



**TRANSITIONAL WORDS IN ESSAYS WRITTEN
BY THE STUDENTS' 4th SEMESTER OF ENGLISH EDUCATION
DEPARTMENT AT IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Education Department of Tarbiyah and Paedagogy Faculty
The State Institute for Islamic Studies Padangsidempuan in Partial
Fulfillment of the Requirement for the Degree of Islamic Educational
Scholar (S.Pd.I) in English*

Written by:

**ARDI OKTAPIAN
Reg. No. 09 340 0002**

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH AND PAEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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BY:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

LETTER OF AGREEMENT

Padangsidempuan, May 26th 2014

Term : A Thesis
a.n. Ardi Oktapian
I Term : 7 (seven) Exemplar

To:
Dean of Tarbiyah and Pedagogy Faculty
IAIN Padangsidempuan
di-
Padangsidempuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Ardi Oktapian**, entitle "**Transitional Words in Essays Written by the Students' 4th Semester of English Education Department at IAIN Padangsidempuan**". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Education Departmen on Tarbiyah and Padagogy Faculty in IAIN Padangsidempuan.

Therefore, we hoped that he could be to defend his thesis in Munaqosyah.

That's all and thanks you for your attention.

Wssalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisor team and without doing plagiarism along with the students' ethnic code in article 14 subsections 2.

I made this declaration truthfully, if there is a derivation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student's ethic code in article 19 subsections 4 that is about dispossession of degree disrespectfully and other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, May 26th 2014

Declaration Maker,



ARDI OKTAPIAN

Reg. No.09 340 0002

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

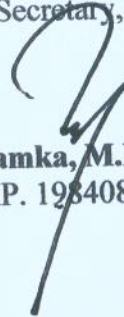
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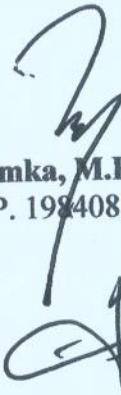


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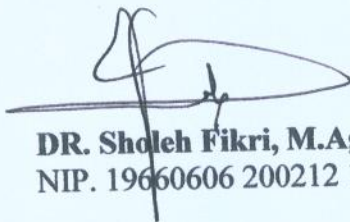
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Place : Padangsidempuan
Date : June, 9th 2014
Mark : 83,12 (A)
IPK : 3,47
Predicate : Very Good



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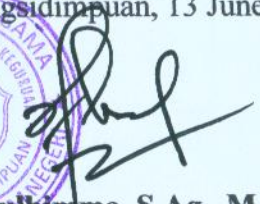
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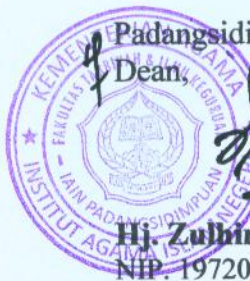
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BY THE STUDENTS' 4th SEMESTER OF
ENGLISH EDUCATION DEPARTMENT AT IAIN
PADANGSIDIMPUAN

Written by : Ardi Oktapian

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Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational Scholar (S.Pd.I)

Padangsidimpuan, 13 June 2014
Dean,

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey his grateful to Allah SWT, the Most Creator and Merciful the one gives the health, time and chance for finishing this thesis: **“Transitional Words in Essays Written by the Students’ 4th Semester of English Education Department at IAIN Padangsidempuan ”.**

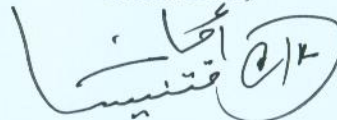
In writing this thesis, I am assisted by some people. Therefore, in this opportunity I would like to express gratitude to the following people:

1. Special thanks are due to Eka Sustri Harida, M. Pd., and to Hamka, M.Hum as the advisor I (one), and the advisor II (two)who has helped me to complete this research.
2. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Department IAIN Padangsidempuan.
3. Thanks are due to Hj. Zulhimma, S.Ag., M.Pd., as the Dean of Tarbiyah and Pedagogy Faculty, and her staff.
4. Thanks are due to DR. H. Ibrahim Siregar, MCL., as the Rector of Institut^t for Islamic Studies (IAIN) Padangsidempuan.
5. Thanks are due to the Vice Rector of Institute for Islamic S^t Padangsidempuan.
6. All my lecturers who have taught, guided and als^t academic years, especially Rayendriani Fahm^t Harida, M.Pd.

7. My beloved Parent (Arman Syah fi'i and Zairah Agustina), my beloved brother (Arzai Rahzaen), and my beloved sister (Arsela Prahana) who always give their materials, prays, motivation, and moral encouragement to finish my study.
8. My beloved friends Hamiko Febria S.Pd.I, Pausiah S.Pd.I, Nur Olpaini, Ummi Saleha, and especially Khusnil Khotimah Harahap thanks for your help, patience and care to support to finish my thesis
9. Finally thanks for all my friends in IAIN Padangsidimpuan, good luck for you.

This thesis is still so far from being perfect based on the weakness of the reseacher. Therefore, I am expects the constructive criticism and suggestions from the readers to improve this thesis

Padangsidimpuan, May 26th 2014
Reseacher,



Ardi Oktapian
Reg. No. 09 340 0002

Name : ARDI OKTAPIAN
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ABSTRACT

Writing is one way of communication that enables people to communicate with others through a written text. As a way of communication, writing must be effective; and one requirement of an effective writing is coherence. One way that can make a writing being coherent is by using transitional words that has a function to tie the ideas together. Dealing with the use of transitional words; this research tries analyzing the use of transitional words in essay written by the students' fourth semester academic years 2012/2013 English Education Department of Tarbiyah dan Pedagogy Faculty at IAIN Padangsidempuan, and their difficulties in using transitional words in essay written.

This research used descriptive qualitative research because the researcher discussed, analyzed and found the phenomena which occur naturally. In this research, the researcher analyzes used essays and then classified them based on their types. After finding the transitional words used, the researcher finding their difficulties in transitional words at their essays written. Then the researcher describes the way the students' difficulty in using transitional words in those essay. The finding of the analysis is then discussed and presented in the form of table and words.

After analyzing the data, the researcher 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 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. Than, 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, transtional 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.

ACKNOWLEDGEMENT

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Padangsidimpuan, May 26th 2014
Reseacher,

Ardi Oktapian
Reg. No. 09 340 0002

APPENDIX 1

The Instrument Of Essay Written By Using Transitional Words

ESSAY WRITTEN

Write down an essay written by using transitional words. Choose one of these title below.

1. Rules of students in IAIN Padangsidimpuan.
2. The quality of library in supporting for students' experience in IAIN Padangsidimpuan.
3. The change of STAIN to IAIN Padangsidimpuan.

APPENDIX 2

The Result of Students' Essay Written in using Transitional Words
(next paper)

APPENDIX 3

INTERVIEW GUIDE

A. Interview for the students fourth semester of English section on Tarbiyah Department STAIN Padangsidempuan.

1. When you get the scientific/ academic writing, have your teacher ever told you about essay?
2. Do you know about Transitional words? If you know, mention the transitional words which you know?
3. What is the function transitional words in essay written?
4. Do you find difficulties in using transitional words in essay written?
5. What is your difficulties in using transitional words in essay written?
6. In your opinion, what are your suggestions to solve your problems in using transitional words in essay written.

B. Interview to the lecturer of writing- II in English section on Tarbiyah Department.

1. Have you ever teach about transitional words and Essay written in writing-II?
2. How do you think about students' ability of English section fourth semester according to writing-II.?
3. What is the difficulties of students' fourth semester in essay written by using transitional words.?

CHAPTER I

INTRODUCTION

A. The Background of Problem

Writing is one of basic language skills beside listening, speaking and reading. Writing is expanding the idea that would be filled into the written form. Writing also is an activity to express something in written form; it is studied by many students from kindergarten, Elementary School, Junior High School, Senior High School and up to university. That basic communication skill must be mastered to improve the communication skill.

Writing is one way of communication; it can help people to explore their ideas or arguments although it is not as effective as speaking. In this era, many people use this way to communicate with others. As one way of communication, writing must be effective; therefore, to make an effective writing, a researcher must be able to manage his or her writing to be a good writing. A good writing requires the use of good and appropriate sentences and the logical organization of those sentences. 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.

As have been discussed above that a good writing is one that fulfills the requirement of unity and coherence. It means that unity and coherence are two major elements of a good essay. Unity means that every sentence in a paragraph contributes to develop one idea. So, the writing that fulfills the requirement of unity only discuss one main idea that is developed in each of the supporting sentence.

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 words 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 words. Transitional words 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 words are words that connect one idea to others so there are no abrupt jumps or breaks between ideas. Since transitional words connect one idea to other ideas on a paragraph or an essay, they have function as glue that can fit the ideas together. In addition, transitional words help the writer to make the paragraph or essay being effective and make the reader understand the information that is stated.

The use of appropriate transitional words can make the paragraph or essay flow smoothly and can give clear information to the readers.

