

ANALYZING TRANSITIONAL DEVICES IN ESSAY WRITING

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ABSTRACT

This research aimed at finding out the transitional devices used by the students in their essays and the ability of the students in using transitional devices in their essays at tenth Grade Students of SMA Negeri 19 Gowa. This researcher applied descriptive quantitative. The population of this research was the tenth grade students at SMA Negeri 19 Gowa, academic year 2018/2019. The sample was class XMIA 2 taken by purposive sampling technique which consisted of 27 students. The research findings showed that the class X Mia 2 of SMA Negeri 19 Gowa had good score in their ability in using clause connector of transitional device based on the students 'essays. It was proved by the the percentage of transitional device were 75 %. Eventually, based on findings and discussion above, the researcher concluded that the students X MIA 2 of SMAN 19 GOWA has a good kategori in using transitional device.

Keywords: Transitional Device, Essay Writing, and Writing Ability

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perangkat transisi yang digunakan siswa dalam karangannya dan kemampuan siswa dalam menggunakan perangkat transisi dalam karangannya pada Siswa Kelas X SMA Negeri 19 Gowa. Peneliti ini menggunakan deskriptif kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X SMA Negeri 19 Gowa Tahun Pelajaran 2018/2019. Sampel penelitian adalah kelas XMIA 2 yang diambil dengan teknik purposive sampling yang terdiri dari 27 siswa. Hasil penelitian menunjukkan bahwa siswa kelas X Mia 2 SMA Negeri 19 Gowa memiliki nilai yang baik dalam kemampuan menggunakan penghubung klausa perangkat transisional berdasarkan karangan siswa. Hal ini dibuktikan dengan prosentase alat transisi sebesar 75%. Akhirnya, berdasarkan temuan dan pembahasan di atas, peneliti menyimpulkan bahwa siswa X MIA 2 SMAN 19 GOWA memiliki kategori baik dalam menggunakan perangkat transisional.

Kata Kunci: Perangkat Transisi, Penulisan Esai, dan Kemampuan Menulis

Introduction

Writing in English is means to fill the gap that exists between the ability to express ideas, feelings, and opinions. It is widely admitted that writing is a crucial means of communication that cannot be separated from human life. Pincas (1982: 24) states that writing is an instrument of both communication ewhich people can put their ideas, feelings, and knowledge into written form more freely. Writing is being conscious of living because when students put their thought about life into words, they become more aware their own

life. Writing demands a writer to work efficiently and organize material more skillfully. However, research papers are more rewarding, writing then can be interesting, stimulating, and satisfying.

The complexity of writing involves all aspects of the writing process. All the aspects are inter correlated. They are transitional devices, vocabulary, grammar, paragraph, exposition, and narration. There is no part can stand alone without the others. Then, from all the aspects, this proposal explains the transitional devices only. The transitional devices in writing are also complex, and therefore, they need to be made clear to the students' writing. Otherwise, the purpose of writing is not able to understand.

Djahimo, H. R (2016) in his research an analysis of transition signals in discussion text written. The result of this study is students have good competence in using transitional signal appropriate with its function and grammar, however some transition signals are still used incorrectly. Ratnasiah, M (2015). In her research students' ability in using transition signals, the result of this study students' ability in using transitional signals is into fair category. According to the review of previous studies, the students' ability in using transitional signals were different in each of school or university. By this researches, the researcher can found the students' ability in using transitional devices in essay writing.

The basic concept for doing this research is the transitional devices. The transitional devices of this research exist among other subsystems of the writing. Those subsystems are: topic sentences, vocabulary, grammar, and structure inventory, paragraphs, essays, and some other kinds. Therefore, the researcher is interested in conducting a research which emphasizes on the using of transitional devices students' writing ability focusing coordinating conjunction and subordinating conjunction.

Materials and Methods

The current study addresses two issues:

1. How is the transitional devices used by the students in their essays?
2. How is the ability of the students in using transitional devices in their essays?

Review of Related Literature

There are several previous researches had conducted research related with this title, they are explained as follows:

Fitrawati, Jufri and Yolanda (2013). Thesis. Analysis of English Department Students' Ability in Using Transitional Signals found that the students' ability in using transition signal is average (60%).

