



**STUDENTS' ERROR ANALYSIS IN TRANSITIONAL
SIGNALS AT SEVENTH SEMESTER TBI-4
IAINPADANGSIDIMPUAN**

A THESIS

*Submitted to the English Education Study Program of State Collage for Islamic
Studies Padangsidimpuan in Partial Fullfilment of the Requirement for the Degree of
Islamic Educational Scholar (S.Pd) in English Program*

Written By:

**ABDULLAH MOGA JATI NOGU HARAHAP
Reg. Number: 12 340 0084**

ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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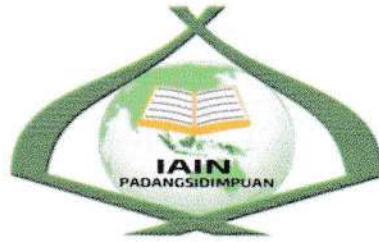
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Item : 7 (seven) Exemplars

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To :
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in –
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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Abdullah Moga Jati Nogu Harahap, entitle Students' Error Analysis in Transitional Signals at seventh Semester TBI-4 IAIN Padangsidimpuan, we assume that the thesis has been acceptable to complete the requirement to fulfill for the Graduate Degree of Education (S.Pd), in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

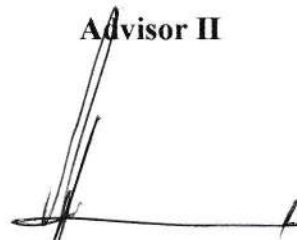
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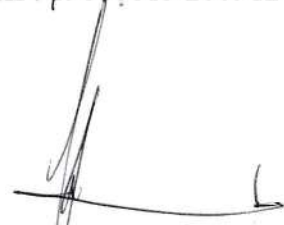


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The researcher realizes that this thesis cannot be considered perfectly without critiques and suggestions from the readers. Therefore, it is such a pleasure for her to get critiques and suggestions from the readers to make this thesis better.

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AT SEVENT SEMESTER TBI-4 IAIN PADANGSIDIMPUAN

ABSTRACT

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, squence or addtion, transitional signal comparision 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.

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CHAPTER I

INTRODUCTION

A. Background of The Problems

Language is a mean of communication, a central human existence and social process, it can be used for establishing social relationship and conveying information. Language is very important for human life. Because without language, people can not communicate, interact and used to give or to accept information. However, language is used by people in their society to communicate to others. Such as, people communicate to other people by using language.

Everyone can not live alone without an interaction with another people in this world. They need helps and some equipments from other. That is said that human is the social human. It means that people can not develop and live without help of other. So, they use language when they communicate each other. Meanwhile language is a system for the expression of the meaning reflected in the structure of the language as an instrument to express meaning. With language, people can understand language meaning easily. Then, it is also useful to enable people to think it well.

It is known that a language is tool of communication. People can understand each other through language. They can get what they want from the other. In this world, there are many languages used by people in communication such as Indonesian, Japanese, Chinese, Arabic, English etc.

One of the international languages is English. This language is used in technology, education, and social by people. Indonesia is one of the nations that takes a part in the world society. Moreover, it's known that the English as one of the lessons is taught since from elementary school up to university.

English as a tool of communication has brought people to change their habitual and culture to use it in daily activities. It is used in many countries throughout the world. English also has been taught by many countries in the world remembering the advantages of it. It is an international language which many people want to be able to understand and achieve it.

In Indonesia, English is used as a foreign language. It has been one of the compulsory subjects which must be learnt by students from elementary school up to university levels. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in school, and the students should be able to use it in their daily life. They have studied vocabulary, grammar, speaking, and others.

In English, there are four skills that must be mastered, namely; listening, speaking, reading and writing. The first listening, listening is the process of a unidirectional receiving of audible symbols or an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. The second, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Next, reading is a receptive skills, it is a

transactional between a reader and writer. The last, writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information.

Writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information. So the conclusion, writing is the process of giving information by texts that involved in generating the letters, words and sentences. So, group of some sentences is called text. By these skills, people can share their language with another people. In writing, people can write or imagine what their feeling, what their emotion and what their experiences. Because by reading and writing, people can feel and understand what the writer feels as well as their writing in a text.

Studying about English is not easy because there are many patterns or namely rules. People need the theory of grammar language which helps people to understand how texts work.¹ Having a good grammar, makes people English communication correct. In order to use a language well, students should learn the rules of a language or to know how they work. In addition that, if a language had no grammar, no systematic ordering of it's words in sentences, it could not two people understand one another, Indeed, a language without grammar is a contradiction term.²

¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 3.

²R. H. Robins, *General Linguistics An Introductory Survey*, (London: Longmans, 1968), p. 223.

One item that should be mastered by students in mastering writing is grammar, because without grammar their text or their writing can be bad or incorrect. The students in studying writing will study many kinds of text, like news item, narrative, descriptive, report, hortatory, exposition and others, or it is also called genre. All of kinds of the text will be taught to them based on their level.

In addition, a good writing also fulfills the requirement of unity and coherence in order to make the idea on writing flows smoothly and also make it easy to be understood. In other words, a good writing must smoothly be moved, either from a sentence to other sentences or from a paragraph to other paragraphs. Another element of a good writing is coherence. Coherence means to hold together. In other words, coherence means that the ideas or thoughts stick together so that the thought flows smoothly within and between paragraphs. In the whole writing, coherence occurs when there is clear transition or link among sentences or paragraphs, therefore, transitional signals are needed to make coherence in writing and also to make the ideas on a writing stick together and flow smoothly.

It is clearly stated in the previous paragraph that to make coherence in writing, it is needed the use of the transitional signals. Transitional signals are words such as *first*, *second*, *next*, *finally*, *therefore*, and *however*, or phrase such as *in conclusion*, *on the other hand*, and *as a result*. Transitional signals are words that connect one idea to others so there are no abrupt jumps or

breaks between ideas. Since transitional signals connect one idea to other ideas on a paragraph or an essay, they have function as glue that can fit the ideas together. Transitional signals are the important elements that support a good writing because they help the researcher bringing the readers from one idea to another idea without any ambiguities. Although they have big contribution in constructing a good writing, they will be useless if the researcher cannot choose an appropriate transitional signals because it can not help the researcher to arrange a good writing.

Based on the researcher's documents study, the students of English Education Department (TBI-4) seventh semester have studied about Writing I-II. In this subject they have studied about sentence pattern, expanding noun, phrase and the verb phrase, paragraph and transitional signals. According their writing II mark, they have variation mark. For TBI-4 most of them got bad mark. They have 15 students got C, and 13 got B, then they just have 5 students got A.³

Researcher also found the problem from Sri Ase, she is one of the students at seventh semester TBI-4 IAIN Padangsidimpuan, she said "that writing is difficult because I have a little understanding about grammar, like

³*Daftar Nilai Ujian Writing II Lokal TBI-4 Tahun Akademik 2014-2015*

using transitional signals, component of writing, and there are too many formulas to make tenses”.⁴

There were reason why researcher chooses this title. The *first*, students are not able to write paragraph well. *Second*, students writing ability is still poor, because they find difficulties in writing. *Third*, students do not have understanding the kinds of writing, they do not know how to use good sentences when they are writing about text. *Then*, the students are expected to be able to write paragraph coherently, especially in using transitional signals in text. *Finally*, students are lazy to study it, they are not motivated in writing.

So, based on the explanation above the researcher interested in searching about **“Students’ Error Analysis in Transitional Signals at Seventh Semester TBI-4 IAIN Padangsidimpuan”**

B. Focuss of The Problem

As has been mentioned before, researcher found some problems in writing, but in this research, the researcher only focused on students’ error analysis in transitional signals by student of TBI IAIN Padangsidimpuan, and the researcher limited at the subject at class TBI-4 seventh semester.

⁴Sri Ase, Student at Seventh Semester TBI-4 IAIN Padangsidimpuan, *Private Interviews*, at August 14th 2017.

C. Formulation of The Problem

To make the problem clearly, the researcher formulated the problem as follows;

1. What are the students' types of error in transitional signals at seventh semester TBI-4 IAIN Padangsidempuan?
2. What is the dominant error in transitional signals at seventh semester TBI-4 IAIN Padangsidempuan?
3. What are the students' difficulties in transitional signals at seventh semester TBI-4 IAIN Padangsidempuan?

D. Objective of The Research

Based on the formulation of the problem above, the aims of the research are;

1. To know the students' types of error in transitional signals at seventh semester TBI-4 IAIN Padangsidempuan
2. To know the students' dominant error in transitional signals at seventh semester TBI-4 IAIN Padangsidempuan
3. To know the difficulties in transitional signals at seventh semester TBI-4 IAIN Padangsidempuan.