There are some kinds of transitional words; it can be transitional words between paragraphs or within paragraph. The transitional words divided into three groups based on grammatical function. The three groups are sentence connectors, clause connectors and mixed group called others. Those transitional words can be put in the beginning of sentences, in the middle of sentences and it can also appear in the end of sentence. Some types of transitional words that add coherence to the writing such as transitional words to show time sequence, to give an example, to enumeration, to show continuation, to show a contrast, to compare or show similarity, and to show cause and effect.

Transitional words 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 word 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) third semester have studied about Writing-I. In this subject they have studied about sentence pattern, expanding noun, phrase and the verb phrase, paragraph and transitional words. According their writing mark, they have variation mark. For TBI-1 most of them got good mark, just

two students got-C. Marks for students of TBI-2 have 15 students got C and B, just 11 students got-A, and for TBI-3 most of them got B, 13 students got-C, just 9 students got-A.¹

Based on documents study above, the researcher interview some students of English Education Department fourth semester, what are the problems from their writing-I? They said that they can not connect first paragraph to the next paragraph for cohesion and cohesive, especially for transitional words. Actually they understand the transitional words theoretically but they can not apply it for writing, they just understand in reading text. The others said that they feel difficult for determining idea when they start to write a text, then they also feel difficult for developing paragraph by using transitional words.² Another said that sometimes she/he forgot to use transitional words. So, all the problems in writing almost same the cases. The problem is they can not use transitional words for developing the text.

Based on the explanation above, some students fourth semester have problem in writing. So the researcher is interested in conducting the descriptive research entitled **TRANSITIONAL WORDS IN ESSAYS WRITTEN BY THE STUDENTS' 4th SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN PADANGSIDIMPUAN.**

¹ *Daftar Nilai Ujian Writing –I Lokal TBI I, II, & III Tahun Akademik 2012-2013,*

² *Interview with the students' fourth semester on English Education Department at IAIN Padangsidimpuan, March 2013*

B. The Focus of Problem

Based on the background above, researcher find some problems in writing, but in this research, the researcher only focused on using transitional words in essay written by students 4th semester of English Education Department at IAIN Padangsidempuan and the researcher limited at the subject for TBI 2 and 3 fourth semester of English Education Department.

C. The Formulation of Problem

By attend the problem above, so the researcher takes the formulation of the problems as below:

1. How is transitional words used by students of English education department in their essays written?
2. What transitional words are dominantly difficult used by students of English department in their essays written?
3. What the factors make the students get difficulties dominant transitional words.?

D. The Objectives of Research

Based on the problems stated above, the objectives of this serearch are:

1. To identify the transitional words used by students of English education department in their essays written.
2. To find the difficult transitional words used by students of English education department in their essays written.
3. To explain what the factors make the students get difficult dominant..

E. The Significances of the Research

The significances of this research as follows:

1. As an input for Institution of IAIN Padangsidempuan, to give advanced information about the student in writing skill, it will be useful for the progress of the institution in education program.
2. As an input for the Dean of Tarbiyah and Pedagogy Faculty, and to the leader of English Education Department in guiding English lecturer.
3. As an input for the writing teacher in teaching learning process especially in learning about writing.
4. As an input for the reader especially the next reseacher that this research is expected to be done in a further researchers or department study.

F. The Definition of Key Terms

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follows:

1. An Analysis

According to Homby, “the analysis is the study of something by examining its parts and their relationship.”³ While in Indonesian dictionary state that Analysis is the investigate of an event to find out the real

³ AS.Homby, *Oxford Advenced Learner's Dictionary*, (New York: Oxpord University Press,1995), p38

situation.⁴ Based on two definition above, it can be concluded that analysis is the study about something to find out the real situation.

2. Transitional words

Transitional are linking words or phrases that a researcher uses to lead the reader from one idea to another.⁵ Transition are words that connect the steps in a paragraph.⁶ So Transitional words are words that connect one idea to others, and there are no abrupt jumps or breaks between ideas.

3. Essay

An essay is a piece of writing several paragraphs long instead of just one or two paragraphs.⁷ In other definition stated an essay is a group of paragraphs written about a Single topic and a central main idea.⁸ In this research, essay is the test of essay writing by students' fourth semester of English Department on Tarbiyah and Education Faculty at IAIN Padangsidempuan.

4. Student

Hornby stated that “the student is a person who is studying at school or collage”.⁹

⁴ Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p 43

⁵ Zainil, *Reading Theories*, (Padang: Universitas Negeri Padang, 2003), p. 56

⁶ Dorothy E Zemach & Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, (Universidad DE Sevilla Spain: MACMILLAN, 2003), p. 30

⁷ Alice Oshima & Ann Hogue, *Writing Academic English Third Editon*,(New York: Longman 1998), p 100

⁸ Dorothy E Zemach & Lisa A Rumisek, *Op.Cit.*, p.56

⁹ AS.Hornby, *Op. Cit.*, 1187

Based on definition above, the student is a person who learn on the grade of junior high school on the formal education institution until university. For this research the students are of English Education Department at IAIN Padangsidempuan who joined on writing II class in 2012/2013 academic year.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, consists of background of the problem, focus of the research, formulation of the problem, purpose of research, significances of the research, and definition of operational variables.

Chapter two, consists of the theoretical description, review of related finding.

Chapter three consists of research methodology and in research methodology consists of approach and kind of research, location and time of research, source of data and analytical unit, technique of analysis data, and checking trustworthiness.

Chapter four consists of the research result which is talking about data analysis, description of data, discussion and the result of research.

Finally, chapter five consists of conclusion and suggestion.

CHAPTER II

THE THEORETICAL DESCRIPTION

A. Writing

In Oxford Dictionary by Hornby A.S writing [ˈrʌɪtɪŋ] means “activity of writing, books article, etc in general, written works of another, person hand wiring, or the activity or occupation of composing text for publication”.¹ Writing is personal act in which researcher take ideas or prompts and transforms them in to self initiated topic.² Writing is the ability of students to express their idea, opinion that would be filling into the written form.

Writing is the ability to write something which containing the main idea with two or three supports which reflects the structures of the composition. Writing is something that has been written and containing main idea also supporting idea.³

According to Oshima and Hogue, “the most important thing that must be remembered about writing, especially academic writing is that writing is a process, not a product”.⁴ It means that the most important thing in writing is the writing process, not the product of writing since the writing process is a

¹ AS.Hornby, *Oxford Advenced Learner's Dictionary*, (New York: Oxpord University Press,1995), p. 502.

² J. Michael O'Malley and Friends, *Authentic Assesment for English Language Learning*, (USA: Addison-Wisley Publishing Company, 1996), p. 136.

³ Julie Robitaille & Robert Connelly, *Writer's Resources From Paragraph to Essay 2nd Edition*, (USA:Thomson Wadsworth, 2007), p.33-35

⁴ Alice Oshima & Ann Hogue, *Writing Academic English Third Editon*, (New York: Longman 1998), p.3

reflection of our natural thinking process and through the process of writing we can explore our idea by using our own language.

There are some types of writing performance as stated below:

First, imitative writing; produce written language the learners must attain the skills in the fundamental, basic task of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly. In this stage form is primary, while context and meaning are secondary concern. *Second*, intensive (controlled) writing; beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idiom and correct grammatical features up to the length of a sentence. Meaning and context are some importance of determining correctness and appropriateness, but most assessment task are more concerned with a focus on form and rather strictly controlled by test design. *Third*, responsive writing; this stage refers to perform limited discourse level, connected sentences with logically concerned. *The last*, extensive writing; implies successful management of all the process. This stage focused on achieving the purposes logically.⁵

As have been discussed above that writing is a process. As a process, writing follows three major stages called prewriting, writing, and revising.⁶ As the first stage in writing process, prewriting is a process in which people try to choose one topic that will be discussed and then try to gather much information about that topic and make a note about everything related to that topic. Prewriting creates a foundation that becomes invisible once the written work is completed.⁷ Since prewriting creates foundation, the writing must stand on that

⁵ H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (San Fransisco: Longman, 2004), p. 220.

⁶ Dorothy E Zemach & Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, (Universidad DE Sevilla Spain: MACMILLAN, 2003), p.3

⁷ *Ibid*, p.4

foundation, and everything that will be discussed on a piece of writing must refer to that foundation.

The second stage of writing process is the writing activity. In this step, someone starts writing his or her first draft based on the outline that has been made in the first step. In this process, someone writes everything about the stated topic that s/he has in his or her mind. The main purpose of this step is to draw the researcher's imagination and transform it into written words.

After making the first draft, the last step, then, is revising. In this step, the researcher tries to change what she / he has written in order to improve it.⁸ The activity that may be done by the researcher in this step is checking the content and organization including the unity and coherence of the written text, which means also checking over the use of topic sentence and the sentences that develop the topic sentence and also the use of transitional words.⁹ Another aspect that must be checked in this step is the grammar of the written text. After revising or checking, the researcher, then, is allowed to rewrite his or her work and make the final copy of the work.

