

**THE USE OF TRANSITIONAL SIGNALS IN WRITING ESSAY AT
THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT
IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the
Degree of Education in English Department*

BY:

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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the Fifth Semester Students of English Department
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MOTTO

Never think that something is easy for someone to take over because you might not see her struggle to be considered as the capable one

I dedicated this thesis
to my beloved parents, sisters,
family, and all my friends.
Thank you for supporting me.

ABSTRACT

Dewi Kartika Sari, 2018. *The Use of Transitional Signals in Writing Essay at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar* under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Hj. Andi Tenri Ampa and Andi Asri Jumiatty.

This research aimed to find out the use of transitional signals in writing essay specifically to find out the types of transitional signals and the accuracy of its use. The transitional signals that were analyzed are transitional signals for adding ideas and emphasizing, showing contrast and comparison, showing cause and effect, providing examples, introducing time order or sequence, and concluding or summarizing. This research was conducted for the fifth semester students of English Department in Muhammadiyah University of Makassar.

This research used a quantitative method. The population of this research was the fifth semester students while the sample was 68 students from that population that was taken randomly. The instrument of this research was writing test. The respondents were asked to choose one of topic and wrote at least three paragraphs about it.

The findings of this research showed that the total of transitional signals that are used by the students were 203 transitional signals, specifically 35 transitional signals for adding and emphasizing, 32 for showing contrast and comparison, 17 for providing example, 5 for showing cause and effect, 95 for introducing time order and sequence, and 19 for summarizing. Moreover, the percentage of the accuracy was 83%. Orderly, the percentage of the accuracy for adding and emphasizing ideas, showing comparison and contrast, providing example, showing cause and effect, providing time order and sequence, and summarizing transitional signals were 86%, 78%, 94%, 80%, 84%, and 69%. In other words, the most widely used transitional signal was transitional signals for introducing time order and sequence and the least used transitional signal was transitional signals for showing cause and effect. While, the highest percentage of accuracy was transitional signals for providing example and the lowest percentage of accuracy was transitional signals for summarizing.

Keywords: Transitional signals, writing, essay, and accuracy.

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CHAPTER I

INTRODUCTION

A. Background

Writing skill is so important to be improved as important as speaking, reading and listening skills. It is the primary basis skill which your work, your learning and your intellect will be judged in collage, in the workplace, even in the community. Through writing, we can express who we are and promotes our ability. Besides that, writing also stimulates people's thinking skill to demonstrate their ideas. Therefore, it is a crucial for everyone to learn and master writing skill in order to be literate.

In addition, Hedge (2000) states that writing is a complex process which is neither easy nor spontaneous for many second language writers. It involves a number of activities: setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. According to Chakraverty and Gutum (2000), writing which is an important part of language learning is essentially a reflective activity that requires enough time to think about the specific topic, to analyze, and to classify any background knowledge.

Being competent in writing is very needed for students whose second language and foreign language is English. Nevertheless, since English is not their first language, it is most likely students would make some mistakes especially for the University students. However, Brown (2004) says that among the language

skills, writing is the most complicated and the most difficult skill. It is because there are several rules that have to be mastered by the students such as spelling, grammar and punctuation, coherence and organization of ideas. It means that the students should master writing although it is difficult because writing can be a way to keep a communication between one and one another and the students have to be able to construct the paragraph coherently.

From those five components of writing that are mentioned before, organizing ideas is the difficult one. Graves (1987) reported that, according to the National Assessment of Educational Progress, major problems exist in students' ability to write unity text and to use information to persuade readers. Meanwhile, a text could be called as a good writing if the ideas are organize well, has a relation each other and built a united forming of the paragraph.

Knowing about the organizational structure of writing, it can be said that the students should give attention not only in its organizations of idea but also in its coherence. According to Oshima and Hogue (1997:78), a coherent paragraph flows smoothly from beginning to end. Three ways to give paragraph coherence are using nouns and pronouns consistently throughout a paragraph, using transition signals to show relationships among ideas, and setting ideas into some kind of logical order, such as logical division. In this research, the researcher takes only a way to make a coherent paragraph that is using transitions.

Transitional signals are connecting words or phrases that strengthen the internal cohesion and coherence in our writing. They show the relationships between the parts of a sentence, between the sentences in a paragraph, or between

the paragraphs in a longer piece of writing. Not only that, transitional signals are connecting words and phrases that link sentences and paragraphs together so that there are no abrupt jumps or breaks between your ideas. They improve the connections and transitions between sentence and paragraphs in order to help a reader see the connection or relation between ideas. In other words, they give a logical organization and structure to a text.

In addition, transition signals also act like a bridge between parts of writing. They act like signposts that indicate to reader when the writer builds up to some new idea or thought, or when the writer tries to compare ideas or draw conclusions from previous thoughts. They are making it easier for the reader to follow your ideas and understand your ideas. They carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraphs or topics.

Even though transitional signals take a big role in composing a good writing, there are still many students who don't know how to use the correct transitional signals. Rachmawati and Susanti (2016) in their research with title *The Use of Transitions in the Students Argumentative Essay* found that most students had good knowledge about transitions, for instance its definition, its types, and its function but sometimes they were still difficult to use certain transitional signals in appropriate way. They put certain transitional signals in the wrong place, chose inappropriate transitional signals, used wrong grammatical, and over-use transitional signals.

Furthermore, Djahimo (2018) found that generally the sixth semester students of English Study Program of UNDANA have good competence in using transition signal appropriate with its function and grammar, however, some transition signals are still used incorrectly. All those phenomena happen because most students focus to collect information and put them as the content of their writing. Meanwhile, that information could not be organized well if they do not use transitional signals to link one idea with another idea.

Knowing students' accuracy to use correct transitional signals is needed especially in Muhammadiyah University of Makassar. First is because transitional signals take a big role in writing even though some students don't notice it. Second is because there are still some students who use inappropriate transitional signals for some situation, for instance they use "on the other hand" to provide a similar opinion while that transitional signals should be used to show a contrast between the previous ideas with the other ideas or they write "as a conclusion" but they still write another issues after it. The third is because there isn't a previous research before about students' accuracy to use correct transitional signals especially for the fifth semester students. The fourth is because researcher wants to know whether the students' ability to use transitional signals is one of the reasons why some previous researches about writing in Muhammadiyah University of Makassar found that the students' ability to write descriptive or even another kind of writing is still under expectation. Therefore, the researcher is interested to find out the use of transitional signals in writing essay at the fifth semester students of English Department students in Muhammadiyah University

of Makassar which will be focused to analyze the transitional signals that the students use and the accuracy of its use.

B. Problem Statements

From the background above, the problems of interest that will be discussed in this study are:

1. What kinds of transitional signals that are used by the students in writing essay at the fifth semester students of English Department in Muhammadiyah University of Makassar?
2. How accurate do students use transitional signals in writing essay at the fifth semester students of English Department in Muhammadiyah University of Makassar?

C. Objective of the Research

Based on the problem statement above, the aims of this study are:

1. To identify the kinds of transitional signals that are used by students in writing essay at the fifth semester students of English Department in Muhammadiyah University of Makassar.
2. To identify the accuracy of transitional signals that are used by students in writing essay at the fifth semester students of English Department in Muhammadiyah University of Makassar.

D. Significances of the Research

The outcomes of this study are expected to be a piece of meaningful and useful information for the participants in order that they could know their understanding about transitional signals to form a good writing. Not only that, the lecturer of Muhammadiyah University of Makassar will know their students' ability to use correct transitional signals and how far the subject of writing I until writing III could help the students to understand the appropriate transitional signals to be used. The other researchers also could take this study as their references in doing their research.

E. Scope of the Research

This research is restricted to the use of transitional signals in writing essay. This research focuses to analyze the types of transitional signals that are used by the students in writing essay and the accuracy of its use. It is focused on the transitional signals for adding ideas and emphasizing, showing contrast and comparison, showing cause and effect, providing examples, introducing time order or sequence, and concluding or summarizing. This research will be conducted for the fifth semester students of Muhammadiyah University of Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. The Nature of Writing

The definition of writing has several meanings. According to Jhon Langan (1985) in his book, that writing is treated as a process. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing, one of the world's oldest technologies, uses an expansive array of tools, from pencil or pen to software programs and video streaming capacities.

According to Utami Dewi (2013) in her book, that writing is the expression of language in the form of letters, symbols, or words. It

means that someone can express what are there in their mind by using letter, symbol, or words that can be understood by the reader as a manifestation from their mind.

On the other side, Nystrand (1989: 75) states that writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, Sudaryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (1992: 7 8 21) states that writing is a process in describing a language that can be understood by

others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

Nura (2003: 71) says that writing is an activity. Writing is not merely symbolizing spoken language. Writing is a person's way to express him/her and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

Writing as a productive skill needs appropriateness in using the language. It is supported by Riddel (2003: 131) in the following quotes.

“With writing, the emphasis on accuracy is much greater than with speaking.... Written tasks, on the other hand often require accuracy (e.g. completing a application form) and formal language. Because they recognize this, many students feel under pressure when writing.”

Besides, Riddel (2003: 132) also explains that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself. This makes writing is more difficult than speaking. From the two statements, it can be concluded that writing is a difficult skill because it needs a high ability in choosing words and sentences to be understood by the readers. It is because the readers cannot criticize or asks questions concerning with the writing directly.

Similar opinion is stated by Nursisto (2000: 5). He says that writing is a communication ability using the highest level of language. Four language abilities in a normal individual are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication ability dealing with the spoken language, in the form of listening and speaking ability. Then, one level above listening and speaking is reading, and the most difficult level is writing.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Based on the opinion above, it can be concluded that writing has the most difficulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to misunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

B. Concept of Essay

An Essay is a piece of writing several paragraphs long, not just one or two paragraphs (Oshima and Hogue, 1997:76). An essay is usually a short piece of writing which is quite often written from an author's personal point of view. Essays can consist of a number of elements, including: literary

criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. An essay is generally a piece of writing that gives the author's own argument. Essays have traditionally been sub-classified as formal and informal. Formal essays are characterized by "serious purpose, dignity, logical organization, length," whereas the informal essay is characterized by "the personal element (self-revelation, individual tastes and experiences, confidential manner), humor, graceful style, rambling structure, unconventionality or novelty of theme".

Essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and admission essays are often used by universities in selecting applicants and, in the humanities and social sciences, as a way of assessing the performance of students during final exams. The concept of an "essay" has been extended to other mediums beyond writing.

