

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

There are so many languages in this world, one of them is English. English is an International language. As an international language it is very urgent for Indonesia as a developing country to communicate with others countries that use English language and obliges Indonesia to learn it. In Indonesia, English has studied from elementary school up to university. By learning English language, they can follow the development of science and technology for the sake of national development. That is why the English is important and become one of the lessons at school.

In learning English there are four language skills such as listening, speaking, reading and writing. Listening and reading are as receptive skills, while speaking and writing are as productive skills. Writing is one of the most important skills in language learning. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. The goal of the writing is to express ideas or thought, so the students should be able to express their ideas or thought in written form. According to Whitaker (2009:4) “writing needs a complicated process that involves choosing a topic, thinking (brainstorm), doing research, discovering then thesis, planning (outline), writing, revising, editing and proofreading”. Generally, writing is the most difficult skill for the students to master because it takes a long process from choosing ideas until becomes good writing. To create a good writing, the paragraph should be coherent.

Coherence is one of the requirements of a good paragraph. Coherence demands that the ideas or sentence presented in a paragraph should flow smoothly from one to the other. One of the ways to make a coherent paragraph is by using transition signals which are connectors between paragraphs.

It means that transition signals should be mastered by the students, because the students must compose good sentences in order the reader can comprehend what the writer writes. Transition signals are words and phrases that connect ideas of sentences and paragraph for coherence. Transition signals are the important elements that support a good writing because they help the writer bringing the readers from one idea to another idea without any ambiguities. They help to make clear connections and see sentences and paragraph flow together smoothly and making them easier to read and understand. They also help carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraph or topic.

In this case, the writer will focused to analyze the transition signals that the students use. Because in writing the students should know the context and elements of the writing. One of the elements in writing is the students should understand about transition signals. Transition signals have function to introduce an additional idea, an opposite idea or contrast, choice or alternative, restatement or explanation, list in order, example, conclusion or summary, result, and to introduce show cause-effect.

Based on the writer's experiences through Field Practice Experience in the seventh grade students of SMP Negeri 24 Medan, writer found that many students

still confused in using transition signals in appropriate way. They put certain transition signals in the wrong place, choose inappropriate transitional signals, used wrong grammatical and over use transitional signals. Example: Speaking is ones of the easy lessons among the other lessons in English study. **And** this only used as much as vocabulary we did know and this lesson we just need to attend how we said the word and pronounce it.

In this example, there is the use of the wrong transition which is the underline word “and” because in the sentence above describes the reason and “and” it is used to connect two sentences and above explains the reason and the right one “and” it should be “because”. Based on the sentence above the students used ‘Because’ to state only used much vocabulary. This sentence has function as reason to connection two ideas that speaking is ones the easy lessons. From indicator ‘because’ is the types of reason in transition words and the function of reason to show the logical connection between two ideas.

Therefore, the writer is interested to find out the use of transition signals in students writing descriptive paragraph. This research is aimed to knowing the students’ difficulties in using transition signals in writing descriptive paragraph. By this research, the writer hopes that the teacher will find out some good solutions to minimize students’ difficulties in using transition signals in writing descriptive paragraph.

1.2 The Problems of the Study

Based on the background of the study above, the writer identifies the problem of this study is formulated as the following:

1. What types of transition signals are used by the students in writing descriptive paragraph?
2. What is the dominant types of transition signals are used by the students in writing descriptive paragraph?

1.3 The Objectives of the Study

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

1. To find out the types of transition signal are used by the students in writing descriptive paragraph.
2. To find out the dominant type of transition signal are used by the students in writing descriptive paragraph.

1.4 The Scope of the Study

In writing, a good paragraph has two elements, they are: Unity and Coherence. To achieve a coherent paragraph there are four ways: repeat keys nouns, use consistent pronouns, use transition signals to link ideas and arrange your ideas in logical order. In this case, the writer only take one way, transition signal. In this research, the writer focuses to analyze the types and dominant type of transitional signals that are used by the second year students of SMP Gajah Mada Medan in writing descriptive paragraph that formulated by Oshima and Hogue (2006).

