

A DESCRIPTIVE STUDY ON THE FOURTH SEMESTER STUDENTS'
ABILITIES IN USING TRANSITION SIGNALS IN GUIDED COMPOSITION
IN THE 1999 / 2000 ACADEMIC YEAR



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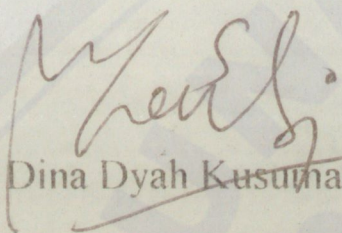
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Approval Sheet

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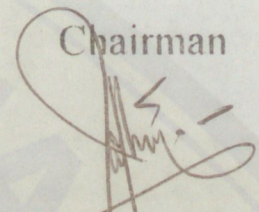
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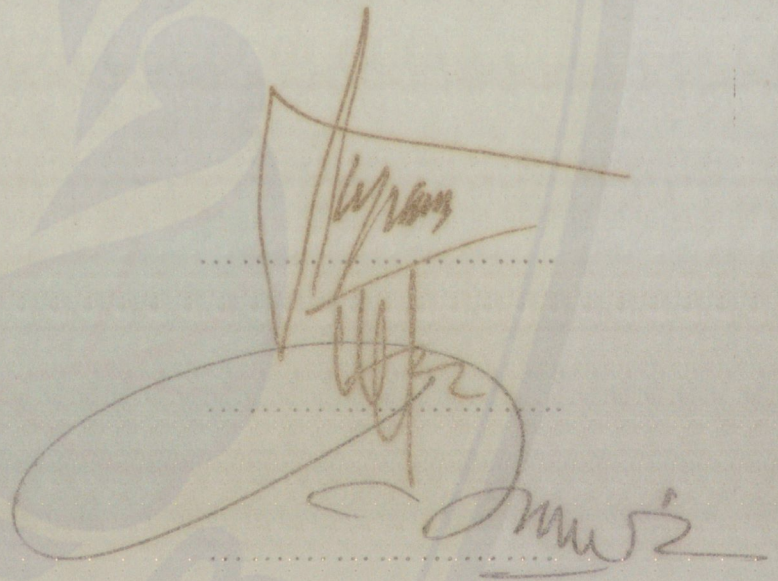

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Motto

وَمَنْ يُؤْتِي الْحِكْمَةَ فَقَدْ أَوْتِيَ خَيْرًا كَثِيرًا

“Whoever has been given wisdom by Allah, actually he has got more benefit”
(Al-Baqarah : 269).

This thesis is dedicated to :

My beloved mother and father

My beloved wife and son

My beloved brothers and sisters

*My friends and classmates as well as all
those who are voluntarily heartened for
knowledge*

My almamater

Acknowledgement

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Finally for the improvement of this thesis, I expect suggestion and advice from the readers, particularly those who would like to study Transition Signals. Hopefully this thesis will be useful to increase some insight on Transition Signals study. May Allah swt allow and bless my effort.

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I. INTRODUCTION

1.1 Background of The Study

As an international language that is used as a means of communication by many people all over the world, English has a very important role in Indonesia. Therefore, it must be learnt by students beginning from junior high school until University level. There are four major language skills that are basically important in communication. The four skills seem to be separated, yet they really are unified. Each skill supports one another. Alexander (1975: vii) says that language skills consist of four components, those are understanding, speaking, reading and writing skill. The four skills are basically unified.

Furthermore, writing is considered as the most difficult skill of English. The difficulties are caused by the fact that the writing activity involves some aspects among others, such as how to make a topic sentence, supporting details, and a concluding sentence. Besides, the students should know how to organize a good paragraph by considering unity, coherency, completeness, and order. Arnaudet and Barret (1990: 61) say that an effective paragraph is a paragraph that possesses what one often called unity, completeness, order, and coherency. In addition, writing skill involves many language components such as vocabulary, structure, and spelling. So, it needs more practice to make good writing. Oshima et.al. (1991:3) say that writing, particularly academic writing, isn't easy. It takes study and practice. According to Tarigan (1986:4), the writing skill will exist as long as the writer practice simultaneously, because the writing skill won't appear automatically, but it must be practiced regularly and continually.

In modern life, writing skill identifies scientific or educated person. It is supported by Morsey's opinion (in Tarigan, 1976:122). He states that the writing is used by educated person to note, to ensure, to report, and to influence the reader; and these purposes will be delivered well by the writer who can arrange his thought and conveys the ideas clearly.

From the statements above, it can be concluded that writing is an effective media to convey the writer's thought or idea clearly through transcription and the writer is appealed to apply well the elements of language. It surely cannot be ignored that the writing must be considered as the right way in constructing the right sentences.

There are many requirements to make a good writing. One of the requirements is how to make the paragraph of the composition "coherent". In this case Oshima et.al (1991:39) say that there are four ways to achieve coherence. The first two ways involve repeating key nouns and using pronouns which refer back to the key nouns. The third way is to use **transition signals** to show how one idea is related to the next. The fourth way to achieve coherence is to arrange sentences in logical order.

As stated above, transition signals is important to achieve coherence in writing by showing the relationship of one idea to the next. This study will discuss the students abilities in using transition signal in their writing.

Transition signals are words such as *first, second, next, finally, therefore, and however*, or phrases, such as *in conclusion, on the other hand, and as result*. We can think of transition signals as traffic signs that tell the rider when to go forward, turn, slow down, and stop. In other words, they tell the reader when the writer is giving a similar idea (*similarly, moreover, furthermore, in addition*), an opposite idea (*on the other hand, however, in contrast*), an example (*for example*), a result (*as a result*), or a conclusion (*in conclusion*). Using transition words to guide the reader makes it easier to follow ideas. Transition words give paragraphs coherence.

In relation to the importance of using transition signals in achieving coherence in writing composition, the writer tries to find out the ability of the fourth semester students in The English Department of The Faculty of Letters. Therefore, the writer will conduct a research entitled **A Descriptive Study on the Fourth Semester Students' Abilities in Using Transition Signals in Guided Composition in the 1999/2000 Academic Year.**

1.2 Problem to Discuss

1.2.1 General Problem

“How good are the fourth semester students’ abilities in using transition signals in guided composition ?

1.2.2 Specific Problems

1. How good are the fourth semester students’ abilities in using sentence connectors in guided composition ?
2. How good are the fourth semester students’ abilities in using Coordinating Conjunctions in guided composition ?
3. How good are the fourth semester students’ abilities in using Subordinating Conjunctions in guided composition ?
4. How good are the fourth semester students’ abilities in using “Others” in guided composition ?
5. How good are the fourth semester students’ abilities in using mixed transitional signals in guided composition ?

1.3 The Scope of the Study

General area of the study is writing skill . The thesis solely will describe the ability of the fourth semester students in using Transition Signals which are categorized into four groups by grammatical function .They are *sentence connectors*, (*including transition phrases and conjunctive adverbs*), *coordinating conjunctions*, *subordinating conjunctions*, and a mixed group called *others* .

Guided composition means a composition with some directions of structure models or some key words to produce new sentences and composition . So this thesis will discuss the fourth semester students’ abilities in using transitional signals appropriately in guided composition to make their paragraphs coherent.

1.4 The Goal of The Study

1.4.1 The General Goal

In general , the goal of this study is to find out and describe the fourth semester students' abilities in using transition signals in guided composition

1.4.2 The Specific Goals

1. To find out and describe the fourth semester students'abilities in using Sentence Connectors in guided composition .
2. To find out and describe the fourth semester students' abilities in using Coordinating Conjunctions in guided composition .
3. To find out and describe the fourth semester students' abilities in using Subordinating Conjunctions in guided composition .
4. To find out and describe the fourth semester students' abilities in using "Others" in guided composition .
5. To find out and describe the fourth semester students' abilities in using Mixed Transitional Signals in guided composition .