E. Significances of The Research

The significances of this research as follows:

1. As an input for the Dean of Tarbiyah and Pedagogy Faculty, and to the leader of English Education Department in guiding English lecturer.
2. For the lecturers or teachers of English, to do the best in teaching. As an input for the writing lecturer or teacher in teaching learning process especially in learning about writing.
3. As an input for the reader especially the next researcher that this research is expected to be done in a further researchers or department study.
4. For the researchers, to do further same topic of discussion.

F. Defenition of The Terminologies

1. Student

Student is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.⁵ In Indonesians dictionary student is a learner on the grade elementary, junior and senior high school.⁶

⁵A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 441.

⁶Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077

A.S Hornby says in Oxford Advanced Learner's Dictionary of Current English his book. The student is a person or people who are studying at university or college.⁷ He says in his book "The student is a person, use over the age of 16, who studying at a university or collage".⁸ Based on those definitions above, the researcher concludes that the student is a person who learn on the elementary, junior and senior high school, not only on the formal education but also on the informal education

2. Error Analysis

Error Analysis is a work procedure used for researcher or language teacher for describing, classifying and also evaluating error.⁹ Error analysis is the fact that the learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learners led to a surge of the study of the learners' errors.¹⁰

3. Transition

Transitions are linking words or phrases that a researcher uses to lead the reader from one idea to another.¹¹ So can be concluded it is

⁷A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English: fifth edition*, (New York: Oxford University Press, 1995), p. 1344.

⁸*Ibid.*, p. 1187

⁹Carl James, *Error in Language Learning and Use*, (New York: Longman. 1998), p.170.

¹⁰H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco State University: Pearson Longman. 2007), p.259.

¹¹Zainil, *Reading Theories*, (Padang: Universitas Negeri Padang, 2003), p. 56.

the signals used to state or connect how one idea is related to the text or paragraph, and it also relates to logical order of the sentences; is the order logic or not.

4. English Educational Department (TBI)

English Educational Department (TBI) is study program in developing learner and English Educational Research with develop values Islamic and English knowledge to society.¹² Based on explanation above researcher conclude that students error analysis in transitional word at seventh semester TBI-4 IAIN Padangsidimpuan is a process to know students' error problems in analyze transitional signals at seventh semester TBI-4 IAIN Padangsidimpuan.

G. The Systematic of The Research

The systematic of this research is described into five chapters consist of sub chapters with detail as below:

Chapter one, consists of the background of the problem, identification of the problem, formulation of the problem, objective of the research, significances of the problem, defenition of terminologies.

Chapter two consists of the theoretical description that is devided into two parts; They are theoretical review and theoretical description.

¹²Syafri Gunawan, et. al, *Panduan Akademik IAIN Padangsidimpuan* (Padangsidimpuan: IAIN, 2014), p. 30.

Chapter three, consists of research methodology about the kinds of the research that used by the research methodology consist of schedule and place of the research explain the time and the location this research conduct, research design tell about the types of the research, population and sample, the instrument of the data collection, sources of the data are participants whose participate in this research, the last the techniques of data analysis.

Chapter four, it consist of the result of the research, discussion, threats of the research.

The finally, Chapter five consists of conclusion of the research that describe the final result of the research and suggestion for the readers.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of Error Analysis

According to Douglas Brown that, “error analysis is the fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners led to a surge of the study of the learner errors”.¹ Carl James states that, “error analysis is a work procedure used for researcher or language teacher for describing, classifying and also evaluating error”.² Whereas, David Nunan states that, “error analysis involves studying samples of students’ write language to identify grammatical errors they make”.³

Based on above definition, the researcher concludes that, error analysis is examining something done wrongly by collecting, identifying, classifying, and evaluating the errors made by someone either in speaking or writing to obtain information on common difficulties in language learning.

¹H. Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition* (New York: Addison Wesley Longman, 2000), p. 218.

²Carl James, *Op. Cit*, p. 170.

³David Nunan, *Op. Cit*, p. 31.

Based on above explanations, it can be stated that, the error analysis is a technique for identifying, describing and classifying errors systematically made by the students. The technique for identifying means to check just how many students' actually did make particular error and how many used that language item correctly. The procedures of error checking are: Firstly, underlining the error items. Secondly, signifying the error items. Try to assess the students' errors in number of omissions, addition, misinformation, and misordering for the technique of describing. Assessing the comparative frequency of different types of error in this way is clearly an important preliminary to much remedial teaching. There are some ways to classify the student error. In this part the researcher use the surface structure taxonomy to analyze the student error.

2. Types of Error

According to Carl James, there are four kinds of descriptive taxonomy that are commonly used; comparative, communicative, linguistic and surface structure.⁴

a) Comparative Taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of

⁴Carl James, *Op. Cit*, p, 104.

construction. The errors are classified into developmental, errors, inter-lingual errors, ambiguous errors, and unique errors.

b) Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies error into global errors and local errors.

c) Linguistic Category Classification

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the errors.

d) The Surface Structure Taxonomy

There are four principal ways in which learners ‘modify’ target forms, in other words, four ways in which IL and TL forms diverge in specific and systematic ways. In addition there are; omission, addition, misinformation and misordering.⁵

a. Omission

In this case, when the students make sentence, there is one aspect is omitted. It tends to effect function words rather than content words at least in the early stages. Most advanced learners tend to be aware of their ignorance of content words, and rather

⁵*Ibid*, p. 106.

than omit one, they resort compensatory strategies to express their idea.⁶ For example: He with his grandfather. The sentence is wrong, because the verb is omitted. The correct sentence must be “he lives with his grandfather/he is with his grandfather”.

b. Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all too faithful use of certain rules and they suggest there are subtypes.⁷ For example: She drived in her beautiful coach. This sentence is wrong. The correct sentence must be “she drove in her beautiful coach”.

c. Missformation

What the learner who produced this error has done is not misinform but misselection errors. In this case the student used of the wrong form of a structure of sentence.⁸ For example: The tiger eated the zebra. This sentence is wrong. The correct sentence must be “the tiger ate the zebra”.

⁶Henry Guntur Tarigan dan Djogo Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 1988), p. 149.

⁷*Ibid*, p. 151.

⁸Carl James, *Op. Cit*, p. 108.

d. Misordering

In this case the student makes sentence in incorrect order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances in the TL.⁹ For example: I met there some Germans. This sentence is wrong. The correct sentence must be “I met some Germans there”.

3. Transitional Signal

a. Defenition of Transitional Signal

As stated in the chapter before, transitions are linking words and phrases that provide a connection between ideas, sentences and paragraphs. Transitions are words and phrases that serve as bridges from on idea to the next, one sentence to the next, or one paragraph to the next. Transitional signals help to make a piece of reading and writing flow better. Transition also the words and phrases that lead the reader from one idea to another.¹⁰ They can turn disconnected pieces of ideas into a unified whole and prevent a reader from getting lost in the reading and writing.

If you get in the habit of recognizing transitions, you see that they often guide you through a paragraph, enabling you to read it more

⁹Henry Guntur Tarigan, *Op. Cit*, p. 157.

¹⁰Zainil, *Reading Theories. Op. Cit.*, p. 56

easily. Because by using transition signals can guide the readers and writers easy to follow the ideas other, connect or not. So, transitional signals used to make the correlation of one idea to other ideas.

Transitional signals are the important elements that support a good writing because they help the researcher bringing the readers from one idea to another idea without any ambiguities. Transitions can also be looked at as the glue that hold ideas of the story stay together. Thus, they are very important in leading students to understand the text.

b. Types of Transition

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.

According to Donoghue, Wakefield and Collins, writers should begin a new paragraph with transition words to help the reader move

through the story.¹¹ It is because transition signals help stories move on smoothly and show a connection between paragraphs. It means transitional signals make all of the ideas in the texts be sequence from beginning until the end.

Gust also argued transition signals provide detailed expressions that link one paragraph to another in a clear line of thought.¹² By the presence of transition signals in a text, the readers will easily grasp and understand the contents of the text. Thus, they are greatly helped in comprehending the text.

In writing, there are many transitional signals used by the authors in their writing. Generally, transitional signals can be classified as follows; transitional signal sequence or addition, transitional signal time, transitional signal comparison and contrast, transitional signal for examples, transitional signal narrowing of focus or importance, transitional signal for causes and effects, transitional signal for conclusions or summaries and transitional signal for causes and effects.¹³

¹¹Donna M. Donoghue Sally Wakefield and Esther Collins, *A Guide for Beginning Elementary Teachers: Getting Hired and Staying Inspired*, (Portsmouth: Teacher Ideas Press, 2005), p. 126.

¹²John Gust, *Adventures in Fantasy: Lessons and Activities on narrative and Descriptive Writing, Grades 5 –9*, (San Francisco: Jossey-Bass, 2007), p. 60.

