Slembrouk et al. (2009) are used and theories proposed by Levinson (1983), Grundy (2000), and Brinton (1996) are used to deepen the explanation of the last point.

REVIEW OF RELATED LITERATURE

Interjection and pragmatic markers have different definition. Interjections are words which describe feelings. These words are purely emotive words and are included into emotive emphasis (Norrick, 2008). Further, the words do not enter into syntactic relations (Norrick, 2008) and have never included into grammatical structure of a sentence (Fraser, 2008). However, they have forms. The forms can be in a form of a syntactic like formulation (Norrick, 2008), in a form of attitudes (Burton, 1984) and feeling (Burton 1984; Djajasudarma 2006), in the form of markers within the information frame of discourse (Norrick, 2008), and in the form of sounds (Burton, 1984).

Interjection can take form in a syntactic like formulation. Free standing interjections mean interjections which are alone while interjection occur in various more or less formulaic combinations (Norrick, 2008) means interjections which take forms of single words (e.g: *Well!*, *Hey!*, *Ouch!*, etc) (Burton, 1984), of phrases (e.g: '*Oh dear!*' (Burton, 1984), *hell yeah*, *no shit*, *yeah but* and *yeah right* (Norrick, 2008); of sentences (e.g: '*I say!*'; '*You know!*') (Burton, 1984).

Attitude includes recognition (e.g: *Ah*) Quirk et al. (1985), signal some sort of difficulty in responding to the foregoing turn (e.g: *Well*) (Norrick 2008), request for silence (e.g: *Psst [ps]*) Quirk et al., (1985) and call for attention (Norrick, 2008; Quirk et al.,1985). Meanwhile, feeling includes admiration, sadness, sickness, curiousness, happiness (Djajasudarma, 2006), satisfaction, surprise (e.g: *Oh!*) (Norrick 2008), sorrow (e.g: *Alas*) (Norrick 2008), excitement, delight (e.g: *Yippee*) (Quirk et al.,1985).

Markers within the information frame of discourse (Norrick, 2008) include discourse markers, continuers, attention signals (Norrick, 2008), hesitators, expletives (Norrick, 2008; Quirk et al.,1985), emotive emphasis

along with exclamations, the persuasive *do* in imperatives, expletives, intensifiers and the general clause emphasizees such as *actually*, *really*, and *indeed* (Quirk et al., 1985). Further, interjections may take the form of sounds (e.g: *Hm!*) (Burton, 1984).

Meanwhile, pragmatic markers are devices which have little or no meaning in themselves (Erman, 2001) and no role in determining the semantic meaning of the basic propositional content of a discourse segment of which they are a part but do have a critical role in the interpretation of the utterance (Fraser, 2008) and can be understood by looking at clues in the context and/or situation and by having a conventionalized pragmatics meaning mapped onto them (Erman, 2001).

In fact, pragmatic markers have many functions. However, only five functions will be described. The first one is that pragmatic markers are used to initiate discourse, including claiming the attention of the hearer, and to close discourse (Brinton, 1996). The second one is that pragmatic markers are used to serve as a filler or delaying tactic used to sustain discourse or hold the floor (Brinton, 1996).

The third one is that pragmatic markers are used to subjectively express a response or a reaction to the preceding discourse or attitude towards the following discourse, including also “back-channel” signals of understanding and continued attention spoken while another speaker is having his or her turn and perhaps “hedges” expressing speaker tentativeness (Brinton, 1996). The fourth one is that pragmatic markers are used to to effect cooperation, sharing, or intimacy between speaker and hearer, including confirming shared assumptions, checking or expressing understanding, requesting confirmation, expressing deference, or saving face (politeness) interpersonally (Brinton, 1996).

The last one is that pragmatic markers are used to denote either new information (Erman, 2001, p. 201; Schiffrin 1987a) or old information (Quirk et al. 1985, p. 1482; Schiffrin 1987a; Brinton 1996). Given/Old information is information which is known by senders (Cook, 1989)/speakers (Saeed, 2001) and receivers (Cook, 1989)/hearers (Saeed, 2001). This information can be considered as shared knowledge/background (Bloor, 1995; Schiffrin, 1994).

