

**THE USE OF TRANSITION WORDS IN ENGLISH DEPARTMENT
STUDENT'S SKRIPSI OF STATE UNIVERSITY OF JAKARTA**



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A Thesis Submitted in Partial Fulfillment of the Requirements

For the Degree of “Sarjana Pendidikan”

**ENGLISH DEPARTMENT
THE FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA**

2015

ABSTRACT

SYALDY PUTRA KAMIL. 2015. The Use of Transitions in English Department Student's Skripsi of State University of Jakarta. Thesis. English Department, the Faculty of Languages and Arts, State University of Jakarta.

The purpose of this study is to analyse the use of transition words in Chapter 4 of students' skripsi of English Department. This study is using content analysis as a research method. Twenty (20) of students' skripsi were taken from English Department of State University of Jakarta to be investigated in this study. The data were thirteen (13) kinds of transition words as follow: *addition*, *comparison*, *contrast*, *concession*, *exemplification*, *inference*, *summary*, *result*, *reformulation*, *time and sequence*, and *miscellaneous*. The result shows that in twenty (20) English Department students' skripsi were analysed, there were two thousand three hundred one (2301) transition words were found. From two thousand three hundred one (2301) transition words found they were as follow. Ninety four (94) usage of *addition* as transition to add something or idea in writings, five (5) usage of *comparison* as transition to comparing ideas in writings, one hundred fifty four (154) usage of *contrast* as transition to contrasting ideas in writing, one hundred seventy nine (179) usage of *enumeration* as transition to describing ideas in writing, one thousand three hundred twenty eight (1328) usage of *concession* as transition to emphasis the ideas in writings, seventy six (76) usage of *exemplification* as transition to giving examples in writings, once (1) usage of *inference* as transition to giving an assumption in writings, sixteen (16) usage of *summary* as transition to summarize the ideas in writings, forty (40) usage of *result* as transition to giving a conclusion in writings, twenty two (22) usage of *reformulation* as transition to reformulating ideas in writings, one hundred twenty four (124) usage of *time and sequence* as transition to mark important steps in writings, one hundred seventy four (174) usage of *place/position* as transition to mark a place or position in writings, and eighty eight (88) usage of *miscellaneous* as transition appropriate with the context. This study is expected to provide an input to English Department of State University of Jakarta about the use of transition words in English Department students' skripsi.

ABSTRAK

SYALDY PUTRA KAMIL. 2015. Penggunaan Kata Transisi dalam Skripsi Mahasiswa Jurusan Bahasa dan Sastra Inggris Universitas Negeri Jakarta. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk menganalisis kata-kata transisi yang digunakan didalam Bab 4 dalam skripsi mahasiswa oleh Jurusan Bahasa dan Sastra Inggris. Studi ini menggunakan teknik analisa konten sebagai metode penelitian. Dua puluh (20) skripsi mahasiswa dari Jurusan Bahasa dan Sastra Inggris diambil untuk diselidiki dalam penelitian ini. Datanya ialah tiga belas (13) jenis kata transisi sebagai berikut: *addition, comparison, contrast, concession, exemplification, inference, summary, result, reformulation, time and sequence, dan miscellaneous*. Hasil dari penelitian menunjukkan didalam dua puluh (20) skripsi mahasiswa Jurusan Bahasa dan Sastra Inggris yang dianalisis, terdapat dua ribu tiga ratus satu (2301) kata transisi ditemukan. Dari dua ribu tiga ratus satu (2301) kata transisi yang ditemukan terdiri dari sembilan puluh empat (94) kali *addition* digunakan sebagai kata transisi untuk menambahkan ide ke dalam penulisan, lima (5) kali *comparison* digunakan sebagai kata transisi untuk membandingkan ide dalam penulisan, seratus lima puluh empat (154) kali *contrast* digunakan sebagai kata transisi untuk membedakan ide dalam penulisan, seratus tujuh puluh sembilan (179) kali *enumeration* digunakan untuk menjabarkan ide dalam penulisan, seribu tiga ratus dua puluh delapan (1328) kali *concession* digunakan untuk meyakinkan ide dalam penulisan, tujuh puluh enam (76) kali *exemplification* digunakan untuk memberikan contoh dalam penulisan, satu (1) kali *inference* digunakan untuk berasumsi dalam penulisan, enam belas (16) kali *summary* digunakan untuk meringkas didalam penulisan, empat puluh (40) kali *result* digunakan untuk menyimpulkan dalam penulisan, dua puluh dua (22) kali *reformulation* digunakan untuk merumuskan kembali ide didalam penulisan, seratus dua puluh empat (124) kali *time and sequence* digunakan untuk menandai fase atau langkah-langkah dalam penulisan, seratus tujuh puluh empat (174) kali *place/position* digunakan untuk menandai tempat dalam penulisan, dan delapan puluh delapan (88) kali *miscellaneous* digunakan berdasarkan konteksnya. Penelitian ini diharapkan dapat memberikan masukan untuk Jurusan Bahasa dan Sastra Inggris Universitas Negeri Jakarta tentang penggunaan kata-kata transisi dalam skripsi jurusan Bahasa Inggris siswa.

ACKNOWLEDGMENT

“In the name of Allah, Most Gracious, Most Merciful.”

Alhamdulillah *abil'amin*, my deepest gratitude and honor are only for Allah SWT. Because of His entire, everlasting and enormous love and blessing given to me, I finally can finish this study. This study would not have been possible unless because of support given to me from some great people in my life. I owe my deepest gratitude to my marvelous mom and dad, Syamsul Lidiani and Mamah Juriah. I never gave up doing my study and finally, from now on, I become S.Pd. thanks for the never-ending help and support, I love you mom and dad. And I am also very grateful to my brother and sister, Syahlevi Dwika Akbar and Syadiva Zikrilla Octrie. I hope Allah swt. always protect you all.

Dr. Ratna Dewanti, M. Pd. as my thesis advisor, for her patience and steadfast encouragement to complete this study. Prof. Ilza Mayuni as my academic advisor, for the insights she has shared. Dr. Darmahusni, MA. as the head of English Department of State University of Jakarta. All of the lectures of ED for their valuable time and help and other staffs.

All my amazing friends in English Department of State University of Jakarta. 11 Dik B Mdr, thank you for being my great partner from the beginning I start study in English Department. How lucky am I to have something that makes saying goodbye so hard. TSKL gaming, thank you for the entertainment, for the party, for DOTA, thank you for blaming me and thank you for all for your support. We have been and always shall be friends. All GIH members, you guys rock.

TABLE OF CONTENT

Abstract	i
Abstrak	ii
Acknowledgement	iii
Table of Content	iv

CHAPTER 1

INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Previous Study	3
1.3. Research Question	4
1.4. Purpose of the Study	4
1.5. Limitation of the Study	4
1.6. Scope of the Study	5
1.7. Significance of the Study	5

CHAPTER 2

LITERATURE REVIEW	6
2.1. Writing	6
2.2. Unity and Coherence	7
2.3. Transition Words	8
2.4. The Use of Transition Words in Writing	10
2.5. Kinds of Transition Words	10
2.6. Skripsi	13

CHAPTER 3

RESEARCH METHODOLOGY	14
3.1. Research Design	15
3.2. Time and Place of the Study	15
3.3. Data and Data Sources	16

3.4. Data Collection Procedure	16
3.5. Data Analysis Procedure	16
3.6. Instrument of the Study	17

CHAPTER 4

FINDINGS AND DISCUSSION.....	19
4.1. Data Description	19
4.2. Findings	19
4.2.1. Research Question: How is the transition words in English Department Student's skripsi of State University of Jakarta?	20
4.2.2. Kinds of Transition Words	21
4.2.2.1. Addition	21
4.2.2.2. Comparison	22
4.2.2.3. Contrast	22
4.2.2.4. Enumeration	23
4.2.2.5. Concession.	24
4.2.2.6. Exemplification	24
4.2.2.7. Inference	25
4.2.2.8. Summary	25
4.2.2.9. Result	26
4.2.2.10. Reformulation	26
4.2.2.11. Time and Sequence	27
4.2.2.12. Place/Position	28
4.2.2.13. Miscellaneous	28
4.3. Discussion	29
4.3.1. The Appropriateness of Transition Words	32
1. Addition	32
2. Comparison	33
3. Contrast	33
4. Enumeration	34
5. Concession	35

6. Exemplification	35
7. Inference	36
8. Summary	36
9. Result	37
10. Reformulation	37
11. Time and Sequence	38
12. Place/Position	38
13. Miscellaneous	39
CHAPTER 5	
CONCLUSION AND SUGGESTION	40
5.1. Conclusion	40
5.2. Recommendation	41
REFERENCES	42
APPENDICES	44

CHAPTER 1

INTRODUCTION

This chapter provides the problems and the importance related to the topic of this study. It contains background of this study, previous study, research question, purpose of this study, scope of this study, and significance of this study.