There are three main areas we need to consider when writing an essay. We need to evaluate our (1) focus, (2) content and (3) organization. While each of the three has its own vitality, the "*trinity*" is inseparable. First, essay must have a purpose, which has clearly defined and effectively communicated. This is the focus of essay. Essay must fulfill the requirements for the purpose it is trying to accomplish. In addition, our work must be well balanced; we should neither do too much in the essay, nor mark our goals too limited and inconsequential. Also, the needs, interests and expectations of our readers should be considered and met.

Besides focus, content is an essential part of our essay. Considering controlling purpose, we ought to discover whether there is adequate support and whether our essay development fulfills the commitment started or implied by the controlling purpose. What supporting details or evidence we have provided and how adequate they are is equally important. All our details, evidence, or counter arguments should not only relate clearly to our controlling purpose, but should have the purpose of strengthening the essay.

Both the focus and content are strengthened and enhanced by the organization of the essay, which must follow an overall organization strategy. We may want to test the effectiveness of such strategy by outlining or summarizing our essay. The organization of our essay must follow logically the commitment established by our controlling purpose. We must insure that our readers will be able to follow the organization and easily make sense of it. Furthermore, we should ask our self whether or not introduction and conclusion could more effectively open and close our essay.

After all of the above has been observed; now ought to consider such things as grammar, spelling, word choice, sentence structure and mechanics. Despite its importance, grammar is often ignored in the writing classes. It is the student's responsibility to acquire the grammatical skills necessary to succeed in a writing class.

C. Concept of Transitional Signals

Transitional signals are vital devices for essay, paper, or other literacy compositions that carry the reader from one idea to the next idea. Stott (1991) stated that transition is anything that links one sentence—or paragraph—to another. For more, he emphasize that nearly every sentence, therefore, is transitional; coherence writing is a constant process of transitioning.

The statement from Stott is reasoned. Without the use of transitional signals, the following paragraph appears disjointed and disorganized:

The Writing Center is a valuable resource for students who have trouble writing papers. It is also a good resource for students who are skilled at writing papers. These students might simply want to improve their writing further. The tutors welcome students of both varieties. They are at the Writing Center to help. Tutors are not simply there to check grammar.

When transitions are made from sentence to sentence, the same paragraph no longer sounds as if it were written by a robot:

The Writing Center is a valuable resource for students who have trouble writing papers, **and** it is also a good resource for students who are skilled at writing papers **but** want to improve their writing further. The tutors welcome students of both varieties, **because** they are at the Writing Center to help. **However**, tutors are not simply there to check grammar.

There is a big difference between the first and the second examples above. The ideas in the first example seem stand alone; there is no connection between ideas. In contrast, in the second example, the ideas are connected each other. So, by adding transitions to a text, the individual clauses add to each other and could provide the purpose of the writing.

Although transitional signals have an important role in writing, it is also forbidden to use them in every sentence. Using too many transition signals only make the reader confuse. However, good writing requires using an enough transitional signal to make the relationships among your ideas clear (Oshima and Hogue, 1998). It is emphasized with the statement of Provost (1988) that a transition should be short, direct, and almost invisible. So we could state that to make a good writing and to be a good writer, we should use transitional signals in the appropriate place with the appropriate transitional signal. There are many experts who have a different opinion about transitional signals. They are Lynch and Anderson (2013), Whitaker (2009), Sherman and friends (2010), Oshima and Hogue (2006)

According to Lynch and Anderson (2013), transitional signals are named as sentence openers. They divided the sentence openers into six types based on its function. They are transitional signals for addition, showing contrast, showing cause and effect, positive condition, negative condition, and providing time order or listing.

1. Sentence openers which act as an addition such as moreover, also, furthermore, in addition, and apart from. These transitional signals

connect two sentences or two paragraphs in the same line for instance positive sentence with positive sentence and negative sentence with negative sentence; they support each other.

2. Contrast sentence openers. Contrary with the first type of sentence openers, this second type connects two different sentence or paragraph. Different here means that those sentences or paragraphs provide a contrary argument. The examples of this type are however, nevertheless, on the other hand, in contrast, in spite of, and despite.
3. Cause and effect sentence openers. This type connects two sentences of two paragraphs which the first sentence or paragraph acts as a caused and the second sentence of paragraph acts as the result or effect of the first sentence or paragraph. The sentence openers that are included in this type are so, as a result, consequently, therefore, thus, hence, for this reason, because of (NP).
4. Sentence openers which act as positive condition such as in that case, if so, and then. As a line with its name, this type only uses for positive sentence not for the negative one.
5. Choice or negative condition sentence openers. In contrast with the last type, this type only provides a positive sentence. This type uses when there is a negative condition and we give a choice for those condition. The sentence openers that are included in this type are alternatively, otherwise, instead of, rather than, and if not.

6. Sentence openers for showing time order or listing. This type provides a sequence of event or a priority scale such as then, afterwards, first(ly), second(ly), next, prior to (NP) before (NP), finally and lastly.

As a line with Anderson, Whitaker (2009) stated that connection between ideas could be appeared by using transitional words. She also divides transitional signals based on its function. The different between Anderson and Whitaker is in the amount of its classification; if Anderson only divides transitional signals into six types, Whitaker add three more types for it; she divided transitional signals into nine types.

1. Transitional signals that are used to start are first, first of all, and to begin with.
2. Transitional signals for adding another idea are in addition, furthermore, also, moreover, and what's more.
3. Transitional signals for add more important idea are more importantly, what's worse, and what's more.
4. Transitional signals that are used to add a last idea are finally, most of all, and most importantly.
5. Transitional signals for contrast with previous idea are however, nevertheless, and on the other hand.
6. Transitional signals that are used to show the result of the previous idea are therefore, thus, consequently, and as a result.
7. Transitional signals for emphasizing are in fact and in particularly.

8. Transitional signals for giving an example of the previous idea are for instance for example, and to illustrate.
9. Transitional signals used for showing time relationship between ideas such as first, second, then, next, and finally.

Meanwhile, Sherman and friends (2010) named transitional signals as transitional words and phrases. Even though they named them as words and phrases, they did not differentiate them based on its form; words or phrases, but they divided them based on the functions. They instead classify transitional signals into eleven types. They are transitional words and phrases to indicate sequence and addition, to indicate time, to show comparison, to show contrast, to introduce examples, to indicate conclusions or summaries, to indicate concession, to show cause and effect, to generalize, to indicate restatement, and to emphasize a point or idea.

1. Transitional words and phrases to indicate sequence and addition. If the two previous experts differentiate between sequence transitional signals and additional transitional signals, they conclude them in a same type. They put them in the same type because both sequence and additional idea refer to the same function; they provide new ideas which support each other. The transitional words and phrases that are included in this type are afterwards, again, also, and, and then, besides, eventually, finally, further, furthermore, in addition, lastly, likewise, moreover, next, nor, previously, similarly, subsequently, and too. Although, Sherman and friends have a strong argument in the way they

divide the transitional words and phrases, the existence of “too” as its example is still questionable. “Too” is more suitable to be identified as an adverb rather than as transitional words and phrases.

2. Transitional words and phrases to indicate time. As its name, the transitional words and phrases that are included in this type are used to provide a step or a time. Some examples of this type are afterward, as soon as, at first, before, earlier, finally, first, first of all, formerly, immediately, in time, in turn, later, next, now, previously, soon, simultaneously, to begin with, etc. Actually, there is a significant similarity between this type with the previous type, such as next, then, and finally. Those examples of transitional words and phrases are also put in this type but although thinking about it, as long as we use those transitional words and phrases to indicate a time, provide a sequence, or even introduce an additional idea, we still use them in the correct position.
3. Transitional words and phrases to show comparison. This transitional words and phrases that include in this type are used to compare two ideas. The comparison that is intended here could be a different ideas or even ideas that have similarities. Simply, we try to compare the differences and the similarities between two things or more. The examples of this type that are used to provide similarities are likewise and similarly. While, the example of transitional words and phrases that is used to provide difference is in comparison.

4. Transitional words and phrases to show contrast. This type is used when there are two different ideas which don't support each other. In other word, they are contrast. Actually, this type is still comparing two ideas. The different between this type and the third type is in the idea that is compared; the third type compare two things which one of them is more than the other meanwhile this type compare two different ideas which contradict each other. The examples of this type are although, but, conversely, despite, even though, however, in contrast, instead, meanwhile, nevertheless, nor, nonetheless, on the contrary, rather, still, whereas, and yet.
5. Transitional words and phrases to introduce examples. This transitional words and phrases are used to provide examples after some explanation about an idea. This type is also used to give more explanation by giving a real example of that previous explanation. The examples of this transitional words and phrases are for example, for instance, namely, particularly, specifically, such as, thus, to demonstrate, and to illustrate.
6. Transitional words and phrases to indicate conclusions or summaries. Every single piece of writing absolutely has a conclusion paragraph as a closing paragraph. To create this conclusion paragraph, this type of transitional words and phrases could be used. The transitional words and phrases that are put in this type are as a result, as stated before, briefly, consequently, finally, hence, in brief, in conclusion, in other

words, in sum, in summary, therefore, thus, to conclude, and to summarize.

7. Transitional words and phrases to indicate concession. This type is used as an instance of conceding or granting ideas as a right, accepting idea as true or as an acknowledging defeat. In this type, Sherman and friends only give four examples; thus are admittedly, certainly, naturally, and of course. The least example given by Sherman and friends could become a sign that this type of transitional words and phrases is rarely used.
8. Transitional words and phrases to show cause and effect. This type of transitional words and phrases are used to connect two ideas. When there is one idea or paragraph which stated as cause sentence then another idea or paragraph is introduced as an effect sentence, cause and effect transitional words and phrases are used to connect them. The examples of this type are accordingly, as a result, because, consequently, for, for this reason, hence, otherwise, since, so, therefore, thereupon, and thus.
9. Transitional words and phrases to generalize. This transitional words and phrases are used to provide a general statement, a usual thing or even to state that something is general and habitual. This type is used to form conclusion of an event, make an idea simpler than the truth and also to do a leveling or generalization. There are only five examples of this transitional words and phrases that are stated by Sherman and

friends. They are as usual, generally, in general, ordinarily, and usually.

