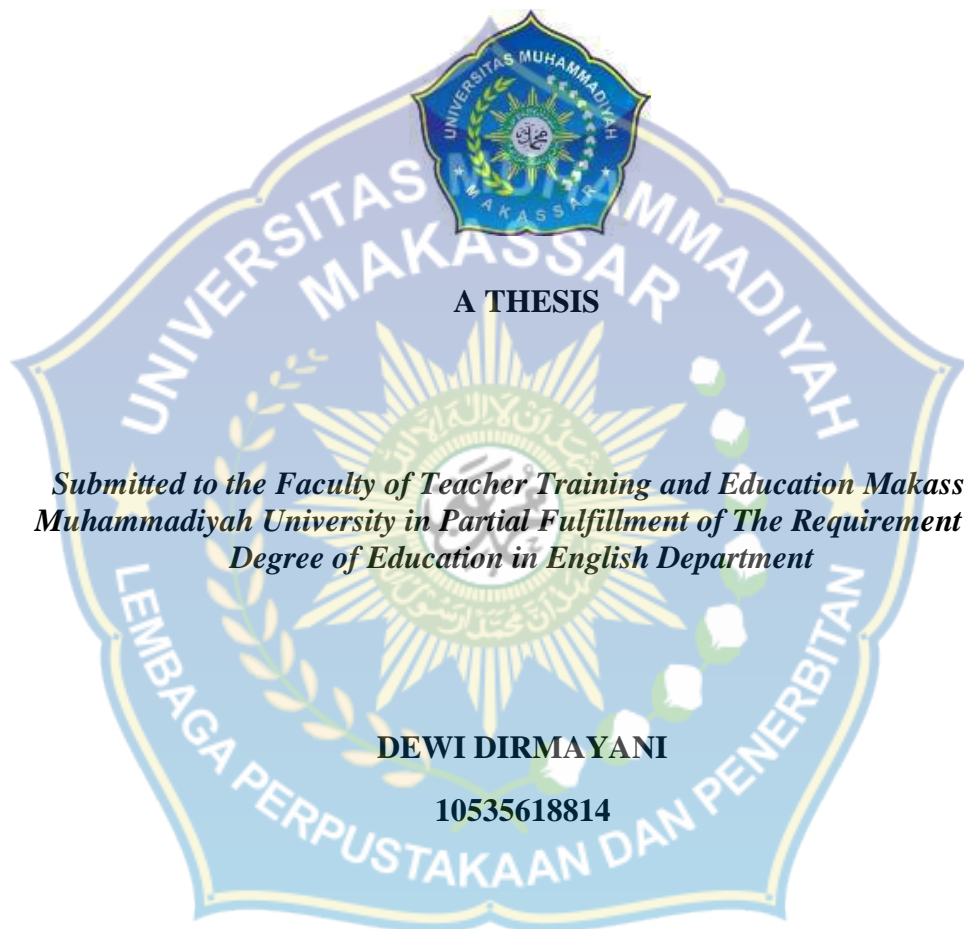


ANALYZING TRANSITIONAL DEVICES IN ESSAY WRITING

**(Descriptive quantitative Study at tenth Grade Students of SMA 19 GOWA
Academic Year 2018/2019)**



A THESIS

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

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHERS TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2019



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Day / Date	Chapter	Note	Sign
31/07/2019	IV	- Provide the result of the responded. [27] - page ? - explain in detail on page result of your findings. - some of % how many student understand of transitional devices	
02/08/2019	IV	- elaborate the discussing which suitable with the topic. - conclusion and suggestion more explanation. - add a pages in chapter II	
5/8/2019	IV	how is the result of problem statement 2	

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Day / Date	Chapter	Note	Sign
7/07/2019	II	- Title - Abstrak - List of content	
20/07/2019	III - list attendance - beri keterangan pada foto dokumentasi. - tambahkan penjurusan di chapter III	
24/07/2019	IV V	- bandingkan temuan di chapter II dgn temuanmu - discussion. - perbaiki suggestion dan conclusion.	

Makassar, July 2019

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Dengan ini menyatakan bahwa :

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4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Mei 2019

Yang Membuat Perjanjian

Dewi Dirmayani

MOTTO

DO THE BEST AND PRAY. GOD WILL TAKE CARE OF
THE REST.



ABSTRACT

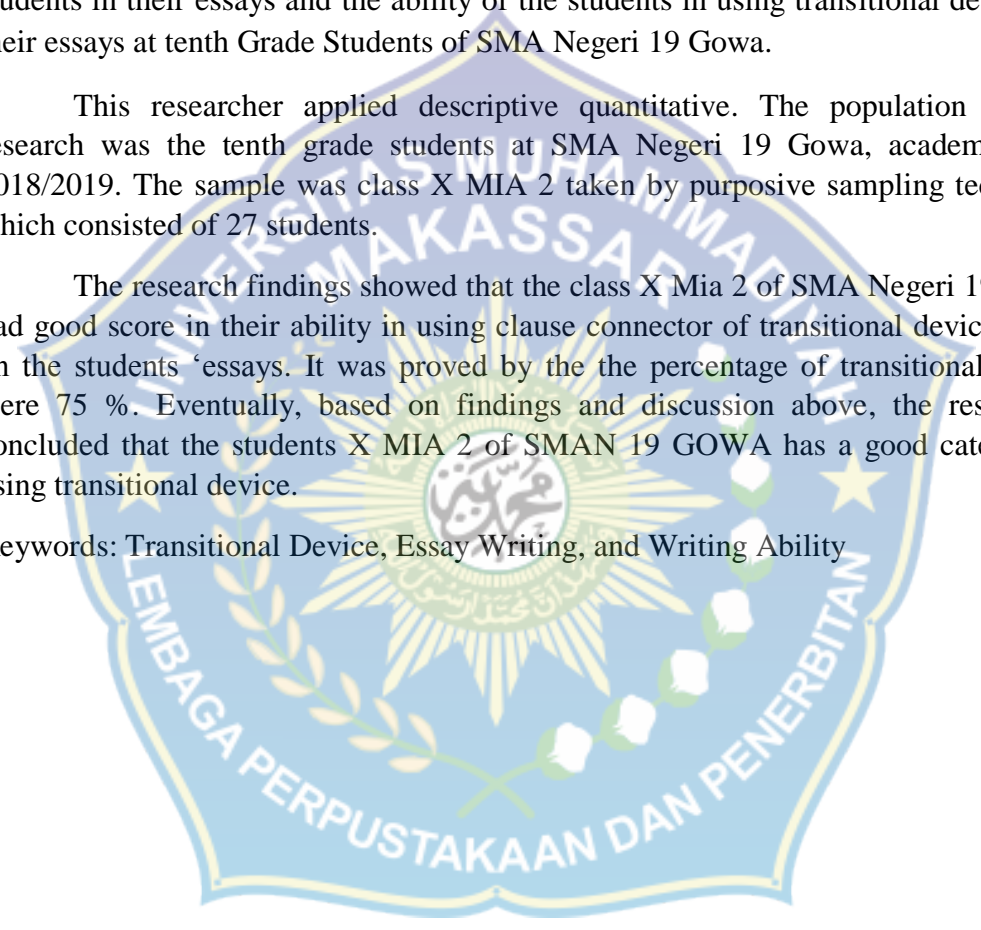
Dewi Dirmayani, 2019. *Analyzing transitional devices in essay writing at tenth Grade Students of SMA Negeri 19 Gowa*), under the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Eny satriana and Saiful.

This research aimed at finding out the transitional devices used by the students in their essays and the ability of the students in using transitional devices in their essays at tenth Grade Students of SMA Negeri 19 Gowa.