1.5 The Significances of the Study

There two kinds of significances in a scientific study. The two significances of the study are stated as the following:

1. The Theoretically Significances

- 1) The result of the study can be used as alternatives research in students difficulties in using transition signal in writing descriptive paragraph.
- 2) The result of the study is expected to be useful to enrich the horizon of English teaching transition signals.

2. The Practically Significances

- 1) The students get more understanding about transition signal difficulties and it helps them to know the use of the correct transition signals when the students' want to write the paragraph.
- 2) The teachers know easier way to teach transition signals in writing descriptive paragraph.
- 3) The readers get more knowledge about the use of the correct transition signals in writing descriptive paragraph.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the writer explains the theories that related with the study. It describes the relevant literatures in order that underpin the issues of the research. The theories are used in this context aimed to clear concepts how to reach the goals of the research. Theoretical framework of this is presented as the following.

2.2 Language

Language is a system of communication used for human communicate or interact with each other to express the feeling, thought, ideas, and experience. Without language there is no communication because communication is the process of transmitting information from one person to another. According to Brown (2007:26), "language is a fundamental part of total human behavior, and behavioral psychologists examined it as such and sought to formulate consistent theories of first language acquisition". Through language, humans can transfer variety of messages, either for himself or for another person. Basically, the language has certain functions that are used based on one's needs. When we learn a language, there are four skills such as listening, speaking, reading and writing. Listening and reading are as receptive skills. They are ways that we take in language or information from others. Speaking and writing, on the other hand are as productive skills. They are ways that we share our own thoughts with others.

2.2.1 Listening

Listening is one of receptive skills which has a very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. In the teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. Besides that, listening is also the key in understanding the concept, knowledge, or information which are spoken by speakers. According to Helgesen and Brown (2007 : 3), listening is an active process in which listeners select and interpret information which come from auditory and visual clues. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge.

2.2.2 Speaking

Speaking is a productive language skill. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. According to Fulcher (2003:23), stated that speaking is the use of language to communicate with other. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants.

2.2.3 Reading

Reading is a tool of communication in written language through the texts form. Reading is very important and has main role in our life. Reading can enrich our experience and knowledge by reading. According to Tarigan (2008:7) stated that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. The main purpose in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text.

2.2.4 Writing

Writing is one of the language skills which are important in our life. Writing is one of the powerful communication tools that people use today and for the rest their life. Writing is a language skill which informs the readers about the writer's thought in written form. Writing is an activity to write something idea in your mind to give idea or opinion which is form in writing on a piece of paper or the other area. It means that writing is a process and usually uses a system to inform information and process to explore the ideas, knowledge and information to the readers by using written form that can be understood by the readers. In addition, writing is used for various purposes. According to Brown (2007, pp.81-82) stated that writing can be used to entertain, persuade, inform, request, instruct, record, express feelings, opinions and ideas.

Meanwhile, Nunan (2003:88) stated that writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to reader. Based on the experts'

explanation above, it can be concluded that writing is the activity to express and develop the ideas into sentence and paragraph clearly. Therefore the writer concludes that writing is an activity of expressing messages, ideas and information in written form.

2.3 Genre of Writing

Genre of Writing Genre is talking about the type of the writing based on the social function and the content of the paragraph. Siahaan and Shinoda (2008), describe that there are some genre of writing, namely:

1. Narration (Narrative) is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components i.e., Orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and to deal with actual or vicarious experience. The social function is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Yarn (Recount) is also a Narration text too. Basically, it is written out to make report about experience of a series of related event. Structurally, a recount is a text which contains three components i.e., Orientation, events, and re-orientation. The social function is to retell events for the purpose of informing or entertaining.

3. Process (Procedure) is any written English text in which the writer describes how something is accomplished through a sequence of action or step. The process is a text containing four components i.e., goal, material, method, and re-

orientation by which a writer describes how something is accomplished through a sequence of action or step. The social function is to describe how something is accomplished through a sequence of actions or steps.

4. Amusement (Anecdote) is any written English text in which the writer shares with the others an account of unusual or amusing incident. Amusement is a text containing five components i.e., abstract, orientation, crisis, reaction, and coda. The social function is to share with others an account of an unusual or amusing incident.

