

# **AN ANALYSIS OF THE STUDENTS' ABILITY TO WRITE AN ENGLISH ESSAY BY CHONOLOGICAL ORDER PATTERN**

**(an analysis of transitional signals and organization idea)**

## **THESIS**

Submitted by  
ARMAYANTI  
NIM. 150203053

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2020 M / 1441 H

## APPROVAL OF SUPERVISORS

### THESIS

Submitted to Faculty of 'Education and Teacher Training Ar-Raniry  
State Islamic University Darussalam Banda Aceh in partial fulfillment of  
the requirements of sarjana Degree (S-1) on Teacher Education

By:

ARMAYANTI  
NIM. 150203053

Student of Faculty Education and Teacher Training  
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,

  
Dr. Marjani Usman,  
s.ag., s.s., M.sc., Ms

  
Azizah, M.Pd

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:

Thursday,

26 December 2022

1 Jumadil Awal, 1444 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Secretary,



Syarifah Dahliana, M.Ag., M.Ed., Ph.D.

Dara Fitria Munzaki, M.Pd

Member,

Member,



Azizah, M.Pd

Siti Khasinah, S.Ag., M.Pd

Certified by:



## ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the Merciful. All praise and gratitude be to Allah, the Almighty, for giving the writer strength, knowledge, ability, guidance, and His showers of blessings to finish the research study. Greeting and praying are also presented to Prophet Muhammad shallallahu 'alaihi wa sallam who has struggled whole-heartedly to deliver the truth to human beings and guide his ummah to the right path.

My deepest gratitude goes to my supervisors Mr. Jarjani Usman and Ms. Azizah who have given a great deal of time and provided me valuable guidance to accomplish this research during the whole process of my work. Besides, I would like to thank all the lecturers of the English Education Department who have taught me useful and valuable knowledge. Therefore, I am grateful to finish this research.

Moreover, I own my deepest thanks and my sincere gratitude to my beloved parents, Arman and Asiah for inspiring and giving me the courage to finish my research. I also dedicated my love to my sister, Balyan Armayani for supporting and loving me. Without my family's prayers, I will not be able to complete this thesis. May all of you always be given ridha of Allah SWT.

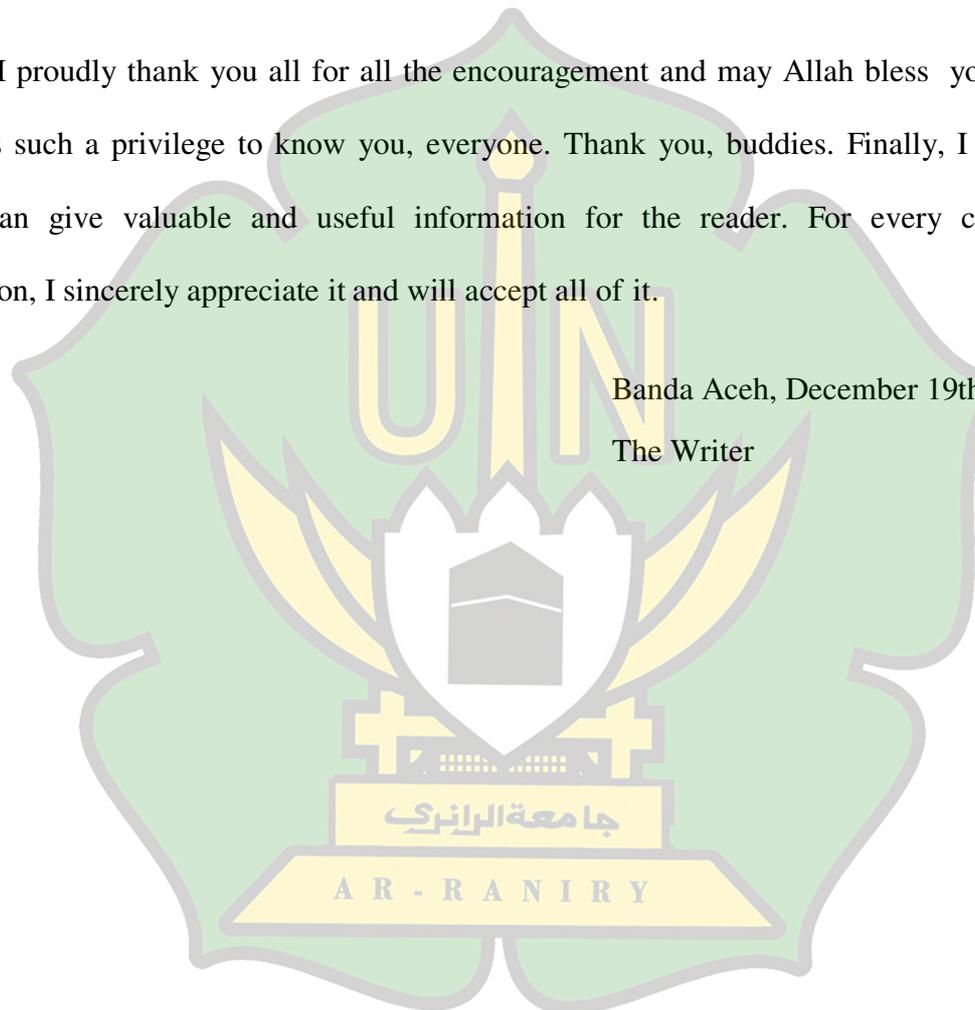
Though only my name that appears on the cover of this thesis, many great people have contributed in finishing this thesis. Firstly, I would like to thank the headmaster of English Department of UIN Ar-raniry, and all the teacher of English Department of UIN Ar-raniry, for giving permission the researcher to conduct the research and also the students

who have contributed in collecting data for my thesis. Secondly, thanks also go to the researcher's beloved friends, Nurhaliza, Liza Malvina Ubat, Raden Muhammad Yusuf, Finta Maulida Yulisma, who always remind me to conduct this thesis and gives support, care, and spirit to the researcher. And the last, I would like to thank all my friends of PBI 2015 especially for unit two, also to all my friends who always support and motivate me all the time until I can finish this thesis.

I proudly thank you all for all the encouragement and may Allah bless you forever and it is such a privilege to know you, everyone. Thank you, buddies. Finally, I wish this thesis can give valuable and useful information for the reader. For every critic and suggestion, I sincerely appreciate it and will accept all of it.

Banda Aceh, December 19th 2022

The Writer



## Abstract

Name : Armayanti  
NIM : 150203053  
Faculty : Fakultas Tarbiyah dan Keguruan  
Major : Department of English Language Education  
Thesis working title: An Analysis of The Students' Ability to  
Write an English Essay by Chronological Order Pattern  
Main Supervisor : Dr. Jarjani Usman, S.Ag., S.S., M.Sc.,  
M.S.Co- Supervisor : Azizah, M. Pd  
Keywords : Essay, Ability, Transitional Signals. Organization idea

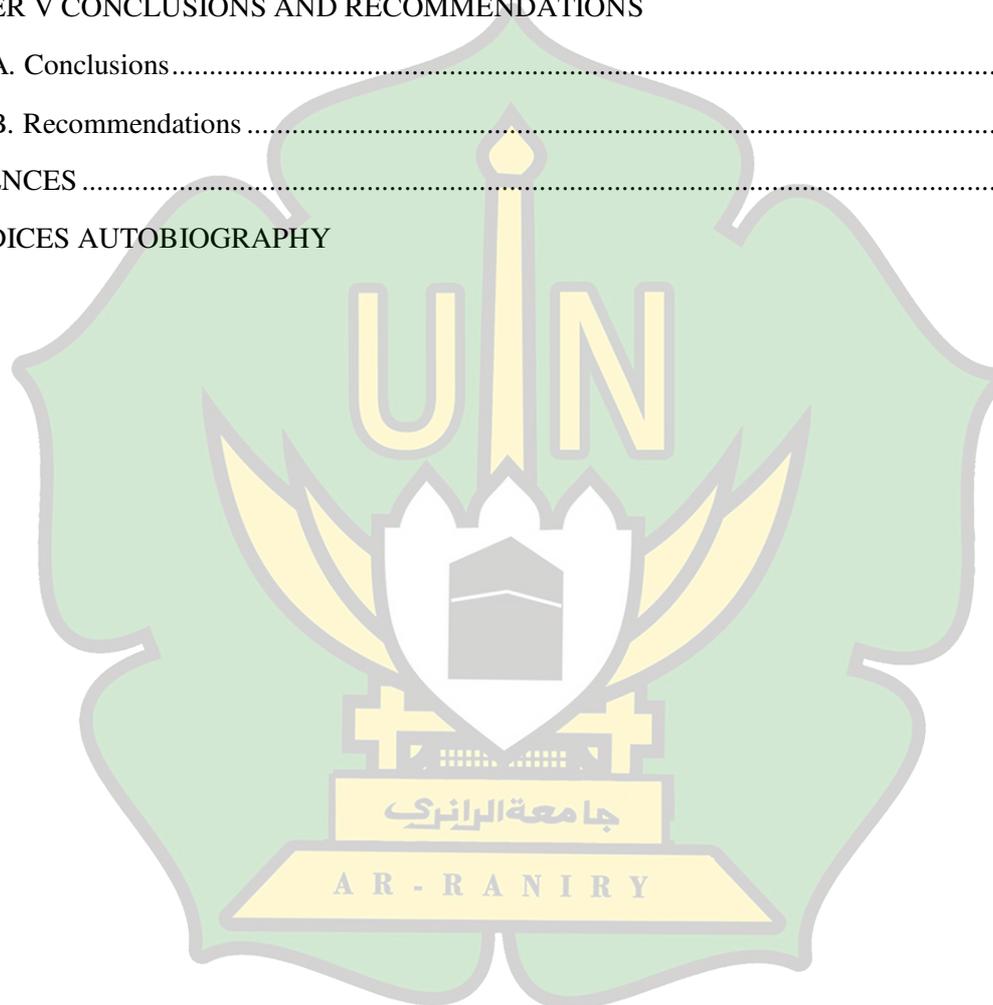
There are many elements that need to be put in writing an essay transition signals and idea organization. This study aimed to be explored students' ability in using transition signals and idea organization of their essay. The collect data quantitative study administered test and questionnaire to the Students of English Language Department of UIN Ar-raniry. 10 students participated in writing essay test and 40 students participated in answer the questionnaires. The writer took the sample by using purposive sampling, in data analysis, the writer using writing rubric and formula to get scores and percentage by the students. Results showed that the average score was 73.1. It is mean that 5 students in good predicate, 2 students in excellent predicate and 2 students in failure predicate. However, the students faced difficulties in organize idea for paragraph writing, such us students do not know how to make idea in each paragraph.

