

CHAPTER I

INTRODUCTION

This chapter discusses the analysis of transition signal in article at student English department in university of Pasir Pengaraian, this chapter contains the background of the research, limitation of the research, formulation of the research, purpose of the research, significant of the research, and definition of key term.

A. Background of the Research

Education is a very crucial aspect in forming a generation that is competent and competitive in the current era of globalization. Through education, a person not only gains knowledge, but also develops the skills necessary to actively participate in society. One of the most important skills in education, especially in an increasingly globally connected world, is language skills, especially English. Mastering English is not only a competitive advantage, but also a basic requirement in various fields, including academics, business, technology and international communications.

English is essential in many areas of life, including education, because it is an international language. Define language as a set of ordered symbols that people employ for spoken and verbal communication (Beatrix & Janggo, 2022). In Indonesia, being able to communicate in English is increasingly seen as one of the essential skills that students must learn. English instruction at many educational levels, ranging from primary school to university, is designed to equip students with comprehensive language skills. These abilities include speaking, listening, reading and writing skills in English.

In an academic context, writing skills in English become very important. Writing is not just conveying ideas, but also organizing and connecting these ideas logically and coherently. One crucial element in good writing is the use of transition signals. Words or phrases known as transition signals are employed to join sentences or paragraphs, so that writing becomes more coherent and easier to understand.

Transitional signals indicate how one phrase or paragraph's writing elements relate to one another. Additionally, transition signals are words and phrases that combine sentences and paragraphs to make sure there are no abrupt breaks or jumps between your ideas. They improve the linkages and transitions between sentences and paragraphs to help the reader grasp the relationship or link between topics. In other words, they offer a text that is arranged and structured logically.

Furthermore, transition signals serve as a link between different sections of the text. They serve as markers to let the reader know when the author is coming up with a new idea or thought, comparing ideas, or drawing inferences from earlier ideas. They make it simpler for readers to comprehend and follow your ideas. They transfer ideas from one sentence to another, between paragraphs, or between distinct themes, sentences, or paragraphs.

Many students still have trouble using transitional words correctly, even though they are crucial to writing successfully. (Rachmawati & Susanti, 2016) in according to their research "The use of Transitions in the Students Argumentative Essay" found that most students have good knowledge about transitions, for instance their definitions, types and functions, but sometimes they still have

difficulty using certain transition signals correctly. They put certain transition signals in the wrong place, choose inappropriate transition signals, use incorrect grammar, and over-use transition signals.

Another research was conducted by Mahendra and Dewi (2017) entitled “The use of Transition Signals in EFL Academic Writing: A Corpus Study”. This study aims to identify students problems and tendency in using transition signals in academic writing. The data are gained from university students academic writing product which is built in a form of corpus. The data are the analyzed by using corpus software.

Furthermore, Djahimo (2018) found that although sixth semester UNDANA English Study Program students demonstrated competent use of transition signals according to their grammar and function, some transition signals were nevertheless used incorrectly. The majority of students concentrate on gathering knowledge and incorporating it into their writing, which leads to all of these phenomena. In the meantime, without transitional signals to link ideas, this information cannot be properly structured.

There are differences between this research and previous studies. The first study aims to determine and describe the use of transition signals in writing argumentative essays, the second study aims to identify problems and student tendencies in using transition signals in academic writing, and the third study aims to identify and classify the types of transition signals most widely used by students in discussion text. There is a difference because this research aims to analyze the types and functions of transition signals in JEE articles, not to analyze problems in sing transition signals.

Given the context of the issue, the researcher wants to investigate the nature and function of transition signals in JEE articles. Thus, this research is titled "An Analysis of Transition Signals in an Article of the University of Pasir Pengaraian's JEE English Department."

B. Limitation of the Research

This research will focus on analysis transition signals in article of JEE English department in University of Pasir Pengaraian. In this research, focus on analysis type and function of the transition signals of JEE Vol.10 No.1 (2024) based on to Oshima and Hogue (1998) theory in sentence Connector. This research is limited to the analysis of signal transitions in JEE articles. Other factors that can influence the quality of writing, such as general grammar, vocabulary, sentence and paragraph structure, are not discussed in depth. Therefore, these limitations limit the overall understanding of students' writing problems.

C. Formulation of the Research

1. What is type transition signals in JEE article?
2. What is the function of the transition signals in JEE article?

D. Purpose of the Research

1. The main objective of this research is to identify the types of use of transition signals in article published in the Journal of English Education.
2. Point of the function of the transition signals in JEE article.

E. Significant of the Research

1. For Student

This study helps students and researchers in the field of English education increase their academic writing skills. By comprehending and using transition signals well, writers can enhance the quality of their writing, making arguments more coherent and precise.