New information is information which is unknown by senders (Cook, 1989)/speakers (Saeed, 2001) and receivers (Cook, 1989)/hearers (Saeed, 2001). This information, in general, can be treated as additional information (Saeed, 2001) and the focus of the speaker’s message (Bloor, 1995). Moreover,

this new information serves a communicative function within a clause (Schiffrin, 1994).

Given/Old information is indicated by presupposition triggers (such as passive forms and existential form), definite articles (Saeed, 2001) and introductory clauses/sentences (Schiffrin, 1994; Bloor, 1995). New information is indicated by indefinite articles (Saeed, 2001) and it is the explanation of given information/of what the introductory sentence is (Bloor, 1995). In addition, concerning to given/new information (Quirk et al., 1985) states that information focusing gives emphasis in language.

The interjections can be considered as pragmatic markers by viewing the function of the interjections which are alike to those of pragmatic markers. Interjections as pragmatic markers have some functions and forms. Further, they denote certain information. The functions are as turn initiators/utterance initials, summoning/attention getting device/attention markers, response signals, and signals of cognitive state.

Theories proposed by Burton (1984) and Quirk et al. (1985) contain explanation about this utterance initial. Burton (1984) states that "Often found at the beginning of sentences, especially in dialogue, to express feelings or attitudes, interjections play no part in the grammar of a sentence." In addition, Quirk et al. (1985) state that "Interjections are sometimes used to initiate utterances: **Oh**, what a nuisance; **Ah**, that's perfect." In addition, according to Norrick (2008) the interjections *oh*, *hey*, *ah*, and are as primary interjections among the most frequent turn initiators. Talking about this primary interjection he adds that both primary interjection and secondary interjection can stand alone as complete utterance, generally meant to index an internal state of the speaker.

Further, Norrick (2008) states that the interjection *hey* is basically a summoning or attention getting device whereas in responses, *oh* is a signal of surprise. In addition, according to Aijmer (1987), interjection *oh* often retains this force in combination with other interjections." Further, Norrick (2008) states discourse marker '*well*' signaling some sort of difficulty in responding to the foregoing turn. In addition, the interjections *ah*, and *ooh*, also pertain primarily to the information state, signaling some change in the speaker's cognitive state.

Context can be defined as concepts, true pragmatic meaning of utterances, true pragmatic acts (Mey, 2005), physical setting (Cummings,

2005)/physical environment (Yule, 1996) within which an utterance is produced to include linguistic, social and epistemic factors” (Cummings, 2005). Further, Cruse (2006) states that there are four most important aspects of contexts: preceding and following utterances and/or expressions (‘co-text’), the immediate physical situation/physical environment (Yule, 1996), the wider situation, including social and power relations, and knowledge presumed shared between speaker and hearer.

Utterance is a metapragmatic folk term used to describes sentences (Grundy, 2000)/the pairing of a sentence and a context (Levinson, 1983) whether (or how) they are related to sentences (or, in fact, to other units such as propositions, turns or tone units) (Schiffrin, 1994) as they occur in discourse (Grundy, 2000). In addition, these utterances are units of language (whether spoken or written) that are inherently contextualized and the raw data of linguistics (Griffiths, 2006). Meanwhile, utterance meaning is a meaning which can be conveyed directly from the utterance by considering contexts (Griffiths, 2006; Levinson, 1983; Allan, 1986), people’s awareness of language (Griffiths, 2006), and shared knowledge availability possessed by addressee(s) (Griffiths, 2006).

Further, utterance meaning is the meaning of explicature and of implicature (Griffiths, 2006) and it properly includes a description of denotation; and that a description of denotation properly includes a description of sense (Allan, 1986). The context of an utterance includes, not only the relevant co-text (i.e., the relevant surrounding text), but also the relevant features of the situation of utterance (Lyons, 1995). In addition, utterances previous to the utterances are also under consideration (linguistic context) (McManis, Stollenwerk, and Sheng, 1987).

The physical environment, or context, is perhaps more easily recognized as having a powerful impact on how referring expressions are to be interpreted (Yule, 1996). Physical context (McManis et al., 1987) is included into this aspect. Physical context encompasses where the conversation takes place, what objects are present, and what actions are taking place (McManis et al., 1987). Social context is included into wider situation, including social and power relations. This context includes the social relationship and setting of the speakers and hearers (McManis et al., 1987). The last, knowledge presumed shared between speaker and hearer is included into epistemic context. Epistemic context is background knowledge shared by the speakers and the hearers (McManis et al., 1987).