The complicated steps that must be done by the researcher when she/ he writes something is in order to make a good and successful writing since writing always has a purpose and an audience or a reader. Whenever the written text is made, it is consider that the researcher is trying to say something to someone.

⁸ Alice Oshima & Ann Hogue, *Op.Cit.*, p.11

⁹ *Ibid*,

So, to make the work readable; the researcher must know the audience or the reader so that the researcher can communicate the ideas clearly and effectively.

In conclusion, the writing are the activity of personal act in which writers take idea and transforms them in to self initiated topic. That writing is a process. As a process, writing follows three major stages called prewriting, writing, and revising, this is important to develop good writing skills.

B. Paragraph

A paragraph is the basic unit of organization in writing in which a group of related sentences develops one idea.¹⁰ A paragraph is a number of sentences grouped together and relating to one topic, or a group of related sentences that develop a single point.¹¹ A paragraph are a form of written communication which contains a minimum of five sentence. each sentence in a paragraph talks about or develops one single main idea.¹² From those three definitions about paragraph, it can be concluded that paragraph is a group of sentences that discusses one main idea. A paragraph usually consists of five sentences; the number of sentences on a paragraph is vary depends on the topic that is discussed.

¹⁰ *Ibid*, p. 16

¹¹ P.C.Wren and H Martin, *High School English Grammar and Composition Revised Edition*, (India: S. Chand Publisher, 2011), p 387

¹² Leslie Childs, *Academic Studies English Support Material and Exercises for Writing Paragraphs & the Writing Process*, (Canada: CSAP Winter, 1999), p.2

A paragraph, like an essay, also has three main parts. The first part is the topic sentence, the second part is the supporting sentence, and the last part is the concluding sentence.

The first part is topic sentence. It is the key of a paragraph since it states the main idea of a paragraph and point the direction for the other sentences to follow.¹³ A topic sentence contains the main idea of the paragraph and it tells the reader what the paragraph is going to be about. Like the thesis statement of the essay, the topic sentence also works as the main idea are developed in the whole part of a paragraph. Alice Oshima & Hogue stated “three important point about a topic sentence is a complete sentence that contains a subject, a verb, and (usually) a complement, a topic sentence contains both a topic and a controlling idea, and a topic sentence is the most general statement in the paragraph.”¹⁴

The second part of a paragraph is the supporting sentence or the supporting idea. It is the part of paragraph that works as the body of paragraph.¹⁵ Like the supporting paragraph of an essay, the supporting sentence also develops the main idea that is stated in the topic sentence.

The last part of a paragraph is the concluding sentence. According to Alice Oshima and Hogue,¹⁶ “a concluding sentence serves three purposes; the first is signals the end of the paragraph, the second summarizes the main point of the

¹³ Dorothy E Zemach & Lisa A Rumisek, *Op.Cit.*, p.33

¹⁴ Alice Oshima & Ann Hogue, *Op.Cit.*, p. 20

¹⁵ Leslie Childs, *Op.Cit.*, p. 4

¹⁶ Alice Oshima & Ann Hogue, *Op.Cit.*, p.26

paragraph, and the last gives a final comment on the topic and leaves the reader with the most important idea to think about". In conclusion, the concluding sentence of a paragraph, like the concluding paragraph of an essay, summarizes all discussions of the paragraph which includes the main idea and the supporting idea that develop the main idea or the topic sentence.

C. Essay

1. Defenition of Essay

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraph. But a five paragraph essay is a common length for academic writing.¹⁷ An essay is a piece of writing several paragraphs long instead of just one or two paragraphs.¹⁸ From two definitions of essay that offered by the two scholars, it can be concluded that essay is a piece of writing that consist of more than three paragraphs that discuss a single idea.

2. The Structure of an Essay

All essay share the same basic structure, although they may differ in content and style.¹⁹ The essence of an essay is an opinion, expressed as a thesis statement or proposition, and a logical sequence of arguments and

¹⁷ Dorothy E Zemach & Lisa A Rumisek, *Op.Cit.*, p.56

¹⁸ Alice Oshima & Ann Hogue, *Op.Cit.*, p.100

¹⁹ Dr Natilene Bowker, *Academic Writing: A Guide to Tertiary Level Writing*, (Palmerston North: Massey University Press, 2007), p.36

information organised in support of the proposition. The three main parts of an essay:²⁰

a. The introduction

This is the first paragraph of an essay. It explains the topic with general ideas. It also has a thesis statement. This is a sentence that gives the main idea. It usually comes at or near the end.

The introductory paragraph of an essay consists of two parts; the first part is the general statement and the second part is the thesis statement.²¹

The general statement of an introductory paragraph discusses the general argumentation of the topic that will be discussed on the whole part of an essay. The general statement usually consists of some sentences that are arranged to attract the interest of the reader. While the general statement gives general argumentation about the topic that will be discussed, the thesis statement, in the other hand, specifies the discussion of the essay by stating the topic that will be discussed. In conclusion, the thesis statement is the central idea that will be developed in the whole part of an essay.

b. The Main Body

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

²⁰ Dorothy E Zemach & Lisa A Rumisek, *Op.Cit.*, p.56

²¹ Alice Oshima & Ann Hogue, *Op.Cit.*, p.101

The body of an essay usually consists of at least three paragraphs, and it can be more than three. The number of supporting paragraphs may vary among essays; it depends on the topic that will be discussed and the number of supporting ideas that develop the topic of the essay. As the body of an essay, the supporting paragraphs work as development paragraphs. They discuss and explain more about the topic by giving additional information that related to the topic or the main idea. Every idea that develops the main idea is clearly explained in the supporting paragraphs. Although the supporting paragraphs discuss and develop the main idea clearly, they must be really related to the main idea and they must avoid discussing everything that not related to the main idea.

c. The Conclusion

This is the last paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay. The concluding paragraph is the last part of an essay. This paragraph works as the summary of the whole discussion of an essay. On the concluding paragraph, the most important point of the essay is stated; it is to make the reader easy to point out and to remember the important information.

D. Transitional Words

1. Defenition of Transitional Words

As has been discussed above that one way to create coherence in a paragraph or an essay is by using transitional words. Willis clearly states

that the simplest and most easily recognizable method of achieving coherence among sentences is the use of transitional words.²² Transitional word that connect the steps in a paragraph.²³ Transitional words and phrases show the relationships between the ideas in a paragraph. They are not used between every sentence, but are used often enough to make the order clear.

2. Type of Transitional Words

From the previous discussions, we have been discussed some kinds of transitional words. To make more understanding, there will be discussed some kinds of transitional words that are commonly offered by the scholars.

a. Transitional Words for Chronological Order

Chronological order is one way that can be used in organizing a paragraph or an essay. The word chronology is derived from Greek word *chronos* which means time. Therefore, chronological order means a way of organizing the ideas in a paragraph or in an essay in the order of their occurrence in time.²⁴ Chronological order is commonly used to organize a narrative or to relate an even.²⁵

To achieve coherence in writing chronological paragraph or essay, there are some transitional words that can be used. The words

²² Hulon Willis, *Structure, Style, Usage. A Guide to Expository Writing*, (New York: Holt, Rinehalt, and Winston Pblisher, 1964), p.100

²³ Dorothy E Zemach & Lisa A Rumisek, *Op.Cit.*, p.30

²⁴ Alice Oshima & Ann Hogue, *Op.Cit.*, p.57

²⁵ Dorothy E Zemach & Lisa A Rumisek, *Op.Cit.*, p.48

that can work as chronological order signal are “then, next, first, second, later, finally, previously, afterward, after, before as, and now”.²⁶

Additionally, Oshima and Hogue²⁷ also 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, as, as soon as, before, since, until, when, while, the first step, in the second step, on the third day, and during the time.” The example of the use of transitional words for chronological order is stated below:

The cloning of Dolly involved several steps. **First**, cells that had previously been taken from Dolly’s mother were starved for five days, which caused them to stop dividing. This interruption of cells’ division cycle made it easier for them to reprogram themselves to start growing a new organism. **After five days**, the nuclei of these cells were removed and transferred into unfertilized sheep egg, from which the natural nucleus had previously been removed. **In the next step**, the egg was grown in the laboratory for a period of time. **Then** the egg was implanted into a different sheep, where it grown normally. When the sheep finally gave birth, the lamb was the exact genetic copy, or clone, of the sheep that had provided the transferred nucleus, not of the sheep that had provided the egg.²⁸

In conclusion, chronological order is used to write a paragraph or an essay that show a process of something or a procedure in doing

²⁶ Wingersky, <http://www.crl.ucsd.edu/bates/papers/pdf/-wingersky> -Academic Writing. 1E.90.et%p.#al.%192009.pdf. Accessed on April 16th 2013. (03:00)pm

²⁷ Alice Oshima & Ann Hogue, *Op.Cit.*, p.59

²⁸ *Ibid.*, p.58

something. Chronological order is used for something as simple as a recipe and for something as complex as a history.

b. Transitional Words for Order of Importance

Sometimes, people are interested in arranging the ideas in a paragraph or an essay based on their order of importance. When someone decides to arrange the idea based on the order of importance, they needed the use of transitional words for order of importance. In the discussion about transitional words for order of importance, Oshima and Hogue²⁹ have introduced some words that can be used as transitional words 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.”