1.1. Background of the Study

Coherent paragraphs are needed to achieve the purpose of the writers' writing. To maintain the coherence of the text. It brings about a rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance. Writing coherent paragraphs is kind of like giving driving directions: You guide the reader from one locale to the next locale until you reach your destination. Writers use several tools to help provide this guidance: transitional expressions, pronouns, repeated key words and phrases, echo words, and implicit logical connections between ideas. As Cali and Bowen (2003) said, the clear information of writing lies on how the information is appropriately organized.

Daniel Kies (2015) in his essay titled "Coherence in Writing" stated that coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Coherence itself is the product of two factors — paragraph unity and sentence cohesion (Kies, 2015).

In paragraph unity, a writer must ensure two things only. First, the paragraph must have a single generalization that serves as the focus of attention, that is, a topic

sentence. Secondly, a writer must control the content of every other sentence in the paragraph's body such that it contains more specific information than the topic sentence and it maintains the same focus of attention as the topic sentence (Kies, 2015). In other words, every paragraphs must have a topic sentence which is supported by other sentences or it can be called by supporting details.

While in sentence cohesion, Daniel Kies (2015) explained to achieve cohesion, the link of one sentence to the next sentence, consider the following techniques: Repetition, Synonymy, Antonymy, Pro-forms, Collocation, Enumeration, Parallelism, and Transition words.

The most convincing ideas in the world, expressed in the most beautiful sentences, will move no one unless those ideas are properly connected. Transitions play essential roles in coherent writing. Transitions help writer maintain flow and establish clear relationship between ideas (Swales & Feak, 1994:22). Unless readers can move easily from one thought to another, they will surely find something else to read or turn on the television. Furthermore, Burneikaitė (2009) classified transitions as one of the most widely used interactive metadiscourse resources. Providing transitions between ideas is largely a matter of attitude. You must never assume that your readers know what you know.

Burneikaitė (2009) pointed that transitions are used to arrange propositions in the text and involve the readers. In fact, it is a good idea to assume not only that your readers need all the information that you have and need to know how you arrived at the point you are at, but also that they are not quite as quick as you are. As Meyers (2003:32) said, the existence of appropriate transitions in writing is very important, the reader will understand, appreciate, or convince the writer's purpose by reading it.

Furthermore, Oshima and Hogue (1999:40) pointed that the movement from one sentence to the next sentence in writing should be smooth and logical. So, by providing a transitions in a paragraph is very important.

However, to master the appropriate transitions requires writing competence. The types of transitions have their own functions each. The essential elements in writing is the writers must have the skill in choosing the type of transitions and putting the transitions which suitable to the context (Coffey in Pogemiller, 1987: xvi-xviii).

The use of transitions in writing a coherent paragraph is crucial. As Jayakaran (2003:3) discovered, to make a coherent writing without transitions is impossible. Writing coherently is perceived as writing by concerning on a good organization in each paragraph. Someone's writing could be clearly understood by the readers if the writing is coherent (Coffey, 1987). Sobociński (2010) stated that coherence means that your paragraph is easy to read and understand because your ideas are connected by the use of appropriate transition signals. Through the use of transitional phrases, the link between clauses and sentences could be coherent (Oshima and Hogue, 1998 in Brata, 2011).

Related with the explanation above, the researcher considers to make thesis about the transition words in English Department student's skripsi of State University of Jakarta.

1.2. Previous study

A previous study, *Investigating Frequency and Distribution of Transition Markers in English and Persian Research Articles in Applied Linguistics: Focusing on Their Introduction Sections* conducted by Leila Bahrami (2012) aimed to examine the occurrence of transition markers in introduction sections of research articles in applied

linguistics written by native writers of English, non- native Persian writers of English, and native writers of Persian and further to identify the differences between native and non-native writers of English in terms of the use of transition markers in introduction sections of the articles.

Another study, *The Use of Transitions in English Department Student's Writing* conducted by Ade Astari (2012). The study was conducted to investigate the frequent use of transitions in English Department student's writing. The findings are nine hundred fifty five (955) usages of transitions. The findings are *addition, comparison, contrast, enumeration, concession, exemplification, inference, summary, result, reformulation, time and sequence, and miscellaneous.*

1.3. Research question

Based on the background of the study the researcher was eager to investigate the transitions in English Department student's skripsi of State University of Jakarta. Therefore, the researcher proposed a question: *How is the use of transition words in English Department student's skripsi of State University of Jakarta?*

1.4. Purpose of the study

This study aims to analyse the use of transition words in English Department student's skripsi of State University of Jakarta in Findings and Discussion part.

1.5. Limitation of the study

The limitation of this study is the frequency of the transition words used by English Department students in their skripsi and the appropriateness of the transition words used in their skripsi focussing in Findings and Discussion part.

1.6. Scope of the study

The scope of this study is the transition words of English department student's skripsi in the Findings and Discussion section of English Department student's skripsi of State University of Jakarta. The data of this research is taken from chapter 4, Findings and Discussion section, of English Department student's skripsi of State University of Jakarta.

1.7. Significance of the Study

This study is expected to have benefits for all English Department students about the competence in using transitions in their writing especially in their skripsi. The result is expected to be beneficial for lectures and English Department students to know the transitions on student's skripsi. The result can be used to inform English Department students about their competence in using transitions in their skripsi.

Practically, this study helps the writer broadening her understanding what is the transition words, kinds of transition words in writing, and helps getting his bachelor degree in particular.

CHAPTER 2

LITERATURE REVIEW

This chapter deals with the literature review related to the topic of this study. More specifically, it discusses the term of writing, unity and coherence, transition words, transition words in writing, kinds of transition words, and skripsi.

2.1. Writing

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it (Oshima & Hogue, 1996:2). Some of the earliest writing found so far dates from about 5,500 years ago. Since then, many different writing systems have evolved around the world (Harmer, 2004:1).

Writing and reading decrease our sense of isolation. They deepen and widen and expand our sense of life; they feed the soul (Anne Lamott in Harmer, 2004:15). The writers are able to share ideas, arouse feelings, persuade and convince others through writing. Furthermore, Harmer (2004:2) stated that English writing has changed considerably over the centuries. Early-fourteenth-century writing, for example, had significantly different spellings from present-day English and some letters were formed differently too. Since then, writing has been developed with many features which help people to understand each other easily.

Writing is not just a matter of transcribing language into written. Writing, however, requires intellectual effort which usually has to be acquire over period of time (White & Arndt, 1991). According to Oshima and Hogue (1999), writing is a process not a product that is needed process of thinking to create the ideas, which many ideas

usually appear during writing process. Thinking process is needed to make a good written text or essay. Furthermore, Harmer (2004:22) stated that the writers should make sure that each of the ideas in sentences or even paragraph are stick together. In other words, the use of transition words is needed. In the preparation of the ideas, the writer must consider several important things in writing. Especially in combining one ideas to another. Here, the use of an appropriate transition would assist the reader in maintaining the flow of ideas from the writers.

Moreover, Savage and Mayer (2006:12) explained, good academic writers follow specific steps to make sure their writing is both clear and accurate. They gather, organize, and develop ideas. They write drafts, sometimes two or more. In addition, a good writers look for unity and coherence problems.