Shortly, these functions, forms and information can be figured out by considering the context in which interjections are in. The general focus of this paper is to describe the relation between the function as interjections functioned as pragmatic markers and the context.

METHODOLOGY

The research method used in this paper is a descriptive method. According to Sugiyono (2009, p. 1) qualitative research exists because there is a change in paradigm in viewing reality/phenomena/symptoms. In addition, Punch (1998, p. 29) states that a qualitative research not only uses non-numerical and unstructured data, but also, typically, has research questions and methods.

He adds that another method used is interpretative description, allowing the writer to describe as well as interpret the signs used including dialogue and narration, camera shots, camera angles and movement, color and lighting.

All data are taken from five novels. They are *The Lord of The Rings: The Fellowship of The Ring* by J.R.R. Tolkien (1994a), *The Lord of The Rings: The Two Towers* by J.R.R. Tolkien (1994b), *Why Didn't They Ask Evans?* by Agatha Christie (1974), *Dragonfly* by K.R Dwyer (1979), and *The Juror* by George Dawes Green (1995).

The writer took the data from the novels above because the writer found out that the interjections used in the novels have similar functions to those of in reality either in written or spoken. The techniques of data collection are as follows:

1. Reading five novels
2. Gathering all of the interjections the writer needs
3. Rereading the novels for several times in order to make sure that the taken data are really needed
4. Listing them based on theories proposed by Norrick (2008), Aijmer in Slembrouk et al. (2009) and their function
5. Determining what these interjections indicate
6. Counting how many functions an interjection may have

The analyzed data are five different interjections (e.g: *Ah, Oh, Well, Hey,* and *Alas*) from five different novels. To analyze the data, reading either the narration or utterances around the interjections and pointing out the context are important before finding out the first function of the interjections functioned as pragmatic markers, their forms and which information they denote. Counting how many functions of an interjection may have in an utterance is the last step.

FINDINGS

There are eight data which are analysed. All of them are from five different novels.

A. Data 1

The first data is taken from the novel *Why Didn't They Ask Evans?* written by Agatha Christie (1974). From page 82-83 the following conversation takes place:

“And the Caymans most emphatically weren't?”

“Most emphatically.”

“And then, just when everything has gone off well from Caymans's point of view—body successfully identified, verdict of accidental death, everything in the garden lovely – *you* come along and mess things up,” mused Frankie.

“*Why didn't they ask Evans?*” Bobby repeated the phrase thoughtfully. “You know, I can't see what on earth there can be in that to put the wind up anybody.”

“*Ah!* that's because you don't know. It's like making cross-word puzzles. You write down a clue and you think it's too idiotically simple and that everyone will guess it straight off, and you're frightfully surprised when they simply can't get it in the least. ‘*Why didn't they ask Evans?*’ must have been a most frightfully significant phrase to them, and they couldn't realize that it meant nothing at all to you.” (Christie, *Why Didn't They Ask Evans?*, 1974, pp. 82-83)

The above informs about Bobby, who asks the nurse to phone Frankie saying to her that he had had something important he must tell her and here Frankie comes back to the hospital again. Bobby tells her the last sentence from the dead man 'Why didn't they ask Evans?' which later becomes their next clue to seek the murderer. Here the interjection has two functions. They are a response signal and as an utterance initial.

The first functions are both utterance initials and as response signal because interjection *Ah* functioned as utterance initial is used to begin an utterance and interjection *Ah* functioned as a response signal is used to show Frankie's reaction towards what Bobby says. Frankie uses interjection *Ah!* to mark an old information and to begin her comment. The old information can be seen in the next context within the utterance. Here Frankie presupposes that 'Why didn't they ask Evans?' has certain meaning for the Caymans and is a mystery for Bobby.

The interjection takes a formulaic combination in a form of a sentence. The meaning of the interjection is comprehension because the interjection *Ah* indicates Frankie's attitude (recognition) towards Bobby's talk. In the context above Bobby questions the riddle he has and he has no assumption. On the other hand, Frankie has her own assumption here. Thus here the interjection has three functions; as an utterance initial, as a response signal and as a marker of old information.

