

CHAPTER 1

INTRODUCTION

This chapter provides the problems and the importance related to the topic of this study. It presents through the background of this study, research questions, purpose of the study, and significance of the study.

1.1. Background of the Study

Transitions are helpful in writing coherent paragraphs. Coherent paragraphs are beneficial to achieve the writers' purpose of writing. Moreover, the writers' purposes usually are to make the readers understand, appreciate, or be convinced by the writers' message (Meyers, 2003:32). Above all, the movement from one sentence to the next in writing thus should be logical and smooth (Oshima and Hogue, 1999:40). In this case, the existence of appropriate transitions in writing is very important.

Furthermore, mastering the use of appropriate transitions requires writing competence. The writers must have the skill to choose and put transitions appropriately. According to Coffey in Pogemiller (1987: xvi-xviii), the types of transitions based on its function. So that choosing the type of transitions and putting the transitions which suitable to the context are the essential element in writing. It is in line with the concept of effective writing based on Meyers (2003:3) that the writers must choose the language carefully, arrange it carefully, and punctuate it carefully.

Furthermore, there is other available way to make coherence which is the repetition of key words and phrases (Oshima and Hogue,1998:41). Although writing without any transitions likewise poor tasty food. In consequence, there might be writing without any transitions on it. Nevertheless, the readers might be feeling bored when reading a piece of writing without any transitions because the overload of repetition key words. In short, there are two ways to make coherence which with transitions and with the repetition of key words and phrases (Smalley, Ruetten, and Kozyrev, 2001:143).

Above all, transitions play essential role in coherent writing. Transitions help writer maintain flow and establish clear relationship between one ideas (Swales and Feak,1994:22). In a piece of writing, it usually content more than one idea which conveys different information. Therefore, suitable transition is essential to make the ideas stick-together (Meyers,2003:34). Furthermore, according to Jayakaran (2003:3) discovered that it is impossible to make coherent writing without transitions.

The use of transitions, however, should be proportional. Although the existence of transitions in coherent writing is crucial matter, the writers should not be put transitions in every sentence in a paragraph. Using too much transitions could be as confusing as using too few (Oshima and Hogue, 1999:44). It is in line to Vivian and Jackson (1961:170) that transitions used only to show relationship that would not be clear otherwise. If it is used excessively, transitions tend to distract the readers. Transitions are not requiring in writing on the condition that the idea of writing has

already the same (Pardiyono,2006:30). In short, a coherent writing requires the enough use of transitions to make the relationship among the ideas clear.

According to the explanation before, the writer considers to make thesis about the use of transitions in English Department students' writing. In this case, the samples of this research are English Department students' writing taken from five different classes of Basic Writing Class. Therefore, the students at these classes have already taught about the use of transitions in writing. As a result, it can be beneficial for lecturers and students to know the use of transitions on students' the writing.

1.2. Research Questions

Based on the background study, there are two research questions which are:

- a. What are the types of transitions used by English Department students in their writing?
- b. What is the frequency of the use of each kind of transitions in English Department students' writing?

1.3. Purpose of the Study

According to research questions, the purposes of this study are to find out:

- a. The types of transitions used by English Department students in their writing.

- b. The frequency of the use of each kind of transitions in English Department students' writing.

1.4. Significance of the Study

This study is expected that the result can be used as input to inform English Department about the students' competence in using the transitions in their writing. This study shows kinds and frequency of transitions used by students in their writing. This input could be as a reference to develop the syllabus especially in writing subject. Moreover, this information also could be as input for English Department students to be more aware with the use of transitions in their writing.

CHAPTER II

LITERATURE REVIEW

This chapter discusses related theories and terminologies concerning to the transitions. This chapter consists of writing, transitions in writing, cohesion, coherence, functions of transitions, and kinds of transitions.

2.1. Writing

Jayakaran (2002:12) states that writing is a system of human intercommunication by means of conventional visible marks. In line with Rogers (2005:2), states that writing is the use of graphic marks to represent specific linguistic utterances. It is based on the history of human life that in long time ago writing used as a device to record the speech. As time goes by, writing develops as a crucial device for communication with many features which help people to understand each other easily. Furthermore, transitions as the example of the developmental writing.

Writing is both a science and an art (Vivian and Jackson, 1961:5). Certain elements of writing are scientific in sense of the rule matters. If the writers follow the rules, automatically the writers might face these elements easily. Other element is artistic in sense of the special sense because art is very subjective to some people. If the writers have instinct in writing, the element of art will handle easily. On the other

hand, if the writers do not have the instinct in writing, they will find that it is difficult to master the element of art by study. In addition, the use of transitions is a part of the art in writing. Since coherence, which the function of the transitions used, might be achieved by others way even it is very hard to do.

Furthermore, writing is far from being a simple matter of transcribing language into written. Writing, however, is a thinking process that requires conscious intellectual effort which usually has to be acquire over a considerable period of time (White and Arndt,1991:3). It shows from the fact that writing has been taught to the students since they are in the elementary level until the university level. In addition, mastering the ability of writing effectively is seen as a key objective for students (Harmer,2004:31).

The writers are able to share ideas, arouse feelings, persuade and convince others through writing. The writers, moreover, are able to discover and articulate ideas in ways that only writing makes possible (White and Arndt,1991:1). According to Oshima and Hogue (1999), writing is a process not a product that is needed process of thinking to compose the ideas, which many ideas usually arise during writing processes. The writing might be also has some revised during writing processes to achieve chronological order. According to Sorenson (1996 p.5), the processes of writing are including how to get ideas, how to put them together, how to put them on paper, and how to polish them into a fine piece of writing.

Moreover, writing is the matter of composing ideas about a topic in a piece of writing. The writers hence should be anticipating the readers' confusion of the ideas

composition in writing. For this purpose, the writers should be make sure that each of the ideas in sentences or even paragraph are stick together (Harmer,2004:22). In short, the use of transitions appropriately is a way to realize it.

2.4.1. Coherence

Coherence is important element of a good writing. Coherence means the paragraph that writer made is easy to read and understand because it formed in logical order and supported by transitions. Without transitions, moreover, it might be impossible a writing become coherence (Jayakaran,2003:5). In contrast, there are three methods to make a coherent writing without any transitions (Oshima and Hogue, 1999:40-42). Firstly, repeating key nouns in every sentence. Secondly, use pronoun which refer back to key nouns. Thirdly, arrange the sentences in logical order. In other words, the writing can be said coherent when each of paragraphs is connected each other appropriately with or without transition words.

According to Vivian and Jackson (1961:32-33) coherence is require some conditions. Firstly, the writing should be unified in the relationships among its sentence and paragraph. Secondly, the organization and disposition of its material should appropriately emphatic. Thirdly, the writing has an element of originality and a degree of distinction on style.

2.4.2. Cohesion

The concept of cohesion is relation of meaning that exists within the text (Halliday and Hasan, 1990:4). It helps the writers to maintain the connection within a text. In this case, the existence of transitions in writing is very important because transitions functioned as cohesion devices to achieve the connection of ideas within the text.

Based on Halliday and Hasan (1990:7-8) states that cohesive relations are not concerned with structures. Nevertheless, cohesive relations are found just as well within a sentence as between sentences. Cohesion is a semantic relation between an element in the text and some other element. Moreover, cohesion occurs where the interpretation of some element in the discourse is dependent on that another

2.2. Transitions in Writing

Transitions, which is special devices, are convenient writing tools that used only to show relationship that would not be clear (Vivian and Jackson,1961:170). Transitions, otherwise, tend to distract the reader if it used excessively. According to Jayakaran (2003:7-8), it is better to start every new idea with different transitions. It is to prevent the readers' tediousness.

Transitions usually appear at the beginning of sentences that connecting one sentence to the others, however, sometimes it could appear in the middle of sentences. Transitions used transitional words and phrases to explain relationship (Meyers,2003:23). There are several types of transitions with different function which

would be explained in the next part. Therefore, writer should be careful in choosing transitions that requires writer skill of writing.

The use of transitions is the matter of art rather than science. Writing is a science because the writers can communicate their ideas correctly which is cannot be substitute with other elements. On the other hand, transitions are the matter of art because transitions are not a must in writing. Using transitions is one of the ways to make coherence writing. These two elements of writing which is writing as science and art might be compose a good writing (Vivian and Jackson, 1961:5).