## TABLE OF CONTENTS

DECLARATION OF ORIGINALITY

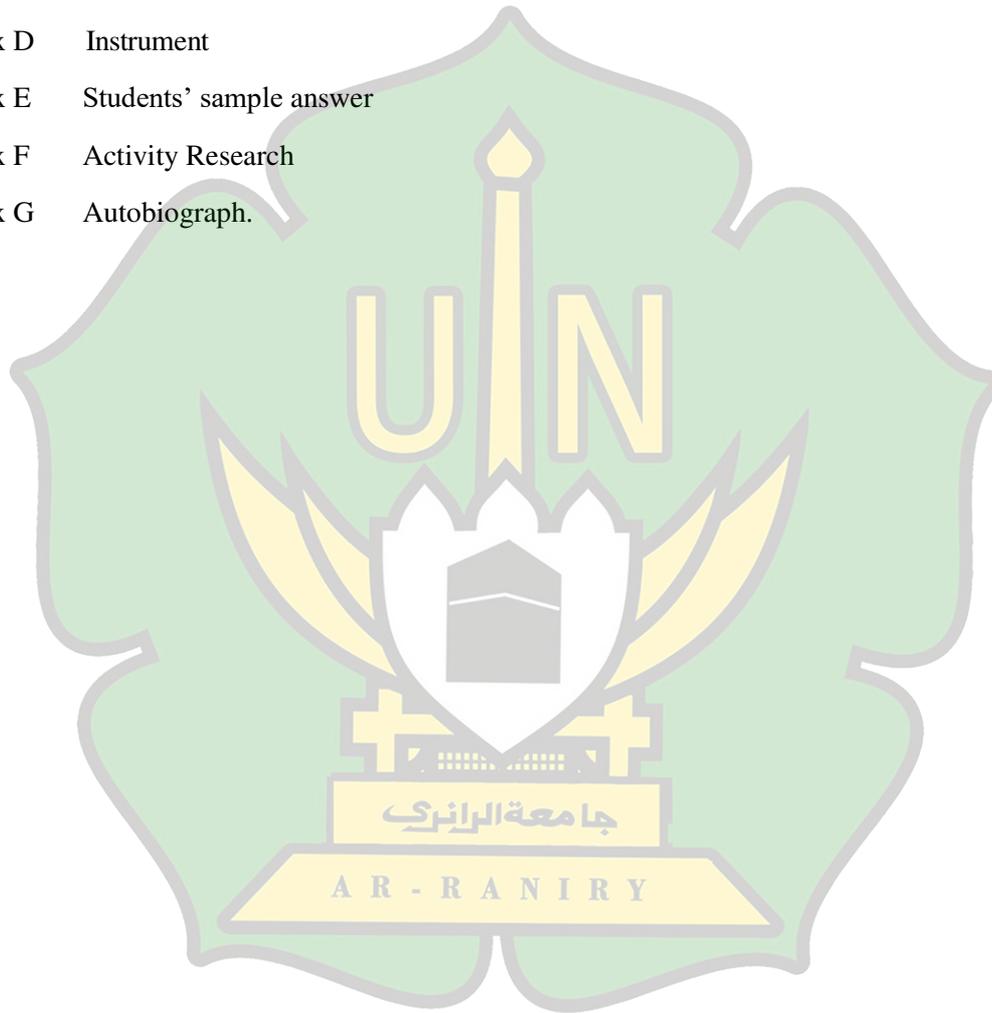
|  |     |
|--|-----|
| ACKNOWLEDGMENT.....                                | i   |
| ABSTRACT .....                                     | iii |
| TABLE OF CONTENTS.....                             | iv  |
| LIST OF APPENDICES.....                            | vi  |
| CHAPTER I INTRODUCTION.....                        | 1   |
| A. Background of the Study.....                    | 1   |
| B. Research Questions .....                        | 5   |
| C. Aimed of Study .....                            | 5   |
| D. Significance of the study.....                  | 5   |
| E. Scope of study.....                             | 6   |
| F. Key Term Used.....                              | 6   |
| CHAPTER II LITERATURE REVIEW.....                  | 8   |
| A. Theoretical Review .....                        | 8   |
| B. Ability .....                                   | 8   |
| C. Concept of essay .....                          | 9   |
| D. Procedure of writing an Essay.....              | 11  |
| E. Challenging of essay writing .....              | 13  |
| F. Chronological order Pattern.....                | 15  |
| G. Definition of transitional signals .....        | 19  |
| 1. Types of transitional signals.....              | 21  |
| 2. Technique in applying transitional signal ..... | 22  |
| 3. Transitional signal usage .....                 | 23  |
| CHAPTER III RESEARCH METHODOLOGY .....             | 25  |
| A. Research Design.....                            | 25  |
| B. Research Location .....                         | 21  |
| C. Population and Sample .....                     | 21  |
| D. Technique of Data Collection.....               | 26  |
| E. Technique of Analyzing Data .....               | 27  |

|   |    |
|---|----|
| CHAPTER IV DATA ANALYSIS AND DISCUSSIONS..... | 31 |
| A. Findings and discussion .....              | 31 |
| B. Findings.....                              | 31 |
| 1. The Analysis of writing test .....         | 31 |
| 2. The Analysis of Questionnaire .....        | 35 |
| D. Discussion of the Findings. ....           | 44 |
| CHAPTER V CONCLUSIONS AND RECOMMENDATIONS     |    |
| A. Conclusions.....                           | 46 |
| B. Recommendations .....                      | 46 |
| REFERENCES .....                              | 48 |
| APPENDICES AUTOBIOGRAPHY                      |    |



## LIST OF APPENDIXES

- Appendix A Appointment Letter of Supervisor
- Appendix B The Recommendation Letter for Conducting Research from  
Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri ArRaniry Banda Aceh
- Appendix C Confirmation Letter of Conducting Research from Department of English Language  
Education
- Appendix D Instrument
- Appendix E Students' sample answer
- Appendix F Activity Research
- Appendix G Autobiograph.



# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, research questions, objective of the study, significance of the study, the scope of the study, and terminology.

### A. Background of study

Writing is one of the four skills in English through which writers can express their ideas, feelings, and opinions, and the like. Moreover, writing is a part of language skills students need to learn to support them in writing their assignments and thesis. Among the aspects students need to learn in writing a grammar, vocabularies, contents, spellings, punctuations, and many more. Furthermore, in writing the students not only have to keep their purpose of writing but also think about how to organize their ideas. (Suadah, 2014) claims that writing is one of the language skills in which EFL learners are facing a big struggle. The complexity of writing has challenged the teachers to find out an effective way for EFL learners in teaching writing. Sometimes the students can speak English fluently but they can not understand in writing or making essays. But the real, most of Indonesian students could not learn English well, especially in writing. It is usually showed when they write essay, article, paper or thesis in writing. Many students make mistake when they write essays or articles. Not all students have some abilities in pouring the ideas when they write essay or article, it is because they do not have interest in studying writing ability.