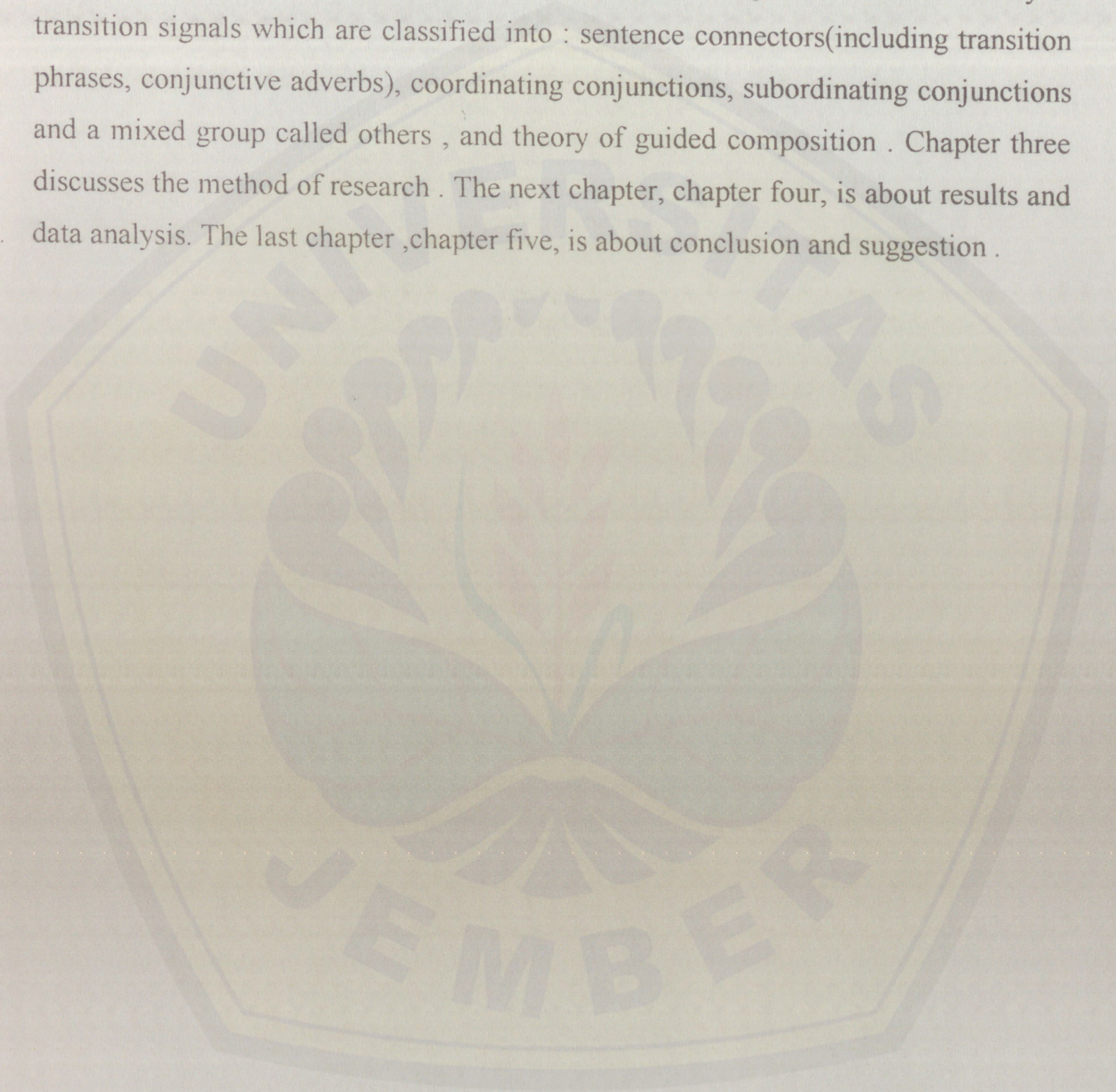
1.5 Significance of the Study

According to Arikunto(1993: 54) , choosing the research topic is important not only for the sake of the researcher's need , but also for the sake of the society's need . Hopefully, the result of this research will be useful for the English lecturer to be, for the English Department Students, and for further researches.

1. For English lecturer:
 - As input to increase their way in teaching writing especially in teaching transition signals.
2. For the English department students:
 - To encourage the students to improve their ability in using transition signals in writing composition.
3. For further researches:
 - This study can be used as reference.

1.6 Thesis Organization

This thesis is divided into five chapters. Chapter one is an introduction which represents the background of the study, the problem to discuss, the scope of the study, the goal of the study, and the significance of the study. Chapter two is about theory of transition signals which are classified into : sentence connectors(including transition phrases, conjunctive adverbs), coordinating conjunctions, subordinating conjunctions and a mixed group called others , and theory of guided composition . Chapter three discusses the method of research . The next chapter, chapter four, is about results and data analysis. The last chapter ,chapter five, is about conclusion and suggestion .



II Theoretical Review

2.1 The Notion of Transitional Signal

To achieve coherence, the writer needs to use *the transition signals*, such as *however, although, finally, nevertheless*. As the word implies, *a transition* means to change from one item of idea to another. According to Bram (1995: 22) a coherent paragraph consists of interrelated sentences which move in such a way that they smooth the way, one for the other. Without transitions, it is difficult for beginning writers to produce a coherent paragraph.

Using appropriate transition signals, writers will not jump out of the blue or sound too abrupt. Their ideas will run smoothly one after the other. Compare paragraphs 1 and 2 below. Both paragraphs give the same information, yet one is easier to understand than the other because it contains transition signals to lead the reader from one idea to the next.

Paragraph 1

A difference among the world seas and oceans is that the salinity varies in different climate zones. The Baltic Sea in Northern Europe is only one – fourth as saline as the Red Sea in the Middle East. There are reasons for this. In warm climates zones, water evaporates rapidly, the concentration of salt is greater. The surrounding land is dry and does not contribute much fresh water to dilute the salty sea water. In cold climate zones, water evaporates slowly. The runoff created melting snow adds a considerable amount of fresh water to dilute the saline sea water.

Paragraph 2

Another difference among the world seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in Northern Europe is only one – fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climates zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry and, consequently, does not contribute much fresh water to dilute the salty sea water. In cold climate zones, on the other hand, water evaporates slowly. Furthermore, the runoff created melting snow adds a considerable amount of fresh water to dilute the saline sea water.

(Oshima , 1991:41-42)

Paragraph 2 is more coherent because it contains these transition signals

Another tells that this paragraph is part of a longer essay .

For example tells that an example of the preceding idea is coming .

Two tells to look for two different reasons .

First of all tells that this is the first reason .

Second and furthermore indicate that additional ideas are coming .

Therefore and consequently indicate that the second statement is a result of the first statement .

On the other hand tells that an opposite idea is coming .

Each transition signal has a special meaning . Each one shows how the following sentence relates to the preceding one. Of course , we should not use a transition signal in front of every sentence in a paragraph . Using too many transition signals can become as confusing as using too few . However , good writing requires that you use enough transition signals to make the relationship among our ideas clear.

2.2 Types of Transition Signals

Oshima and Hogue (1991:41) say that transition signals can be categorized into four group of grammatical function. The four groups are sentence connectors (including transition phrases and conjunctive adverb), coordinating conjunctions, subordinating conjunctions and a mixed group called others.