¹³Laurie G. kirszner and Stephen R. Mandell. *The pocket Wadsworth Handbook*, (Boston: Wadsworth, 2012), p. 23.

a) Transitional Signal Sequence or Addition

Transitional signals for addition are used to show simple addition for the thought in the preceding sentences.¹⁴ In Addition Oshima and Hogue, clearly stated the transitional signals for addition such as “in addition, furthermore, moreover, besides, also, too, and, another, and an additional (+noun)”. Again, also, besides, first . . . second . . . third, furthermore, in addition, moreover, one . . . another, too.¹⁵ We can conclude the transitional signals for addition is the words of add information that agrees with, reinforces, or contributes to a previous idea.

Example:

1. Abdul Azis is handsome, *moreover* he is smart boy.
2. *Not only* I am taking a full courseload, *but also* I have a job that keeps me busy.

b) Transition Signal Time

Oshima and Hogue, introduced some words that work as transitional word such as “first, second, next, now, then, first of all, after that, finally, last soon, gradually, meanwhile, after,

¹⁴Saraka, *From Paragraph to Essay*, (Jakarta : Departemen Pendidikan dan Kebudayaan, Dirjen Perguruan Tinggi 1998), p. 100

¹⁵Alice Oshima & Ann Hogue, *Writing Academic English Third Editon*, (New York: Longman 1998), p. 45.

as, as soon as, before, since, until, when, while, the first step, in the second step, on the third day, and during the time.”¹⁶ In addition McMillan chronological is commonly used to organizing this method is by showing or by writing what happen first, next, and last.¹⁷

It can be concluded, to signal time or called chronological order is used to write a paragraph or an essay that show a process of something or a procedure in doing something. Chronological order is used for something as simple as a recipe and for some thing as complex as a history.

Example:

1. **Previously** people believed that the earth was flat.
Now we know it is spherical.
2. **After** the Stone wall Uprising of 1969, the movement to protect LGBT civil rights in New York and around the nation became both more visible and more powerful.

¹⁶*Ibid.*, p. 59

¹⁷McMillan, *English Sccond Edition*, (New York: McMillan Publishing Company, 1986), p. 48

c) Transition Signal Comparison and Contrast

Comparison and contrast involves analyzing similarities and differences between two or more items.¹⁸ In addition Reid states the words that employed as comparison transition signal are *likewise, similarly, in like manner, in the same way, also, too, the same* and *the same* as.¹⁹ Then, Oshima and Hogue not only introduced the kinds of transitional signal for comparison but also classified them based on the group of transitional signals based on the grammatical function, such “as similarly, likewise, also and too as sentence connector, and both...and..., not only... but also..., as and just as, as conjunction. While the words like, just like, alike, as...as, (be) similar, similar to, the same as, and compare to/with as mixed group called others”.²⁰

Moreover, Oshima and Hogue also introduced words that work as transitional signal for contrast; those transitional signal are “however, on the other hand, on the contrary, in contrast, in (by) contrast, but, yet, although, though, even

¹⁸Alice Oshima & Ann Hogue, *Op. Cit.*, p. 65

¹⁹Joy Reid M, *The Process of Paragraph Writing Sccond Edition*, (New Jersey: Prentice Hall Inc, 1994), p. 144

²⁰Alice Oshima & Ann Hogue, *Op. Cit.*, p. 66

though, while, and whereas”.²¹ From the explanation above, it can be concluded that transitional signal for comparison and contrast is the words that an opposition between ideas, and often leads to a conclusion or decision between them, or to modify a statement.

Example:

1. The Reserve Bank's long term view of economic activity is grim. *Similarly* many economic indicators forecast a drop in current activity.
2. The author has made an insightful translation. *Also*, she has captured the poetic tone of the original piece.

d) Transitiona Signal For Examples

There are a lot of words that can be used to show exemplification, such as “for instance, namely, specifically, to illustrate, for example, and as mater of fact”.²² Oshima and Hogue also introduced some words that work as transitional signal for giving example such as “for example, for instance, an example of, and such as”. So, it can be concluded that transitional signal for giving example is the words that

²¹*Ibid.*, p. 45

²²Saraka, *Op. Cit.*, p. 104

introduces an example of a previous idea, or to illustrate their ideas by citing particular examples.²³

From the explanation above, it can be concluded that transitional signal for giving example is the words that introduces an example of a previous idea, or to illustrate their ideas by citing particular examples.

Example:

1. There are a number of users of this type of accounting information; *for example*, trade unions and their members.
2. The chef required many ingredients to prepare her banquet; *for instance*, fresh herbs and many types of mushrooms.

e) Transition Signal Narrowing of Focus or Importance

Oshima and Hogue have introduced some words that can be used as transitional signal for order of importance; those words are “more importantly, most significantly ,above all, primarily, a more important, the most important, the second most significant, and the primary”.²⁴ So, it can be concluded

²³Alice Oshima & Ann Hogue, *Op. Cit.*, p. 45

²⁴*Ibid.*, p. 63

the transitional signal for order of importance is the places more importance on the idea, and drawing the reader's focus.

f) **Transition Signal For Conclusions or Summaries**

Transition signal for conclusion are used to conclude or to summarize the discussion of a topic in a piece of writing. The words that are used to conclude the writing. Oshima and hogue classified the words "in conclusion, in summary, in brief, in short, and indeed as sentence connector".²⁵ Additional Wingersky The words that are used to conclude the writing are: "finally, in conclusion, in summary, thus, therefore, as a result, on the whole, and to conclude".²⁶

So, it can be concluded that transitional signal for conclusion are transitions that writers often use to emphasize the most important point of their work or summarize their main ide, and shows that the discussion of an idea is complete.

Example:

1. ***In conclusion***, teamwork has increasingly become the business strategy of the nineties.

²⁵*Ibid.*, p. 45

²⁶Joy Wingersky, Jay Boerner & Balagh, Diana Holguin, *Writing Paragraph an Essay, Integrating Reading, Writing, and Grammar Skills*, (Calofornia: Warsdwoth Publishing Company, 1992), p. 282

2. *In summary*, the dietary needs of patients are important and should be the domain for trained nurses.
3. *Finally*, each of the memory systems operates in tandem to allow learning and cognition to occur.

g) Transition Signal For Causes and Effects

According to McMillan that word are used as transitional signal for cause are as a result, because, consequently, for that reason, so, so that, then, and therefore.²⁷

Oshima and Hogue also introduced words that work as transitional signal for cause; “those words are the first cause, the next reason, because of, for, because, since,as, to result from, to be the result of, and due to”.²⁸

Moreover, not only transitional for cause, there are also transitional signal for effect or for showing an effect such as therefore for this reason, and the main consequence.²⁹ Oshima and Hogue also introduced some words that work as transitional signal for effect, such as “the first effect, as a

²⁷McMillan, *Op. Cit.*, p. 47

²⁸Alice Oshima & Ann Hogue, *Op. Cit.*, p. 136

²⁹Rory Stephens D, *Squence, A Basic Writing Course*, (New York: Holt, Rinenhalt and Winston Publisher, 1982), p. 186

result, therefore, as a consequence, thus, consequently, hence, and so”³⁰.

From the explanation above, it can be concluded that transitional signal for cause and effect are words that are employed as indicator of a cause or effect of something.

Example:

1. Romeo told Juliet that her spaghetti sauce was terrible; *as a result*, Romeo now cooks for himself.
2. *In order to* make my writing very clear, I will learn how to use logical connectors.

From the explanation above the researcher focus on transitional signals that is use to express time, squence or addition, comparison and contrast, and example.