Chronological order is one of the methods for organizing an essay. Organizing an essay by applying this method requires someone to develop his or her own ideas on certain topics in the order of their occurrence in time. The important point to remember is to arrange the ideas in logical order accustomed to the way of writing. In writing chronological order pattern, the students have followed the criteria of chronological order pattern essay. When the students discuss an essay about steps or process, they have to use the appropriate transitional signal in developing the essay by using chronological order pattern Reep (2009).

Among the important writing work that students need to learn is writing essays. An essay is a brief prose composition in which the writer expresses his or her opinion about a limited subject (Siahaan, 2010). Writing an essay is similar to writing paragraph. Therefore, if someone can write a good paragraph, he or she is probably able to write a good essay too. An essay is a group of paragraphs about single thought (Siahaan, 2010). Writing an essay has to follow some procedures such as: choosing a topic, note taking, writing essay, and revise the essay.

As the teacher, one of ways that can be used to teach writing essay is by using Narrative essay. Writing essay refers to any components around the students that can convey messages that motivates them to learn. Essay is proven to increase the students' curiosity to write everything in their mind. The teachers can improve their way of teaching by using the Essay. In this study, the writer is interested to see how Chronological order Essay can improve student' writing skill especially in Writing Essay. Chronological order Essay is one of media that

can be applied in teaching writing. It functions not only to write the Essay but also to improve students' ability to write an English Essay. Most of students love to writing, the students will not easily get bored. Then, while starting the writing process, the Chronological order can guide the students to write a Essay process and even they can think what they want to write.

To do so, English Department of UIN Ar-raniry Banda Aceh offers a series of subject writing I, II, III, Academic Writing and other supporting subjects like grammar and vocabulary. Chronological order is one of the methods for organizing an essay. Organizing an essay by applying this method requires someone to develop his or her own ideas on certain topics in the order of their occurrence in time. The important point to remember is to arrange the ideas in some kind of logical order accustomed to the way of writing. In writing chronological order pattern the students have follow the criteria of chronological order pattern essay. When the students discuss an essay about steps or process, they must use the appropriate transitional signal in developing the essay by using chronological order pattern (Reep,2009). The topic has been conducted by some researchers. (Utami ,2013). This study on Transitional signal in writing narrative texts. It was aimed to examine students' ability in writing narrative to use transitional signal. The data from the instrument were analyzed qualitatively in terms of the schematic structure and linguistic features. The analysis of the data indicated that students from low and middle achievers have insufficient knowledge of writing narrative.

Maharani (2008). Conducted the study of transitional signal words in five essay, this study descriptive qualitative research, after analyzing the data, it found that there are seven types of transitional signal words used in the first essay, in second essay there are five transitional signal words.

Banjarnahor (2019). The purpose of this research is to describe the students' ability in using transition signals in argumentative essay. This research used descriptive qualitative. The population of this research was the second semester of English Department students at Universitas Negeri Padang, Faculty of languages and arts, who registered on 2018 that education program. This research sample is 22 students. Sample were taken using random sampling which students that choose argumentative essay when last term examination. Data were collected by taking from some lectures who teach paragraph writing. Based on the data obtained, the students' ability in using transition signals in argumentative essay is average (60%)

The students still have problems in writing a good text in English. The students' score in writing are still low. Only some students get good score. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and

arrange them into a good paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph.

Based on the identification of the problem above, the writer limited her study on the students' ability to use correct appropriate transitional signal and how to organizing the paragraph itself in writing English essay by chronological order pattern in a process. This research was conducted to second year English Department students of Uin Ar-raniry Banda aceh.

## **B. Research Questions**

In line with the formulation of problem as already discussed previously, this study proposed two research questions as follows:

1. How is the student's ability in using appropriate transitional signals in chronological order pattern?
2. How is the student's ability to organizing the idea in chronological order pattern?
3. How is the Students able to identify their abilities in chronological order pattern?

## **C. Aimed of Study**

In general, the purpose of this study was to describe the ability of Second year Students of English Department of UIN Ar-raniry Banda Aceh to write English Essay by chronological order pattern. Specifically, it focuses on the following:

1. To know the students' ability in using appropriate transitional signals in chronological order essay.
2. To investigate the students' ability to organize the idea.
3. To identify their ability in chronological order pattern.

#### **D. Significance of Study**

The result of this research was expected to give contributions to teacher and students of English Department of UIN Ar-raniry Banda Aceh. For teacher, by having information about the student's ability to write chronological order essay, he or she could choose and use appropriate methods or media in teaching learning process on purpose of increasing student's ability. For students, this would lead them to know their capability in developing ideas in chronological order.

#### **E. Scope of study**

In conducting research on the chronological order pattern, many strategies can be done by the writer, but it depends on what the writer want to investigate. Here the writer focusses on students' ability by chronological order pattern on students writing skill. the subject of this study are Second year students of Ar-raniry Islamic University Banda Aceh.

## **F. Terminology**

To avoid misunderstanding on more conceptual terms, it was necessary to define some key term used in this study. The specific terms used were as following:

### **1. Ability**

Ability is capacity or power to do something physically or mentally (Utami,2013). Ability in this study means the students' competence to write English Essay by chronological order pattern. Writing ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey. Further Writing Ability means the person uses words as coins and the rules of grammar, punctuation and to some extent use acceptable composition ways and methods. However, composition is a very personal skill.

### **2. Essay**

Essay is a group of paragraphs that has one thought and one main thought. And essay is, generally, a piece of writing that gives the author's own argument, but the definition is vague, overlapping with those of a paper, an article, a pamphlet, and a short story. Essays have traditionally been sub-classified as formal and informal.

### **3. Chronological order essay**

Chronological order essay is a method to organize the ideas in paragraph in the order of their occurrence in time and steps and chronological order essay is

listing, describing, or discussing when events happened as they related to time. Basically, it is like looking at the timeline to view what occurred first and what happened after that. (Reep, 2009).



## CHAPTER II

### LITERATURE REVIEW

Theoretical review is presented in order to give some clearer concept being applied in this study that is the students' ability in writing narrative text. To support the ability, transitional signal and organize the idea of this research, some theories and some information could help the writer design this research.

#### A. Chronological order pattern

Another common method of organizing an essay is by chronological order. This pattern develops ideas or paragraph based on the order of time. It is used in almost all academic fields to describe historical events well as to write biographies and autobiographies. In addition, it has an important use in this field to explain physical, chemical, and mechanical process such as: how a machine works, how a chemical take place, how a biological process occurs and so on. It is also used to give directions how to perfume a chemistry experiment, how to operate a piece of equipment.

In a chronological process essay, the main steps in the process are the topics of the paragraph.

#### B. Concept of Essay

Writing an essay is similar to writing in paragraph. It is because of the principles of both an essay as piece of writing that consists of several paragraphs instead of just one or two paragraphs. It is written about one thought; just a paragraph has one topic. However, the thought on an essay is too long and to

complex to discuss in one paragraph. Reep (2009) states that the best way to understand the essay writing process is practicing if we want to write, we should be familiar with exercise and assignment that are interesting and challenging. He also adds that, every writer needs to find a method. The method itself covers three boards areas: discovering massages and purpose (meaning), developing a method of presentation (structure), and finding suitable language (style).

Gallaudet University states that, an essay is a short piece of writing that discusses, describes or analyzes one thought. It can range in length from one paragraph to Morethan twenty. It can about anything, and be written in almost any style. It can be serious or funny, straight forward or symbolic. It can describe personal opinions, or just report information.

As said before, an essay has similarity with paragraph. According to Reep (2009) writing an essay is more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both. Like a paragraph, an essay has main parts:

1. An introductory paragraph
2. A body (at least one, but usually two or more paragraph)
3. A concluding paragraph

Introductory paragraph presents the subject to the reader what will be discussed. Introductory paragraph also states the point of the essay. With the same ideas, Michel, (2006) states that introductory paragraph consists of two main parts: a few general statements about the subject discuss and a thesis statement to state the specific subdivisions of the topic discussed.

The body of the essay consists of at least one or more paragraphs. The body discuss the subdivided topics. One by one in each paragraph. It explains the major subtopics in the thesis statement. Moreover, like in a paragraph, using certain methods pr pattern of organization can develop the topics or the ideas.

### **C. Procedure of writing an essay**

There are different opinions that tell about the procedure of writing an essay. However, the main points of the procedure are all the same. The procedure of writing an essay includes several steps as follows: choosing a topic, defining a thesis, note taking, writing an essay, and revising the essay.

#### ***a. Choosing topic***

A topic is primary idea in the essay that states in the introductory paragraph. The writer can develop the topic in various ways based on the writer's interest. However, the topic depends on how long and detailed the essay will be. According to Reep (2009) there are two things that writer have to reminders:

1. A topic sentence should be neither too general or too specific. If it is too general, the reader cannot tell exactly what is going to be discussed. If it to specific, the writer may not have anything left to write about in the rest of paragraph.
2. Do not include too many unrelated ideas in your theses statement, if you do, your paragraph will be not unified.