10. Transitional words and phrases to indicate restatement. This type of transitional words and phrases is used to provide a restatement. It means that the writer has just stated an idea before they used this transitional signal to provide another idea. The restatement function of this type is also used to recall the writer's statement before to the readers. Here some examples of transitional words and phrases that are used to indicate a restatement: as has been noted, as I have said, as I have noted, in brief, in essence, in other words, in short, namely.
11. Transitional words and phrases to emphasize a point or idea. This function of transitional words and phrases is used when writer want to provide another idea to make her previous statement stronger. So, the writer's statement is more accepted by her readers. The example of this type are absolutely, after all, always, certainly, definitely, emphatically, extremely, forever, in fact, in particular, indeed, naturally, never, obviously, positively, surprisingly, undeniably, and without doubt.

On the other side, Oshima and Hogue (2006) divide transitional signals into eight types. This is the least division. They divide transitional signals based on its function; similar with the previous experts. Those divisions are transitional signals that are used to add more ideas, to show contrast, to compare, to show cause and effect, to provide examples, to introduce time

order or sequence, to emphasize ideas, and to conclude or summarize. Here are some examples:

1. Contrast signals are one type of transition signals. **In addition**, there are others such as compare signals and addition signals.
2. There are three main ways to improve cohesion in your writing. **First**, you can use transition signals.
3. Transition signals are very useful. **However**, they should not be used to begin every sentence.
4. **Although** transition signals are very useful, they should not be used to begin every sentence.

From those eleven types of transitional signals stated by Sherman and friends (2010), there is only one type that is most noticeable and very different with the previous experts' statement, Whitaker (2009), Lynch and Anderson (2013). It is the function of transitional signals as a concession. Although there are some different in the name of the transitional signal types, but we still could see that they stated the same thing. Meanwhile for this type of transitional signals that is provided by Sherman and friends (2010), as a concession, the three previous experts don't mention it. For more, they don't mention admittedly, certainly, naturally, and of course in one of their transitional signals types.

Realizing the different opinions of those four experts, researcher believes that all those experts have their own way to classify the transitional signals based on the function and there is no mistake in it. From those difference too, writer also could conclude that there are eight transitional signals that are most common used. They are transitional signals that are

used to add more ideas, to show contrast, to compare, to show cause and effect, to provide examples, to introduce time order or sequence, to emphasize ideas, and to conclude or summarize (Oshima & Hogue: 2006). Researcher will use the theory of Oshima and Hogue (2006) as the sub-variables in this research but researcher will combine transitional signals for adding information with transitional signals for emphasizing and transitional signals for showing contrast with transitional signals for comparing ideas. So it will become six types of transitional signals.

It is could be denied that those transitional signals that are mentioned above are not the full of transitional signals but it is the most common transitional signals with the most common situation in writing. Most students know some of transitional signals above for instance however, moreover, even though, and although but only some of them know that those words are called transitional signals. If the students know the definition, the functions, and the types of the transitional signals, then they use them in appropriate situation, writer believes that they could make a good writing.

D. Conceptual Framework

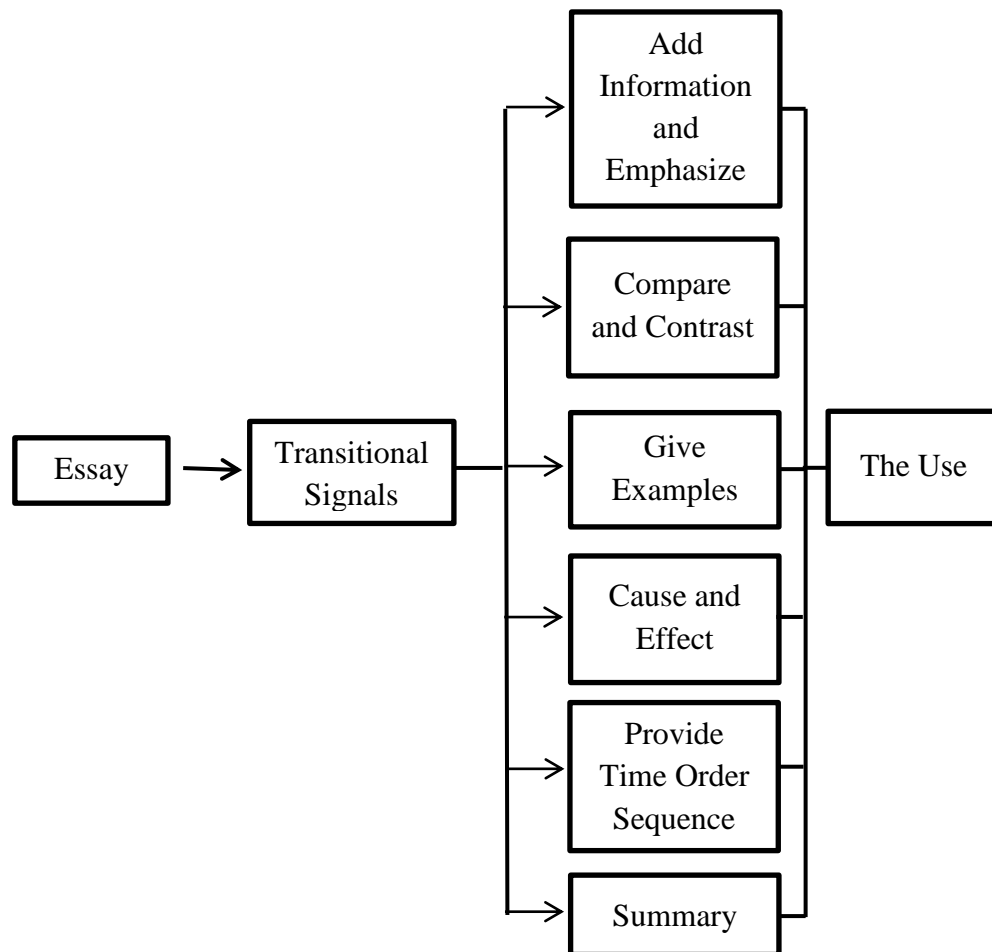


Figure 2.1 The Conceptual Framework

In this research, researcher will analyze the types of transitional signals that the fifth semester use in writing essay and the accuracy of its use by asking them to write at least three paragraphs based on the topic that is given. From that writing, the researcher collects data and analyzes the types of the transitional signals that are used by the students and the accuracy of its use; whether the transitional signals that they use are correct or even they should not use

transitional signals. The transitional signals that will be analyzed are transitional signals for adding information and emphasizing, comparing ideas and showing contrast, giving examples, showing cause and effect, providing time order and sequences, and also summarizing.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research was a descriptive research. According to Atmowardoyo (2010:23), for instance, defines descriptive research as the study that describes what is. It is as the study that describes the prevailing phenomena. It is as the study which determines and describes the way things are. The method of this research was descriptive quantitative method. The quantitative data of this research was taken from the test. The purpose of the test was to know the types of transitional signals that the students use in writing essay and the accuracy of its use at the fifth semester students of English Department in Muhammadiyah University of Makassar.

B. Variables and Indicators

The variable of this research was transitional signals. While, the sub-variables were transitional signals for adding ideas and emphasizing, showing contrast and comparing, showing cause and effect, providing examples, introducing time order or sequence, and concluding or summarizing. The indicator of this research was using correct transitional signals based on the context of the essay that made by the students.

C. Population and Sample

1. Population

The population of this research was the fifth semester students of English Department, Muhammadiyah University of Makassar in academic year of 2016/2017 which consisted of ten classes; they are V A, V B, V C, V D, V E, V F, V G, V H, V I, and V J. Those classes consisted of 30, 35, 32, 35, 29, 35, 35, 33, 40, 34 students. The total of that population was 338 students. The researcher chose them as the population because they had already passed writing I until writing III. So, researcher concluded that they already had a sufficient knowledge about it.

2. Sample

In this study, the researcher used random sampling technique. Researcher took 20% from the population so the sample of this research was 68 students. In taking the sample, researcher gave the test to the random students as long as they were the fifth semester students in Muhammadiyah University of Makassar and they wanted to be the respondent of this research.

D. Research Instrument

The instrument of this research was writing test. The students were asked to choose one of topic that is given in the research instrument. Those topics were vacation, hobby, smoking, family, idol, holiday, favorite singer,

my best friend, difficulties in learning English, and occupation. After the students chose a topic, they were asked to write at least three paragraphs about the topic that they chose before.

E. Data Collection Procedure

To collect the data, the researcher asked the respondents to make a piece of writing. The following activities were:

1. Explaining

The researcher explained her research to the students. Not only that, the researcher also gave a brief explanation about transitional signals before doing the test in order to make sure that the students recall their knowledge about transitional signals.

2. Doing test

After explaining step, the researcher distributed the instrument paper to the students. The researcher also asked the students to choose one of the topics that were given in the top of research instrument. After that, the students were asked to write at least three paragraphs. The students were given 60 minutes to write a free writing of essay based on the topic that they've chosen before. At the end of this step, the researcher took the instrument papers that were filled by the students.

3. Identifying and Categorizing

After the researcher collected the instrument paper, the researcher read the students writing. The researcher identified the transitional

signals that the students used in their writing and under lining those transitional signals. Next, researcher categorized the transitional signals that the students used based on the theory from Oshima and Hogue (2006). Not only that, researcher also identified the example of transitional signals that the students used for each type.

4. Calculating 1

The next step that the researcher did was counting. The researcher counting the total of transitional signals that the students used in their writing; the researcher calculated the total of transitional signals for each type and the example of the transitional signals that the students used for that type then calculated the percentage of transitional signals that the students used for each type.

5. Analyzing

After calculating the total of transitional signals that the students used, the researcher analyzed again the accuracy of the transitional signals that the students used. The researcher read the students' writing and matched between the transitional signals that the students used with the theory from Oshima and Hogue (2006).

6. Calculating 2

The next step was calculating. The researcher calculated the total of transitional signals that the students used correctly based on the theory from Oshima and Hogue (2006). Not only that, researcher also compared

the total of transitional signals that the students used with the total of transitional signals that the students used correctly and calculate the percentage of the accuracy of the transitional signals for each type.

7. Summarizing

The last step was summarizing. After the researcher calculated all the data, the researcher summarized the most used types of transitional signals and the least used types of transitional signals. The researcher also summarized the highest percentage of accuracy and the lowest percentage of accuracy of the types of transitional signals that the students used in their writing.

