

**ANALYZING TRANSITIONAL SIGNALS IN THE STUDENT ESSAYS
AT FIFTH SEMESTER OF ENGLISH LANGUAGE EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

(A Descriptive Research)



A THESIS

*Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan*

BY:

ADE HARYANTO
105355327 12

**ENGLISH DEPARTMENT
FACULTY OF TEACHER AND TRAINING EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2017**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **ADE HARYANTO**, NIM 10535 5327 12 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

14 Jumadil Awal 1439 H
Makassar, 31 Januari 2018 M



Panitia Ujian :

1. Pengawas Umum : **Dr. H. Abdul Rahman Pahim, S.E., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Khaeruddin, S.Pd., M.Pd.**
4. Dosen Penguji :
 1. **Dr. Ratna Dewi, S.S., M.Hum.**
 2. **Mah. Astrianto Setiadi, S.Pd., M.Pd.**
 3. **Saiful, S.Pd., M.Pd.**
 4. **Amar Ma'ruf, S.Pd., M.Hum., Ph.D.**

(Handwritten signatures and names in blue ink)

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar

(Handwritten signature of Erwin Akib)
Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



| Terakreditasi Institusi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **Analyzing Students' Transitional Signal in Essay Writing at Fifth Semester of English Department Students Makassar Muhammadiyah University**

Name : **ADE HARYANTO**

Reg. Number : 10535 5327 12

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Januari 2018



Approved by:

Consultant I

Consultant II

Dr. Ratna Dewi, S.S., M.Hum.

Dra. Radiah Hamid, M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Umi Saefati Svam, S.Pd., M.Pd.

Umi Saefati Svam, S.Pd., M.Pd.

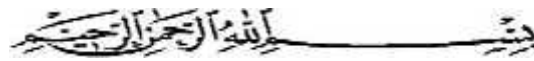
NBM: 860 934

NBM: 977 807





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. (0411) 860132 Makassar 90221



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Ade Haryanto**
NIM : **10535 5327 12**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Analyzing Students' Transitional Signal in Essay Writing at Fifth Semester of English Department Student Makassar Muhammadiyah Universty**

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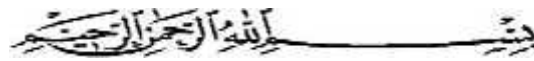
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Yang membuat perjanjian

Ade Haryanto



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. (0411) 860132 Makassar 90221



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **ADE HARYANTO**

NIM : **10535 5327 12**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Analyzing Students' Transitional Signal in Essay Writing at Fifth Semester of English Department Student Makassar Muhammadiyah Universty**

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MOTTO

**Wherever you are, whatever
you do, Keep High and Smile
and don't Forget Suck the
weeds.**

**"So verily, with the hardship, there is
relief. Verily, with the hardship,
there is relief. "
(Q.S Al- Insyirah {94}: 5-6)**

I dedicated this thesis to my beloved Parents

Muhammad Basri Betu and Sitti Fatimah

ABSTRACT

ADE HARYANTO, 2017. Analyzing Students' Transitional Signal in Essay Writing at Fifth Semester of English Department Students of Makassar Muhammadiyah University. A thesis of English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervisors by Ratna Dewi, and Radiah Hamid.

This research aimed to find out what transitional signals are used by the students in their essays in the fifth semester students of English Department at Makassar Muhammadiyah University and how is the ability of the students in using transitional signals in their essay by the fifth semester students of English Department at Makassar Muhammadiyah University.

This research used a Descriptive Research. The researcher applied the research by writing test. The test aims to know the students' ability in using transitional signals in the students' essays. The subject of this research was the fifth semester students of English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University in academic year 2016/2017. This research used Randomly Sampling Technique to decide the sample, it consisted of students of BG V-A, V-B and V-C Class. The total number of sample is 30 students.

The result of the analysis showed that there were some students did wrong of using transitional signal in writing an essay. It caused by the students did not know the usage of some transitional signal in writing an essay correctly.

Keywords: Transitional Signals, Essay, Writing Test

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Makassar, November 2017

The writer

ADE HARYANTO

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CHAPTER I

INTRODUCTION

A. Background

Transition signals are connecting words or phrases that strengthen the internal cohesion of any writing. Transition signals act like bridges between parts writing. They link the sentences and paragraphs together so that they flow smoothly and there are no abrupt jumps or breaks between ideas. Transition signals also act like signposts making it easier for the reader to follow ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraphs or topics.