In addition, transitions could be form in words, phrases, clauses and sentences (Sorenson: 1996 p.21). Transitions help the reader understand relationship of time, space, addition, emphasis, example, comparison-contrast, and cause-effect in the writing. Sometimes transitions appear as a whole sentence. In that case, they connect major ideas between paragraphs in a full-length paper. In a long paper, such as a research paper, a transitions paragraph connects ideas between major points.

Furthermore, there are a number of terms of transitions according to some linguists. The terms are transition signals (Oshima and Hogue:1999), transitional expression (Vivian and Jackson:1961), connectors (Jayakaran:2003; Reid:1987), linkers (Swales and Feak:1994), transition words (Coffey in Pogemiller:1987), transitions (Smalley, Ruetten, and Kozyrev:2001; Meyers:2003) anyhow all of them have the same meaning of transitions. In this case, the writer is using the term of transitions because the transitions could be formed by words and phrases.

2.3. Functions of Transitions

Transitions act as smooth bridge for readers between each paragraph that make them move from one idea to another easily. Swallos and Feak (1994:21) using term “flow” to describe this condition that readers could establish a clear connection of ideas to help readers follow the writing. In short, the functions of transitions are help the writers to make coherence writing and as a guide to make readers to follow writer’s idea on writing.

According to Oshima and Hogue (1998:43), transitions are used to tell the readers when to go forward, turn, slow down, and stop. These are the sign for readers to know the emphasis of writing thus makes 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 (Jayakaran:2003). This might be very helpful to make a good writing that propped up with writer skill in writing.

Barton (1995) in his article, moreover, transitions could be functioned in contrastive and non-contrastive argumentation. According to his research, the use of transitions by the writers in their essay is the most frequent in claim statement. It 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 existence of transitions in writing is essential to support writer’s ideas.

2.4. Kinds of Transitions

There are several kinds of transitions with different types of relational expression. While linguists have their own version of transitions differ from others. According to O'Regan (2002), kinds of transitions are divided into thirteen (13) relational expressions. The relational expressions are *addition, comparison, contrast, concession, exemplification, inference, summary, result, reformulation, time and sequence, place/position, and miscellaneous*. Thereafter, all of them are divided again into several transitions used. The further explanations are as follow:

2.4.1. Addition

The addition relational expression is supporting the writer to relationship between the transitions of additional ideas in writing. The transitions which included in this part are *in addition, furthermore, besides, equally, indeed, moreover, what is more, finally, again and then*.

2.4.2. Comparison

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

2.4.3. Contrast

The contrast relational expression is supporting the writer to relationship between the transitions of contrast ideas in writing. The transitions used 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.*

2.4.4. Enumeration

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

2.4.5. Concession

The concession relational expression is supporting the writer to relationship between the transitions of the concessional ideas of writing. The transitions 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.*

2.4.6. Exemplification

The exemplification relational expression is to support the ideas' writer in writing by giving the example. The transitions 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.*

2.4.7. Inference

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

2.4.8. Summary

The summary relational expression is supporting the writer to relationship between the transitions of summarize the ideas of writing. The transitions 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*.

2.4.9. Result

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

2.4.10. Reformulation

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

2.4.11. Time and sequence

The time and sequence transitional expression is supporting the writer to transitions 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*

2.4.12. Place/position

The transitions 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*

2.4.13. Miscellaneous

The transitions 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.*

2.5. Previous Studies

2.5.1. Ellen L. Barton's Analysis about Contrastive and Non-Contrastive Transitions

Barton (1995) analyzed a phenomenon of the use of transitions to present writers' idea of counterclaims and claims. Furthermore, counterclaims typically

respond to some potentially detracting information or possible competing interpretation with two-part structure which the first part mentioning such information and the second part presenting a counterclaim response. In short, the most frequent transitions occurred in the contrastive statement is *but*. The other transitions used in the presentation of counterclaims are mainly *miscellaneous*.

In addition, the other interesting finding about the use of connectives in two-part counterclaims is the use of a non-contrastive transition in the initial description of potentially detracting information, only then followed by the use of a contrastive transitions in the actual counterclaim. Transitions within two-part counterclaims seem to function interpersonally metadiscourse marks of politeness between writers and readers in academic writing.

The findings of counterclaims with contrastive transitions in the presentation are *but, however, yet, unfortunately, clearly, rather, obviously*, and the claims with the contrastive transitions are *but, yet, despite, in fact, on the contrary, nevertheless, in contrast*, etc. The other findings of non-contrastive with contrastive transitions are *of course...but, true enough...but, perhaps...however, yet...rather*, etc. However, Barton (1995) used the terminology connectives in his journal as transitions.

In summarized, contrastive transitions are the most frequently used type of transitions in claim statement and some of these claims occurred in a two-part structure as well. It indicates that contrastive transitions seem to be the preferred form of transitions in claims, raising the question of what underlies in the presentation of supporting claims.

2.5.2. The Frequent Use of Transitions of Clarification in The Abstract of English Department Students' Writing

Another related study was done by Wulan Sukmawati. The study is investigated the clarity of students' frequency of the usage of transitions of clarification in English Department – Education Program students' thesis abstract in the last 3 (three) years with the range of time from 2007 – 2010 on State University of Jakarta. She conducted the study by using text character encoding with Yoshikoder software. In this case, the Yoshikoder can generate reports about thesis abstract themselves and about the application of a project dictionary to thesis abstract.

Furthermore, according the study conducted by Sukmawati (2012) that the purpose of transitions are basically to help restate arguments with the purpose of obtaining a better understanding in abstract. Proficiency in reading and writing abstract depends on how well transitions are interpreted. Therefore, to get the clarity of the thesis abstract can only be achieved by having transitions of clarification.

In short, the frequent usage of transitions in the thesis abstract from 25 (twenty five) abstract are used as a subject in text encoding using Yoshikoder dictionary input showed that there are only 4 (four) abstract having transitions of clarification. The data showed the minimum usage of transitions in the thesis abstract where there is only 1 (one) transitions of clarification *especially*. In fact, the used of transitions of clarification is necessarily needed to have a clear abstract for the readers.

CHAPTER III

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 is content analysis. According to Krippendorff (2004:18), content analysis is a research technique for making reliable and valid inferences from texts (or other meaningful matter) to the context of their used. It is in line with Fraenkel & Wallen (2007:483) that states content analysis is the study that enables writer to study human behavior in an indirect way, through an analysis of their communications. The form of the communication usually analyzed is written contents, such as textbooks, essays, newspapers, magazine articles, or students' assignments.

According to the statement above, content analysis deals with several written contents which, in this case, the essays. The researcher is analyzing the essays which made by English Department students. The essays indicate the way of students' transfer ideas through a piece of writing that should be making the readers get the whole ideas and flow of the writing. For that reason, the use of transitions is

important. Thus, the content analysis is convinced as the most suitable research design to investigate the use of transitions in English Department students' writing.

3.2. Time and Place of The Study

This research was conducted in English Department of State University of Jakarta on August 2011 until June 2012.

3.3. Data and Data Sources

The data are the transitions used by English Department students in their writing. The researcher collected the data from students' writing final test on Basic Writing Class. The sources of the data are one hundred forty one (141) students' writing which taken from five classes of the same subject.

3.4. Data Collection Procedure

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

1. The researcher made the observation letter which issued by BAAK for doing research in English Department of State University of Jakarta.
2. The researcher asked permission by giving the observation letter to the head of English Department to obtain the data.
3. The researcher asked permission to the lecturers that the students' writing were taken to be observed.

4. Finally, the researcher got the data that would be classified into kinds of transitions in the table which explained more in data analysis procedures below.

3.5. Data Analysis Procedure

The data analysis procedures were conducted by the researcher to answer the research questions. The steps of data analysis techniques were as follow:

1. The English Department students' writings were read for several times one by one to find the transitions based on kinds of relational expression which referring in the earlier chapter before such as *addition, comparison, contrast, enumeration, concession, exemplification, inference, summary, result, reformulation, time and sequence, place/position, and miscellaneous*.
2. The kinds of relational expression found in English Department students' writing were given different marks according to the kinds of relational expressions.
3. The transitions in every English Department student's writing were tabled based on the kinds of relational expression. The tables were made for one hundred forty one (141) based on the number of data. Furthermore, the table divided into five (5) columns which consist of number of respondent, markers, transitions used, and sentences.