2.2. Unity and Coherence

It is important for a paragraph to have unity. When a paragraph has unity, all of the sentences in it discuss only one idea (Oshima & Hogue, 1998:98). Furthermore, the main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. If, for example, you announce in your topic sentence that you are going to discuss two important characteristics of gold, discuss only those. Do not discuss any other ideas, such as the price of gold or gold mining

In line with Kies (2015), he explained that to achieve paragraph unity, a writer must ensure two things only. First, the paragraph must have a single generalization that serves as the focus of attention, that is, a topic sentence. Secondly, a writer must control the content of every other sentence in the paragraph's body.

Coherence is the important element of writing. In every good paragraph in a composition must have coherence (Oshima & Hogue, 1997:100). So that the paragraph would be easy to read and understand.

Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not (Kies: 2015). According to Oshima & Hogue (1998:18), coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate transition signals. For example, in the paragraph about gold, there are two supporting ideas: Gold is beautiful, and gold is useful. Each of these supporting ideas is discussed, one after the other, and an example is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as: first of all, for example, another important characteristic, and in conclusion.

2.3. Transition Words

In linguistic mean, transition words is defined as changing process from one point to another in a relatively connected meaning. Transition words usually appear at the beginning of sentences that connecting one sentence to the others, however, sometimes it could appear in the middle of sentences. Landsberger (1996) defined transition words as the phrases which build and improve connection between ideas whether in sentences or paragraphs. Moreover, Wyrick (1999) and Ratanapinyowong (2008) defines transition words are the phrases which link one sentence to another in order to achieve coherent idea. In other words, transition words has a role in maintaining coherence aspect in creating and organizing language ideas.

The term of transition words are different between some linguists. The terms are transition signals (Oshima & Hogue: 1999), transitional phrases (Landsberger: 1996), transitions (Meyers: 2003; Kies: 2015), and transitional words (O'Regan, 2002). All of them have the same meaning about transition words. Overall, transitions are words or phrases formed to strengthened cohesion of your writing. They link your sentences and paragraphs smoothly so that they flow and there are no abrupt jumps or breaks between ideas. It acts like signposts making it easier for the reader to follow your ideas. In this research, the researcher use transition words (O'Regan, 2002) terms as the topic of this research.

According to Vivian & Jackson (1961:5), using transition words is one of the ways to make coherence writing. Transition words and phrases can create powerful links between ideas in your paper and can help your reader understand the logic of your paper. However, these words all have different meanings, nuances, and connotations. Before using a particular transitional word in your paper, be sure you understand its meaning and usage completely and be sure that it's the right match for the logic in your paper.

Furthermore, Hyland (2005) investigated transition markers are mainly conjunctions and adverbial phrases which help readers interpret pragmatic connections between steps in an argument by marking additive, contrastive, and causative steps in the discourse. Addition adds elements to the argument and consists of items such as and, furthermore, moreover, and etc. Comparison marks arguments as either similar (similarly, likewise, equally, correspondingly, and etc.) or different (in contrast, however, but, on the contrary, on the other hand, and etc.). Consequence relations tell readers that either a conclusion is being drawn or justified (therefore, consequently, in

conclusion, and etc.) or an argument is being countered (admittedly, nevertheless, anyway, in case, of course, and etc.).

2.4. The Use of Transition Words in Writing

Transition words act as a connector between ideas or sentences in a paragraph. Transition words can be a guide for the readers when to go forward, turn, slow down, and stop. These are the sign for readers to make the writing easier to be understood. Moreover, transition words might help writer when they find a gap or a break of thought between two sentences or paragraph and also liven up the writing (Oshima and Hogue, 1998:43). Transition words usually appear at the beginning of sentences that connecting one sentence to the others. For example:

E.g. In conclusion, language learning strategies help the students to encounter a problem in reading.

E.g. However, the meaning contained in the original SL is still maintained in the TL subtitle.

Above are the example of the used of transition words in the beginning of the sentences.

In conclusion and *however* are the examples of transition words.

In a long paper, such as a research paper, a transition words connects ideas between major points. According to Barton (1995) the use of transition words by the writers in their essay helps the writers to strengthen their argumentation in writing so that the readers might be agreed immediately with the writers' argumentation. In other words, the use of transition words in writing is essential to support writers' ideas.

2.5. Kinds of Transition Words

There are several kinds of transition words according to linguists. They have their own version of transition words differ from others. Different transition words do different things. They are divided into thirteen (13) expressions (O'Regan:2002) which

are *addition, comparison, contrast, concession, exemplification, inference, summary, result, reformulation, time and sequence, place/position, and miscellaneous*. They can be subdivided into several sections, further explanations are as follow:

First is addition. This expression is used when the writer wanted to add something or ideas in their writings, or to connect the main idea of the sentence with the supporting ideas. The transition words which included in this part are *in addition, furthermore, besides, equally, indeed, moreover, what is more, finally, again and then*.

Second is comparison. This expression is supporting the writer to relationship between the transition words of comparison one ideas to other ideas in writing. The transition words which included in this part are *compared with, in comparison with, in the same, similarly, and likewise*.

Third is contrast. This expression is used to supporting the writer to relationship between the transition words of contrast ideas in writing. The transition words included in this part are *besides, however, in contrast, instead, it may be the case, certainly, likewise, naturally, nevertheless, of course, on the contrary, on the other hand, regardless, granted, whereas, while, yet, despite, it is true that, notwithstanding, and nonetheless*.

Fourth is enumeration. This expression is used to concerning of numbering the importance information in writing. The transition words used which included in this part are *firstly, secondly, then, finally, first, second, and next*.

Fifth is concession. This expression is used to supporting the writer to relationship between the transition words of the concessional ideas of writing. The transition words used which included in this part are *although it is true, that, it may*

appear, regardless, certainly, granted that, naturally, it is true that, I admit that, of course, it may be the, and case that.

Sixth is exemplification. This expression is used to support the ideas' writer in writing by giving the example. The transition words used which included in this part are *as (evidence of...), for example, such as, to show what I mean, for instance, thus, to illustrate, and specifically.*

Seventh is inference. This expression is supporting the writer to relationship between the transition words of inference ideas of writing. The transition words used which included in this part are *if not, in that case, otherwise, that implies, and then.*

Eighth is summary. This expression is supporting the writer to relationship between the transition words of summarize the ideas of writing. The transition words used which included in this part are *in all, in brief, to summaries, in summary, in short, in conclusion, therefore, in a nutshell, on the whole, to sum up, basically.*

Ninth is result. This expression is supporting the writer to relationship between the transition words of making the result the ideas of writing. The transition words used which included in this part are *therefore, as a result, as a consequence of, for that reason, hence, thus, contribute to.*

Tenth is reformulation. This expression is supporting the writer to relationship between the transition words of reformulate the ideas of writing. The transition words used which included in this part are *in other words, to put it more simply, rather, that is to say, put simply.*

Eleventh is time and sequence. This expression is used when the writer wanted to move a time or sequence in their paragraph. The transition words used which

included in this part are *after a while, afterwards, at first, at last, at the same time, thereafter, concurrently, first, second, as soon as, finally, in the end, meanwhile, immediately, next, in the future, subsequently, at that time, firstly, secondly, so far, up to then, somewhat earlier, shortly.*

Twelfth is place/position. The transition words used which included in this part are *in the back, elsewhere, opposite to, adjacent, to the left, closer to, farther on, to the right, above.*

And thirteenth is miscellaneous. The transition words used which included in this part are *admittedly, all things, considered, as a general rule, as far as we know, astonishingly, broadly by and large, characteristically, clearly, coincidentally, overall, unfortunately, etc.*

2.6. Skripsi

Writing effectively, especially concerning on ideas organization, needs a manner in order to make the ideas easy to understand for readers. Nunan (2003) describes that the language ideas could be logically organized by using transition words to relate prior information to other information. In other words, to make an effective writing, the use of transition words is important in making the ideas well organized.

Skripsi is one of writing products. According Hamid and Rahman (2015), skripsi is a term used in Indonesia to illustrate a scientific paper in the form of exposure S1 undergraduate research paper that discusses a problem / phenomena in a given field of science by using the rules that apply. Skripsi is one of the requirements to complete the study of S1 degree that weigh 6 semester credit (6 sks). The objective of writing skripsi is to give students the opportunity to demonstrate the ability to organize knowledge contained in scientific papers that reflect concern and sensitivity to a

problem of students according to their field of study and shows the analytical ability to solve problems.

