

CHAPTER IV

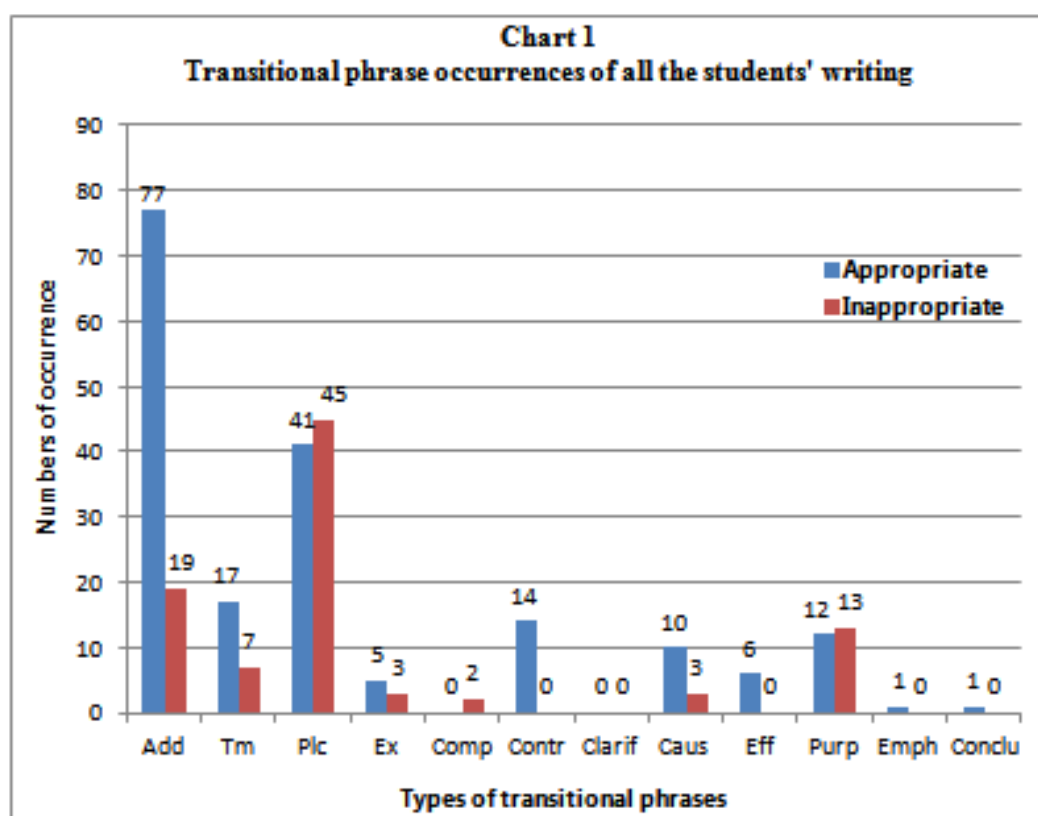
FINDINGS AND DISCUSSION

This chapter deals with what this study found during the survey period. The findings are in the forms of students' writing task, questionnaire, and interviews. This study focuses on a question to discuss: How is the use of transitional phrases in students' writing of SMA IT Darul Hikmah (YAPIDH) Bekasi?

4.1 Findings and Discussion

The writing of the tenth-grader students at SMA IT Darul Hikmah (YAPIDH) Bekasi is analyzed in order to obtain the occurrences of appropriate and inappropriate transitional phrases. Also, the students' writing is analyzed to obtain what types of transitional phrase are mostly used and unused by the students.

In order to make the findings easy to analyze, here is presented the findings during the study, especially the students' writing. The students' writing, containing the occurrences of appropriate and inappropriate transitional phrases, is presented in this following Chart 1.



As indicated in Chart 1, there are totally 276 occurrences of the transitional phrases in all the 27 students' writing task. After classifying all the occurrences into the types of transitional phrases, there are 77 usages of appropriate addition transitional phrases and 19 usages of inappropriate addition transitional phrases. Then, there are 17 usages of appropriate time transitional phrases and 7 usages of inappropriate time transitional phrases. Another finding, there are 41 usages of appropriate place transitional phrases and 45 usages of inappropriate place transitional phrases. Then, there are 5 usages of appropriate exemplification transitional phrases and 3 usages of inappropriate exemplification transitional phrase. There are no usage of appropriate comparison transitional phrase and 2 usages of inappropriate comparison transitional phrases. Another finding, there are 14

usages of appropriate contrast transitional phrases while there is no usage of inappropriate contrast transitional phrase. Then, there is no usage both appropriate and inappropriate clarification transitional phrases. And then, there are 10 usages of appropriate cause transitional phrases and 3 usages of inappropriate cause transitional phrases. Then, there are 6 usages of appropriate effect transitional phrases while there is no usage of inappropriate effect transitional phrase. Another finding shows that there are 12 usages of appropriate purpose transitional phrases and 13 usages of inappropriate purpose transitional phrases. And then, there is 1 usage of appropriate emphasis transitional phrases while there is no usage of inappropriate emphasis transitional phrase. And the last one, there is 1 usage of appropriate conclusion transitional phrase while there is no usage of inappropriate conclusion transitional phrase.

