

**AN ANALYSIS OF USING TRANSITIONS IN WRITING
ARGUMENTATIVE ESSAY OF THE ENGLISH DEPARTMENT
STUDENTS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI
ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented as a Partial Fulfilment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

SUZANA MEYLITA RACHMAWATI

NPM: 12.1.01.08.0191

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016**

APPROVAL PAGE

SKRIPSI

By:

SUZANA MEYLITA RACHMAWATI

NPM: 12.1.01.08.0191

ENTITLED:

**AN ANALYSIS OF USING TRANSITIONS IN WRITING
ARGUMENTATIVE ESSAY OF THE ENGLISH DEPARTMENT
STUDENTS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI
ACADEMIC YEAR 2015/2016**

Approved by the Advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 4th, 2016


The Advisors,

Advisor I



YUNIK SUSANTI, M.Pd
NIDN. 0718017801

Advisor II



LINA MARIANA, S.S., M. Pd
NIDN. 0710097401

APPROVAL SHEET

SKRIPSI

By:
SUZANA MEYLITA RACHMAWATI
NPM: 12.1.01.08.0191

ENTITLED:
AN ANALYSIS OF USING TRANSITIONS IN WRITING
ARGUMENTATIVE ESSAY OF THE ENGLISH DEPARTMENT
STUDENTS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI
ACADEMIC YEAR 2015/2016

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 4th, 2016

Board of Examiners,

Chairman : YUNIK SUSANTI, M. Pd

First Examiner : KHOIRIYAH, M.Pd

Second Examiner : LINA MARIANA, S.S., M.Pd

The Dean of the Faculty of Teacher Training
and Education

University of Nusantara PGRI Kediri



Dr. HJ. SRI PANCA SETYAWATI, M.Pd

NIDN. 0716046202

**AN ANALYSIS OF USING TRANSITIONS IN WRITING ARGUMENTATIVE
ESSAY OF THE ENGLISH DEPARTMENT STUDENTS AT UNIVERSITY OF
NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2015/2016**

SUZANA MEYLITA RACHMAWATI

12.1.01.08.0191

FKIP/BAHASA INGGRIS

suzana.meylita@gmail.com

YUNIK SUSANTI, M.Pd¹⁾, LINA MARIANA, S.S, M.Pd²⁾

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

One of academic writing assignment is argumentative essay. A way to make a coherent paragraph is using transitions which should be clearly and demonstrated in an argumentative essay. Transitions can be words and/or phrases that connect the idea in one sentence with the idea in another sentence. By using transitions, a paragraph or a text can be read smoothly from beginning to end. The writer's purpose in conducting the study is to know and describe the use of transitions in student's writing argumentative essay and the awareness of the students about using transitions. The research design is qualitative research-content analysis. The subject of the research is the third grade students of English Department in academic year 2015/2016. There were 23 students: 3 good students, 17 average students, and 3 poor students. The instruments are documents, interview, and student's journal. After collecting the data, the next step is analyzing them by using coding system, tabulation, and describing them.

The results of this research are 1) almost all good students used transitions in essay correctly although there were few incorrect usages, then the average students and poor students had more corrections because they put the transitions in the wrong place, chose inappropriate transitions, used wrong grammatical, and over-use transitions, 2) All students in each category had good knowledge about the transitions, such as its definition, its types, and its function, how importance using transitions are, but sometimes they still felt difficult to use transitions. In conclusion, most of students in every category used transitions correctly even though there were some corrections, then the third grade students of English Department were conscious of transition signals, but they need more practice to apply it in the sentences in order to make their writing had better quality, easier to read and more understandable.

Key Words : Argumentative Essay, Transitions

I. BACKGROUND

Writing is the most difficult skill. It is considered as the most complicated language skill to be learned, compared to other language skills. Brown (2004: 218-246) says that among the language skills, writing is the most complicated and the most difficult skill. It is because in writing, there are several rules that have to be mastered by the students such as spelling, grammar and punctuation, coherence and organization of ideas. It means that the students should master writing although it is difficult because writing can be a way to keep a communication between one and one another and the students have to be able to construct the paragraph coherently.

