

THE ABILITY OF PBI STUDENTS IN USING TRANSITION SIGNALS IN PARAGRAPH WRITING

THESIS

Submitted by

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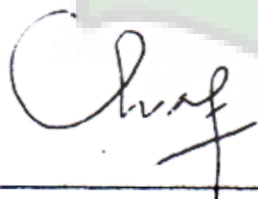
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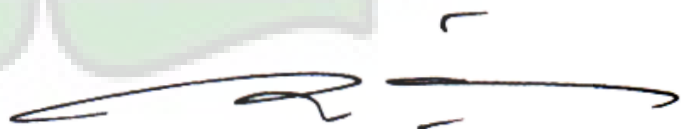
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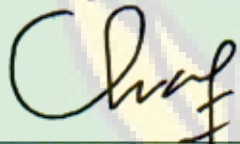
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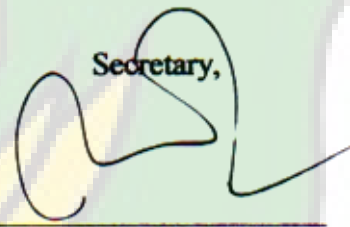
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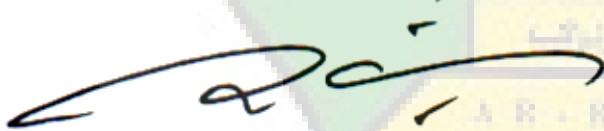
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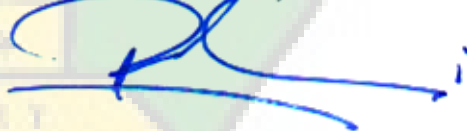
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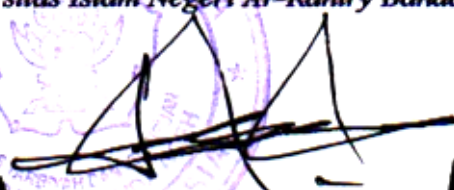
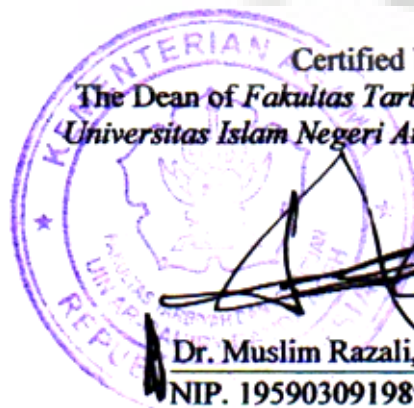
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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Ability of PBI Students in Using Transition Signals in Paragraph Writing

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Desember 2019

Saya yang membuat surat pernyataan,



Riska Rianti

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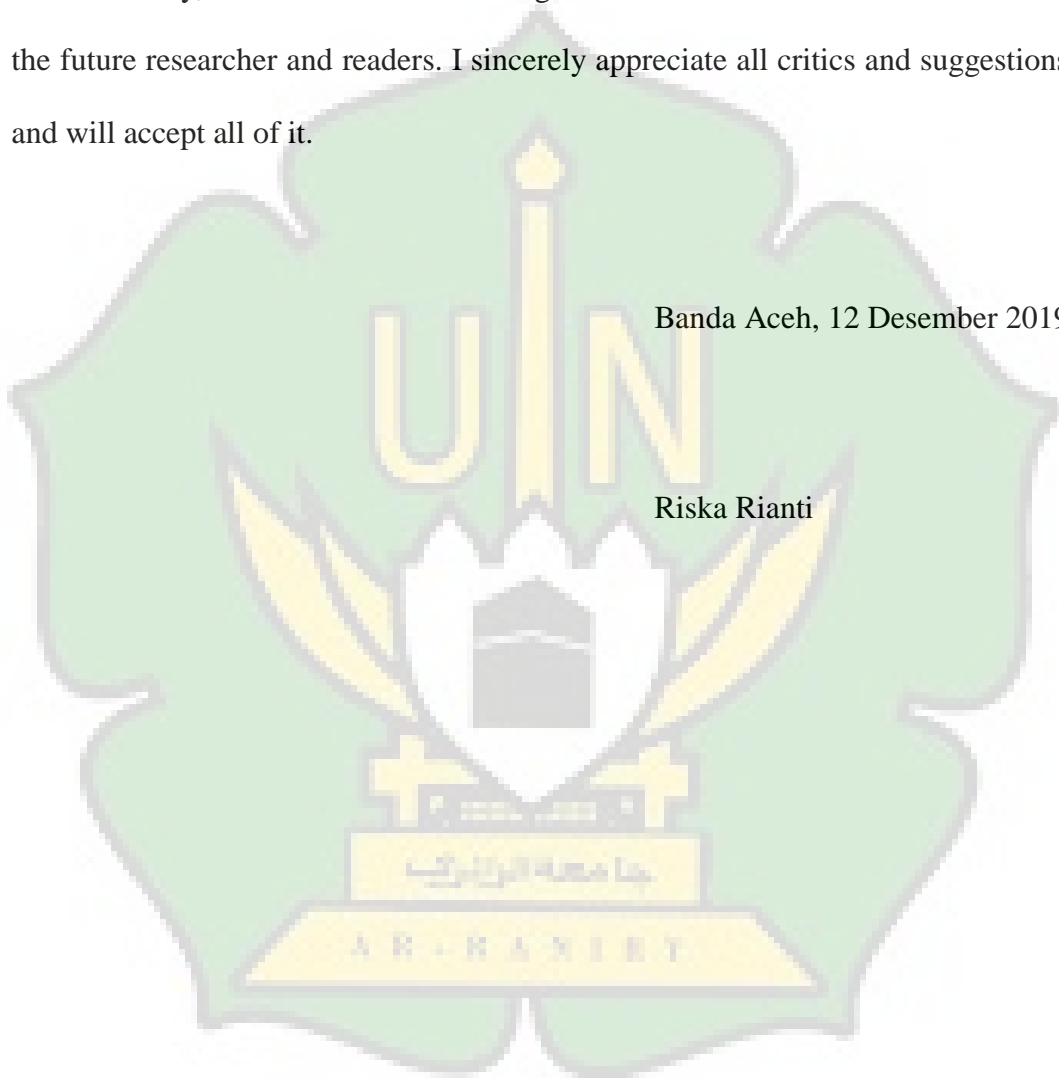
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Banda Aceh, 12 Desember 2019