The following chart shows transition signals for general use:

Transition Signals

Meaning/ Function	Sentence Connectors		Clause Connectors		Others
	Transition Phrase	Conjunctive Adverbs	Coordinating Conjunction	Subordinating Conjunctions	
To introduce an additional idea	in addition	furthermore moreover besides also too	and		another (+noun) an additional (+noun)
To introduce an opposite idea	on the other hand in contrast	however nevertheless instead still	but yet	although though even though whereas while	in spite of (+noun) despite(+noun)
To introduce a choice or alternative		otherwise	or	if unless	
To introduce a restatement or explanation					i.e. that is
To introduce an example	for example for instance				an example of (+noun) such as (+noun) e.g.
To introduce a conclusion or summary	in conclusion in summary to conclude to summarize				
To introduce a result		therefore consequent - ly hence	so		

(Oshima and Hogue , 1991:43)

Sentences that are related to each other in meaning can be combined by using connectors that indicate the relationship between two sentences. The result is a compound sentence.

2.2.1.1 Transition Phrases

According to Wishon and Burks (1980: 142) these *transition phrases* are usually prepositional phrases used as adverbs. The phrases in this group usually appear in the beginning of sentences. They may also appear in the middle (normally following the subject) or at the end of sentences. They are always separated from the rest of the sentence by commas. Some of them (*on the other hand, in contrast* etc.) are punctuated with semicolon (;) and a comma (,)

Hence these three patterns are the use of *for example* can be described :

- *For example* , the Baltic Sea in Northern Europe is only one fourth as saline as the Red Sea in the Middle East.
- The Baltic Sea in Northern Europe, *for example*, is only one fourth as saline as the Red Sea in the Middle East.
- The Baltic Sea in Northern Europe is only one fourth as saline as the Red Sea in the Middle East, *for example*.

(Oshima, 1991: 43)

This is the example of the use of *on the other hand* :

- They may go to the concert; *on the other hand*, they may decide to attend the lecture.

These are examples of *transition phrases* and *their functions* :

in addition (augmentation)	on the other hand (contrast)
in contrast (contrast)	for example (demonstration)
for instance (demonstration)	in conclusion (conclusion)
in summary (summary)	to conclude (conclusion)
to summarize (summary)	

2.2.1.2 Conjunctive Adverbs

Fadloeli (1980:3.4) states that *conjunctive adverbs* establish a relationship between one sentence or clause and the preceding sentence or clause. As adverbs, they probably should be considered as modifying the whole sentence or clause rather than the verb alone.

In addition, Wishon and Burks (1980: 141) say that these adverbs, like coordinate and correlative conjunction, are used to connect basic sentence patterns and make compound sentences. However, unlike the coordinate conjunction, they are grammatically a part of the sentences they introduce and could be moved to an internal position in the sentence. These adverbs modify sentence by introducing it and linking its meaning to another sentence. The main conjunctive adverbs and their use are the following:

however (contrast)	furthermore (augmentation)	too (internal only)
therefore (result)	hence (result)	consequently (result)
otherwise (result)	also (internal only)	still (contrast)
moreover (augmentation)	instead (contrast)	
nevertheless (contrast)	besides (augmentation)	

- The word *however* precedes its adjective /adverb:

You couldn't earn much, *however* hard you worked

The word *however* (conjunction) usually means 'but'. It can precede or follow its clause or come after the first word or phrase:

I'll offer it to Tom. *However*, he may not want it or

He may not want it, *however* or Tom, *however*, may not want it or

If, *however*, he doesn't want it...

But when two contrasting statements are mentioned, the word *however* can mean 'but/nevertheless / all the same':

They hadn't trained hard, *but/however/nevertheless/all the same* they won or they won, *however /nevertheless/all the same*.

- The word *therefore* (conjunction) can be used instead of *so* in formal English. It can come at the beginning of the clause or after the first word or phrase; or before the main verb:

There is fog at Heathrow; the plane, *therefore*, has been diverted /the plane has *therefore* been diverted / *therefore* the plane has been diverted

- The word *otherwise* (adverb) usually comes after the verb:

It must be used in a well-ventilated room. Used *otherwise* it could be harmful.

The word *otherwise* (conjunction) means 'if not/or else':

We must be early; *otherwise*, we won't get a seat.

The word *or* could also be used here in colloquial English:

We must be early *or (else)* we won't get a seat.



- The word *besides* (preposition) means 'in addition'. It precedes a noun/pronoun/gerund:

Besides doing the cooking, I look after the garden.

The word *besides* (adverb) means 'in addition'. It usually precedes the clause it introduces, but can also follow it:

I can't go now; I'm too busy. *Besides*, my passport is out of date.

The word *moreover* could replace *besides* here in more formal English.

- The word *still* and *yet* can be adverb of time.

The children are *still* up. They haven't had supper *yet*.

The word *still* and *yet* (conjunctions) come at the beginning of the clause they introduce.

The word *still* (conjunction) means 'admitting that /nevertheless'.

You aren't rich; *still*, you could do something to help him

(Martinet et.al, 1986: 288,289)

The positions of conjunctive adverbs are in initial position or mid position but also in final position.

Examples:

1. The motor you sent is defective; we are returning it to you, *therefore*.
2. The motor you sent is defective ; *therefore* , we are returning it to you.
3. The motor you sent is defective ; we are *therefore* returning it to you.

Punctuation with Conjunctive Adverbs

When conjunctive adverbs come immediately between two independent clauses, most of them are preceded by a semicolon and followed by a comma: He is staying; *consequently*, he has made up his mind. *Accordingly, furthermore, however, therefore*, and others follow the same pattern. A few conjunctive adverbs, such as *also, thus*, and *likewise*, commonly omit the comma: *He is staying; thus he has made up his mind*. A couple of conjunctive adverbs, *so* and *then* usually take no punctuation except a comma preceding them: *He is going, so he won't be there*.

When conjunctive adverbs occur as interrupters in the middle of a clause, they should have commas on both sides or no punctuation at all. *I am, accordingly, at your disposal; I am, of course, obliged to be so; I am of course very happy*. The commas are usually omitted only if the conjunctive adverb slips unobtrusively into the rhythm of the sentence. (Hepburn, 1965 : 180,181).

2.2.2 Clause Connectors

There are two kinds of clauses, independent and dependent. The independent clause is a full predication that may stand alone as a sentence; the dependent clause has a special introductory word that makes the predication "dependent" on an independent clause.

2.2.2.1 Coordinating Conjunctions

The *coordinate conjunction* joins structural units that are equal grammatically (Frank, 1972: 206). The conjunction comes before the last unit and is grammatically independent of this unit. Units joined by *a coordinate conjunction* are labeled compound. Compound units may be classified according to the formal structure of the units (parts of speech, phrases, and clauses) or according to the function of the units (subject, predicate, modifier, and object).

Five *coordinate conjunctions* usually used are the following:

and (augmentation)	or (alternation)
but (contrast)	so (reason)
yet (contrast)	

When a *coordinate conjunction* joins two sentences, a comma normally precedes the conjunction. For examples :

Pedro lives in Mexico City, *and* Maria has a house in Monterrey.

Pedro is single, *but* Angel has a wife and two children.

Sentences joined by coordinate conjunction may or may not be of the same basic sentence pattern, as can be seen by examining the preceding sentences.

(Burks et.al , 1980: 135,136)

- The word *and* shows *augmentation*

My brother moved to New York, *and* I moved to Seattle

Dolphins are friendly animals, *and* they are also intelligent.

- The words *but* and *yet* show *contrast*. The word *yet* is sometimes considered a conjunctive adverbs like *however*, rather than a coordinate conjunction .

Her cousin moved away , *but* they stayed in town.

Michelle is a vegetarian, *yet* she eats chicken.

- The word *or* show *alternation*.

Are you going to the party, *or* will you stay home?

- The word *so* (conjunction) means *therefore, as a result* .

Our cases were heavy, *so* we took a taxi.

- The word *yet* (conjunction) means '*but /nevertheless*'.

They are ugly and expensive; *yet* people buy them.

Punctuation with Coordinate Conjunctions

According to Frank (1972:214) commas are used with coordinate conjunctions that appear only before the conjunctions. Commas may separate items representing the same part of speech, the same type of phrase, or the same type of clause.

If only two words, two phrases or two dependent clauses are joined by a coordinate conjunction, no comma is used before the coordinate conjunction.