The description above also shows that there are some frequent occurrences of appropriate and inappropriate types of transitional phrases in the students' writing. The most frequent occurrence of appropriate transitional phrase is the use of addition transitional phrases which occur 77 times. Besides the occurrences of appropriate transitional phrases, the description above shows that the most frequent use of inappropriate transitional phrases is the use of place transitional phrases which occur 45 times in all the students' writing.

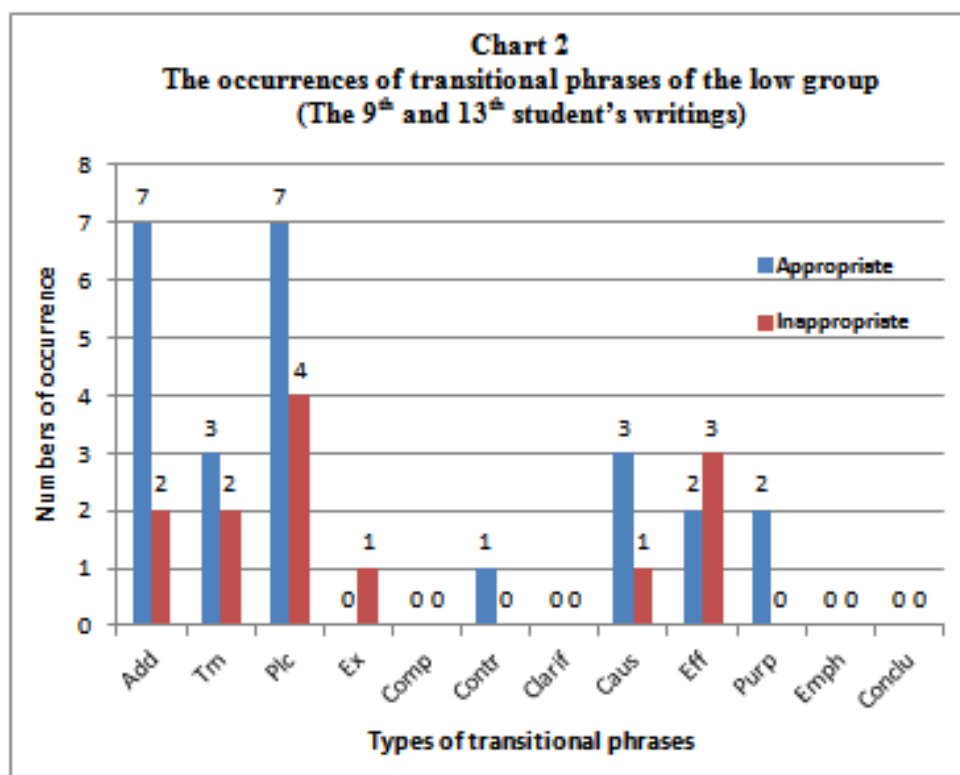
Nevertheless, the description shows that there are very few appropriate occurrences of some types of transitional phrases, such as time

which occurs 18 times, exemplification which occurs 5 times, contrast which occurs 14 times, cause which occurs 10 times, effect which occurs 6 times, purpose which occurs 12 times, emphasis which occurs once, and conclusion which occurs once. And worse, there is no use of comparison and clarification transitional phrase. Those few occurrences in all the students' writing indicate that even though all the students are able enough to use some types of transitional phrases, they are not able to use all types of transitional phrases correctly. In fact, the number of occurrences of appropriate transitional phrase of addition shows they have been familiar with transitional phrase of addition only.

All the description above shows that all the students' knowledge toward the use of transitional phrase is still poor. This is supported by the result of a statement in the questionnaire which asks them, "I have learned about English transitional phrases". The result shows there are 50% of all the students agree that they have learned English transitional phrases. In another hand, there are 39% of them hesitate whether they have learned about English transitional phrases or not. And, there are 11% of them disagree that they have learned about English transitional phrases. Another else finding, a questionnaire result asking them, "I understand what transitional phrases are", shows there are only 17% of all the students agree that they understand about it. In contrast, there are 72% doubt whether they understand about the transitional phrases or not. And, there are 11%

disagree that they understand about it. In a summary, the students have learned about the transitional phrases though the drilling is not enough yet.

Besides describing the overall occurrences of transitional phrases in the students' writing, this study describes the occurrence of transitional phrases of selected students' writing by making groups into three: low medium and high in which the grouping technique is done by assessing all students' writing by using the micro skills criteria (Weigle, 2002 in Brown, 2003) that have been discussed in Chapter II: idea clearance, word order, tenses, and subject-verb agreement. After assessing the students' writing, this study groups the 9th and 13th student's writing as the representative of low group. For the representative of medium group, this study selects the 1st and 17th student's writing. And for the representative of high group, this study selects 10th and 26th student's writing.