In University, one of academic writing assignments is argumentative essay. Here, the researcher chooses an argumentative essay because in argumentative essay, the students are able to write as free as possible but still in the context depending on their mind. Oshima and Hogue (2006: 142) support that statement because the argumentative essay is an essay in which students agree or disagree with an issue, using reasons to support their opinion. This essay also forces the students to think on their own. They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

Knowing about the organizational structure of academic writing, it can be said that in academic writing, the students should give attention not only in its organizations of idea but also in its coherence. According to Oshima and Hogue (2007: 78), a coherent paragraph flows smoothly from beginning to end. Three ways to give paragraph coherence are using nouns and pronouns consistently throughout a paragraph, using transition signals to show relationships among ideas, and setting ideas into some kind of logical order, such as logical division. In this research, the researcher takes only a way to make a coherent paragraph that is using transitions because it is obviously needed in argumentative essay. Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence. Transitional signals show movement from either the pro side to the con side or the other way around, like "on one hand", "on the other hand", "however", should be clearly and demonstrated in an argumentative essay.

The students in University should aware of using transitions in their writing but the use of transitions (connectives) almost is ignored in teaching and learning process. This causes the learners confused in using and understanding how and where the transitions can be applied in their

writing. McCarthy (1998, see Badiozzaman and Gorjian, 2014: 99) believed that the ability to form a coherent discourse is one of the important aspects of second/foreign language learners' communicative competence. Therefore, if language learners want to create a connected and well-structured written discourse, they should gain the right use of cohesive devices, such as connectives, in order to develop their essays in a cohesive way.

Related to the reasons above, the researcher needs to conduct a research entitled "An Analysis of Using Transitions in Writing Argumentative Essay of The English Department Students at University of Nusantara PGRI Kediri Academic Year 2015/2016". In this study, the researcher decides to focus on the third grade students of English Department at University of Nusantara PGRI Kediri for being examined because the researcher believes that they have more capability in writing skill especially writing argumentative essay and they have learned about it. Then, the researcher considers that using transitions is the best way to make the writing coherently. In brief, the researcher is interested in conducting a research to analyze the appropriate use of transitions which can be found in argumentative essay. It will be given to the third grade students, especially some good, average,

and poor students in writing. Their writing score can be looked up from first up to fifth semester whether stable or not to put in good, average, and poor category. Good category, here, means the students who got minimum three scores "A" in writing, then average category means the students who got mostly score "B" in writing, and poor category means the students who got score "C" and/or "D" in writing.

II. METHOD

This research used qualitative approach because the use of transitions is the phenomenon that should be explained clearly and detailed by getting the data from the participants. Then, the researcher used content analysis to analyze and describe the use of transitions in student's argumentative writing and the researcher used the framework to do her research, so her research became clear and got its purposes.

The human in qualitative research is the primary instrument. In this research, the researcher asked the documents of student's writing and interviewed the students. Hence, the existence of the researcher was emphasized because the goal of this observation referred to the document and the interview.

The research conducted at University of Nusantara PGRI Kediri. It is located at Jl. KH. Achmad Dahlan No. 76, Kediri. It

was held on May 31st and June 1st, 2016. The sources of the research were the third grade students of English Department in University of Nusantara PGRI Kediri. For taking a sample, the researcher used purposive sampling. There were 23 students: 3 good students, 17 average students, and 3 poor students. The data of the research were students and student's document. First, the researcher asked the student's document about argumentative essay. Second, the data was from interviewing some students in each category using guided interview and stimulated recall methodology (SRM) and asking them to write their journal. This had purpose to know their awareness in using transitions in writing.