This researcher applied descriptive quantitative. The population of this research was the tenth grade students at SMA Negeri 19 Gowa, academic year 2018/2019. The sample was class X MIA 2 taken by purposive sampling technique which consisted of 27 students.

The research findings showed that the class X Mia 2 of SMA Negeri 19 Gowa had good score in their ability in using clause connector of transitional device based on the students' essays. It was proved by the the percentage of transitional device were 75 %. Eventually, based on findings and discussion above, the researcher concluded that the students X MIA 2 of SMAN 19 GOWA has a good kategori in using transitional device.

Keywords: Transitional Device, Essay Writing, and Writing Ability



ACKNOWLEDGEMENTS

Alhamdulillah Rabbil Alamin, The writer would like to express his profound gratitude to the almighty God Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Shalawat and Salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW, peace be upon him.

Many problems and difficulties had been encountered in finishing this thesis. She do realize that in conducting the research and writing this report, he got invaluable contribution and assistance from a great number of people. Therefore, she would like to express her deep appreciation and sincere thanks to all of them particularly:

1. Her highest appreciation and deepest thankful to her beloved parents (Kamaluddin and Murni) Who always be her motivators and also for my brother, my friends Nurul arhamni, Fiqhi yulianingsih, Andi sri wahyuni, and my family for the attention, support and their love.
2. Her highest appreciation for the Rector of Muhammadiyah University of Makassar, Dr. H. Abd. Rahman Rahim, SE.MM.

3. The Dean of Faculty of Teacher Training and Education, Erwin Akib, M.Pd., Ph.D., The Head of English Education Department, Ummi Khaerati Syam, S.Pd., M.Pd, for their guidance and aid. The entire lecturers, especially for English lecturer for supplying knowledge and lesson during the writer's study.
4. Her high appreciation and great thankful are due to consultant, Dr. Eny Satriana. M.pd as the first consultant who guided, gave corrections and advices to writing this thesis, and then to the second consultant, Saiful, S.pd.,M.pd for her time in guiding, giving correction and suggestion from the preliminary manuscript until the last page of this thesis.
5. The Lecturers and Staffs of English Department of Muhammadiyah University who had helped and taught him during her academic years.
6. The Headmaster of SMA Negeri 19 Gowa H. Tajuddin S.Pd, M. Si, the teachers and class X MIA 2 students of SMA Negeri 19 Gowa for helping to accomplish.
9. Finally, for everyone that could not be mentioned one by one, may Allah S.W.T. the almighty God be with us now and forever. Amin Ya Rabb...

Writer

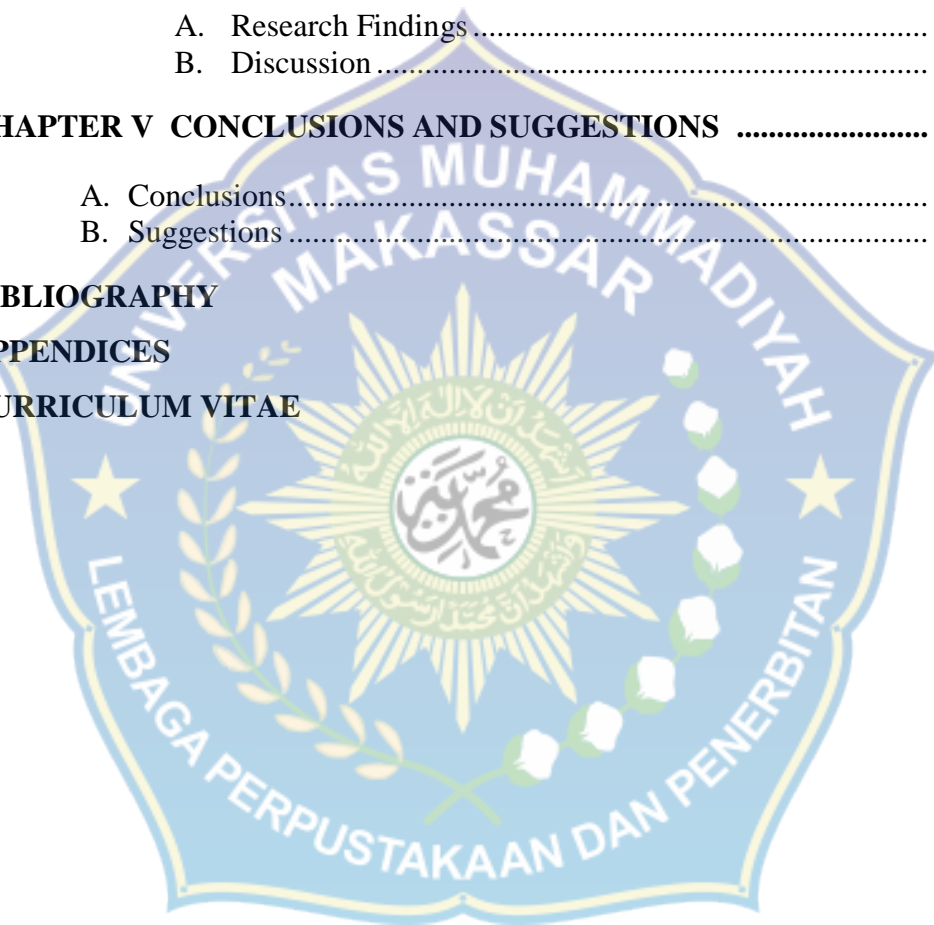
Dewi Dirmayani



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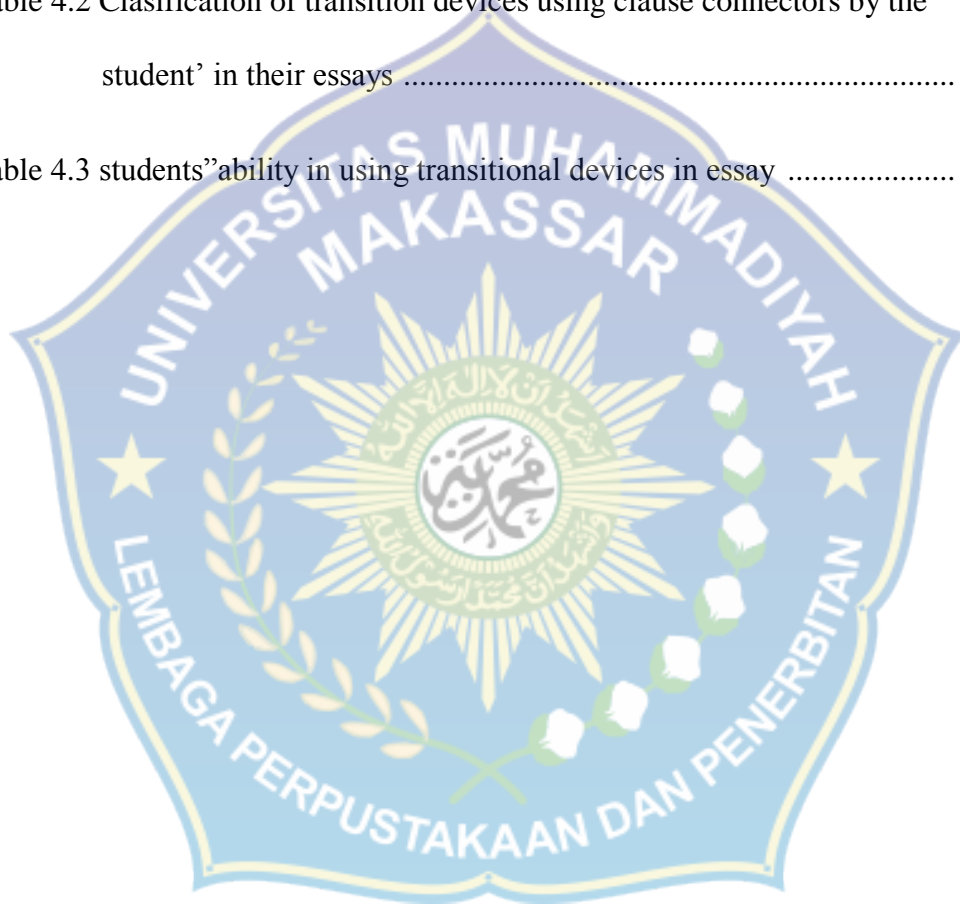


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CHAPTER I

INTRODUCTION

A. Background

Writing in English is means to fill the gap that exists between the ability to express ideas, feelings, and opinions. It is widely admitted that writing is a crucial means of communication that cannot be separated from human life. Pincas (1982: 24) states that writing is an instrument of both communication ewhich people can put their ideas, feelings, and knowledge into written form more freely.