#### ***b. Defining a Thesis***

As already discussed, a thesis is included in the introductory paragraph. Just like a topic stated in general statement, the thesis is stated in a specific statement contains the subtopic and indicates the method of organizing an essay.

### **c. Outlining**

Zcemach, & Rumisek, (2003) states an essay outline consists of words and phrases: sometimes it consists of complete sentence. The outline is based on the topic and subtopics in the introduction. It is important to organize our thoughts and to plan our essay before starting to write the essay. It is because an essay is longer and more complex than a paragraph. Moreover, an outline as general description covering the main points, elements, or ideas of a subject. It is just like an architects' plan for a house

Cuetacollege (2005). Learning to outline will improve your writing for three reasons. First of all, it will help you organize your ideas. Specifically, an outline will ensure that you won't include any irrelevant ideas, you won't leave out any important points, and you're supporting sentence will be in logical order. Second, learning to outline will help you write more quickly. It may take some practice at first, but once you become accustomed to outlining your ideas before you start to write, you will be surprised at how fast you will actually be able to write. Preparing an outline is 75 percent of the work. The actual writing becomes easier because you don't have to worry about what you are going to say. You already have a well-organized plan to follow. And the last, your grammar will

improve because you will be able to concentrate on it, not on your thoughts or organization. Improved organization.

***d. Note taking***

It is aimed to collect important to support the main thought stated in the introduction. The process of note-taking is greatly influenced of the outline. UtamiDewi (2011) states that note-taking is needed to refer the reader to the author of the idea that was being presented.

***e. Writing the Essay***

After making the outline that consists of the topic and subtopic, it guides the students to develop them into the introductory paragraph and the paragraph in the body of an essay. The students are required to be able to make coherent paragraph.

***f. Revising the Essay***

Revision means to “look again. Revision takes place throughout the writing process UtamiDewi (2013). The revision is used to check an essay for this unity, coherence, and logic, changing, rearranging, adding or deleting, can be used to revise the essay. Furthermore, it is designed to check the transition signals, sentence structure, word usage and punctuation. Finally, the final copy of the essay will result from the revision and it is ready to read.

**D. Challenges of essay writing**

***a. Essay organization***

Michel, (2005) states four patterns which are similar for both paragraph and essay organization and essay organization: logical division, cause and effect,

comparison and contrast and chronological order. Organizing an Essay There are many elements that must come together to create a good essay. The topic should be clear and interesting. The author's voice should come through, but not be a distraction. There should be no errors in grammar, spelling, punctuation, or capitalization. Organization is one of the most important elements of an essay that is often overlooked. An organized essay is clear, focused, logical and effective

Organization makes it easier to understand the Essay or paragraph. To illustrate, imagine putting together a bike. Having all of the necessary tools, parts, and directions will make the job easier to complete than if the parts are spread across the room and the tools are located all over the house. The same logic applies to writing an essay.

#### **b. Cause and Effect**

In this kind of essay, the writer discusses the reason for something, and then discusses the result. It is one of the most often forms of organization in academic writing. There are basically two main ways to organize a cause and effect essay: block organization and chain organization. In block organization, the writer first discuss all of the cause as a block in one, two, three, or more paragraphs, depending on the number of causes. Then the writer discusses all of the effect together as a block. In chain organization, the writer discusses a first cause and its effect, a second cause and its effect, and a third cause and its effect, in a chain.

Robbin & Judge, (2011) The type of cause-and-effect organization chosen will depend on the topic. Some topics are more easily organized one way, and some the other way. A chain pattern is usually easier if this causes and effects are very closely interrelated. The chain pattern also works better with smaller topics. With large topics, and when there is no direct cause and effect relationship, the block style is usually easier. Some topics require a combination of block and chain organization.

In block organization, there is often a short paragraph that separates the causes part from the effect part. This is called a transition paragraph. It functions to conclude the first part of the essay and introduce the second part. It is not always necessary to write a transition paragraph, but it is helpful when the topic is long and complex. If the transition paragraph is only one sentence, it could be placed at the beginning of the next paragraph or the end of the previous one.

### **3. Comparison and Contrast**

Comparison and contrast pattern is a very common and useful method of essay organization. It is a form of writing that is used frequently in college work and in business and the profession as well. Anything can be compared and contrasted such as periods in history, characters in stories, kinds of equipment, or the qualification of two job applicants. The only important rule to observe is to compare or contrast things like nature, or else the compare and contrast will not be valid. In other words, the writer can compare and contrast apples and bananas, but the writer cannot compare apples and typewriters.

When the writer contrast two things, he or she points out the differences between them: that is, he or she points out not how they are alike but how they are different. When the writer compares two things: however, he or she points out the similarities between them.

### ***1. Brief Review of Chronological Order Essay***

In review of chronological order essay, the writer discussed about nature of essay and the importance of transitional signals in chronological order essay.

### ***2. Nature of Chronological Order Essay***

(Brown, 2011).states that chronological order is one of the easiest methods of organization to master. Chronos is a Greek word meaning time. Chronological order, therefore, is a way of organization the ideas in the order of their occurrence in time. It also used to give direction or instruction such as how to perform a chemistry experiment, how to operate a piece of equipment, etc. in chronological order essay, the main steps in the process are the topics of the paragraphs.

Cuesta College (2005) states that chronological (time) order or sequence is a kind of method of paragraph organization, where the items or contents are listed in the order in which they occurred or in a specifically planned order in which they must develop. In this case, the order is important and changing it would change the meaning.

Michel (paragraph organization;2005) states that in chronological order essay, the details are presented in the order in which the happened. This pattern

may also call *time order or sequence of events*. Essays that describe a process, give direction or detail procedure are often arranged in chronological order.

Gallaudet University (2001) states that chronological order essay or call process essay is to describe how something is done. It generally explains action that should be performed in a series. It can explain in detail how to accomplish a specific task or it can show how an individual came to a certain personal awareness. The essay could be in the form of step by step in instruction or explanations subtly given along the way.

Chronological order pattern essay is used for demonstration, how-to, historical, biographic, past, present, and future speeches. The chronological pattern, also called time sequence, arranges main ideas in time order or chronology (think quest library)

Chronological order pattern is frequently used in textbooks as well as literature. History text will often use this pattern for presenting details. Nature science texts employ chronological order to describe the steps in an experiment or process.

Chronological order is used for something as simple as a recipe or for something complex as a history book. In academic writing, chronological order has many uses. One of the primary ways you might use it is to write a historical review of a subject of a term paper. For example, you might review the process of micro teaching subject after you presented it in front of the class.

### ***3. The Importance of Transitional Signals in Chronological Order Essay***

Transitional word is a technique to establish continuity between sentences and paragraph. In writing process, a transition is movement from one sentence to the next sentence without through change in subject. (Xaevan. 2004), states that transitional signals are words or phrases that link related ideas. They may be used in series of simple sentence, or they may be used with a junction or semicolon to join two sentences. Transitional are particular common in informal situation.

When having a process of writing, the writer should get use with transitional signals along with the use of it. A writer should know with the use of the transitional signals that will help them using appropriately. Besides the transitional signals words are enabling people to develop this idea more easily.

There are many kinds of transitional signals that generally use to link ideas between sentences or paragraph intelligibly. Based on their meaning, kinds of relationship that they have function, they can be classified into several categories. The common groups of transitional signals he is given below:

a. Transitional words signaling comparison and contrast

These transitional words are used to show that something has similarities or differences. The transitional words are:

|              |                   |            |
|--------------|-------------------|------------|
| yet          | nevertheless      | although   |
| but          | on the contrary   | naturally  |
| despite this | on the other hand | in contras |
| instead (of) | despite           | whereas    |
| therefore,   | in other case     | however    |

b. Transitional word signaling addition

These transitional words are used by the writer to provide additional ideas that have a function as additional information or reinforcing. The transitional words are:

|             |              |           |
|-------------|--------------|-----------|
| Furthermore | initially    | and       |
| Moreover    | and also     | too       |
| Besides     | in fact      | jointly   |
| Likewise    | together     | also      |
| That is     | additionally | as well a |

### c. Transitional words signaling sequence

These signals are used to indicate that it would be helpful for a reader to understand sequence or time order in which some event take place. Usually the information is more important. The transitional words are:

|         |                    |
|---------|--------------------|
| First   | in the first place |
| Finally | then               |
| Next    | afterward          |

Moreover transitional signal words are linking phrases that a writer used to link one idea to another idea. The transitional words play an importance in writing process. They can help the readers understand the text of sentence in a paragraph easily. Transitional words can show the readers the direction of ideas clearly (Xaevan. 2004).

Transitional signals are words such as first, second, next, finally, therefore, and however, or phrases such as in conclusion, on the other hand, and as result. In other words, tell the reader when you are giving a similar idea (similarly,

moreover, furthermore, in addition), an opposite idea (on the other hand, however, in contrast), an example (for example), a result (as a result), or conclusion (in conclusion).