There were some steps to analyze the data. First, to know the use of transitions in student's writing, the researcher analyzed the data from document using coding system and it used analysis technique of both quantitative and qualitative. Quantitative analysis was used to count the frequency and used a simple formula that is percentage.

$$\% = \frac{\text{the use of each type}}{\text{the total of all types}} \times 100 \%$$

Then, qualitative analysis was used to interpret the data. Besides, the data was interview and students' journal to know

their awareness in using transitions. The interview was used only qualitative analysis. The following are the steps in using the stimulated recall method based on Hidayati (2008: 29):

1. Researcher distributes copies of the text to the subjects to be checked by them. Then, she asks them to underline words in their writings wherein they thought they have used transitions.
2. If they do not have any idea or have already forgotten about the transition words, researcher gives the subjects the list of transitions by bringing out the subjects' understanding indirectly. The questions such as 'what, how and why' are used to recall their memory.
3. After they have finished underlining the transition words, researcher compares their findings to the researcher's own findings.
4. At last, researcher interprets the result to find out the meaning and insights from the data.

In qualitative research, the result needs to be checked its validity and reliability. This research had inter-rater to analyze the data, especially in finding the appropriate use of transitions, in order to measure and compare that the range of score between the researcher and inter-rater is not too far. In conclusion, the results of the research are valid and reliable.

III. FINDINGS AND CONCLUSION

The result of this research can be seen from the result of data analysis. First, in writing argumentative essay, students needed to use transitions to makes it smoother and helps readers understand it more easily. There were 671 transitions as a total used of fourteen types of transitions used by the third grade students of English Department in University of Nusantara PGRI Kediri. In good student category, almost all students used transitions in essay correctly although there were few usages incorrectly. It is because they had used repetition clause or the word was not transitions, for example *for* as preposition. Then, most average students used transitions correctly and some of them used it incorrectly because they put the transitions in the wrong place in the sentences or chose inappropriate transitions in the sentences. At last, most poor students used transitions correctly but some of them used it incorrectly because of the placement of transitions in the sentences, the grammatical, and over-use using transitions in the text that could make readers confused to read their essay. To sum up, most of students in every category used transitions correctly even though there were some corrections, such as the placement of transitions, omitting some repetition words or clauses that were wasting, and the grammatical.

Second, the researcher found that all students in each category had good knowledge about the transitions, such as its definition, its types, and its function; they also understood that transitions can help their writing coherent, more qualified, and more understandable. In the other hand, they still felt difficult and confused to use some transitions, then they also have some corrections in grammatical when they put transitions in a wrong place, so it can make the readers confused to interpret what writers wanted to say. In conclusion, the third grade students of English Department, good, average, and poor student, were conscious of transition signals, but they need more practice to apply it in proper use in the sentences in order to make their writing had better quality, easier to read and more understandable.

From the findings above, it is suggested for English teacher, student, and other researcher. First, the teacher should be able to give detail explanation about transition words to the students when teaching writing. Then, the students should be able to find which transitions are difficult and asks them to their teacher or in the internet, so they will not feel difficult to apply them in the sentences. It is better to explain them in each type. At last, it is hopefully for other researcher to consider the balance data, so the data will

be more representative and the result will be clearer.