Writing is being conscious of living because when students put their thought about life into words, they become more aware their own life. Writing demands a writer to work efficiently and organize material more skillfully .However, research papers are more rewarding, writing then can be interesting, stimulating, and satisfying.

According to the 1984 and 1994 senior high school English curriculum, there are five components of English course. These components cannot be separated from one another because they are all important and closely related even though the teaching proportion for each may be different.

Writing as a productive skill is considered difficult because it is more formal and complex Raimes (1983:4) states that many adult native speakers of certain language find writing difficult. There are several

processes mentally and physically being carried on the same time. The thinking process cannot be described physically. The evidence in the form of transcription on the paper can be used to investigate how to work in the process of writing.

The complexity of writing involves all aspects of the writing process. All the aspects are inter correlated. They are transitional devices, vocabulary, grammar, paragraph, exposition, and narration. There is no part can stand alone without the others. Then, from all the aspects, this proposal explains the transitional devices only.

The transitional devices in writing are also complex, and therefore, they need to be made clear to the students' writing. Otherwise, the purpose of writing is not able to understand.

Djahimo, H. R (2016) in his research an analysis of transition signals in discussion text written. The result of this study is students have good competence in using transitional signal appropriate with its function and grammar, however some transition signals are still used incorrectly.

Ratnasiah, M (2015). In her research students' ability in using transition signals, the result of this study students' ability in using transitional signals is into fair category. According to the review of previous studies, the students' ability in using transitional signals were different in each of school or university. By this researches, the researcher can found the students' ability in using transitional devices in essay writing.

The basic concept for doing this research is the transitional devices. The transitional devices of this research exist among other subsystems of the writing. Those subsystems are: topic sentences, vocabulary, grammar, and structure inventory, paragraphs, essays, and some other kinds.

Therefore, the researcher is interested in conducting a research which emphasizes on the using of transitional devices students' writing ability focusing coordinating conjunction and subordinating conjunction.

B. Problem Statement

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

1. How is the transitional devices used by the students in their essays?
2. How is the ability of the students in using transitional devices in their essays?

C. Objective of the Research

The objective of this research is to find out:

1. How is the transitional devices used by the students in their essays?
2. How is the ability of the students in using transitional devices in their essays?

D. Significance of the Research

The result of this research expected to be a peace of useful reference for the teachers in teaching writing to their students especially at SMA

Negeri 19 Gowa and the students who understand the correct use of the transitional devices.

E. Scope of the Research

The scope of this research restricted to the tenth grade students of SMA Negeri 19 Gowa in essay writing by using transitional devices. In this case, the kind of the transitional devices focused on clause connectors (coordinating conjunction: or, but, yet, and, nor, for, and subordinating conjunction: as, if, so because, where, which, that, when) in descriptive text.





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are several previous researches had conducted research related with this title, they are explained as follows:

Fitrawati, Jufri and Yolanda (2013). Thesis. Analysis of English Department Students' Ability in Using Transitional Signals found that the students' ability in using transition signal is average (60%).

Willis, D. W (2016). Thesis. The students' ability of using transition signals as sentence connectors in paragraph. The research shows that in an average the students' ability of using transition signals as sentence connectors in paragraph is moderate, with the means score of 68,5.

Based on the research finding above, there are two researchers conducted research about writing used different text to know the students' ability in using transitional device. In this case, the researcher then decide to conduct a same research about writing with different kinds and text of transitional device as well.

B. Writing

1. What is writing?

Basically, writing means produce or reproduce message into written language (Bram in Baharuddin,1995).It involves an active process to organize and formulate the ideas on the paper so that the reader can follow the writer's message as well as in oral form. But, we should know that writing requires an

accurate and practical grammar, word choice and spelling, punctuation and vocabulary. Writing is a process of expressing ideas or propositions in words. As writing has several modes, Gaith (2001) explains that choosing one mode of writing that matches certain topic will help the writer organize writing and helps the reader process the information to be discussed while using key words that emphasize the chosen mode helps reinforce coherence.

Writing is one of language skills. Writing is a process of expressing ideas or thoughts in word (leo, 2007:1). In other words, writing is a skills that requires someone to communicate information to another person through a writing test. Writing maybe designed to amuse, to inspire to persuade, to inform, to deseive, to guide and to englighten (wills, 1964:1). As a part of our daily.life. writing maybe use by people to express idea more often than speaking.

According to oshima and hogue (1998:3) the most important thing that must be remembered about writing, especially academic writing is that writing is a process, not aproduct. It means that the most important thing in writing is the writing process, not the product of writing since the writing process i areflection of our natural thinking process (McMillan, (1986:3) and thought the process of writing we can explore our idea by using our own languange.

As have been disucssed above that writing isa process. As a process , writing follows three majir stage called prewriting, writing, and revising (mcmilan, (1986:2). In which people try to choose one topic that will be

discussed and then try to gather much information about that topic and make a note about everything related to that topic. Prewriting creates a foundation that becomes invisible once the writing work is completed (McMillan, 1986: 4). Since prewriting creates a foundation, the writing must stand on that foundation, and everything that will be discussed on a piece of writing must refer to that foundation.

The second stage of writing process is the writing activity. In this step, someone starts writing his or her first draft based on the outline that has been made in the first step. In this process, someone writes everything about the stated topic that she has in his or her mind. The main purpose of this step is to draw the writer's imagination and transform it into written words.

After making the first draft, the last step, then, is revising. In this step, the writer tries to change what she has written in order to improve it (Oshima and Hogue, 1998:11). The activity that may be done by the writer in this step is checking the content and organization including the unity and coherence of the written text (Oshima and Hogue, 1998:11) which means also checking over the use of topic sentence and the sentence that develop the topic sentence and also the use of transitional words. Another aspect that must be checked in this step is the grammar of the writing text. After revising or checking, the writer, then is allowed to rewrite his work and make the final copy of the work.

The complicated steps that must be done by the writer when she writes something is in order to make a good and successful writing since writing always has a purpose and audience or a reader. Whenever the writer

test is made, it is considered that the writer is trying to say something to someone, so, to make the work readable; the writer must know the audience or the reader so that the writer can communicate the ideas clearly and effectively.

A well-written piece of writing can be described as incorporating elements of writing in such a way that a reader can experience the writer's intended meaning, understand the writer's premise, and accept or reject the writer's point of view. An effective writing, according to Gaith (2001), is focused on the topic and does not contain extraneous or loosely related information; has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices; contains supporting ideas that are developed through the use of details, examples, vivid/clear language, and mature word choice; and follows the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure.

Learning to write is part of learning the four language skills. The differences between learning oral and written mode of a language are the use of graphophonics, grammatical and lexical resources. These three areas in writing are the most common source of problem found in learning to write for advance level. Therefore, once the problem in language learning encountered by EFL learners is identified, it is important to organize a systematic plan to help learners cope with the problem. To be able to make a logical and systematic plan, some theories of language learning should be first recited to

have a clear conceptual frame and assumptions underpin this research. In relation to the organization of the ideas on the paper, a writer should have an ability to balance the purpose, audience, and topic as well as in speaking activity.