B. Data 2

The second data is taken from the novel *The Lord of The Rings: The Two Towers* written by J.R.R. Tolkien (1994b). From page 215 the following conversation takes place:

'What's the matter?' asked Merry. 'Are you lying on an ant-hill?'

'No,' said Pippin, 'but I'm not comfortable. I wonder how long it is since I slept in a bed?'

Merry yawned. 'Work it out on your finger!' he said. 'But you must know how long it is since we left Lórien.'

'*Oh, that!*' said Pippin. 'I mean a real bed in a bedroom.'

'Well, Rivendell then,' said Merry. 'But I could sleep anywhere tonight.' (Tolkien, *The Lord of the Rings: The Two Towers*, 1994b, p. 215)

The above gives information that the conversation takes place in Isengard and the speakers are Gimli the Dwarf and Pippin (hobbit). The first functions are both as an utterance initial and as a response signal. Interjection *Oh* is considered as an utterance initial because it is used to begin an utterance or to initiate discourse and to claim the attention of the hearer. Interjection *Oh* functioned as a response signal is used to mark his reaction towards the previous utterance. This interjection denotes old information. The old information here is the period of time since they stayed in Lórien in which they enjoyed sleeping on a bed in a bedroom.

The interjection here is used to indicate Pippin's recognition and it takes form a formulaic combination in a form of a phrase (*Oh, that!*). In the end here interjection *Oh* has three functions; as an utterance initial, as a response signal, and as a mark of an old information.

C. Data 3

The third data comes from the novel is taken from the novel *The Lord of the Rings: The Fellowship of The Ring* written by J.R.R. Tolkien (1994a). The following conversation can be found on page 82:

'*Well!*' said Gandalf at last. 'What are you thinking about? Have you decided what to do?'

'No!' answered Frodo, coming back to himself out of darkness, and finding to his surprise that it was not dark, and that out of the window he could see the sunlit garden. (Tolkien, *The Lord of the Rings: The Fellowship of the Ring*, 1994a, p. 82)

From the conversation above, it can be interpreted that Gandalf and Frodo are discussing about the terror of the ruling Ring bestowed by Bilbo to Frodo in Frodo's house in Shire. Gandalf says to Frodo that The Ring is dangerous and cannot be destroyed easily because the Ring always tries to make its Bearer to use it. After Gandalf tells Frodo about why the Ring is so dangerous he tells Frodo where he can destroy it if he really wishes to.

Interjection '*Well!*' is functioned as an utterance initial. The interjection marks new information. Here, the utterances are new information because previously in the context it is Gandalf who tells Frodo everything about The Ring and its terror. Frodo asks him many things and he finally knows how dangerous the Ring is but he has not yet known what he should do. He asks Gandalf to wear it but he refuses. He suggests Gandalf to destroy it but

Gandalf says that the Ring cannot be destroyed so easily and this is proven when Frodo was asked to throw the Ring into the fireplace he felt there is a great reluctant within him. So, here Gandalf asks him two questions which are totally new ("What are you thinking about? Have you decided what to do?"). By considering the context, the writer can say that interjection *Well* is not only in a form of hesitator to indicate Gandalf's great anxiety but also to indicate his doubt. He asks two questions after he explains everything to Frodo because he wants to make Frodo understands what is going on and because he wants to tell him the danger of the Ring. Further, this interjection appears as a freestanding interjection because it only consists of a word (*Well!*). In the end the interjection has three functions. The first is as an utterance initial, the second is as a marker for new information and the last as a hesitator.

D. Data 4

The next data is still taken from *The Lord of the Rings: The Fellowship of the Ring* (Tolkien, 1994a). The data is taken from page 176:

'Hey! Come Frodo, there! Where be you a-going? Old Tom Bombadil's not as blind as that yet. Take off your golden ring! Your hand's more fair without it. Come back! Leave your game and sit down beside me! We must talk a while more, and think about the morning. Tom must teach the right road, and keep your feet from wandering.' *(Tolkien, The Lord of the Rings: The Fellowship of the Ring, 1994a, p. 176)*

From the data above, it can be understood that Frodo and his friends are in Tom Bombadil's house. Tom makes the Hobbits to tell him their tale (including Frodo's story about the Riders). Here Frodo has slipped the Ring because he is annoyed to Tom who seems to think that the Ring matter is not a perilous matter and he actually has an opportunity to make a prank on Bombadil when Tom tells the Hobbits about an absurd story concerning badgers and their queer ways. However, when he is about to reach the outer door Tom calls him.