Table 3.1

**The Usage Tables of Relational Expressions
In English Department Students' Writing**

Per-Student's Writings

The Use of Transitions in ED Students' Writing				
141 Respondents	Relational Expression	Markers	Transitions Used	Sentences
	Addition	Add		
	Comparison	Com		
	Contrast	Cont		
	Enumeration	Enu		
	Concession	Con		
	Exemplification	Exem		
	Inference	Inf		
	Summary	Sum		
	Result	Res		
	Reformulation	Ref		
	Time and Sequence	TS		
	Place/Position	PI		
	Miscellaneous	Mis		

To establish the clarity of the usage table above, here is the conceptual and operational definition as follows:

- a. Respondent refers to the number of the data which is one hundred forty one (141) English Department students writing. Therefore, this table would be made as much as the number of the respondents.
- b. Relational expression refers to the kinds of transitions that divided into thirteen (13) according to O'Regan (2002).

- c. Markers refer to the abbreviation of each relational expression that helps the researcher in conducting this study. Here, the researcher would be use these markers to each findings in English Department students' writing.
 - d. Transitions used refer to the findings of each writings. The findings would be possibly more than one different kind of transitions used which depends on the students writing.
 - e. Sentences refer to sentence which contain the transitions used on it. This would be provided the exemplification of the use of transitions in the English Department students writing.
4. The relational expressions and transitions used that have been classified in the one hundred forty one (141) table then tabulated in a table of recapitulation table. The table is as follow:

Table 3.2

**The Recapitulation Table of the Use of Transitions
In English Department Students' Writing**

No.	Relational Expression of Transitions													Total
	Add	Com	Cont	Enu	Con	Exem	Inf	Sum	Res	Ref	TS	PI	Mis	
1.														

The table above would be filled by some checklists (√) and dash (–) according to the findings. Each checklist would be represented one finding and dash would be represented none finding of the study. Furthermore, the data would be totaled based on the recapitulation data.

5. After the data were totaled, then percentages of relational expression were counted to find the frequency of each kind relational expression in English Department students' writing. The formula is as follow:

$$P = \frac{n1}{\Sigma N} \times 100 \%$$

In which:

P : percentage of each kind of transitions in students' writing

n1 : total of identified each kind of transitions in students' writing

ΣN : total of the whole transitions in students' writing

6. After the data were counted, the percentages of relational expression would be made into diagram pie that represents the frequency of the use of transitions in the students writing.
7. Afterwards, the findings of the transitions used would be made into diagram column which represents the frequency of the transitions used by the students in their writing.
8. The results were presented.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the results of the study related to the use of transitions in English Department students' writing. This chapter considers and answers all questions asked in this study, the questions consist of:

- a. *What are the types of transitions used by English Department students in their writing?*
- b. *What is the frequency of the use of each kind of transitions in English Department students' writing?*

4. 1. Data Description

The research aimed to find kinds of transitions used by English Department students. The collected data are the use of transitions in English Department students' writing. The source of data consists of one hundred forty one (141) English Department students' writing both from regular and non-regular of literature and educational major. The data are being analyzed based on O'Regan (2002) which divided transitional expression into thirteen (13) kinds such as; *addition, comparison, contrast, enumeration, concession, exemplification, inference, summary, result, reformulation, time and sequence, place/position, and miscellaneous.*

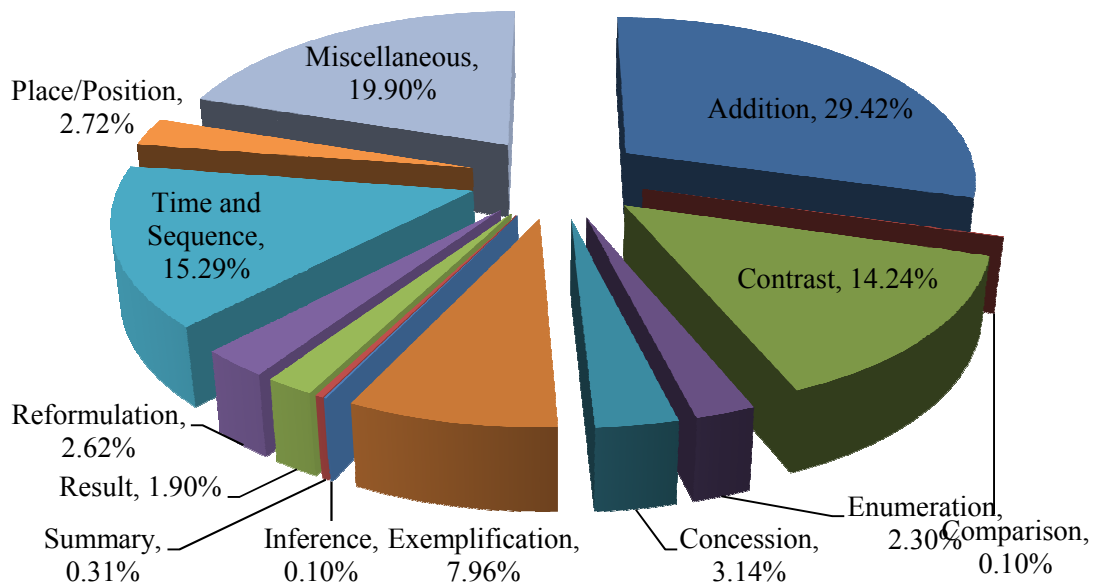
4.2. Findings

4.2.1. Research Question 1: What are the types of transitions used by English Department students in their writing?

According to the analysis of one hundred forty one (141) English Department students' writing, it is found that students had produced transitions in their writing which represented in the diagram below:

Diagram 4.1.

The Use of Transitions in English Department Students' Writing



According to the diagram above, the transitions which find from the English Department students' writing are nine hundred fifty five (955) transitions. It is consist

of all the types of transitions which are 29,42% or two hundred eighty one (281) times of the *addition* used, 0,1% or one (1) time of *comparison* and *inference* used.

Moreover, the other percentages for the usage of transitions are 14,24% or one hundred thirty six (136) times of *contras* used, 2,3% or twenty two (22) times of *enumeration* used, 3,14% or thirty (30) times of *concession* used, 7,96% or seventy six (76) times of *exemplification* used, 0,31% or three (3) times of *summary* used, 1,9% or eighteen (18) times of *result* used , 2,62% or twenty five (25) times of *reformulation* used, 15,29% or one hundred forty six (146) times of *time and sequence* used, 2,72% or twenty six (26) times of the *place/position* used and 19,9% or 190 times of *miscellaneous* used.

In short, all the types of transitions according to O'Regan (2002) which divided into thirteen (13) kinds of transitional expression such as; *addition*, *comparison*, *contrast*, *enumeration*, *concession*, *exemplification*, *inference*, *summary*, *result*, *reformulation*, *time and sequence*, *place/position*, and *miscellaneous* find in English Department students' writing.

4.2.2. Research Question 2: What is the frequency of the use of each kind of transitions in English Department students' writing?

In this part, the researcher describes more about the findings of the frequency of the use of each kind of transitions in English Department students' writing. The data are being analyzed into thirteen (13) kinds of relational expressions and break down into several different kinds of transitions used.

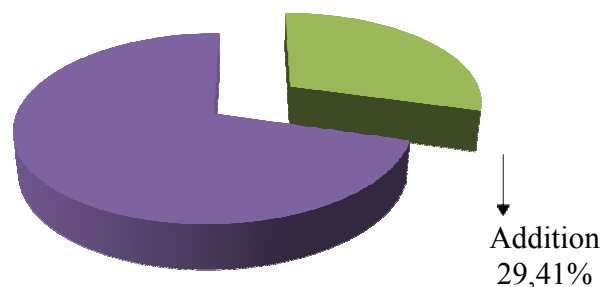
To answer this question, the researcher read the English Department students' writing for several times again to find out the transitions used by the English Department students in their writing. The frequency can be seen from the diagram that provided in this chapter.