Being cohesive is important for students in producing their writing essays. One of the techniques used to achieve cohesive in writing is applying transition signals. While, Communication through writing transition signals are important since they will give comprehension to the readers.

Raudah (2013) on her thesis "*The Eleventh Grade Students' Mastery in Using Transitional Signal as Sentence Connectors in Paragraph at MAN Selat Kapuas Regency Academy Year 2012/2013*" found that mistakes of using transitional signal happened because the students do not understand well about using transition signals that is used as sentence connectors. The writer also concludes that the mistakes that the students have done because of the inappropriateness in choosing signals. The students have to choose which appropriate signals should be attached to the sentence.

Yolanda (2011) on her thesis entitle “*The Analysis of English Department Students’ Ability in Using Transition Signals at Padang State University*” found that the second year English Department Student have shown average mastery in using transitions signals. More than half of the students were not able to use transitions well. The finding is indicated by the fact that the students had mistaken in putting transitions in a paragraph; writes sentences using transition given, and combines the sentences by adding transitions, the last; many of them ignore the use of commas when they put transitions.

Hartati (2006) conducted the research entitle “*The Students’ Ability of Using Transition Signals as Sentence Connectors in Paragraph*” Found that the students’ moderate achievement in using transition signals as sentence connectors in paragraph is probably due to several factors. First, the process of teaching and learning in the writing class has not been running well since one class consisted of twenty-two students in might be caused the crowded class, the facility was not supported (for example, the book) since there were students who have book and students who have not. Second, the students might not be able to understand the materials explained by the teacher. Third, the students did not have high motivation to learn sentence connectors. Last of all, the students seldom read the English texts, such as English newspapers, magazines, and internet article since they can help students understand the use of transition signals as sentence connectors in paragraph.

Muqsitur (2005) conducted the research “*The Students Ability in Using Transition Signals of the Ninth Grade at MTsNBanjar Selatan 2 Academic Year*

2015/2016". The result of this research indicates that the students' ability in using transition signals is into fair category, its means that the students' ability in using transition signal is not good enough, they made many mistakes and errors in using transition signal. The most difficult transition signal is *also* and they lack of knowledge about transition signals.

Sugiyanto (2006) conducted the research at *English Education Study Program Faculty of Teacher Training and Education Ahmad Dahlan University Yogyakarta* stated that there is a positive and significant correlation between the student mastery on transition signals toward writing ability.

Based on the explanation of some previous studies above, the writer concludes that some of the researchers found that the students were not able to use Transition signal well, it is happened because the students do not understand well about using transition signals that is used as sentence connectors. The writer also concludes that the mistakes that the students have done because of the inappropriateness in choosing signals. Some researchers also find that the students' ability in using Transition signal will affect the students' writing ability.

This study will analyze the students' transition signals in the students' essay writing, especially those link the sentences and paragraphs together. Based on the explanation above the writer commits to conduct a research entitled "*Analyzing Students' Transitional Signal in their Essays at the Fifth Semester of English Department Students of Makassar Muhammadiyah University*".

B. Problem Statement

Based on the statement above, the researcher would like to formulate the problem as follow:

1. What Transition Signals are used by the students in their essay sthe Fifth Semester Students English Department in Muhammadiyah University of Makassar?
2. How is the ability of the students in using Transition Signals in their essays?

C. Objective of the Research

Based on the research problem above, the purpose of the research is:

1. To find out what Transition Signals are used by the students in their essays by the fifth semester students English Department in Muhammadiyah University of Makassar.
2. To find out how is the ability of the students in using Transition Signals in their essays by the fifth semester students English Department in Makassar University of Makassar.

D. Significant of the Research

The result of this research expected to be useful information and a reference for the English students in general, and for the teacher to add information of teaching learning in the class especially for writing skill.

E. Scope of Research

The researcher will conduct a research at the fifth semester Students of English Department FKIP Muhammadiyah University of Makassar. The researcher will analyze transition signal in the students' essays. The researcher will focus on analyzing transition signals as sentence connectors(Transition phrases : such as, not only, first of all, generally, especially, in the other hand, for example, even though, as well as, first, second, *and* Conjunctive adverb: besides, however, although, also, therefore, Moreover, thus, then, than)and clause connectors(Coordinating conjunction: or, but, yet, and, nor, for *and* Subordinating conjunction: as, if, so, because, where, which, that, who, when) in descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE.