The interjection takes a formulaic combination in a form of a sentence. The first function of interjection *Hey* is as an attention marker. The interjection *Hey* used by Tom Bombadil signals that he wants to get Frodo's attention. The second function of this interjection is to initiate an utterance. Considering there is an overlap between its function with pragmatic marker function this interjection can denote old information. The old information

can be seen in the context (Frodo is using his Ring making him invisible and here Tom Bombadil asks him to put off the Ring). Thus, here interjection *Hey* has three functions: as an attention getter, as an utterance initial and as a mark of new information.

E. Data 5

The fifth data is taken from the novel *Dragonfly* written by Dwyer (1979). Hereunder is the conversation taken from page 133:

“Not interested,” she said, turning away from the window.

“*Hey!* What about your friends?” He nodded at the girl behind her.

“I’ll ask her.”

The other girl came to the window. She was a petite brunette, in her late teens or early twenties. She was wearing tight jeans and a long-sleeved white sweater and a short buckskin jacket.

“Yeah?”

“How much?”

“You just did that routine with Velma.”

“Okay, okay.” Embarrassed, he told her what he wanted.

She appraised the car and said, “Seventy bucks.” (Dwyer, *Dragonfly*, 1979, p. 133)

The dialogue above involves Rice and two different attractive girls who happen to be prostitutes. He was driving his cars alone when he saw young and generally attractive girls, alone and in groups of two or three, stood at the curb near the bus stops. He finally decided to turn a corner and stopped near two flashily dressed young girls, and put down the automatic window on the passenger’s side.

The interjection takes a formulaic combination in a form of a sentence. The first and the second function of the interjection are as attention marker and utterance initial. Rice used the interjection *Hey* above is as attention signal to the addressee (unnamed girl) to take attention to what he is going to ask her later. The interjection denotes an old information. The old

information is Heather Nichols. This can be identified by considering the next contexts, “.... *What about your friends?*” *He nodded at the girl behind her* which have utterance meaning that there are many girls in front of the speaker’s eyes but he only chose one girl. This can be seen from definite descriptive ‘the girl’ in *He nodded at the girl behind her*.

Interjection *Hey!* above is used after the speaker notices that there are many girls and two of them attract him. Rice uses the interjection to express his cognitive change. He uses it first only because he just wants to attract the unnamed girl’s attention in order that she wants to ask her friend to go dating with him. The interjection is used to indicate the speaker’s attitude. According to the context Rice uses interjection *Hey!* to greet one of the girls. The attitude shown by the interjection *hey* above is doubt. Thus, here the interjection *Hey* has four functions: as an attention marker, as an utterance initial, as a mark of new information and as a mark of a cognitive change.

F. Data 6

The Juror novel written by George Dawes Green (1995) becomes the sixth data. The data is taken from page 289:

The telephone rings. She lets it. After four rings the machine picks up, and in a moment she hears Inez, her dealer.

“*Hey* babe. When are you going to call me? I’ve got to talk to you. Zack Lyde gave me a call. Told me he wants a piece he saw up at your studio. He says it’s called, um, Second-Grade Passion for a TV Lion? Says he’ll pay twelve for it – do we have a deal? Says he’d like to know immediately – he’s having dinner with one of his Asian friends and he wants to be able to offer it.....” (Green, *The Juror*, 1995, p. 289)

From the above, it can be interpreted that Annie is in her studio in the morning thinking. She has just freed from her Juror duty but she is still under The Teacher’s pressure. Here she gets a call from Inez, her Art dealer.

There are two functions of the interjections in the beginning. They are as attention getter and an utterance initial. The interjection is used firstly to get Annie’s attention and the second the interjection is used to initiate the utterance. This interjection denotes new information because this interjection is used to start a talk containing new information. The interjection takes a formulaic combination in a form of a phrase (*Hey* babe). Further, Interjection

Hey is used to show in form of attitude (recognition) because it is used only to greet someone. Thus here, there are three functions of interjection *Hey*: as an attention getter, as an utterance initial and as a mark of new information.