Riska Rianti



ABSTRACT

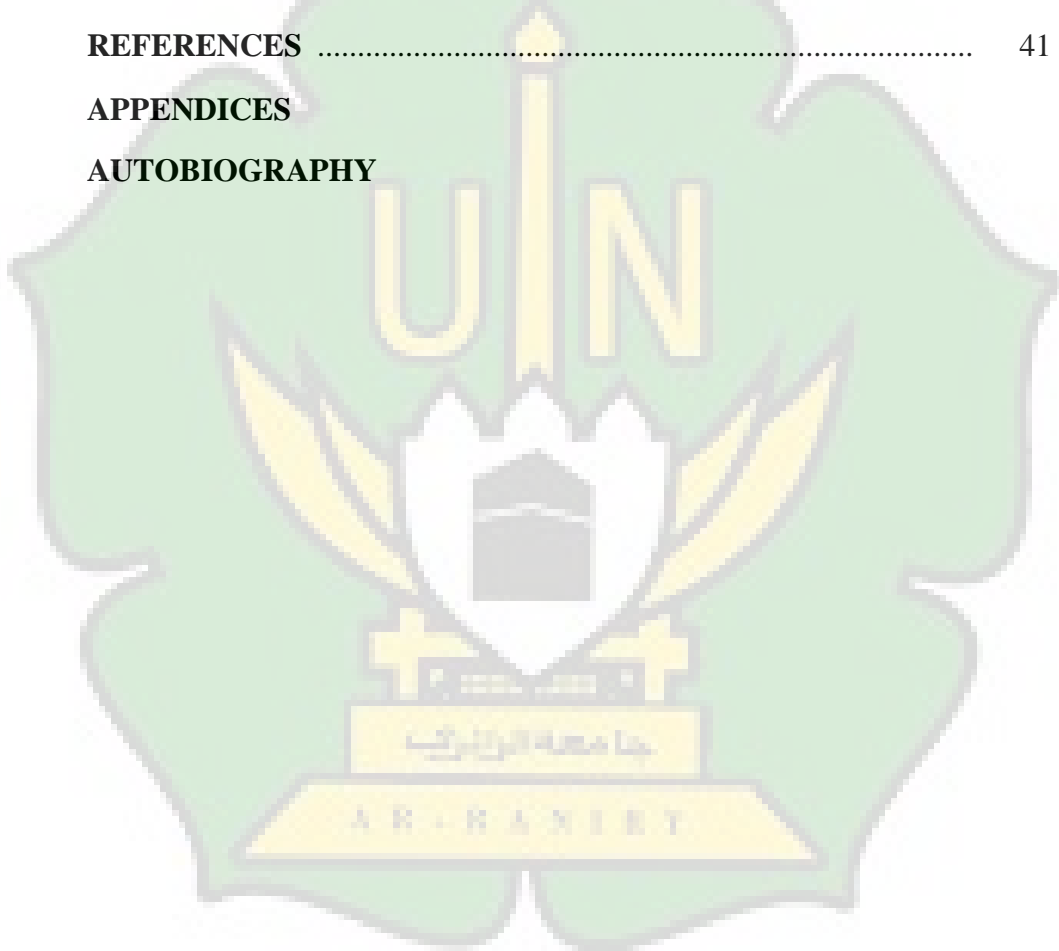
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Transition signal is one of the main important things in composing a coherent paragraph; in fact, many students still feel struggle to apply them in their writing. Based on this issue, the researcher eagerly conducted the research that focuses on students' ability in applying transition signals in paragraph writing and their difficulties. In this research, quantitative was used as research design because it focuses on score and percentage of data collection. Furthermore, the population was the fifth-semester students at English Language Education Department of UIN Ar-Raniry. Then, the researcher took unit 7 as the sample by using purposive sampling. The data were obtained through writing test and questionnaire. The result of this finding showed that the average of students' writing score was 80. It indicated that the students of unit 7 at fifth-semester students of English Language Education Department are very good in using transition signal in paragraph writing. However, the students faced some difficulties in applying them that related to knowledge about transition signal and content problem.

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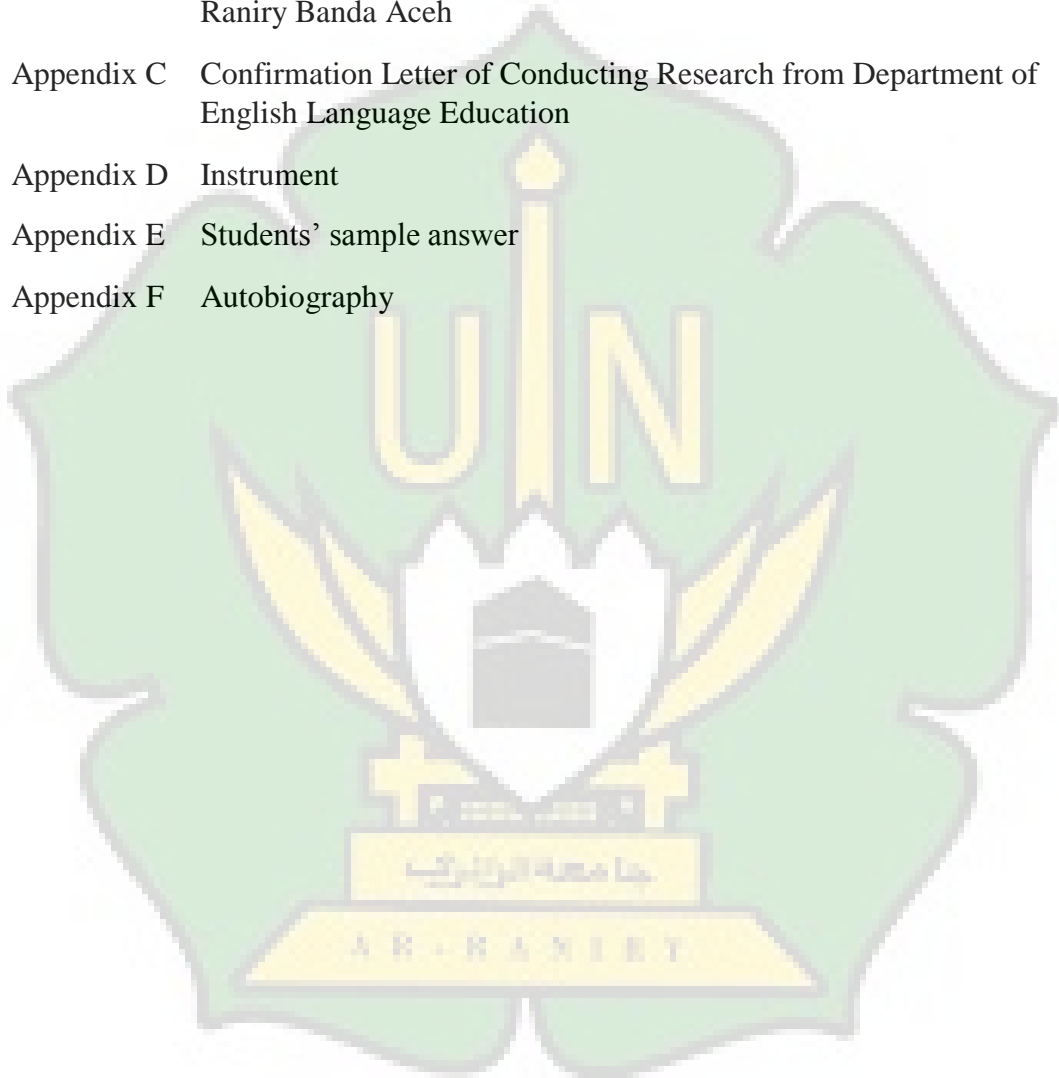
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CHAPTER I