There are two keys to write a good chronological order pattern essay

- a. Discuss the events (in history) or steps (in paragraph) in the order they occur.
- b. Use chronological transitional signals to indicate the sequence of events or steps.

Transitional signals are especially important in a chronological paragraph. You have to be very clear about the sequence of events: did one event happen before, at the same time as, or after another event?

Some of the common chronological transitional signals are given in the table below. Keep in mind, however, that any expression can serve as a chronological transition signals such as in 1948, or since the war, or twenty-five.

Table 1 *Transitional Signals for Chronological Order*

| Sentence Connector                  | Clause connectors |   |
|-------------------------------------|-------------------|---|
|                                     | Coordinator       | subordinator                            |
| First (second, third, Fourth, etc.) | Before<br>After   | The first (+noun)<br>The second (+noun) |
| Next, last, finally                 | While             | Before the(+noun)                       |
| First of all                        | While             | In the year                             |
| After that                          | As soon as        | Since the (+noun)                       |
| Since then                          |                   |   |

## **E. 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* (Ohshima & Hogue, 2006). They are known as connecting words within or between words, clauses, sentences, and paragraphs. In addition, Rutten (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 Nurani, 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 YALI, 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.

### **1. 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 kinds of sequential senses; *next, afterwards, after that, soon, subsequently,* etc. On the other hand, Ohshima, and Hogue (2006, p.27) categorize transition signals into eight types based on their functions. They are:

#### e. 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, Viet 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 is more*.

## 2. 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.

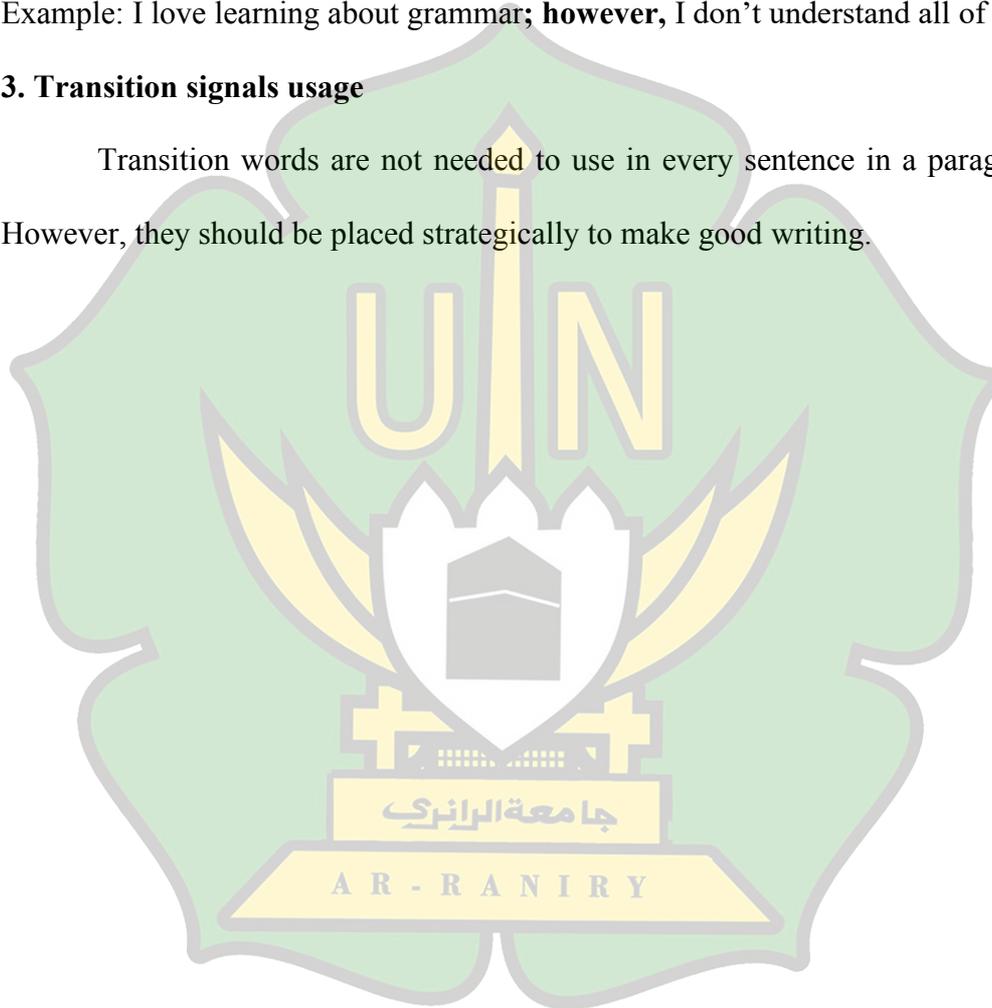
Example: I love learning about transition signal; **however**, I don't understand all of it.

– 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.

### 3. 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.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research was quantitative. It was aimed to describe students' abilities to write English Essays by chronological order pattern. Gay (2005) state that quantitative to answer questions concerning the current status of the subject of the study. Through this research the writer tried to determine and analyze students' abilities to write English essay by chronological order pattern.

#### B. Research location

This study took place at UIN Ar-raniry, Banda Aceh. It is the Islamic University under the authority of Department of religious Affair. It is located at Jl.Ar-Raniry Darussalam (lingkar kampus)-Banda Aceh. The Department of English Education which is known as Pendidikan Bahasa Inggris (PBI) is the place where the writer conducted the research. It was chosen because it represents the writer's population and sample.

#### C. Population and sample

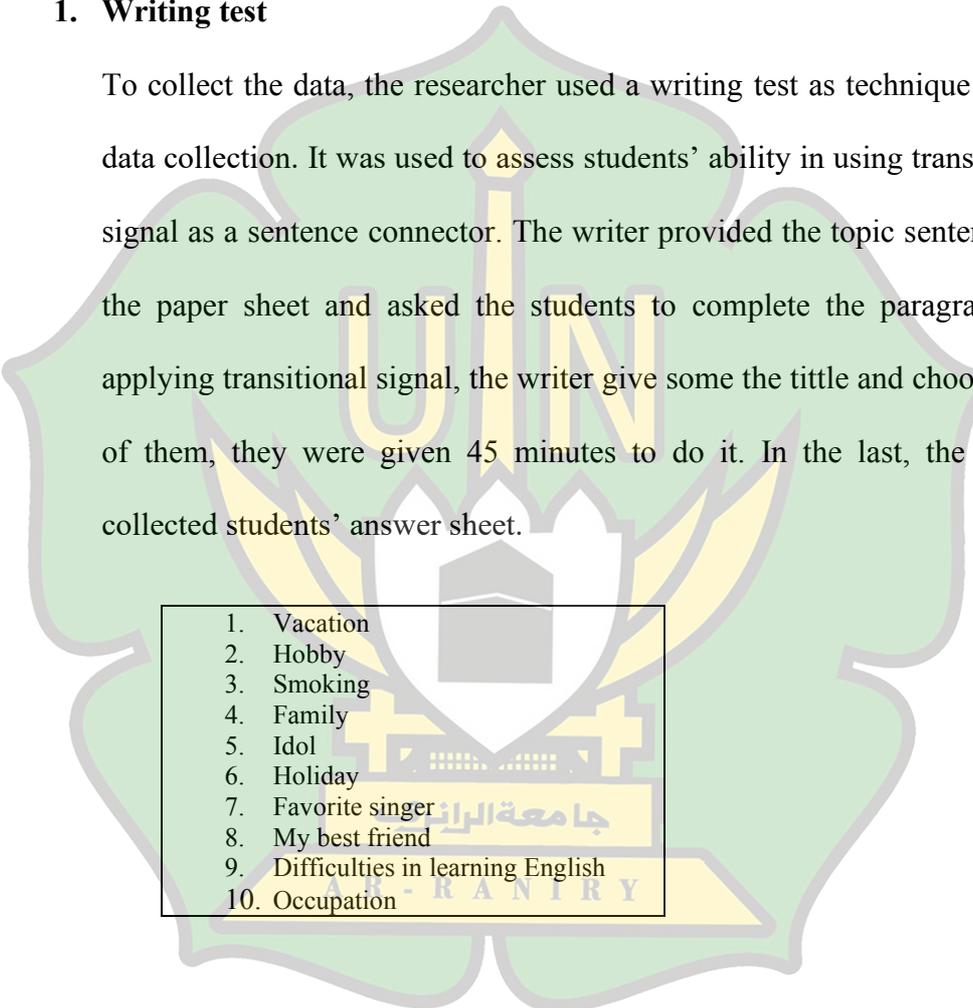
Borden's and Abbot (2005) state that population is all individual in a well-defined group. In this research, the accessible population was 32 students at the Second-year students of English Department of English Education. Based on interview with the writing lecture of English Department UIN Ar-raniry Banda Aceh, then the writer give questionnaire was 40 students sample. So, the writer

chose Units 02 students of English Department of English Education as sample consisted of 10 students in the test.