G. Data 7

The data is taken from the novel entitled *The Lord of the Rings: The Fellowship of the Ring*. The data can be found on page 261 from the novel written by Tolkien (1994a):

‘*Alas!*’ he cried. ‘It was this accursed knife that gave the wound. Few now have the skill in healing to match such evil weapons. But I will do what I can.’ (Tolkien, *The Lord of the Rings: The Fellowship of the Ring*, 1994a, p. 261).

The above informs that Frodo is stabbed by one of the Ringwraiths (the Black Riders). The weapon is not an ordinary weapon. It’s called as an accursed knife because when Strider lifted up the long thin knife and raised it the edge of it was notched and the point was broken off. When the Strider held it up in the growing light, the blade seemed to melt, and vanished like a smoke in the air, leaving only the hilt in Strider’s hand. The Strider is speaking to the Hobbits (Meriadoc, Pippin, Sam & Frodo).

The interjection ‘*Alas!*’ functions as an attention marker and as emotive emphasis because Aragorn uses the interjection as an attention marker and an overt signal of emotion in order to get the hobbit’s attention. Furthermore, the interjection is used to denote new information. The new information can be conveyed by the context in the next utterance itself. The interjection has three forms. They are feeling, attitude and a free standing interjection.

It is considered as a freestanding interjection because the interjection does not come along with another syntactic like formulation/unit. The feeling is supposed to be sorrow but by considering the context the writer can say that actually the feeling the interjection indicates to is anxiety. This can be seen from the provided context in where Frodo has just been stabbed by one of the Black Rider and the weapon which is used to stab him is not an ordinary weapon but a deadly and accursed one.

The attitude of the interjection is informing. This can be seen from the next context/following utterance which seems like The Strider’s comment to what has just happened. He informs the others that the knife is a cursed knife

and that there are a few healers who can heal the wounds caused by this weapon.

There are three functions of the interjection. They are as an attention marker, as a new information marker and as an emotive emphasis.

H. Data 8

The last data is taken from the novel *The Lord of the Rings: The Two Towers* written by J.R.R. Tolkien (1994b). From page 166 the following conversation takes place:

‘You move me, Gimli,’ said Legolas. ‘I have never heard you speak like this before. Almost you make me regret that I have not seen these caves. Come! Let us make this bargain – if we both return safe out the perils that await us, we will journey for a while together. You shall visit Fangorn with me, and then I will come with you to see Helm’s Deep.’

‘That would not be the way of return that I should choose,’ said Gimli. ‘But I will endure Fangorn, if I have your promise to come back to the caves and share their wonder with me.’

‘You have my promise,’ said Legolas. ‘**But alas!** Now we must leave behind both cave and wood for a while to the end of the trees. How far is it to Isengard, Gandalf?’ (Tolkien, *The Lord of the Rings: The Two Towers*, 1994b, p. 166)

From the conversation above, it can be concluded that Gandalf, Aragorn, Legolas and Gimli, the King of Rohan and his men are on their way to Isengard. Here they are talking about the wonder of their homeland. Gimli is a dwarf living in a cave and he loves darkness and mines material. Legolas is an Elf who loves forest and sunshine. Gimli is talking about the beauty of the cave while Legolas is talking about the forest. Here Gimli is successfully to make Legolas love the cave and make him to make a bargain.

The function of the interjection is firstly as an attention marker. The second function is as an utterance initial. The interjection *alas* is used to denote ‘Now we must leave behind both cave and wood for a while to the end of the trees’ as new information because the interjection is used to emphasize their current state. The interjection shows Legolas attitude because the interjection is used to emphasize his emotional state. In another word, the

interjection takes a form as attitudes (recognition and an overt signal of affect). The interjection takes a formulaic combination in a form of a phrase (*But alas*). In addition, the feeling is sad. Legolas longs to visit Fangorn and he also makes a bargain to Gimli that he will visit his cave but he must put his wish aside because their doom is approaching. The interjection is used to show comprehension because it is used as a sign that someone understands of his state. Thus, here the interjection *alas* has four functions: as an attention marker, as an utterance initial, as a mark of new information and as an emotive emphasis.