4.2.2.1. Addition

Addition is the biggest transitions types that used by English Department students on their writing for two hundred eighty one (281) times of usage. It also proved by the percentage of the finding result which is 29,42% for the use of *addition*. The diagram below shows the percentage of the used *addition* in English Department students' writing:

Diagram 4.2

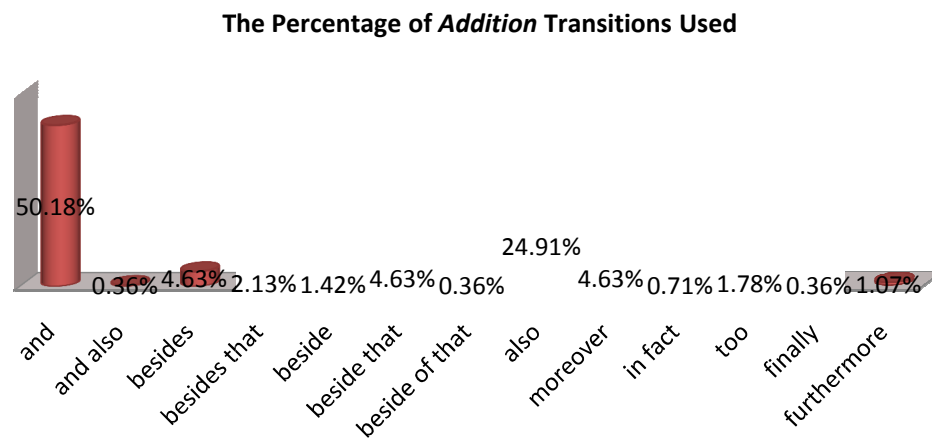
The Percentage of *Addition* Relational Expression Used



The biggest usage of addition transitions used is *and* for 50,18% or one hundred forty one (141) times of transitions used from the whole kinds of transitions

used of *addition* and the smallest usages of transitions which consist of two different transitions, are *and also* and *beside of that* for one (1) time of transitions used or 0,36% of the percentages. The diagram is as follow:

Diagram 4.2.1.



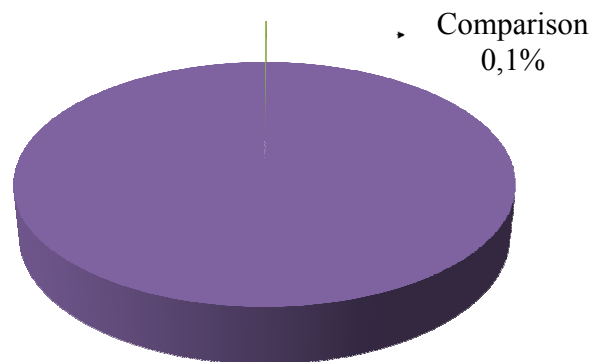
In addition, the other transitions used that found in students' writing are *besides* for 4,63% or thirteen (13) times of usage, *besides that* for 2,13% or six (6) times of usage, *beside* for 1,42% or four (4) times of usage, *beside that* for 4,63% or thirteen (13) times of usage, *also* for 24,91% or seventy (70) times of usage, *moreover* for 4,63% or thirteen (13) times of usage, *in fact* for 0,71% or two (2) times of usage, *too* for 1,78% or five (5) times of usage, *finally* for 0,36% or one (1) time of usage, and *furthermore* for 1,07% or three (3) times of usage. In all, the transitions of *addition* are dominated by *and* and *also*.

4.2.2.2. Comparison

In this study, *comparison* is the lowest transitions types found in English Department students' writing. The finding of comparison in English Department students' writing is only one (1) time of usage or 0,1%. The students were made the describing text that rarely compared their ideas to the other ideas. The diagram below is as an illustration of the finding relational expression of comparison in students' writing. The diagram is as follow:

Diagram 4.3.

The Percentage of *Comparison* Relational Expression Used



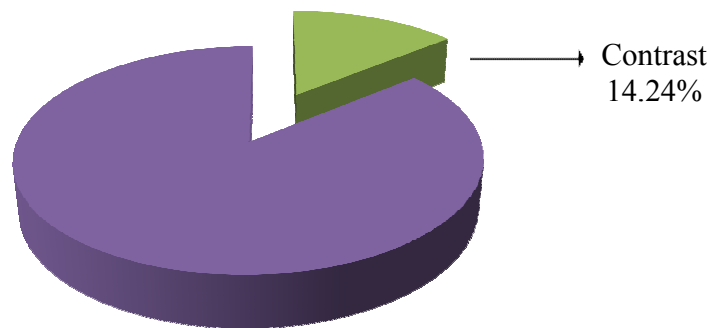
Furthermore, the transition used by English Department student is *compared to* found in the respondent number six (6).

4.2.2.3. Contrast

The usage of *contrast* relational expression in English Department students' writing is the fourth grade of the biggest percentage for the use of transitions. The number of the *contrast* usage is for one hundred thirty six (136) times of usage or 14,24%. Since the students' ideas were contrast their ideas between their condition in the campus and before in the campus. The diagram below shows the percentage of the use of contrast relational expression in English Department students' writing:

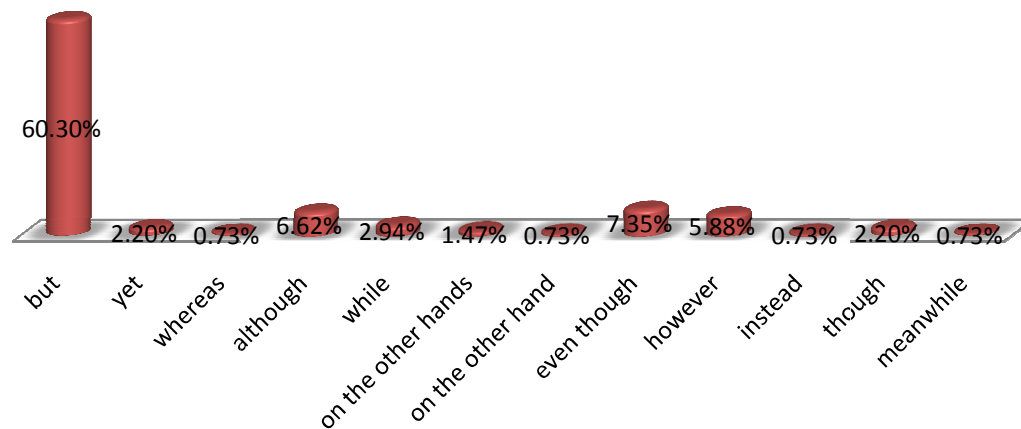
Diagram 4.4.

The Percentage of *Contrast* Relational Expression Used



The English Department students are mostly using *but* to contrast their ideas in their writing. However, there is several number of *contrast* transitions used in the students' writing. The diagram below is describing the usage frequency of the *contrast*.

Diagram 4.4.1.

The Percentage of *Contrast* Transitions Used

Based on the diagram above, *whereas*, *on the other hand*, *instead* and *meanwhile* for 0,73% or one (1) time of usage. It is the smallest usage of *contrast* transitions.

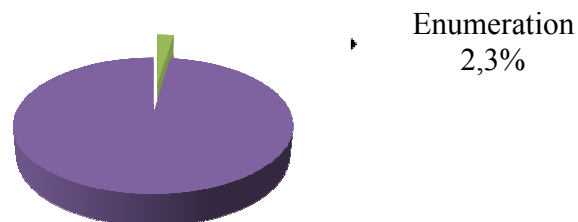
Meanwhile, the other transitions used are *yet* for 2,2% or three (3) times of usage, *although* for 6,62% or nine (9) times of usage, *while* for 2,94% or four (4) times of usage, *on the other hands* for 1,47% or two (2) times of usage, *even though* for 7,35% or ten (10) times of usage, *that* for 1,47% or two (2) times of usage, *however* for 5,88% eight (8) times of usage, and *though* for 2,20% for three (3) times of usage.

4.2.2.4. Enumeration

The *enumeration* relational expression is used by English Department students on their writing for twenty two (22) times or 2,3 % that finds in five (5) different transitions. The *enumeration* kinds of transitions used are not as much as the other kinds of transitions. The *enumeration* is concerning about numbering the importance information. The diagram below shows the *enumeration* relational used on English Department students' writing. Here, the *enumeration* diagram is as follow:

Diagram 4.5.

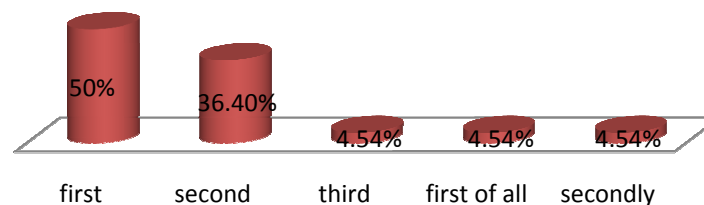
The Percentage of *Enumeration* Relational Expression Used



Moreover, the enumeration usually starts from number one. As a result, the students are using *first* as the most usage for their writing.