Based on the explanation above, we can conclude the transitional words for order of importance is the places more importance on the idea, and drawing the reader’s focus.

c. Transitional Words for Addition

Transitional words for addition are used to show simple addition for the thought in the preceding sentences. Adds information that agrees with, reinforces, or contributes to a previous idea.³⁰ In

²⁹ *Ibid.*, p.63

³⁰ Caselli, from: [http://www.crl.ucsd.edu/bates/papers/pdf/20-caselli-Academic Writing Help Centre, University of Ottawa 20et%20al.%201999.pdf](http://www.crl.ucsd.edu/bates/papers/pdf/20-caselli-Academic%20Writing%20Help%20et%20al.%201999.pdf). Accessed on Tuesday/ April 16th 2013 (11:00)am

addition, Oshima and Hogue³¹ clearly stated the transitional words for addition such as “in addition, furthermore, moreover, besides, also, too, and, another, and an additional (+*noun*)”. The example of the use of transitional words for addition is stated below:

- 1) This is a wine to enjoy with your dinner. You will *also* enjoy this delicious flavor with fruit, cheese and dessert after dinner is over.
- 2) Henny is clever, *moreover* she is intelligent

Based on explanation above, we can conclude the transitional words for addition is the words of add information that agrees with, reinforces, or contributes to a previous idea. Sometimes a writer needs to continue an idea or thought in the same direction, adding important points or details.

d. Transitional Word for Cause and Effect

Causal organization paragraph discusses the causes or the reasons for effect or consequences, while effect or result (paragraph) discusses the effect or consequences of an action, result, or occurrence.³² In other words, cause indicates something that produces an effect or something that make something happens or occurs, while effect indicates change or something that caused by something.

³¹ Alice Oshima & Ann Hogue, *Op.Cit.*, p.45

³² Caselli, *Loc.Cit.*,

The words that are used as transitional words for cause are as a result, because, consequently, for that reason, so, so that, then, and therefore.³³ In addition, Oshima and Hogue³⁴ also introduced words that work as transitional word 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”. Below is the example that shows the uses of transitional words for cause:

- 1) He jumps out of his seat and tells the pilot to drop below the cloud *because* he wants to look at a newly completed power plant”.

Moreover, Oshima and Hogue³⁵ also introduced some words that work as transitional word for effect, such as “the first effect, as a result, therefore, as a consequence, thus, consequently, hence, and so”. The examples of the use of transitional words for effect are stated below:

- 1) I eat too much, *so*, I got stomachache.
- 2) I forgot doing my assignment; *consequently*, I get punishment from my teacher.

³³ Dorothy E Zemach & Lisa A Rumisek, *Op.Cit.*, p. 47

³⁴ Alice Oshima & Ann Hogue, *Op.Cit.*, p. 136

³⁵ *Ibid.*, p.135-137

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

e. Transitional Words for Comparison and Contrast

Comparison and contrast involves analyzing similarities and differences between two or more items.³⁶ While comparison analyzes and discusses the similarities of two or more things, contrast, in other hand, analyzes and discusses the differences of two or more things. To make an organization of comparison and contrast, it is needed the use of transitional words for comparison and contrast to show the similarities and the differences of two or more things.

The words that employed as comparison transition words are “likewise, similarly, in like manner, in the same way, also, too, the same, and the same as.”³⁷ Furthermore, Oshima and Hogue³⁸ not only introduced the kinds of transitional words for comparison but also classified them based on the group of transitional words 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

³⁶ *Ibid.*, p. 65

³⁷ Caselli, *Loc.Cit.*,

³⁸ Alice Oshima & Ann Hogue, *Op.Cit.*, p.66

group called others”. Below are the examples of these transitional words for comparison:

- 1) Marijuana, *like* alcohol, exerts a continuous depression on the central nervous system.
- 2) The day began *as* most day here.

Besides transitional words or comparison, there are also words that employ as transitional words for contrast, “such as but, yet, however, in contrast, although, even though, on the other hand, nevertheless, unlike, and whereas”.³⁹ Moreover, Oshima and Hogue⁴⁰ also introduced words that work as transitional words for contrast; those transitional words are “however, on the other hand, on the contrary, in contrast, in (by) contrast, but, yet, although, though, even though, while, and whereas”. The example of the use of transitional words for contrast is stated below:

“It began to rain; *however*, we continue our hike”

From the explanation above, it can be concluded that transitional words for comparison and contrast are the words that an opposition between ideas, and often leads to a conclusion or decision between them, or to modify a statement.

³⁹ Caselli, *Loc.Cit.*,

⁴⁰ Alice Oshima & Ann Hogue, *Op.Cit.*, p.45

f. Transitional Words for Giving Example

In writing a paragraph or an essay, the researcher usually gives example to strengthen the idea or to give illustration about the topic that are discussed on the paragraph or essay. Giving example or exemplification is the easiest way to illustrate the arguments of the researcher and to make more understanding for the readers about the topic which is being discussed. Like other method of sentence organization, to make exemplification on a paragraph or an essay it is needed the use of transitional words to bring the reader into the illustration of the discussion.

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”.⁴¹ Oshima and Hogue⁴² also introduced some words that work as transitional words for giving example such as “for example, for instance, an example of, and such as”. To make clear understanding about the transitional words for giving example, below is the example:

- ✓ “There are many things that can be done to make our body health; *for example* eating health food, drinking water at least eight glasses a day, and doing enough exercises”

⁴¹ Caselli, *Loc.Cit.*,

⁴² Alice Oshima & Ann Hogue, *Op.Cit.*, p. 45

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

g. Transitional Words for Conclusion

As have been discussed on the previous discussion that both paragraph and essay have a part that has a function as the conclusion of the whole discussion which is called as the concluding sentence on a paragraph or the concluding paragraph on an essay. It means that every discussion must be completed by using the conclusion. The reader will not know when does the researcher ends the discussion on his or her writing and giving a conclusion about the discussion until there is a transitional word which shows that the discussion is being closed.

Transition words 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 are: “finally, in conclusion, in summary, thus, therefore, as a result, on the whole, and to conclude”.⁴³ in addition, Oshima and hogue⁴⁴ classified the words “in conclusion, in summary, in brief, in short, and indeed as sentence connector”. To

⁴³ Caselli, *Loc.Cit.*,

⁴⁴ Alice Oshima & Ann Hogue, *Op.Cit.*, p.45

make clear understanding about transitional words for conclusion, below is the example:

- “..... *In conclusion*, gold is treasured not only for its beauty but also for its utility”

From the explanation above, it can be concluded that transitional words 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.

E. Related Findings

This research is not the first work that has been done, there are several researchers that had done the same work, for example, Erni Wulandari⁴⁵ who has analyzed the Error Transition Signals in Narrative Paragraphs Made by Fourth Semester Students Of English Department Muhammadiyah University Of Malang and the that researcher took 48 students out of 245 students as the sample of this study. The result of the test shows that there are 107 errors. Based on the surface strategy taxonomy, the 107 errors found in narrative writing test comprise 72 (67.27 %) errors of omission, 19 (17.75 %) errors of addition, and 16 (14.94 %) errors of misformation. It reveals that the highest frequency of occurrence is reached by omission, followed by addition and misformation.

⁴⁵ Erni Wulaandari, *Error Analysis on Transition Signals in Narrative Paragraphs Made by Fourth Semester Students Of English Department Muhammadiyah University Of Malang*, (Malang: Universitas Muhammadiyah Malang, 2005)

Another research also had been done by Yenny Monica Hartanto⁴⁶ who has analyzed the transitional signals in the English department students writing-III at Petra Christian University. From the data analysis there are 10 types of transition signals were found by the writer which used in the essays of writing-III's students. There is 1 type of transition signals which is not used by the students. Furthermore, the most of the use of transition signals were found by the researcher in thec students' essay is correct. It was taken 93.19% is correct and 6.81% is not correct.

Based on both reseacher above, reseacher finds almost the same research analyzed by the reseacher in this thesis. Both of those reseacher related with the using transitional words in text. The different of those reseacher only on the subject have been analyzed, the subject of Erni Wulandari's analysis is the students fourth semester in University of Muhammadiyah Malang, while the subject of Yenni Monika Hartanto's analysis is the students who learn writing-III in University Petra Christian. From those reseaches can be reference for the reseacher to facilitate this thesis.

⁴⁶ Yenni Monica Hartanto, *The Analysis of Transition signals in the English Department Students Writing 3 at Petra Christian University*, (Surabaya: Petra Christian University, 2003),.

CHAPTER III

RESEARCH METHODOLOGY

A. The Approach and Kind of Research

Based on analysis of data, this research used qualitative approach. “Qualitative research is the research that’s 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 want to describe objects². Descriptive research purposes to describe the current situation about the object of research.³ Descriptive this method has been used to describe about the topic namely the identification of the type of the transitional words that are used in each essay and analyzes the aspect of coherence and unity of those essays by students’ English Department fourth semester academic year 2012/2013 at IAIN Padangsidempuan.