As indicated in Chart 2, there are found seven appropriate transitional phrases of addition (*and, and, and, and, and, and, and and*), three appropriate transitional phrases of time (*for, after, and first*), seven appropriate transitional phrases of place (*there, from, from, from, there, there, and there*), one appropriate transitional phrase of contrast (*but*), three appropriate transitional phrases of cause (*because, because, and if*), two appropriate transitional phrases of effect (*for, for, and so*), and two appropriate transitional phrases of purpose (*so and so*) transitional phrases. However, there are still found two inappropriate transitional phrases of addition (*and and as*), two inappropriate transitional phrases of time (*in and when*), four inappropriate transitional phrases of place (*there, there, in, and in*), one inappropriate transitional phrase of exemplification (*like*), one

inappropriate transitional phrase of cause (*if*), and three inappropriate transitional phrases of effect (*for, for, and for*) transitional phrases.

The chart above shows that there are two high appropriate occurrences of transitional phrases: addition and place which occurs seven times. This is similar with the highest occurrence in the overall students' writing: transitional phrase of addition. This compared to the overall students, shows that the students in the low group frequently use the transitional phrase of addition and place.

Furthermore, based on the questionnaire result asking them whether they are able to use place transitional phrases, such as "*here*" and "*behind*", there are 78% of them agree that they are able to use the phrase "*here*" and 72% of them agree they are able to use the phrase "*behind*". This indicates that more than 70% of all the students could use place transitional phrases in writing sentences.

Beside the highest occurrences of appropriate transitional phrases, there are found no occurrence of appropriate comparison, clarification, emphasis, and conclusion transitional phrases in the students' writings of the low group. This is supported by the low agreeing percentages of those types of transitional phrases in the questionnaire result asking the students about some examples from those types of transitional phrases. There are only 13.9% of the students agree that they are able to use comparison (*in the same way* and *neither*) and clarification (*in other words* and *in another way*) transitional phrases. There are only 11% of them agree that they are

able to use emphasis transitional phrases (*indeed* and *it is important that*). And there are only 19.4% of them agree that they are able to use conclusion transitional phrases (*in a summary* and *in conclusion*).

The description above indicates that less than 20% of all the students are still unfamiliar with comparison, clarification, emphasis, and conclusion transitional phrases. And worse, the lowness percentages of agreeing students in the questionnaire result is strengthened by the inexistence of the students who could mention any examples of those transitional phrases during the interview session. In conclusion, the students in the low group are not familiar enough with the examples of comparison, clarification, emphasis, and conclusion transitional phrases.

By looking at the students' writing of the low group, there are found some frequent occurrences of inappropriate transitional phrases. The analysis of the 9th students writing is presented in the following table:

Table 1
The analysis of the 9th student's writing

Sentence Number	Sentence	Transitional Phrase	Correction
1	Dufan, which is located in the north Jakarta, province D.K.I Jakarta, Indonesia.	-	Dufan is located in North Jakarta, Jakarta, Indonesia.
2	Dufan is part of Ancol, Ancol is close from beach, so there is hot place	from, so, there	Dufan is the part of Ancol which is close from the beach. So, it is hot.
3	Dufan is recreation place in Jakarta.	-	Dufan in a recreational place in Jakarta.
4	In holiday, many people recreation in there because is many wahana in there live a Halilintar, Tomado, Kora-kora, Bombomkar, Ontang-anting and many more.	in there, because, in there, live, and	On holiday, there are many people enjoy their recreation because there are many vehicles like Halilintar, Tomado, Kora-kora, Bombomkar, Ontang-anting, and many more.
5	Access for go there, you can enter by car, bus way, motorcycle	for, there	The access for going there is you can go by a car, take a bus, or ride a motorbike.

Sentence Number	Sentence	Transitional Phrase	Correction
6	You can enter there if you have money, first you buy ticket and	there, if, first, and	You can enter the place if you have money. First, buy a ticket. And then, enter the entrance gate.

Begins with sentence one, there is found no use of transitional phrase. In addition, there are still found two unnecessary words “*which*” and “*the*”. As what Lynch, Brize, and Angeli (2011) that the use of definite article “*the*” is not allowed if it is followed by the name of city. Therefore, the article “*the*” should be omitted. Thus, the correction of sentence one should be “*Dufan is located in North Jakarta, Jakarta, Indonesia*”.

The next sentence, the use of transitional phrase of place “*from*” and purpose “*there*” is correct. However, the use of transitional phrase of place “*there*” is inappropriate because the word “*there*” is used to show the existence of something in a place (O’ Sullivan, 2002). In that case, there is nothing exist in the place. Another case, the article “*the*” should be should be added before the word “*part*” because it refers to the previously mentioned word “*Dufan*”. Thus, the correction of the second sentence could be “*Dufan is the part of Ancol which is close from the beach. So, it is hot*”.

In the third sentence, there is no use of transitional phrase. Also, the error just lies on the word “recreation” which should be replaced by the adjective “*recreational*” because the phrase “*recreation place*” is categorized as Noun phrase (Simmons, 1997). Hence, the correction is “*Dufan in a recreational place in Jakarta*”.