5. Description (Descriptive) is a written English text in which the writers describe an object. The description is a text containing two components i.e., identification and description. The social function is to describe a particular person, place or thing.

6. Headline (News item) is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. The headline is a text containing three components i.e., news worthy even(s), background events, and sources. The social function is to inform the readers about an event of the day which are considered newsworthy or important.

7. Account (Report) is a text which can be written out with a descriptive technique. It describes an object to the readers. Account a text containing two components i.e., general classification and description. The social function is to

describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

8. Discussion is a written English text in which the writer presents some points of view about an issue. Discussion is a text containing three components i.e., the issue, arguments and conclusion or recommendation.

9. Analysis (Analytical Exposition) is about the truth of fact of a certain object. It is written to expose the truth of the fact of the object to the reader. Analysis is a text containing three components i.e., Thesis, arguments and reiteration. The social function is to persuade the reader or listener that something is the case.

10. Persuasion (Hortatory Exposition) is a written English text in which the writer persuades people that something should or should not be the case. Persuasion is a text containing three components i.e., the thesis, arguments and recommendation. The social function is to persuade the reader that something should or should not be the case.

11. Explanation is a written English text in which the writer explains the processes involved in the formation or workings of natural or socio cultural phenomena. Explanation is a text containing two components i.e., the general statement and sequenced explanation. The social function is to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

2.3.1 Descriptive Paragraph

According to Siahaan and Shinoda (2008:89), “

to describe a particular person, place or thing. The object can be a concrete or abstract object. It can be a person, or an animal, or a house, or camping. It can be about any topic.

2.3.2 The Parts of Descriptive Paragraph

There are three parts component that should be understood in writing descriptive text as the following:

1. Social Function: The social function of descriptive text is to describe a particular person, place or thing.

2. Generic Structure

1. Identification: Identifies phenomenon to be described.

2. Description: describes parts, qualities, characteristics.

3. Significant Lexicogrammatical Features

1. Focus on Specific Participants.

2. Use of Attributive and Identifying Processes.

3. Frequent use of Epithets and classifiers in nominal groups.

4. Use of simple present tense.

2.4 Paragraph

Paragraph is the main structural component of an essay as well as other forms of writing. Each paragraph of an essay adds another related main idea to support the writer's thesis, or controlling idea. Each related main idea is supported and develop with facts, examples, and other details that explain it. By exploring and

refining one main idea at a time, writers build a strong case for their thesis. Paragraph is a distinct section of writing covering one topic. A paragraph will usually contain more than one sentence. According to Oshima and Hogue (2006:2), A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

A paragraph may stand by itself. In academic writing, you often write a paragraph to answer a test question such as the following: “Define management by objective, and give one example of it from the reading you have done for this class.” A paragraph may also be one part of a longer piece of writing as an essay or a book. We mark a paragraph by indenting the first word about a half inch (five spaces on a typewriter or computer) from the left margin. The following model contains all the elements of a good paragraph. Read it carefully two or three times. Then answer the Writing Technique question that follow, which will help you analyze its structure.

2.4.1 The Three Parts of Paragraph

According to Oshima and Hogue (2006:3) stated that all paragraphs have a topic sentence, supporting sentence and some paragraph also have a concluding sentence. The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the controlling

idea. Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. Concluding sentences are customary for stand-alone paragraphs. However, paragraphs that are parts of a longer piece of writing usually do not need concluding sentences.

2.4.1.1 The Topic Sentence

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it.

When you write a topic sentence, remember these three points:

1. A topic sentence must be a complete sentence, with a subject and a verb
2. A topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer will not have anything to write about in the rest of the paragraph.
3. A topic sentence should not have unrelated controlling ideas.

2.4.1.2 The Supporting Sentence

Supporting sentence explain or prove the topic sentence. It develops the main idea or controlling idea in the topic sentence by proving, illustrating, explaining, or defining the main idea. In a paragraph, a major support sentence develops the main idea directly while a minor support sentence develops its major sentence. These sentence support each other, so the writing can be understood easily.