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

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

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

Based on the place, this research is field research.⁴ This research has been done for English Education Department in Institute for Islamic Studies (IAIN) Padangsidempuan.

B. The Location and time of Research

This research is located at IAIN Padangsidempuan, Jl. H. Tengku Rizal Nurdin Km.4,5 Sihitang, and this research has been done on February 2013 until May 2014 at IAIN Padangsidempuan.

C. The Source of Data and Analytical Unit

Sources of data are the subject who was given the data to researcher.⁵ The source data of this research consist of two sources, it is the source of primary data and the source of secondary data.

1. Primary source of data (principal data) is the basic of data. Primary data include test. Test means here the answer some questions about transitional words in essay written that is taken from students English Department of Tarbiyah Faculty 4th semester at IAIN Padangsidempuan. This Essay written test has been given to 15 students of English department at IAIN Padangsidempuan.
2. Secondary sources of data (supplementary data) is interview. Data interview means getting the data with some students and the teacher of writing II on English section fourth semester at IAIN Padangsidempuan.

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 8-9.

⁵ *Ibid*, p. 107.

This interview has been given to 10 students, and each classroom was taken 5 students from TBI I and TBI II as sample. Next, the participants were the lecturers of writing II subject, she is Mrs. Rayendriani Fahmei Lubis, M.Ag. All of the participants were involved to collect the data needed in conducting this research

D. The Instrument of Collecting Data

The instruments of collecting has been used in this research are:

1. Test

Essay written test is giving to students English Section fourth semester on Tarbiyah Department at STAIN Padangsidempuan as informant of this research. The test is consisting 3 question to write essay written by using transitional words. The test given to students fourth semester of English section on Tarbiyah Department at STAIN Padangsidempuan to write down an Essay test by using transitional words. Then, this essay written has been seen in transitional words about:

- a. Transitional Words for Chronological Order
- b. Transitional Words for Order of Importance
- c. Transitional Words for Addition
- d. Transitional Word for Cause and Effect
- e. Transitional Words for Comparison and Contrast
- f. Transitional Words for Giving Example
- g. Transitional Words for Conclusion

2. Interview

Interview is data collecting activity by using dialogue which it doing with systematic and focusing on the aim of the research.⁶ Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁷

In this research, the researcher would used structural interview. In structural interview the researcher prepares the question an alternative of the answer that has been given to the interviewer.⁸ So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview is given for students and the teacher of writing-II on English department fourth semester at IAIN Padangsidimpuan, the questions are appropriated with the list of interview. Interview is done for getting data about the factor that influence in using transitional words in essay written and the aspect of coherence and unity of those essays.

E. The Technique of Analysis Data

Data analysis is the process preparation of data, that can be interpreted to give meaning that there are relational various concepts. After collecting data, so the researcher would analyze the data by using some steps, they are as below:

⁶ Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi, 2004), p. 218.

⁷ Gay & Peter Airasion. *Education Research Competencies for Analysis and Applicaton*, (USA: Prentice Hall, 2000), p. 219.

⁸ Amirul Hadi and Haryono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

1. Identifying the transitional words used by students of English department in their essays written.
2. Finding the difficult transitional words used by students of English department in their essays written.
3. Explaining why the difficulty dominant.

F. The Technique of Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradict the assumption of qualitative research is not scientific. To reduce the bias of the data, and to improve the validity of the data collected, there are nine techniques to determine the data trustworthiness stated by lexy J. Moleong as:⁹

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of researcher is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friends through discussion is done with expos the interim result or the final result that gotten in discussion with friends.

⁹ Lexy J Moleong, *Op.Cit.*, p. 175-183

5. Analyze the negative casus is the research collects the example and in appropriate cause with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the number is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to report the result his/ her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing is used to check the truth and certainly of data, this point is done well to the process or result and extend.

But the researcher only took number eight was the detail description is a technique to demand the researcher to the result his/her research, so description did carefully and accurately to draw the context of the research.

CHAPTER IV

DESCRIPTION OF THE STUDENTS

A. Findings

1. General Findings

This research was conducted in IAIN Padangsidimpuan which address is at Jl. H. T. Rizal Nurdin Km 45 Sihitang, Padangsidmipuan.

STAIN Padangsidimpuan was built in 1968 in Padangsidimpuan, North Sumatera. For the first time, the name of this Institute was IAIN Padangsidimpuan. Then, IAIN was claimed to move to the capital of North Sumatera, Medan. So, IAIN Padangsidimpuan was changed to be STAIN Padangsidimpuan on March 2th, 1997.¹ Than, STAIN Padangsidimpuan was changed to be Institute for Islamic Studies (IAIN) Padangsidimpuan on January 6th, 2014 based on the rules of the president RI 2014 years No 52.²

IAIN Padangsidimpuan is one of the prides Institute and the need of society around Padangsidimpuan town, because IAIN Padangsidimpuan is the only one Institute for Islamic Studies around the regency.

a. Equipments and Fasilities

Equipments and fasilities are the factors which establish in the implementation education effort to achieve the college's objectives

¹ Tim Penyusun, *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2010), P. 1.

² Wiki, From: http://id.wikipedia.org/wiki/STAIN_Padang_Sidempuan#Sejarah, Accessed on April 23th, 2014.

maximally. There are some equipments and facilities in IAIN Padangsidimpuan. Generally, this Institute especially for TBI has some equipments and facilities as follows:

Table 1: Facilities of IAIN Padangsidimpuan

FACILITIES			
No	Object	Number	Condition
1	Mosque	1	Good
2	Meeting Hall	1	Good
3	Library of Institute	1	Good
4	Language Laboratory	1	Not Good enough
5	Computer Laboratory	1	Good
6	TBI Class Rooms	9	Good
7	TBI Office	1	Good

From the condition information of facilities above, the researcher concluded that they were categorized well generally. However, the condition of the language laboratory was not good enough because the device such as earphone did not work well. This condition become problem due to the significant role of language laboratory to support the development students' speaking skill, because listening comprehension cannot be separated with speaking skill.

b. Situation of lecturers of English Education Department IAIN Padangsidempuan

Teacher is one of factors supports students to get success in teaching and learning process. Teacher has significant role in creating well educated person. Especially in English Education Study Program, the student is prepared to be a professional English Teacher. The following table is the data of English Education Department IAIN Padangsidempuan lecturer:³

Table 2: English Lecturers

No.	Lecturers	Graduation	Subject
1.	Drs. Fitriadi Lubis, M.Pd.	S-2 UNP	Scientific Writing
2.	Rayendriani Fahmei Lbs, M. Ag.	S-2 IAIN	Writing
3.	Eka Sustris Harida, M.Pd.	S-2 UNP	Reading
4.	Zainuddin, M.Hum.	S-2 USU	Speaking Introduction to Literature

³ Keputusan Rektor IAIN Padangsidempuan No 200 tahun 2014 tentang: Penetapan Nama-nama Dosen Fakultas Institut Agama Islam Negeri Padangsidempuan.

5.	Fitri Rayani Siregar, M.Hum.	S-2 UNIMED	ESP/ Linguistics
6.	Hamka, M.Hum.	S-2 UNIMED	Linguistics/ Pronunciation Practice
7.	Eli Nondang Saragih, S.S.	S-1 USU	Translation
8.	Sojuangon Rambe, M.Pd.	S-2 UNP	Teaching English As Foreign Language
9.	Yusni Sinaga, M.Hum.	S-2 UNIMED	Structure and Grammar

The above table is a description of lecturers who teach in English Education Department on Tarbiyah and Peadagogy Faculty at IAIN Padangsidimpuan. So, all of lecturers in this year are 9 lecturers which consist of 4 men and 5 women. Actually, all lecturers have been qualified in teaching students because they have mostly post graduated degree. As like Government regulation, a lecturer must have post graduated degree, but as the matter of fact, there is still lecturer in English Education Study Program with the first degree. Additionally, some of the lecturers are assistance status. As conclusion, the lecturers in English education department are not enough yet. This condition might decrease the

effectiveness of teaching and learning activities that could not achieve the purposes of education particularly in English education Department.

c. Condition of Students

In learning process, students are the factor who have a role as a target in education. The data of fourth semester academic years 2012/2013 students of English education department as follows:

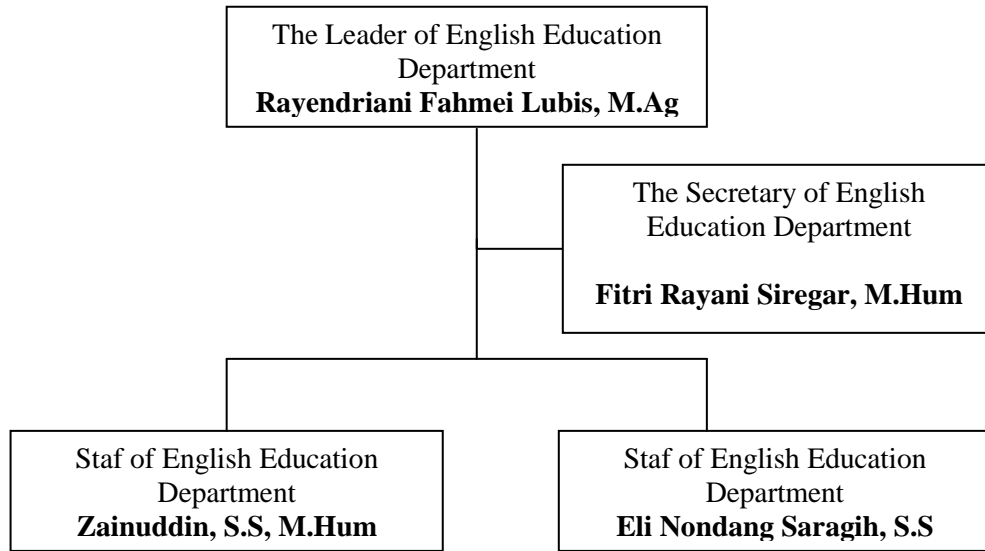
Table 3: Situation of Students⁴

No	Class	Male	Female	Total
1	TBI-1	4	34	38
2	TBI-II	9	32	41
3	TBI-III	1	34	35
Total		14	100	114

Based on the description of the table 3 above, all of the students are 114 students which consist of 14 male and 100 female in 2012/2013 academic year. The researcher found that there are much different numbers between male and female.

⁴ *Data Base Pengadaan Data Perguruan Tinggi (PDPT) Tahun 2013 IAIN Padangsidempuan.*

d. Structure Organization of English Education Department in IAIN Padangsidempuan.⁵



From the structure organization of English Education Department (TBI) above, the researcher found that some of the lecturers had side assignment in administration. The researcher assumed that was not effective for lecturer to have another assignment besides lecturing.

The number of lecturers was also not enough for the number of students; they were only nine lecturers of English Education Department with each discipline for teaching 114 students.

⁵ *Data Base* struktur organisasi Jurusan Tadris Bahasa Inggris.

2. Specific Findings

a. Identifying the transitional words used by students of English education department in their essays written.

The researcher has taken 15 students as a subject to analyze. The researcher asked them to write essay written. The students were taken as the subjects of this research to be analyzed. They were described related to their competence looking from their semester. Actually they had been the sixth semester. But in line with this research, the researcher wanted to analyze them because of they had studied writing II when they were in the fourth semester for their academic years in take 2012 to 2013 1st year. They were as the following:

Table 4: Students Data

No	Initial	Fourth Semester Academic Years 2012/2013	
		TBI-2	TBI-3
1	YEP	✓	
2	NA	✓	
3	HT	✓	
4	SLS	✓	
5	YN	✓	
6	SN	✓	
7	RMS		✓
8	EH		✓
9	JH		✓
10	NH HSB		✓

11	RD		✓
12	RDN		✓
13	NP TBN		✓
14	FHR		✓
15	S TNJ		✓

Looking from the data above as they are identity based on the class room in English Education Department of IAIN Padangsidempuan. They were analyzed by giving them essay written to write just by the titles only. Then the titles were assigned to be developed in essay written. The titles were listed in Appendix...

The researcher gave titles to the students to write an essay written. After identifying their essay written, the researcher found that their ability were really different. The following description would show every details of their competence.

Table 5: The result of students essay written.

No	Name	Types of Transitional							Total
		I	II	III	IV	V	VI	VII	
1	YEP	6	0	4	0	1	0	0	11
2	NA	5	0	8	1	2	1	0	17
3	HT	3	0	1	1	0	0	0	5
4	SLS	4	0	0	1	0	1	0	6
5	YN	0	1	0	1	2	0	0	4
6	SN	2	0	1	4	0	0	0	7
7	RMS	1	0	0	6	0	0	0	7

8	E HSB	2	0	3	3	0	0	0	8
9	J HRP	5	0	3	10	2	1	0	21
10	NH HSB	1	0	0	2	0	0	0	3
11	RD	3	0	1	0	1	0	0	5
12	RD NST	1	0	3	3	1	1	0	9
13	NP TBN	1	0	3	4	0	0	0	8
14	FHR	5	0	0	2	2	1	0	10
15	S TNJ	2	0	3	2	0	2	0	9
Total		41	1	30	40	11	7	0	130
Percentages		33%	1%	20%	31%	9%	6%	0%	100%

Above pointed the students competence divided on seven types of transitional words. They are :

a. Transitional Words for Chronological Order

Based on the data table 5th above, the researcher analyzed the word that using transitional words for chonological order written, for 6 words by one student, the using 5 words by three students, the using 4 words by one student, the using 3 words by two students, the using 2 words by three students, the using 1 words by 4 students. Then, the students didn't use transitional words for chonological order is one student. So, The students in using transitional words for chronological order was 33 %.

For more explanation on using transitional words for chronological order based on the students essay written, the reseacher write in the table below:

Table 6: using transitional words for choronological order based on the students essay written.

No	Name	Using transitional words for choronological					
1	YEP	when	second	then	after that	after	after
2	NA	the first	the second	the third	the fourth	Finally	
3	HT	first	Then	finally			
4	SLS	The first	The second	The last	The next		
5	YN	--					
6	SN	Next	Last				
7	RMS	The last					
8	E HSB	Two years	Before				
9	J HRP	Then	Then	Then	Then	Then	
10	NH HSB	than					
11	RD	Now	After	Next			
12	RD NST	Then					
13	NP TBN	Now					
14	FHR	First	Second	First	Then	Second	
15	S TNJ	First	Second				

Based on the table above. The first, YEP in her writing, she used the transitional words for chronological order such as; when, second, then, after, after. The second, NA in her writing, she used the transitional words for chronological order such as; the first, the second, the third, the

fourth, and finally. The third, HT in his writing, he used the transitional words for chronological order such as; first, then, finally. Then, SLS in her writing, she used such as; the first, the second, the last, the next. The fourth, SN in her writing, she used the transitional words for chronological order such as; next, and last. Then, RMS in her writing, she just used “the last” in using transitional words for chronological order. Fifthly, E HSB in her wiring, she used “two years, and before”. In the next, J HRP in her writing, she just used “then” for 5 five times. Then, NH HSB in her writing, she just used “then”. For RD, in her writing, she used “ now, after, next”. For RD NST, in her writng, she just used “then”. For NP TBN, in her writing, she just used “now”. For FHR, in her writing, she used “first, second, first, then, second”. The last, for TNJ, in her writing, she used “ first, second”.

b. Transitional Words for Order of Importance

Based on the data table 5th above, the using transitional words for order of Importance that used with 1 word just used by one students from the 15 students, the word is “especially”, and the other students didn’t use transitional words for order of important. So, the students in using transitional Words for Order of Importance was 1 %.

c. Transitional Word for Addition

Based on the data table 5th above, the researcher analyzed the word that using transitional words for addition, for 8 words that

written by one students,4 words used by one student, 3 words used by fourth students, 1 word used by four students, and 5 students didn't use transitional words for addition. So, the students in using transitional words for order of importance was 20 %.

For more explanation on using transitional words for addition based on the studets essay written, the reseacher write in the table below:

Table 7: using transitional words for addition based on the studets essay written

No	Name	Using transitional words for addition							
1	YEP	And		And		In addition		And	
2	NA	And	And	And	And	And	And	And	And
3	HT	Beside that							
4	SLS	--							
5	YN	--							
6	SN	And							
7	RMS	--							
8	E HSB	And		And		And			
9	J HRP	And		More addition			And		
10	NH HSB	--							
11	RD	And							
12	RD NST	And							
13	NP TBN	Beside that		And		And			
14	FHR	--							
15	S TNJ	And also			Beside that			And also	

Based on the table above. The first, YEP in her writing, she used the transitional words for addition such as; “in addition, and” 3 times. The second, NA in her writing, she used the transitional words for addition such as; “and” 8 times. The third, HT in his writing, he just used “ beside that”. The fourth, E HSB in her writing, use just used “and” 3 times. The fifth, J HRP in her writing, she used “and” 2 times, and “ more addition”. For SN, RD, and RD NST in their writing, just used “and”. For NP TBN in her writing, she used “ and” 2 times, and beside that”. For S TNJ in her writing, she used “and also, beside that, and also”. The last, for SLS, Y NST, RM, NH HSB, and FHR, in their writing they was not use transitional words for addition.

d. Transitional Words for cause and effect

Based on the data table 5th above, the researcher analyzed the word that using transitional words for cause and effect, there are 10 words which is used by one student in transitional words for cause and effect, 6 words is used one student, 4 words used by two students, 3 words is used by three students, 2 words is used by two students, 1 word is used by five students, and just one students didn’t use transitional words for cause and effect. So, the students in using transitional words for cause and effect was 31%.