Based on the analyses of the data above, interjections as pragmatic markers may take three forms. It can be in form of free standing interjection and can take a formulaic combination in a form of either phrases or sentences. Examples of free standing interjections: ‘Well!’ (Data 3) and ‘Alas!’ (Data 7). Examples of interjections taking a formulaic combination of a phrase: ‘Oh, that!’ (Data 2), “Hey babe” (Data 6) and ‘But *alas*!’ (Data 8). Examples of interjections taking a formulaic combination of sentences “*Ah!* that’s because you don’t know.” (Data 1), ‘*Hey!* Come Frodo, there!’ (Data 4) and “*Hey!* What about your friends?” (Data 5).

To figure out the forms of interjections as pragmatic markers, context is not needed. However, it will be both helpful and crucial when I determined attitude shown by the interjections, its function as pragmatic markers, overst signals of emotion and denotation of information which can be either old or new.

Recognition is the most common form of attitude shown by some of the data. This can be seen from Data 1, Data 2, Data 4, Data 5, Data 6 and Data 7. Meanwhile, the other two datas show different attitudes: hesitation/query (Data 3) and emphatic emphasis (Data 8).

The functions of interjections as pragmatic markers whose attitude is in a form of recognition can be a combination of response signals and utterance initials, a combination of attention getter and utterance initials, a combination of attention marker, cognitive change and utterance initial, and a combination of attention marker and emotive emphasis. Recognition is considered as an attitude when someone understands and notices something.

The function of interjections as pragmatic markers whose attitude is in a form of hesitation or query is as hesitator and utterance initial. Hesitator is used to show one’s doubt towards something. Also, the function of interjections as pragmatic markers whose attitude is in a form of emphatic

emphasis is as attention marker, utterance initial and emotive emphasis. When emotive emphasis becomes an attitude shown by interjections, it shows overt signal emotion. It is used to show emotional reaction towards something or certain events and to give emphasis on one's emotional state. This is shown in Data 1 (mild surprised), Data 3 (great anxiety and doubt), Data 7 (sorrow and anxiety) and Data 8 (sad).

Interjections as pragmatic markers may denote old information, new information or maybe both. Old information denoted by interjections functioned as pragmatic markers can be in a form of opinion or prediction which is considered to be true (Data 1), in a form of shared experience/shared knowledge (Data 2), and personal background knowledge (Data 7). Meanwhile, new information denoted by interjections functioned as pragmatic markers can be in a form of the "closing" summary of new information the speaker has just given and the beginning of initial questions in order to get new responses (Data 3), in a form of certain direct reaction towards occurring certain events (Data 4), in a form of initial conversation containing new information (Data 6), in a form of new information (Data 7) and in a form of a new response giving emphasis on their current state (Data 8).

To sum up, interjections functioned as pragmatic markers have many forms and attitudes. The interjections as pragmatic markers may take the forms of free standing (2 data), a formulaic combination in a form of a phrase (3 data) and of a sentence (3 data). They become overt signal of emotions when they have emotive emphatic which can be inferred through the context. The feelings indicated by the interjections becoming the over signal of emotions are doubt, great anxiety, sorrow and anxiety and sad.

Interjections as pragmatic markers have more than two functions. All of the interjections taken as data in this paper has four functions in maximum and has three functions in minimum. The most common functions of interjections as pragmatic markers are as response signals, attention getters/attention markers and utterance initial. Further, most of the first functions of the interjections as pragmatic markers are as attention markers (4 data) while the others are both utterance initial and response signal (3 data) and an utterance initial (1 data).

The interjections functioned as pragmatic markers denote old information (5 data) and new information (3 data). Old information denoted by interjections functioned as pragmatic markers are generally in a form of experience/shared knowledge, and personal background knowledge while new

information denoted by interjections functioned as pragmatic markers are generally in a form of certain direct reaction towards occurring certain events, in a form of initial conversation containing new information and in a form of a new response.

The study of interjections and pragmatic markers are newly developed. There are many arguments and overlaps surrounding them. Basically, interjections are discussed in scope of Grammar and Syntax while pragmatic markers are discussed in scope of Discourse or Pragmatics. Interjections are used to express feeling while pragmatic markers are used to monitor communication. Interjections can be pragmatic markers if their functions are similar to or fulfill those of pragmatic markers. In addition, most of the theories used in this paper are compiled based on actual data of certain environment not based on text (e.g: novels).