As one of the language skills, writing is used to express ideas. In writing, a writer will be involved in the process of building the large units of ideas from smaller ones. They will be linked together to form sentences. The sentences will be linked to form a piece of paragraph which will also be linked together to form a larger unit of writing, that is a piece of composition.

Byrne (1984: 1) stated that writing is clearly much more than the production of graphic symbols as speech is more than the production of sounds. The symbols have been arranged according to certain conventions, to form words, and words have to be arranged to form sentences. However, we do not write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kind: that is to translate throughout into language”.

Most of the writing activities are involved in the writing process in which a writer goes from words to form sentences and then constructs the sentences to form paragraphs, and so on. The form of writing may be story, essay, reports, letters, etc. Writing remains in spite of telephone and videotape, we will often meet our need to communicate through writing. If we want a commitment from someone, we get activities in writing such as taking notes, making lists, sending letters (Elizabeth et al. 1990: 2)

2. The Importance of Writing

Written communication is an essential element of expression; the ability to articulate oneself through the written word provides one with the opportunity to share their knowledge in a meaningful and effective way.

- a. From an educational perspective: Developing written skills will enable students to learn how to compose ideas, organize their thoughts and arguments, support key points and share information. Acquiring these skills will also prepare students for their future academic and professional endeavors.
- b. Learning to write is a key aspect of everyday life. Writing facilitates reflection, expression and enables individuals to compose their thoughts, therefore providing us with the framework for one of the most prominent methods of daily communication. In an electronic world where verbal communication has become less frequently used, learning to write in a cohesive, structured manner allows individuals to convey their thoughts effectively.
- c. Writing provides us with catharsis and a sense of accomplishment. Completing and feeling good about a piece of writing that a student has worked on promotes confidence and this is an essential element to personal productivity in all facets of education. When a student sees a piece of work that they have successfully completed, this leads to positive emotions. We work best when we are happy and feel positive about our achievements. This leads us to continue on a path of success.

- d. The ability to compose critical thought through written articulation allows those who best process information in a visual manner to conceptualize information. There are many different types of learners in our world, for example, tactile, auditory and visual, the latter of which requires students and individuals to succeed when processing information visually. Therefore, it is essential to accommodate the myriad of learners in the classroom, and learning to write not only accommodates visual learners but also allows students who struggle in this area to develop their ability to conceive information in a visual manner.

There are a lot of reasons why writing is important:

- a. People can read something because of writing so that we know everything,
- b. Through writing, we can express our ideas and also our feeling to other people.
- c. 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. The Characteristic of Good Writing

There is no specific details explaining what category good writing shall have. Blanchard and Root (2010) suggest that at least there are three things a good writing has which are subject, purpose, and audience. The first one is subject, it is necessary for a writer to determine what topic will be chosen before writing. One specific topic can be taken based on the

interest of the writer. In addition, the writer has make sure that the topic is not too general where will be hard to developed. Second is a purpose. Every time a writer wants to write, the purpose has not been forgotten to be considered or what he is writing for. The most usual reason why a writer writes is to entertain, to inform, and to persuade the reader.

The last one is about audience. To whom a writer is writing for will determine the way a writing product will be like. If the writer wants to make it for a publishing journal, the writing product will come to appear with more formal language and punctuation system. Otherwise, if the reader target is children, then the language will be simpler to understand. Then, even though a writing product is made by a master writer, but there shall always be revising for what has been written. Revising is different from editing. This is more like conceptual work to reread, rethink, and reconstruct ideas on paper until they connect with those in mind. Revising is re-seeing the approach, topic, argument, evidence, organization, and conclusion, and experimenting with change.

In contrast, editing similar to stylistic work, modify language rather than ideas. It can be done by testing each word or phrase to see whether it is necessary, accurate, and correct (Willer, 2002). Furthermore, a good writing has to have a significant influence to the reader. It has to fulfil what the reader need as the information. It can be either for self esteem or for community sake like conducting a research. Therefore a good writing has to be able to create new knowledge and meaning (Taylor, 2009)

There are some characteristic of good writing as Adelstein and Prival in Damayanti (2009: 15) states as follows:

- a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically from a sentence, dominant idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought out plan.
- b. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.
- c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effective writing.
- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

4. Components of good writing

Jacobs et al (1981: 31) in Anita state the point out the Five significant components in writing. They are content, organization, language use, vocabulary, and mechanics.

a. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing. Its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

1. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

2. Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below.

1) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraphs is each

idea in supporting sentences related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

2) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they was probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c. Language use

Coke in Ismayanti (2002: 25) states that language us in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen-modifier is often more effective than several used together. If it is difficult to

describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

d. Vocabulary

Vocabulary is one of language aspect dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

Vocabularies as one of the important components of writing should take in to consideration by the English learner and English teacher; because there is n doubt that learning the words of the language.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing was maked readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are as follows:

1) Capitalization

The use of capital letters makes our writing easier to read. Capital letters call attention to certain special words, as well as to words that begin sentences. There are specific rules for capitalizing words.

The words which are capitalized, names (e.g. **A. E. Housman**) and titles (e.g. the **Secretary of State**), the pronoun **I**, months (e.g. **November**), days (e.g. **Monday**), and holidays (e.g. **Memorial Day**), names of organization (e.g. **Democratic Party**) and institution (e.g. **Wright Junior College**), etc.

2) Spelling

It is a very important rule follows in using spelling appropriately. They are suffixes addition such adding (gerund, present participle); omit becomes omitting plural formation such adding 'es' 's' changing 'y' to 'I' if the finally 'y' is preceded consonant such as 'fly' becomes 'flies' the handling of 'ie' or 'ai'.

(Mc. Dougal Little, 1981: 492).

5. Writing Process

Every piece of writing involves several processes. Meyer (1992: 2-3) states that writing activity generally requires several processes namely inventing or planning, generating, revising, and editing.

a. Inventing or planning

In the planning process, the writer delineates what to say about the topic, what effect it is intended to make on the audience and in what way it

should be presented to achieve the purpose. Nur (1989:26) cited in Spack, reveals that there are several invention strategies in ESL activity, namely oral, brainstorming, list making hopping, dialogue writing (carry on a self-conversation while writing a specific topic), cubing (swiftly consider a subject from six point of view describe it, associate it, analyze it, apply it, argue for or against ot) and the classical invention (brief answer to several questions about the subject which are grouped according to Aristotle's common topics. Furthermore, Meyer (1992: 3) says that invention process there are some ways that can help writer to discover a topic. They are prewriting (structure and unstructured prewriting), item analysis and brainstorming.

b. Generating

The techniques of generating ideas are much influenced by individual preferences. Some examples of the techniques are: jotting down everything about the topic, thinking about the topic in certain ways, e-g describing, comparing or analyzing; generating from the newly generated ideas and writing down a lot of thoughts as the occurs and then looking back over them to extract the important messages (Nur, 1989: 23).

c. Revising

Revising is the examination of the draft to find mistakes, deficiencies or irrelevant points, and after that improving the text. Revising should be better done after the completion of the first draft, so that it will not interrupt the flow of writing.

B. Essay

1. Definition Essay

An Essay is a piece of writing several paragraphs long, not just one or two paragraphs (Oshima and Hogue, 1991:76). 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. 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.

2. Elements of Essay

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.

- a. 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.

- b. 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.
- c. 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 ourselves 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. Transitional Devices

a. What are meant by the Transitional Devices?

Transitions are devices used to link sentences, paragraphs, ideas and time passages within a story. They indicate some kind of change to the reader. Transitions show that there has been or will be a disruption in the storyline or that a period of time has passed or will between events. Transitions are the most common way an author can convey a sense of change or highlight a passage of time to the reader (Greco, 2000).