INTRODUCTION

This chapter explains an introduction of the research that has been conducted which consists of the background of the study, previous studies, research questions, research aims, hypotheses, significance of the study and terminologies.

A. Background of the Study

Writing is one of four basic English skills that should be mastered by students, especially for student of English Language Education Department. Nunan (2003) defines that writing is a process of making up ideas, expressing and organizing them into statements that will be understood by the reader. Writing is not a simple activity because it takes a long process from choosing ideas until becomes good writing. According to Whitaker (2009, p.4), “writing needs a complicated process that involves choosing a topic, thinking (brainstorm), doing research, discovering then thesis, planning (outline), writing, revising, editing, and proofreading.”

Richard and Renandya (2002, as cited in Nisak, Risdaneva and Alfayed, 2017), state that writing is the most complex and the most difficult language skills for second language learners. This statement recently proved by Fakhurradhi (2015), a student of English Department at UIN Ar-Raniry. In his research “Understanding students’ perception in writing academic essay”, he found that many students still struggled with aspects of writing including, grammar, word

choice, essay structure, coherence and cohesion in composing a writing. It shows that many students often make errors in writing, even though they have learned it for several years.

Among other aspects in writing, coherence is believed as one of important things that make the reader understand the writing easily. Coherence is achieved when sentences and ideas are connected and it moves smoothly and logically from one to the other. One of the ways to make a coherent paragraph is by using transition signals which are connectors between paragraphs. Oshima and Hogue (2006) state that transition signals are words and phrases that connect from one idea to the next in paragraph. It tells the reader when you are giving a similar idea (*similarly, and, besides*), an opposite idea (*but, on the other hand, in contrast*), an example (*for example*) or a conclusion (*in conclusion*). Besides, Spaventa (2001) says that a transition sentence eases the readers to understand from one idea (paragraph) to another idea (paragraph).

In writing, using transition signals is helpful to combine the ideas effectively and organize them clearly. According to Patterson (2014), transition signals are useful for three reasons. First, transition signals provide coherence to a story. Second, it helps writers bridge the gap between ideas. The last, it provides a signal to the reader about what is coming next in the writing.

In English Language Education Department of UIN Ar-Raniry, writing becomes the main subject that begin to study from second semester. It is divided

into three stages which are Basic writing, Essay writing, and Academic writing. Furthermore, each writing stage has different objectives.

In Basic writing, the students are expected to be able to write a short paragraph by using an outline with correct spelling and punctuation. Then, Essay writing is delivered in the third semester. It requires the students to express ideas in various types of essay in an organized manner using good language. The last is Academic Writing which expects the students to write in an academic way for various purpose, audience, and context. Here, the students are expected to write an essay or academic paper.

After taking all of these writing stage, the students are hoped can compose a good writing. They are not only good in creating a great paragraph, but also an academic essay. Therefore, they should have to master all of writing aspects, especially about coherence.

B. Previous Studies

There were several studies in this field such as a study by Fikri in 2013 entitled “The ability of English department students of Tarbiyah faculty in using transition signaling words in writing.” This research discussed about English department students ability in utilizing the variety of signaling words in their writing. The finding showed that the average of student score was 81,5 and the percentage of students who were able to utilize signaling words was 86,66%. Based on these finding, it concluded that English Department students were very good in mastering signaling words in English writing.

Moreover, a study from Kirami in 2013 entitled “Students ability in using transition signals in writing a coherence paragraph.” This study was about the competence and difficulties that faced by students in their writing. The result showed that the average of students’ ability in writing a coherence paragraph in using transition signal was 83,22 and their difficulties influenced by some factors including lacks of vocabulary, grammar, knowledge, spend many times, boring and hard to convey the ideas in words.

C. Research Questions

1. How are students’ ability in applying transition signals in paragraph writing?
2. What are the students’ difficulties in applying transition signals in paragraph writing?

D. Research Aims

Derived from the above questions, the research aims:

1. To investigate the students’ ability in applying transition signals in paragraph writing.
2. To find out the students’ difficulties in applying transition signals in paragraph writing.

E. Hypotheses

Based on the theoretical point of view, the hypotheses of this research can be formulated as follows:

- **The alternative hypotheses (H_a)**

Ha: The students of unit 7 at fifth-semester of English Language Education Department of UIN Ar-Raniry can use transition signals in paragraph writing.

- **The null hypotheses (Ho)**

Ho: The students of unit 7 at fifth-semester of English Language Education Department of UIN Ar-Raniry are not able to use transition signals in paragraph writing.

F. Significance of the Study

The result of this research are expected to:

1. Provide useful information about students' ability and common errors in using transition signals in writing paragraph.
2. Give information, consideration, and input for the students especially for improving the use of transition signals in writing paragraph.
3. Give benefit for English teachers to improve the teaching-learning process by considering students' ability errors in using transition signals in writing paragraph.
4. Enrich the writers' knowledge about transition signals in writing paragraph.
5. Be a reference for further researcher.