2.4.1.3 The Concluding Sentence

The last sentence of paragraph is called a concluding sentence. A concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi paragraph essay. In addition, a good concluding sentence brings a paragraph to a smooth close. A concluding sentence serves two purposes:

1. It signals the end of the paragraph.
2. It leaves the reader with the most important ideas to remember. It can do this in two ways:
 - By summarizing the main points of the paragraph
 - By repeating the topic sentence in different words.

2.5 Elements of a Good Paragraph

2.5.1 Unity

Unity is an important element of a good paragraph. According to Oshima and Hogue (2006:18) stated that an important of a good paragraph is unity. Unity

means that a paragraph discusses one and only one main idea from beginning to end. According to (Erliana, et al., 2014), stated that unity 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 and conclusion.

2.5.2 Coherence

Another element of a good paragraph is coherence. Coherence is that the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth. Smooth flow refers to how well one idea or sentence lead in to another. Smooth flow can be achieved sentence combining and through the use of certain expression, called transition, that provide the link between ideas. The purpose of coherence is to make readers can easily understand the main points. It means that all sentences leads naturally without sudden jumps.

2.5.2.1 The Ways to Achieve Coherence in Writing Paragraph

According to Oshima and Hogue (2006:22) there are four ways to achieve coherence such as:

1. Repeat keys nouns.
2. Use consistent pronouns.
3. Use transition signals to link ideas.
4. Arrange your ideas in logical order.

In this research, the writer only focuses in using transition signals.

2.6 Transition Signals

Transition signals is the words or phrases used to connect one idea to the next in paragraph. It is used to help the readers understand the significant of main idea to the next idea. Transition signals give a paragraph coherence to demonstrate the writing skills. Transition show the relationship within a paragraph (or within a sentence) between the main idea and the supporting ideas. Using transition signals makes your paragraph smoother and helps your reader understand it more easily.

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 and Hogue, 2006). They are known as connecting words within or between words, clauses, sentences and paragraphs.

Table 2.6 Transition Signals

No	Types/Functions	Example of Transition Signals
1	Transition signals to introduce an additional idea	In addition, and, another, moreover, furthermore.
2	Transition signals to introduce an opposite idea or contrast	In contrast, even though, however, nevertheless, while, but, meanwhile, on the other hand.
3	Transition signals to introduce a choice or Alternative	Otherwise, or, if, unless.
4	Transition signals to introduce a restatement or Explanation	That is, in fact, indeed.
5	Transition signals to list in order	First, second, third, the first, the second, the last.

6	Transition signals to introduce an example	For example, for instance, such as.
7	Transition signals to introduce a conclusion or summary	In conclusion, indeed, in short, in brief, in summary.
8	Transition signals to introduce show cause-effect	As a result, because, consequently, for, for this reason, hence, otherwise, since, so, therefore, thereupon, and thus.

2.6.1 The Types of Transition Signals

In making a story, especially in English, many things are done by the authors to make their writings become interesting and pleasant to be read, such as the selection of the correct words, the correct placement of punctuations, selecting the grammars, good sentence structures, and appropriate use of conjunctions. Besides, a thing equally important that done by the author is using transitional words in their writing. In writing, there are many transitional signals used by the authors in their writing. Generally, transitional signals can be classified as follows; transition signals to introduce an additional idea, transition signals to introduce an opposite idea or contrast, transition signals to introduce a choice or alternative, transition signals to introduce a restatement or explanation, transition signals to list in order, transition signals to introduce an example, transition signals to introduce a conclusion or summary, transition signals to introduce show cause-effect. Oshima and Hogue (2006:27) categorize transition signals into nine types based on their functions. They are:

2.6.1.1 Transition Signals to Introduce an Additional Idea

In writing, this transition signals is used to add more information or ideas in the same direction. It means that the writer has, at least, 2 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 transition such as *in addition, and, another, moreover, furthermore*.

Examples:

- 1) **In additional**, living in a village can make us happier.
- 2) She loves to read magazine **and** newspaper.
- 3) My friend will give me **another** pair of shoes.
- 4) **Moreover**, she will do all the cooking and cleaning while she studies at home.

2.6.1.2 Transition Signals to Introduce an Opposite Idea or Contrast

Contras signals 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 signals that can be applied such as *in contrast, even though, however, nevertheless, while, but, meanwhile, on the other hand*.