A. The Concept of Writing

1. Definition of Writing

Byrne in Ismayanti (1990: 1) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kinds that translate throughout into language.

Another statement about writing skill comes from Widdowson in Saleha (2008:15) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Lindbolm in Fatmawaty (2009: 13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely “what to write and how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system

or knowledge of the world refers to what the writer knows about the subject to write.

Graham and Perin (2007:3) explain that writing well is not just an option for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

2. The Importance of Writing

There are a lot of reasons why writing is important by Hairston in Saleha (2008: 5):

- a. Writing is a tool for discovery. We stimulate our thought process by the act writing into information and tab into information and image we have our unconscious mind.
- b. Writing helps us to organize our ideas. We can arrange them in coherent form.
- c. Writing generates new ideas by helping us to make connection and see relationship.
- d. Writing down ideas allow us to dictate ourselves form them.

- e. Writing helps us to observe and process information when we write a topic, we learn it better.
- f. Writing enables us to solve the problems by putting the element of them into written form; we can examine and manipulate them.
- g. Writing on a subject makes us active rather than passive learners of information.

While the other reason:

- 1) People can read something because of writing so that we know everything.
- 2) Through writing, we can express our ideas and also our feeling to other people.

By expressing idea through writing, the writer can improve the way of delivery ideas and opinions in more appropriate way since she can check and revise her writing before being read by other people.

3. Essay Writing

Brown (2001:334) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of literate society and usually only if someone teaches too. If someone want to be able to swim, he cannot just master theories to swim but he has to get into water to practice and apply the theories on ourselves. Same in writing if someone want to be master in writing they have to practice of the theories and apply that. Writing not just write a paragraph but it can be

write an essay. Oshima and Hogue (1998:101) stated that writing an essay is no more difficult than writing a paragraph except that an essay is longer. It means essay writing more complicated than writing paragraph. So if you can write a good paragraph, you can write a good essay. According to Oshima and Hogue (1998:101) Essay writing have three main parts, they are:

a. An Introductory

The introductory paragraph consists of two parts: a few general statements about your reader's attention and a thesis statement to state the specific subdivision of your part topic and or the plan of your paper. A thesis statement for an essay is just like a topic sentence for paragraph: it names the specific topic the controlling idea or major subdivision of the topic.

b. The Body

The body consists of one more paragraphs. Each paragraph develops a subdivision of your topic, so the number of paragraphs in the body will vary with the number of subdivision or subtopics. The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your statements. The paragraphs of the body of the essay are like the main supporting points in single paragraph. Furthermore, you can organize the paragraphs in essay just as you organize the ideas in paragraph, by chronological order, logical divisions of ideas, comparison and contrast, etc.

c. The Conclusion

The conclusion in essay, like concluding sentence of paragraph, is a summary or review of the main points discussed in the body. The only additional elements in an essay are linking expressions between the paragraphs of the body. These are just like transition within a paragraph. Use transitions within a paragraph to connect the ideas between to sentences. Similarly, use transitions between paragraphs to connect the ideas between them.

According to Kriszner and Mandell (2008:18) there are some stages actually overlapped to make an essay:

- a. You look for ideas. Before we are going to write we must decide what we are going to write. Identify the audience around and decide on an appropriate tone.
- b. You begin to shape your material. After we look for ideas, the next step is shape the material by find out the reference to write.
- c. You begin to write. As you shape the material you begin to write the draft.
- d. You recognize your idea. As you revise, you continue to discover new material.

According to Jordan (1999:17) the stages of writing an essay are:

- a. Carefully about the topic, subject or question. Subject or question should be thought about carefully: what is required in the essay should be understood.
- b. What is required in the essay A note should be made of idea. It is can be get from experience, knowledge, or around we are.
- c. A note of your ideas. A note should be made of ideas perhaps from reading list or a bibliography. Then to the list should be added any other books, articles, etc.
- d. List any other reference. To your list any other books, articles, etc. that you discover while finding the recommended books.
- e. The books, chapters, articles, etc. with a purpose, by asking yourself appropriate questions that are related to the essay topic or title.
- f. Clear notes from your reading. Clear notes should be written from the reading.
- g. A record of your sources so that you can compile your own bibliography or list of reference at the end of your essay. A record of the sources should be kept so that a bibliography or list of reference can be compiled at the end of essay.
- h. Accurately any quotation: author's surname, and initials, year of publication, edition, publisher, place of publication.
- i. When the notes have been finished, they should be looked through in order for an overview of the subject to be obtained.