G. Terminologies

1. Ability

Based on Robbin and Judge (2011), ability is a person's capability to do some works. Further, it can be understood that ability is having power or skills to

perform something in a particular area. The word “ability” in this research means the ability of PBI students in using transition signals in paragraph writing.

2. Transition signals

According to Erliana (2004), transition signals are words and phrases that point out the exact relation between one idea and another, one sentence and another.

Here, transition signals are used to give a connection between one sentence and another in a paragraph.

3. Paragraph writing

a. Paragraph

Oshima and Hogue (2006) states that paragraph is a group of related sentences that discuss one (and usually only one) main idea. It can be three sentences until ten sentences; however, it should be enough to develop a main idea.

b. Writing

According to Harmer (2005), writing is the process of composing text in its final form. It has four main processes which are planning, drafting, editing and final draft.

In this research, paragraph writing means a paragraph that created by students with their own language. The writer has provided the topic sentence and students should complete the paragraph by applying several transition signals.

CHAPTER II

LITERATURE REVIEW

After introducing the problem of study in the previous chapter. This chapter reviews important theories that divided into some major points. First, it discusses about transition signal which include its definition, types, and how to apply them in writing. Second, it explains about paragraph and its structure. Third, the discussion covers about elements of a good paragraph which are unity and coherence.

A. Transition Signals

1. Definition of transition signals

Transition signals are words such as *first, second, next, finally, and however*, or phrases such as *in conclusion, on the other hand, and as a result* (Oshima & Hogue, 2006). They are known as connecting words within or between words, clauses, sentences, and paragraphs. In addition, Ruetten (2006) states that transition words also called conjunctive adverbs connect two independent clauses or sentences. It can help to establish the relationships between parts of sentences and paragraphs in an essay.

Moreover, Halliday and Hasan (1976, as cited in Nugraheni, 2015) recognize transition word as “conjunction”, which expresses certain meaning in a text. In other words, these conjunctions help to give relationship between parts of a text and between one to other meaning. Therefore, it is crucial to use

conjunction for both the writer in composing a writing and the reader in understanding the meaning.

In writing, transition signals are useful to connect one idea to another and to make the writing flow better. Besides, Schorr (2005, as cited in Yally, Jufri & Fitrawati, 2011, p.360) adds that “without transitions, writing will be firm and boring”, for example, the reader will not be able to follow the paragraph easily. As a result, the students must learn how to use it appropriately so the reader understands the text in the way the author had intended.

2. Types of Transition signals

Halliday and Hasan (1976, p.226) divide conjunction into four categories including additive, adversative, causal, and temporal.

a. Additive Conjunction

This conjunction has a function to connect two clauses or give additional ideas without changing them in the previous phrase or clause. This is kind of the additive conjunction: *and, further (more), moreover, besides that, by the way, or, nor, either*.

b. Adversative Conjunction

It connects two different clauses where one idea is contradicted to another. This conjunction including *but, though, yet, however, on the other hand, in either case, etc*.

c. Causal Conjunction

Causal conjunction emphasized on “result, reason, and purpose” and the simple form of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly*, and number of expression such as *a result (of that), in consequence (of that), because of that*. All these regularly take place in initial clause or sentence, and express causality.

d. Temporal Conjunction

Temporal conjunction is the relationship of time sequence within the sentences. The simplest of temporal conjunction type is *then*. Beside of then, there are many kind of sequential senses; *next, afterwards, after that, soon, subsequently*, etc.

On the other hand, Oshima and Hogue (2006, p.27) categorize transition signals into eight types based on their functions. They are:

a. Transition signals to introduce an additional idea

In writing, this transition is used to add more information or ideas in the same direction. It means that the writer has, at least, 2 or more ideas related to the main point of a paragraph. Besides, Veit and Gould (2009) call this transition as *and signals* and they add some additional transitions such as *similarly, then, first, second, in fact, indeed, finally, likewise* and *what's more*.

Table 2.1
Transition signals to introduce an additional idea

Transition Phrases	Conjunctive adverbs	Coordinating Conjunctions	Others
In addition	Furthermore Moreover Besides Also Too	And	Another (+ noun) An additional (+ noun)

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) **In addition**, living in a village can make us happier.
- 2) I love to read a novel **and** newspaper.
- 3) My mother will give me **another** pair of shoes.

b. Transition signals to introduce an opposite idea or contrast

Contrast words signal that the writer is pointing out the differences between two things, subjects or ideas. It indicates that the second thing is not the same as the first one. There are a lot of contrast words that can be applied such as *although*, *however* and *in contrast*.

Table 2.2
Transition signals to introduce an opposite idea or contrast

Transition Phrases	Conjunctive adverbs	Coordinating Conjunctions	Subordinating conjunctions	Others
On the other hand	However Nevertheless	But Yet	Although Though	In spite of (+ noun)
In contrast	Instead Still Nonetheless		Even though Whereas While	Despite (+ noun)

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) **Even though** I did not study, I got A on the final examination.
- 2) I am not going out tonight, **but** I will stay at home.

c. Transition signals to introduce a choice or alternative

These signal words are used when the writer explains another choice or possibility in a text. *Otherwise* and *unless* express a possibility or a consequence that will occur if a statement is not done. Besides, *or* shows a choice that can be chosen from two different statements. On the other hand, *if* introduce possible or impossible situations and what the result is.

Table 2.3

Transition signals to introduce a choice or alternative

Conjunctive adverbs	Coordinating Conjunctions	Subordinating conjunctions
Otherwise	Or	If Unless

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) You must finish the assignment on time. **Otherwise**, you will be punished.
- 2) **Unless** you must finish the assignment on time, you will be punished.
- 3) **If** you want to get a healthy body, you have to consume nutritious food and drinks lots of water.

d. Transition signals to introduce a restatement or explanation

There are three transition words that can be used to clarify or to interpret a certain point of a statement, they are in fact, indeed, and that is.

However, they are applied in different contexts in a sentence. In fact is generally used when a writer contradicts the previous statement with fact, while indeed is used to reinforce the previous point. On the other hand, “that is” is applied to explain the first point.