The transitional devices are something that helps to build individual sentences into a cohesive unit. Those are pronouns, deliberate repetitions, contrast orders, and transitional markers (Crimmon, 1976: 95). It means that the transitional devices support an author to connect his ideas within the paragraph in order that cohesion of sentences is maintained. His ideas, as a result, do not separate one another which causes the meaning of the topic sentence of the paragraph, or meaning of the whole essays being not clear (Hall, 1976: 189).

The next explanation about the transitional devices is that if the author wants to provide a smooth transition between ideas within and

between the paragraphs, he needs to use a connective of some sorts whenever necessary (the connective meant here is also called the transitional device).

It must be used to take the reader smoothly from one unit of thought to another and to show clearly the relation between the sentences, or between the paragraphs (Janis,1977: 479).Transitional devices are like bridges between parts of your paper.They are cues that help the reader interpret ideas a paper develop.Transitional devices are words or phrases that help carry a thought from one sentence to another,from one idea to another idea,or from one paragraph to another.And finally,transitional devices link sentence and paragraph together smoothly so that there are no abrupt jumps or break between ideas.

b. The Classification of the Transitional Devices

a) The Transitional Devices within a Paragraph

The use of the transitional devices within a paragraph is needed to achieve the coherence of the paragraph. These transitions function to alert the reader to the relationship between one ideas to another (Pilkinton-Pihko, 1999).

They consist of pronouns, deliberate repetitions, and transitional markers.

For more clarification of these transition, the writer unfolds their explanations as the following.

1) Pronouns

Pronouns function as transitions because they refer to their antecedents. They point back and give a simple and natural connection. In other words, since the pronouns are substitute for other words, at the time also the pronouns serve as transition purposes to close antecedents.

Furthermore, when the pronouns refer to their antecedents as the transitions between the ideas and the others, their agreement with their subjects or their antecedents must be in the same form. If the antecedents are in singular or plural form, the pronouns must be in singular or plural too.

For example:

Kasmin discussed the existence of Islam. He also discussed more about the cultures of Islam.

Liberalism and *communism* are the same. *They* differ in process, but they are equal in their purpose-giving a freedom to human being to idolize the reason. The agreement of the pronouns to their antecedents above, are very clear and understandable, but the exception to this rule is the use of several pronouns, although, they may look plural are always singular.

The function of the pronouns as the transitional devices within the paragraph is needed to avoid the repetition of the nouns (the antecedents of the pronouns) very often may cause the boredom of the reader. In this function, they must not monotonous. Therefore they can be varied by occasionally using the name the pronouns refer to. The words listed

below are the pronouns that are used in connecting the ideas within the paragraph. Those are:

he	you	its	she	who	our
it	whom	their	we	his	your
they	her	whose	this	that	etc.

(Wienes, 1977: 75)

These pronouns take the place of nouns, when the author uses the noun in one sentence, these pronouns which occur later on in another sentence, automatically, refer the reader back to the original noun. In that way, the author transmits the ideas smoothly from one another.

Finally, what the writer has stated above is that if the pronouns function as the transitions within the paragraph they refer to close antecedents, and they help the idea flows smoothly to the next.

2. Transitional Words or Phrases

There are words or phrases placed at or near the beginning of a sentence or clause to signal the relationship between a new sentence and the one before it. They function to make a smooth transition from the first idea to the next one, and help the author connect two main clauses.

For more clarification of the transitional words (markers), the researcher presents their classification as the following:

a. Transition through Coordinator

The commonest markers, in this matter, are the simple connectives or coordinators and, but, for, or, nor, and yet, which serve as bridges over which the reader may easily pass from one sentence or clause to the

next. They join the sentences together, and serve to connect ideas in separate sentences.

b. Chronological Transition

A time, or chronological order is natural for narration and is commonly used in explaining the steps in a process. The steps meant here are the chronological events. They are recorded in the order in which they occur first, first, next, and so on (Dagher, 1975: 279).

Thus, if the author is telling a story, or giving direction or how to reach a certain destination, the natural order would be a time order. The transition, in this case, is a sequence or connecting through time.

a. Spatial Transition

In a writing that is basically descriptive, the author moves smoothly from one feature by description to another by using transitional expression. The spatial transition or space order is the transition showing the reader what the author has seen about the movement of view from place to place.

b. Transition through Logical Order

Writing which is arranged by space or time reflects a natural order. The author describes a scene or tells a story by intuition, which detail to give first, first, and so on. However, in most writing, the material is not so easily organized, the author must first decide which logical relationships adequately. In most cases, the author establishes the central logical relationship of the paragraphs in his topic sentence. The rest of the

paragraph is devoted to working out these logical relationships (Driskill, 1978:50).

c. The Transitional Devices Used in the Essay

Using the transitions effectively in the essay helps the author connect his paragraph smoothly. In addition, how to understand them, the author must comprehend the form of the essay.

The form of the essay consists of introductory, body, and conclusion. In the introductory, the paragraph gives the author more space to build up to the topic that he wants to discuss. One sentence of this introductory paragraph (often the last sentence) generally announces what the whole essay will be about. In the first and the third paragraph of the essay is the body paragraph of the essay. The paragraph supports or explains some aspects of the proposal sentence.

Finally, in the conclusion of the essay, the author rewrites or recalls again the proposal sentence which the author puts at the end of the introductory paragraph.

All the parts above are the essential frame of the essay. In addition, these parts must related one and other closely. For this case, the author inserts phrases to make a close relationship and a smooth transitions of the paragraph and the one before it.

1. The word and phrase used as the transitions between the paragraphs

All the word and phrases used as the transitions within the paragraph can also be used as the transitions between the paragraphs. And how to use these phrases as the transitions between the paragraphs, the author must focus his concentration on the proposal sentence of the essay which contains the theme of the essay whole that is usually put at the end of the introductory paragraph.

By focuses the concentration on the proposal sentence, the author willable to draw some sub ideas from his pre knowledge, as the topic sentence in the text paragraph that are relevant to the proposal sentence. And this topic is developed also as one paragraph by avoiding abrupt shift in thought from the paragraph before. For this matter, the author must use the transitional words or phrases between the paragraphs.

Examples:

Both...and...

either...or...

whether...or...

- a. *Both Susan and Bill* received their ten-year pin this year.
- b. *Either you get a job or you go back to school.*
- c. *Whether you stay or leave* is entirely your decision.

1. The sentence used as the transition between the paragraphs

The use of the sentence as the transition between the paragraphs is the same as the use of the transitional phrases between the paragraphs. And how

the transitional sentence used is that it allows the idea in the first and the first paragraph, and so on to across from the discussion of the idea that has been mentioned in it to the next one.

Examples:

And, for, or, yet, but, nor, so

- a. Edmonton *and* Calgary are the two largest cities in Alberta. (*And* joins two nouns.)
- b. Look in the cupboard *or* in the drawer. (*Or* joins two phrases.)
- c. You can't do that kind of heavy work, *nor* should you be expected to. (*Nor* joins two clauses.)

2. The transitional paragraph

The paragraph can be used as the transition in the essay. It is not different from how to use the word or phrase, or sentence as the transition in the essay, where they transmit the idea within, the previous paragraph to the next one smoothly. It is only that if sums up all the ideas within the previous paragraph before beginning the next unit, or introduces a series of illustrations, or if shows what the author intends to do next.

Example: Traditionally, business simply meant exchange or trade for things people wanted or needed. Today *it* has a more technical definition. (*it* refers *business*).