Diagram 4.5.1

The Percentage of *Enumeration* Transitions Used



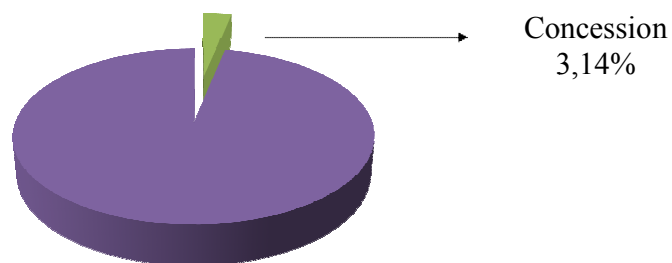
The highest percentage of kinds transitions used of *enumeration* is *first* for 50% or eleven (11) times of usage and the lowest that find in three kinds which are *third*, *first of all*, and *secondly* for 4,54% or one (1) time of usage. The other finding is *second* for 36,40% or eight (8) times of usage.

4.2.2.5. Concession

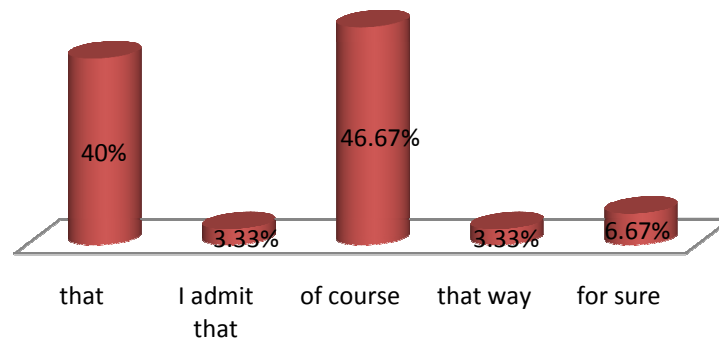
The *concession* relational expression find in English Department student writing for thirty (30) times or 3,14%. The usage of *concession* in students' writing is to express the concessional idea. Here, the students were admitted their ideas to strengthen their ideas so that the reader agree with their ideas. The table below shows the percentage of the findings in English Department students' writing:

Diagram 4.6.

The Percentage of *Concession* Relational Expression Used



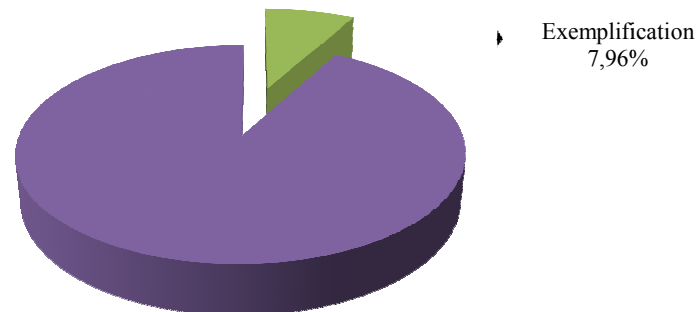
The transitions of *concession* used by English Department students writing finds in five (5) different kinds of *concession*.

Diagram 4.6.1.**The Percentage of *Concession* Transitions Used**

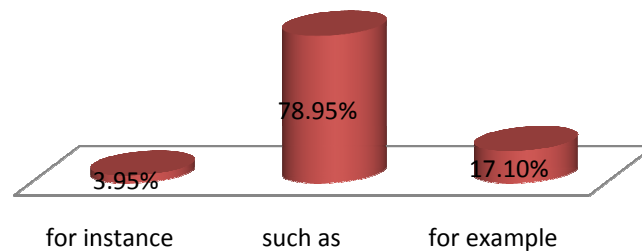
Based on the diagram above, the highest percentage of *concession* transitions used is *of course* for 46,67% or fourteen (14) times of usage and the lowest are *I admit that* and *that way* for 3,33% or one (1) time of usage. The other findings are *that* for 40% or twelve (12) times of usage and *for sure* for 6,67% or two (2) times of usage.

4.2.2.6. Exemplification

The *exemplification* relational expression finds in English Department student writing for seventy six (76) times of usage or 7,86%. The usage of *exemplification* in students' writing is to support the students' idea by giving the example. The *exemplification* here is the reader easier to understand the writers' ideas. The table below shows the percentage of the findings in English Department students' writing.

Diagram 4.7.**The Percentage of *Exemplification* Relational Expression Used**

The English Department students are using three different transitions of *exemplification*. However, there are other transitions of *exemplification*. The percentages can be seen below:

Diagram 4.7.1.**The Percentage of Exemplification Transitions Used**

The highest percentage of *exemplification* transitions used is *such as* for 78,95% or sixty (60) times of usage and the lowest is *for instance* for 3,95% or three

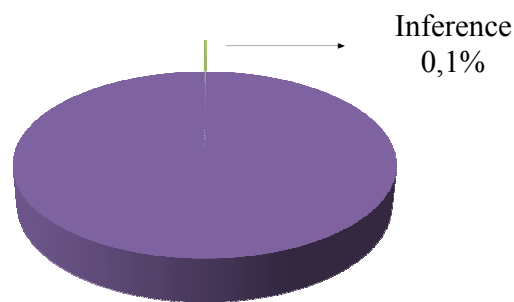
(3) times of usage. The other finding is *for example* for 17,1% or thirteen times of usage.

4.2.2.7. Inference

In this study, *inference* is the other lowest relational expression used in English Department students' writing. The finding of *inference* in English Department students' writing is only one (1) time of usage or 0,1%. The diagram below is as an illustration of the finding relational expression of comparison in students' writing.

Diagram 4.8.

The Percentage of *Inference* Relational Expression Used



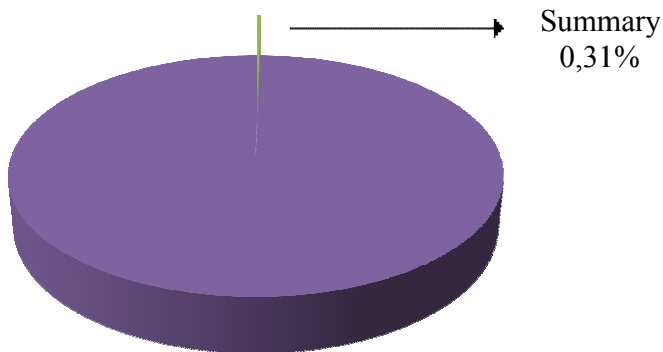
Furthermore, the *inference* transition used by English Department student is *if not* in the respondent number seventy four (74).

4.2.2.8. Summary

The *summary* relational expression finds in English Department student writing for three (3) times or 0,31%. The usage of summary in students' writing is helpful to show the summary of their writing. However, the students are rarely to use this relational expression. The table below shows the percentage of the findings in English Department students' writing.

Diagram 4.9.

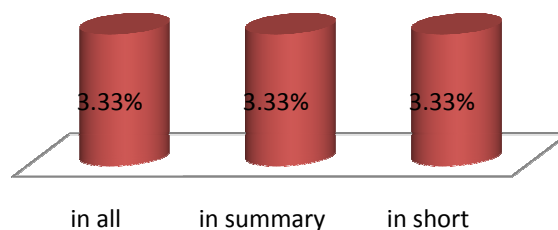
The Percentage of *Summary* Relational Expression Used



The percentage of *summary* transitions used is the same which is 3,33% or one (1) tome of usage. The transitions found are *in all*, *in summary*, and *in short*. The percentages can be seen more clearly below.

Diagram 4.9.1.