Table 2.4

Transition signals to introduce a restatement or explanation

Transition Phrases	Conjunctive adverbs
In fact	That is
Indeed	

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) Muli is a vegetarian, **that is**, someone who does not eat meat and fish.
- 2) **In fact**, paraphrasing is one of difficult things to do.

e. Transition signals to list in order

A writers always uses this transition to indicate a relationship between one supporting point to another point in the same way. For example, these signal words are applied when they write about how to do something.

Table 2.5

Transition signals to list in order

Transition Phrases	Others
First, second, third, next, last, finally	The first, second, third, etc. The next, last, final

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) Eating dark chocolate has some benefits for our body. **First**, it helps to improve blood pressure. **Second**, it can reduce heart disease risk. **Third**, it can improve brain function.

f. Transition signals to introduce an example

In writing, an example is provided to make a clear idea about a previous explanation. Veit and Gould (2009) states that for example words are used to make a change from general to the specific. They signal that the new point will be a specific illustration from the previous point. In other words, it shows that the second point is subordinate to the first.

Table 2.6
Transition signals to introduce an example

Transition Phrases	Others
For example	An
For instance	example of (+noun)
	Such as (+ noun)

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) There are many tourist sites in Aceh. **For example**, Mesjid Raya Baiturrahman, Museum Tsunami, and Rumoh Aceh.
- 2) We must bring things **such as** tents, food, and medicine when camping.

g. Transition signals to introduce a conclusion or summary

A conclusion is placed at the end of a paragraph or in the last part of an essay. This sentence is usually started by using a conclusion signal such as in conclusion and in summary, then followed by a sentence. Furthermore, these conclusion words are applied to summarize or conclude the information which has been presented by a writer.

Table 2.7

Transition signals to introduce a conclusion or summary

Transition Phrases
Clearly
In brief
In conclusion
Indeed
In short
In summary

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) **In conclusion**, transition signals can be put at the beginning or in the middle of a sentence.
- 2) **In short**, the education system in Finland is unique.

h. Transition signals to introduce a result

These transition words describe that an effect or a result is caused by something else in a process. It explains that a new thing will be the result of the previous statement.

Table 2.8

Transition signals to introduce a result

Transition	Conjunctive	Coordinating
------------	-------------	--------------

Phrases	adverbs	Conjunctions
Accordingly	Therefore	So
As a result	Consequently	
As a consequence	Hence	
	Thus	

Source from: Writing Academic English book, by Oshima and Hogue.

Examples:

- 1) Rian did not have time to eat this morning. **As a result**, he is really hungry now.
- 2) You should study hard **so** you can pass the exam.

3. Technique in applying Transition Signal

Transition signals are applied to combine some ideas in writing. There are three ways should be understood by a writer (Patterson, 2004).

a. Position of a transition word

Transition signals are usually put at the beginning of a sentence. Also, it can be used in the middle or at the end of a sentence.

Examples :

- 1) **Even though** this book is very interesting, it is difficult to read.
- 2) This book is very interesting **even though** it is difficult to read.

b. Rules of a punctuation

- Put a comma before coordinating conjunctions.

Example: I do not allow Rani to do a cooking contest, but she still do it.

- Put a comma to separate between a clause used transition signal words and the rest of a sentence.

Example: **Although** tea is very beneficial, people should not consume it every day.

- Put a full-stop (period), and are followed by a comma to connect two sentences.

Example: I love learning about transition signal; **however**, I don't understand all of it.

- Put a semi-colon and a comma when connecting two independent clauses within a single sentence.

Example: I love learning about grammar; **however**, I don't understand all of it.

c. Transition signals usage

Transition words are not needed to use in every sentence in a paragraph. However, they should be placed strategically to make good writing.

B. Paragraph

1. Definition of paragraph

A paragraph is a unit of thought made up of a set of related sentences (Robitaille and Connelly, 2007). Paragraph lets the readers know where idea ends and another begins. All the sentences of the paragraph work together to develop a single idea. It can stand alone as an independent discussion of one idea, or paragraphs can be put together into a larger unit such as an essay.

Moreover, Bailey (2006) adds that a paragraph is constructed from some sentences that have only one subject. These sentences should be well-organized to support ideas in a writing. As a result, it also helps the reader to understand what the writer talks about. In short, a paragraph means a set of combining some sentences that has a topic and main idea.

2. Structure of paragraph

Many sources of book explain the structure of the paragraph. Oshima and Hogue (2007, p. 55) say that a paragraph has, at least, three major structural parts: *a topic sentence, supporting sentences, and a concluding sentence.*

a. Topic sentence

In a paragraph, a topic sentence is the most important part that states the main or controlling idea. It contains both the topic and controlling ideas (Erliana, et al., 2014). A topic is the subject of the paragraph while controlling idea is the central idea that is developed in a paragraph.

According to Keith, April, and Elena (2010), there are some features of a good topic sentence, they are:

- 1) A topic sentence guides the whole paragraph.
- 2) It is not a general fact that everyone accepts as true.

- 3) A good topic sentence must not be general, because it will never be able to discuss.
- 4) However, it also must not be too specific because there is nothing to add.
- 5) It has controlling ideas to support ideas in the paragraph.

b. Supporting sentences

Supporting sentences are sentences that give more information about the topic sentence. It develops the main idea or controlling idea in the topic sentence by proving, illustrating, explaining, or defining the main idea. Ireland, Woolleorton, and Short (2008) explain that all supporting sentences should help the reader to understand and focus on the topic. Thus, writers must provide great supporting sentences for their writing. If a paragraph has a weak support, so a well-designed topic sentence will mean nothing (Leonhard, 2002).

Erliana, et al. (2014) states that there are two kinds of the supporting sentences: a major support sentence and a minor support sentence. In a paragraph, a major support sentence develops the main idea directly while a minor support sentence develops its major sentence. These sentences support each other, so the writing can be understood easily.

c. Concluding sentence

The last sentence of a paragraph is called a conclusion. It provides the most important point for the reader. Also, it signals the end of the paragraph by

summarizing the important point briefly or repeating the main idea with different words.

In addition, a good concluding sentence brings a paragraph to a smooth close. Oshima and Hogue (2007) gives three tips in creating a good concluding sentence, they are:

- 1) Use conclusion signal such as: in brief, in short, and to summarize.
- 2) Write a concluding sentence by using one of these following ways.
 - Paraphrasing the main point of a paragraph.
 - Summarizing the main idea or ideas of writing.
- 3) Do not add a new idea or point at the end of your paragraph.