In sentence four, the error lies on the use of transitional phrase of place “*in there*”, “*in there*”, and exemplification “*live*”. Another error lies

on the word “*holiday*” which is not appropriate if it is preceded by the word “*in*” because “*holiday*” represents the day of the week which is commonly preceded by “*on*”. In addition, the use of transitional phrase of place “*there*” is inappropriate because formally “*there*” is placed in front of the sentence to show existence of something (O’ Sullivan, 2002). Another error lies on the use of transitional phrase of exemplification “*live*”. By looking at the sentence context, the 9th student seems like to misspell the word “*live*” which should be “*like*”. Therefore, the correction of sentence four could be “*On holiday, there are many people enjoy their recreation because there are many vehicles like Halilintar, Tornado, Kora-kora, Bombomkar, Ontang-anting, and many more*”.

In sentence five, the use of transitional phrase of effect is appropriate. The error lies on the use of transitional phrase of effect “*for*” because the following form of verb should be Verb_{ing} (O’ Sullivan, 2002). Therefore, the correction is “*The access for going there is you can go by a car, take a bus, or ride a motorbike*”.

The next sentence, there is found an inappropriate use of transitional phrase of addition “*and*”. However, the inappropriateness occurs because there is no more continued sentence. The correction should be an adding more sentence after the word “*and*”. Another case, the use of transitional phrase of place “*there*”, cause “*if*”, time “*first*”, and addition “*and*” is appropriate. However, there are still found error of article and punctuation.

Thus, the correction could be “*You can enter the place if you have money. First, buy a ticket. And then, enter the entrance gate*”.

Besides analyzing the 9th student’s writing, there is an analysis of the 13th student’s writing which is still in the low group.

Table 2
The analysis of the 13th student’s writing

Sentence Number	Sentence	Transitional Phrase	Correction
1	Fujiyama, which is located in Tokyo, Japan.	-	Fujiyama is located in Tokyo, Japan.
2	This place is my favorite place for my holiday, but I cannot visit this place, because I haven’t a lot of money, so, this place become some dream for me.	for, but, because, so, for	It is my favorite place for my holiday, but I cannot visit this place because I do not have much money. So, it is my dream place.
3	I very like this place if summer started, there is sakura’s tree, and view for Fujiyama is very beautiful.	if, there, and, for	I like this place very much when summer begins. There are many Sakura trees, and the scenery of Fujiyama is very beautiful.
4	I want to visit this place, I want to living this place, I want to living this place for long time with my big family.	for, with	I want to visit and live in this place for a long time with my big family.
5	This place (Japan) is very popular with knowledge for technology and want to learn it, after I learn a lot of knowledge from this place I will back to my country in Indonesia, and building this country to become same as Japan.	with, for, and, after, from, in, and, as	Japan is very popular with the knowledge of technology. So, I want to learn it there. After I learn a lot of knowledge from Japan, I will come back to my country in Indonesia and build this country to be the same as Japan.
6	Nothing smoke in sky, nothing traffic jam, technology anywhere, clean from rubbish, and so on. When I w	and, when	No smoke in the sky, no traffic jam, updated technologies, clean environment, and so on. When I want to visit Japan, I will prepare everything I need.

Begins with sentence one, there is not found any example of transitional phrase. Also, the error lies on the word “*which*” because sentence one is categorized as simple sentence. In this case, there should be an omission of the word “*which*”. The correction could be “*Fujiyama is located in Tokyo, Japan*”.

In the next sentence, there is found no inappropriate use of transitional phrase. The error lies on pronoun, subject-verb agreement, and punctuation. The phrase *“this place”* is better changed into the pronoun *“it”* because it refers to the same subject in the first sentence. Another case, the word *“haven’t”* is grammatically incorrect because the sentence does not show any finished activity, while it is a fact. Therefore, the tense should be changed into simple present tense by using Verb₁ (Susanto, 2010). The correction of the second sentence is *“It is my favorite place for my holiday, but I cannot visit this place because I do not have much money. So, it is my dream place”*.