For more explanation on using transitional words for cause and effect based on the studets essay written, the reseacher write in the table below:

Table 8: using transitional words for cause and effect based on the students essay written

No	Name	Using transitional words for cause and effect									
1	YEP	-									
2	NA	Because									
3	HT	Because									
4	SLS	Because									
5	YN	Thus									
6	SN	For	Than			For		For			
7	RMS	Because	Because	So	Because		So	Because			
8	E HSB	So		So			Because				
9	J HRP	Because	Because	Because	Because	Because	Because	Because	So	Because	so
10	NH HSB	Because				So					
11	RD	-									
12	RD NST	Because		So			Because				
13	NP TBN	Because		So			Because		So		
14	FHR	Because				Because					
15	S TNJ	Because				Then					

Based on the table above. The first, for YEP, and RD, in their writing, they was not use the transitional words for cause and effect. The second, for NA, HT, and SLS, in their writing, they just used “because”. The third, YN in her writing, she just used “thus”. The fourth, SN in her writing, she used “for” 3 times, and “for” The fifth, RMS in her writing, she used “Because” 4 times, and “so” 2 times. For, R HSB, in her writing, she used “so” 2 times, and “because”. For J HRP, in her writng, she used “because”

8 times, and “so” 2 times. For NH HSB, in her writing, she used “because” and “so”. For RD NST, in her writing, she used “because” 2 times, and “so”. For NP TBN in her writing, she used “because” 2 times, and “so” 2 times. For FHR in her writing, she used “because” 2 times. The last, S TNJ in her writing, she used “because”, and “then”.

e. Transitional Words for Comparison and Contrast

Based on the data table 5th above, the researcher analyzed the word that using transitional words for comparison and contrast, there are 2 words is used by four students, 1 word is used by by three students, and the others students didn't use transitional words for comparison and contrast. So, the students in using transitional words for comparison and contrast was 9 %.

f. Transitional Words for Giving Example

Based on the data table 5th above, the researcher analyzed the word that using transitional words for giving example, there are 2 words which is used by one student, 1 words is used by five students, and 9 students didn't use the transitional words for giving example. So, the students in using transitional words for giving example was 6%.

g. Transitional Words for Conclusion

Based on the data table 5th above, the researcher analyzed the word that using transitional words for conclusion, the using of transitional for conclusion, 15 students didn't use the transitional words for concluion

based on their essay written. So, the students in using transitional words for conclusion was 0 %.

Looking from the result, the level of the domination can be seen regularly in the following table:

Table 9: Students Competence in Transitional Words

No	Type of Transitional words	Level of Domination (%)
1	Transitional Words for Chronological Order	33 %
2	Transitional Word for Cause and Effect	31 %
3	Transitional Words for Addition	20 %
4	Transitional Words for Comparison and Contrast	9 %
5	Transitional Words for Giving Example	6 %
6	Transitional Words for Order of Importance	1 %
7	Transitional Words for Conclusion	0 %

From table data above, the researcher found that the students familiar in using transitional words especially for Chronological Order, Transitional words for Cause and Effect, and Transitional words for Addition. Then they were difficult in Transitional in used Transitional words for conclusion, transitional words for order of Importance, transitional for giving example, and transitional words for comparison and contrast.

b. The dominant difficult transitional words used by students of English education department in their essays written.

Based on the results above, researchers found students difficulty in using transitional words for conclusion, it is evident they do not use that transitional words for conclusion.⁶

Besides that, they are also difficulties in using transitional words for order important, it is evident that they use transitional only 1%. Then, the they are also difficulties in using transtional words for giving example, it is proved by the results of the research they just use that transitional words as much as 6%.

c. The Factors of students difficulty in using tansitional words at essay written.

In this discussion, the researcher afforded to reveal the real difficulties in which students got in using transitional words at their essay written. The researcher had conducted interview with students, and the lecturer of writing II on English education department to get the data needed in this research. To validate the data the researcher conducted deep interview with participants to minimize the data error. However, the researcher realized that could not avoid doing mistakes. In this interview the researcher conducted purposive sampling to get sample from population. The researcher took five persons from classroom of TBI II,

⁶ *The result of Students' Esaay Written,*

and TBI III to be interviewed about their difficulties in using transitional words in developing essay written.

The researcher interviewed students, and the lecturer writing II by asking questions what students' difficulties in using transitional words in essay written and what the causes of those difficulties. After an analyzing the data the result of the research as follow:

1) Fourth Semester Students of TBI II

The researcher interviewed in the TBI II classroom, and the researcher got the result like their answers as follows:

Hartoni stated that, actually he know about transitional words , such as: transitional signals for enumeration, cause and effect, and transitional signals for addition when he stuied in Reading and Writing II. But he can mahcing the sentence to another sentence, or one paragraph to another paragraph/ essay written to make unity or coherence. From this state, he has difficult to make transitional words when he write a paragraph or essay.⁷

Yusrina Elini Putri stated that, her difficulty to more momorize the transitional words, but she known little the word of the transitional words. Such as: first, second, third, next, after, and after that. She stated that cause of the difficulty because she actually using that

⁷ *Interview with Hartoni, The student of TBI 2, on Monday 17 March 2014, at 10:00 am*

words. Furthermore, her difficulty when she losted her control to write. That was hard to her, to remind transitional words.⁸

Sabroh Laila Siagian stated that, actually she known about transitional words, such as: first, second, finally, furthermore, otherwise, thus, on the otherside, on the other hand, because, and for example. But her difficulty in memorize the kind of the transitional words. Beside that, she did not have many words to connect her essay written. So, she just use the simple transitional words, such as; first, second, finally, than, and because.⁹

Nur Azizah stated that, that her difficulty in writing and transitional words. She said that cuse of the problems because she had diffculty in using transitional words at writing text. When she wrote essay text she forgot to use transitional words, and make her written not unity and un-coherence.¹⁰

Yusnia Nasution stated that, she known about transitional words. She stated that transitional words to connected one idea to another idea, and that transitional words mush be use when she write essay. Because, every write the text or paragraph she usually used transitional words. She know some transitional words such as:

⁸ *Interview with Yusrina Elini Putri*, The student of TBI 2, on Monday 17 March 2014, at 10:30 am

⁹ *Interview with Sabroh Laila Siagian*, The student of TBI 2, on Monday 17 March 2014, at 10:30 am

¹⁰ *Interview with Nur Azizah*, The student of TBI 2, on Monday 17 March 2014, at 11:00 am

transitional words Enumeration; first, second, thirt, than, and finnaly. Than the other transitional words such as: consequently, because, on the other side, but, and before. But she some times confuse to make how and what is good transitional words she used must put.¹¹

From those interviews with students of TBI 2 above the researcher commented that their dominant difficulties in using transitional words in essay written were concerned about lack to memorize of the kinds and words of the transitional words, low of self confidence in using transitional words when they are write paragrap or essay written.

2) Fourth Semester Students of TBI III

The next classroom, the researcher interviewed the students in the thirth classroom of TBI fourth semester academic years 2012/2013, and the researcher got the result like their answers as follows:

Hamimah Hasibuan stated that, basically she likes writing short story. When she writes, the most of her difficulties to determine or to use transitional words. She also did not understand transitional words; what should be used to connect sentences. Furthermore, her does not

¹¹ *Interview with Yusnia Nasution, The student of TBI 2, on Monday 17 March 2014, at 11:00 am*

know the function of transitional words. Based on her that writing often float.¹²

Rani Meisinta stated that, she got to understand the function of transitional words or differentiate the function of transitional words. When writing a paragraph or story, she often in a state of bad mood. So, when writing a story or essay writing she becomes unperfect. Besides that she also lack practice.¹³

Sarina Tanjung stated that, she lack to understanding of transitional words and not understand the type of transitional words. when her write a paragraph, her writing often did not connect or jump up from the main idea with supporting sentence and concluding sentence. This is because she can not think sistematically and she was difficulty in using the word transtional words.¹⁴

Rahma Deni stated that, she had difficulty in understanding the word transitional words, and she said also that she untrained in writing a paragraph or essay. when she wrote a paragraph or essay, she had trouble with the main idea to combine suppirtiong ideas, and conluding sentence. This is because she is not familiar with the types of transitional words. when writing a paragraph or essay he only uses

pm

¹² *Interview with* Hamimah Hasibuan, student of TBI 3, on Monday 17 March 2014, at 02:00

¹³ *Interview with* Rani Meisinta, student of TBI 3, on Monday 17 March 2014, at 02:15 pm

¹⁴ *Interview with* Sarina Tanjung, student of TBI 3, on Monday 17 March 2014, at 02:30 pm

transitional words that she uses frequently. such as: first, next, so, & and.¹⁵

Radmadani Nasution stated that, basically she knew that transitional words such as conjunctions in the sentence. She said that, that a word to connect a sentence with another sentences in order to be coherent. Some examples of transitional words she knows such as: Then, after that, next, first, second, finally, the last, etc. But she had difficulty in making a paragraph or essay text. It is because she less imagination in making an essay or a paper.¹⁶

From the result of interview with students of TBI 3 above, the researcher described their difficulty was dominant in using transitional words. Beside that their was difficulty in wrote paragraph or essay written, because their was less imagination when their write paragraph or essay written to depelove their paragraph or essay.