Examples:

- 1) **Even though** he did not study, he got A on the final examination.
- 2) I am not going out tonight, **but** I will stay at home.
- 3) I am not able to go the beach with you. Nevertheless, thanks for asking me.

2.6.1.3 Transition Signals to Introduce a Choice or Alternative

These signals 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. There are a lot of a choice or alternative signals that can be applied such as *Otherwise, or, if, unless*.

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** we want to get a healthy body, we have to consume nutritious food and drinks lots of water.

2.6.1.4 Transition Signals to Introduce a Restatement or Explanation

There are three transition signals that can be used to clarify or to interpret a certain point of a statement. 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 reinforce the previous point. There are a lot of a restatement or explanation words that can be applied such as *that is, in fact, indeed*.

Examples:

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

2.6.1.5 Transition Signals to List in Order

A writer 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. There are a lot of list in order words that can be applied such as *first, second, third, the first, the second, the last*.

Example:

Eating oranges have some benefits for our body. **First**, it protects our cells from damage. **Second**, it helps our body make collagen. **Third**, it can boost our immune system.

2.6.1.6 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) stated 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. In other words, it shows that the second point is subordinate to the first. There are a lot of example words that can be applied such as *for example, for instance, such as*.

Examples:

- 1) There are many tourists visiting Samosir Island. **For examples**, Huta Sialagan and Tuk-tuk.
- 2) We must bring things **such as** tents, foods and medicines when camping.

2.6.1.7 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 signals 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. There are a lot of a conclusion or summary signals that can be applied such as *in conclusion, indeed, in short, in brief, in summary*.

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.

2.6.1.8 Transition Signals to Introduce Show Cause-Effect

This type of transitional signals and phrases are used to connect two ideas. When there is one idea or paragraph which stated as cause sentence then another idea or paragraph is introduced as an effect sentence, cause and effect transitional words and phrases are used to connect them. There are a lot of a show cause-effect signals that can be applied such as *as a result, because, consequently, for, for this reason, hence, otherwise, since, so, therefore, thereupon, and thus*.

Examples:

- 1) We were late; **as a result**, we missed the beginning of the movie.
- 2) She has a headache. **Therefore**, she will stay home tonight.

2.6.3 Technique in Applying Transition Signals

Technique in applying transition signals are a way to connect or create one sentence or a good idea in one sentence. This transition signals is in writing. There

are three ways should be understood by a writer (Patterson, 2004).

1. Position of a Transition Signals

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.

2. Rules of a Punctuation

1. Put a comma before coordinating conjunctions.

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

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

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

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

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

4. Put a semi-colon and comma when connecting two independent clauses within a singles 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.

2.7 Previous Research

This research is relevant to the three previous researches. These three researches have similarities and differences with present study which can be used as references to conduct the better study. The first one is taken second from Abdullah Moga Jati Nogu Harahap (2017) "Students' Error Analysis in Transitional Signals at seventh Semester T'81-4 IAIN Padangsidimpuan" This research focuses to analyze students' error in using transitional signals process. The research is

conducted with descriptive analysis and qualitative approach. The subject of research is grade seventh TBI-4 IAIN Padangsidimpuan which consists of 33 students. The research is conducted to know error types made by student seventh semester TBI-4 in using transitional signals process based on Surface Strategy taxonomy, to know the dominant errors and difficulties at seventh semester TBI-4 Padangsidimpuan.

There are 2 instruments in collecting data: test and interview. Data is processed and analyzed with qualitative process. In order to gather the data accurately on students' error of transitional signals process. The researcher gave a writing test. In writing test, the materials of transitional signals process that had been tested are: transitional signals time, sequence or addition, transitional signal comparison and contrast, transitional signal for example/illustration, and transitional signal cause and effect. In writing test, the students wrote short story by transitional above. The time allocated for the test is 60 minutes.

Based on the result of test given, it was found that most students made errors in using transitional signals process on their writing sentences. Based on the total errors (88 errors). For omission errors 42 cases (47.72%), for addition errors 46 cases (52.28%), for misformation and misordering no errors. Then, for dominant errors is transitional signal time sequence or addition with 88 cases. This study has similarities with the writer's research in analyze the students' difficulties in using transitional signals. The difference is in this previous study focused on students' error analysis in transitional signals, while the writer's research focused in the types of transition signals.