#### **D. Technique of Data collection**

##### **1. Writing test**

To collect the data, the researcher used a writing test as technique of the data collection. It was used to assess students' ability in using transitional signal as a sentence connector. The writer provided the topic sentence on the paper sheet and asked the students to complete the paragraph by applying transitional signal, the writer give some the tittle and choose one of them, they were given 45 minutes to do it. In the last, the writer collected students' answer sheet.

- 
1. Vacation
  2. Hobby
  3. Smoking
  4. Family
  5. Idol
  6. Holiday
  7. Favorite singer
  8. My best friend
  9. Difficulties in learning English
  10. Occupation

##### **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 13 questions about students identify their

ability in chronological order pattern. This questionnaire was distributed after students had done the writing test.

### E. Technique of analyzing data

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

#### 1. Document analysis

The process of data analysis is a quantitative method by measuring the students' abilities 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 *transitional signal* and *organization* because it gave big contribution toward transition signal used in students' composition.

Table 1  
Writing rubric

| Score               | Level | Criteria  |
|---------------------|-------|---|
| Transitional signal | 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.<br>The paragraph is unorganized. It used less than 4 transition signals properly. |
| Organization idea   | 50-41 | The paragraph is interesting but may lack detail. It is used 8-10 choosing interesting topic  |
|                     | 40-31 | The paragraph is appropriate to audience. It is used 6-7 appropriate audience or some person  |

|  |        |   |
|--|--------|---|
|  | 30- 21 | The paragraph choosing interesting sentence it is used.<br>4-5 time, event, experience, daily activities. |
|--|--------|---|

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

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

$n$

$x$  = mean

$X$  = 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 | Alphabet | Predicate      |
|----------------|----------|----------------|
| 86-100         | A        | Excellent      |
| 72-85          | B        | Very good      |
| 60-71          | C        | Good           |
| 50-59          | D        | Unsatisfactory |
| 0-49           | E        | Failure        |

Source: Buku Panduan Akademik UIN Ar-raniry

#### D. The Analysis of Questionnaire

In order to get the real data of the students' ability to write an English essay using transitional signals and organize idea. I distributed the questionnaires to the students. It consisted of 13 questions in a closed form.

As mentioned in chapter III, I used the following formula :

$$P = F / N \times 100 \%$$

In which :

P : Percentage

F : Frequency of respondents

N : Number of sample

100 % : Constant value

To get the data of students perception about Chronological order pattern, the writer used a questionnaire. The questionnaire consisted of 13 questions to be answered by the respondents to find out their actions and belief. In this study, closed-ended questions were used. Then, while the students answering the questionnaire, the writer, directly translated the questionnaire into Bahasa Indonesia to avoid misunderstanding.

According to Dillman (2014), closed-ended questions are often used to describe a person's attributes, beliefs, or attitudes. Then, the closed-ended format provides the person taking the survey with range of response options that he/she can select from indicate his/her answer. This is measure by using likert/scale rating. A kind of scale rating is a responses use a predetermined scale or continuum, it is like an option that consider the score it is favorable

or unfavorable. The questionnaire consist of close-ended questions which provide four answers.

*A. Rating Scales*

|                          |   |
|--------------------------|---|
| <i>Strongly disagree</i> | 1 |
| <i>Disagree</i>          | 2 |
| <i>Neutral</i>           | 3 |
| <i>Agree</i>             | 4 |
| <i>Strongly agree</i>    | 5 |



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the results of the study that had been conducted at the end of August 2020. It was divided into two parts; findings and discussion. In the finding section, the writer presented data on students' ability to write chronological order pattern essay using transitional signals in the discussion section, the researcher presented data on students' ability to organize paragraph. In the part of the discussion, she discussed the findings by referring to the theories already discussed in the previous chapters.

As already mentioned in chapter 3, the writer used writing test to collect the data on the students' ability to write chronological order pattern essay.

#### **A. Findings and Discussion**

In this section, the writer presented findings and discussion about students' ability to write a chronological order pattern essay, student's ability to use appropriate transitional signals and students' ability to organize the paragraph of chronological order essay.

#### **B. Findings**

##### **1. The Analysis of Writing Test**

The data described in these findings was taken from the second semester students of English Department in UIN Ar-raniry Banda Aceh in using transitional signals in their essay writing. 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.

1. Good essay from the students:

Table 1

| Transitional Signal                              | Sentence Sample   |
|--|---|
| First, however, before, then, and also, but, and | <u>And also</u> , I go vacation alone or together with my Family or my friend.<br><u>However</u> , I know the thing that we need to know. |

Transitional signal score: 50  
Organize idea score: 35

2. Bad essay from the students:

Table 2

| Transitional Signal      | Sentence Sample   |
|--------------------------|---|
| Always, first, and, then | I <u>always</u> read novel.<br>Now I am 21 years old <u>and</u> |

Transitional Signal score: 35  
Organize idea score :20

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 3*  
*The scores of writing test*

| No | Initial | Transitional signal | Organization | Total score |
|----|---------|---------------------|--------------|-------------|
| 1  | UZA     | 43                  | 40           | 83          |
| 2  | PN      | 35                  | 30           | 65          |
| 3  | DM      | 45                  | 30           | 75          |
| 4  | RA      | 42                  | 35           | 77          |
| 5  | ONS     | 50                  | 28           | 78          |
| 6  | LS      | 43                  | 38           | 81          |
| 7  | IM      | 15                  | 20           | 35          |
| 8  | HF      | 41                  | 30           | 81          |
| 9  | AA      | 42                  | 29           | 71          |
| 10 | MS      | 50                  | 35           | 85          |
|    |         |                     |              | Total= 731  |

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:

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

$$X = \frac{731}{10}$$

$$X = 73,1$$

From the calculation above, it can be concluded that the average ability score of students in using transition signals in paragraph writing is 73,1. It means that the ability of students are 5 students in very good predicate, and 2 students in excellent predicate and the last 3 students in failure predicate. For further comprehension, the following table also explained students' score in percentage:

Table 4

Categories percentage of students' scores

| No | Categories                 | Number | Percentage |
|----|----------------------------|--------|------------|
| 1  | Students who are excellent | 3      | 40,2%      |
| 2  | Students who are good      | 5      | 45,5%      |
| 3  | Students who are failure   | 2      | 14,3%      |

Based on analyzing of students' writing test, it was shown that the average of students ability in applying transition signal was 73,1. It means that the most students were good in using transition signal. This statement is appropriate with the hypothesis that the students of unit 02 at second semester of English Language Education Department can use transition signals in paragraph writing.

### The analysis of questionnaire

In order to get the real data of the students' ability to write and English Essay by Chronological Order Pattern. I distributed the questionnaires to the students. It consisted of 15 questions in a closed form. As mentioned in chapter III, I used the following formula :

$$P = F / N \times 100 \%$$

In which :

P : Percentage

F : Frequency of respondents

N : Number of sample

100 % : Constant value

Table 5

| No | Statement  | SD | D  | N  | A  | SA | N  |
|----|--|----|----|----|----|----|----|
| 1  | I know about chronological order                                       |    | 1  | 10 | 25 | 4  | 40 |
| 2  | Learning chronological order is boring                                 | 3  | 25 | 5  | 2  |    | 40 |
| 3  | I like writing essay   |    | 5  | 25 | 10 |    | 40 |
| 4  | Concept of transitional signal needs to be applied in writing learning |    | 2  | 7  | 16 | 15 | 40 |
| 5  | I found problem in composing a writing                                 | 3  | 20 | 6  | 10 | 1  | 40 |
| 6  | I found familiar word in transitional signal                           | 1  | 32 | 4  | 2  | 1  | 40 |
| 7  | Transitional signal can help me to compose and good writing.           |    | 1  | 2  | 4  | 33 | 40 |
| 8  | I am easy to understand every word in essay writing                    |    |    | 21 | 10 | 8  | 40 |
| 9  | I am difficult to organize idea to make writing essay                  |    | 3  | 2  | 35 |    | 40 |
| 10 | Organize idea is one of important element of an essay                  |    |    | 29 | 5  | 6  | 40 |
| 11 | I am easy to make essay based my ideas                                 | 2  | 7  | 15 | 3  | 13 | 40 |
| 12 | Choosing a good title will make it easier for me to write an essay     |    |    | 6  | 7  | 27 | 40 |
| 13 | Organization can make easier to understand the essay                   |    |    |    | 7  | 33 | 40 |

Furthermore, the result of each questionnaire questions will be elaborated in detail in the following table :

**Table 4.1**  
**Students know about chronological order**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 2    | 1         | 2,5        |
| 3    | 10        | 25         |
| 4    | 25        | 62,5       |
| 5    | 4         | 10         |
|      | 40        | 100%       |

Table 4.1 shows that almost all the students said they are known about chronological order. There were 1 student disagree (2,5%) with the statement, and 10 students neutral (25%), 25 students agreed (62,5) and 4 students strongly agreed (10%).