Men and women are welcome.

The doctor warned him not to smoke or drink.

He said that he was very tired and that he was going home to rest.

- Sometimes, however, a comma may separate long dependent clauses.

Because he didn't like to work in a tropical climate, and because he felt his abilities were not recognized by the company he worked for, he decided to look for a job in a colder climate.

- If three or more items are coordinated, commas separate the items. However, a comma before the conjunction preceding the last item is optional.

Men, women (,) and children are welcome.

The doctor warned him not to smoke, drink (,) or eat highly spiced foods.

- Two or more independent clauses are usually separated by a comma before the coordinate conjunction.

They had hoped to take a trip around the world, but they were unable to leave because of the sudden illness of their son.

- A semicolon may appear before a coordinate conjunction joining clauses if there is already internal punctuation within one or more of the clauses.

The French Revolution was fought for the abstract ideal of liberty, equality, and fraternity; but the Russian Revolution was fought for the more concrete goals of peace, bread, and land.

2.2.2.2 Subordinate Conjunctions

A subordinate conjunction introduces a clause that depends on a main or independent clause (Frank, 1972: 215). The subordinate conjunction is grammatically part of the clause it introduces; it is never separated from its clauses by comma. The following are frequently used subordinate conjunctions.

although (concession)	though (concession)
even though (opposite)	whereas (opposite)
while (opposite)	if (choice)
unless (choice)	

- The word *though* / *although* normally introduce *clauses of concession*.

Though / although they're expensive, people buy them.

The word *though* (but not *although*) can also be used to link two main clauses.

The word *though* that is used in this way means 'but' or 'yet' and it is sometimes placed at the beginning but more often at the end of its clause:

He says he'll pay, *though* I don't think he will *or*

He says he'll pay; I don't think he will, *though*.

- The word *even though* showing *opposition (unexpected result)*

Even though it was cold, I went swimming.

- The words *whereas* and *while* are used to show *direct opposition*.

Mary is rich, *whereas* John is poor.

Mary is rich, *while* John is poor.

- The word *unless* = *if not*

I'll go swimming tomorrow *unless* it's cold .

I'll go swimming tomorrow *if* it isn't cold .

Unless it's cold = *if it isn't cold*

2.2.3 Others

Oshima et.al. (1995:45) say that transition signals in this group include adjectives such as *additional* ,prepositions such as *in spite of*, *despite* and nouns such as *example*. There are no special punctuation rules for this group. *That is*, *i.e.* and *e.g.*, were explanatory adverbs. These adverbs illustrate or numerate – *Such as*, *An example of*, *i.e.* (= *that is*), *e.g.* (= *for example*).

The example of the using of these transition signals are :

- The company's net profit decline last year *in spite of* increased sales.
- *Despite* increased sales, the company's profit declined last year. (The comma is necessary because the prepositional phrase comes before the subject of the sentence)
- *An additional* reason for the company's bankruptcy was the lack of competent management.
- *Examples of* vocabulary differences between British and American English include bonnet/hood, petrol/gasoline, windscreen/windshield, and lorry/truck.

- The word *despite*, like *in spite of*, has the meaning of "without regard to". It is often used in the expression *despite the fact that*.

They are playing football *despite* the rain.

They are playing *despite* the fact that it is raining.

She came to school today *in spite of* the doctor's warnings.

2.3 Guided Composition

According to Fadloeli (1986:3.1) there are basically two methods for correct language form in writing . One is free composition , in which the writer writes whatever comes into his head . The other is *guided composition* or *controlled composition*, with some provided key words and structure models. It can produce new sentences and composition. *Guided composition* has several advantages and we use it on all levels . *Guided composition* makes it possible to focus the writer's attention on the critical features of the language pattern . *Guided composition* makes sequencing and grading of patterns possible and it gives writer maximum practice in writing correct forms of the language ; consequently , correcting is easy .

This is one of the example of controlled composition given by Spencer :

A (1) man (2) walked (3) down the street .

A (4) girl (5) was waiting for him out side a (6) shop. As he approached her , she smiled (7) and said , "Hello . How are you ?"

By inserting one of words or phrases from this number , we can produce new compositions with a little modifications :

1. tall , well – dressed
2. with a beard , in a black hat , with sunglasses
3. rapidly , hurriedly , impatiently
4. pretty , fair – haired , dark – skinned
5. in high – heeled shoes , with an umbrella , in a pink hat
6. chemist's , grocer's bicycle
7. pleasantly , attractively , in a friendly manner

(Adapted from Fadloeli , 1986 : 3.1)

The simple exercise for *guided composition* is to complete the correct form of the language on the sentence level . This exercise which drills us to produce sentences whether simple or complex sentences is called *pre-composition activities* (Mc.Intosh in Fadloeli 1979 :193) . The pre-composition activities include rearrangement , conversions and substitution . For conversions , Paulson and Bruder

divide into three kinds : there are *transformations* , *substitutions* , and *modifications* (1976:214) . In this thesis , the writer will use *modification conversions* .

In this case Paulson and Bruder in Fadloeli (1986:3.28) give explanation about modification. *Modification exercises* are primarily compositions to which the student has added or complete some patterns of the model. They are similar to expansion drills in pattern practice. They lend themselves primarily to the addition of adjectives and adverbs, articles and noun modifiers, phrases and clauses, and transition words in a sentence or in paragraph. Completing a sentence which has partially begun can also be considered a modification exercise .

The following are some examples of guided composition exercises in the form of modification conversion :

Complete the following sentences using adjective clause.

- a. This is the house where _____ .
- b. The lawyer whom _____ lives in San Diego .
- c. The class which _____ starts at 9:00 a.m.

Complete the following sentences using sentences using noun clauses

- a. I believed _____
- b. I asked the policeman _____
- c. I don't know _____

(Adapted from Fadloeli , 1986 : 3.28)

III. RESEARCH METHOD

3.1 The Research Design

Since this study is to obtain the information concerning the students abilities in the use of transition signals, a descriptive research design is applied. This research is not intended to prove a hypothesis but to describe students' abilities in using transition signals in guided composition. Arikunto (1993:208) says that in general the descriptive research is a non-hypothesis research. Therefore it is not necessary to determine hypothesis in conducting the descriptive research.

This study intends to identify students' abilities in using transition signals in the guided composition. Besides, this study intends to find out the degree of students' abilities in using transitional signals. For this purposes quantitative research design is considered appropriate. A quantitative study gives the degree of students' abilities that is shown in the form of percentage.

3.2 The Research Area

To determine the research area, the purposive method is used. Hadi (1997:82) says that purposive method is used to determine the research area designed to achieve a certain goal.

This research will be conducted at English Department in the Faculty of Letters Jember University. This school is chosen to conduct the research because the writer has recognized the school personnel well, so the writer will be able to conduct the research easily.

3.3 Population

Population is needed in conducting a research to discover principles that have universal applications. Best (1981: 8) points out that population is any group of individuals that have one or more characteristics in common.

By determining the population, research can be done with appropriate direction to the problem. It means that the research is more straight to the truth in accordance with the population that is 80 students in Fourth Semester of English Department Faculty of Letters University of Jember who have passed Writing III class.

3.4 The Sample

The sample is needed because it is impossible to observe all of the members of the population one by one if the population is in a big number. It means that sample is needed to get information about the research's object being observed some parts of the members of the population.

Best (1981:8) states that the process of sampling makes it possible to draw valid inference and generalisation on the basis of careful observation of variables within a relatively small proportion of the population.

Surakhmad (1982:100) states that if the population is homogeneous and less than 100, we can take 50% from the total number. The number of the population in this research is 80 students who have passed Writing III class.

The sample in this research is 40 students and the number of the sample is determined on the consideration that the population is homogeneous. The individuals are the fourth semester students of English Department Faculty of Letters University of Jember who completed the writing III subject. Certainly they have got some theories to deal with the subject.