The second one from Dewi Kartika Sari (2018) entitled “The Use of Transitional Signals in Writing Essay at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar”. This research aimed to find out the use of transitional signals in writing essay specifically to find out the types of transitional signals and the accuracy of its use. The transitional signals that were analyzed are transitional signals for adding ideas and emphasizing, showing contrast and comparison, showing cause and effect, providing examples, introducing time order or sequence, and concluding or summarizing. This research was conducted for the fifth semester students of English Department in Muhammadiyah University of Makassar.

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

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

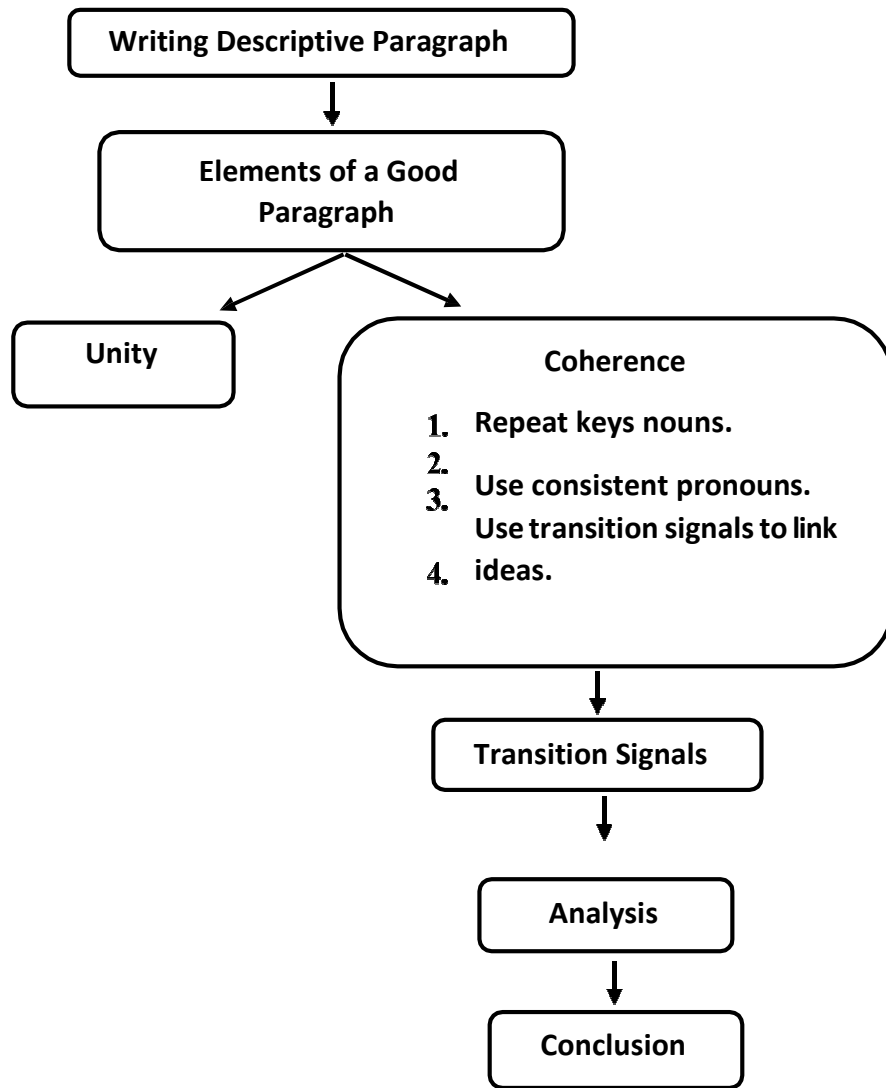
transitional signal was transitional signals for introducing time order and sequence and the least used transitional signal was transitional signals for showing cause and effect. While, the highest percentage of accuracy was transitional signals for providing example and the lowest percentage of accuracy was transitional signals for summarizing. This study has similarities with the writer's research in the instrument of collecting data with the writing test. The difference is in the subject of the study. The previous research is in the University, while in the Junior High School.