- j. Content of your essay. On the content of your essay should be decided on and how it is to be organized or planned.
- k. Your material carefully. The material should be carefully selected: there may be too much and some may not be very relevant to the question.
- l. Your material, or ideas, into three main sections for the essay. The material or ideas should be divided into three main sections for the essay: the introduction, the main body, and the conclusion. An outline of the essay should be written, with use being made of headings or subheadings, if they are appropriate.

According to Bryan (2001:2) for any essay to achieve high marks it's essential to go through five distinct stages they are:

- a. Interpretation of the question

At this stage you should be list your question as the first step to write down an essay. The question as the basic to find out the topic or title an essay.

- b. Research

At this stage you should find out the topic or title by doing some research in the field. What the topic are going to choose and what topic are interested to write.

- c. Planning

At this stage the idea, topic or title have been ready. You should plan what you are going to write.

d. Writing

At this stage you began to write the idea with the topic you have been choose. In this stage the reference should be clear.

e. Revision

In this stage you should be observation (examination) returned for repair your write.

B. Concept of Transition Signal

1. Transition Signal

Oshima and Hogue (1998:44) states that transition signal such as first, second, next, finally, therefore, and however or phrases such as in conclusion, on the other hand and as result. Transition signal means conjunction or phrases using in writing to make the sentence and paragraph more coherence and easier. Think transition signal as traffic signs that tell the reader go forward, turn, slow down, and stop.

Peha (2003:38) states that transitions these are short phrases like “Then” or “After a while” or “In the beginning” that help to introduce each new action in the sequence. It is not necessary to add a transition for each action, but they can be very helpful at making your sequence flow smoothly.

2. Types of Transition Signal

Oshima and Hogue (1998:44) states that Transition signal can be categorized in the three groups they are sentence connectors (including transition phrases and conjunctive adverbs), clause connectors (including coordinating conjunction and subordinating conjunction), and a mixed group called “others”. But the writer focus analyzing in sentence connectors and clause connectors.

a. Sentence Connectors

1) Transition Phrases

Most transition phrases in this group usually appear at the beginning of sentence. They maybe appear in the middle (normally following the subject) or at the end of sentences. They are always separated from the rest of the sentence by comma. Hence, these patterns are possible (Oshima and Hogue 1998:45,46):

- a) *For example*, the Baltic Sea in Northern Europe is only one fourth as deadline as the Red Sea in the Middle East.

Most transition phrases may also follow this pattern:

- b) Many societies in the world are matriarchal: *that is*, the mother is head of the family.

2) Conjunctive Adverbs

Conjunctive adverbs (except too) may also appear at the beginning, in the middle. Or at the end of sentence, and are separated by commas.

- a) *Furthermore*, the run off created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.
- b) The run off created by melting snow, *furthermore*. Adds a considerable amount of fresh water to dilute the saline sea water.
- c) My parents want me to become an engineer, *however*.

Conjunctive adverbs are also often used with a semicolon and comma to join with two independent clauses to form a compound sentence.

- a) In warm climate zones, water evaporated rapidly, *therefore*, the concentration of salt is greater.
- b) The company's sales increased last year, *nevertheless*, it's not profit declined.

b. Clause Connectors

1) Coordinating Conjunction

The five coordinating conjunction (plus two additional ones, *for* and *nor*) are used with a comma to join two independent clauses to form compound sentence. (Oshima and Hogue 1998:45,46)

- a) Dad washes the car, he polished it.
- b) Dad not only washed the car, but he also polished it.
- c) The company's sales increased last year, *yet* it's not profit declined.

Conjunction action are words used to link words, phrases or clauses. Some common conjunctions are *or*.

- a) He can't sing *or* dance.
- b) She doesn't like apple juice *or* orange juice

Yet and *but* have similar meaning: they both signal that an opposite idea is coming. *Yet* is preferred when the second clause is unexpected or surprising contrast to the first clause. When two clauses are direct opposites, *but* is preferred.

- a) Thomas Eddision dropped out of school at age twelve, *yet* he became a famous inventor.
- b) I want to study art, *but* my parents want to become an engineer.