The Percentage of *Summary* Transitions Used

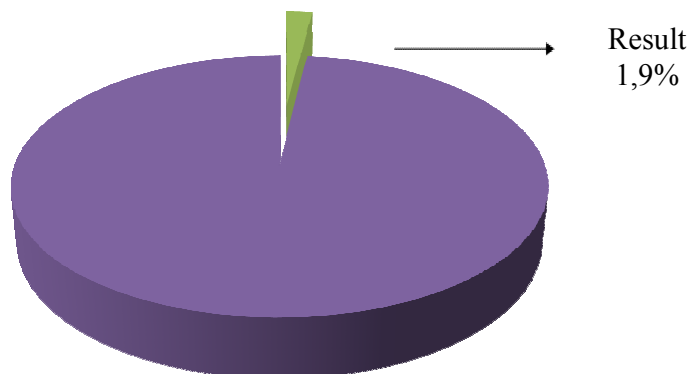


4.2.2.9. Result

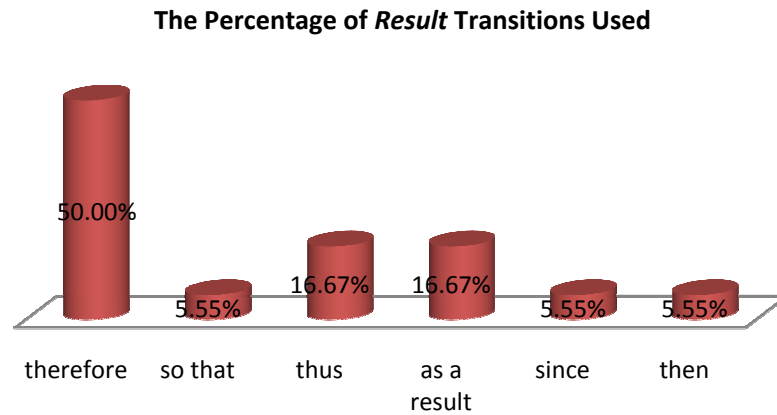
The *result* relational expression found in English Department student writing is eighteen (18) times of usage or 1,9%. The usage of *result* in students' writing is to indicate the result from one students' idea to other ideas. The table below shows the percentage of the findings in English Department students' writing.

Diagram 4.10.

The Percentage of *Result* Relational Expression Used

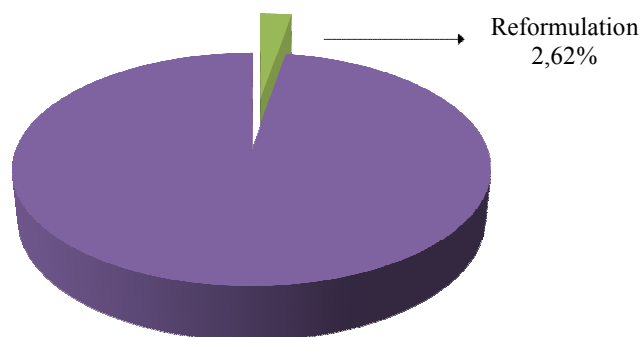


The highest percentage of *result* transitions used is *therefore* for 50% or nine (9) times of usage and the lowest are *so that*, *since*, and *then* with the same percentage which is 5,55% or one (1) time of usage. The other findings are *thus* and *as a result* which also with the same percentage for 16,67% or three (3) times of usage. The percentages can be seen more clearly in diagram 4.10.1.

Diagram 4.10.1.

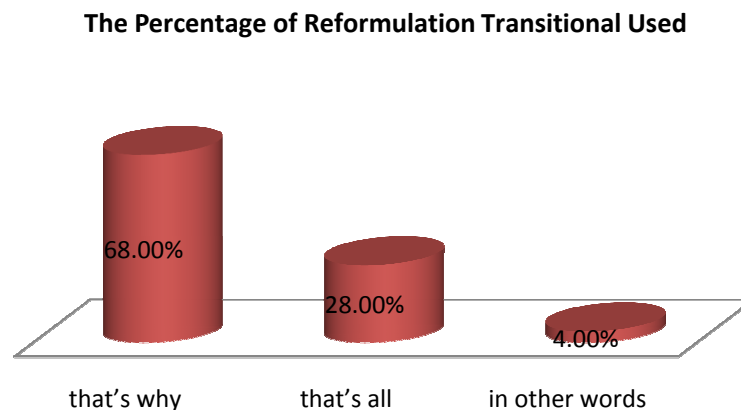
4.2.2.10. Reformulation

The *reformulation* relational expression in English Department student writing is for twenty five (25) times of usage or 2,62%. The usage of *reformulation* in students' writing found is to emphasis the information that wanted to show. The table below shows the percentage of the findings in English Department students' writing.

Diagram 4.11.**The Percentage of Reformulation *Reformulation* Expression Used**

In this study, the English Department students are using three different kinds of *reformulation* transitions. The each frequency is as follow:

Diagram 4.11.1.



The highest percentage of *reformulation* transitions used is *that's why* for 68% or seventeen (17) times of usage, then *that's all* for 28% or seven (7) times of usage and the lowest is *in other words* for 4% or one (1) time of usage.

4.2.2.11. Time and Sequence

The *time and sequence* relational expression found in English Department student writing for one hundred forty six (146) times or 15,29%. The usage of *time and sequence* in students' writing is to help the writers to show the sequence and time in writing. The table below shows the percentage of the findings in English Department students' writing.

Diagram 4.12.

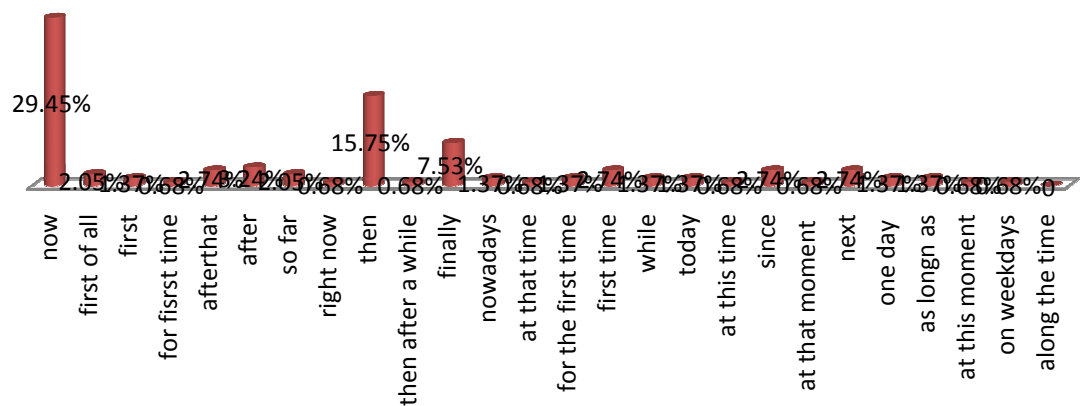
The Percentage of *Time and Sequence* Relational Expression Used



The English Department students are found using many numbers of *time and sequence* transitions. The numbers of *time and sequence* transitions are as follow:

Table 4.12.1.

The Percentage of *Time and Sequence* Transitions Used



The highest percentage of time and sequence transitions used is *now* for 29,45% or forty three (43) times of usage and the lowest with the same percentage are *then after a while, right now, for first time, at that time, at this time, at that moment,*

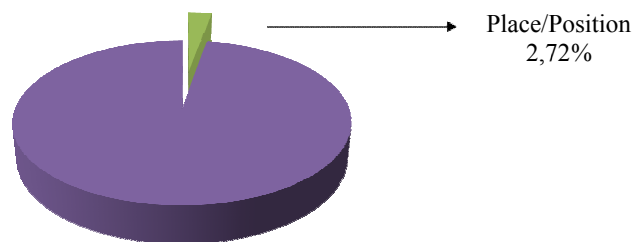
at this moment, at the moment, on weekdays, along the time, yesterday, someday, at first, for 0,68% or one (1) time of usage. The other findings are *so far* and *first of all* for 2,05% or three (3) times of usage, *then* for 15,75% or twenty three (23) times of usage, *finally* and *sometimes* for 7,53% or eleven (11) times of usage, *for the first time, while, first, as long as, one day, afterwards, nowadays, today* and *once* for 1,37% or two (2) times of usage, *first time, after that, next* and *since* for 2,74% for four (4) times of usage.

4.2.2.12. Place/Position

The *place/position* relational expression found in English Department student writing for twenty six (26) times or 2,72%. 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 table below shows the percentage of the findings in English Department students' writing.

Diagram 4.13.