In conclusion, transition words act as a connector between writer's ideas for the readers better understanding. In writing a skripsi, it takes a good writing skill. The role of transition words here is very important. It connects the ideas of the writers and also make paragraph look well-organized. So that the readers can clearly understand.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the data collection and the research methodology that researcher use in this research. It consists of the research design, time and place of the study, data and data sources, data collection procedures, and data analysis procedures.

3.1. Research Design

The research design used in this research in content analysis. Prasad (2008) described, Content Analysis is the scientific study of content of communication. It is the study of the content with reference to the meanings, contexts and intentions contained in messages. Furthermore, Fraenkel & Wallen (2009:472) pointed out that content analysis is a technique that enables researcher to study human behaviour in an indirect way, through an analysis of their communications. For example; textbooks, essays, newspapers, novels, magazine articles, speeches, advertisements, or student's writing.

Related with statement above, the researcher chose content analysis as the research design for this study because it deals with technique to study things produced by human beings which, in this case, student's writing or skripsi. The researcher chose the findings and discussion section to be analysed since the content of this section contains more original writings of the students rather than quotations.

3.2. Time and Place of the Study

This research was conducted in English Department of State University of Jakarta.

3.3. Data and Data Sources

The data are the transition words used by English Department students in the Findings and Discussion section of student's skripsi. The researcher collect the data of findings and discussion section from English Department student's skripsi.

3.4. Data Collection Procedure

The data of this research were collected by doing some following steps as follow:

1. Reading twenty (20) skripsi taken from English Department of State University of Jakarta.
2. Identifying the sentences in the skripsi containing transition words.
3. Marking words containing transition words.

3.5. Data Analysis Procedure

The procedures of data collection in this study are as follows:

1. Classifying the types of transition words based on the criteria from O'Regan (2002).
2. Displaying the total number of each type of transition words in a table in order to show what kind of transition words that mostly used and to verify the appropriateness the transition words used by English Department students in their skripsi.
3. Identifying the types of transition words used by English Department students in their skripsi.

4. Interpreting the types of transition words used by English Department students in their skripsi.
5. Drawing a conclusion.

3.6. Instrument of the Study

A table created in order to show the total kinds of transition words in English Department student's skripsi

Transition Words in English Department student's skripsi	
Types of Transition Words	Total
Addition	
Comparison	
Contrast	
Enumeration	
Concession	
Exemplification	
Inference	
Summary	
Result	
Reformulation	
Time and Sequence	
Place/Position	
Miscellaneous	
Total Transition Used	

A table created in order to show the total of each types of transition words used by English Department students

No.	Kinds of Transition Words													Total
	Add	com	cont	enu	con	exem	inf	sum	res	ref	TS	PI	Mis	

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter discusses the results of the study. This chapter presents the description of data and findings and discussion for the research question:

How is the use of transition words in English Department student's skripsi of State University of Jakarta?

For answering the research question above, the researcher investigate the transition words taken from chapter 4 of skripsi which is Findings and Discussion part of English Department student's skripsi. The reason why the researcher choose chapter 4 Findings and Discussion part, it is because this part consists of the original writing composition from the author of the skripsi. While in the Introduction and Literature Review part mostly consists of quotations.

4.1. Data Description

Below is the data description of transition words in English Department student's skripsi of State University of Jakarta. The researcher aimed to investigate how is use of transition words in English Department student's skripsi of State University of Jakarta. Furthermore, to find kinds of transition words used by the students in chapter 4 which is Findings and Discussion part of their skripsi, the researcher used the table to classify each kind of transition words used. The data are the transition words collected from 20 skripsi of English Department student's in chapter 4 Findings and Discussion part. The data are being analysed with O'Regan (2002) had divided kinds transition words into thirteen (13) categories such as; *addition, comparison, contrast, enumeration, concession, exemplification, inference,*

summary, result, reformulation, time and sequence, place or position, and miscellaneous.

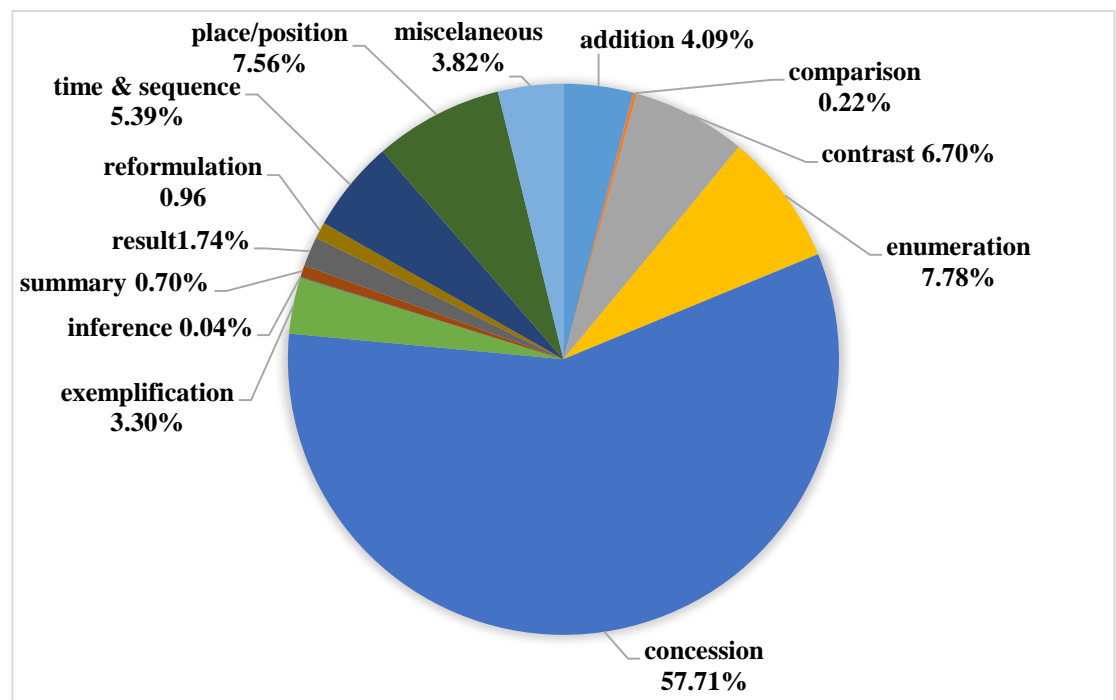
4.2. Findings

4.2.1. Research Question: How is the use of transition words in English Department student's skripsi of State University of Jakarta?

Based on the analysis of twenty (20) chapter 4 Findings and Discussion part from English Department student's skripsi of State University of Jakarta, there are two thousand three hundred one (2301) transition words were found. Which represented in the diagram below:

4.1. Diagram

Transition Words in English Department Student's Skripsi of State University of Jakarta



The diagram above, consist of all types of transition words which are ninety four (86) times *addition* used or in percentage 4.09%, four (4) times *comparison* used or in percentage 0.22%, one hundred fifty three (153) times *contrast* used or in percentage 6.70%, one hundred sixty seven (167) *enumeration* used or in percentage 7.78%, one thousand two hundred ninety (1290) *concession* used or in percentage 57.71%, seventy seven (77) *exemplification* used or in percentage 3.30%, one (1) time *inference* used or in percentage 0.04%, sixteen (16) times *summary* used or in percentage 0.70%, thirty six (36) times *result* used or in percentage 1.74%, twenty two (22) times *reformulation* used or in percentage 0.96%, one hundred twenty four (124) times *time and sequence* used or in percentage 5.39%, one hundred seventy four (174) times *place/position* used or in percentage 7.56%, and eighty eight (88) times *miscellaneous* used or in percentage 3.82%.