Yet is similar in meaning to *nevertheless*, and *but* is similar to *however*.

2) Subordinating Conjunction

These words (*and, many, others* including *because, when, and so that*) introduce a dependent clause, which is joined to an independent clause to form a complex sentence. There are two possible positions for the dependent clause. If the dependent clause comes before the independent use come after it.

- a) *Although the* company's sales increased last year, its not profit declined. If the independent clause comes first, do not use a comma.
- b) The company is not profit declined lat year, *although its* sales increased.

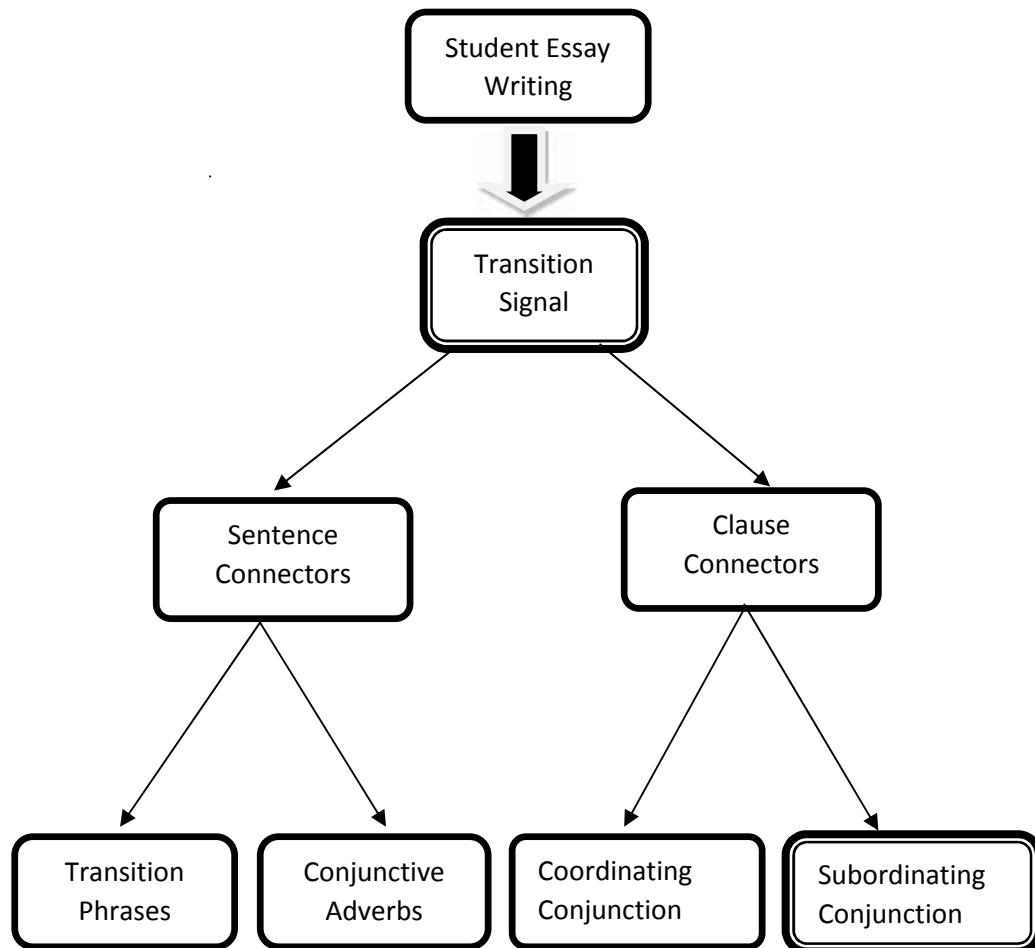
c. Mixed "others"

The transition signal in this group include adjectives such as *additional*, prepositions such as *in spite of*, and nouns such as *example*. There are no special punctuation rules for this group.

- 1) The company's net profit declined last year *in spite of* increased sales.
- 2) *An additional* reason for the company's bankruptcy was the lack of competent management.
- 3) *Examples of* vocabulary differences between British and American English.

C. Conceptual Framework

Figure 2.1: Conceptual Framework



The researcher will conduct a research on writing skill, where the researcher take essay writing for specific subject. In essay writing the researcher will analyze the transition signal. It consists of two parts: sentence connectors involving transition phrases or conjunctive adverbs and clause connectors involving coordinating conjunction or subordinating conjunction. Writing skill as the basic of this analysis. That's why the researcher put first line for writing.