D. Theoretical Framework

The theoretical framework underlying the research in given in the following diagram:

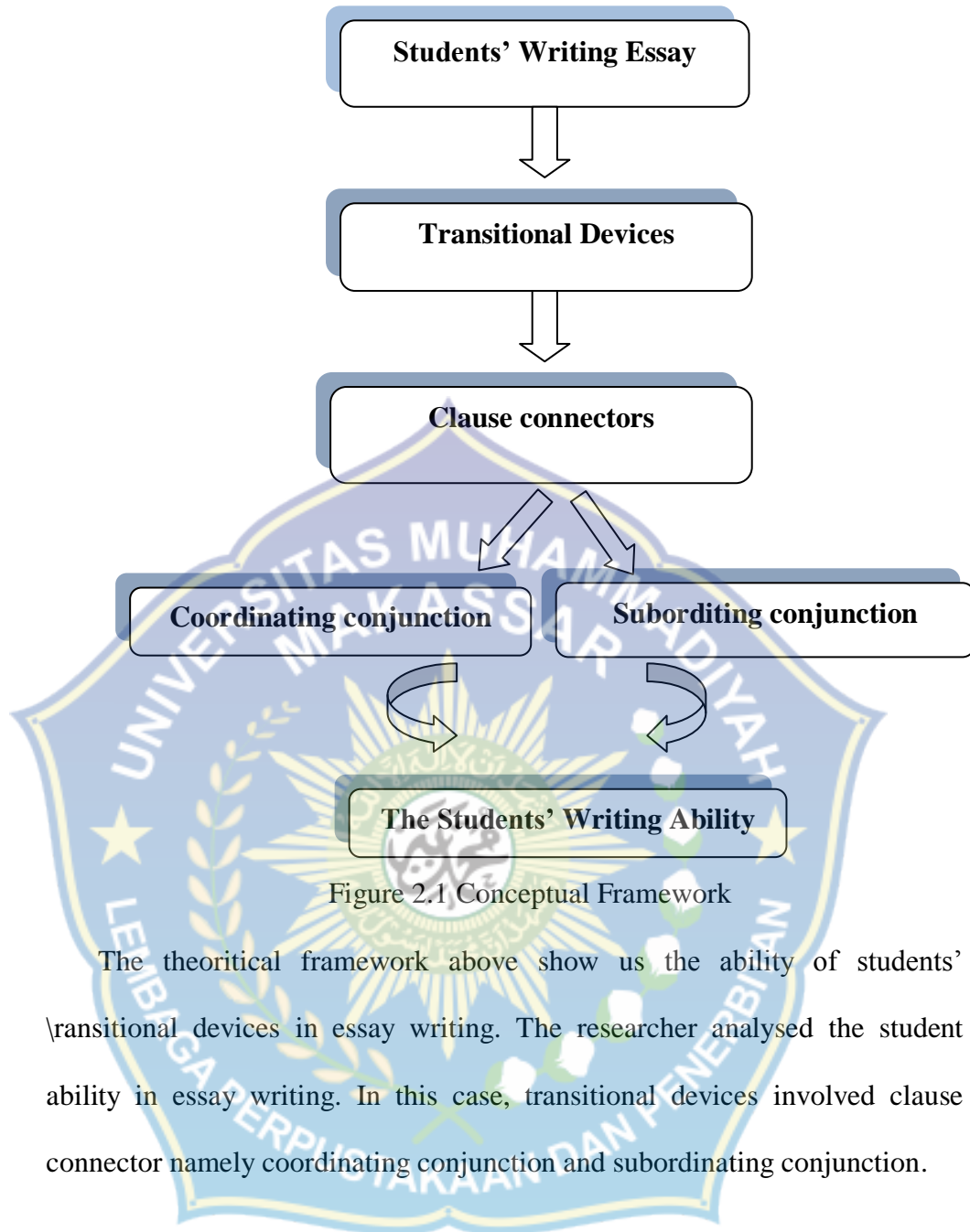


Figure 2.1 Conceptual Framework

The theoretical framework above show us the ability of students' transitional devices in essay writing. The researcher analysed the student ability in essay writing. In this case, transitional devices involved clause connector namely coordinating conjunction and subordinating conjunction.

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, population, and sample, variable, an instrument of research, the procedure of data collection, and the technique of data analysis.

A. Research Design

To conducted this research the researcher used a research design. This research belongs to quantitative that that used descriptive method. According to arikunto (1998:51), research design is program or plan that is made by researcher as thepreperation of activities that will be done. The writer used descriptive quantitative method, where the researcher would describe the students' ability in using different kinds of transitional devices in the essay made by the tenth grade students of SMA Negeri 19 Gowa.

B. Population and Sample

1. Population

The population of this research was the tenth grade students of SMA Negeri 19 gowa academic year 2018/2019 that consist of five classes. Each class consisted of 28 until 30 students. The total number of population was 145 students.

2. Sample

Among the population, the researcher took 27 students of SMA 19 Gowa academic year 2018/2019 as a sample of this research by using purposive sampling technique. A random sampling technique was applied to select the samples. Arikunto (2014) states that random sampling technique is sample determination technique that give equal chance to members of the population to be chosen as the sample. The sample was taken randomly of the population. The researcher chosen eight students of each classes. The students chosen was taken as the sample of this research. The total sample was 27 students.

C. Instrument of the Research

The aim of this research was to analyze the students' transitional devices in the skriptive writing. Descriptive method was used by this research. It means that the data was described as naturally as possible. In this research, the researcher used a writing test as the instrument of collecting data. The researcher want to know transitional devices are used by students and the ability of the student in using transitional devices in their essays by the tenth grade students of SMA Negeri 19 Gowa.

D. Data Collecting Technique

In order collect the data accurately in the use of transitional devices in students' descriptive text writing, the researcher asked the students' to make

at least three paragraphs best on the topic that will be given. In getting the data, the researcher did following steps:

1. The first, the researcher gave writing test to the students. this step was aimed to determine how far the students were able to write the descriptive text by using transitional devices.
2. After that, a note about the transitional devices made by students was used to classified transitional devices using clause connector which correct usage and wrong usage in students descriptive text writing
3. Then, the researcher analysed students' ability in using transitional devices in their essay

E. Technique of Data Analysis

To analyze, the data collected through the test, the researcher

1. Classifying the students' score into five levels. Which is based on DEPDIBUD standard of evaluation following:

No	Score	Classification
1.	86 – 100	Very Good
2.	71 – 85	Good
3.	56 – 70	Fair
4.	41 – 55	Poor
5.	0 – 40	Very Poor

(Depdikbud, 2006:19).

2. The researcher found the percentage score also calculate to how the students' writing.

Scoring the students' answer

$$\text{Score} = \frac{\text{totalcorrectanswer}}{\text{totalnumberofitems}} \times 100$$

By calculating the frequency of students' ability in using transitional device, the researcher could identify the most common correct usage made by students.



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher would present the findings and discussion of this research. This chapter consists of findings and discussion. Findings show description of result from the data that had been collected through writing test which are described in table form. Then, discussion contains an explanation of findings which reflect the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Findings

The data described students' ability of SMA Negeri 19 Gowa in using transitional devices in their essay. In this part discussed about the students' ability in using clause connector of transitional device based on the students' essays.

1. Clause Connector of Transitional Device

Clause connectors is words that is used to connect clauses in order to form sentences. First is 'and'. It uses to indicate connection or addition especially of items within the same type. The second is 'for'. It uses to explain the 'why' in a situation. The third is 'or'. It uses to suggest an option or alternative. The fourth is 'yet, but'. It uses to show a contrast. The fifth is 'nor'. It uses about similar two items but in the negative sense. It is generally uses after a neither. The sixth is 'because, so, as'. It uses to show a

cause and effect. The seventh is ‘if’. It uses to clarify the topic. The eighth is ‘that’. It uses to show condition. The ninth is ‘where, which, when’. It uses to show a relationship between two clauses involving a transition of time or place.