B. Review of Related Findings

This research was not as beginner in this title, but some the researchers had been searched before which relevant with this title, they were:

Ardi Oktavian in his script: Transitional Words in Essays Written by the Students' 4th Semester of English Education Department at IAIN Padangsidempuan. He found the students' using transitional words in essay written as follow: for transitional words of chronological order they used 41 words. For transitional words of order of importance they used 1 word. For

³⁰Alice Oshima & Ann Hogue, *Op. Cit.*, p. 135-137

transitional words of addition they used 30 words. For transitional words of cause and effect they used 40 words. For transitional words of comparison and contrast they used 11 words. For transitional words of giving example they used 7 words. Then, they didn't use of transitional words for conclusion. Dealing with the second problem, it is found that, their difficult dominantly in using transitional words for conclusion, transitional words for order important, transitional words for giving example, there are found based on their the result of students essay written dealing with the thirth problem, the students' low motivation and self confidence, low in vocabulary mastery, less background knowledge or education affects their performance, less of English lecturer, students' do not provide good English Education Department laboratory, and less English books.³¹

Next, Mimi Rahmanita in her script: The effect of Using Transition Action Details (TAD) Strategy toward Students' Skill in Writing Narrative Text of the Second Year of SMAN 1 Kampar Timur Kampar Regency. She found that the significant effect of *Transition–Action–Details (TAD) Strategy* to improve the skill of writing narrative paragraph of the second year students SMAN 1 Kampar Timur, where was T obtained 14.409. Because of t obtained (14.409) < t table at significant level 5% (2.00) and 1 % (2.65) it means that

³¹Ardi Oktavian. "Transitional Words in Essays Written by the Students' 4th Semester of English Education Department at IAIN Padangsidempuan" (Unpublished Script: IAIN Padangsidempuan, 2014).

the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.³²

The other, Deni Iskandar in his script: *Correlation Between Students' Transitional Word Mastery and Their Reading Comprehension on Narrative Text of The Eleventh Grade at Islamic Boarding Senior High School Bahrul 'Ulum*. He stated after analysis with the Pearson Product-Moment Correlation formula, the results obtained in the test was $r = 0.374 < 0.710 > 0.478$. It can be concluded that H0 was rejected and Ha was accepted. Thus, there was a significant correlation between students' transitional word mastery and their reading comprehension on narrative text of the eleventh grade at Islamic Boarding Senior High School Bahrul 'Ulum.³³

So that from the finding above, the researcher concluded that result of both of data still found categorized poor/low especially in using transitional signals.

³²Mimi Rahmanita. *"The effect of Using Transition Action Details (TAD) Strategy toward Students' Skill in Writing Narrativ Text of the Second Year of SMAN 1 Kampar Timur Kampar Regency"* (Unpublished Script: UIN SUSKA RIAU 2013).

³³Deni Iskandar. *"Correlation Between Students' Transitional Word Mastery and Their Reading Comprehension on Narrativ Text of The Eleventh Grade at Islamic Boarding Senior High School Bahrul 'Ulum"* (Unpublished Script: UIN SUSKA RIAU 2016).

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of The Research

This research is conducted at IAIN Padangsidempuan. Located at Jl. H. T. Rizal Nurdin Km, 4,5 Sihitang, Call Number (0634) 22080, fax. (0634)-24022 Padangsidempuan 22733. This place is chosen because the researcher finds problems in this location and Suitable for ability and limitation of time and finance. The time of this research is from 09 October 2017 until 13 November 2017.

B. Research Design

Based on analysis of data, this research used qualitative approach. “Qualitative research is the research that means to understand the phenomenon about what is the subject research undergone by using natural method”.¹ Based on the method, this research would use descriptive method. Descriptive method is a research wants to describe objects². Descriptive research purposes to describe the current situation about the object of research.³

So, it can be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. Descriptive

¹Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2009), p. 126.

²Sukardi, *Metode Penelitian Pendidikan, Kompetensi dan Prakteknya*, (Jakarta: Bumi Aksara, 2003), p. 157.

³Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 26.

this method has been used to describe about the topic namely the identification of the type of the transitional words that are used in text and describe about fact that connect to object research with systematic and accurate, especially to know students' error analysis in using Transitional signals by students' English Department at seventh semester academic year 2014/2015 TBI-4 IAIN Padangsidempuan.

C. The Sources of the Data

Sources of data are the subject who was given the data to researcher.⁴

The source of data of this research consist of two sources, it is the source of primary data and the source of secondary data.

1. Primary data which is collected from students at seventh semester TBI IAIN Padangsidempuan, there are 115 students. They are divided into four classes. Class TBI-1 20 students, TBI-2 32 students, then TBI-3 30 students, and the last class TBI-4 they are 33 students. This research will be done with purposive sampling. According to Riduwan that, "Purposive sampling is one of technical that can be used by researcher, if researcher had some of considerations take the certainly sampling to get the aim".⁵ Actually, researcher took one class to do this research. Researcher took the

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 107.

⁵Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

certainly class because it could be representative to take the result of research, that is class TBI-4. So, there are 33 students who answer the test.

2. Secondary sources of data, is information from the writing lecturer of seventh semester TBI IAIN Padangsidempuan. She is Mrs. Rayendriani Fahmei Lubis, M.Ag.

D. The Instrument of Collecting Data

Jhon W. Cresswell said that there are steps in collecting data of qualitative research include setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.⁶ In collecting data, this research will use instrument of collecting data by:

1. Test

Suharsimi Arikunto said: “Test is the measure of the skill, knowledge, ability, or talents are had by individual or group”.⁷ Based on above definition, the researcher concluded that, test is a method that doing to know the ability of the students’.

Here, the researcher wants to know about the students’ error analysis problem in using transitional signals process. The researcher gives essay written test is giving to students English section seventh semester on

⁶Jhon W. Crewsell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Saga Publications, Inc, 2002), p. 185.

⁷Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005), p. 156.

Tarbiyah Department at IAIN Padangsidempuan as informant of this research.

The researcher gave test to students at seventh semester TBI-4 IAIN Padangsidempuan as informant of this research. The students were write a short story about them holiday by using transitional signals process. The test is consisting minimal 3 paragraphs and maximal 5 paragraphs to write essay written by using transitional signals process. The researcher determine the time of doing the test. The time of doing test in 60 minutes.

The test given to students of TBI-4, this essay written has been seen in transitional signals process about:

- a. Transitional Signal Time, Squence or Addition
- b. Transitional Signal Comparison and Contrast
- c. Transitional Signal for Example/Illustrasion
- d. Transitional Signal Cause and Effect

After students finish write the test, the researcher will collect their writing to be analyze. Then, researcher will analyze the students' omission error, addition error, misformation error, and misodering error in using transitional signals process in writing short story about holiday.

In this research, the researcher will use the fourth types of error to analyze indicator of test, namely: based on the surface structure taxonomy. In this types of error, there are four kinds of error, they are: omission, addition, misformation, and misordering.

Table I
Indicator of Test

Indicator	Types of Error			
	Omission	Addition	Misformation	Misordering
Transitional Signals Process				

The techniques for collecting data with test as follows:

1. Explaining the outline of the matter about the research.
2. Preparing the test.
3. Giving the test to the students according to the sample
4. Determining the time of doing the test.
5. Reminding the students don't cheat and doing the test by their own self.
6. The researcher gave chance or time for students to do test and researcher monitor the students during the text will do.
7. After students finish doing the test, the researcher will collect their writing to be analyze. Then, the researcher did interview to students.

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.⁸ This research will use structural interview. As we know that in structural interview, the researcher prepares the Question an alternative of the answer that will be given to the respondents.⁹

So, the researcher concluded the interview of teacher, students, and headmaster. It is to know the students' problems in using transitional signals. First, the researcher interview the english lecturer about the students' error problems in using transitional signals. Second, the researcher will ask the students' difficulties in using transitional signals.

E. Technique of Data Analysis

According to Gay and Peter Airasian that, “analyzing qualitative data is formidable task for all qualitative researchers, especially those just starting their qualitative careers. As a novice researcher you have followed the urgings of your qualitative mentors who have emphasized the need to collect rich, thick and deep data that reveal the perspectives and understanding of the participants studied”.¹⁰

⁸L R. Gay & Peter Airasian, *Educational Research: Companies for Analysis and Application* (USA: Prentice Hall, Incorporate, 2000), p. 219.

⁹Amirul Hadi and Hariyono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

¹⁰L R. Gay & Peter Airasian, *Op. Cit.*, p. 237.

After collecting the data, the researcher analyze the data by using some steps, they are:

1. Describing and identifying students error in using transitional signals
2. Checking the students' error by themselves
3. Counting the total number of errors according to the types of error
4. Counting the percentage of errors for each type, the researcher were

calculated by using the pattern:

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

Note: f : Frequency of types of error

N : Sum of all type errors

P : Percentage of error¹¹

5. After doing all the steps above, the researcher made conclusion.

¹¹Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2010), p. 43.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. The Findings

1. Types of Error

a. The students' Omission Error in Using Transitional Signals Process

There was 33 students did the test. The kind of test was the students were asked to write a short story about them holiday by using transitional signals process. Based on the result of the test, the researcher got some errors in using transitional signals. Based on the types of error, the researcher described the students' omission error in transitional signals process at seventh semester TBI-4 IAIN Padangsidempuan was given as below.

In writing short story, students often missed word and useless sentence about transitional signals. Based on the result of test from them, the researcher got some students omission errors.

First, Akmal Mursalin, he miss understanding about transitional signals process, he didn't have used word about transitional signals, such as; first, next. So, based on his error in omission, he made two errors.

Second, Atika Wulandari, she didn't have error in omission. Third, Awal Delina, she made one error in omission, she missed one less word 'first'. Fourth, Deni Gunawan, he made one error in omission, he missed one less word 'next'.