F. Technique of Data Analysis

The data were analyzed using quantitative analysis:

1. To calculate the percentage of the transitional signals that are used, the formula used as follows:

$$P = \frac{F}{N} \times 100$$

Notation:

P = Rate Percentage

F = Frequency of the Transitional Signals for Each Types

N = The Total Number of Transitional Signal

(Sudjana in Rahman, 2014:36)

2. To calculate the percentage of the accuracy of transitional signals that are used, the formula used as follows:

$$P = \frac{F}{N} \times 100$$

Notation:

P = Rate Percentage

F = Frequency of the Correct Transitional Signals

N = The Total Number of Transitional Signal for Each Types

(Sudjana in Rahman, 2014:36)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented findings of the research and discussion. The research findings showed the data obtained from the result in order to know the total and the types of transitional signals that the Fifth Semester Students of English Department in Muhammadiyah University of Makassar used in essay writing. The discussion contains the description and the data interpretation.

G. Findings

The data described in these findings was taken from the fifth semester students of English Department in Muhammadiyah University of Makassar in using transitional signals in their essay writing.

1. Type of Transitional Signals Used by Students

Table 4.1 The Type of Transitional Signals Used by Students

No	Types of Transitional Signals	Example	Frequency	Percentage
1	Transitional signals for adding information and emphasizing ideas	Besides that Not only that Furthermore Moreover In addition Another	35	17%
2	Transitional signals for showing comparison and contrast	Meanwhile However Although Nevertheless On the other hand Even though	32	16%

		But		
3	Transitional signals for providing example	For example Such as Like For instance	17	8%
4	Transitional signals for showing cause and effect	Therefore	5	3%
5	Transitional signals for providing time order and sequence	First/Firstly Second Third Fourth Then After that After Finally Last/the last Now First of all Next At that time	95	47%
6	Transitional signals for summarizing	So In sum/in summary In conclusion	19	9%
TOTAL			203	100%

Based on the table, the transitional signals that were used by the students are divided into six types. Those are transitional signals for adding and emphasizing ideas, showing comparison and contrast, transitional signals for providing example, showing cause and effect, providing time order and sequence, and summarizing. In detail, transitional signals for adding and emphasizing ideas that were used by the students were *besides that, not only that, furthermore, moreover, in addition, and another*. The transitional signals for showing comparison and contrast that were used by

the students were *meanwhile, however, although, nevertheless, on the other hand, even though, and but*.

Meanwhile, the transitional signals used by the students for providing example were only four types; those are *for example, such as, like, and for instance*. Contrary with providing example transitional signals, transitional signals for showing cause and effect also only had a type and it was *therefore*. On the other hand, the transitional signals used by the students for providing time order and sequence were *first, firstly, second, third, fourth, then, after that, after, finally, last/the last, now, first of all, next, and at that time*. And the transitional signals for summarizing that were used by the students were *so, in sum/in summary, and in conclusion*.

The total of the transitional signals that were used by 68 students were 203 transitional signals. Clearly, those 68 students used 35 adding and emphasizing transitional signals, 32 comparison and contrast transitional signals, 17 providing example transitional signals, 5 cause and effect transitional signals, 95 time order and sequence transitional signals, and 19 summarizing transitional signals. Furthermore, orderly the percentage of the transitional signals' frequency for each types were 17%, 16%, 8%, 3 %, 47%, and 9%. Simply, the most widely used transitional signal was transitional signals for introducing time order and sequence. While, the least used transitional signal was transitional signals for showing cause and effect.

2. The Accuracy of Transitional Signals Used by Students

Table 4.2 The Accuracy of Transitional Signals Used by Students

No	Types of Transitional Signals	Frequency of TS	Frequency Correct TS	Percentage
1	Transitional signals for adding information and emphasizing ideas	35	30	86%
2	Transitional signals for showing comparison and contrast	32	25	78%
3	Transitional signals for providing example	17	16	94%
4	Transitional signals for showing cause and effect	5	4	80%
5	Transitional signals for providing time order and sequence	95	80	84%
6	Transitional signals for summarizing	19	13	69%
TOTAL		203	168	83%

Based on the table and figure above, it could be stated that most of the fifth semester students of English Department in Muhammadiyah University of Makassar in academic year 2018/2019 was good in using transitional signals. The percentage of the accuracy of transitional signals that were used by the students in their essay was 83%. Moreover, the percentage of the accuracy of the transitional signals that were used by the students for each type was not under 60%.

In detail, the percentage of the accuracy of the use of transitional signals for adding and emphasizing ideas was 86%. From 35 transitional

signals that were used by students in their essay, 30 transitional signals of adding and emphasizing ideas were correct; the students used correct adding and emphasizing ideas transitional signals based on its context of the sentence that they want to convey. Meanwhile, there was a significant decline from the percentage accuracy of adding and emphasizing ideas transitional signals to the percentage accuracy of showing comparison and contrast transitional signals; from 86% to 78%. It was because there were seven transitional signals for showing contrast and comparison that were used inappropriate context of sentence. So, from 32 transitional signals that were used in this type, there were only 25 transitional signals that were used correctly.

Besides that, the percentage of the accuracy of the use of transitional signals for providing example was 94%. This percentage of accuracy was the highest score from the other five types of transitional signals. From 17 providing example transitional signals that were used by the students, 16 of them used it correctly. Similar with the previous type, the incorrect transitional signals for showing cause and effect that were used by the students was only one; from five cause and effect transitional signals, four of them were correct. Even though the number of inappropriate transitional signals used by the students was same between transitional signals for providing example and showing cause and effect, the percentage of the use of transitional signals for showing cause and effect was only 80%; it was 14 point under the transitional signals for providing example.

Meanwhile, the percentage of the accuracy of the use of transitional signals for providing time order and sequence was 84%. From 95 transitional signals that were used by the students for this type, 80 of them were used correctly. Actually, this type was the most widely used by the students but the percentage of its accuracy was not the highest percentage. The last type of transitional signal was transitional signal for summarizing. The percentage of its accuracy was 69%; from 19 summarizing transitional signals, 13 of them were used correctly. In conclusion, the highest percentage of accuracy was transitional signals for providing example and the lowest percentage of accuracy was transitional signals for summarizing.

H. Discussion

a. The Types of Transitional Signals Used by Students

The total of the transitional signals that were used by the students were 203. All of the students used at least a transitional signal in their essay. Circumstantially, sixteen students used a transitional signal, fourteen students used two transitional signals, thirteen students used three transitional signals, thirteen students used four transitional signals, eight students used five transitional signals, a student used six transitional signals, two students used seven transitional signals, and a student used eight transitional signals. So, the average number of transitional signals used by the students was three.

Actually, there were six types of transitional signals that were used the students. Those are transitional signals for adding information and summarizing, for showing contrast and comparison, for providing example, for showing cause and effect, for introducing time order and sequence, and for summarizing. All those types of transitional signals were used correctly and incorrectly.

First, transitional signals for adding information and emphasizing ideas that were used by the students in their essay were 35 transitional signals. It was used by 26 students. The transitional signals that were used by the students in this type were *besides that*, *not only that*, *furthermore*, *moreover*, *in addition*, *actually*, and *another*. More detail, eleven students used *besides that*; six students used *not only that*; a student used *furthermore*; eight students used *moreover*; eight students used *in addition*; and the last is a student used *another*.

Second, transitional signals for showing contrast and comparison that were used by the students in their essay were 32 transitional signals. It was used by 28 students. The transitional signals that were used by the students in this type were *meanwhile*, *however*, *although*, *nevertheless*, *on the other hand*, *even though*, and *but*. In detail, two students used *meanwhile*; nine students used *however*; nine students used *although*; a student used *nevertheless*; seven students used *on the other hand*; three students used *even though*; a student used *but*.

Third, transitional signals for providing example that were used by the students in their essay were 17 transitional signals. It was used by 14 students. The transitional signals that were used by the students in this type were *for example*, *such as*, *for instance*, and *like*. More detail, seven students used *for example*; five students used *such as* because a student used two *such as* in an essay; two students used *for instance* and two students used *like*.

Fourth, transitional signals for showing cause and effect that were used by the students in their essay were 5 transitional signals. It was used by 5 students. The transitional signal that was used by the students in this type was only *therefore*. All those five students used *therefore* in showing cause and effect. This is the least used transitional signal from the other five types of transitional signals. It might be because the students aren't familiar with cause and effect situation.

Fifth, transitional signals for introducing time order and sequence that were used by the students in their essay were 95 transitional signals. It was used by 44 students. The transitional signals that were used by the students in this type were *first*, *second*, *third*, *fourth*, *then*, *after that*, *after*, *finally*, *last*, *now*, *first of all*, *next*, and *at that time*. More detail, 23 students used *first*; 18 students used *second* because a student used two *second* in an essay; 4 students used *third*; a student used *fourth*; 15 students used *then* because two students used two *then*; 3 students used *after that*; a student used *after*; 8 students used *finally* because a student used two *after*; 7 students used *last*

or the last; 5 students used now; 2 students used first of all; 2 students used next; and 2 students used at that time.

The last, transitional signals for summarizing that were used by the students in their essay were 19 transitional signals. It was used by 14 students. The transitional signals that were used by the students in this type were *so*, *in sum*, *in conclusion*, and *as a conclusion*. More detail, 8 students used *so* because a student used two and a student used four *so* in their essay; 5 students used *in sum*; a student used *in conclusion*, and a student used *as a conclusion*.

b. The Accuracy of Transitional Signals Used by Students

The percentage of the accuracy of transitional signals that were used by the students in their essay was 83%. It could be stated that most of the fifth semester students of English Department in Muhammadiyah University of Makassar in academic year 2018/2019 was good in using transitional signals. Moreover, the percentage of the accuracy of the transitional signals that were used by the students for each type was not under 60%. Most of the students used transitional signals correctly based on its function and the sentence context.

i. Transitional Signals for Adding Information and Emphasizing Ideas

The total of transitional signals for adding information and emphasizing ideas was 35 transitional signals. From those 35 transitional signals, 30 of them were used correctly. It means that the accuracy percentage of the use of this type of transitional signals was

86%. Those 35 adding and emphasizing ideas transitional signals were used by 26 students.

For this type, most of students used this transitional signal correctly. After adding and emphasizing transitional signals, the students followed it an ideas. Here are some of the examples:

Extract 1

S2: In addition, without listening skill, no communicate can be achieved.

Extract 2

S2: Another lack of vocabulary is their confident.

Extract 3

S9: He is kind to every people whatever they rich, poor or everything. **Besides that,** he is a diligent man.

Extract 4

S3: Furthermore, Emma changed her name while registering for screen actors Guild card and found Emily Store was taken and thus she changed her name from Emily to Emma.