IV. BIBLIOGRAPHY

- Anker, S. (2010). *Real Writing with Readings*. New York: Bedford / St. Martin's Boston.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Bailey, S. (2004). *Academic Writing: A Practical Guide for Students*. New York: Routledge.
- Brown, H. D. (2004). *Language Assessment Principle and Classroom Practice*. New York: Longman.
- Byrne, D. (1993). *Teaching Writing Skills*. New York: Longman.
- Cenoz, J., & Hornberger, N.H. (Eds.). (2008). *Language Awareness and Knowledge about Language: A Historical Overview. Encyclopedia of Language and Education: Knowledge about Language (2nd ed.)*. Springer Science+Business Media.
- Clark, I. L. Ph.D. (2011). *Concepts in Composition. Theory and Practice in the Teaching of Writing*. New Jersey: Lawrence Erlbaum Associates.
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2003). *Teaching Academic Writing*. New York: Routledge.
- Creme, P., & Lea, M.R. (2008). *Writing at University*. New York: Open University Press.
- Creswell, J. W. (2012). *Educational Research*. Boston: Pearson Education, Inc.
- Dornyei, Z. (2002). *Questionnaires in Second Language Research (Construction, Administration, and Processing (Second Language Acquisition Research Series))*. London: Routledge.
- Garvie, E. (1990). *Story as Vehicle: Teaching English to Young Children*. Multilingual Matter.LTD, Clevedon.
- Gebhard, J. G. (2006). *Teaching English as a Foreign or second Language (2nd Edition)*. United State of America: The University of Michigan.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. New York: Longman Group.
- Harmer, J. (2004). *How to Teach Writing*. New York: Longman.
- Kane, T. S. (2000). *The Oxford Essential Guide to Writing*. New York: Berkley Books.
- Krippendorff, K. (2004). *Content Analysis; An Introduction to Its Methodology*. London: Sage Publications, Inc.



- Langan, J. (2006). *English Skills Eighth Edition*. New York: McGraw-Hill.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English*. New York: Pearson Longman.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. New York: Pearson Longman.
- Richards, J.C., & Renandya, W. A. (2002). *Methodology in Language Teaching (An Anthology of Current Practice)*. Cambridge: Cambridge University Press.
- Robinson, P. (2008). *Attention and Awareness*. Springer Science + Business Media.
- Savage, A., & Mayer, P. (2006). *Effective Academic Writing 2*. USA: Oxford University Press.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfa Beta.
- Taylor, G. (2009). *A Student's Writing Guide*. New York: Cambridge.
- Turner, A. (2009). *English Solutions for Engineering and Sciences Research Writing: A guide for English Learners to Publish in International Journals*. Korea: Hanyang University.
- Whitaker, A. (2009). *Academic Writing Guide*. Slovakia: City University of Seattle.
- Australian Institute for Teaching and School Leadership. (2013). *Engagement in Australian Schools*, AITSL, Melbourne, accessed 20 May 2016, from http://www.aitsl.edu.au/docs/default-source/default-document-library/engagement_in_australian_schools_grattan
- Badiozzaman, A., & Gorjian, B. (2014). The impact of iranian learners' awareness of transition strategies on writing descriptive essays among pre-intermediate efl learners. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 6, 98-114.
- Caudry, T. (1998). Increasing students' awareness of genre through text transformation exercises: An old classroom activity revisited. *TESL-EJ*.
- Fajriyani, T. N. (2011). Improving students' writing ability through clustering technique (a classroom action research in the second year of SMP Al-Hasra Bojongsari-Depok). *Syarif Hidayatullah State Islamic University*, 1-109.
- Fredericks, J. A., Blumenfeld, P. C. and Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence, *Review of Educational Research*, 74(1), p 59-109
- Hidayati, F., Muhammad, A., & Dallyono, R. (2008). The use of hedging in academic discourse. *Educationist*, 11, 27-37.

- Letsoela, P. 'M. (2013). Inappropriate use of transitions by national university of lesotho students. *Macrothink Institute, International Journal of English Language Education*, 2, 100-112.
- McCarthy, C. P. (1998). Learner training for learner autonomy on summer language courses. *The Internet TESL Journal*, 4(7). Retrieved July 27, 2014 from: <http://www.aitech.ac.jp/~iteslj/>
- Sugita, Y. (2012). Enhancing students' fluency in writing: learning to use transition words. *Scientific Research* <http://www.SciRP.org/journal/ojml>, 2, 18-25.
- Yolanda, Jufri, and Fitriawati. (2013). The analysis of english department student's ability in using transition signals at padang state university. *Journal of English Language Teaching*, 1(2), 359-368.