Fifth, Dewi Wahyuni, she didn't have error in omission, he missed one past verbs 'killed'. Sixth, Fitri Khairani Daulay, same with Dewi, she didn't have error in omission. Seventh, Fitri Mahrani Daulay, she made three errors in omission, he missed less word 'first, next and finally'.

Eighth, Habibatul Mardiah, she made two errors in omission, he missed less word 'before and meanwhile'. Ninth, Hairatun nisah Lubis, she didn't have error in omission. Tenth, Lin Angraini, she made two errors in omission, she missed 'first and next'.

Eleventh, Isra Soliyah Siregar, she made one error in omission, she missed 'first'. Twelfth, Letmaida Dongoran, she didn't have error in omission Thirteenth, Miss Ruhuda Akok, she made two errors in omission, she missed less word 'first and for'.

Fourteenth, Miss Suraida Waeheetae, she made one error in omission, she missed 'first'. Fifteenth, Muhammad Daud, he made two errors in omission, he missed 'first and finally'. Sixteenth, Muhammad Khoirul Syahban, same with akmal mursalin, he miss understanding about transitional signals. So based on his missed, he have three less word, such as; 'first, next and finally'.

Seventeenth, Muhammad Yusuf, he made one error in omission, he missed 'first'. Eighteenth, Noviyana Siregar, she made three errors in omission, first, next and finally'. Nineteenth, Nurhasanah Hasibuan,

same with Noviyana Siregar, she made three errors in omission, she missed 'first, next and finally'.

Twentieth, Nurhapsi Dayani Hasibuan, she didn't have error in omission. Twenty First, Nurmayunita L.T, same with Nurhapsi, she didn't have error in omission. Twenty Second, Nur Mitha Sari Daulay, she made one error in omission, she missed 'finally'.

Twenty Third, Nur Saadah, she didn't have error in omission. Twenty Fourth, Nurlanni Khoiriah, she didn't have error in omission. Twenty Fifth, Rafina Anda Bati, she made two errors in omission, she missed 'first and next'. Twenty sixth, Rizky Hasian, she made one error in omission, she missed 'first'.

Twenty seventh, Rima Alfina, she made two errors in omission, she missed 'first and finally'. Twenty eighth, Rizki Sarah Lubis, she made three errors in omission, she missed 'first, next and finally'. Twenty ninth, Seri Devi, she made one error in omission, she missed 'finally'.

Thirty, Sri Ase, she made one error in omission, she missed 'first'. Thirty First, Winda Hairani Dasopang, she made two errors in omission, she missed 'first and then'. Thirty Second, Yuni Putri Pertiwi Daulay, she made one error in omission, she missed 'first'. Thirty Third, Yusmita Harahap, she made one error in omission, she missed 'first'. So, the total of students' omission error was 42 cases.

b. The students' Addition Error in Using Transitional Signals Process

Based on the result of the test, the researcher got some errors in using transitional signals. Based on the types of error, the researcher described the students' addition error in transitional signals process at 7th semester TBI-4 IAIN Padangsidempuan was given as below.

First, Akmal Mursalin, he made two errors in addition, such as;

error	correct
But Because	Because
The Finally	Finally

Second, Atika Wulandari, she made three errors in addition, such as;

error	correct
The First	First
The Second	Second
At Last	Last

Third, Awal Delina, she didn't have error in addition.

Fourth, Deni Gunawan, he made two errors in addition, such as;

error	correct
The First	First
And Then	Then

Fifth, Dewi Wahyuni, she made one error in addition, such as;

error	correct
And Finally	Finally

Sixth, Fitri Khairani Daulay, same with Dewi, she made one error in addition.

error	correct
And Then	Then

Seventh, Fitri Mahrani Daulay, she didn't have errors in addition.

Eighth, Habibatul Mardiah, same with Fitri, she didn't have error in addition.

Ninth, Hairatun nisah Lubis, she made three errors in addition, such as;

error	correct
The First	First
The Second	Second
The Finally	Finally

Tenth, Lin Angraini, she made two errors in addition, such as;

error	correct
The Next	Next
And Then	Then

Eleventh, Isra Soliyah Siregar, she didn't have error in addition.

Twelfth, Letmaida Dongoran, she made two errors in addition, such as;

error	correct
The First	First
And Then	Then

Thirteenth, Miss Ruhuda Akok, she made one error in addition, such as;

error	correct
And Then	Then

Fourteenth, Miss Suraida Waeheetae, same with Ruhuda, she made one error in addition, such as;

error	correct
And Finally	Finally

Fifteenth, Muhammad Daud, he made two errors in addition, such as;

error	correct
The Next	Next
And Then	Then

Sixteenth, Muhammad Khoirul Syahban, he didn't have error in addition.

Seventeenth, Muhammad Yusuf, he made two errors in addition, such as;

error	correct
The First	First
The Next	Next

Eighteenth, Noviyana Siregar, she made one error in addition, such as;

error	correct
And Then	Then

Nineteenth, Nurhasanah Hasibuan, same with Noviyana Siregar, she made one error in addition, such as;

error	correct
And Then	Then

Twentieth, Nurhapsi Dayani Hasibuan, she made two errors in addition, such as;

error	correct
The Next	Next
The Third	Third

Twenty First, Nurmayunita L.T, she made three errors in addition, such as;

error	correct
The First	First
The Second	Second
At Last	Last

Twenty Second, Nur Mitha Sari Daulay, she made one error in addition, such as;

error	correct
And Then	Then

Twenty Third, Nur Saadah, she made two errors in addition, such as;

error	correct
The Second	Second
And The Last	Last

Twenty Fourth, Nurlanni Khoiriah, she made three errors in addition, such as;

error	correct
The First	First
The Second	Second
The Last	Last

Twenty Fifth, Rafina Anda Bati, she made two errors in addition, such as;

error	correct
The First	First
And Then	Then

Twenty sixth, Rizky Hasian, same with rafina, she made two errors in addition, such as;

error	correct
And Then	Then
The Next	Next

Twenty seventh, Rima Alfina, she made one error in addition, such as;

error	correct
But Suddently	But

Twenty eighth, Rizki Sarah Lubis, she didn't have error in addition.

Twenty ninth, Seri Devi, she made two errors in addition, such as;

error	correct
The First	First
The Second	Second

Thirty, Sri Ase, she made one error in addition, such as;

error	correct
And Then	Then

Thirty First, Winda Hairani Dasopang, she didn't have error in addition.

Thirty Second, Yuni Putri Pertiwi Daulay, she made two errors in addition, such as;

error	correct
The Next	Next
The Finally	Finally

Thirty Third, Yusmita Harahap, she made one error in addition, such as;

error	correct
And Then	Then

So, based on some explanation above, the total of students' addition error was 46 cases.

c. The Students' Misformation Error in Using Transitional Signals Process

From all the students did the test. Based on their writing short story, the researcher got data that they didn't do misformation error or misselection about transitional signals process. Because the researcher only focused to analyzing about transitional word and form, not structure and grammar of sentences. So, there was no error in misformation.

d. The Students' Misordering Error in Using Transitional Signals Process

From all the students did the test. The researcher got same data with misformation, that they didn't do misordering error in using transitional signals process. So, there was no error in misordering.

Based on some above explanations. So, the percentage of students' error in using transitional signals process in writing short story at seventh semester TBI-4 IAIN Padangsidimpuan is given as table below:

Table II
The Percentage of Students Error in Using Transitional Signals in Writing Short Story

No	Types of error	Frequency	Percentage
1	Omission	42	47.72%
2	Addition	46	52.28%
3	Misformation	-	-
4	Misordering	-	-
Total		88	100 %

Thus, from the table above, it can be seen that, students' error in omission type with 42 cases (47.72%). Then, students' error in addition type with 46 cases (52.28%). There was no error in misinformation and misordering error.

2. The Students' Dominant Error in Analyzing Transitional Signals

Process

Based on the result of the test, the researcher describes the students' error analysis in transitional signals process. The researcher would like to express frequency of the students' error to know the dominant error do by the students.

a. Transitional Signal Time Sequence or addition

The researcher gave the test to the students. The students had ordered to analyze the transitional signals process which is included in signal time sequence or addition. Transitional signal time sequence or addition is a words for addition or that to show a process of something in doing something. Then, as a continue sentences from one idea to another and make to complete as a story.

According to their writing in did the test, the researcher found some mistake or useless the word or omitted sentences such as; First, Akmal Mursalin did four errors in transitional signal time sequence or addition. They are two for omission error, such as; *first* and *next*. Then, two for addition error, such as; *but because* and *the finally*.

Second, Atika Wulandari did three errors in transitional signal time sequence or addition. They are all for addition error, such as; *the first, the second and at last*.

Third, Awal Delina she did one error in transitional signal time sequence or addition. That is omission error, such as; *first*. Fourth, Deni Gunawan did three errors in transitional signal time sequence or addition. He did just one for omission error, such as; *next*. Then, two for addition error, such as; *the first and and then*.