Extract 5

S3: She is a messy person. She once broke her arms in gymnastic class. **Moreover,** she made her legs bleeding while she was playing tambourine.

Extract 6

S61: Not only that, religion song make me fall in love and my favorite singer in this part is Maher Zain. I have many reasons why I like him.

Based on those extracts above, it could be seen that most students knew how to use transitional signals for adding and emphasizing ideas correctly. For instance extract 1, that students used “in addition” then followed by an idea that provide a support condition with the previous ideas. That was the correct way to use this type of transitional signals. This is a line with the theory from Oshima and Hogue (2006) which stated that the first type of transitional signals is transitional signals for adding information such as in addition, not only that, moreover, besides that, furthermore, another, also, further, and besides.

Besides that, student 2 used “another” as her transitional signal in adding information and emphasizing ideas. She used it in correct way which in this case she used this type of transitional signal based on its function. It was also right way to use another” because she followed this transitional signals with noun phrase which some people used it ungrammatically. However, the meaning of the sentence in extract 2 wrote by student 2 was wrong. Rather that put it in incorrect transitional signal, researcher put it in correct transitional signals because the researcher only analyze the use of transitional signals based on its function. Researcher realized that this student might want to write “Another problem in learning English is their confident”.

Moreover, student 9 explained about the good part of her idol using “besides that” as transitional signals for adding and emphasizing ideas. At the beginning, this student praised her idol. She stated that

her idol was kind to everyone then she provided another idea that still talked about the good part of her idol. It was right to use this type of transitional signals for this condition. Contrary with sentence in extract 5, student 3 used transitional signals for adding and emphasizing ideas to deliver a negative meaning. Before the adding and emphasizing transitional signal, in extract 5, student 3 stated that her idol was a messy person that always makes her injured. Then, this student added another idea a line with the previous idea which still stated negative meaning.

Besides that, in extract 4 and extract 6, the students used transitional signals for adding information and emphasizing ideas in the beginning of the sentence. Those students used this type of transitional signals correctly. It was a line with the theory of Oshima and Hogue (2006) which stated that transitional signals mostly use in the beginning of sentence followed by comma. In these two extract, both of them used this type of transitional signal after giving positive explanation about their favorite idol and singer.

On the other hand, there were also some students used transitional signals for adding and emphasizing ideas in incorrect way. They did not use it based on its function. In this case, those students who use this type of transitional signals did not provide a positive meaning after they wrote this type of transitional signals or even they did not provide a negative meaning after they delivered a negative

condition in their writing. Simply, after students used this type of transitional signals, those students had to write an idea that supports the previous idea; they could not be contradictive. Here are the examples of transitional signals for adding and emphasizing ideas that the students used incorrectly:

Extract 7

S61: I developed a band with my classmates and we have got several achievements. **Besides of that**, I also joined several solo singing competitions and I have been in several national level competitions.

Extract 8

S48: She is cooking, watering, sweeping, and organizing economic family. **Beside**, my mother also helping my father sell spices.

There were some reasons why students used this type of transitional signal incorrect way. First was misspelling. This could be seen in extract 7 and 8. Technically, this transitional signal was used correctly because it provided a similar condition with the previous ideas. In this case, this student wrote a positive idea then used transitional signal for adding followed by another positive idea. The place of transitional signals also a line with the statement from the expert. However, it was wrong because there is not a transitional signal named besides of that and beside; the correct one was besides that or besides followed by noun phrase.

The second reason why students used transitional signals for adding and emphasizing ideas incorrect way was using transitional signals in every sentence. This could be seen in extract 9.

Extract 9

S32: I always see the snapgram from their social media. **Moreover**, she has so many fans in Indonesia even in their country.

In the chapter I, it was explained that transitional signals used to link ideas so there will be no jumps or break between those ideas. However, good writing requires using an enough transitional signal to make the relationships among your ideas clear (Oshima and Hogue, 1998). It means that we could not use transitional signals in every sentence in our writing. In this case, student 32 used moreover as transitional signal for adding and emphasizing ideas. Meanwhile, between the first and the second sentence were not interconnected. We could use transitional signals for adding and emphasizing ideas if the first and the second ideas are interconnected. So, it is better if this student didn't use transitional signals for this situation.

The third reason was using two types of transitional signals in a sentence like in extract 10.

Extract 10

S35: Not only that, my hobby the third is swimming.

Based on the theory from Oshima and Hogue (2006), the examples of transitional signal for adding information are in addition, not only that,

moreover, besides that, furthermore, another, also, further, and besides. Meanwhile, the examples of transitional signals for providing time order and sequences are first, second, third, fourth, then, after that, next, at that time, now, finally, the last, firstly, secondly, after, etc. In one sentence, we could not use two types of transitional signals, except for the providing example transitional signal; it could be used with another type of transitional signals in some condition. This theory was related with the case in extract 9. Student 35 used two transitional signals; they were not only that and the third. This made this sentence wrong. This transitional signal was wrong. It will be better if she used sequence transitional signals for instance third or the third rather than used not only that because the previous ideas used sequence transitional signals.

The last reason was using inappropriate transitional signals. This was the worse reason. In this case, the student did not know the type of transitional signals which made them use transitional signals not based on its function. This could be seen in extract 11.

Extract 11

S2: Reading and writing equally important from listening and speaking but more difficulties in learning English. **In addition**, students find difficult when listening and speaking in English learning.

This was wrong because the first sentence and the second sentence are not providing a same idea. It is more likely contrary each other. So, it

is better to use transitional signals for showing contrast and comparison.

ii. Transitional Signals for Showing Contrast and Comparison

The total of transitional signals for showing contrast and comparison was 32 transitional signals. From those 32 transitional signals, 25 of them were used correctly. It means that the accuracy percentage of the use of this type of transitional signals was 78%. Those 32 adding and emphasizing ideas transitional signals were used by 28 students. The students who were used this type of transitional signals were student 1, 2, 3, 4, 6, 7, 8, 10, 13, 17, 18, 20, 22, 29, 30, 34, 37, 40, 49, 54, 55, 56, 57, 58, 59, 60, 62, and 66.

For this type, there were seven transitional signals that were used inappropriate condition. In other words, the students didn't use this transitional signal for showing contrast and comparison. Here are correct transitional signals for showing contrast and comparison that were written by the students in their essay.

Extract 12

S2: Listening is not only in language learning, but also in daily communicate. **However**, the students seem to have problem with listening.

Extract 13

S18: **Although** we always spending a day together, we rarely fight each other.

Extract 14

S3: Nevertheless, she influenced other people in a positive way by never stop fighting for dreams with doing a lot of effort and stay focus on her works

Extract 15

S66: On the other hand, the smokers say that they cannot live without cigarettes.

Extract 16

S1: Girl Generation have nine member and they are Tiffany, Yoona, Taeyeon, Sunny, SeoHyun, Jessica, Soo Young, HyoHyen then they have first song which have the tittle is Into the New World but at the time they were not quite famous **meanwhile** when they release a song which have the tittle is Gee, they were become famous.

Extract 17

S60: But, the most favorite vacation is Tinabu Island.

Extract 18

S57: I have to take the time to swimming **even though** just 5 minutes.

All those examples above are the correct way to use comparing and contrast transitional signals. After we write this type of transitional signals, we have to write an idea that contradictive with the previous ideas. For example in extract 12, student 2 used however as a transitional signals for showing contrast and comparison. Before using contrast and compare transitional signals, student 2 told about the important of listening in learning and daily life. This sentence had a

positive meaning while the second sentence “students seems have a problem with listening” indicated a negative meaning. So, it was right to use transitional signals for showing contrast and comparison because there was a contradictive perception towards listening skill.

Quite similar with the previous extract, extract 13 wrote by students 18 was also right. The different was only in the type of transitional signals that they used; student 2 used however while student 18 used although. Theoretically, ‘although’ should be followed by noun clause, comma, and another sentence after it. In this case, student 18 used this type of transitional signals in appropriate way based on its function and grammar. She mentioned that her family always spends all the day together which indicated a positive meaning then she said again that they rarely fight each other which indicated a contra situation that expected; spending time together could increase the percentage of getting mad each other.

Not only that, the other students also used the other example of showing contrast and comparison transitional signals such as nevertheless, on the other hand, and meanwhile. This could be seen in extract 14, 15, and 16. In extract 14, before student 3 explained that her idol became an inspiration, she mentioned that actually her idol is a messy girl who always makes her legs injured. That illustrated a contra situation. This was a line with the theory of Oshima and Hogue (2006) that types of transitional signals for showing contrast are in contrast,

however, on the other hand, on the contrary, differing from, meanwhile, but, nevertheless, in spite of, even though and although.

The other students who used contrast transitional signals based on the theory from Oshima and Hogue (2006) were student 66 and student 1. Both of them used this type of transitional signals correctly. They used on the other hand and meanwhile to provide two contrast sentences. In this case, student 66 used on the other hand to state the perception from smokers about smoking after explaining the perception from the non-smoker. Meanwhile, the student 1 used this contrast transitional signal to provide a different situation before and after launched Girl Generation released Gee song.

Not only that, this type of transitional signal also was used by the student who chose vacation as the topic of her writing. She was student 60. This student used 'but' to illustrate the contrast opinion. She said that she had already gone to some tourist destination but her favorite was Tinabu Island. This kind of situation was the best situation to use contrast and comparison transitional signals. Not only 'but', but we also could use even though or although.

The last example of contrast and comparison of transitional signals that were used by the students was even though. Technically, student 57 used even though correctly based on its function but she made a little mistake. If even though used in the middle, we did not use

comma but we still had to write noun clause after it. Meanwhile, student 57 forgot to write the subject after transitional signals.

On the other hand, there were also some students who used transitional signals for showing contrast and comparison in incorrect way. There were some reasons why some students used it in wrong way. First was misunderstanding. As a line with its name, transitional signals for showing contrast and comparison was used to provide a two contradictory sentence. Meanwhile, there were some students used this type of transitional signal to provide a new idea. It could be seen in extract 19, 20, and 21.

Extract 19

S34: Listening music is one of my hobby and I would like to hear Korean music. **On the other hand**, I would like all of Korean and one of idol from Korea, I would like idol Korea from SM Entertainment it's EXO.

Extract 20

S30: There not for everyone, **however**, even summer days are cool and often windy.