2. For Reader

□Effective use of transition signals helps readers understand the author's train of thought and the relationships between ideas in the text. Thus, this research contributes to increasing readers' understanding of academic articles.

3. For Researcher

This research provides an evaluation tool for academic writers to assess the use of transition signals and deepen knowledge about transition signals. In this way, writers can carry out self-evaluation and improve the quality of their writing independently.

4. For Next Researcher

The research offers valuable insights into the methodologies used to analyze transition signals in student writing. Future researchers can build on these methods, refining and adapting them to suit different contexts,

F. Definition of Key Term

1. Transition signal

According to Oshima and Hogue (1998;44), transition signals include the terms first, second, next, finally, thus, and however, as well as

phrases like in conclusion, on the other hand, and outcome. In order to create a more accurate flow, transition signals are now employed to join ideas or sentences in a text.

2. Article

Scientific articles are a 'repository' of scientific research results and procedures for carrying out that research (Pardede, 2012). In the context of this thesis, the journal articles analyzed are those published in the Journal of English Education (JEE).

3. JEE

The Journal of English Education is a scholarly publication that compiles the findings of studies and research on learning and teaching English conducted by professors, instructors, or students.

CHAPTER II

LITERATURE REVIEW

The theories that help explain the problem that was formulated in Chapter 1 are the ones that are covered in this chapter. The review is organized into a number of headings. The theoretical foundation is covered in the first section, and the second section type of transition signals, and finally discusses the conceptual framework.

A. Concept of Transition Signal

1. Transition Signal

Transition signals are connecting words or phrases that enhance the internal cohesion and coherence of the text (Marzona, 2022). Transition signal are used to connect ideas or sentences in a text, thereby creating a clearer flow. The use of transition signals becomes an inseparable part of academic writing skills in English.

Transition signals are connect terms or expressions that improve writing's coherence and internal consistency. They show how sentences in a paragraph or paragraphs in longer literary works relate to one another. Even after learning the changeover signs, students continue to encounter difficulty in using the correct transition signals (Ampa et al., 2019).

Oshima and Hogue (1998:44) states that transition signal such as first, second, next, finally, therefore, and however or phrases such as in conclusion, on the other hand and result. Transition signal means conjunction or phrases using in writing to make the sentence and paragraph more coherence and easier. Think

transition signal as traffic signs that tell the reader go forward, turn, slow down, and stop.

According to (Peha, 2003) transitions are brief expressions that serve to introduce each new event in the sequence, such as "Then," "After a time," or "In the beginning." Although it is not required, including a transition between each action might make your sequence flow more naturally.

Because they enable the writer to move the reader smoothly from one thought to another, transition signals are crucial components of successful writing. Even if they play a significant role in creating quality writing, they will be of little value if the writer is unable to select the right transitional signals since they will not assist the writer in organizing quality writing (Djahimo, 2018).

2. Type of Transition Signal

Oshima and Hogue (1998:44) divide transition signals into three groups: sentence connectors (which include conjunctive adverbs and transition phrases), clause connectors (which include coordinating and subordinating conjunctions), and a mixed group called "others."

However, the author concentrates on examining sentence connections. To join two sentences together, utilize sentence connectors. A semicolon or fullstop (period) joins them, and a comma comes after. Sentence connector examples include the following.

Table 2.1 Transition Signals following Oshima and Hogue

Meaning/Function	Sentence Connectors	
	Transition phrases	Conjunctive Adverbs
To introduce an additional idea	In addition	Furthermore Moreover Besides Also Too
To introduce an opposite idea	On the other hand In contrast	However Nevertheless Instead Still Nonetheless
To introduce a choice or alternative		Otherwise
To introduce a restatement or explanation	In fact Indeed	That is
To introduce an example	For example For instance	
To introduce a conclusion or summary	In conclusion In summary In brief In short Indeed	

To introduce a result	Accordingly As a result As a consequence	Therefore Consequently Hence Thus
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1. Transition Phrases

The majority of these transitional phrases typically start sentences. They can come at the conclusion of sentences or in the middle, usually after the topic. A comma is always used to separate them from the remainder of the phrase. These patterns are therefore feasible (Oshima, 1998):

- a) *For example*, the Baltic Sea in Northern Europe is only one fourth as deep as the Red Sea in the Middle East.

Most transition phrases may also follow this pattern:

- b) Many societies in the world are matriarchal: *that is*, the mother is head of the family.

2. Conjunctive Adverbs

Conjunctive adverbs (except too) may also appear at the beginning, in the middle. Or at the end of sentence, and are separated by commas.