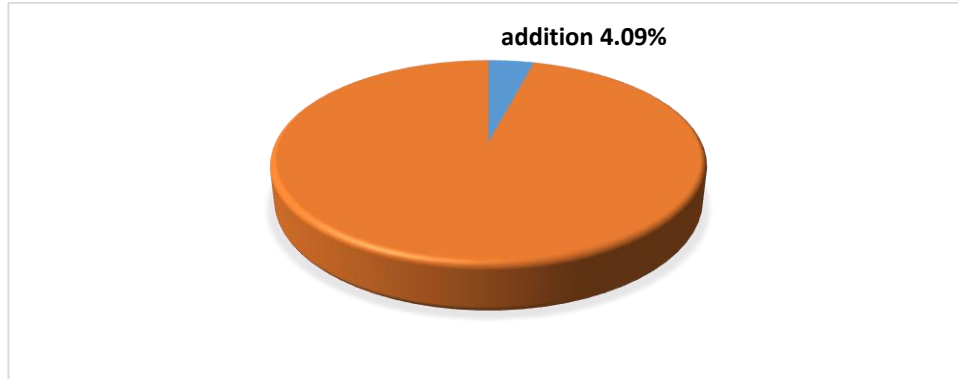
In other words, all types of transition words according to O'Regan (2002) which are; *addition, comparison, contrast, enumeration, concession, exemplification, inference, summary, result, reformulation, time and sequence, place/position, and miscellaneous* were found in chapter 4 Findings and Discussion part of English Student's skripsi of State University of Jakarta.

4.2.2. Kinds of Transition Words

4.2.2.1. Addition

In this study, *addition* is the sixth grade of thirteen kinds of transition words stated by O'Regan (2002) used in chapter 4 Findings and Discussion in English Department student's skripsi. It counted eighty six (86) times of usage, or in percentage it is 4.09% from the total of transition words used. The diagram as follow:

4.2. Diagram of the Percentage of Addition

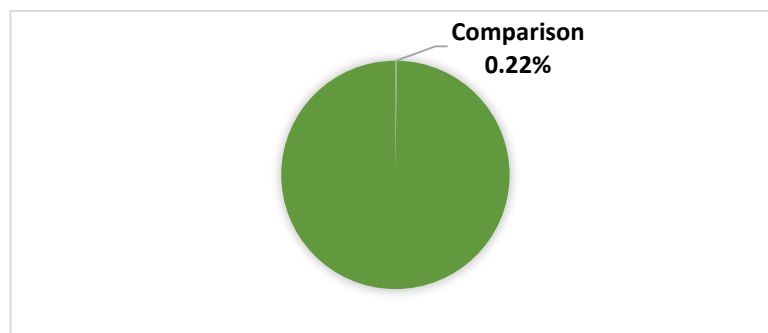


The chart above explains that *addition* found in this study is eighty six (86) or 4.09%.

4.2.2.2. Comparison

Comparison is the second lowest grade from the total of transition words used in chapter 4 Findings and Discussion part of English Department student's skripsi. The usage of *comparison* in student's writing is to compare student's ideas to other ideas. The researcher have analysed that it is counted only four (4) times of usage from the total of transition words found in this study or in percentage it is 0.22%.

Diagram of the Percentage of Comparison

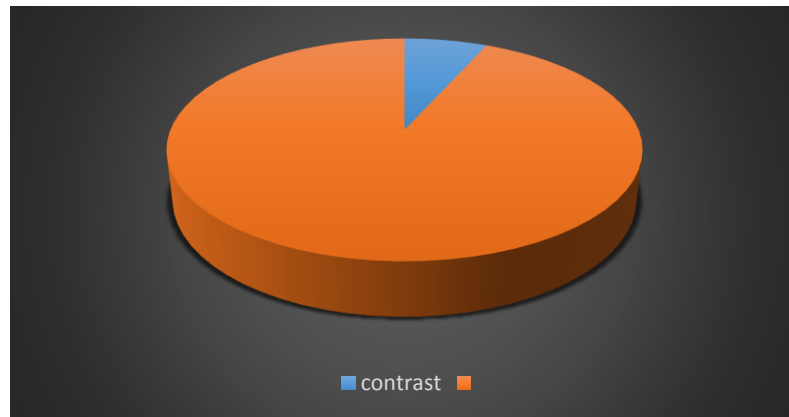


4.2.2.3. Contrast

Next, *contrast* got the fourth position of the total transition words used in chapter 4 Findings and Discussion of English Department student's skripsi. The

percentage of *contrast* in this study is 6.70%. In other words, the total usage of *contrast* found in this study is one hundred fifty three (153) times. The diagram bellow shows the percentage of *contrast* used in this study:

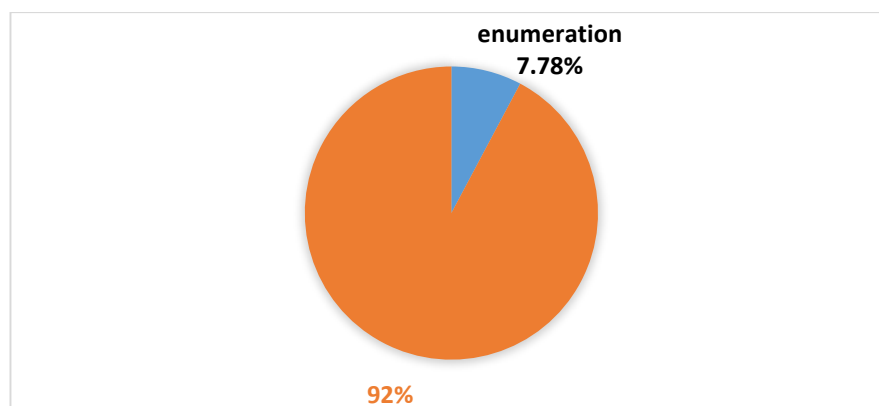
Diagram of the percentage of contrast



4.2.2.4. Enumeration

Enumeration is the second of the total transition words used in chapter 4 Findings and Discussion part of English Department student's skripsi. The usage of *enumeration* is concerning about numbering the importance information. The total *enumeration* usage is one hundred sixty seven (167). In the percentage, it is 7.78%. It can be proved by the diagram bellow:

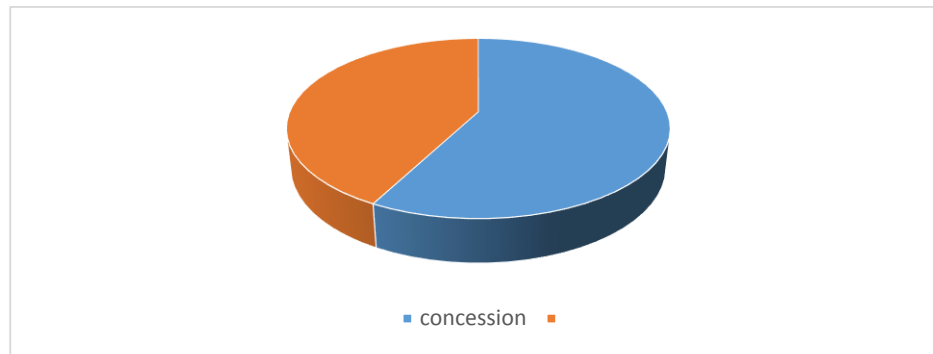
Diagram of the percentage of enumeration



4.2.2.5. Concession

Concession is the biggest transition words types that used by English Department students in their chapter 4 Findings and Discussion part of skripsi. The usage of *concession* in student's writing is to express the concessional idea. It counted one thousand two hundred ninety (1290) times usage or in percentage 57.71%. *Concession* usage dominates the use of transition words by English Department students in their skripsi. The chart below shows the percentage of *concession* usage were found:

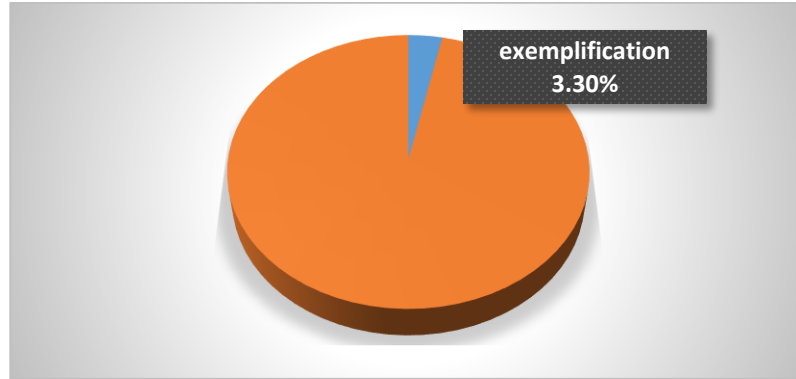
Diagram of the percentage of concession



4.2.2.6. Exemplification

The *exemplification* relational expression finds in English Department student's skripsi for seventy seven (77) times of usage or 3.30%. The usage of *exemplification* in writing is to support the idea by giving the example. The *exemplification* here is the reader easier to understand the writers' ideas. The chart below shows the percentage of the findings:

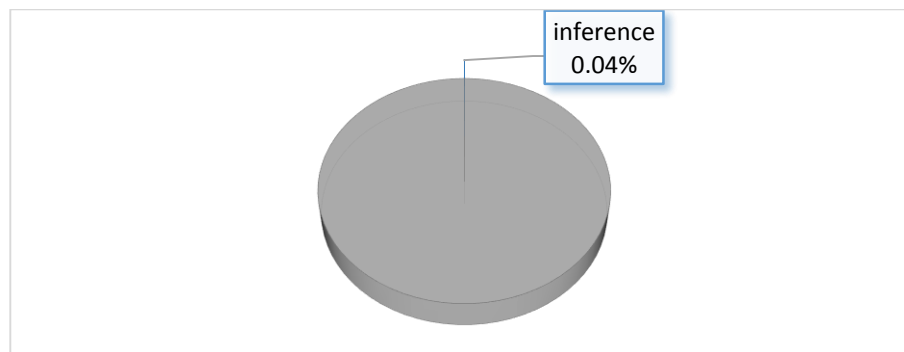
Diagram of the percentage of exemplification



4.2.2.7. Inference

In this study, *inference* is the lowest relational expression used in English Department student's skripsi in the chapter 4 Findings and Discussion part. The finding of *inference* is only one (1) time of usage or 0.04%. The chart below is the illustration of the percentage of *inference*:

Diagram of the percentage of inference

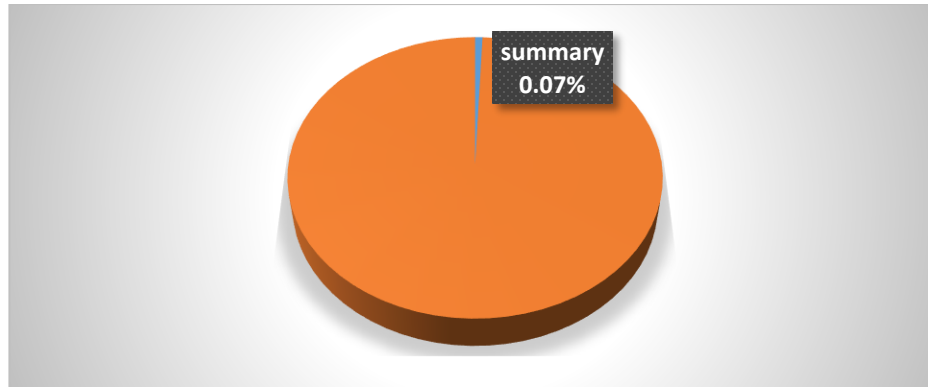


4.2.2.8. Summary

Summary is the third lowest grade transition used in chapter 4 Findings and Discussion part of English Department student's skripsi. It has sixteen (16) times used as counted or 0.70%. The usage of *summary* is helpful to show the summary of their

writing. However, the students are rarely to use this relational expression. The chart below is the illustration of the percentage of *summary*:

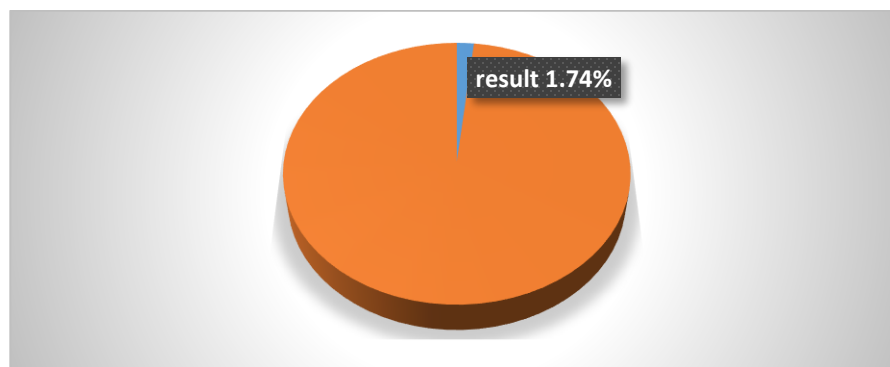
Diagram of the percentage of summary



4.2.2.9. Result

The *result* expression found in English Department student's skripsi is thirty six (36) times usage or 1.74%. The sage of *result* in writing is to indicate the result from one student's idea to other ideas. The chart below is the illustration of the percentage of *result*:

Diagram of the percentage of result

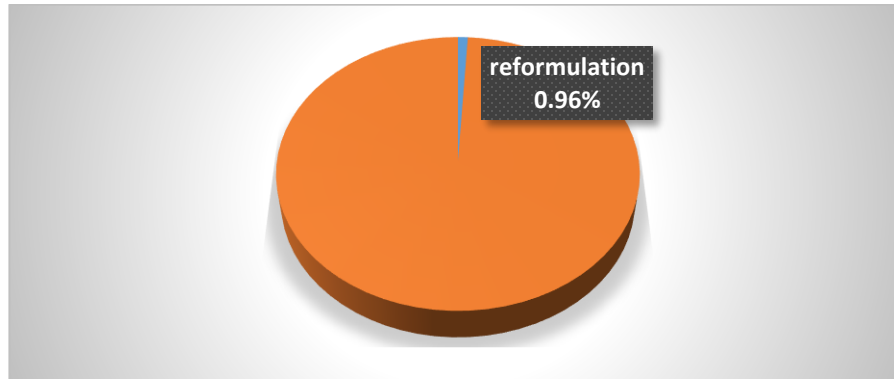


4.2.2.10. Reformulation

The *reformulation* relational expression in English Department student's skripsi in chapter 4 Findings and Discussion part is twenty two (22) times usage or

0.96%. The usage of *reformulation* in student's writing found is to emphasis the information that wanted to show. The chart below is the illustration of the percentage of *reformulation*:

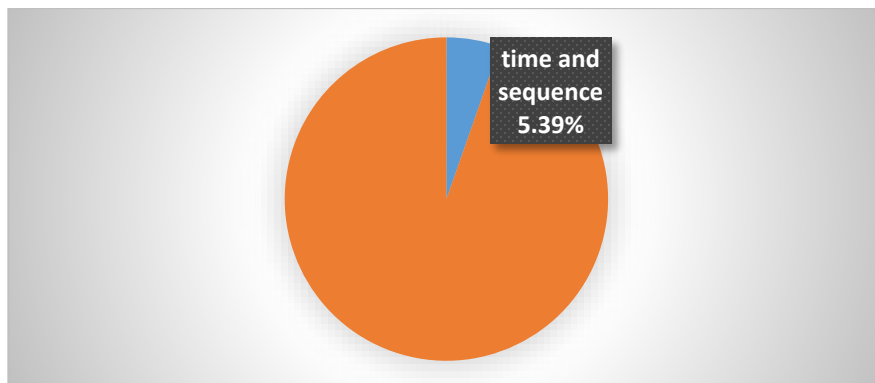
Diagram of the percentage of reformulation



4.2.2.11. Time and Sequence

The *time and sequence* relational expression found in English Department student's skripsi in chapter 4 Findings and Discussion part is one hundred twenty four (124) times usage or 5.39%. The usage of *time and sequence* in student's writing is to help the writers to show the sequence and time in writing. The chart below is the illustration of the percentage of *time and sequence*:

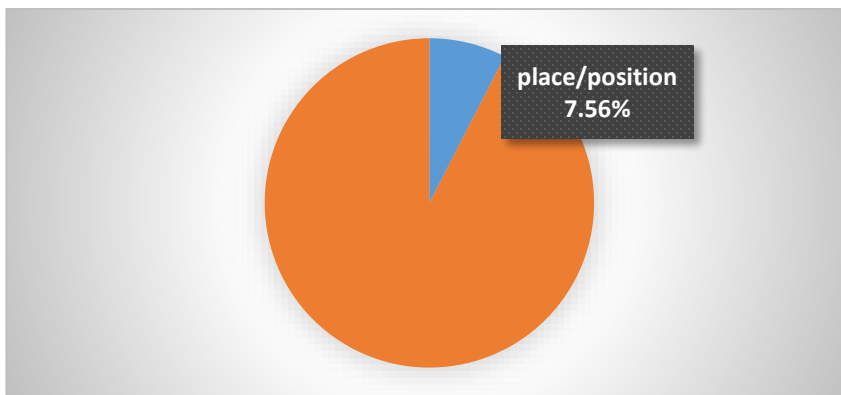
Diagram of the percentage of time and sequence



4.2.2.12. Place/Position

The *place/position* relational expression found in English Department student's skripsi is one hundred seventy four (174) times usage or 7.56%. The usage of *place/position* in student's writing found is to indicate the place and position to show the place and position in writing. The chart below is the illustration of the percentage of *place/position*:

Diagram of the percentage of place/position



4.2.2.13. Miscellaneous

The *miscellaneous* relational expression found in English Department student's skripsi in chapter 4 Findings and Discussion part is eighty eight (88) times usage or 3.82%. The usage of *miscellaneous* in student's writing are according to the context. It is because the miscellaneous consist of many variant transition words used. The chart below is the illustration of the percentage of *miscellaneous*:

Diagram of the percentage of miscellaneous



4.3. Discussion

Writer's ideas in writing need to be clearly understood by the readers, that is why transition words are needed to connect the ideas so the readers understand the ideas very well. Transition words are the important part in writing, it acts as the connector for the writer's ideas. Transitions are helpful in writing a coherent paragraph. In the academic writing, in this case skripsi, the existence of appropriate transition words is very important. Moreover, the writers must have the skill to put transitions appropriately.

In this study the most frequent transition words used by English Department students are *concession*. The transition words used that were found in chapter 4 Findings and Discussion part of English Department student's skripsi are *that*, *certainly*, and *naturally*. *That* is the most transition word used in chapter 4 Findings and Discussion part of English Department student's skripsi. According to the results taken (see the appendices), the most *concession* used is *that*. It is proven that English Department students mostly used *that* as the transition words in chapter 4 of their skripsi. While there are plenty of *concession* types that can be used as transition words in their skripsi such as *although*

it is true, it may appear, regardless, granted that, it is true that, I admit that, of course, it may be the, case that.

The second frequent of the transition words used by English Department students is *enumeration*. In this study, the result shows that there one hundred sixty seven (167) times of *enumeration* used or 7.78%. The most *enumeration* used is *first*. *First* is the transition words words that can be used as a connector at the beginning of sentences. The use of *enumeration* is concerning about numbering the importance information. For example; *second, secondly, then, finally, next, and firstly*.

Next is *place/position*. This types of transition words usually used to indicate the place and position to show the place and position in writing. In this study, the researcher found that the most frequently used *place/position* is *above*. This transition words used to describe something such as pictures, charts, or examples placed before the explanation.

Then, *contrast* is the next types of transition words found in this study. According to the result, English Department students commonly used *however* as *contrast* in their skripsi.

Next is *time and sequence*. This types of transition words usually used to help the writers to show the sequence and time in writing. This studt found that mostly used of *time and sequence* is *meanwhile*.

Next is *addition*. This types of transition words usually used by the writers to add more ideas in their writing. The study found that the most frequent *addition* used in chapter 4 of English Department students' skripsi is *then*.

Next is *miscellaneous*, this types of transition words usually used in student's writing are according to the context. *Considered* is the most frequent *miscellaneous* types of transition words found in this study.

Then, *exemplification* is the types of transition words usually used in writing when the writers need to support their ideas by giving the example. The most frequent used of *exemplification* this study found is *such as*.

Next is *result*, this type of transition words usually used to indicate the result from one student's idea to other idea. The most frequent used of *result* found in this study is *therefore*.

Next is *reformulation*. This type of transition usually used to emphasis the information that wanted to show. The most frequent used of *reformulation* found in this study is *rather*.

Next is *summary*. This type of transition usually used students to show the summary of their writing. The most frequent used of *summary* found in this study is *in all*.

And then *comparison*. This type of transition usually used to compare student's ideas to other ideas. The most frequent used of *comparison* found in this study is *similarly*.

The last is *inference*. *Inference* is the lowest transition words used by English Department student's in their chapter 4 Findings and Discussion part of skripsi which find only one (1) time of usage. *Inference* is used to shows the writer's assumption in writer's idea in their writing. According to the result, *then* is the only *inference*

category found in this study. Meanwhile the rest of *inference* which are; *if not, in that case, otherwise, that implies* were not found in this study.

Transition words is essential part of writing. The use of appropriate transition is needed in order to make a good writing. Based on the explanation above, it can be concluded that English Department students using many kinds of transition in their chapter 4 of skripsi which is Findings and Discussion part. All of the kinds of transition words (O'Regan, 2001) are found in this study.

4.3.1. The Appropriateness of Transition Words

The use of transitions in writing a coherent paragraph is crucial. As stated by Jayakaran (2003:3), to make a coherent writing without transitions is impossible. Furthermore, Coffey (1987) explained that writing coherently is perceived as writing by concerning on a good organization in each paragraph. Someone's writing could be clearly understood by the readers if the writing is coherent.

The use of transition words by English Department students found in this study is various usage of transition words. Thus every kind transition words based on O'Regan (2002) explanation were found in students' skripsi. The used of transition words used by English Department students in their skripsi are well correct based on O'Regan (2002) explanation about kinds of transition words. The students used the transition words properly in their skripsi.

1. Addition

The use of *addition* in English Department students' skripsi was appropriate. The students use *addition* as the expression to add somethings or ideas in their writings, or to connect the main ideas of the sentence with the supporting ideas. The transition

words which included in this part are *in addition, furthermore, besides, equally, indeed, moreover, what is more, finally, again* and *then*. The most *addition* used found in this study is *then*. They used *then* mostly to add ideas or to connect the main idea of the sentence with the supporting details. For example, taken from one of the data from this study:

E. g. Katie looks at Draco then suddenly Harry chases him.

E. g. In this activity, the teacher asked the students to read and then make the dialogue by themselves.

Based from the sample above, the use *then* is to add something or ideas in the writings. Furthermore, the students still should can use more variety of *addition* beside *then*.

2. Comparison

The use of *comparison* in English Department students' skripsi was appropriate but it is the second lowest of transition words used found in this study. The students use *comparison* as the expression to comparing one idea to other ideas in their writing. The transition words which included in this part are *compared with, in comparison with, in the same, similarly, and likewise*. The researcher found only two *comparison* expression which are *similarly* and *likewise* in this study.

The use of *comparison* in their skripsi has already appropriate. The students use *comparison* in line with its function. However, it is a little number of *comparison* found in students's skripsi.

3. Contrast

The use of *contrast* in English Department students' skripsi was appropriate. The students use *contrast* as the expression to supporting the relationship between

contrast ideas in writings. The transition words which included in this part are *besides, however, in contrast, instead, it may be the case, certainly, likewise, naturally, nevertheless, of course, on the contrary, on the other hand, regardless, granted, whereas, while, yet, despite, it is true that, notwithstanding, and nonetheless*. The most *contrast* used found in this study is *however*. For example, taken from one of the data from this study:

E. g. Paraphrase is an alteration of SL message into TL in order to provide an acceptable as well as SL form. However, the meaning contained in the original SL is still maintained in the TL subtitle.

E. g. Selaras dengan is too wordy rather than beradaptasi which composed with only 1 word so it can be more efficient in space. Selaras dengan and beradaptasi have a different meaning if separated from the context. However in this case, beradaptasi is more compatible to the context. So does with the word times which translated into tren.

The use of *however* from the sample from the data above is contrasting one idea to other idea. Furthermore, there is no number of inappropriateness in using *contrast* transition words.