CONCLUSION

Most of the first functions of the interjections as pragmatic markers are as attention markers (4 data), while the others are both utterance initial and response signal (3 data), and an utterance initial (1 data). The interjections as pragmatic markers may take forms; free standing (2 data), a formulaic combination in a form of a phrase (3 data), and of a sentence (3 data). The attitudes indicated by the interjections are recognition, overt signals of emotion and affect, a hesitator and call for attention. The feelings indicated by the interjections are doubt, great anxiety, sorrow and anxiety and sad. The interjections functioned as pragmatic markers denote old information (5 data), and new information (3 data). Interjections as pragmatic markers have more than two functions. All of the interjections taken as data in this paper has four functions in maximum and has three functions in minimum.

REFERENCES

- Agatha, C. (1974). *Why didn't they ask Evans?*. London: Pan Books.
- Allan, K. (1986). *Linguistic Meaning* (Vol. 1). Routledge.
- Bloor, T., & Bloor, M. (2013). *The functional analysis of English*. Routledge.

- Brinton, L. J. (1996). *Pragmatic markers in English: Grammaticalization and discourse functions* (Vol. 19). Walter de Gruyter.
- Burton, S. H. (1984). *Mastering English Grammar*. Macmillan International Higher Education.
- Louise, C. (2005). *Pragmatics: A multidisciplinary perspective*.
- Cook, G. (1989). *Discourse*. Oxford University Press.
- Cruse, A. (2006). *Glossary of semantics and pragmatics*. Edinburgh University Press.
- Djajasudarma, T. Fatima. (2006). *Metode Linguistik: Ancangan Metode Penelitian dan Kajian* [Linguistics method: Approach of research methods and studies]. Bandung: PT. Refika Aditama.
- Dwyer, K. R. (1979). *Dragonfly*. United Kingdom: Sphere UK. Ltd.
- Erman, B. (2001). Pragmatic markers revisited with a focus on you know in adult and adolescent talk. *Journal of pragmatics*, 33(9), 1337-1359.
- Fraser, B. (2008). Topic orientation markers. *Journal of pragmatics*, 41(5), 892-898.
- Gatherer, W. A. (1985). *The Student's Handbook of Modern English*. Holmes McDougall.
- Green, G. D. (1995). *The Juror*. New York: Grand Central Publishing.
- Griffiths, P. (2006). *Introduction to English semantics and pragmatics*. Edinburgh University Press.
- Grundy, P. (2000). *Doing Pragmatics* (2nd ed.). New York: Oxford University Press, Inc.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Lyons, J., & John, L. (1995). *Linguistic semantics: An introduction*. Cambridge University Press.

- McManis, C., Stollenwerk, D., & Zheng-Sheng, Z. (1988). *Language files: Materials for an introduction to language*. Advocate Publishing Group.
- Mey, J. L. (2005). *Pragmatics, An Introduction* (2nd ed.). Australia: Blackwell Publishing.
- Norrick, N. R. (2008). Interjections as pragmatic markers. *Journal of pragmatics*, 41(5), 866-891.
- Punch & Keith F. (1998). *Introduction to Social Research: Qualitative and Quantitative Approaches*. London: Sage Publications Ltd.
- Quirk, Greenbaum, Leech, & Svartvik. (1985). *A Comprehensive Grammar of The English Language*. Longman Group Limited.
- Saeed, I. J. (2001). *Semantics*. Blackwell Publishers Ltd.
- Schiffrin, D. (1994). *Approaches to Discourse*. Hoboken: Blackwell Publishers Inc.
- Slembrouck, S., Taverniers, M., & Herreweghe, V. M. (2009). *From will to well: studies in linguistics offered to Anne-Marie Simon-Vandenberghe*. Academia Press.
- Sugiyono. (2009). *Memahami Penelitian Kualitatif* [Understanding Qualitative Research]. Bandung: CV Alfabeta.
- Tolkien, J. R. R. (1994a). *The Lord of the Rings: The Fellowship of the Ring*. New York: Ballantine Books.
- Tolkien, J. R. R. (1999b). *The Lord of the Rings: The Two Towers*. New York: Ballantine Books.
- Yule, G. (1996). *Pragmatics*. Hongkong: Oxford University Press.