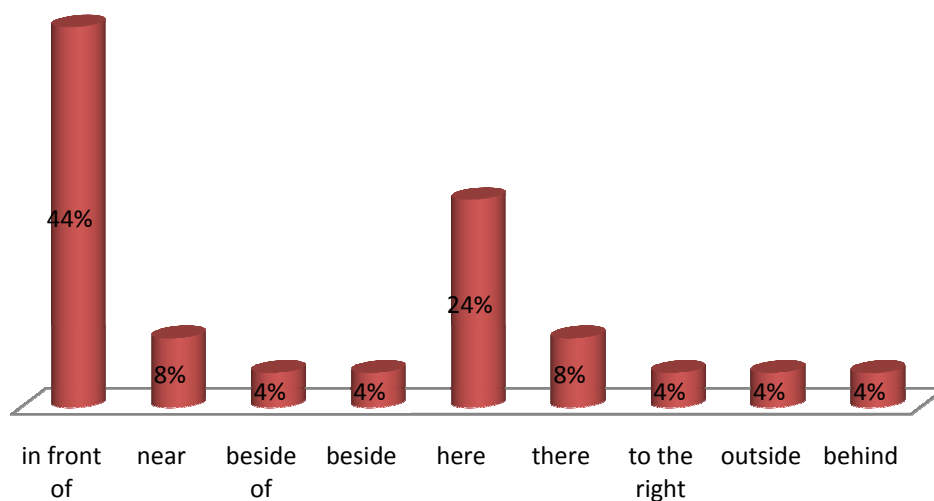
The Percentage of *Place/Position* Relational Expression Used



The highest percentage of *place/position* transitions used is *in front of* for 44% or eleven (11) times of usage and the lowest with the same percentages are *beside of*, *beside*, *to the right*, *outside* and *behind* for 4% or one (1) time of usage. The other findings are *near* and *there* for 8% or two (2) times of usage, *here* for 24% or six (6) times of usage. The percentages can be seen more clearly below.

Table 4.13.1.

The Percentage of *Place/Position* Transitions Used



4.2.2.13. Miscellaneous

The *miscellaneous* relational expression found in English Department student writing for one hundred ninety (190) times or 19.9%. 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 diagram below shows the percentage of the findings in English Department students' writing.

Diagram 4.14.

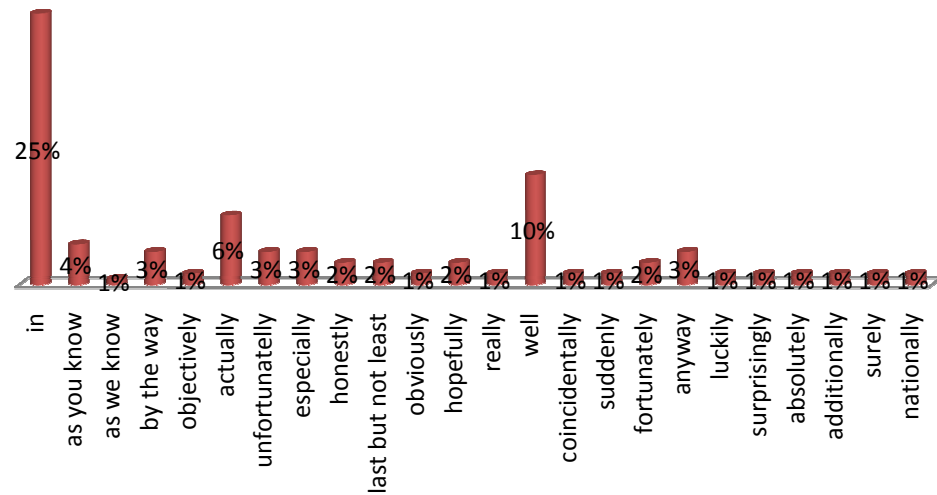
The Percentage of *Miscellaneous* Relational Expression Used



The transitions of *miscellaneous* are used by English Department students to bridge their ideas using adverbs or the others. In this part, the researcher is presented the data by using table since the big number of transitions used (see appendix).

The highest finding of *miscellaneous* transitions used is *in* for forty seven (47) times or 24,75% and the lowest are *objectively*, *as we know*, *obviously*, *coincidentally*, *suddenly*, *surprisingly*, *absolutely*, *additionally*, *surely*, and *nationally* many others for one (1) time of usage or 0,53%. The other transitions are *as you know* for seven (7) times of usage or 3,68%, *by the way* and *unfortunately* for six (6) times of usage or 3,16%, *actually* for twelve (12) times of usage or 6,32% ,*especially* for five (5) times of usage or 2,63%, *well* for nineteen (19)times of usage or 10%, *honestly* and *hopefully* for three (3) times of usage or 1,56%, *last but not least* and *fortunately* for four (4) times of usage or 2,11%, *really* and *luckily* for two (2) times of usage or 1,05%.

Table 4.14.1

The Percentage of *Miscellaneous Transitions* Used

4.3. Discussion

In writing, writers need to connect their ideas so that readers understand the ideas. Transitions are important to connect the ideas in writing. Transitions are helpful in writing coherent paragraphs. The transitions are helpful the movement of one sentence to the next in writing. In this case, the existence of appropriate transitions in writing is very important. Furthermore, mastering the use of appropriate transitions requires writing competence. The writers must have the skill to choose and put transitions appropriately.

Moreover, the researcher discusses the use of transitions in English Department students writing based on the most frequent, the medium-frequent, and the less frequent.

4.3.1. The most frequent transitions in English Department students' writing

1. Addition

The most frequent transitions used by English Department students is *addition*. The transitions used that found in students' writing are *besides*, *besides that*, *beside*, *beside that*, *also*, *moreover*, *in fact*, *too*, *finally*, *and*, *also* and *furthermore*.

The table below is present the numerical number of additional transitions.

And is the most transitions used by English Department students. However, numbers of students are producing *and* in illogical transitions. For example, respondent number 1:

..... This is located in street of Rawamangun Muka. And this is the old campus in Jakarta. There are two canteens in every corner. And there are many trees which make cool. And there are two ways which is for in and out.

Furthermore, the usage of *and* should not be put on this sentence. The sentence would be better as follow:

..... This is an old campus which located in Rawamangun Muka Street, Jakarta. Furthermore, there are two canteens in every corner that have many trees and two ways for the entrance and out.

Respondent number 1 indicates the lack of student's skill in putting transitions of *and*. Furthermore, the used of *besides that*, *beside*, *beside that*, and *beside of that* are illogical. It should be using *besides* as the substitution in this students' writing.

2. Miscellaneous

The highest finding of *miscellaneous* transitions used is *in* for forty seven (47) times and the lowest are *objectively, as we know, obviously, coincidentally, suddenly, surprisingly, absolutely, additionally, surely, and nationally* many others for one (1) time of usage. The other transitions are *as you know, by the way, actually, unfortunately, especially, honestly, last but not least, hopefully, really, fortunately, and luckily*. The *miscellaneous* relational expression found in English Department student writing for one hundred ninety (190) times of usage. 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.

However, the students are using the transitions of *in* logically for thirty two (32) times and illogically for twelve (15) times. Furthermore, the students are mostly using *in* to bridge their ideas about place and the rest of the usage is to bridge the ideas of condition. Moreover, the used of *objectively, as we know, obviously, coincidentally, suddenly, surprisingly, absolutely, additionally, surely, nationally, as you know, by the way, actually, unfortunately, especially, honestly, last but not least, hopefully, really, fortunately, and luckily* by the students in their writing are logical. The students put the commas in correct way which is after the transitions, and use its function correctly. Accordingly, the use of *miscellaneous* has already common for the students to bridge their ideas in the writing.

3. Time and Sequence

Frequency of *time and sequence* transitions used is *now* for forty three (43) times of usage and the lowest with are *then after a while, right now, for first time, at that time, at this time, at that moment, at this moment, at the moment, on weekdays, along the time, yesterday, someday, at first*. The other finding are *so far* and *first of all, then, finally, sometimes, for the first time, while, first, as long as, one day, afterwards, nowadays, today, once, first time, after that, next* and *since*. English Department students are using these transitions to relate their ideas about time and sequence in their writing.

In addition, the used of transitions *now* by the students in their writing has already logical for thirty (30) times. They use *now* to express idea of time for thirty (25) times and to express sequence for thirteen (5) times. Furthermore, there are fifteen (15) times of usage *now* that are not using commas after it. Also, the number of illogical usage of *now* is thirteen (13) times. Also, the usage of *then after a while, at first* and *for first time* by the English Department students in their writing should not be used as transitions. It should be replaced by *then*, and *for the first time*.

Furthermore, the use of *right now, at that time, at this time, at that moment, at this moment, at the moment, on weekdays, along the time, yesterday, someday, so far, first of all, then, finally, sometimes, for the first time, while, first, as long as, one day, afterwards, nowadays, today, once, first time, after that, next* and *since* has already appropriate in English Department students' writing.