The technique used in choosing sample is proportional random sampling. The samples were taken proportionally in each class. Arikunto (1993:107) states that the samples taken in proportional random sampling can be 10%, 15%, 20%, 25% or more of population. The writer takes samples randomly from 50% students of each class of the fourth semester students. In faculty of letters, English department, there are two classes of grammar and structure IV that consist 40 students of each class. So the samples taken proportionally were 20 students of each class.

3.5 Research Instruments

In this study , the writer uses test in getting the main data that will be analyzed by statistical method.

3.5.1 Test Method

Test in this research is utilized as an instrument of collecting the primary data. While test method is a way of obtaining data by giving a number of items to be done by testee . Test itself is defined as the procedure of submitting an empirical statement to observational or experimental conditions designed either negate or confirm it (Webster 1981:2361).

Based on the definition above , test is an instrument or procedure used to know or measure the students mastery on certain knowledge. In this research test method used to get the primary data about the students' abilities in using Transition signals .The instrument developed in this study is a 'writing test'. A guided composition is constructed in this study.

Furthermore, Heaton (1975:165) says that the test can be classified into four broad type of test : achievement test, profeciency test ,apititude test , and a diagnostic test.

Those types of test will be discussed below :

1. Proficiency test

It measures a student's achivement in relation to a specific task which will be later be required to perform .

2. Aptitude test

It measures the student's probable performance in learning a foreign language, showing whether the students any special for lerning a new language.

3. Diagnostic test

It is primarily designed to assess the student's knowledge and skills in particular areas before course or study began .

4. Achievement test

It is generally used to refer to more formal which have been designed to show mastery of particular syllabus .

In relating with the title of research, the writer uses achievement test in the form of teacher made test. Teacher made test means test that is made by the teacher. In this case, teacher means the writer itself. In making the test the writer consult to the lecture of writing III. In addition , there are some advantages of using teacher made test are :

- (a) the teacher know the material appropriately.
- (b) It is easier to construct the material because it is based on the objective of the syllabus .

In this research, the writer constructs the teacher made test in 40 items. The items are distributed as follows. The test items cover the following components: sentence connectors (10 items), coordinating conjunctions (7 items), subordinating conjunction (7 items), others (6 items) and all of transition signals (10). The time given for doing the test is 60 minutes.

In the test construction, moreover, validity and reliability of the test should be fulfilled. According to Hughes (1994:22), the validity of the test can be classified into content validity, criterion-related validity, construct validity and face validity. In this study, the writer use content validity. A test is said to have content validity if it measures a certain purpose that equal with the subject that have been taught (Arikunto, 1993:64). To get content validity , here the writer makes the comparison about the test material with the subject that have been taught. A valid test must be reliable because it provides consistently accurate measurements. Hughes (1994:29) says that a valid test must be reliable.

3.5.2 Cloze Test

The form of the test used in this research is the cloze test. Hughes (1994:63) defines the cloze procedure involves deleting a number of words in a passage, leaving blanks, and requiring the person taking the test to attempt to replace the original words. The cloze procedure seemed very attractive. Cloze test was easy to construct, administer and score. The cloze procedure therefore provided a measure of underlying abilities. So, by using cloze test would accurately measure the underlying ability.

3.6 Data Analysis Method

In this study the writer tries to find out the degree of the students' abilities in using transition signals in guided composition made by the fourth semester students of English Department, Faculty of letters.

3.6.1 Identification of the Scores of Students' Correct Answers

The first step is to identify the scores of students' correct answers in using transition signals. The correct answers are those transition signals used according to the English rule systems.

3.6.2 Classification of the Scores of Students Correct Answers

The second procedure in data analysis is classification. This step is to classify the scores of students' correct answers in using of transition signals into the scores of : *sentence connectors, coordinating conjunctions, subordinating conjunctions, others and mixed transitional signals.*

3.6.2 Determining the Students Scores of Each Component

The last step is to measure the students scores of each component; the writer will use statistical method, which is formulated as follows:

$$E = \frac{n}{N} \times 100$$

(Ali , 1987 : 184)

Where:

E = the students scores of each component

n = the score obtained

N = the total score

The following table is to know the grade of students' abilities

Score	Interpretation
96 - 100	Excellent
86 - 95	very good
76 - 85	good
66 - 75	more than enough
56 - 65	enough
46 - 55	poor
36 - 45	very poor
26 - 35	bad
< 25	very bad

(Ali , 1987 : 85)

IV The Result and Analysis

In this chapter, I would like to report the research result based on my investigation that was conducted to the fourth semester students of Faculty of Letters English Department University of Jember on 22 May 2000 and on 29 May 2000. The result covers the problem of each indicator as well as the result of collecting data during the research. The current study takes the result of writing test as main data. Beyond the lines are those for the detail information.

4.1 The Result of the Test

It has been stated in the previous chapter that test is used to get the primary data. In this study the writer used achievement test in the form of cloze test to get the main data about the students' abilities in using transition signal. In this case, the test has 5 components : test of coordinating conjunctions, subordinating conjunctions, sentence connectors, others, and mixed transition signals.

The total of the items of the test is 40 items with the time given for doing the test is 60 minutes . The students have to get 7 right answers for coordinating conjunctions, 7 right answers for subordinating conjunctions, 10 right answers for sentences connectors, 6 right answers for others and 10 right answers for mixed transition signals.

The test activity was done by the students in the class of Grammar and Structure IV . There were two classes of Grammar and Structure IV that was used by the writer as respondent. Firstly, the writer gave some instructions to the students before doing the test. Then , the students tried their best to fill the cloze test.

We can see the detail information about the students abilities in using Transition Signals in the following table.

Table 1. The standard score of ability

No	The Components	Frequencies of item	Score of each item	Total Score
1	Coordinating Conjunctions	7	2.5	17.5
2	Subordinating Conjunctions	7	2.5	17.5
3	Sentence Connectors	10	2.5	25
4	Others	6	2.5	15
5	Mixed Transition Signals	10	2.5	25
Total		40	2.5	100

Table 2. Preparation of Data Analysis

R	The Transition Signals Scores of Each Indicator					Total Score
	CC	SC	StC	Oth	Mixed	
1.	17.5	10	12.5	15	20	75
2.	12.5	15	15	15	17.5	75
3.	12.5	17.5	17.5	15	25	87.5
4.	15	12.5	20	12.5	12.5	72.5
5.	12.5	10	17.5	15	25	80
6.	15	10	15	15	20	75
7.	15	15	15	15	22.5	82.5
8.	15	15	20	12.5	22.5	85
9.	15	17.5	20	7.5	25	85
10.	12.5	10	17.5	15	15	70
11.	12.5	15	7.5	15	22.5	72.5
12.	15	15	15	10	20	75
13.	10	15	15	10	20	70
14.	15	12.5	17.5	15	20	80
15.	17.5	10	10	15	15	67.5
16.	12.5	10	17.5	12.5	17.5	70
17.	15	15	15	15	22.5	82.5
18.	12.5	15	17.5	10	20	75
19.	12.5	10	20	15	17.5	75
20.	12.5	12.5	10	7.5	15	57.5
21.	12.5	12.5	2.5	10	15	52.5

22.	17.5	12.5	17.5	15	20	82.5
23.	15	15	17.5	15	22.5	85
24.	15	15	20	15	17.5	75
25.	12.5	12.5	15	15	20	75
26.	12.5	10	10	12.5	22.5	67.5
27.	12.5	10	15	10	22.5	70
28.	15	10	12.5	15	22.5	75
29.	15	15	20	15	22.5	87.5
30.	10	12.5	20	10	12.5	65
31.	15	15	10	15	17.5	72.5
32.	15	10	15	15	25	80
33.	15	17.5	12.5	12.5	17.5	75
34.	17.5	12.5	5	10	20	65
35.	15	17.5	17.5	15	22.5	87.5
36.	15	7.5	5	15	15	57.5
37.	12.5	10	5	10	17.5	55
38.	15	12.5	12.5	7.5	10	57.5
39.	10	12.5	7.5	15	25	70
40.	10	5	15	15	15	60
Total	557.5	500	570	522.5	770	2920
M = 73						

Notes :

R = Respondent

CC = Coordinating Conjunctions

SC = Subordinating Conjunctions

StC = Sentence Connectors

Oth = Others

Mixed = Mixed transition signals

M = Mean Score

4.2 The result of data analysis

After the data about the students' abilities on the transition signals use has been acquired, then it is analyzed. This data analysis is done in order to find out the fourth semester students' abilities in using Transition Signals of Faculty of Letters Jember University in the academic year 1999/2000. In analyzing the data, the following steps are taken: identifying the students' answers of Transition Signals, classifying the students' answers of Transition Signals, and determining the students scores of each component. It has been stated in the research method in the previous chapter.