Fifth, Dewi Wahyuni did one error in transitional signal time sequence or addition. She just did in addition error, such as; *and finally*.

Sixth, Fitri Khairani Dly same with Dewi, she did one error in transitional signal time sequence or addition. She just did addition error, Such as; *and then*.

Seventh, Fitri Mahrani Dly did three errors in transitional signal time sequence or addition. They are all for omission error, such as; *first, next and finally*. Eighth, Habibatul Mardiah did two errors in transitional signal time sequence or addition. The are all for omission error, such as; *before and meanwhile*.

Ninth, Hairatunnisah Lubis did three errors in transitional signal time sequence or addition. They are all for addition error, such as; *the first, the second and the finally*. Tenth, Lin Angraini did four error in transitional signal time sequence or addition. They are two for omission

error, such as; *first* and *next*. Then, two for addition error, such as; *the next* and *and then*.

Eleventh, Isra soliyah Siregar did one error in transitional signal time sequence or addition. She just did omission error, such as; *first*.

Twelfth, Letmaida Dongoran did two error in transitional signal time sequence or addition. She just did addition error, such as; *on the first* and *and then*.

Thirteenth, Miss Suraida Akok did three errors in transitional signal time sequence or addition. They are two for omission error, such as; *first* and *for*. Then, just one in addition error, such as; *and then*.

Fourteenth, Miss Suraida Waeheetae did two errors in transitional signal time sequence or addition. That is one for omission error, such as; *first*. Then, one for addition error, such as; *and finally*.

Fifteenth, Muhammad daud did four errors in transitional signal time sequence or addition. They are two for omission error, such as; *first* and *finally*. Then, two for addition error, such as; *the next* and *and then*.

Sixteenth, Muhammad Khoirul Syahban did three errors in transitional signal time sequence or addition. They are all for omission error, such as; *first*, *next* and *finally*.

Seventeenth, Muhammad Yusuf did three errors in transitional signal time sequence or addition. That is one for omission error, such as;

first. Then, They are two for addition error, such as; *The first and the next*.

Eighteenth, Noviyana Siregar did four errors in transitional signal time sequence or addition. They are three for omission error, such as; *first, next and finally*. Then, just one for addition error, such as; *and then*. Nineteenth, Nur Hasanah Hasibuan same with Noviyana did four errors in transitional signal time sequence or addition. They are three for omission error, such as; *first, next and finally*. Then, just one for addition error, such as; *and then*.

Twentieth, Nurhapsi Dayani did two errors in transitional signal time sequence or addition. They are addition error, such as; *the next and third*. Twenty First, Nurmayunita Lumban Tobing, did three errors in transitional signal time sequence or addition. They are addition error, such as; *the first, the second and at last*.

Twenty Second, Nur Mitha Sari, did two errors in transitional signal time sequence or addition. That is one for omission error, such as; *finally*. Then, one for addition error, such as; *and then*. Twenty Third, Nur Saadah, did two errors in transitional signal time sequence or addition. They are all for addition error, such as; *the second and and the last*.

Twenty Fourth, Nurlanni Khoiriah did three errors in transitional signal time sequence or addition. They are all for addition error, such as;

the first, the second and *the last*. Twenty Fifth, Rafina Anda, did four errors in transitional signal time sequence or addition. They are two for omission error, such as; *first*, and *next*. Then, they are two for addition error, such as; *the first* and *and then*.

Twenty Sixth, Rizki Hasian, did three errors in transitional signal time sequence or addition. That is one for omission error, such as; *first*. Then, they are two for addition error, such as; *the first* and *and then*. Twenty seventh, Rima Alfina, did three errors in transitional signal time sequence or addition. They are two for omission error, such as; *first* and *finally*. Then, that is one for addition error, such as; *but suddently*.

Twenty eighth, Rizki Sarah Lubis, did three errors in transitional signal time sequence or addition. They are all for omission error, such as; *first, next* and *finally*. Twenty ninth, Seri Devi, did three errors in transitional signal time sequence or addition. That is one for omission error, such as; *finally*. Then, they are two for addition error, such as; *the first* and *the second*.

Thirty, Sri Ase, did two errors in transitional signal time sequence or addition. That is one for omission error, such as; *first*. Then, that is one for addition error, such as; *and then*. Thirty First, Winda Hairani Dasopang, did two errors in transitional signal time sequence or addition. They are all for omission error, such as; *first* and *then*.

Thirty Second, Yuni Putri Pertiwi, did three errors in transitional signal time sequence or addition. That is one for omission error, such as; *first*. Then, they are two for addition error, such as; *the next* and *the finally*. Thirty Third, Yusmita Harahap, did two errors in transitional signal time sequence or addition. That is one for omission error, such as; *first*. Then, that is one for addition error, such as; *and then*.

Based on the explanation above, could be conclude that the total of the errors done by the students' in transitional signal time sequence or addition were AM (4), AW (3), AD (1), DG (3), DW (1), FKD (1), FMD (3), HM (2), HL (3), LA (4), ISS (1), LD (2), MRA (3), MS (2), MD (4), MKS (3), MY (3), NS (4), NH (4), NDH (2), NLT (3), NMSD (2), N (2), NK (3), RA (4), RH (3), RA (3), RSL (3), SD (3), SA (2), WHD (2), YPPD (3) and the last YH (2). Frequency of the errors did by the students were 88 cases.

b. Transitional Signal Comparison and Contrast

The researcher gave the test to the students. The students had ordered to analyze the transitional signals process which is included in signal comparison and contrast. Transitional signal comparison and contrast is the words that an opposition between ideas, and often leads to a conclusion or decision between them or to modify a statement.

So, according to their writing in did the test, the researcher not found some mistake or useless the words about transitional signal

comparison and contrast. So, they didn't have dominant error in transitional signal comparison and contrast.

c. Transitional Signal fo Example/Illustrasion

The researcher gave the test to the students. The students had ordered to analyze the transitional signals process which is included in signal for example/illustrasion. Transitional example/illustrasion is the words for giving example that introduces an example of previous idea, or to illustrate their ideas by citing particular examples.

So, according to their writing in did the test, the researcher not found some mistake or useless the words about transitional signal example/illustrasion. So, they didn't have dominant error in transitional signal comparison and contrast.

d. Transitional Signal Cause and Effect

The researcher gave the test to the students. The students had ordered to analyze the transitional signals process which is included in signal for cause and effect. Transitional cause and effect are words that are employed as indicator of a cause or effect of something.

So, according to their writing in did the test, the researcher not found some mistake or useless the words about transitional signal example/illustrasion. So, they didn't have dominant error in transitional signal comparison and contrast.

From the explanation above, the researcher concluded that the most dominant type of students' error in using transitional signals process in writing short story were error in transitional signal time sequence or addition with 88 cases. Why it is dominant of error?. Based on their test, the researcher got the data that they were not understand about transitional signal time sequence or addition, less understanding about signal time sequence or addition. The last, they didn't know to continue or to express from one idea to another

3. The Students' Difficulties in Analyzing Transitional Signals Process

As state in previous chapter that the instrument of this research are test and interview, to know the students difficulties, the researcher used interview. Based on the result of interview with the students, there are the reasons of some students' why they difficult in analyze transitional signals process.

First, Ahmad Mursalin said, that he less understanding about writing, especially in transitional signals process. Because there are many kinds of transition must be mastering. He also lack in vocabulary.¹

Second, Fitri Khairani Daulay Said, she didn't understand well about transitional signal. Beside that, he still lack in vocabulary she also confuse in identifying transition signal well.²

¹Ahmad Mursalin Students of TBI-4 IAIN Padangsidempuan at seventh semester, *Private Interviews*, at October 18th 2017.

Third, Fitri Mahrani Daulay said that she confused that there are some words changing transitional process. Because she didn't know about pattern and kinds of transition signals. It would make she difficult and done error in analyzing the transitional signal process.³

Then, Seri Devi said that she still lack in vocabulary especially to understanding sentence. Beside that she also less understanding about writing, especially about transitional signal process.⁴

Next, Sri Ase also said, that she still lack in vocabulary. She also said she didn't understand well to continue one idea to another, because in transitional signal many pattern and kinds. He also still low in grammar.⁵

In addition Muhammad Yusuf said, that he didn't understand how the characteristic of transitional signal, so it made his confuse to determine right sentences. There are also many kinds in transitional signal. He also lazy to study it.⁶

²Fitri Khairani Daulay, Students of TBI-4 IAIN Padangsidempuan at seventh semester, *Private Interviews*, at October 18th 2017.

³Fitri Maharani Daulay, Students of TBI-4 IAIN Padangsidempuan at seventh semester, *Private Interviews*, at October 18th 2017.