In extract 19, the previous sentence was not contradictory with the sentence after transitional signal. This sentence should use transitional signal for adding and emphasizing ideas, not transitional signal for showing contrast and comparison. Similar with the extract 19, student 30 in extract 20 also wrote two sentences that are supporting each other. It shows two sentences that were in a same line.

That's why it will be better if this student used adding and emphasizing ideas transitional signal such as moreover. So, that sentence becomes "That place is not for everyone. Moreover, if summer day come, it will be too cool and often windy."

Not only that, there were also some students who used showing contrast and comparison transitional signal to provide a cause and effect situation. It was illustrated in extract 21 and 22.

Extract 21

S2: It's not secret that English is one of the more challenging language to learn. **Meanwhile** students can have various difficulties and problems in learning English.

Extract 22

S4: Anyway, Ivan has a generous nature. **However**, that makes people like it.

Based on the theory from Oshima and Hogue (2006), transitional signal for showing cause and effect are divided into two sections; first was cause section and second was effect section. Student 2 in extract 21 mentioned that English is a challenging language then she mentioned again that there are some difficulties in learning English. It was more like a cause and effect situation where the first sentence act as cause and second sentence act as effect. Similar with the previous extract, extract 22 also did not show a contrast situation between the first and the second sentence. It will be better if this student use

‘Therefore, many people like him’ or ‘Because of that, many people like him’ which states a cause and effect situation.

Second was ungrammatically. There were some transitional signals that should be followed by noun phrase or noun clause. This made some students did a mistake for example in the extract 23 and 24.

Extract 23

S17: Talking about family will have no end to the many sweet moments with them. **Even though** now we are be distance because I am school in here and they are on Raha, Southeast Sulawesi

Extract 24

S56: I still like him. **Although** I’ve read in the article that he is engaged with his girlfriend.

For extract 23, the second sentence should be combined with another sentence. *Even though* is a clause transitional signal. It will be better if this student write “even though we live in distance because I study Makassar and they live in Raha, we still miss and talk each other”. Similar with extract 23, the second sentence of extract 24 should be combined with the first sentence. *Although* is a clause transitional signal. It will be better if this student write “although I’ve read in the article that he is engaged with his girlfriend, I still like him”.

Those two reasons were the most reason that caused students used wrong transitional signal for showing contrast and comparison. Meanwhile, researcher also found an unique situation where the

students actually used appropriate transitional signals based on its function but when researcher analyzed it, researcher realized that there was another example of showing contrast and comparison transitional signals that was more suitable to be used. This case could be seen in the extract 25.

Extract 25

S55: Half of her time she spent for do her hobby. **However**, she have many schedule.

Actually, this student chooses a correct transitional signal because it shows a contradictive. However, it will be better if she used even though and combine those two sentences into a sentence, for instance “even though she has many schedules, half of her time is spent to do her hobby”.

iii. Transitional Signals for Providing Example

The total of transitional signals for providing examples was 17 transitional signals. From those 17 transitional signals, 16 of them were used correctly. It means that the accuracy percentage of the use of this type of transitional signals was 94%. Those 17 adding and emphasizing ideas transitional signals were used by 14 students. The students who were used this type of transitional signals were student 3, 4, 8, 9, 11, 12, 23, 29, 36, 45, 46, 49, 50, 55, and 67.

For this type, most of students used this transitional signal correctly. After providing example transitional signals, the students

wrote some example of it. Here are some correct transitional signals for providing example that were written by the students in their essay:

Extract 26

S3: Nevertheless, she influenced other people in a positive way by never stop fighting for dreams with doing a lot of effort and stay focus on her works. **For instance**, she reads a lot of books.

Extract 27

S8: People who choose smoke are more likely to develop serious disease **such as** lung cancer, heart disease, and or emphysema.

Extract 28

S9: Many of this song was sang with various language **like** Arabic, Urdu, France, Turkish, Malay, and even Indonesia.

Extract 29

S11: We also traveled to a variety of places in Lampung, **for example** Tanjung Setia Beach and Way Kambas National Park.

Based on the theory from Oshima and Hogue (2006), kinds of transitional signals for providing examples are such as, for example, for instance, like, to illustrate, to demonstrate, this can be seen, and on this occasion. However, there were only four of them that were used by the students in their writing. But, the good fact is that generally all the students used this type of transitional signal correctly. It was because this is the easiest transitional signal to use in our writing. This type of transitional signals was to provide or showing examples. In extract 26, student 3 explained about the positive things about her idol

then she mentioned one of inspiration activity from her idol using for instance. On the other hand, in extract 27 wrote by student 8, she used providing example transitional signal to mention the example of diseases that caused by smoking using such as. While, student 9 and student 11 in extract 28 and 29 used like and for example to provide the example of language and destination in Lampung. All those examples were using correct providing example transitional signals.

Meanwhile, it could not be denied that even it was easy to identify and use this transitional signal, there was a student who used it inappropriate way. On this occasion, it was shown in extract 30.

Extract 30

S11: I like them because there are many reason, **for example**, the first, they have a good voice who make me so amaze to them. The second, they have a loyalty to them agency, fans in one group. The third is their hard work.

This was wrong because this student used two transitional signals. It is better if this student didn't use for example because the previous idea told that there are some reasons which indicate a sequence.

iv. Transitional Signals for Showing Cause and Effect

The total of transitional signals for showing cause and effect was five transitional signals. From those five transitional signals, four of them were used correctly. It means that the accuracy percentage of the use of this type of transitional signals was 80%. Those five showing cause and effect transitional signals were used by five students. The

students who were used this type of transitional signals were student 34, 44, 45, 46 and 66.

For this type, most of students used this transitional signal correctly. There was only a student who used it inappropriate condition. Here are correct transitional signals for showing cause and effect that were written by the students in their essay:

Extract 31

S34: They are from SM Entertainment (same as Shinee, SNSD, SJ, TVXQ). They have 12 members. **Therefore**, they have divided into two sub-unit which named EXO M and EXO K.

Extract 32

S44: I don't know why I take English Department even though I don't like English. I have to try and always learn. **Therefore**, I must study hard.

Based on those extracts above, it could be seen that some students knew how to use transitional signals for showing cause and effect correctly. For instance extract 31, student 34 mentioned a cause, followed by therefore, then followed by sentence effect after it. When the student explained about the member of a boy band that consists of 12 members, it became the cause effect. While, the effect sentence was that they divided into different groups. Simply, because there are many members, they divided into two different groups.

Similar with the extract 31, extract 32 also had two different condition; they were cause condition and effect condition. The cause condition was the fact that she did not know the reason why she

choose English Department while the effect condition was the fact that she had to study hard because she actually did not like English as her other friends.

So, those two extract illustrate the theory from Oshima and Hogue (2006) about the example of cause and effect transitional signal. They stated that there are several examples of cause and effect transitional signals; they are therefore, because of, so that, as a result, consequently, as a consequence, and thus. Researcher realized that the reason why there were only five students used this type of transitional signal was because most students did not familiar with cause and effect situation; they rarely used this type of sentence. The other reason was because when researcher gave a brief explanation before asking the students to write a free writing, the researcher mentioned some examples of transitional signals which only contained with transitional signals for adding, summarizing, and providing sequence and example.

Meanwhile, the example of the wrong used cause and effect transitional signal could be seen in extract 33.

Extract 33

S45: I like them because there are many reason, for example, the first, they have a good voice who make me so amaze to them. The second, they have a loyalty to them agency, fans in one group. The third is their hard work. **Therefore**, it's several reasons why I love them.

This was wrong because there was not a cause and effect relation between list of explanations before the transitional therefore appear.

This student shouldn't use cause and effect transitional signal. It will be better if she/he put some supporting ideas after she/he mentioned the third sequence then use a summarizing transitional signal such as overall.

v. Transitional Signal for Introducing Time Order and Sequence

The total of transitional signals for introducing time order and sequence was 95 transitional signals. From those 95 transitional signals, 80 of them were used correctly. It means that the accuracy percentage of the use of this type of transitional signals was 84%. Those 95 showing cause and effect transitional signals were used by 44 students. The students who were used this type of transitional signals were student 1, 2, 3, 4, 5, 6, 11, 13, 14, 15, 16, 19, 20, 23, 25, 26, 28, 31, 33, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 49, 52, 53, 54, 55, 60, 61, 62, 63, 64, 65, 67, and 68.

For this type, there were still many students use this transitional signals inappropriate way. Here are correct transitional signals for introducing time order and sequence that were written by the students in their essay:

Extract 34

S11: We stayed up for five days in Lampung. In the morning we got up at 6 o'clock **then** had breakfast and went to beach.

Extract 35

S11: **After that**, we went to a Piano bar where we sang and danced.

In extract 34, student 11 used then to mention the series of her activity when she had her vacation. She said that after getting up, she had her breakfast. Not only that, she also used after that in another paragraph which still had relation with the extract 34. This was the best way to provide a series of activities; using then and after that. This was a line with the theory from Oshima and Hogue (2006) which stated that transitional signals for showing time order and sequence were used to provide a list of ideas or activities that had a relation each other. The example of this type of transitional signals were first, firstly, second, third, fourth, fifth, then, next, after that, after, now, finally, at that time, last, lastly, the last, first of all, simultaneously, and before.

The other way to show a list of ideas was using first, second, third, or fourth like the student 13 and 67 did in extract 36 and extract 37 below.

Extract 36

S13: Selena Gomez is my favorite singer. She has some talent since she was child, **First**, she is a good singer. **Second**, she is an actor in some movies. **Third**, she is a modeling for some cover magazine. **Fourth**, she is the youngest ambassador of UNICEF.

Extract 37

S67: **The first difficulty** is in pronouncing, some people are sometimes awkward in speaking English because they are not familiar. **The second difficulty** is confident. It is the most important thing when speaking because without confident we don't know what we want to do.

In this case, student 13 used first, second, third and fourth to mention the reasons why she admired Selena Gomez. Meanwhile, student 67 used first and second to provide list of ideas about difficulties in learning English. All of them were the examples of correct used of transitional signals. Besides that, there were also other examples of showing sequence transitional signals that were used by the students. They are after and next. It could be seen in extract 38 and extract 39.

Extract 38

S16: **After** we consume food, the body will work to absorb a various nutrients needed so that blood circulation actively distribute these nutrients.

Extract 39

S25: My hobby is badminton. I like badminton because can make me happy until forget my problem. **Next**, I will explain my brother.