4.2.2.1 Identification of the score of students' correct answers

The students had done the test by completing the guided composition with suitable Transition Signals within 60 minutes. The researcher maintained 40 items test. From table.2 can be identified the score of students' correct answers. The researcher notes that the score of students' correct answers are 2920 in the 40 students' answers.

4.2.2.2 Classification of the score of students' correct answers

The step after the identification of the students correct answers is classification of the students' correct answers. The 2920 score of correct answers are classified into 557.5 score of correct answers of coordinating conjunctions, 500 score of correct answer of subordinating conjunctions, 570 score of correct answers of sentence connectors, 522.5 score of correct answers of others and 770 score of correct answers of mixed Transition Signals.

4.2.2.3 Determining the students scores of each component

The research method says that the researcher will apply the statistical method to measure the students scores of each component. The following table, is the computation result of each component.

This formula was used to analyze the data :

$$E = \frac{n}{N} \times 100$$

Where :

E = the students' scores of each component

n = the score obtained

N = The total score

Table 3. The determination of the students' scores

NR	The Score of Students' Abilities in Using Trans. Signals of Each Component																T
	CC			SC			StC			Oth			All				
	n	N	E	n	N	E	n	N	E	n	N	E	n	N	E		
1.	17.5	17.5	100	10	17.5	57.1	12.5	25	50	15	15	100	20	25	80	75	
2.	12.5	17.5	71.4	15	17.5	85.7	15	25	60	15	15	100	17.5	25	70	75	
3.	12.5	17.5	71.4	17.5	17.5	100	17.5	25	70	15	15	100	25	25	100	87.5	
4.	15	17.5	85.7	12.5	17.5	71.4	20	25	80	12.5	15	83.3	12.5	25	50	72.5	
5.	12.5	17.5	71.4	10	17.5	57.1	17.5	25	70	15	15	100	25	25	100	80	
6.	15	17.5	85.7	10	17.5	57.1	15	25	60	15	15	100	20	25	80	75	
7.	15	17.5	85.7	15	17.5	85.7	15	25	60	15	15	100	22.5	25	90	82.5	
8.	15	17.5	85.7	15	17.5	85.7	20	25	80	12.5	15	83.3	22.5	25	90	85	
9.	15	17.5	85.7	17.5	17.5	100	20	25	80	7.5	15	50	25	25	100	85	
10.	12.5	17.5	71.4	10	17.5	57.1	17.5	25	70	15	15	100	15	25	60	70	
11.	12.5	17.5	71.4	15	17.5	85.7	7.5	25	30	15	15	100	22.5	25	90	72.5	
12.	15	17.5	85.7	15	17.5	85.7	15	25	60	10	15	66.6	20	25	80	75	
13.	10	17.5	57.1	15	17.5	85.7	15	25	60	10	15	66.6	20	25	80	70	
14.	15	17.5	85.7	12.5	17.5	71.4	17.5	25	70	15	15	100	20	25	80	80	
15.	17.5	17.5	100	10	17.5	57.1	10	25	40	15	15	100	15	25	60	67.5	
16.	12.5	17.5	71.4	10	17.5	57.1	17.5	25	70	12.5	15	83.3	17.5	25	70	70	
17.	15	17.5	85.7	15	17.5	85.7	15	25	60	15	15	100	22.5	25	90	82.5	
18.	12.5	17.5	71.4	15	17.5	85.7	17.5	25	70	10	15	66.6	20	25	80	75	
19.	12.5	17.5	71.4	10	17.5	57.1	20	25	80	15	15	100	17.5	25	70	75	
20.	12.5	17.5	71.4	12.5	17.5	71.4	10	25	40	7.5	15	50	15	25	60	57.5	
21.	12.5	17.5	71.4	12.5	17.5	71.4	10	25	40	10	15	66.6	15	25	60	52.5	
22.	17.5	17.5	100	12.5	17.5	71.4	17.5	25	70	15	15	100	20	25	80	82.5	
23.	15	17.5	85.7	15	17.5	85.7	17.5	25	70	15	15	100	22.5	25	90	85	
24.	15	17.5	85.7	15	17.5	85.7	20	25	80	15	15	100	17.5	25	70	75	
25.	12.5	17.5	71.4	12.5	17.5	71.4	15	25	60	15	15	100	20	25	80	75	
26.	12.5	17.5	71.4	10	17.5	57.1	10	25	40	12.5	15	83.3	22.5	25	90	67.5	
27.	12.5	17.5	71.4	10	17.5	57.1	15	25	60	10	15	66.6	22.5	25	90	70	
28.	15	17.5	85.7	10	17.5	57.1	12.5	25	50	15	15	100	22.5	25	90	75	
29.	15	17.5	85.7	15	17.5	85.7	20	25	80	15	15	100	22.5	25	90	87.5	

30.	10	17.5	57.1	12.5	17.5	71.4	20	25	80	10	15	66.6	12.5	25	50	65
31.	15	17.5	85.7	15	17.5	85.7	10	25	40	15	15	100	17.5	25	70	72.5
32.	15	17.5	85.7	10	17.5	57.1	15	25	60	15	15	100	25	25	100	80
33.	15	17.5	85.7	17.5	17.5	100	12.5	25	50	12.5	15	83.3	17.5	25	70	75
34.	17.5	17.5	100	12.5	17.5	71.4	5	25	20	10	15	66.6	20	25	80	65
35.	15	17.5	85.7	17.5	17.5	100	17.5	25	70	15	15	100	22.5	25	90	87.5
36.	15	17.5	85.7	7.5	17.5	42.9	5	25	20	15	15	100	15	25	60	57.5
37.	12.5	17.5	71.4	10	17.5	57.1	5	25	20	10	15	66.6	17.5	25	70	55
38.	15	17.5	85.7	12.5	17.5	71.4	12.5	25	50	7.5	15	50	10	25	40	57.5
39.	10	17.5	57.1	12.5	17.5	71.4	7.5	25	30	15	15	100	25	25	100	70
40.	10	17.5	57.1	5	17.5	28.6	15	25	60	15	15	100	15	25	60	60
Σ	557.5	17.5	3170.6	500	17.5	2899.1	570	25	2280	522.5	15	3499.3	770	25	3110	2920
M			79.3			72.5			57			87.5			77.8	73

Notes :

- NR : The number of the respondents
 - CC : Coordinating Conjunctions
 - SC : Subordinating Conjunctions
 - StC : Sentence Connectors
 - Oth : Others
 - Mixed : Mixed transition signals
-
- n : The score obtained
 - N : The total score
 - E : The percentage of students scores of each component
 - T : The total score for each student
 - M : The mean score

The next step after finding and analyzing the students score is finding the score frequencies achieved by the students based on the criteria proposed by Ali (1987:85). The following is the score frequencies obtained by the students.