⁴Seri Devi, Students of TBI-4 IAIN Padangsidempuan at seventh semester, *Private Interviews*, at October 18th 2017.

⁵Sri Ase, Students of TBI-4 IAIN Padangsidempuan at seventh semester, *Private Interviews*, at October 18th 2017.

⁶Muhammad Yusuf, Students of TBI-4 IAIN Padangsidempuan at seventh semester, *Private Interviews*, at October 18th 2017.

The last Muhammad Daud same with Muhammad Yusuf didn't understand transitional signal well, because there are many pattern. He also still lack in vocabulary and lazy to study it.⁷

According to writing lecturer Mrs. Rayendriani Fahmei Lubis M.Ag stated that the reasons why the students done an error in analyze transitional signals process is lack of vocabulary, they do not know how to use good sentences when they are writing about text. Then, the students are expected to be able to write paragraph coherently, especially in using transitional signals in text, and students lazy to study it, it would be make the students error on do the test.⁸ Below is the table of students' difficulties.

Table III
Students' Difficulties in Analyzing Transitional Signals

No	Initial Name	Still lack of vocabulary	Less understanding of transitional signal process well	Less understanding about kinds and pattern of transitional signals well
1	AM	✓	✓	✓
2	FKD	✓	✓	-
3	FMD	-	✓	✓
4	SD	✓	✓	-
5	SA	✓	-	✓
6	MY	-	✓	✓
7	MD	✓	✓	✓

⁷ Muhammad Daud, Students of TBI-4 IAIN Padangsidempuan at seventh semester, *Private Interviews*, at October 18th 2017.

⁸Rayendriani Fahmei Lubis M.Ag, Writing Lecturer TBI-4 IAIN Padangsidempuan, *Private Interviews*, at June 22nd2017.

Notes:

✓ = students' difficulties - = not students difficulties

Based on the problem above the researcher conclude that the students problem why are they difficult in analyze transitional signals process are still lack of vocabulary that understanding sentences, less understanding about transitional signals well and also less understanding the kinds and pattern of transitional signals.

B. The Discussion

The result of this research with title “ Students’ Error Analysis in transitional signals at seventh Semester TBI-4 IAIN Padangsidimpuan” After the researcher collected and analyzed the data. Researcher got score calculation of the students that, the students omission error was 42 cases (47.72%), students addition error was 46 cases (52.28%), the students dominant error was 88 cases. This category same with researcher before that had been research by Ardi Oktavian had done research about “Transitional Words in Essays Written by the Students’ 4th Semester of English Education Department at IAIN Padangsidimpuan”. Based on the research, he found using transitional words in essay written as follow: for transitional words of chronological order they used 41 words. For transitional words of order of importance they used 1 word. For transitional words of addition they used 30 words. For transitional words of cause and effect they used 40 words. For transitional words of comparison and

contrast they used 11 words. For transitional words of giving example they used 7 words.⁹

Then, Mimi Rahmanita in her script: *The effect of Using Transition Action Details (TAD) Strategy toward Students' Skill in Writing Narrative Text of the Second Year of SMAN 1 Kampar Timur Kampar Regency*. She found that the significant effect of *Transition–Action–Details (TAD) Strategy* to improve the skill of writing narrative paragraph of the second year students SMAN 1 Kampar Timur, where was T obtained 14.409. Because of t obtained (14.409) < t table at significant level 5% (2.00) and 1 % (2.65) it means that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.¹⁰

Third, Deni Iskandar in his script: *Correlation Between Students' Transitional Word Mastery and Their Reading Comprehension on Narrative Text of The Eleventh Grade at Islamic Boarding Senior High School Bahrul 'Ulum*. He stated after analysis with the Pearson Product-Moment Correlation formula, the results obtained in the test was $r = 0.374 < 0.710 > 0.478$. It can be concluded that H0 was rejected and Ha was accepted.¹¹

⁹Ardi Oktavian. "*Transitional Words in Essays Written by the Students' 4th Semester of English Education Department at IAIN Padangsidimpuan*" (Unpublished Script: IAIN Padangsidimpuan, 2014), p. 60

¹⁰Mimi Rahmanita. "*The effect of Using Transition Action Details (TAD) Strategy toward Students' Skill in Writing Narrativ Text of the Second Year of SMAN 1 Kampar Timur Kampar Regency*" (Unpublished Script: UIN SUSKA RIAU 2013), p. 63

¹¹Deni Iskandar. "*Correlation Between Students' Transitional Word Mastery and Their Reading Comprehension on Narrativ Text of The Eleventh Grade at Islamic Boarding Senior High School Bahrul 'Ulum*" (Unpublished Script: UIN SUSKA RIAU 2016), p. 59.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of test and interview which are done by the research about students error analysis in transitional signals process at seventh semester TBI-4 IAIN Padangsidempuan, the conclusions are:

1. Types of error
 - a. The students' omission errors which consist of 42 cases (47.72%).
 - b. The students' addition errors which consist of 46 cases (52.28%).
 - c. The students' misformation error, based on the result of test, there was no error in misformation.
 - d. The students' misordering error, based on the result of test, there was no error in misordering. So, the total of students' error in transitional signals processs in writing short story was 88 cases.
2. The students' dominant error analysis in transitional signals process is in signal time sequence or addition which consist 88 cases.
3. The students' difficulties in learning error analysis in transitional signals process were:
 - a. Lack of vocabulary that understanding the sentences.
 - b. Less understanding about transitional signals process well.
 - c. Less understanding about kinds and pattern of transitional signals well.

B. The Suggestions

Based on the conclusions above, the researcher gave some suggestions as follow:

1. The reasearcher on this occasion hopes that other researcher will conduct a research related to the topic study, especially to find out other students' error analysis in transitional signals process.
2. The students of TBI IAIN Padangsidimpuan, especially to TBI-4, need to be more attractive in English, in order to alleviate their error transitional signals process and students should to practice in writing text especially transitional signals process.
3. The writing lecturer, motivate the students to improve/develop their ability in writing especially in transitional signals.

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CURRICULUM VITAE

A. Identity

Name : Abdullah Moga Jati Nogu Harahap
NIM : 12 340 0084
Place and Birthday : Kayujati Panyabungan, January 28th 1990
Sex : Male
Religion : Moslem
Address : Kayujati Panyabungan, MADINA

B. Parent

1. Father's name : Burhanuddin Harahap
2. Mother's name : Almh. Karlina Hasibuan/Elvina Sari Hasibuan

C. Educational Background

1. Elementary School : SDN 2 Panyabungan (1997-2002)
2. Junior High School : Islamic Boarding
School Baharuddin (2002-2005)
3. Senior High School : Islamic Boarding
School Syekh Ahmad Daud (2005-2008)
4. Institute : IAIN Padangsidempuan (2017)

APPENDIX I

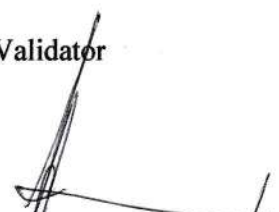
TEST

NAMA :	_____
NIM :	_____

Instruction :

1. Your time 60 minutes
2. If you get confuse to do the test ask the teacher directly
3. Write down five paragraphs about your holiday and use transitional signals (signal time and example/illustrasion, signal cause and effect, signal comparison and contrast, signal sequence or addition) to make your story more interesting

Validator


Zainuddin, S.S. M.Hum

NIP.19760610 200801 1 016

APPENDIX II

INTERVIEWS

A. Interview to the lecturer

1. How is students' ability in study writing especially in using transitional signals at 7th semester TBI-4 IAIN Padangsidimpuan?
2. How are students' difficulties in writing, especially identifying about transitional signals process at 7th semester TBI-4 IAIN Padangsidimpuan?
3. What is type of students' mistake in identifying transitional signals process at 7th semester TBI-4 IAIN Padangsidimpuan?
4. What are the lecturer effortsto improving this mistake to the future time in writing, especially in identifying transitional signals process at by the students'all 7th semester of TBI IAIN Padangsidimpuan?

B. Interview to the students

1. What do you think about learning writing, could you explain it?
2. What do you think about transitional signals process, could you explain it?
3. How is your ability in identifying transitional signals process?
4. What are your difficulties in identifying transitional signals process?
5. What type of mistake you do in identifying transitional signals process?
6. What are you efforts to improving this mistake to the future time in writing, especially in identifying transitional signals process?