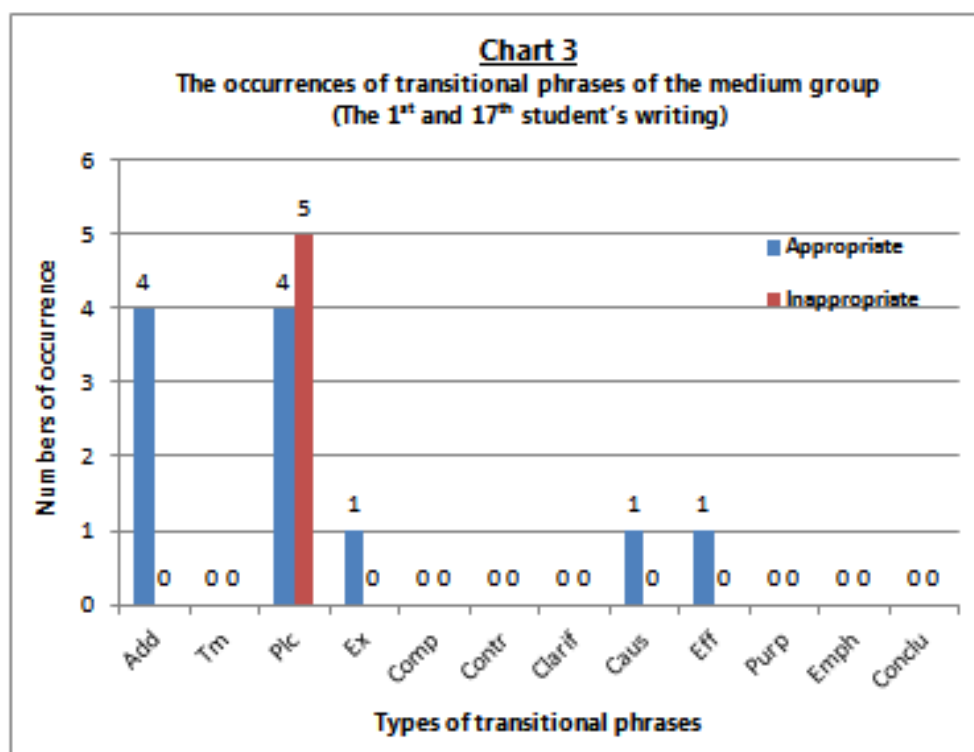
In sentence three, the use of transitional phrase of cause *“if”* is inappropriate because the clause is not categorized as conditional sentence. In addition, the word *“summer”* shows the period of time. Another case is the use of transitional phrase of effect *“for”* is inappropriate because the word *“view”* is not intended to *“Fujiyama”*. Also, the phrase *“view”* is still related to *“Fujiyama”*. So, there should be a preposition *“of”*. Finally, the correction could be *“I like this place very much when summer begins. There are many Sakura trees, and the scenery of Fujiyama is very beautiful”*.

In sentence four, the errors lie on the repeated forms of pronoun and infinitive. Actually, there are three same phrases of *“I want to...”* in the sentence which is better merged into one phrase. In addition, the word *“living”* is incorrect because it is categorized as infinitive. Therefore, the

correction should be *“I want to visit and live in this place for a long time with my big family”*.

In the sentence five, the use of transitional phrase of effect *“for”* is inappropriate because inappropriate because the word *“knowledge”* is not intended to *“technology”*. Also, the phrase *“knowledge”* is still related to *“technology”*. So, there should be a preposition *“of”*. Another case, the use of transitional phrase of addition *“and”* is inappropriate because the subject is not same like the previous clause. The use of transitional phrase of comparison *“same as”* is appropriate. Nevertheless, there should be a definite article *“the”* before the phrase (TheParser, 2012). Therefore, the correction should be *“Japan is very popular with the knowledge of technology. So, I want to learn it there. After I learn a lot of knowledge from Japan, I will come back to my country in Indonesia and build this country to be the same as Japan”*.

In the sixth sentence, the use of transitional phrase of time *“when”* is categorized as inappropriate because there should be more continued clause in the sentence. Another error lies on the use of the word *“nothing”* is unsuitable if it is followed by noun. Therefore, the correction of the sixth sentence is *“No smoke in the sky, no traffic jam, updated technologies, clean environment, and so on. When I want to visit Japan, I will prepare everything I need”*.



As indicated in Chart 3, there are found four appropriate transitional phrases of addition (*and, and, too, and too*), four appropriate transitional phrases of place (*near, from, there, and there*), one appropriate transitional phrase of exemplification (*like*), one appropriate transitional phrase of cause (*because*), and one appropriate transitional phrase of effect (*for*). Besides, there are still found five inappropriate transitional phrases of place (*there, there, there, there, there*).

The chart above shows that there are two high occurrences of appropriate transitional phrases: addition and place which occur 4 times. This is also similar with the highest occurrence in the low group. In conclusion, the students of the low and medium groups frequently use the transitional phrases of addition and place.

Moreover the result of questionnaire, describing the agreeing percentage whether the students are able to use place transitional phrase or not, shows that more than 70% of them agree about it. This points out that the students in the low and medium groups frequently use place transitional phrases in English writing, meaning that there are two third of all the students could use place transitional phrases.

Besides the highest occurrences of appropriate transitional phrases of the medium group, there are found no occurrence of appropriate transitional phrases: time, comparison, contrast, clarification, purpose, emphasis, and conclusion. The inexistence occurrence of those types of transitional phrases is supported by the questionnaire result which shows there are low agreeing students toward the statements asking them about their ability in using the examples of some transitional phrases: time (38.9%), comparison (13.9%), contrast (58.3%), clarification (13.9%), purpose (61.1%), emphasis (25%), and conclusion (22.2%). And worse, the interview result shows that none of all the students during the interview session could mention any examples of the transitional phrases of comparison, clarification, purpose, emphasis, and conclusion. This interview result, similar with the result of the low group students, shows that the students in the medium group are not familiar enough with the examples of transitional phrases of comparison, clarification, purpose, emphasis, and conclusion.