**Table 4.2**  
**Learning chronological order is boring**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 1    | 3         | 7,5        |
| 2    | 20        | 50         |
| 3    | 15        | 37,5       |
| 4    | 2         | 5          |
|      | 40        | 100%       |

Table 4.2 shows that almost all the students said they learning chronological order is boring. There were 3 students strongly disagree (7,5%) with the statement, and 20 students disagreed (50%), 15 students Neutral (37,5%) and 2 students agreed (5%).

**Table 4.3**  
**Students like writing Essay**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 2    | 5         | 12,5       |
| 3    | 25        | 62,5       |
| 4    | 10        | 25         |
|      | 40        | 100%       |

Table 4.3 shows that almost all the students said they like writing essay. There were 5 students disagree (12,5%) with the statement, and 25 students neutral (62,5%), and 10 students agreed (25%).

**Table 4.4**  
**Concept of transitional signal need to be applied in writing learning**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 2    | 2         | 5          |
| 3    | 7         | 17,5       |
| 4    | 16        | 40         |
| 5    | 15        | 37,5       |
|      | 40        | 100%       |

Table 4.4 shows that almost all the students said that they concept of transitional signal need to be applied in writing learning. There were 2 students disagree (5%) with the

statement, and students Netral (17,5%), 16 students Agreed (40%) and 15 students strongly agreed (37%).

**Table 4.5**  
**Students found problem in composing a writing**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 1    | 3         | 7,5        |
| 2    | 20        | 50         |
| 3    | 6         | 15         |
| 4    | 10        | 25         |
| 5    | 1         | 2,5        |
|      | 40        | 100%       |

Table 4.5 shows that almost all the students said they found problem in composing writing. There were 3 students strongly disagree (7,5%) with the statement, and 20 students disagreed (50%), 6 students Netral (15%), 10 students agreed (25%), and 1 student strongly disagreed (2,5%)

**Table 4.6**  
**Students found familiar word in transitional signal**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 2    | 32        | 80         |
| 3    | 4         | 10         |
| 4    | 2         | 5          |
| 5    | 2         | 5          |
|      | 40        | 100%       |

Table 4.6 shows that almost all the students said they found familiar word in transitional signal. There were 32 students disagree (80%) with the statement, and 4 students Neutral (10%), 2 students agreed 5%) and 2 students strongly agreed (5%)

**Table 4.7**

**Transitional signal can help students to compose and good writing**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 2    | 1         | 2,5        |
| 3    | 2         | 5          |
| 4    | 4         | 10         |
| 5    | 33        | 82,5       |
|      | 40        | 100%       |

Table 4.7 shows that almost all the students said they transitional signal can help they to compose and good writing. There were 1 student disagreed (2,5%) with the statement, and 2 students neutral (5%), 4 students agreed (10%) and 33 students Strongly agreed (82,5%).

**Table 4.8**

**Students easy to understand every word in essay writing.**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 1    | 1         | 2,5        |
| 3    | 21        | 52,5       |
| 4    | 10        | 25         |
| 5    | 8         | 20         |
|      | 40        | 100%       |

Table 4.8 shows that almost all the students said they easy to understand every word in essay writing. There were 1 student strongly disagree (2,5%) with the statement, and 21 students Neutral (52,5%) and 10 students agreed (25%), and 8 students strongly agreed (20%).

**Table 4.9**  
**Students difficult to organize idea to make an English essay.**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 2    | 3         | 7,5        |
| 3    | 2         | 5          |
| 4    | 35        | 87,5       |
|      | 40        | 100%       |

Table 4.9 shows that almost all the students said they difficult to organize idea to make and English essay. There were 3 students disagree (7,5%) with the statement, and 2 students neutral (5%), and 35 students agreed (87,5%).

**Table 4.10**  
**Organize idea is one of important element of an essay**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 3    | 29        | 72,5       |
| 4    | 5         | 12,5       |
| 5    | 6         | 15         |
|      | 40        | 100%       |

Table 4.10 shows that almost all the students said they Organize idea is one of important element of an essay. There were 29 students neutral (72,5%) with the statement, and 5 students agreed (12,5%), and 6 students strongly agreed (15%).

**Table 4.11**  
**Students easy to make essay writing their ideas**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 1    | 2         | 5          |
| 2    | 7         | 17,5       |
| 3    | 15        | 37,5       |
| 4    | 3         | 7,5        |
| 5    | 13        | 32,5       |
|      | 40        | 100%       |

Table 4.11 shows that almost all the students said they Students easy to make essay writing their ideas. There were students strongly disagreed (5%) with the statement, and 7 students disagreed (17,5%), 15 students neutral (37,5%), 3 students agreed (7,5%), and 13 students Strongly agreed.

**Table 4.12**  
**Choosing a good tittle make students easier to write an English Essay**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 3    | 6         | 15         |
| 4    | 7         | 17,5       |
| 5    | 27        | 67,5       |
|      | 40        | 100%       |

Table 4.12 shows that almost all the students said they Choosing a good tittle make students easier to write an English Essay. There were 6 students neutral (15%) with the statement, and 7 students agreed (17,5%), and 27 students strongly agreed (67,5 %).

**Table 4.13**  
**Organization also can make easier to understand the thesis**

| Skor | Frequency | Percentage |
|------|-----------|------------|
| 4    | 7         | 17,5       |
| 5    | 33        | 82,5       |
|      | 40        | 100%       |

Table 4.13 shows that almost all the students said Organization also can make easier to understand the thesis. There were 7 students agreed (17,5%) with the statement, and 33 students strongly agreed (82,5%).

### **G. Discussion of the findings**

4. Based on the result of data analysis, it needs to discussed to answer of the research questions. The explanation of research questions is followed: the first question was, “How is student’s ability in using appropriate transitional signal in chronological order writing essay?” and “(how the student’s ability to organizing a chronological order pattern essay?” It can be answered according the data owned from writing test. The result showed that the students’ mean score was 73,1. There were three students got excellent score and five students at good score and two students at failure score. Therefore, it can be concluded that the unit 2 students at second-semester of English Language Education Department of UIN Ar-Raniry are able to apply transition signals in their paragraph writing. The third research

question was “How the Students able to identify their abilities in chronological order pattern?” Through the analysis of writing test and questionnaire, the writer found that there were some difficulties that students faced in using transition signals in writing:

First, the biggest students disagreed about they found familiar word in essay writing and some of students disagreed about learning chronological order is boring. So, learning chronological order make the students interesting. And then biggest of students feel neutral about organization is one of important element of an essay and many students like writing essay. Then, majority of student had problem in organize idea to make writing essay. It is due to the limited information that students know toward the topic given. As a result, they felt complicated to write an essay 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 strongly agreed if transitional can help them to compose and good writing and strongly agreed they said that choosing a good title make them easy to write essay. For example, when they make them experience, daily activities, and others. 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 like the previous study by Kirami (2013) which affirmed that English Department students had ability in writing a coherence paragraph in using transition signal.

## 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 result and discussion, the conclusions are teaching chronological order can be one of the effective ways to increase students' writing ability to the second-year students English Department of UIN Ar-raniry Banda Aceh., The result of this finding showed that the average of students' writing score was 73. It indicated that 5 students are good predicate, 3 students are excellent predicate and 3 students are failure predicate. However, based identify students' abilities by questioner, the students do not know how to make idea in each paragraph.

#### B. Recommendations

Based on the research findings, the writer presents some recommendations that could be useful for future writers. In this research, the writer recommended to teachers pays more attention writing an essay by students especially in organize idea, the teachers must give much example essays in using transitional signals to put in their essay. The role of students in the classroom is the most important

thing than anything else, therefore to make students more active in the classroom, the teacher should give great support and motivation for the students. Then, it increases their writing ability.

Based on the writers' experience in this research process, there are several limitations experienced and can be a factor so that it can be paid more attention to for the researcher who will be able to further refine their research. Limitations in the study.

First, limited students do not understand what is chronological order, but they are understanding about transitional signal and organize idea, however, the students difficult to put them in writing essay. And writer only has one meeting to do research and she just explain little bit about it. She explains what is chronological order and how make an essay by using transitional signal and organize idea.

Second, this study has limitations for researchers in the data collection process. The dense activity of respondents and the constraints of the situation due to covid-19 can affect the concentration of respondents in writing essays submitted by researchers when conducting tests. To minimize this limitation, researchers conducted research using the zoom application.