CHAPTER III

RESEARCH METHOD

A. Research Design

The writer used Descriptive Quantitative Method, where the researcher will describe the student's ability in using different kinds of transition signals in the essays made by the Fifth Semester Students of English Department in Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

The population of this research took the Fifth Semester Students' of English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in academic year 2016-2017 which consist of 354 students

2. Sample

This writer used Randomly Sampling Technque by choosing the data in the form of essays written by class A, B, & C in Academic year 2016-2017. The total number of sample is 30 students.

C. Research Variable and Indicator

There are two variables which had been observed in this research. They were student's ability as dependent variable and transition signals as independent variable. The indicator of this research is Sentence connector (Transition Phrases, Conjunctive Adverbs) and Clause Connector (Coordinating Conjunction, Subordinating Conjunction).

D. The Procedure of Collecting Data

1. The data had been found by identifying Transition Signals used by the students. Then, they will be classified into their types.
2. Students' ability in using Transition Signals was taken from the correct use of Transition Signals used in the students' essays.

E. Instrument of the Research

The instrument of this research was writing an essay. It was applied in writing test. It aimed to know the transition signal which was used of the students in their essay, and to measure the ability of the students in using transition signal in their essay and it was applied in the class.

F. Technique of Data Analysis

The researcher will use the following formula in analyzing the student's ability in using Transition Signal

$$\text{a) Scoring} \\ P = \frac{Fx}{100}$$

N

Where:

P= the percentage of student ability

F= correct answer

N= maximum score

Mean is used to make a generalization the finding of the research. It is more relevance to describe student grade point average. The formula form:

(Gay in Nurhasanah 2008:32)

$$M = \frac{\sum X}{N}$$

N

Where M = mean

= sum of

X = score in a distribution

N = number of score

(Gay in Nurhasanah2008: 32)

After knowing the test result of students' scores, then, the writer percentages all the data in formula of Four Level Mastery (Haris, 1968, 134).

Here are in detail formula:

80% - 100% = excellent

60% - 79% = good

50% - 59%= fair

0 % - 49% = poor

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented finding of the research and discussion. The research findings showed the data obtained from the result in order to know how is the ability of the fifth semester students English Department Muhammadiyah University of Makassar in use of transition signal in essay writing. The discussion contains the description and the data interpretation.

A. Findings

The data described in this finding was taken from the fifth semester students English Language Department Muhammadiyah University of Makassar in using of Transition Signals in their essays.

1. Kinds of Transition Signal Used by Students

There were two kinds of transition signals which appeared in the students' essays.

a. Sentence Connectors

Sentence Connectors are used to connect two sentences together. They are joined by a full-stop (period) or semi-colon, and are followed by a comma. The first are '*besides*' and '*also*'. It uses '*to introduce an*

additional idea’ about the topic to giving some information as sentence connector. The second is *‘however, still and instead’*. It uses *‘to contrast’* about the one and the other things. The third is *‘therefore’* and *‘thus’*. It Transition Signal used *‘to introduce an effect/result’* about the topic. The fourth is *‘for example’*. It uses *‘to give an example’* about the topic. The fifth is *‘third, the first, the second, than, then, that and the last’*. It uses *‘to show chronological order’* about the topic. The sixth is *‘in other words’*. It Transition Signal used *‘to identify or clarify’* the topic.

Table 4.1: Classification of Transition Signals Using Sentence Connectors by the Students in Their Essays

No	FUNCTION	KINDS OF SENTENCE CONNECTOR	WRONG	CORRECT	TOTAL
1	To introduce an additional idea	Besides	-	1	1
2		Also	1	12	13
3	To compare	-	-	-	-
4	To contrast	However	-	2	2
5		Still	-	2	2
6		Instead	-	1	1
7	To introduce a cause/reason	-			
8	To introduce an effect/result	Therefore	2	-	2
9		Thus	1	-	1
10	To give an example	For example	-	4	4
11	To show chronological order	Third	-	2	2
12		The first	10	4	14
13		The second	8	3	11
14		Than	1	8	9
15		Then	-	4	4
16		That	-	7	7
17		The Last	-	3	3
18	To show an alternative	-	-	-	-
19	To identify or clarify	In other words	-	1	1

	TOTAL		23	54	77
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Table 4.1, there are 77 sentence connectors used in the students' essay. Some of students were correct when using sentence connectors. The correct usages of sentence connectors were 54, but the wrong usages of using sentence connectors were 23.