By looking at the students' writing of the medium group, there are found frequent inappropriate uses of transitional phrase of place "*there*". The analysis of the 1st student's writing is presented in the following table:

Table 3
The analysis of the 1st student's writing

Sentence Number	Sentence	Transitional Phrase	Correction
1	Ragunan zoo, located in South Jakarta near from agriculture ministry office, Ragunan zoo is the only zoo in Jakarta.	near, from	Ragunan zoo, located in South Jakarta near from the Agriculture Ministry office, is the only zoo in Jakarta.
2	There is many kind of animal like a elephant, tiger, lion, reptile and many more.	there, like, and	There are many kinds of animal like elephants, tigers, lions, crocodiles, and many more.
3	Ragunan zoo is most favourite place of many people because the ticket price is cheap.	because	Ragunan zoo is the most favorite place for many people because the ticket price is cheap.

Begins with analyzing the first sentence, there is found no inappropriate use of transitional phrase, though the second subject "*Ragunan*" should be omitted because it still refers to the same subject as the first clause. Also, there should be a definite article "*the*" before the phrase "*Agriculture Ministry office*" because it refers to specific place (Lynch, Brize, and Angeli, 2011). Hence, the correction should be "*Ragunan zoo, located in South Jakarta near from the Agriculture Ministry office, is the only zoo in Jakarta*".

In sentence two, there is no inappropriate use of transitional phrase, though the errors lie on the use of To Be and plurality form. The phrase "*there is*" must be followed by singular noun, yet the noun being concerned in the sentence is categorized as plural. Thus, the correction of the second

sentence should be *“There are many kinds of animal like elephants, tigers, lions, crocodiles, and many more”*.

In the third sentence, the use of transitional phrase of cause *“because”* is appropriate. The error lies only in the use of article *“the”* for superlative form. Thus, the correction should be *“Ragunan zoo is the most favorite place for many people because the ticket price is cheap”*.

Besides analyzing the 1st student’s writing, there is an analysis of the 17th student’s writing which is still in the medium group.

Table 4
The analysis of the 17th student’s writing

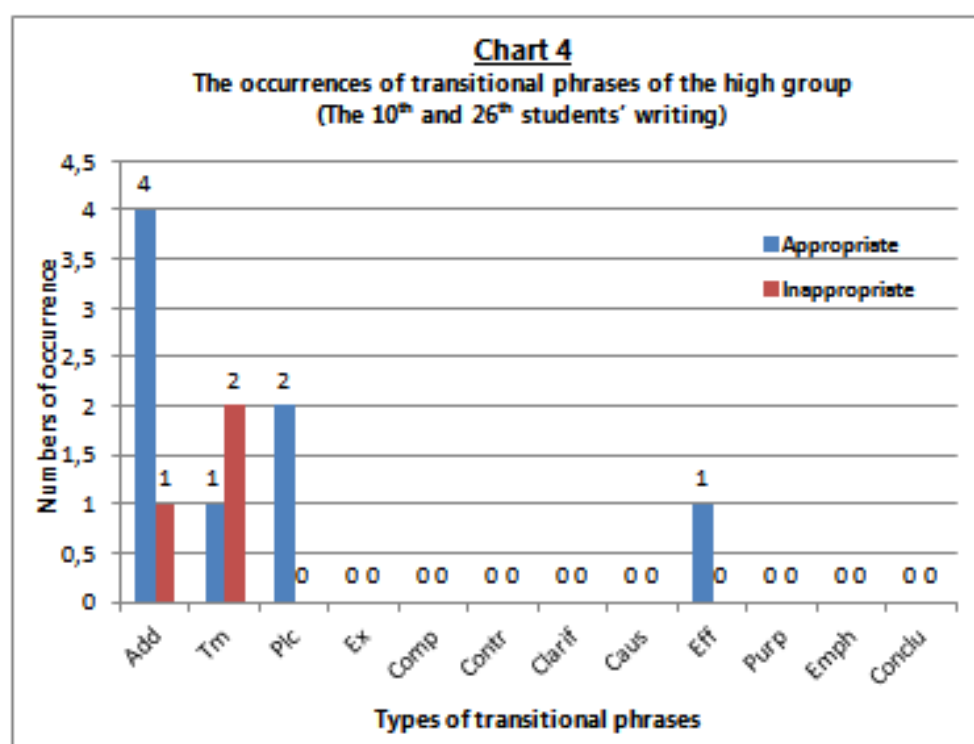
Sentence Number	Sentence	Transitional Phrase	Correction
1	Puncak, which is located in the bogor city, temperature is 20 ^o C, that’s very nice for living there.	for, there	Puncak is located in Bogor which its temperature is 20 ^o C. It is a very nice place place for living.
2	That’s nice too to be Recreation place, there is some trees, there lot of recreation place, and food there very nice.	too, there, there, and, there	Also, it is nice for recreation. There are some trees, a lot of recreational place, and some food courts.
3	Lot of people recreation there, tourism too, the most important INN there.	there, too, there	There are a lot of people enjoy their recreation.