Based on the extract 38, we could see that students 16 used ‘after’ then wrote noun clause after it. This was the correct way to use this example of sequence transitional signal. If that transitional signal put in the beginning of a sentence, we have to put comma after the first sentence but if we put in in the middle of the sentence, there was no need to use comma. It was also same with ‘next’, the transitional signals that was used in extract 39. If we put it in the beginning, we have to put comma after that sequence transitional signals but if we put it in the middle, we did not need to use comma. Even though it could be used in the middle for instance “what I want to explain next is about

the negative impact of smoking”, there was no students trying to use it in the middle of the sentence.

Not only sequence transitional signals, Oshima and Hogue (2006) also explained about time order transitional signals. They combined it with sequence transitional signals. There were two examples of time transitional signals that were used by students. Those are at that time and now. These could be seen in extract 40 and extract 41.

Extract 40

S3: At that time, she attended a Catholic High School in Phoenix for one semester before dropping out to pursue her acting dreams.

Extract 41

S20: Now, we are study in different University.

Both student 3 and student 20 used at that time and now to indicate time order. Many students did not notice that they are transitional signals for showing time. These examples of transitional signals were mentioned by Oshima and Hogue (2006) in their book.

The last was example of transitional signal for showing the last sequence. Even though this example of sequence transitional signal always put at the end of the paragraph or writing, it was not a summarizing transitional signal. In other words, this kind of sequence transitional signal only provided the end section of a various activity.

Extract 42 and extract 43 illustrated the appropriate way to use last sequence transitional signal.

Extract 42

S2: The last one is difficulty in speaking in English is vocabulary.

Extract 43

S31: Finally, we were all together.

It could not be denied that the large number of uses made students more vulnerable to use this type of transitional signals. There were fifteen students used this time order and sequence transitional signals inappropriate way. These were illustrated in some extract below.

Extract 44

S1: Tiffani following SM Entertainment audition in America and Tifanny accepted in SM Entertainment and become trainee there. **Finally,** Tifanny become girl group and her girl group name is Girl Generation.

In extract 44, student 1 used ‘finally’ as her transitional signal in her writing. As researcher explained before, this example of transitional signal should be at the end of the paragraph or even writing because ‘finally’ means we ended the series of ideas. What the student 1 wrote in extract 44 was wrong because it wrote in the first paragraph while finally should be used at the end of paragraph. It will be better to use after that.

Besides that, there was also a student who wrote a very long sentence; it illustrated in extract 45. Rather than combine it into a sentence, it was better to separate the different ideas. To link those ideas, that student could use transitional signal because Stott (1991) stated that transition is anything that links one sentence—or paragraph—to another.

Extract 45

S1: After Tiffany become a girl group for ten years, Tiffany out in SM Entertainment and comeback to San Francisco to acting learning also join in Paradigm Talent Agency with Ed Sheeran, Jazon Mraz, Imagine Dragons, Idina Menzel and Tiesto **then** Tifanny already have a song which the tittle are Teach You and Over My Skin.

This sentence was too long. It will be better to make the ideas after word then into a new sentence and use actually for example “After Tiffany become a girl group for ten years, Tiffany out in SM Entertainment and comeback to San Francisco to acting learning also join in Paradigm Talent Agency with Ed Sheeran, Jazon Mraz, Imagine Dragons, Idina Menzel and Tiesto. Actually, Tiffany already have a song which the tittle are Teach You and Over My Skin.”

Not only that, there were also some students who used sequence transitional signals even they did not provide a sequence of activity or idea. One of them could be seen in extract 46.

Extract 46

S4: Ivan Gunawan is not just an actor in various movie that he played but he is also a comedian, show host, and designer. **Then,** He live in Jakarta, he was born in Jakarta 31 December 1981.

It was wrong because after or before the transitional signals of sequence there should be another sentence that indicates a list of activity. She should not use transitional signals. This case was the most problem caused student used wrong transitional signals. There were four students who did it too.

The other reason caused students used inappropriate transitional signal for time order and sequence was using two transitions at the same time. This could be seen in extract 47.

Extract 47

S28: The first, I will introduce myself. **Then** the second about cooking, of course everyone like eat but they must smart cooking and cooking is the good hobby.

There are two time order and sequence transitional signals in this sentence. They are then and the second. Looking the context of the ideas that this student want to convey, it will be better if she only use the second because the previous ideas use the first.

Extract 48

S41: Her name is Jeje, She is a beautiful girl I know. Actually, I got friend with her. Start from when I elementary school. So **Finally** I am very close till now.

Meanwhile in extract 48, student 41 used 'finally' at the end of her paragraph. Actually, It did not need to use sequence transitional signals because student 41 never stated a sequence before she used finally. Rather than using sequence transitional signals, it will be better to use cause and effect transitional signals. Based on the theory

from Oshima and Hogue (2006), transitional signals that are used to provide a cause and effect are therefore, because of, so that, as a result, consequently, as a consequence, and thus. So, it will be better if this student used cause and effect transitional signal, for instance “She become my friend starting from elementary school. Therefore, we are very close”.

Similar with the extract 48, student illustrated in extract 49 also used two transitional signals; first was so and second was finally. The different was in the type of transitional signals that student 41 should use in extract 48 and 49. If in extract 48, student 41 have to change it into transitional signals for showing cause and effect. Meanwhile in extract 49, student 41 only had to erase the sequence transitional signals because here are two transitional signals; first is summarizing transitional signal and the second is sequence transitional signals. For this situation, it is better if this student only use summarizing transitional signal in case that student 41 wanted to conclude that they did not entered.

Extract 49

S41: We were explain that but he didn't received that. So **finally** we didn't entered there than we move to other shop.

vi. Transitional Signals for Summarizing

The total of transitional signals for summarizing was 19 transitional signals. From those 19 transitional signals, 13 of them

were used correctly. It means that the accuracy percentage of the use of this type of transitional signals was 69%. Those 19 showing cause and effect transitional signals were used by 14 students. The students who were used this type of transitional signals were student 5, 15, 24, 26, 31, 36, 41, 47, 48, 51, 52, 64, and 67.

For this type, most of students used this transitional signal correctly. There were only three students who used it inappropriate condition but a student used four summarizing transitional signal. Here are correct transitional signals for summarizing that were written by the students in their essay.

Extract 50

S36: So, learning English very need to pay attention to both the second things like using tenses and the effect of the environment.

Extract 51

S47: In summary, smoking is a bad habitual.

Extract 52

S15: In conclusion, my hobby is not only just hobby but it can help me in three things.

Based on the three extract above, students actually know how to used transitional signal for summarizing in appropriate way. Based on theory from Oshima and Hogue (2006), the transitional signals for summarizing such as in summary, in conclusion, to conclude, to summarize, in brief, in other words, so, and in sum are used to

conclude the previous ideas and mostly put at the end of the paragraph or writing. For example in extract 50, before summarized that English is very important to be learned, student 36 explained the effect of learning English if we only focused to speak without studying about grammar. Quite same with student 36, student 47 and student 15 in extract 51 and 52 also used to conclude their opinion at the end of their writing. The different was only in the topic that they talked about; student 47 concluded about smoking and student 15 talked about his hobby.

Meanwhile, there were also some students used summarizing transitional signals in wrong way for instance the illustration in extract 53.

Extract 53

S41: Her name is Jeje, She is a beautiful girl I know. Actually, I got friend with her. Start from when I elementary school. **So** Finally I am very close till now.

Student 41 using summarizing transitional signal then follow by time order and sequence transitional signals. Using summarizing transitional signals in this situation was not correct because it was more likely shown a cause and effect situation. It will be better if this student used cause and effect transitional signal, for instance “She become my friend starting from elementary school. Therefore, we are very close”.

Extract 54

S41: We were explain that but he didn't received that. **So** finally we didn't entered there than we move to other shop. **So** after that, we can't forgetting that. **So**, we love like a sister.

Not only using inappropriate transitional signals, there was a student who used too many summarizing transitional signals. It was illustrated in extract 54. Meanwhile, good writing requires using an enough transitional signal to make the relationships among your ideas clear (Oshima and Hogue, 1998). Besides that, this type of transitional signal was used only one in a paragraph because it was a conclusion of the previous ideas.

Besides that, there was also two students who used summarizing transitional signal not based on its function. They were illustrated in extract 55 and 56 below.

Extract 55

S67: In summary, English plays a role in improving economy.

Extract 56

S32: She have favorite singer is Raisa. **So**, I am happy to be friend with her.

The use of summarizing transitional signal in extract 55 was wrong. It was because that sentence did not summarize the previous ideas which explained about the difficulties of leaning English. It will be better if student 67 wrote "in summary, learning English might be difficult but if we try to learn about it, it will be easier". This was also same with

the extract 56. It was better if this student did not use summarizing transitional signal because the sentence after the summarizing transitional signals did not summarize the previous ideas.

CHAPTER V

CONCLUSION

I. Conclusion

The total of transitional signals that are used by the 68 students were 203 transitional signals. Those 203 transitional signals were classified into six types of transitional signals. There were 35 transitional signals for adding and emphasizing ideas, 32 transitional signals for showing contrast and comparison, 17 transitional signals for providing example, 5 transitional signals for showing cause and effect, 95 transitional signals for introducing time order and sequence, and 19 transitional signals for summarizing. Simply, the most widely used transitional signal was transitional signals for adding and emphasizing ideas. While, the least used transitional signal was transitional signals for showing cause and effect.

Moreover, the percentage of the accuracy of transitional signals that were used by the students in their essay was 83%. Orderly, the percentage of the percentage of the accuracy of the use of transitional signals for adding and emphasizing ideas, for showing comparison and contrast, for providing example, for showing cause and effect, for providing time order and sequence, and for summarizing were 86%, 78%, 94%, 80%, 84%, and 69%. In other words, the highest percentage of accuracy was transitional signals for providing example and the lowest percentage of accuracy was transitional signals for summarizing.

J. Suggestion

Based on the result of this research, the researcher suggests for the next researchers to find a method which could make the students' writing skill better because researcher found that most of the students have already known the function for each types of transitional signal. Meanwhile, when the researcher analyzed the students' essay, the problems that appeared were grammatical error and lack of vocabulary. Beside that, to avoid mistaken in using transitional signals, lecturer still have to explain about the important of transitional signals and the different between each types.

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APPENDIX

RESEARCH INSTRUMENT

Name	:
Class	:
Registration Number	:

Write at least three paragraphs. Use one of the topics below. Try to make a good writing by looking to the coherence and cohesion of your writing.