There were some correct usages in the students' essays in using sentence connectors, for example: "We can see, in the hospital there are division of doctor. **For example**, surgeons and internist." In this part, we can see that there is a student using '*For example*' as a sentence connector of transition signal, because at the previous sentence the student explains about the division of doctor in hospital, so the sentence need an example at the next sentence as supporting idea.

b. Clause Connectors

Clause Connectors are used to connect two clauses together to form one sentence. They are joined by a comma. The first is '*and*'. It uses to '*to introduce an additional idea*' and '*to compare*' about the topic. The second is '*but, although, even though, whereas and while*'. It uses '*to contrast*' the topic. The third is '*for, because and as*'. It will use '*to introduce a cause/reason*' about the topic. The fourth is '*so*'. It uses '*to introduce an effect/result*' about the topic. The fifth is '*after, as, before, when, while and until*'. It uses '*to show chronological order*' of

the topic. The sixth is 'or'. It will use 'to show an alternative' for the topic. The seventh is 'if'. It uses 'to identify or clarify' the topic.

Table 4.2: Classification of Transition Signals Using Clause Connectors by the Students in Their Essays

No	FUNCTION	KINDS OF CLAUSE CONNECTOR	WRONG	CORRECT	TOTAL
1	To introduce an additional idea	And	9	76	85
2	To compare	And	9	76	85
3	To contrast	But	4	3	7
4		Although	-	5	5
5		Even thought	-	1	1
6		Whereas	-	2	2
7		While	-	2	2
8	To introduce a cause/reason	For	-	23	23
9		Because	-	11	11
10		As	-	29	29
11	To introduce an effect/result	So	6	13	19
12	To give an example	-	-	-	
13	To show chronological order	After	-	1	1
14		As	-	29	29
15		Before	-	2	2
16		When	-	4	4
17		While	-	2	2
18		Until	-	1	1
19	To show an alternative	Or	-	11	11
20		If	-	7	7
21	To identify or clarify	-			
	TOTAL		28	298	326

Table 4.2, there are 326 clause connectors by the students. Some of students were correct when using clause connectors. The correct

usages of clause connectors were 298. But the wrong usages of using clause connector were 28.

There were some correct usages of students' essay in using sentence connectors in transitional signal, for example: "When price is more than the taxi **and** the people also easily to find public transportation in a terminal." In this part, we can see that there is a student using '*and*' as a clause connector of transition signal, because at the previous sentence the student explains about the idea about smoking, so the next sentence gives an additional idea to build up the sentence be well.

2. Students' Ability in Using Transition Signal

In this part discusses about the students' ability in using sentence connectors and clause connectors of transition signal based on the students' essay. The researcher presents the percentage of students' ability in using transition signal.

Table 4.3: Students' Ability in Using Transition Signal in Essay

No	Transition signal	Total used	Wrong	Correct	Percentage	Criteria
1.	Sentence Connectors	77	23	54	70%	Good
2.	Clause Connectors	326	28	298	91%	Excellent
	TOTAL	403	51	352	87%	Excellent

Table 4.3 shows that the 30 students' essays contain 403 transition signals. It is found 77 sentence connectors and 326 clause connector. In sentence connectors, there were 54 correct usages of transition signal based on the students' essay. The percentage of sentence connector usages were 70% and it classify in Good Criteria. In clause connectors, there were 298 correct usages of transition signal based on the students' essay. The percentage of clause connector usages were 91% and it classify in Excellent Criteria. So, the researcher concludes that the students' ability in using transition signal were got Excellent Criteria.

B. Discussions

1. Transition Signal Used by the Students

Transition Signal used by the students are '*besides, also, however, still, instead, therefore, thus, for example, third, the first, the second, than, then, that, the last, in other words, and, but, although, even though, whereas, while, for, because, as, so, after, as, before, when, while, until, or and if*'.