Begins with the first sentence analysis, the use of transitional phrase of place *“there”* is inappropriate because formally the word *“there”* is placed in front of the sentence to show existence of something (O’ Sullivan, 2002). Hence, the correction of the first sentence could be *“Puncak is located in Bogor which its temperature is 20o C. It is a very nice place place for living”*.

In the next sentence, the use of some transitional phrases of place *“there”* is inappropriate because it is overused and should be merged with

the previous clause. As what Rambo (2006) explains that the overuse of transitional phrase could make the writing confusing. Therefore, the correction should be “*Also, it is nice for recreation. There are some trees, a lot of recreational place, and some food courts*”.

The analysis of sentence three is similar with the analysis of sentence two in which the placement of the phrase “*there is*” should be in the beginning of the sentence (O’ Sullivan, 2002). Hence, the correction of the sentence three could be “*There are a lot of people enjoy their recreation*”.



As indicated in Chart 4, there are found four appropriate transitional phrases of addition (*as, and, not only...but also, and as*), one appropriate transitional phrases of time (*until*), two appropriate transitional phrases of place (*over* and *nearby*), and one appropriate transitional phrase of effect

(*for*). Nevertheless, there are found one inappropriate transitional phrase of addition (*and*) and two inappropriate transitional phrases of time (*after* and *in*). And worse, there is found no use of transitional phrase of exemplification, comparison, contrast, clarification, cause, purpose, emphasis, and conclusion.

The chart above shows that there are highest appropriate occurrences of transitional phrases: place which occurs seven times. This is similar with the highest occurrence in the low group, medium group, and overall students' writing. Also, it has been previously described in the low and medium group about the questionnaire result about the percentages of agreeing students toward the use of place transitional phrases. This points out that the students in high group are familiar enough in using the transitional phrases of place as well the students of low and medium group.

By looking at the students' writing of the high group, there is found no frequent occurrence of inappropriate transitional phrases. There are found errors of transitional phrase of addition "*and*", time "*in*" and "*after*" transitional phrase. The analysis of the 10th student's writing is presented in the following table:

Table 5
The analysis of the 10th student's writing

Sentence Number	Sentence	Transitional Phrase	Correction
1	Gelora Bung Karno Stadium, which is well know as GBK stadium is one of Indonesian's most proudly stadium.	as	Gelora Bung Karno Stadium, which is well-known as GBK Stadium is one of Indonesian's most encouraging stadiums.
2	GBK stadium is largest stadium in Indonesia.	-	GBK Stadium is the largest stadium in Indonesia.

Sentence Number	Sentence	Transitional Phrase	Correction
3	This stadium has been known well not only in java island but also all over the country.	not only...but also	This stadium is well-known not only in Java Island but also all over the country.
4	GBK stadium, which is located in Senayan sport center, Central Jakarta.	-	GBK Stadium is located in Senayan sport center, Central Jakarta.
5	This stadium was built by government of Jakarta in 1950.	-	This stadium was built by the government of Jakarta in 1950.
6	The nearby areas was built many office and mall and plaza.	nearby, and, and	The nearby areas were built many offices, malls, and plazas.

Begins with the first sentence, the use of transitional phrase of comparison “*as*” is appropriate. However, the error lies on the concern of word choice “*proudly*”. The adverb “*proudly*” cannot be placed before noun because adverb cannot modify to noun. It should be changed into adjectival word. Therefore, the correction should be “*Gelora Bung Karno Stadium, which is well-known as GBK Stadium is one of Indonesian’s most encouraging stadiums*”.

In sentence two, there is no use of transitional phrase, yet the error lies on the use of capital letter of the word “*stadium*” and the inexistence of the definite article “*the*” because the sentence contains superlative degree meaning. Hence, the correction is “*GBK Stadium is the largest stadium in Indonesia*”.

In sentence three, the use of transitional phrases is appropriate enough. However, the error lies only on the use of capital letter and tense. The verb phrase “*has been*” is unsuitable because the sentence shows a fact about something. Therefore the tense should be changed into simple present tense

by using To Be “is”. Finally, the correction should be “*This stadium is well-known not only in Java Island but also all over the country*”.

Next, there is found no use of transitional phrase in sentence four and five. However, the error lies only on the word “*which*” and article “*the*”. The word “*which*” should be omitted because the sentence is categorized as a simple sentence. And the article “*the*” should be placed before “*government*” because it refers to specific thing. Hence, the correction of sentence four should be “*GBK Stadium is located in Senayan sport center, Central Jakarta*”, and for sentence five should be “*This stadium was built by the government of Jakarta in 1950*”.