The third one from Fitra Ariadi (2017) entitle "The Students' ability in Using Transition Signals in Completing Paragraph". The objectives were 1) to investigate the students' ability in using transition signals in completing paragraph and 2) to investigate the students' difficulties in using transition signals in completing paragraph. The research design in this research is descriptive quantitative method. The location and time in this research was in Jln. Kapt. Mukhtar Basri Medan. The population of this research was the sixth gradestudents of University Muhammadiyah of North Sumatera 2016/2017 Academic year which consist of 324 students'. There were 63 sample taken from 4 classes. The research was used Random sampling. The Instrument of this test is a Completing paragraph test. The students were written an answer based on the thesis statement provided by the researcher. After that, the researcher taken the students answer sheet. The finding showed that 34 students of the sample were able and 29 students were unable in answer the test. Where there were 13 students (21%) categorized as very good, 21 students (33%) categorized as good, there were 22 students (35%) categorized as poor and there were 7 students (11%) categorized as very poor. This

study has similarities with the writer's research in the source of the transition signals types based on the Oshima and Hogue. The difference is in the research design. The previous research was conducted by using descriptive quantitative, while in the writer research uses descriptive qualitative. Based on the previous writer above, the writer knows that many students are still confused to use the appropriate transition signals. The writer wants to analyze the types of transition signals that students make in using transition signals.

2.8 Conceptual Framework.

A conceptual framework is an analytical tool that is used to get a comprehensive understanding of a phenomenon. It can be used in different fields of work and is most commonly used to visually explain the key concepts or variables and the relationships between them that need to be sided. In this research, the writer has conceptual framework to describe about steps that the writer wants to make the research be easy to conduct. The writer made conceptual framework as follow.



2.8 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

In doing this research, the writer uses descriptive qualitative research to describe the students' difficulties in using transition signals in writing descriptive paragraph by the second year students of SMP Gajah Mada Medan. Qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. According to Kothari (2004:3), "qualitative research is especially important in the behavioral sciences where the aim to discover the underlying motives of human behavior.

3.2 The Subject of the Study

The subject in this research is the second year students' of SMP Gajah Mada Medan which consisted of two classes; they are VIII-A and VIII-B. In this research the writer only takes class VIII-A which contains 18 students as the subject of the study.

3.3 The Instrument of Collecting Data

Instrument is a tool that used for collecting data in the research. In this research, the writer will give the writing paragraph test as the instrument to collect data. Writing test used to find out the students' difficulties in using transition signals in writing descriptive paragraph. The writer will ask the students to write a

paragraph. The writer will prepare some topics; they are holiday, my hobby, my family, my close friend, my school and my pet. The students will choose one of these topic.

3.4 The Technique of Collecting Data

In collecting data, the data is analyzed to identify the students' difficulties in using transition signals in writing descriptive paragraph. The writer takes the following steps:

1. The students are given 30 minutes to write a writing descriptive paragraph.
2. After that, the writers analyzed and identified the students difficulties based on the nine types of transition signal according to the functions.

3.5 The Technique of Analyzing Data

After collecting the data, the writer will analyzes the students' difficulties by the following steps:

1. Identification

After collecting the data, the writer will identify the students' difficulties.

2. Classification

The writer will classify the students' difficulties in using transition signals. According Oshima and Hogue (2006:27) categorize transition signals into nine types based on their functions, they are: Transition signals to introduce an additional idea, Transition signals to introduce an opposite idea or contrast, Transition signals to introduce a choice or

alternative, Transition signals to introduce a restatement or explanation, Transition signals to list in order, Transition signals to introduce an example, Transition signals to introduce a conclusion or summary, Transition signals to introduce a result and Transition signals to introduce show cause-effect.

3. Calculation

After classify the students' difficulties in using transition signals, the writer will calculate the percentage of each type of transition signal to get the dominant type of transition signal are used by students in writing descriptive paragraphs. To calculate the percentage of the transitional signals are used, the formula used as follows:

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

Notation:

P = Rate Percentage

F = Frequency of the Transitional Signals for Each Types
N = The Total Number of Transitional Sign