- a) *Furthermore*, the runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.
- b) The runoff created by melting snow, *furthermore*. Adds a considerable amount of fresh water to dilute the saline sea water.
- c) My parents want me to become an engineer, *however*.

Conjunctive adverbs are frequently employed to combine to independent clauses to produce compound sentences, together with a semicolon and comma.

- a) In warm climate zones, water evaporates rapidly, *therefore*, the concentration of salt is greater.
- b) The company's sales increased last year, *nevertheless*, it's not profit declined.

According to (Lynch & Anderson, 2013), transitional signals are named as sentence openers. Based on their purpose, they separated the sentence openers into six categories. Transitional signals for addition, contrast, cause and effect, positive and negative conditions, and temporal order or listing are what they are.

1. Sentence openers like additionally, also, furthermore, in addition, and apart from that serve as additions. For example, a positive sentence with another positive sentence and a negative sentence with another negative sentence are examples of transitional signals that link two sentences or paragraphs in the same line.
2. Contrast sentence openers. Contrary with the first type of sentence openers, this second type connects two different sentence or paragraph. Different here means that those sentences or paragraphs provide a contrary argument. The examples of this type are however, nevertheless, on the other hand, in contrast, in spite of, and despite.
3. Cause and effect sentence openers. This type connects two sentences of two paragraphs which the first sentence or paragraph acts as a caused and the second sentence of paragraph acts as the result or effect of the

first sentence or paragraph. The sentence openers that are included in this type are so, as a result, consequently, therefore, thus, hence, for this reason, because of (NP).

4. Sentence openers which act as positive condition such as in that case, if so, and then. As a line with its name, this type only uses for positive sentence not for the negative one.
5. Choice or negative condition sentence openers. In contrast with the last type, this type only provides a positive sentence. This type uses when there is a negative condition and we give a choice for those condition. The sentence openers that are included in this type are alternatively, otherwise, instead of, rather than, and if not.
6. Sentence openers for showing time order or listing. This type provides a sequence of event or a priority scale such as then, afterwards, first(ly), second(ly), next, prior to (NP) before (NP), finally and lastly.

As a line with Anderson, (Whitaker, 2009) stated that connection between ideas could be appeared by using transitional words. She also divides transitional signals based on its function. The different between Anderson and Whitaker is in the amount of its classification; if Anderson only divides transitional signals into six types, Whitaker add three more types for it; she divided transitional signals into nine types.

1. Transitional signals that are used to start are first, first of all, and to begin with.
2. Transitional signals for adding another idea are in addition, furthermore, also, moreover, and what's more.

3. Transitional signals for add more important idea are more importantly, what's worse, and what's more.
4. Transitional signals that are used to add a last idea are finally, most of all, and most importantly.
5. Transitional signals for contrast with previous idea are however, nevertheless, and on the other hand.
6. Transitional signals that are used to show the result of the previous idea are therefore, thus, consequently, and as a result.
7. Transitional signals for emphasizing are in fact and in particularly.
8. Transitional signals for giving an example of the previous idea are for instance for example, and to illustrate.
9. Transitional signals used for showing time relationship between ideas such as first, second, then, next, and finally.

B. Concept of Article

Articles is a special term for a paper experiencing certain variations and adaptations, which are published through a scientific journals or other special publications, without abandoning the principles of Structure, format, systematics and scientific papers (Wasmana, 2011). Logical thinking, systematics, and language style are all part of scientific norms. Writing scientific papers requires the writer to produce work that adheres to scientific standards. There are various forms of scientific work, namely papers, articles, research reports and reference books. The four types of scientific work have different writing systems.

According to (Witarsa, 2019), Scientific articles are reports written for presenting research results, adaptation and understanding what a person or team

does in accordance with the rules and regulations specific scientific ethics. Scientific articles are one of them part of communication in academic life used for research networking in one place with another place. Scientific articles can also be used for obtain the intellectual rights of the inventor.

Scientific articles are the result of research (research papers) or reviews towards a concept (review paper) that provides information about latest findings (novelty). Scientific articles must be able to make a contribution for the development of knowledge, not just in the form of presenting a summary report research results, descriptions of data/phenomena, or the author's opinion on a fact (Afifah et al., 2020).

C. Previous Research

Based on the results of previous research, there are several studies related to the research that researcher will carry out, using different media than those carried out by researcher. This is also used as comparison material by researchers when conducting their research. The following research was conducted by:

The first is from (Rachmawati and Susanti, 2016) entitled “The use of Transitions in the Students Argumentative Essay” found that most students have good knowledge about transitions, for instance their definitions, types and functions, but sometimes they still have difficulty using certain transition signals correctly. They put certain transition signals in the wrong place, choose inappropriate transition signals, use incorrect grammar, and over-use transition signals.