In short, a good paragraph has a topic sentence, supporting sentences, and a concluding sentence. These have essential functions such as developing the controlling idea expressed in the topic sentence, making each sentence into the logical unit, and assisting the reader to understand the writing.

C. Elements of a good paragraph

Oshima and Hogue (2006) states that there are two elements of a good paragraph: unity and coherence.

1. Unity

Unity is an important element of a good paragraph. According to Erliana, et al. (2014), unity means that the main idea of a paragraph should connect to the ideas of supporting sentences. It means that a paragraph discusses only one main point from beginning to the end. To make it unity, a paragraph has to include a

topic sentence, supporting ideas, details, and conclusions. Furthermore, all the details of a paragraph or writing have to related to the point stated in the topic sentence (Langan, 2006).

2. Coherence

Another element of a good paragraph is coherence. Oshima and Hogue (2007) state that a paragraph is coherent when each sentence in a paragraph flows smoothly from beginning to end. It means that all sentences leads naturally without sudden jumps.

Zemach and Lisa (2006) state that the coherence between sentences are made in three ways such as: using transition signals, using pronoun reference and repeating key nouns. Moreover, using effective supporting ideas is also important points to achieve coherence in a paragraph (Robitaille & Connelly, 2007). Therefore, it requires the writer to arrange the points in logical order.

To sum up, unity and coherence are two important points of creating a great paragraph. Unity is achieved when the topic sentence is supported by every sentence in the body of the paragraph. Besides, to get a coherent paragraph is by arranging the sentences in a clear and logical order.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology including research design, research location, population and sample, instrument for data collection, method of data collection and method of data analysis.

A. Research Design

In this research, the researcher used quantitative method. It is used to describe some phenomenon of a group or individual in numerical form. According to Kothari (2011), quantitative research is used for phenomena that can be expressed in terms of quantity. Furthermore, this method was used to find out the students' scores and students' most problem in using transition signal based on statistical analysis.

B. Research Location

The research took place at Department of English Language Education of Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Banda Aceh. It was selected because the researcher needed participants from university students.

C. Population and Sample

1. Population

Population is the total number of participants in the research (Arikunto, 2013). The population of this research is all of the fifth-semester students of English Language Education Department of UIN Ar-Raniry in academic year

2019/2020. There are 240 students as the population of this research which consists of 7 units.

2. Sample

Sample is a group of subject from a population. Arikunto (2013, p. 108) states that if the population is less than a hundred, it is better to take all of them as sample, however, if the population is more than a hundred, it is suggested to take 10-15% or 20-25% or more. Therefore, the researcher took the number of sample in this research by taking 10-15% population as the sample.

To get this sample, the researcher used purposive sampling. In this study, the researcher took the students who had taken basic writing, essay writing, and are taking academic writing class. In this case, unit 7 was chosen with 27 students as the sample.

D. Instrument for Data Collection

According to Creswell (2012), instrument is a tool for measuring, observing, or documenting quantitative data. So, it can be defined that an instrument is a tool or media used by the researcher to get the data. Moreover, following the aim of the study which focuses on the students' ability and difficulties, writing test and questionnaire was used as research instrument.

E. Technique of Data Collection

1. Writing test

To collect the data, the researcher used a writing test as the technique of the data collection. It was used to assess students' ability in using transition signal

as a sentence connector. She provided the topic sentence on the paper sheet and asked the students to complete the paragraph by applying transition signals. They were given 30 minutes to do it. At last, the researcher collected students' answer sheet.

2. Questionnaire

The next step to collect the data was using questionnaire which was distributed to the students who as the participants of this research. The questionnaire consisted of 15 questions that was separated into three parts. There were 12 yes-no questions, 2 multiple answer questions and 1 opinion question about students' common difficulties in applying transition signals in writing. This questionnaire was distributed after students had done the writing test.

F. Technique of Data Analysis

To analyze the data, the researcher used data analysis procedure as explained below:

1. Writing test

The process of data analysis is a quantitative method by measuring the students' ability in using transition signals in paragraph writing. There were some steps to analyze the data:

- a. To get students' writing scores, the researcher used a rubric that was adapted from Haswell (2005). There are five scores in writing rubric including content, organization, vocabulary, language use, and mechanic. Here, the researcher only focused to analyze *content* and

organization because it gave big contribution toward transition signal used in students' composition.

Table 3.1
Writing rubric

Score	Level	Criteria
Content	50-41	Knowledgeable, relevant to assigned topic.
	40-31	Some knowledge of subject, relevant to assigned topic.
	30-21	Limited knowledge of subject, mostly relevant to topic but lacks of detail.
	20-11	Does not show knowledge of subject, not relevant to assigned topic.
Organization	50-41	The paragraph is well-organized. It used 8-10 transition signals properly.
	40-31	The paragraph is well-organized. It used 6-7 transition signals properly.
	30-21	The paragraph is less-organized. It used 4-5 transition signals properly.
	20-11	The paragraph is unorganized. It used less than 4 transition signals properly.

- b. The researcher calculated the students' writing scores to find the average score (mean) by using formula based on Sarwono (2006).

$$\bar{x} = \frac{\sum X}{N}$$

\bar{x} = mean

$\sum X$ = scores

N = number of score

- c. The researcher gave the score classification. There are five levels of the students' writing ability encompassing excellent, very good, good, unsatisfactory and failure.

Table 3.2
Standard categorization of student's score

Range of score	Alphabetical	Predicate
86-100	A	Excellent
72-85	B	Very Good
60-71	C	Good
50-59	D	Unsatisfactory
0-49	E	Failure

Source from: Buku Panduan Akademik UIN Ar-Raniry.

2. Questionnaire

The data was obtained from the distribution of the questionnaire given to the students. The researcher used a simple statistic formula based on Sudjono (2003) to find out the percentage from all answer at every question.

Formula:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of respondents

100% = Constant of value

CHAPTER IV

DATA ANALYSIS AND DISCUSSIONS

This chapter discusses the research finding and discussion about students' ability in applying transition signals in paragraph writing and their difficulties. The findings displayed are based on data obtained from writing test and questionnaire.

A. The Analysis of Writing Test

Writing test was used to find out the students' ability in applying transition signals in paragraph writing. The test was admeasured on November 7th 2019. To analyze the data, the researcher used a writing rubric that adapted from Haswell (2005). The following table presents the result of students' writing test.