Transition Signal shows that to introduce an additional idea by using sentence connector such as '*also*' is used mostly correct in the students' essays, but there is misused 1 time. To compare, there is no sentence connector usage in this part. To contrast by using sentence connector such as '*however and still*' is used mostly correct in the students' essays, and there is no wrong usage. To introduce a cause/reason, there is no sentence connector

usage. To introduce an effect/result by using sentence connector such as '*therefore* and *thus*' is used in the students' essays, but those are misused. To give an example by using sentence connector such as '*for example*' is used mostly correct in the students' essays, and there is no wrong usage. To show chronological order by using sentence connector such as '*the first*' is used mostly in the students' essays, but there are misused 10 times. To show an alternative, there is no sentence connector usage. To identify or clarify by using sentence connector such as '*in other words*' is used in the students' essays, and there is no wrong usage.

To introduce an additional idea by using clause connector such as '*and*' is used mostly correct in the students' essays. but there are misused 9 times. To compare by using clause connector such as '*and*' is used mostly correct in the students' essays, but there are wrong usage 9 times. To contrast by using clause connector such as '*but*' is used mostly in the students' essays. but there are misused 4 times. To introduce a cause/reason by using clause connector such as '*for* and *as*' is used mostly correct in the students' essays, and there is no one an error. To introduce an effect/result by using clause connector such as '*so*' is used mostly correct in the students' essays. but there are wrong usage 6 times. There is no clause connector usage to give an example. To show chronological order by using clause connector such as '*as*' is used mostly correct in the students' essays, and there is no misused. To show an alternative by using clause connector such as '*or*' is used mostly correct in the students' essays, and there is no wrong usage. To identify or

clarify by using clause connector such as *'if'* is used mostly correct in the students' essays, and there is no one an error.

2. Students' Ability in Using Transition Signal

Students' ability in using transition signal is counted by the correct number of transition signals used divided with the use of transition signal time 100%. The percentage of the students' correct numbers are given a score based on the classification of score in chapter 3.

The score expresses the students' ability in using sentence connectors is 70%. It caused by most of students in using some sentence connector such as *'also, for example, than, then and that'* are mostly correct. It Transition Signal is commonly used by everyone and easy to use. The students' ability in using sentence connectors is categorized as good.

On the other side, the students' ability in using clause connectors are show by score 91%. It caused by most of students in using some clause connector such as *'and, for, as, so, or and if'* are mostly correct. It Transition Signal is commonly used by everybody and easy to use. The students' ability in using clause connector is categorized are excellent. So, we can conclude that the students' ability in using transition signal is excellent.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described in the previous chapter, the researcher could draw a conclusion that most students of academic year 2014/2015, Muhammadiyah University of Makassar had fair ability in using transition signal aspects that the fifth semester students English Department University of Makassar in use of sentence connectors and clause connectors in essay writing.

1. In sentence connectors there were six-teen transition signal type sentence connector made by students namely: *besides, also, however, still, instead, therefore, thus, for example, third, the first, the second, than, then, that, the last* and *in other words*. The highest frequency of the transition signal type sentence connector made by students' was "also" which used twelve times in the students' essay. In clause connectors there were sixteen transition signal type clause connector made by students namely: *and, but, although, even though, whereas, while, for, because, as, so, after, before, when, until, or* and *if*. The highest frequency of transition signal type clause connector made by the students' was "and" which used seventy-six times in the students' essay.
2. The students' ability in using Transition Signals is 87%. It means the use of transition signals in the students' essays are correctly implemented

87%. This is categorized as excellent. in using Transition Signal got 87%, it means that they have an excellent categorized in using transition signal.

B. Suggestion

In this chapter, the researcher would like to propose some suggestions that hopefully would useful for to the lecturer, further researcher and students.

1. The lecturer must be creative in teaching learning English and makes students comfortable in the class.
2. The lecturer should give many information about transition signal, its kinds and examples.
3. The lecturer should explain the usage of every transition signal.

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STUDENT WORKSHEET

Name :

Class :

RegNumer :

Write down some essays in using transitional signals or make a some paragraphs !

CURRICULUM VITAE



The writer, Ade Haryanto was born on 11 Desember, 1994 in Bulukumba. He is the second boy of Muhammad Basri and Sitti Fatimah. He finished his study at Elementary School at SD 155 Center Bontobahari 2006. He then continued his study to Junior High School at SMP Negeri 1 Bontobahari and he graduated his study in 2009. Continued his study to Senior High School at SMA Negeri 1 Bontobahari and finished it in 2012. In the same time, he continued his study of English Department in Muhammadiyah University of Makassar.