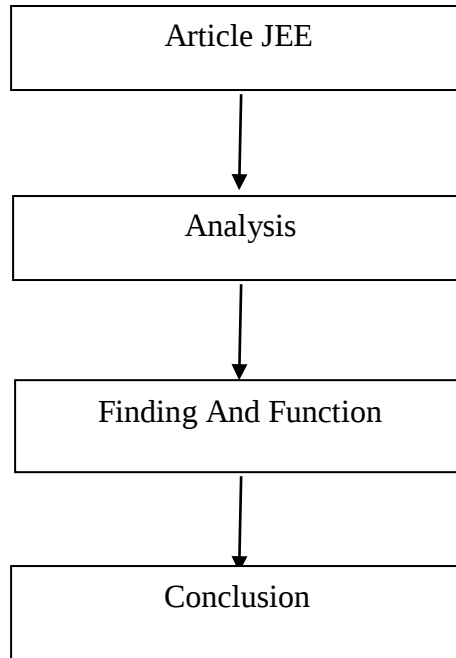
The second study conducted by (Mahendra & Dewi, 2017) entitled “The use of Transition Signals in EFL Academic Writing: A Corpus Study”. This study

aims to identify students problems and tendency in using transition signals in academic writing. The data are gained from university students academic writing product which is built in a form of corpus. The data are the analyzed by using corpus software.

The last previous study by Djahimo (2018) entitled “An Analysis of Transition Signals in discussion Texts Written by the Sixth Semester 2016/2017. This research is aimed to identify the types of transition signals used in discussion texts written by the sixth semester students of the English Study Program of UNDANA in academic year 2016/2017, to classify the types of transition signals which are mostly used by students and to analyze the appropriateness of the use of those transition signals in students’ discussion texts. The researcher used descriptive qualitative method in conducting this research and the instrument used in collecting the data was the writing discussion text test. The subjects are forty eight students of the sixth semester of English Study Program of UNDANA in academic year 2016/2017. The result of the data analysis revealed that first, students are used all types of transition signals proposed by Oshima and Hogue. From all of the types, addition is the type of transition signals mostly used by students.

D. Conceptual Framework

The conceptual framework is the concepts that the author uses to plan research. The conceptual framework is also analytical, with some variations in context. Conceptual frameworks are used to make conceptual distinctions and organize ideas. Researchers conduct research based on this conceptual framework. The following figure explains the conceptual framework:



From the conceptual framework above, the researcher obtained the thesis articles of students majoring in English. Then the researcher analyzes the data to find out what types of transition signals are found in the article and determines cohesion. From the research analysis, research findings are obtained, and the researcher draws conclusions from the research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology of this study. This chapter consists of research design. Researcher used qualitative descriptive methods. This research also discusses research settings, research instruments, data collection techniques, and data analysis techniques.

A. Research Design

The research used a qualitative approach to this study. According to (Jhon, W, 2015), qualitative research is a method for investigating and understanding the significance that individuals or groups ascribed to a social human problem. He adds that process of qualitative research entails developing questions and procedures, collecting data from participants, analyzing the data inductively, building from particulars to general themes, and making interpretations of data meaning. Based on the method, this research used descriptive method. Descriptive research purposes to describe the current situation about the object of research. Descriptive research means to analyze or make a sense perception (descriptive) about situation or events.

B. Setting of the Research

This research was conducted at Pasir Pengaraian University. Researcher specifically took data from student in the English department. The research took the article from the JEE article link at Pasir Pengaraian University, English department.

C. Population and Sample of the Research

1. Population

In this research, researcher took the research population from students majoring in English at Pasir Pengaraian University who had graduated.

The total population was 5 article in article JEE Vol.10 No.1.

2. Sample

The sample of the research was student who graduated from the English department at Pasir Pegaraian. The sample for this research was 5 article in article JEE Vol.10 No.1.

D. Instrumentation of the Research

Arikunto said that an instrument is a tool or means used to collect data so that the work is easier and the results are better, in the sense that it is more careful, complete and systematic so that it is easier to process it (Abidin & Purbawanto, 2020). In this research use the documentation.

E. Technique of Collecting the Data

There are several steps in data collection. First, the researcher found articles from students majoring in English at Pasir Pengaraian University and finally, the researcher analyzed the types of signal transitions and the use of cohesive transition signals in students' thesis articles.

F. Technique of Analyzing the Data

1. Collecting Data

In this step, researcher collected article data from students majoring in English for analysis.

2. Identify Type and Function

At this stage, the researcher looked for the type of transition signal in the article and its function in the JEE English major article.

3. Classification

After finding the type and determining the function of the transition signal, researcher tried to classify the transition signal based on type and function