- | | | | | | |
|-----------------|----------------|----------------------------------|------------|------|---------|
| Vacation | Hobby | Smoking | Family | Idol | Holiday |
| Favorite Singer | My Best friend | Difficulties in Learning English | Occupation | | |

TOTAL OF TRANSITIONAL SIGNALS USED BY THE STUDENTS

Students	Transitional Signals	Total
1	Meanwhile, Then 2, After, Finally	5
2	In addition 2, Another, Meanwhile, However, First, The last,	7
3	Furthermore, Beside that, Moreover, Although, Nevertheless, For instance, Then, At that time	8
4	However, On the other hand, Such as, Then	4
5	Besides that, Then, So	3
6	In the other side, First, The last	3
7	Even though	1
8	Not only that, Although, Such as	3
9	Besides that, like	2
10	However	1
11	For example, Then, After that	3
12	For example	1
13	Although, First, Second, Third, Fourth	5
14	Then 2, Now	3
15	First, Second, The last, So, In my conclusion	5
16	In addition, After	2
17	Even though	1
18	In addition, Although	2
19	Finally	1
20	Although, Now, Then	3
21	Besides that, Not only that	2
22	Although	1
23	For example, Then	2
24	In conclusion	1
25	Next, First, Then	3
26	In addition, In sum, Then, Next	4
27	Not only that	1
28	First , Then , Second , The Last	4
29	Besides that, Moreover, However, Such as	4
30	However	1
31	At last, Finally, So 2	4

32	Moreover, In summary, Besides that	3
33	Moreover, Then	2
34	On the other hand, Therefore	2
35	Not only that, First, Second	3
36	Like, First, Second, So	4
37	Moreover, On the other hand, Then, Firstly	4
38	Besides that, Then, First, Second	4
39	Now	1
40	However	1
41	Finally 2, After that, So 4	7
42	At that time	1
43	First, Second	2
44	Moreover, Therefore, First, Besides that	4
45	For example, Therefore, First, Second, Third	5
46	Besides that, Moreover, Therefore, First, Second	5
47	Then, First, Second, In summary	4
48	Besides that, So	2
49	However, Such as 2, First, Second	5
50	For instance, For example	2
51	Moreover, So	2
52	In addition, First of all, So	3
53	Now	1
54	However, On the other hand, First of all, Second, Third	5
55	However, For example, Such as, Finally, Now	5
56	Although	1
57	Although	1
58	Besides that, Even though	2
59	Although	1
60	Not only that, But, First, Finally	4
61	Not only that, Second 2, First, Finally, Last	6
62	In other side, The last, In addition	3
63	First, Second	2
64	First, Second, Third, In summary	4
65	First, Second	2
66	In addition, On the other hand, Therefore	3
67	For example, First, Second, In summary	4
68	First, Second, Finally	3

TOTAL	203
--------------	-----

**TYPE OF TRANSITIONAL SIGNALS
USED BY THE STUDENTS**

a. Adding Information and Emphasizing Ideas

Students	Transitional Signals for Adding Information and Emphasizing						Total
	Besides that	Not only that	Further more	More over	In addition	Another	
2					✓ ✓	✓	3
3	✓		✓	✓			3
5	✓						1
8		✓					1
9	✓						1
16					✓		1
18					✓		1
21	✓	✓					2
26					✓		1
27		✓					1
29	✓			✓			2
32	✓			✓			2
33				✓			1
35		✓					1
37				✓			1
38	✓						1
44	✓			✓			2
46	✓			✓			2
48	✓						1
51				✓			1
52					✓		1
58	✓						1
60		✓					1
61		✓					1
62					✓		1
66					✓		1

TOTAL	11	6	1	8	8	1	35
--------------	----	---	---	---	---	---	----

b. Showing Contrast and Comparison

Students	Transitional Signals for Showing Contrast and Comparison							Total
	M	H	A	N	OTH	E	B	
1	✓							1
2	✓	✓						2
3			✓	✓				2
4		✓			✓			2
6					✓			1
7						✓		1
8			✓					1
10		✓						1
13			✓					1
17						✓		1
18			✓					1
20			✓					1
22			✓					1
29		✓						1
30		✓						1
34					✓			1
37					✓			1
40		✓						1
49		✓						1
54		✓			✓			2
55		✓						1
56			✓					1
57			✓					1
58						✓		1
59			✓					1
60							✓	1
62					✓			1
66					✓			1
TOTAL	2	9	9	1	7	3	1	32

M	: Meanwhile	OTH:	On the other hand	N:	Nevertheless
H	: However	E	: Even though	B	: But
A	: Although				

c. Providing Example

Students	Transitional Signals for Providing Example				Total
	For example	Such as	For instance	Like	
3			✓		1
4		✓			1
8		✓			1
9				✓	1
11	✓				1
12	✓				1
23	✓				1
29		✓			1
36				✓	1
45	✓				1
49		✓ ✓			2
50	✓		✓		2
55	✓	✓			2
67	✓				1
TOTAL	7	6	2	2	17

d. Showing Cause and Effect

Students	Transitional Signals for Showing Cause and Effect	Total
	Therefore	
34	✓	1
44	✓	1
45	✓	1
46	✓	1
66	✓	1
TOTAL	5	5

45	✓	✓	✓														3
46	✓	✓															2
47	✓	✓			✓												3
49	✓	✓															2
52											✓						1
53											✓						1
54		✓	✓									✓					3
55								✓		✓							2
60	✓							✓									2
61	✓	✓						✓	✓								5
62									✓								1
63	✓	✓															2
64	✓	✓	✓														3
65	✓	✓															2
67	✓	✓															2
68	✓	✓						✓									3
Total	2 3	1 9	4	1	1 7	3	1	9	7	5	2	2	2	2			95

1 st : First/Firstly	F : Finally
2 nd : Second	L : Last/The last
3 rd : Third	N : Now
4 th : Fourth	FO : First of all
T : Then	Nx : Next
AT : After that	ATT : At that time
A : After	

f. Summarizing

Students	Transitional Signal for Summarizing				Total
	So	In sum	In conclusion	As a conclusion	
5	✓				1
15	✓			✓	2
24			✓		1
26		✓			1
31	✓ ✓				2

32		✓			1
36	✓				1
41	✓ ✓ ✓ ✓				4
47		✓			1
48	✓				1
51	✓				1
52	✓				1
64		✓			1
67		✓			1
TOTAL	12	5	1	1	19

**THE ACCURACY OF TRANSITIONAL SIGNALS
USED BY STUDENTS**

a. Adding Information and Emphasizing Ideas

Students	Transitional Signals for Adding Information and Emphasizing						False
	Besides that	Not only that	Further more	More over	In addition	Another	
2					✓ X	✓	2
3	✓		✓	✓			3
5	✓						1
8		✓					1
9	✓						1
16					✓		1
18					✓		1
21	✓	✓					2
26					✓		1
27		✓					1
29	X			✓			1
32	✓			X			1
33				✓			1
35		X					0
37				✓			1
38	✓						1
44	✓			✓			2
46	✓			✓			2
48	X						0
51				✓			1
52					✓		1
58	✓						1
60		✓					1
61		✓					1
62					✓		1
66					✓		1
CORRECT	9	5	1	7	7	1	30

b. Showing Contrast and Comparison

Students	Transitional Signal for Showing Contrast and Comparison							Correct
	M	H	A	N	OTH	E	B	
1	✓							1
2	X	✓						1
3			✓	✓				2
4		X			✓			1
6					✓			1
7						✓		1
8			✓					1
10		✓						1
13			✓					1
17						X		0
18			✓					1
20			✓					1
22			✓					1
29		✓						1
30		X						0
34					X			0
37					✓			1
40		✓						1
49		✓						1
54		✓			✓			2
55		X						0
56			X					0
57			✓					1
58						✓		1
59			✓					1
60							✓	1
62					✓			1
66					✓			1
TOTAL	1	6	8	1	6	2	1	25

M	: Meanwhile	OTH	: On the other hand
H	: However	E	: Even though
A	: Although	B	: But
N	: Nevertheless		

c. Providing Example

Students	Transitional Signals for Providing Example				Correct
	For example	Such as	For instance	Like	
3			✓		1
4		✓			1
8		✓			1
9				✓	1
11	✓				1
12	✓				1
23	✓				1
29		✓			1
36				✓	1
45	X				0
49		✓ ✓			2
50	✓		✓		2
55	✓	✓			2
67	✓				1
TOTAL	6	6	2	2	16

d. Showing Cause and Effect

Students	Transitional Signal for Showing Cause and Effect	Correct
	Therefore	
34	✓	1
44	✓	1
45	X	0
46	✓	1
66	✓	1
TOTAL	4	4

46	✓	✓														2
47	✓	✓			✓											3
49	X	✓														1
52											X					0
53										✓						1
54		✓	✓								✓					3
55								X	✓							1
60	✓							X								1
61	✓	✓						X	✓							4
62									✓							1
63	✓	✓														2
64	✓	✓	✓													3
65	✓	✓														2
67	✓	✓														2
68	✓	✓						✓								3
Total	2 2	1 9	4	1	1 0	3	1	3	7	5	1	2	2			80

1 st	: First/Firstly	F	: Finally
2 nd	: Second	L	: Last/The last
3 rd	: Third	N	: Now
4 th	: Fourth	FO	: First of all
T	: Then	Nx	: Next
AT	: After that	ATT	: At that time
A	: After		

f. Summarizing

Students	Transitional Signals for Summarizing				Correct
	So	In sum	In conclusion	As a conclusion	
5	✓				1
15	✓			✓	2
24			✓		1
26		✓			1
31	✓				2

	✓				
32		✓			1
36	✓				1
41	X X X X				0
47		✓			1
48	✓				1
51	X				0
52	✓				1
64		✓			1
67		X			0
TOTAL	7	4	1	1	13

CURRICULUM VITAE



Dewi Kartika Sari is a student of English Department in Muhammadiyah University of Makassar. She was born on 11st November 1996 in Maros. She is the second daughter of marriage between Ukkas and Hasniati. She has an older sister named Dyan Safitri and a younger sister named Dyah Tri Lestari..

In 2002, she started her elementary school at SDN 1 Maros and graduated in 2008. Then, she continued her junior high school at SMPN 2 Maros and graduated in 2011. After that, she continued her senior high school at SMAN 1 Maros and finished her study there in three years. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle *“The Use of Transitional Signals in Essay Writing by the Fifth Semester Students of English Department in Muhammadiyah University of Makassar”*.