3) Writing Lecturer

For getting the accurate of the data, the researcher interviewed the students' writing lecturer. It was to synchronize all the participants' ideas to find out the real problems in field.

As the writing lecturer, Mrs Rayendriani Fahmei Lubis, M.Ag had significant role in teaching and developing students' writing skill.

¹⁵ *Interview with* Rahma Deni, student of TBI 3, on Monday 17 March 2014, at 03:00 pm

¹⁶ *Interview with* Rahmadani Nasution, student of TBI 3, on Monday 17 March 2014, at 03:30

When the researcher interviewed her, she stated that actually she was teach about transitional words and essay written, and their ability are various, generally was good. The first, for TBI I most of the students was write well by using transitional words beside their imagination also high. The second, for TBI II 50 % students was use transitional words in writing essay text, but their imaginations are not high. The last, for TBI III 35 % students was use transitional words in writing essay written and their imagination are low.¹⁷

Futhermore, she stated that the students' difficulty in writing. Because some students was less of vocabulary, stucture and grammar when they are write paragraph or essay written. Beside that the students less of imagination and they can not think sistematically. Those difficulties make them difficul to write. So, they can not write well and their forgot how to use transitional words in essay written.¹⁸

The interview with Mrs. Rayendriani Fahmei Lubis, M.Ag as the writing II lecturer of fourth semester. The researcher concluded the students difficulty in imagination and they was not think sistematically. These factor were essential in writing, being imaginary to write was one of the most important thing to develop writing skill

¹⁷ *Interview with* Ms. Rayendriani Fahmei Lubis, M.Ag as a Writing Lecturer on Wednesday 9 April 2014 at 10.00 am.

¹⁸ *Ibid.*

successfully. In this case, the students were low imagination and think sistematically.

Furthermore, the students were less of vocabulary, structure and grammar. Low in using vocabulary make they got difficulty in constructing sentence grammatically. Those difficulty caused by their background knowledge were not strong before they moved to higher education. The students got difficulties in writing because they were not aware in their previous education particularly in English.

B. Discussion

After analyzing the collection of data and studying the real condition in the field the researcher found that the students' in using transitional words on essay written at fourth semester academic years 2012/2013 of IAIN Padangsidimpuan was very urgent to be resolved. Most of the students' writing skill in using transtional words was so poor. It was caused by some difficulties that they faced. Those difficulties occurred due to internal and external factors.

Muhibbin Syah stated that the learning difficulties can be caused by 2 (two) factors, they are: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child)

involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.¹⁹

From internal factor, the students were low of imagination and they was not think sistematically. These factor were essential in writing, being imaginary to write was one of the most important thing to develop writing skill successfully. In this case, the students were low imagination and think sistematically.

The second, from external factor. The students were less of gramatical structure. Low in using vocabulary make they got difficulty in constructing sentence grammatically. Those difficulty caused by their background knowledge were not strong before they moved to higher education. The students got difficulties in writing because they were not aware in their previous education particularly in English.

Giving motivation by the academic agents was very useful to accelerate this difficulty. A huge interest of student in learning would be a powerful weapon in dealing with their own difficulty. The lessons they got in college would not be enough to feed their needs. Then, by practicing the writing skill as much as possible directly ascertained would also be very helpful in solving this difficulty. After the difficulty being solved, it would be easier to find solutions in developing students' writing skill.

¹⁹Muhibbin Syah. *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

C. Threat of the Research

In conducting this research, the researcher realized that there were so many threats of the writing procedures. It started from the titled until the end of this writing. The researcher realized that to conduct a qualitative research would take long time research. Due to the limitation of time and finance, this research was conducted in short time which made it far from perfection.

In conducting the interviews, the results obtained might be less valid, due to the state of students who might not be too serious in answering any questions from the interview, there was a mutual cheating, bias, psychological support in activities such interview and the limited time available. Then from observation, students were not being observed themselves. In a sense, when they secretly observed by the researcher, they pretended to perform better than usual.

However, the researcher had done the best in this research. The researcher was very aware of the threats that exist in this paper, but with hard work, this paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teachers, friends and readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of test, interviews and study the document which done by the researcher about an analysis on the transitional words in essays written by the students' 4th semester of English Education Department at IAIN Padangsidempuan concluded as follows:

1. The result of test at students in using transitional words on essay written are: they used 41 words for using transitional words for chronological order, they used 1 word for using transitional Words for Order of Importance, they used 30 words for using Transitional Words for Addition, they used 40 words for using transitional words for cause and effect, they used 11 words for using transitional words for comparison and contrast, they used 7 words for using transitional words for giving example, and they didn't use of transitional words for conclusion .
2. Students' difficult dominantly in using transitional words at their essay written are: The first, in using transitional words for conclusion are nothing. The second, in using transitional words for order of importance are 1 word. The last, in using transitional words for giving example are 7 words.

3. Students' difficulty because they low motivation and self confidence, low in memorize vocabulary, less background knowledge, less of English lecturer, do not provide good English Education Department laboratory, and less English books.

B. The Suggestions

Based on the above conclusions, the researcher offers some suggestions as follows:

1. For English Education Department IAIN Padangsidimpuan in order to provide better facilities for English material especially in developing writing skill, for example professional English lecturers, good English Education Department laboratory, regular writing event or competition, such as writing literature event, English group discussion, English zone and the books about English, so that they can be stimulated in studying and developing their writing skill.
2. For the lecturers in order to pay special attention about students' progression in learning and developing their writing skill. To keep motivating students to move forward in their study. The lecturers must increase their capability, credibility and professionalism in teaching. The lecturers are model, motivator and advisor for students so that it could help students to create professional English teacher in the future.
3. For the leader of English Education Department on Tarbiyah and Pedagogy Faculty at IAIN Padangsidimpuan, in order to concern about the

development of English program's quality by providing human resource and facilities needed.

4. For students, in order to be aware about their purpose in studying, study hard to get success in their study, improve their weakness to get better in mastering English especially in writing skill. Finally, as Islamic students, they must become good Muslim; they are prepared to be Islamic professional English teacher. Therefore, they have to prepare themselves as good as possible.

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Sehubungan dengan penyelesaian tugas akhir skripsi mahasiswa sebagai salah satu syarat untuk mencapai gelar Sarjana Strata Satu (S1), maka kami mohon bantuan Bapak/ Ibu untuk memberikan izin terhadap penyelesaian Riset dan Observasi kepada :

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TABLE OF CONTENT

	Page
TITLE PAGE	i
LEGALIZATION ADVISOR SHEET	ii
AGREEMENT ADVISOR SHEET	iii
DECLARATION OF SELF THESIS COMPLETION	iv
LEGALIZATION EXAMINER SHEET	v
AGREEMENT CHEFT SHEET	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	x
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I : INTRODUCTION	1
A. The Background of Problem	1
B. The Focus of Problem	5
C. The Formulation of Problem	5
D. The Objectives of Research	5
E. The Significances of the Research	6
F. The Definition of Key Terms	6
G. Outline of the Thesis	8
CHAPTER II : THE THEORETICAL DESCRIPTION	9
A. Writing	9
B. Paragraph	12
C. Essay	14
D. Transitional Words	16
E. Related Findings	26
CHAPTER III : RESEARCH METHODOLOGY	28
A. The Approach and Kind of Research	28
B. The Location and time of Research	29
C. The Source of Data and Analytical Unit	29
D. The Instrument of Collecting Data	30
E. The Technique of Analysis Data	31
F. The Technique of Data Trustworthiness	32
CHAPTER IV : DESCRIPTION OF THE STUDENTS	34
A. Findings	34
1. General Findings	34
a. Equipments and Facilities	34
b. Situation of lecturers of English Education Department ...	36
c. Condition of Students	38

d. Structure Organization of English Education Department	39
2. Specific Findings	40
a. Identifying the transitional words used by students of English education department in their essays written ...	40
b. The dominant difficult transitional words used by students of English education department in their essays written	50
c. Students difficulty in using transitional words at essay written	50
B. Discussion	57
C. Threats of the Research	59
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	60
A. The Conclusions	60
B. The Suggestions	61
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLE

	Page
Table 1: Facilities of IAIN Padangsidempuan.....	35
Table 2: English Lecturers	36
Table 3: Situation of Students	38
Table 4: Students Data	40
Table 5: The result of students essay written.	41
Table 6: Using transitional words for choronological order based on the studets essay written	43
Table 7: using transitional words for addition based on the studets essay written	45
Table 8: using transitional words for cause and effect based on the studets essay written	47
Table 9: Students Competence in Transitional Words	49

LIST OF APPENDICES

- Appendix 1 : List of Test Essay Written
- Appendix 2 : The Result of Students' Essay Written in using Transitional Words
- Appendix 3 : List of Interview