Table 4.1 Classification of Transition Device Using Clause Connectors by the Students’ in Their Essays

No	Function	Kinds of Clause Connector	Wrong	Correct	Total
1.	To indicate connection or addition especially of items within the same type	And	8	39	47
2.	To explain the ‘why’ in a situation	For	2	1	3
3.	To suggest an option or alternative	Or	-	1	1
4.	Uses to show a contrast	Yet	1	-	1
		But	2	5	7
5.	Uses about similar two items but in the negative sense	Nor	-	-	-
6.	To show a cause and effect	Because	2	12	14
		So	-	4	4
		As	-	-	-
7.	To clarify the topic	If	-	1	1
8.	To show condition	That	6	5	11
9.	To show a relationship between two clauses involving a transition of time or place.	Where	1	-	1
		Which	1	1	2
		When	1	4	5
10.	To show chronological order	After, before	-	-	-
	TOTAL		24	73	97

Table 4.1, there are 97 clause connectors by the students. The correct usages were 73. Furthermore, the wrong usages were 2. Transitional devices

used by the students are, and, yet, or, for, because, where, which, when, and, that. The usage of “and” is 47. The correct answer is 39 and the wrong answer is 8. The usage of “for” is 3. The correct and wrong answer are 1 and 2. The usage of “or” is 2. The correct answer is just 1 and there is no wrong answer. The usage of “yet” is 1. There is no correct answer and there is 1 wrong answer. The usage of “but” is 7. The correct and wrong answer are 5 and 2. The usage of “nor,as, after and before are empty. The usage of “because” is 14. The correct and wrong answer are 12 and 2. The usage of “So” is 4. The correct answer is 4 and there is no wrong answer. the usage of “if”. The correct answer of “if” is 1 and there is no wrong answer. the usage of “thet” is 11. The correct and wrong answer are 5 and 6. The usage of “where” is 1. There is no correct and wrong answer is 1. The usage of “which” is 2. The correct and wrong answer are 1. The usage of “when” is 5. The correct and wrong answer are 4 and 1.

2. Students' ability in using Transitional Device

The students' ability in using Transitional device in writing described through the percentage of students' essay. The percentage of students' ability in using transitional device is show in Table 4.2

Table 4.2 Students' Ability in Using Transitional Device in Essay

No	Transitional Signal	Total Used	Wrong	Correct	Percentage	Criteria
	Clause Connector	97	24	73	75 %	Good
	TOTAL	97	24	73	75 %	Good

Table 4.2 shows clause connector of transitional signal using by students were 97. It is found there are 73 correct usages of transitional signal of students' essay. The percentage of transitional device was 75 %. It shows that students' ability in using transitional device is good. It was proved by the students' answer in their essay writing. So, it was concluded that students' ability in using transitional device by X MIA 2 is good.

The result of findings shows students' ability using transitional device is good. The using of transitional device at word "and" mostly than other usage in students' essay writing. The correct score of usage "and" is 39. While, the wrong score is 8.

The correct answer of usage "and" was proved by the sample of students' essay below:

"I have a bestfriend named is Rahmi **and** Juwita" (S-9)

Based on the samples above, the use of word "and" in a sentence by students are correct. The student's sentence because there are two names. So, it should be added conjunction "and". So, it shows that students' ability using word "and" is good.

The wrong answer of usage "and" was proved by the sample of students' essay below:

"you need to know that smoking is harmful and harmful the closest person." (S-5).

Based on the samples above, the use of word "and" in a sentence by student is wrong because there is word repeated. So, it should be word of

“harmful” only one in the sentence and it should be changed by conjunction “for” to connect with other words.

B. DISCUSSION

In this section, the researcher discussed about the result of the research, about analyzing transitional devices in essay writing. Transitional devices used by the students are ‘and, but, yet, or, for, if, so, because, where, which, when, and that. Based on the table 4.2 in finding the researcher described that the students’ answer in writing test that has given was categorized a good score.

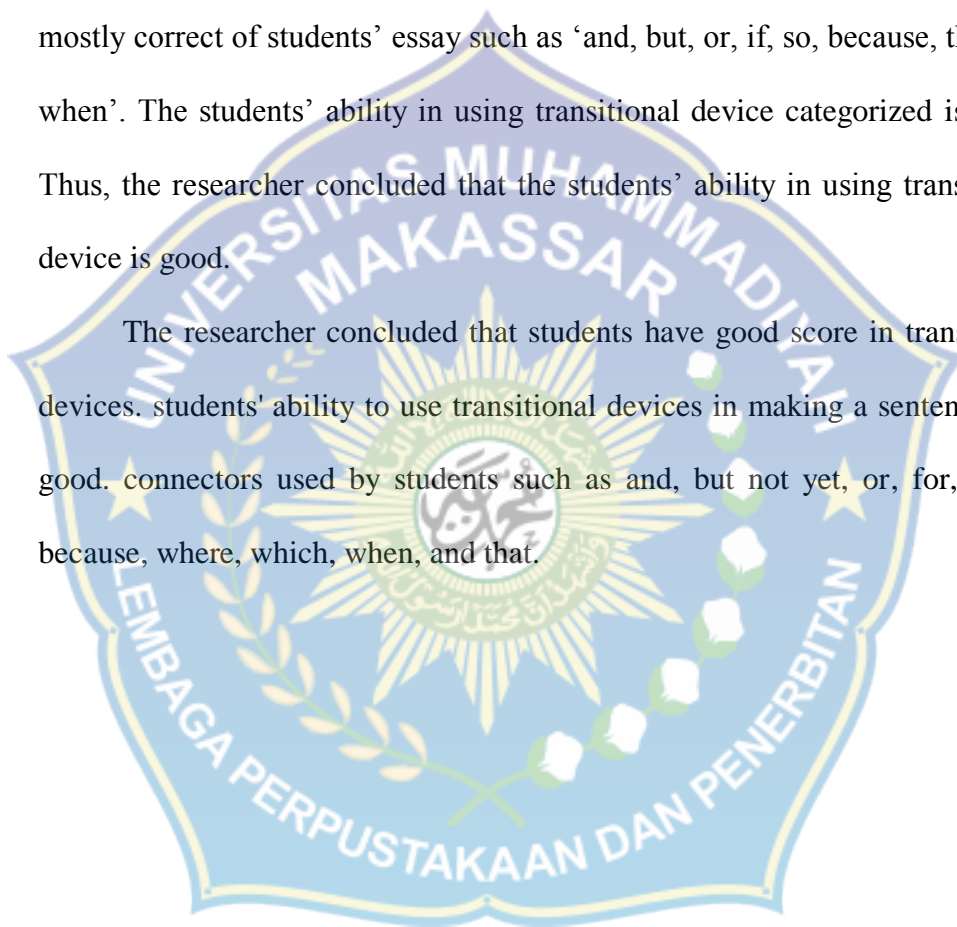
To indicate connection or addition especially of items within the same type such as ‘and’ is used mostly correct in the students’ essays. But there are misused 8 times. To explain the ‘why’ in a situation such as ‘for’ is used more wrong than correct that is 2 and 1. To suggest an option or alternative such as ‘or’ is used just one correct and there is no misused. To show a contrast such as ‘yet and but’. ‘Yet’ is used one misused and there is no correct. ‘But’ is used mostly correct but there are 2 misused times.

There is no clause connector uses about similar two items but in the negative sense such as nor. To show a cause and effect such as ‘because, so, and as’ is used mostly correct in students’ essay but there are 2 misused times. To clarify the topic such as ‘if’ is used empty misused then just one is correct. To introduce examples as support such as ‘that’ is used mostly wrong and just one correct. To show a relationship between two clauses involving a transition of time or place such as ‘where, which, and when’ is used mostly correct but there are 3 misused times. There is no clause connector uses to show

chronological order such as before and after. in this part the discussion deals with the interpretation of findings derived from the result of findings about the result of using transitional devices by students.