4. Contrast

The usage of *contrast* relational expression in English Department students' writing is the fourth grade of the biggest percentage for the use of transitions. The number of the *contrast* usage is for one hundred thirty six (136) times of usage. The biggest number of *contrast* is *but*. It is in line with Burton (1995) that *but* is the most common *contrast* transitions used by the writers whom want to contrast their ideas of writing.

Furthermore, the smallest usage of *contrast* transitions are *whereas, on the other hand, instead* and *meanwhile*. The other transitions used are *yet, although, even, while, on the other hands, even though, that, however, and though*.

However, the usage of *on the other hands* should not be appeared. For instance, respondent number 18:

..... On the other hands, I was born in South Sulawesi on 1st Januari 1993 which shows I am 18 years old now.....

The usage of *on the other hands* should be replaced by *on the other hand*. However, the researcher found that English Department student use *on the other hands* for two (2) times of usage. However, it is only one (1) time of usage of *on the other hand* which showed the less number of students' understanding in using this transitions. Furthermore, the used of *whereas, instead, meanwhile, yet, although, even, while, even though, that, however, and though* has already appropriate in English Department students' writing.

4.3.2. The medium-frequent transitions in English Department students' writing

1. Exemplification

The *exemplification* relational expression finds in English Department student writing for seventy six (76) times of usage. The usage of *exemplification* in students' writing is to support the students' idea by giving the example. The *exemplification* here is the reader easier to understand the writers' ideas.

The highest percentage of *exemplification* transitions used is *such as* for sixty (60) times of usage and the lowest is *for instance* for three (3) times of usage. The other finding is *for example* for thirteen times of usage.

Furthermore, the whole number of *exemplification* transitions used by English Department students in their writing has already appropriate. It shows that the students have already well known to use the transitions appropriately which match with its functions and its meaning.

2. Concession

The *concession* relational expression find in English Department student writing for thirty (30) times. The usage of *concession* in students' writing is to express the concessional idea. The students were admitted their ideas to strengthen their ideas so that the reader agree with their ideas.

The highest percentage of *concession* transitions used is *of course* for fourteen (14) times of usage and the lowest are *I admit that* and *that way* for one (1) time of usage. The other findings are *that* for or twelve (12) times of usage and *for sure* for two (2) times of usage.

Furthermore, there is no number of inappropriateness in using *concession* transitions. The whole number of *concession* transitions used by English Department students in their writing has already appropriate. It shows that the students have already well known to use the transitions appropriately which match with its functions and meaning.

3. Place/Position

The *place/position* relational expression found in English Department students' writing for twenty six (26) times. 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 highest percentage of *place/position* transitions used is *in front of* for eleven (11) times of usage and the lowest with the same percentages are *beside of*, *beside*, *to the right*, *outside* and *behind* for one (1) time of usage. The other findings are *near* and *there* for two (2) times of usage, *here* for six (6) times of usage.

In addition, the used of *place/position* transitions by English Department students has already correct. The number of finding which used this transitions in the preface of the sentence in English Department students' writing is for twenty three (23) times. Besides, it is two (2) times of usage that using this transitions in the middle of the sentences. Moreover, the students are using *place/position* to describe English Department position and the State University of Jakarta location.

4. Reformulation

The *reformulation* relational expression in English Department student writing is for twenty five (25) times of usage. The usage of *reformulation* in students' writing found is to emphasis the information that wanted to show. In this study, the English Department students are using three different kinds of *reformulation* transitions. The highest percentage of *reformulation* transitions used is *that's why* for 68% or seventeen (17) times of usage, then *that's all* for seven (7) times of usage and the lowest is *in other words* for 4% or one (1) time of usage.

Furthermore, 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.

5. Enumeration

The *enumeration* relational expression is used by English Department students on their writing for twenty two (22) times that finds in five (5) different transitions. The *enumeration* kinds of transitions used are not as much as the other kinds of transitions. The *enumeration* is concerning about numbering the importance information.

Moreover, the enumeration usually starts from number one. Then students were using *first* as the most usage for their writing. The highest percentage of kinds transitions used of *enumeration* is *first* for eleven (11) times of usage and the lowest

that find in three kinds which are *third*, *first of all*, and *secondly* for one (1) time of usage. The other finding is *second* for eight (8) times of usage.

The students have already accustomed to use *enumeration* transitions based on its function that showed by there is no number of inappropriate of using *enumeration* transitions. However, there is ten (10) times of *enumeration* transitions used without using any comma after the transitions. It is essential to emphasis the transitions of English Department students' ideas themselves.

4.3.3. The less frequent transitions in English Department students' writing

1. Result

The *result* relational expression found in English Department student writing is eighteen (18) times of usage. The usage of *result* in students' writing is to indicate the result from one students' idea to other ideas. The highest percentage of *result* transitions used is *therefore* for nine (9) times of usage and the lowest are *so that*, *since*, and *then* with the same percentage which is one (1) time of usage. The other findings are *thus* and *as a result* which also for three (3) times of usage.

Furthermore, there is no number of inappropriate of using *result* transitions. The students mostly using *result* transitions to express the result of their effort in study hard so that they could be accepted as the English Department students. Moreover, *therefore* becomes the most common *result* transitions used by English Department in this study.

2. Summary

The *summary* relational expression finds in English Department student writing for three (3) times. The usage of summary in students' writing found is to show the summary of their writing. However, the students are rarely to use this relational expression. The percentage of *summary* transitions used is the same which is one (1) time of usage. The transitions found are *in all*, *in summary*, and *in short*.

Besides, the students have already well known to use *summary* transitions since there is no number of inappropriate in using the transitions. However, in the *result* transitions are rarely found in the descriptive writing according to this study. Since English Department students are composing the ideas of describing their experience during in the English Department in State University of Jakarta.

3. Comparison

In this study, one of the lowest transitions used by English Department students is *comparison* which find only one time of usage. In this case, the use of *comparison* transitions is to compare the English Department condition during the learning-teaching process with the others.

In addition, the use of *comparison* transitions has already appropriate. The student use *comparison* in line with its function and with the comma. However, it is a little number of *comparison* transitions in descriptive writing since the English Department students are mostly describing about their experience without any comparison to others.

4. Inference

Inference is the other of the lowest transitions used by English Department students in their writing which find only one (1) time of usage. The used of *inference* transitions by the student shows his idea of assumption. The finding of the use of *inference* transitions is as follow:

Do you know State University of Jakarta? Have you ever been to go there? *If not*, I will tell you about the great things of State University of Jakarta.

According to writing above which taken from respondent number 74, the student expresses his logical assumption idea that his friend never come to State University of Jakarta before.

In other words, the most frequent transitions in English Department students' writing are *addition*, *miscellaneous*, *time and sequence*, and *contrast*. The medium-frequent transitions in English Department students' writing are *exemplification*, *concession*, *place/position*, *reformulation*, and *enumeration*. The less frequent transitions in English Department students' writing are *result*, *summary*, *comparison*, and *inference*.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion, findings and discussion which explained in the chapter before. It also gives the suggestion for the following research and the English Department students in writing especially in using the transitions appropriately.

5.1. Conclusion

Transitions are essential element in writing. Transitions help the writers to produce coherent writing. The writers are bridge their ideas using transitions. Transitions are used by the writers to move from one sentence to the next in writing. Furthermore, mastering the use of appropriate transitions requires writing competence. The writers must have the skill to choose and put transitions appropriately.

In the case of using transitions in English Department students' writing which the data collected for one hundred forty one (141). 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*. In short, all the kinds of transitions according to O'Regan (2002) are found in English Department students' writing.

In other words, the most frequent transitions in English Department students' writing are *addition, miscellaneous, time and sequence, and contrast*. The medium-

frequent transitions in English Department students' writing are *exemplification*, *concession*, *place/position*, *reformulation*, and *enumeration*. The less frequent transitions in English Department students' writing are *result*, *summary*, *comparison*, and *inference*.

5.2. Recommendation

The use of transitions should be chosen by the writers which relate writers' ideas. The writers should have skill in choosing appropriate transitions in connecting their ideas. Moreover, although the existence of transitions in coherent writing is crucial matter, the writers should not be put transitions in every sentence in a paragraph. Using a lot of and a few transitions could be as confusing. If the transitions used excessively, it tends to distract the readers. However, transitions are not requiring in writing on the condition that the idea of writing has already the same.

Furthermore, the usage of transitions should be according to the context of the writing. The students also have to be accustomed to write using transitions for preventing the mistake of using transitions.

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