APPENDIX III

Description of the students error in using transitional signals process in writing short story

No	Initial Name	Title short story	students error in using transitional signals process in writing short story				Error
			omission	addition	misformation	misordering	
1	AM	Holiday With Friends	2	2	-	-	4
2	AW	Holiday to Sipirok	-	3	-	-	3
3	AD	Holiday in Poncan	1	-	-	-	1
4	DG	My Holiday	1	2	-	-	3
5	DW	Holiday in Sibolga	-	1	-	-	1
6	FKD	Holiday in Sijornih	-	1	-	-	1
7	FMD	Holiday in Sijornih	3	-	-	-	3
8	HM	A Trip to The Zoo	2	-	-	-	2
9	HLBS	Holiday With Family	-	3	-	-	3
10	LA	Holiday With Friends	2	2	-	-	4
11	ISS	A Trip to Sibolga	1	-	-	-	1
12	LD	Holiday in Sibolga	-	2	-	-	2
13	MRA	My Holiday	2	1	-	-	3
14	MSW	My Holiday	1	1	-	-	2
15	MD	Holiday With Friends	2	2	-	-	4
16	MKS	Holiday With Friends	3	-	-	-	3
17	MY	My Trip to The River	1	2	-	-	3
18	NS	AekSijornih	3	1	-	-	4
19	NH	Holiday in Sibolga	3	1	-	-	4
20	ND	A Trip in Setia Beach	-	2	-	-	2
21	NLT	Holiday in Sibolga	-	3	-	-	3
22	NMS	Fishing at The River	1	1	-	-	2
23	NS	Holiday Next Year	-	2	-	-	2
24	NLK	Lake Toba	-	3	-	-	3
25	RA	Holiday	2	2	-	-	4

26	RH	Holiday With Friends	1	2	-	-	3
27	RA	Holiday With Family	2	1	-	-	3
28	RSL	My Story	3	-	-	-	3
29	SD	Holiday in Sibolga	1	2	-	-	3
30	SA	Holiday With Family	1	1	-	-	2
31	WHD	Holiday in Sijornih	2	-	-	-	2
32	YPP	Holiday	1	2	-	-	3
33	YH	Fishing at The River	1	1	-	-	2
Total			42	46	-	-	88

APPENDIX I

TEST

NAMA : Atika Wulandari
NIM : 14 203 00 018 / VII TB14

Instruction :

- Do the test by your self.
- Doesn't effect to your value.
- If you get confuse to do the test ask the teacher directly
- Make five paragraphs about your holiday and use transitional signals (signal time and example/illustration, signal cause and effect, signal comparison and contrast, signal sequence or addition) to make your story more interesting

Last Sunday, ~~me~~ and my friend went to sipirok by sibuak-bual bus. We started our trip at 10.00 am and arrived there at 11.00 am. We have to pay Rp. 10.000,- for the cost.

The first, ^{addition} place that we visited was torsibohi hotel. There, we stayed for several hours. But, before we entered the torsibohi hotel, we have to pay the ticket with price Rp. 5.000,-. By paying the ticket we got a bottle of soft drink as a bonus.

In torsibohi, we took some photos and ride horse. Then we went to the left side of the hotel area that has a field for playing ~~game~~ football.

The second, ^{addition} place that we visited was warm water bathing place. There, we have a lunch together and we bought some food. Then, we submerged together and took a bath too.

At last, ^{addition} we went home at 05.00 pm. Before we went home, we bought some crispy chips of sipirok.

It was a fun trip that I passed with my friends. We promised that we will go there again.

APPENDIX I

TEST

NAMA : DEWI WAHYUNI

NIM : 14203 000 28

Instruction :

- Do the test by your self.
- Doesn't effect to your value.
- If you get confuse to do the test ask the teacher directly
- Make five paragraphs about your holiday and use transitional signals (signal time and example/illustration, signal cause and effect, signal comparison and contrast, signal sequence or addition) to make your story more interesting

Last month, I and my classmate go to Sibolga. ~~There, we~~ Before we go there we make a plan about where we should meet. First thing that we do before we go is packing. One day before we go we put our bag in our friend's house. Second thing is we collect the fee. ^{addition} And finally the next day we go to Sibolga.

In Sibolga we go to Panjan beach. After we arrive there we go to play banana boat together. Next we have lunch together. After lunch we go to buy some souvenir. Finally we went home in the afternoon.

It's all of my ~~story~~ last holiday story last month. It was a wonderful holiday for me. I hope we can go there again ~~one~~ day.

APPENDIX I

TEST

NAMA : HABIBATUL MARDIAH
NIM : 14.203.001144

Instruction :

- Do the test by your self.
- ~~Doesn't effect to your value.~~
- ~~If you get confuse to do the test ask the teacher directly~~
- Make five paragraphs about your holiday and use transitional signals (signal time and example/illustration, signal cause and effect, signal comparison and contrast, signal sequence or addition) to make your story more interesting

A Trip to The Zoo

Yesterday my family went to the zoo to see the elephant and other animal. ^{omission (before)} When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. ^{omission (meanwhile)}

During lunch we fed some birds in the park. In the afternoon, we ~~we~~ saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

APPENDIX I

TEST

NAMA : Letmaida dongoran

NIM : 14.203.00061

Instruction :

- Do the test by your self.
- ~~Doesn't effect to your value.~~
- ~~If you get confuse to do the test ask the teacher directly-~~
- Make five paragraphs about your holiday and use transitional signals (signal time and example/illustration, signal cause and effect, signal comparison and contrast, signal sequence or ~~addition~~) to make your story more interesting

Holiday

Last holiday, I went to Sibolga city with my mother, my brother and my sister. Sibolga city for my family is favorite place for holiday. My family holiday in Sibolga city for three day. During our holiday in Sibolga city, we stay with my cousin at the Ciumbulevit Street in Sibolga city. They were very nice to my family.

On the ^{addition} first day I and my family went to Culinary tour at clago street. There were a lot of culinary. ~~four~~ ^{addition} Rangin from sunda culinary up to Europa culinary. and then I and my family went for shopping. so I and my family very happy.

APPENDIX I

TEST

NAMA :	<u>NOVIYANA SIREGAR</u>
NIM :	<u>14.703.00091</u>

Instruction :

- Do the test by your self.
- Doesn't effect to your value.
- If you get confuse to do the test ask the teacher directly
- Make five paragraphs about your holiday and use transitional signals (signal time and example/illustration, signal cause and effect, signal comparison and contrast, signal sequence or addition) to make your story more interesting

Aek Sijornih

Saturday, I and my boarding house went to Aek Sijornih. We went from boarding at 10.00 and arrived at 10.30 there. ^{First (omission) 1} I and my friends have a short break, ^{addition} and then we change our clothes and swimming together.

^{next} After long bath we felt hungry, ^{omission 2} we ordered food and eat together at the edge of the water and there also a meal in the lodge cottage.

After eating we started to bath and went to the water park and played there. After that we rushed to change our clothes and back to our boarding house.

Aek Sijornih was a nice place to visited nice, the water was so clean and has a beautiful view. ^{finally (omission) 3}



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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JURUSAN TADRIS BAHASA INGGRIS
Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733
Telepon 0634-22080 Faximile 0634-24022

Nomor : 06 /In.19/E.6a/PP.00.9/10/2015 Padangsidimpuan, 2/ Oktober 2016
Sifat : Biasa
Lampiran : -
Hal : Pengesahan Judul dan Pembimbing skripsi

Kepada Yth Bapak/Ibu

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Zainuddin, S.S., M.Hum (Pembimbing II)

Di -

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Abdullah Moga Jati Nogu Harahap / NIM. 12 340 0084

Jurusan : Tadris Bahasa Inggris

Judul Skripsi : **Students' Error Analysis in Transitional Signals at 7th Semester TBI-4 IAIN Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

Sekretaris Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Pernyataan Kesiediaan Sebagai Pembimbing

~~BERSEDIA/TIDAK BERSEDIA~~

Pembimbing I

RayFubis

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

~~BERSEDIA/TIDAK BERSEDIA~~

Pembimbing II

Zainuddin, S.S., M.Hum

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NIP. 19760610 200801 1 016



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B - 1702 /In.14/E.4c/TL.00/10/2017
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

09 Oktober 2017

Yth. Ketua Jurusan TBI IAIN Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Abdullah Moga Jati Nogu Harahap
NIM : 12 340 0084
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**Students' Error Analysis In Transitional Signals At 7th Semester TBI-4 IAIN Padangsidempuan**". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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SURAT KETERANGAN PENELITIAN

Nomor : 190 /In.14/E.6a/PP.00.9/12/2017

Ketua Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : ABDULLAH MOGA JATI NOGU HARAHAP

NIM : 12 340 0084

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3

Alamat : Kayu Jati, Panyabungan

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan mulai tanggal 11 Oktober 2017 sampai dengan 10 November 2017 dengan judul:

“STUDENTS’ ERROR ANALYSIS IN TRANSITIONAL SIGNALS AT 7TH SEMESTER TBI- 4 IAIN PADANGSIDIMPUAN”.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidempuan, 29 Desember 2017
Ketua Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001