In the sixth sentence, the use of transitional phrase of addition “*and*” in inappropriate because there has been another “*and*” before the previous noun. This case is same like the second sentence in the 17th student’s writing which contains overuse of transitional phrase. Thus, the correction of this sentence is “*The nearby areas were built many offices, malls, and plazas*”.

Besides analyzing the 10th student’s writing, there is an analysis of the 26th student’s writing which is still in the high group.

Table 6
The analysis of the 26th student’s writing

Sentence Number	Sentence	Transitional Phrase	Correction
1	Stadium is the place for playing football, which is well-known as the International stadium in Indonesia.	for, as	This stadium, the place for playing football, is well-known as the international stadium in Indonesia.
2	The stadium GBK is the Biggest stadium in Indonesia after stadium of football club PERSIB BANDUNG.	after	This stadium is bigger than the stadium of football club of Persib Bandung.

Sentence Number	Sentence	Transitional Phrase	Correction
3	Stadium GBK, which is Located in Central Jakarta of DKI Jakarta province, was built by Government Indonesia.	-	This stadium, which is located in Central Jakarta, was built by the government of Indonesia.
4	The building was built in Ir. Soekamo era until Soeharto era, maybe.	in, until	Probably, it was built from Ir. Soekamo until Soeharto era.
5	Stadium GBK can afford more than 10.000 peoples.	-	It can accommodate more than 10.000 people.

Begins with the first sentence, the use of transitional phrase of addition “*as*” and effect “*for*” is appropriate. However, the error lies on the structure of sentence. In this case, the student’s first sentence is categorized as a complex sentence while by using a simple sentence structure is enough. Hence, the correction could be “*This stadium, the place for playing football, is well-known as the international stadium in Indonesia*”.

In sentence two, the use of transitional phrase of time “*after*” is inappropriate because the sentence meaning is categorized as a comparative-degree sentence. Azar (1993) describes that the use of comparative-degree sentence is by using the word “*than*”. Therefore, the correction of sentence two is “*This stadium is bigger than the stadium of football club of Persib Bandung*.”

In the next sentence, there is found no use of transitional phrase. The error just lies on the use of definite article “*the*” preceding the word “*government*” because it refers to specific thing. Thus, the correction is “*This stadium, which is located in Central Jakarta, was built by the government of Indonesia*”.

In the fourth sentence, the use of transitional phrase of time “*until*” is appropriate enough, yet the use of the word “*in*” is inappropriate because the word “*until*” represents a starting-ending period of time. Therefore, it should be changed into “*from*”. And the correction could be “*Probably, it was built from Ir. Soekarno until Soeharto era*”.

In the last sentence, there is found no use of transitional phrase. The error just lies on the word choice issue in which the use of word “*afford*” is unsuitable because the meaning of “*afford*” is the capability to buy something (Cambridge, 2008). Hence, the correction could be “*It can accommodate more than 10.000 people*”.

By looking at and comparing the writings from all the groups (low, medium, and high), it could be inferred that all the students’ ability in using various examples of transitional phrases in English writing is still low. Moreover, the interview session shows that there are seven of twelve interviewees or 58.3% interviewees admit that they still have lack of vocabulary including the examples of transitional phrases. Also, the teacher, during the interview session, admits that his students still face difficulties in vocabulary aspect. This indicates more than a half of the students are unable to use various transitional phrases in their writing.

Kim (2004) argues that the vocabulary level could influence the smoothness of students’ writing. Moreover, Zhihong (2000: 18) in Erviani (2013) directly describes, “words are the basic element of language form. Without a sufficient vocabulary, every one cannot communicate effectively

or express their ideas. Having a limited vocabulary is also a barren that prevent students from learning a foreign language.” Previously, Grabe (1998) in Erviani (2013) explains that vocabulary enrichment is a crucial factor in enhancing the language learning. In line with, Ontario Ministry of Education and Training (1997: 11) in Ontario Ministry of Education (2005) directly states, “...As students read a variety of written texts, they increase and gain command over their vocabulary, and learn to vary their sentence structure, organizational approach...” In a summary, the students’ vocabulary need to be enriched, especially related to the example usage of transitional phrases in order they could use more various transitional phrases in their writing well.

Then, the students of the low and medium group cannot use place, especially the word “*there*”, transitional phrase well, while the high group can. Also, the students of low and medium group commit frequent inappropriate form of transitional phrases such as “*there, in, and for*”. This infers that even though all the students are familiar with some examples of place transitional phrases, there are two third of them still unable to use the phrase well in their writing.

Another point, even though the occurrence of transitional phrases of the low-group students’ writing is more various than the students’ writing of medium and high group, the assessment points out that the idea relevancy of the medium-and-high-groups students’ writing is higher than the low-group one. This infers that readability of a text could not be always determined by

the use of various transitional phrases. As what Rambo (2006) points out that the overuse of transitional phrases could even make the writing hard to understand. There should be an appropriate selection of the transitional phrases.

Then, out of transitional phrases aspect, all the students' error mostly lies on To Be appropriateness and plurality form. This is proven with the errors mostly found in medium-and-high-groups students' writing.