Table 4. The score frequencies of Coordinating Conjunction achievement

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQU ENCIES	%
1	Excellent	96 – 100	4	10%
2	Very good	86 – 95	18	45%
3	Good	76 – 85	0	0%
4	More than enough	66 – 75	14	35%
5	Enough	56 – 65	4	10%
6	Poor	46 – 55	0	0%
7	Very poor	36 – 45	0	0%
8	Bad	26 – 35	0	0%
9	Very bad	< 25	0	0%
	Total		40	100%

Table 5. The score frequencies of Subordinating Conjunction achievement

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQU ENCIES	%
1	Excellent	96 – 100	4	10%
2	Very good	86 – 95	12	30%
3	Good	76 – 85	0	0%
4	More than enough	66 – 75	10	25%
5	Enough	56 – 65	12	30%
6	Poor	46 – 55	0	0%
7	Very poor	36 – 45	1	2.5%
8	Bad	26 – 35	1	2.5%
9	Very bad	< 25	0	0%
	Total		40	100%

Table 6. The score frequencies of Sentence Connector achievement

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQUENCIES	%
1	Excellent	96 – 100	0	0%
2	Very good	86 – 95	0	0%
3	Good	76 – 85	7	17.5%
4	More than enough	66 – 75	9	22.5%
5	Enough	56 – 65	10	25%
6	Poor	46 – 55	4	10%
7	Very poor	36 – 45	4	10%
8	Bad	26 – 35	2	5%
9	Very bad	< 25	4	10%
	Total		40	100%

Table 7. The score frequencies of "Others" achievement

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQUENCIES	%
1	Excellent	96 – 100	24	60%
2	Very good	86 – 95	0	0%
3	Good	76 – 85	5	12.5%
4	More than enough	66 – 75	8	20%
5	Enough	56 – 65	0	0%
6	Poor	46 – 55	3	7.5%
7	Very poor	36 – 45	0	0%
8	Bad	26 – 35	0	0%
9	Very bad	< 25	0	0%
	Total		40	100%

Table 8. The score frequencies of Mixed Transition Signals achievement

NO	CLASSIFICATION	SCORE QUALIFICATION	FREQUENCIES	%
1	Excellent	96 – 100	5	12.5%
2	Very good	86 – 95	10	25%
3	Good	76 – 85	9	22.5%
4	More than enough	66 – 75	7	17.5%
5	Enough	56 – 65	6	15%
6	Poor	46 – 55	2	5%
7	Very poor	36 – 45	1	2.5%
8	Bad	26 – 35	0	0%
9	Very bad	< 25	0	0%
	Total		40	100%

Based on the results of the data analysis, it is clear that :

1. The mean score for coordinating conjunction is 79,3
2. The mean score for subordinating conjunction is 72,5
3. The mean score for sentence connector is 57
4. The mean score for others is 87,5
5. The mean score for mixed transition signals is 77,8
6. The total mean score for all indicators is 73

Then having been consulted with the table of the score qualification, the result is as follows:

Table 9. The qualification of students' Transition Signals achievement

NO	INDICATORS	MEAN	SCORE QUALIFICATION	CLASSIFICATION
1	Coordinating Conj.	79.3	76 – 85	Good
2	Subordinating Conj.	72.5	66 – 75	More than enough
3	Sentence Connectors	57	56 – 65	Enough
4	Others	87.5	86 – 95	Very good
5	Mixed Trans. Signals	77.8	66 - 75	More than enough
	Total score of all indicators	74.82	66 - 75	More than enough

Concerning with the table above , it could be explained that :

1. The mean score of Coordinating Conjunctions is 79.3. It is between 76 – 85 . It means that the qualification of the students' score on Coordinating Conjunctions is **good**.
2. The mean score of Subordinating Conjunctions is 72.5. It is between 66 – 75. It means that the qualification of the students' score on Subordinating Conjunctions is **more than enough**.
3. The mean score of Sentence Connectors is 57. It is between 56 – 65. It means that the qualification of students' score on sentence connectors is **enough** .
4. The mean score of Others is 87.5 . It is between 86 – 95. It means that the qualification of students' score on others is **very good** .
5. The mean score of Mixed Transition Signals is 77.8 . It is between 76 – 85. It means that the qualification of students' score on sentence connectors is **good** .
6. The mean score of All of indicators is 73 . It is between 66 – 75. It means that the qualification of students' score on All of indicators is **more than enough** .

4.3 Discussion

The main purpose of this study is to describe and find out the fourth semester students' abilities in using Transition Signals. It can be showed from the score obtained by the students on their Transition Signals test results. Meanwhile, Transition Signals test consist of coordinating conjunctions, subordinating conjunctions, sentence connectors, others and Mixed transition signals.

Then, in relation with the problem stated in the previous chapter, it can be described that the mean score obtained by the students on coordinating conjunctions is 79,3; on subordinating conjunctions is 72,5; on sentence connectors is 57; on others is 87,5 and on mixed transition signals is 77,8. Thus, the total mean of the students' Transition Signals achievement is 73.

The mean score above gives information that the qualification of the students' Transition Signals achievement is more than enough. It is found that the score is between 66 – 75. Then, the mean score of coordinating conjunctions lies between 76 – 85. So, the qualification of the students' score on coordinating conjunctions is good. The next indicator is subordinating conjunctions. As described above, it can be seen that the mean of the students' score on subordinating conjunction lies between 66 – 75. It means that, the qualification of the students' score on subordinating conjunctions is more than enough. The mean score of sentence connectors lies between 56 – 65. So, the qualification of students' score on sentence connectors is enough. And the mean score of Others laid between 86 – 95. It means that the qualification of students' score on others is very good. Finally, the qualification of the students' score on mixed transition signals is also good. Therefore, it can be concluded that the results of the application of Transition Signals in guided composition by fourth semester students of English Department Faculty of Letters in academic year 1999/2000 is more than enough.

However, it seems that there are still difficulties faced by the students, especially in using sentence connectors. It is proved by the fact that the mean score of

the students on their sentence connectors is only 57. It means that the students have a great problem in sentence connectors for their transition signals achievement. It was characterized by the use of wrong items. The common errors are exemplified in the following :

Error examples :

1. Mr. Hasan's family is not rich ; *therefore*, they are very happy.
(it should be) Mr. Hasan's family is not rich; *nevertheless*, they are very happy.
2. They may go to the concert; *in addition*, they may decide to attend the lecture.
(it should be) They may go to the concert; *on the other hand*, they may decided to attend the lecture.
3. The child didn't put his jacket on ; *instead*, he got cold.
(it should be) The child didn't put his jacket on; *therefore*, he got cold.

Based on the examples above, it means that the errors were caused by the lack of knowledge about the rule of the language having been studied. It also can be said that the students did not master yet what they have learnt. They felt difficult to differentiate between *therefore* and *nevertheless* , the use of *in addition* and *on the other hand*, and the difference between *instead* and *therefore*. For that reason , it is very important for the teacher to give more practice about sentence connectors. In this case , teacher can show some examples of the use of the sentence connectors that will be introduced.

Finally, based on all explanation above , it can be concluded that the result of application of transition signals in guided composition of the fourth semester students of English Department Faculty of Letters in academic year 1999/2000 is more than enough. However , there are still many difficulties faced by the students , especially on using sentence connectors. It might be influenced by the lack of knowledge about the rules of the language they have learnt . And it also might be influenced by misunderstanding about the application of each type of transition signals .

V Conclusion And Suggestion

5.1 Conclusion

Considering the result of the data analysis that have been discussed and interpreted , it can be concluded that the ability in using Transition Signals on guided composition of the fourth semester students of English Department Faculty of Letters Jember University in 1999/2000 academic year was more than enough. It was proved that the total mean score of students' use of transition signals was 73. To make it clear, here are the descriptions of each indicator , in this case coordinating conjunctions , subordinating conjunctions , sentence connectors , others and mix of transition signals.