Table 4.1
The scores of writing test

No.	Initial	Content	Organization	Total Score
1	IA	45	46	91
2	HFK	40	30	70
3	MNM	42	30	72
4	A	47	30	77
5	WM	50	35	85
6	SR	45	28	73
7	MH	40	40	80
8	MI	42	25	67
9	IAM	45	40	85
10	AA	48	30	78
11	YM	46	50	96
12	DIP	40	43	83
13	NY	42	35	77
14	RH	45	30	75
15	YF	47	43	90

16	NZ	48	43	91
17	H	40	35	75
18	MY	48	50	98
19	EF	24	11	35
20	VR	40	20	60
21	SD	40	30	70
22	SSS	48	46	94
23	MA	48	50	98
24	SMH	39	35	74
25	CSA	40	40	80
26	S	48	43	91
27	ZN	50	40	90
				Total = 2155

According to the data, it can be seen that the highest score is 98 and the lowest score is 35.

To look for the mean, the writer used a formula:

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

$$x = \frac{2155}{27}$$

$$x = 80$$

From the calculation above, it can be concluded that the average ability score of students in using transition signals in paragraph writing is 80. It means that the ability of students are in very good predicate.

For further comprehension, the following table also explained students' score in percentage:

Table 4.2
Categories percentage of students' scores

No.	Categories	Number	percentage
1	Students who are excellent	9	33,34%
2	Students who are very good	13	48,15%
3	Students who are good	4	14,81%
4	Students who are unsatisfactory	-	-
5	Students who are failure	1	3,70%

B. Examining Hypothesis

Based on analyzing of students' writing test, it was shown that the average of students ability in applying transition signal was 80. It means that the most students were very good in using transition signal. This statement is appropriate with the first hypothesis (Ha) that the students of unit 7 at fifth semester of English Language Education Department can use transition signals in paragraph writing. As a consequence, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

C. The Analysis of Questionnaire

1. The Result of Questionnaire

A questionnaire was given to the students in order to answer the second research question about students' difficulties in applying transition signals in paragraph writing. The questionnaire consisted of 15 questions that was separated into three parts.

To analyze the questionnaire, the writer used a simple statistic formula from Sudjono (2003):

$$P = \frac{f}{N} \times 100\%$$

Note:

P = Percentage

N = Number of respondents

F = Frequency

100% = Constant of value

The data can be seen in the following tables.

Table 4.3
Students' preference about writing is difficult

Number	Option	Frequency	Percentage
1	A. Yes	22	81,84%
	B. No	5	18,52%
Total		27	100%

Based on the data above, it appears that many students said that writing is one of the complicated skills that have to be mastered. It happened because they have to consider some aspects while writing.

Table 4.4
Students' preference toward their problem in composing a writing

Number	Option	Frequency	Percentage
2	A. Content problem	14	51,85%
	B. Problem organization	13	48,15%
Total		27	100%

The table above shows the that students of unit 7 had both content problem and poble organization in writing. As a result, the researcher inferred that half of

students faced problem in exploring their ideas and the rest of students were difficult in developing a paragraph.

Table 4.5

Students' preference of knowledge about coherence and unity

Number	Option	Frequency	Percentage
3	A. Yes	25	92,6%
	B. No	2	7,4%
Total		27	100%

From the table, it can be seen that twenty five students knew about coherence and unity, but two students did not have knowledge about them. Shortly, the researcher concluded that the students understood what coherence and unity are.

Table 4.6

Students' preference toward familiarity of transition signals

Number	Option	Frequency	Percentage
4	A. Yes	22	81,84%
	B. No	5	18,52%
Total		27	100%

According on the table, it presents that twenty two students were familiar about transition signals and the rest were not.familiar with this word. From this finding, it can be summarized that almost all of unit 7 students were familiar with transition signals. It is because they had learned them in basic and essay writing class.

Table 4.7

Students' preference toward the importance of transition signals in writing

Number	Option	Frequency	Percentage
5	A. Yes	27	100%
	B. No	-	
Total		27	100%

The table shows that twenty seven students (100%) agreed that transition signals are really important in writing. In short, they believed that by using transition signals, they could develop a good writing.

Table 4.8

Students' preference of knowledge about the variety of transition signals vocabularies

Number	Option	Frequency	Percentage
7	A. Yes	18	66,67%
	B. No	9	33,33%
Total		27	100%

The table above presents that eighteen students knew the variety of transition signals vocabularies and nine students did not know about them. Therefore, the writer assumed that almost all of students had learned about transition signals vocabularies.

Table 4.9

Students' preference toward their problem in using transition signals

Number	Option	Frequency	Percentage
8	A. Yes	16	59,25%

B. No	11	40,75%
Total		100%

The table explains that sixteen students had problem to use transition signal, but eleven students said that they can apply them in writing. Based on the data, it can be said that most of students can not use transition signals properly while writing.

Table 4.10
Students' preference about difficulty in applying transition signals

Number	Option	Frequency	Percentage
9	A. Yes	12	44,44%
	B. No	15	55,56%
	Total	27	100%

Based on the data, twelve students faced difficulty to apply transition signals in their writing. In the other hand, fifteen students claimed that they were not difficult in using transition signal. Therefore, the researcher concluded that most of students feel easy to apply transition signals in writing.

Table 4.11
Students' problem in using transition signals

Number	Option	Frequency	Percentage
10	A. Have knowledge about transition signals but don't know how to use them	18	66,67%
	B. Lack knowledge about transition signals and don't know how to use them	9	33,33%
	Total	27	100%

The table presents that eighteen students had knowledge about transition signals but don't know how to use them. In contrast, nine students lacked knowledge about transition signals and don't know how to use them. From this statement, it can be understood that almost of all students still confused on how to apply transition signals, even though they had learned about them. It might be caused by some problems that students faced while writing.

Table 4.12
Students' opinion of transition signals help to compose a good writing

Number	Option	Frequency	Percentage
11	A. Yes	27	100%
	B. No	-	
	Total	27	100%

The table shows that twenty seven students (100%) indicated that transition signals can help them in writing. In short, they agreed that transition signals were useful to compose a good writing.