## Reference

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arikunto, S. (2005). *Manajemen Penelitian*. (Revision ed) Jakarta: Pustaka Pelajar
- Arsyad, A. (2011). *Media Pembelajaran*. Jakarta: PT Raja grafindo Persada
- Bailey, S. (2006). *Academic writing: A handbook for international students* (2ndEd.). New York City, NY: Routledge.
- Bordens, K & Abbot, B. (2005). *Research Design and Method: A Process Approach*. New York: MC Grow Hill
- Douglas Brown. (2001). *Teaching By Principles, An Interactive Approach to Language Pedagogy*, San Francisco: Longman
- Erliana, S. Nirwanto, R., Sabarun, and Zaini, M. M. (2014). *Developing sentences into paragraph: Course materials for paragraph writing*. Malang, Indonesia: Genius Media
- Gay,L.R, (2005). *Educational Research*. Third Edition, Columbus, Ohio: Merrill publishing company.
- Harmer, Jeremy, *How to Teach writing*. Longman: Pearson Education Limited, 2004.
- Johnson, A.P. 2008. *Teaching and Reading Writing: A Guidebook for Tutoring and Remediating Students*. Plymouth, U.K; Rowman and Littlefield Education.
- Maxwell, J.A. (1996). *Quantitive Research Design: An Interactive Approach* London: Research Methods Series.
- Meyers, Alan, *Gateways to Academic Writing: Effective Sentence, Paragraphs, and Essays*, New York: Pearson Education, Inc,2005.
- Michel. 2006. Paragraph organization. Available online. <https://newyork/allam/1989/essay.htm>

- Oshima, A. & Hogue, A. (2006). *Writing academic English* (4th Ed.). New York, NY: Pearson Education.
- Oshima, A. & Hogue, A. (2007). *Introduction to academic writing* (3th Ed.). New York, NY: Pearson Education.
- Rahmawati, S & Susanti, Y. 2016. The Use of Transitions in the Students Argumentative Essay. *Journal of English teaching and Research*, 1, 103-112.
- Robitaille, J. & Connelly, R. (2007). *Writers' resources: From paragraph to essay*. Boston, MA: Thomson Higher Education
- Robbin, S. P., & Judge, T. A. (2011). *Organizational behavior* (12th Ed.). Bergen, NJ: Pearson Education
- Sarwono, J. (2006). *Metode penelitian kuantitatif dan kualitatif*. Yogyakarta, Indonesia: Graha Ilmu.
- Siahaan, S. (2010). *Issues In Linguistics*. Yogyakarta: Graha Ilmu
- Syahrin & Salim. (2016). *Metodologi Penelitian Kuantitatif*. Bandung: cipta pustaka media.
- Spaventa, L. J. (2001). *Writing to learn: From paragraph to essay*. New York, NY: McGraw-Hill Companies, Inc.
- Utami Dewi. (2013). *how to write*. Medan: Latansa Press
- Xuefan, C. (2007). Lexical Cohesion in Chinese College EFL Writing *CELEA Journal* (30). 46-57
- Zemach, D. E. & Lisa, A. R. (2006). *Academic writing: From paragraph to essay*. London, United Kingdom: MacMillan.

## AUTOBIOGRAPHY

1. Full Name : Armayanti
2. Student's Number : 150203053
3. Place/Date of Birth : Mata ie / July 16<sup>th</sup> 1997
4. Sex : Female
5. Religion : Islam
6. Nationality/Ethnic : Indonesia/Aceh
7. Marital Status : Single
8. Occupation : Student
9. Address : Dusun III Desa Mata ie Kec Blangpidie Kab Aceh Barat Daya
10. Phone Number : 082286227932
11. E- mail : [erinarmayanti01@gmail.com](mailto:erinarmayanti01@gmail.com)
12. Parents
  - Name of Father : Arman
  - Name of Mother : Asiah
  - Father's Occupation : farmer
  - Mother's Occupation : housewife
13. Educational Background
  - Elementary School : SDN 5 Kutatinggi
  - Junior High School : SMP Jabal Nur Jadid
  - Senior High School : SMAN 1 Blangpidie
  - University : UIN Ar-Raniry, Banda Aceh

Banda Aceh, December 19, 2022

The writer,



(Armayanti)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIIYAH DAN KEGURUAN  
Jl. Svehh Abdur Rauf Korpelma Darussalam Banda Aceh, 23111  
Telpun : (0651)7551423, Fax : (0651)7551020  
E-mail : fktun@ar-raniry.ac.id    Laman : fktun.ar-raniry.ac.id

Nomor : B-16241/Un 08/FTK.1/TL.00/11/2019

Banda Aceh, 21 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Kepada Yth.

\_\_\_\_\_

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh  
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : **Armayanti**  
**N I M** : **160203053**  
**Prodi / Jurusan** : **Pendidikan Bahasa Inggris**  
**Semester** : **IX**  
**Fakultas** : **Tarbiyah dan Keguruan UIN Ar-Raniry**  
**A l a m a t** : **Jl. Kayee Adang 2 No. 15 Lamgugop Kec. Syiah Kuala  
Banda Aceh**

Untuk mengumpulkan data pada:

**Universitas UIN Ar-Raniry Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada  
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**An Analysis of the Student's Ability to Write an English Essay by Chronological Order**

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

AR - RANIRY

An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan.

Mustafa





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS  
Jln Syekh Abdur Rauf Kopekma Darussalam Banda Aceh  
Email: pbi.ftk@ar-raniry.ac.id Website: http://ar-raniry.ac.id

**SURAT KETERANGAN**

Nomor: B-578/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16241/Un.08/FTK.1/TL.00/11/2019 tertanggal 21 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : ARMAYANTI  
NIM : 150 203053  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

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:

**An Analysis of the Student's Ability to Write an English Essay by Chronological Order**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Desember 2019  
Ketua Prodi Pendidikan Bahasa Inggris,

AR-RANIRY

T. Zulfikar

## RESEARCH INSTRUMENT

|           |   |
|-----------|---|
| Name      | : |
| Class:    |   |
| Id number | : |

choose one of . the following topics below and write at least three paragraph by looking to the coherence and cohesion of your writing.

1. Vacation
2. Hobby
3. Smoking
4. Family
5. Idol
6. Holiday
7. Favorite singer
8. My best friend
9. Difficulties in learning English
10. occupation



Name :

Id number :

Dear Students,

This questionnaire is a research instrument aimed to investigate students perception on the use of transitional signal in essay writing. To get the data for the research, I'm highly appreciated if the Students can participate by responding to all items in this questionnaire. Your responses will be kept confidential and will be used only for the sake of this research. Thank you very much for your participation.

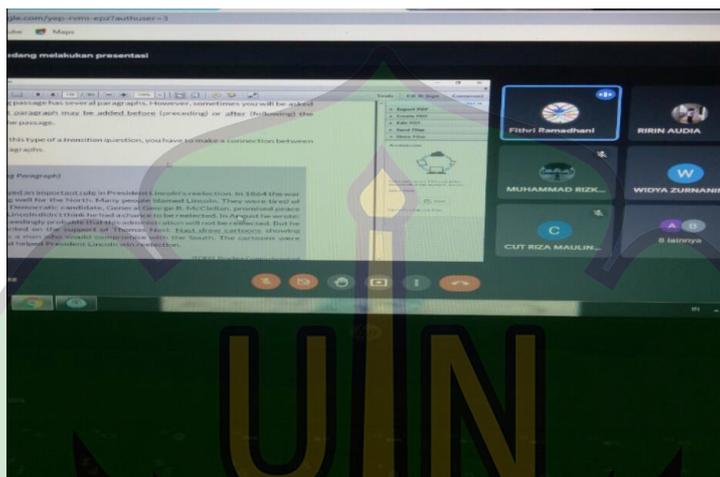
Researcher, Armayanti

- A. Put a tick (✓) in the available box for each of the following 18 items, to indicate your agreement. (SD= Strongly Disagree; D= Disagree; N= Neutral; A= Agree; SA= Strongly Agree)

| No | Statement  | SD | D | N | A | SA |
|----|--|----|---|---|---|----|
| 1  | I know about chronological order                                       |    |   |   |   |    |
| 2  | Learning chronological order is boring                                 |    |   |   |   |    |
| 3  | I like writing essay   |    |   |   |   |    |
| 4  | Concept of transitional signal needs to be applied in writing learning |    |   |   |   |    |
| 5  | I found problem in composing a writing                                 |    |   |   |   |    |
| 6  | I found familiar word in transitional signal                           |    |   |   |   |    |
| 7  | Transitional signal can help me to compose and good writing.           |    |   |   |   |    |
| 8  | I am easy to understand every word in essay writing                    |    |   |   |   |    |
| 9  | I am difficult to organize idea to make writing essay                  |    |   |   |   |    |
| 10 | Organize idea is one of important element of an essay                  |    |   |   |   |    |
| 11 | I am easy to make essay based my ideas                                 |    |   |   |   |    |
| 12 | Choosing a good title will make it easier for me to write an essay     |    |   |   |   |    |
| 13 | Organization can make easier to understand the essay                   |    |   |   |   |    |

## Meeting online for giving the test

1. Explain about chronological order and giving the sample essay using transition signals.



2. Students on test process.