1. The mean score of coordinating conjunctions is 79.3 , meaning that the qualification of students' abilities in using coordinating conjunctions is good.
2. The mean score of subordinating conjunctions is 72.5 , meaning that the qualification of students' abilities in using subordinating conjunctions is more than enough.
3. The mean score of sentence connectors is 57 , meaning that the qualification of students' abilities in using sentence connectors is enough.
4. The mean score of others is 87.5 , meaning that the qualification of students' abilities in using others is very good.
5. The mean score of mixed transition signals is 77.8 , meaning that the qualification of students' abilities in using all of transition signals is good.

After knowing the students' mean scores , we can see that the maximum score is 87.5 and the minimum score is 57. The maximum score is score of using "others" and the minimum score is score of using Sentence Connectors. So , in general the students' abilities in using Transition Signals is more than enough . However , it still need more practice of using Sentence Connectors.

5.2 Suggestion

Knowing the fact that Transition Signals are very important in writing English composition , the writer wants to give some suggesstion to the teacher of writing class and the students.

5.2.1 For the teacher of writing

In order to develop the students knowledge of the writing composition especially in using Transition Signals , the teacher should pay much attention to Transition Signals in teaching writing composition especially in the use of sentence connectors because the students' qualification in this transition signals was still enough.

5.2.2 For the students

Based on the result of the research , it is recommended the students pay attention to the transition signals and they should have a certain way in enlarging the use of transition signals; moreover, they have to try to apply the transition signals when they express their mind in English.

5.2.3 For further research

The writer hopes this thesis can be as reference for next researchers who make further study about Transition Signals or indirectly have relation with Transition Signals.

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Appendix 1

NAME :

NIM :

This questionnaire is used to collect the data of a research entitle "A Descriptive Study of Students' Abilities in Using Transition Signals in Guided Composition of the Fourth Semester Students of Faculty of Letters in the 1999/2000 Academic Year"
(Every number will be valued 2.5)

I.Fill in the blanks with coordinating conjunctions selected from the following list.

and but or
so yet

1. The sheep the oxen are grazing .
2. We looked at everywhere , we did not find it .
3. You will obey your parents, you will be punished by them .
4. Tono had nothing to do , he went out to play tennis with his friends .
5. They are ugly and expensive; people buy them .
6. Which do you like ? The white shirt the red ones.
7. My sister studies biology I studies English.

II.Fill in the blanks with subordinating conjunctions selected from the following list.

although while if
even though whereas unless

1. We will go to the beach tomorrow it rains.
2. My grades were excellent , I was often absent .
3. My father was working in the office the secretary was typing .
4. I were rich, I will buy many cars .
5. Many people consider that garbage is useless it is very advantageous .
6. He will sign the contract it is satisfactory.
7. you may not agree, I must make my report today.

III. Fill in the blanks with sentence connectors selected from the following list.

however moreover therefore
nevertheless otherwise instead

1. Just sit there , and have some coffee. It is still raining;, it is still five o'clock.
2. Aluminium is a light metal;, it is very strong .
3. Mr. Hasan's family is not rich;, there are very happy .
4. The child didn't put his jacket on;, he got cold .
5. We must meet the deadline;, a decision is needed now .

in addition on the other hand for example
in conclusion in contrast to summarize

6. They may go to the concert;,they may decide to attend the lecture .
7. There are many interesting places to visit in the city,, the botanical garden or the art museum .
8. The city provides many cultural opportunities. It has an excellent art museum .
....., it has a fine symphony orchestra .
9., by knowing about pollution, we do hope to make our surroundings comfortable to live in and pleasant to look at .
10. He is not a stupid person ;, he is quite intelligent .

IV. Fill in the blanks with transition signals selected from the following list.

such as despite an example of
that is e.g. an additional

1. I went swimming the cold weather .
2. Countries Brazil and Canada are big .
3. There are many tourism places to visit in Indonesia ,..... , Bali, Borobudur,etc.
4. Indonesian traditional dances is Legong dance .

5. People called it “Gelatin or Agar-agar in Indonesian word” food made of the sea grass.

6.subject for the students is to make a handicraft for their individual skills.

V. In the following composition, choose an appropriate transition signals from those listed after each blank .

Hobbies and Interests

From Monday until Saturday most people are busy working or studying,(1).....(but,or,so)in the evenings and on weekends they are free to relax (2)..... (but,and,so) enjoy themselves. Some watch television (3)(and,or,yet) go to the movies, others participate in sports. It depends on individual interests. There are many different ways to spend our spare time.

(4)(Moreover,Therefore,Nevertheless)almost everyone has some kind of hobby(5).....(such as,that is,an example of) collecting stamps and making model airplanes.Some hobbies are very expensive;(6)(nevertheless, in addition, therefore),others don't cost anything at all.Some collections are worth a lot of money;(7).....,(however,although,while)others are valuable only to their owners.

I know a man who has a coin collection worth several thousand dollars. A short time ago he bought a rare fifty-cent piece worth \$ 250! He was very happy about his purchase and thought the price was reasonable.(8)(On the other hand,Otherwise, Although),my youngest brother collects match boxes. He has almost 600 of them but I doubt if he spend any money. However,to my brother they are extremely valuable. Nothing makes him happier than to find a new match box for his collection.

(9).....(In conclusion,On the other hand,In addition),that's what a hobby means, I guess. It is something we like to do in our spare time simply for the fun of it.(10)(Furthermore, Consequently,Although) it spends much money , we will get the pleasure of it .

Key Answers

- I. 1. and
2. but
3. or
4. so
5. yet
6. or
7. and

- II. 1. unless
2. even though / although
3. while
4. If
5. whereas
6. if
7. Although / Even though

- III 1. moreover
2. however
3. nevertheless
4. therefore
5. otherwise
6. on the other hand
7. for example
8. in addition
9. In conclusion
10. in contrast

- IV 1. despite
2. such as
3. e.g.
4. An example of
5. that is
6. An additional
- V 1. but
2. and
3. or
4. Moreover
5. such as
6. nevertheless
7. however
8. On the other hand
9. In conclusion
10. Although



Appendix 2

List of respondents

No	Name	NIM
1	Agus Wijaya	98 – 1068
2	Ahmad Ainul Musthofa	98 – 1027
3	Anak Agung Ayu Henry	98 – 1098
4	Antok	98 – 1057
5	Anton Asfihani	98 – 1148
6	Ary Winanto	98 – 1107
7	Astrid Sari Kusuma	98 – 1095
8	Atiek Yulianingsih	98 – 1059
9	Choirotin Nisak	98 – 1046
10	Dian Agriyanti Sari	98 – 1134
11	Diyah W.	98 – 1020
12	Djoko Kuswanto	98 – 1073
13	Eko Hartoyo	98 – 1084
14	Eko Suprianto	98 – 1088
15	Elin Herlina	98 – 1009
16	Era Sari M.	98 – 1037
17	Erni Sustiana	98 – 1005
18	Etty W.	98 – 1083
19	Farida Isnaeni	98 – 1141
20	Fera Anggraini	98 – 1100
21	Fo Indarto	98 – 1040
22	Gilig Pradana	98 – 1062
23	Handari J.H.	98 – 1067
24	Hari S.	98 – 1130
25	Herdina	98 – 1080
26	Hudan	98 – 1192
27	Indah F.	98 – 1133
28	Juwita Kridha W.	98 – 1114
29	Meuantos Kemal Alam	98 – 1077
30	Misbachus S.N	98 – 1143
31	Mitha	98 – 1023
32	Noor Athiyah	98 – 1034
33	Nunung Murniawati	98 – 1031
34	Nur Farida	98 – 1110
35	Nurani	98 – 1030
36	Nurul Hidayati	98 – 1116
37	Ratih Prasetyaningtyas	98 – 1136
38	Sri Atik	98 – 1004
39	Sugeng Purnomo	98 – 1035
40	Wahyunita Damayanti	98 – 1113