Table 4.13
Students' opinion toward their ability to use transition signals

Number	Option	Frequency	Percentage
12	A. Yes	13	48,14%
	B. No	14	51,86%
	Total	27	100%

Based on the table, it explains that thirteen students believed they had ability to use transition signal. However, fourteen students believed they were not

competence in applying them. From this finding, the researcher summarized that half of students were capable to use transition signals in writing, while the other felt unable to use them.

Table 4.14

Type of transition signals that students commonly use in writing

Number	Option	Frequency	Percentage
13	A. Transition signal to list in order	22	28,95%
	B. Transition signal to introduce example	22	28,95%
	C. Transition signal to introduce contrast	9	11,84%
	D. Transition signal to introduce result	7	9,21%
	E. Transition signal to introduce summary	16	21,05%
Total		76	100%

The table shows that transition signal to list in order and transition signal to introduce example were chosen by 22 students (28,95%) as two transitions that often applied in their writing. Then, 16 students (21,05%) usually used transitions to introduce summary, 9 students (11,84%) used transitions to introduce contrast and 7 students (9,21%) used transitions to introduce result. Therefore, it could be seen that these transitions have ever used by the students in their writing. Furthermore, there were three transition signals that students common use including transitions to list in order, transitions to introduce example and transitions to introduce summary.

Table 4.15

Type of transition signals that students are difficult to use in writing

Number	Option	Frequency	Percentage
14	A. Transition signal to list in order	3	7,3%
	B. Transition signal to introduce example	1	2,4%
	C. Transition signal to introduce contrast	18	43,9%
	D. Transition signal to introduce result	17	41,5%
	E. Transition signal to introduce summary	2	4,9%
	Total	76	100%

Regarding the data above, most of students felt challenging to use transition signal to introduce contrast and result while writing. Three students (7,3%) chose transitions to list in order, two students (4,9%) chose transitions to introduce summary and only a student chose transitions to introduce example as type of transition that complicated to apply them. In general, the researcher concluded that students still felt difficult to use transition signal to introduce contrast and result.

Table 4.16

Students' opinion toward their common difficulties in applying transition signals

Number	Option	Frequency	Percentage
15	A. Lack of transition signal vocabularies	3	8,8%
	B. Lack of knowledge about transition signal	8	23,5%

C. Lack of idea in writing	10	29,5%
D. Problem in transition signal usage	13	38,2%
Total	34	100%

According to the table, the students gave various answers toward their difficulties in using transition signal. Mostly students got problem on how to put transition signal while writing. Then, this problem can happen because they did not have any idea to write and lack of transitions vocabularies.

D. Discussion of the Finding

Based on the result of data analysis, there were some brief discussion concerning to answer of the research questions. The explanation of research questions are followed: the first question was, “How are students’ ability in applying transition signals in paragraph writing?” It can be answered according the data owned from writing test. The result showed that the students’ mean score was 80. There were twenty six students got good score and one student at low score. Therefore, it can be concluded that the unit 7 students at fifth-semester of English Language Education Department of UIN Ar-Raniry are able to apply transition signals in their paragraph writing.

The second research question was “What are the students’ difficulties in applying transition signals in paragraph writing?” Through the analysis of writing test and questionnaire, the researcher found that there were two difficulties that students faced in using transition signals in writing:

First, the biggest problem that students faced was related to content problem. The majority of students had problem in creating a composition because they did not have idea. It is due to the limited information that students know toward the topic given. As a result, they felt complicated to write a coherent and unity paragraph, even if they have to use transition signal.

Second, it is related to students' knowledge about transition signal itself. Some of students said that they did not really understand what transition signals are. For example, there were some students only used transition signals to list in order in their writing. In addition, students also felt struggle to put appropriate transition signal in their writing. Half of students argued that they could not use transition signal correctly because they did not know the meaning of the transition words. Consequently, they chose not to put transitions while writing. Moreover, students also lacked of understanding about the variation of transition signal vocabularies. In writing test, most of students used only one word to introduce the same transition signal in their paragraph. For example, they only used *as a result* to introduce the result in first idea and second idea. It proves that students were still less familiar toward the terms of result signals such as *therefore*, *consequently*, *hence*, etc. However, there were only few students felt this problem based on questionnaire result.

Overall, after seeing the result of the research, it can be inferred that this research is slightly similar to the previous study by Kirami (2013) which affirmed that English Department students had ability in writing a coherence paragraph in

using transition signal. On the other hand, they also faced problems to apply transition words such as lacks of vocabulary, grammar, knowledge, spend many times, boring and hard to convey the ideas in words.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the overall conclusion of this research based on the research finding and discussion along with the recommendation. The result dealt with the result of students' writing test in applying transition signals in paragraph writing and their difficulties, meanwhile, the suggestions addressed to the future researchers who are interested to investigate the same issue.

A. Conclusions

Based on the result and discussion in the previous chapter, it can be concluded that the students of unit 7 have good ability in applying transition signals in writing. Furthermore, the result of writing test shows that there are 26 students (96,3%) had good score and 1 student (3,7%) received low score. It means that the students of unit 7 at fifth-semester of English language Education Department can apply transitions words in their writing.

However, the students also faced difficulties in using transitions that caused by some factors. First, students did not have ideas to write something. Second, they had not enough understanding about transition signals.

B. Recommendations

Based on the research findings, the researcher presents some recommendations that could be useful for future researcher. In this research, it has

a small sample size. Therefore, future researchers are hoped to do this research in larger sample size. It will be better if they do the test for all of the students or 80-90% of the sample. In addition, the researcher also recommends the future researcher to do the essay test rather than ask the student to write only a paragraph. Finally, next researcher should provide more previous studies related to the discussion in order to get a comparison between these studies.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11292/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019

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Judul Skripsi : The Ability of PBI Students in Using Transition Signals in Paragraph Writing

Sebagai Pembimbing Pertama

Sebagai Pembimbing Kedua

Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Tanggal: 31 Juli 2019





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Banda Aceh, 30 Oktober 2019

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
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Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Ability of PBI Students in Using Transition Signal in Paragraph Writing

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN

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Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15658/Un.08/FTK.I/TL.00/10/2019 tertanggal 30 Oktober 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

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Prodi : Pendidikan Bahasa Inggris
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Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Ability of PBI Students in Using Transition Signal in Paragraph Writing.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 November 2019

Ketua Prodi Pendidikan Bahasa Inggris,



T. Zulfikar

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Riska Rianti