4. Enumeration

The use of *enumeration* in English Department students' skripsi was appropriate. The students use *enumeration* as the expression to numbering the importance information in writings. The transition words which included in this part are *firstly, secondly, then, finally, first, second, and next*. The *enumeration* kinds of transitions used are not as much as the other kinds of transitions.

Moreover, the enumeration usually starts from number one or *first*. And then the students continued with *second, third, and then*. They already accustomed to use *enumeration* based on its function that showed from the total number one hundred sixty

seven (167) of *enumeration* usage, there is no number of inappropriate of using *enumeration* in this study.

5. Concession

The use of *concession* in English Department students' skripsi was appropriate. The students use *concession* as the expression to supporting the relationship between concessional ideas of writing. The students were admitted their ideas to strengthen their ideas so that the reader agree with their ideas. The transition words which included in this part *although it is true, that, it may appear, regardless, certainly, granted that, naturally, it is true that, I admit that, of course, it may be the, and case that.*

The highest number of *concession* found in this study is one thousand two hundred ninety (1290) usage. The whole number of *concession* used by English Department students in their skripsi has already appropriate. The use of *concession* by English Department students in their skripsi appropriately in line with its function and meaning.

6. Exemplification

The use of *exemplification* in English Department students' skripsi was appropriate. The students use *exemplification* as the expression to support writers' ideas by giving example. The *exemplification* here is the reader easier to understand the writers' ideas. The transition words which included in this part are *as (evidence of...), for example, such as, to show what I mean, for instance, thus, to illustrate, and specifically.*

The most *exemplification* used found in this study is *such as*. For example, taken from one of the data from this study:

E.g. This made her uncle always do bad things to her and give her harmful maltreatment such as kick and punch.

Such as is commonly used by English Department students for giving examples to support their ideas in their skripsi. From the total number seventy seven (77) of *exemplification* used it has already appropriate. It shows that English Department students have already well known to use *exemplification* transition words appropriately.

7. Inference

The use of *inference* in English Department students' skripsi was appropriate. The used of *inference* transitions by the student shows his idea of assumption. The transition words which included in this part are *if not, in that case, otherwise, that implies, and then*. *Inference* is the lowest number of transition words used by English Department students in their skripsi. Only one (1) on *inference* used in the findings of this this study. But it has already appropriate.

8. Summary

The use of *summary* in English Department students' skripsi was appropriate. The students use *summary* as the expression to summarize the ideas of writing. However, English Department students are rarely to use this relational expression. The transition words which included in this part are *in all, in brief, to summaries, in summary, in short, in conclusion, therefore, in a nutshell, on the whole, to sum up, basically*.

Besides, the students have already well known to use *summary* since from the total number sixteen (16) of *summary* used. There is no number of inappropriate in using this transition words. However, this transition words are rarely to be found in the findings of this study.

9. Result

The use of *result* in English Department students' skripsi was appropriate. The students use *result* as the expression to of making the result the ideas of writing. The usage of *result* in students' writing is to indicate the result from one students' idea to other ideas. The transition words which included in this part *therefore, as a result, as a consequence of, for that reason, hence, thus, contribute to*.

Furthermore, from the total number thirty six (36) times *result* used, there is no inappropriate number of using this transition words. English Department students mostly using *result* to express the result of their effort in study hard so that they could be accepted as the English Department students.

10. Reformulation

The use of *reformulation* in English Department students' skripsi was appropriate. The students use *reformulation* as the expression to reformulate the ideas of writing. The usage of *reformulation* in students' writing found is to emphasis the information that wanted to show. The transition words which included in this part are *in other words, to put it more simply, rather, that is to say, put simply*.

Furthermore, from twenty two (22) times usage, there is no number of inappropriate of the use of *reformulation* in English Department students writing. The

used of *reformulation* transitions is always in the preface of the sentence or paragraph which emphasis the information that wanted to show by the students in their writing.

11. Time and Sequence

The use of *time and sequence* in English Department students' skripsi was appropriate. *Time and Sequence* used when the writer wanted to move a time or sequence in their paragraph. The transition words which included in this part are *after a while, afterwards, at first, at last, at the same time, thereafter, concurrently, first, second, as soon as, finally, in the end, meanwhile, immediately, next, in the future, subsequently, at that time, firstly, secondly, so far, up to then, somewhat earlier, shortly.*

Furthermore, the total one hundred twenty four (124) times used of *time and sequence* has already appropriate in English Department students' skripsi in the Findings and Discussion part.

12. Place/Position

The use of *time and sequence* in English Department students' skripsi was appropriate. The usage of *place/position* in students' writing found is to indicate the place and position to show the place and position in writing. The transition words which included in this part are *in the back, elsewhere, opposite to, adjacent, to the left, closer to, farther on, to the right, above.*

The students' had well known about this transition words. Since from the total one hundred seventy four (174) times of *place/position* used. There is no number of inappropriate used of this transition words.

13. Miscellaneous

The use of *miscellaneous* in English Department students' skripsi was appropriate. The functions of the usage of *miscellaneous* in students' writing are according to the context. It is because the *miscellaneous* itself consist of many variants transitions used. The transition words which included in this part are *admittedly, all things, considered, as a general rule, as far as we know, astonishingly, broadly by and large, characteristically, clearly, coincidentally, overall, unfortunately, etc.*

From the total eighty eight (88) *miscellaneous* used in English Department students' skripsi in the Findings and Discussion part, all of them has already appropriate. English Department students had used *miscellaneous* transition words appropriately even this kind of transition words consist of various types of transition words.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the conclusion, findings and discussion which explained in the chapter 4. It is also presents the suggestion of this study for the following research and the English Department students in academic writing or in their skripsi especially in using the transition words.

5.1. Conclusion

Transition words is the important part of writing. It helps the writers to produce coherent writing and also helps the reader in understanding what they have read. Transition words are essential element in writing. Furthermore, the writers must have the skill to choose and put transition words appropriately as the bridge between writer's ideas.

In that case, the researcher had collected two thousand thirty one (2031) transition words from twenty (20) English Department student's skripsi of State University of Jakarta. The findings are *addition, comparison, contrast, enumeration, concession, exemplification, inference, summary, result, reformulation, time and sequence, and miscellaneous*. In other words, all types of transition words according to O'Regan (2002) are found in chapter 4 Findings and Discussion part of English Department student's skripsi of State University of Jakarta.

In summary, the most kinds of transition words used is *concession* which dominated by *that* with one thousand two hundred ninety (1290) times of usage. Meanwhile the less frequent kinds of transition words used is *inference* which found

only one usage of this kind of transition that is *then* with one (1) time of usage. Furthermore, all types of transition words (O'Regan, 2002) found in this study. English Department students use many kinds of transition words in their Findings and Discussion part of their skripsi.

5.2. Recommendation

The use of transition words should be chosen by the writers which relate writers' ideas. The writers should have skill in choosing appropriate transition words in connecting their ideas. The use of transition words should be more diverse but still watch carefully for the appropriate usage of this transition words itself. Using a lot of and a few transition words could be as confusing. If the transition words used excessively, it tends to distract the readers. However, transition words are not requiring in writing on the condition that the idea of writing has already the same.

Moreover, although the existence of transition words in coherent writing is crucial matter, the writers should not be put transition words in every sentence in a paragraph. Furthermore, the usage of transition words should be according to the context of the writing. The students also have to be accustomed to write using transition words for preventing the mistake of using transition words.

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BIODATA PENULIS

Syaldy Putra Kamil lahir di Jakarta, 15 November 1993. Anak pertama dari tiga bersaudara dari pasangan Syamsul Lidiani dan Mamah Juriah ini mulai menempuh jenjang pendidikan kuliah di Universitas Negeri Jakarta pada tahun ajaran 2011. Sebelumnya, penulis telah menempuh pendidikan di TK Al Hidayah Jakarta, SDN Tebet Barat 05 Pagi, SMPN 73 Jakarta, dan SMAN 100 Jakarta. Penulis menyelesaikan pendidikan S1 di jurusan Pendidikan Bahasa Inggris pada tahun 2015.

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