Students' ability in using transitional device is found by the students' correct in using transitional device in their essays. The score of students' ability in using transitional device is 75 %. It was proved by looking at the mostly correct of students' essay such as 'and, but, or, if, so, because, that and when'. The students' ability in using transitional device categorized is good. Thus, the researcher concluded that the students' ability in using transitional device is good.

The researcher concluded that students have good score in transitional devices. students' ability to use transitional devices in making a sentence was good. connectors used by students such as and, but not yet, or, for, if, so, because, where, which, when, and that.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions of this research. This chapter was concerned on what was discussed in the previous chapter.

A. Conclusion

Based on the findings and discussions, the researcher concluded that:

1. Students' transitional device using clause connectors made by students such as: and, but, yet, or, for, if, so, because, where, which, that, and when. The highest frequency of transitional device using clause connectors made by the students was 'and' which used thirty-nine times.
2. Students' ability in using transitional device is 75 %. It is categorized as good. It means that the students X MIA 2 of SMAN 19 GOWA has a good categorized in using transitional device.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. For the next researcher who want to investigate a research related this case, they can use this research as an additional knowledge to improve their ability to gain their goal.
2. For the teachers, they must be give many information for students about transitional device, its kinds and examples.
3. For the students to get more knowledge about transitional devices.

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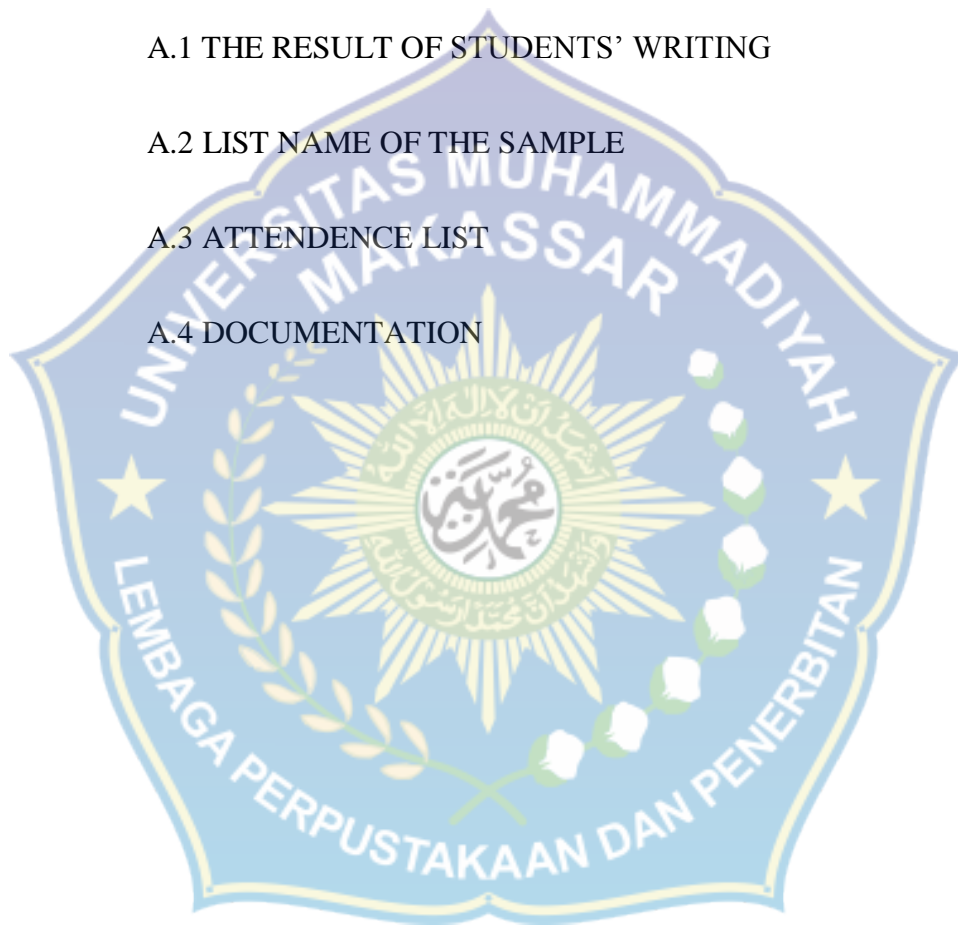
APPENDIX A

A.1 THE RESULT OF STUDENTS' WRITING

A.2 LIST NAME OF THE SAMPLE

A.3 ATTENDENCE LIST

A.4 DOCUMENTATION



LIST NAME OF THE SAMPLE

NO	Name
1.	Ratnawati
2.	Nur fadiyah ifa putri
3.	Sri agustina
4.	Enni hardiani
5.	Musdalifah
6.	Chandra
7.	Ismail
8.	Nurul sasda amelia
9.	Fiti ramadani
10.	Nur fadilah aulia sari
11.	Nur insani
12.	Muliana
13.	Reski ramdani
14.	Juwita septiani
15.	Jusrawati
16.	Arham dani
17.	Hasria
18.	Khalifah tul jannah
19.	St. Julaika
20.	Audiba tunggadewi
21.	Citra nurnalia
22.	Irfan zulkarnain
23.	Marlia herman
24.	Muh. Suharto
25.	Hasmul
26.	Suwandi
27.	Rahmi

ATTENDENCE LIST

N O	Name
1.	Ratnawati
2.	Nur fadiyah ifa putri
3.	Sri agustina
4.	Enni hardiani
5.	Musdalifah
6.	Chandra
7.	Ismail
8.	Nurul sasda amelia
9.	Fiti ramadani
10.	Nur fadilah aulia sari
11.	Nur insani
12.	Muliana
13.	Reski ramdani
14.	Juwita septiani
15.	Jusrawati
16.	Arham dani
17.	Hasria
18.	Khalifah tul jannah
19.	St. Julaika
20.	Audiba tunggadewi
21.	Citra nurmalia
22.	Irfan zulkarnain
23.	Marlia herman
24.	Muh. Suharto
25.	Hasmul
26.	Suwandi
27.	Rahmi



DOCUMENTATION



Gambar 1.1 the researcher explained the instruction of the test.



Gambar 1.2 the researcher explained the instruction off the test.

APPENDIX B

C.1 Surat Pengantar Proposal Penelitian dari Tata Usaha Fkip ke Lp3m Unismuh Makassar

C.2 Surat Pengantar Proposal Penelitian dari Lp3m Ke Bkpm Makassar

C.3 Surat Pengantar Pelaksanaan Penelitian dari Bkpm Makassar ke

C.4 Surat Pengantar

C.5 Surat Keterangan Penyelesaian Penelitian dari SMA Negeri 19 Gowa

C.6 Kartu Control Penelitian



CURRICULUM VITAE



DEWI DIRMAYANI was born on December 21th, 1996 in Bulukumba. She is the first child from the marriage of her parents Kamaluddin and Murni. She is the first child from two brothers and one brother in his family. In 2004 she started his elementary school at SDN 78 Bontoa and graduated in 2008. Then, she continued her study at SMPN 5 Bulukumba, and graduated in 2011. After that, she continued her Senior High School at MAN 2 Bulukumba and graduated in 2014. At the next year he was accepted as English Department student of Faculty of Teacher

Training and Education, Makassar Muhammadiyah University. At the end of her study , he could finish her thesis in 2019 entitle The Effectiveness of Blended Learning Model on Students' Writing Competence (A Pre-experimental Study at Eleventh Grade students' of SMA Negeri 19 Gowa).