Willis, D. W (2016).Thesis. The students' ability of using transition signals as sentence connectors in paragraph. The research shows that in an average the students' ability of using transition signals as sentence connectors in paragraph is moderate, with the means score of 68,5.

Based on the research finding above,there are two researchers conducted research about writing used different text to know the students' ability in using transitional device.In this case,the researcher then decide to conduct a same research about writing with different kinds and text oftransitional device as well.

Definition of Writing

writing means produce or reproduce message into written language (Bram in Baharuddin,1995).It involves an active process to organize and formulate the ideas on the paper so that the reader can follow the writer's message as well as in oral form. But, we should know that writing requires an accurate and practical grammar, word choice and spelling, punctuation and vocabulary.Writing is a process of expressing ideas or propositions in words. As writing has several modes, Gaith (2001) explains that choosing one mode of writing that matches certain topic will help the writer organize writing and helps the readerprocess the information to be discussed while using key words that emphasize the chosen mode helps reinforce coherence.

Writing is one of language skills. Writing is a processof expressing ideasor thoughts in word (leo, 2007:1). In other words, writing is a skills that requires someone to communicate informasion to onother person thought a writing test. Writing maybe designed to amuse, to inspire to persuade, to inform, to deseive, to guide and to englighten (wills, 1964:1). As a part of our daily.life. writing maybe use by people to express idea more often than speaking.

The Importance of Writing

There are a lot of reasons why writing is important:

- a. People can read something because of writing so that we know everything,
- b. Through writing, we can express our ideas and also our feeling to other people.
- c. By expressing idea through writing, the writer can improve the way of delivery ideas and opinions in more appropriate way since she can check and revise her writing before being read by other people.

Definition Essay

An Essay is a piece of writing several paragraphs long, not just one or two paragraphs (Oshima and Hogue, 1991:76). An essay is usually a short piece of writing which is quite often written from an author's personal point of view. Essays can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. Essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and admission essays are often used by universities in selecting applicants and, in the humanities and social sciences, as a way of assessing the performance of students during final exams. The concept of an "essay" has been extended to other mediums beyond writing.

Elements of Essay

There are three main areas we need to consider when writing an essay. we need to evaluate our (1) focus, (2) content and (3) organization. While each of the three has its own vitality, the "trinity" is inseparable.

- a. essay must have a purpose, which has clearly defined and effectively communicated. This is the focus of essay. Essay must fulfill the requirements for the purpose it is trying to accomplish. In addition, our work must be well balanced; we should neither do too much in the essay, nor mark our goals too limited and inconsequential. Also, the needs, interests and expectations of our readers should be considered and met.
- b. Besides focus, content is an essential part of our essay. Considering controlling purpose, we ought to discover whether there is adequate support and whether our essay development fulfills the commitment started or implied by the controlling purpose. What supporting details or evidence we have provided and how adequate they are is equally important. All our details, evidence, or counter arguments should not only relate clearly to our controlling purpose, but should have the purpose of strengthening the essay.
- c. Both the focus and content are strengthened and enhanced by the organization of the essay, which must follow an overall organization strategy. We may want to test the effectiveness of such strategy by outlining or summarizing our essay. The organization of our essay must follow logically the commitment established by our controlling purpose. We must insure that our readers will be able to follow the organization and easily make sense of it. Furthermore, we should ask ourselves whether or not introduction and conclusion could more effectively open and close our essay.

Transitional Devices

Transitions are devices used to link sentences, paragraphs, ideas and time passages within a story. They indicate some kind of change to the reader. Transitions show that there has been or will be a disruption in the storyline or that a period of time has passed or will between events. Transitions are the most common way an author can convey a sense of change or highlight a passage of time to the reader (Greco, 2000).

The transitional devices are something that helps to build individual sentences into a cohesive unit. Those are pronouns, deliberate repetitions, contrast orders, and transitional markers (Crimmon, 1976: 95). It means that the transitional devices support an author to connect his ideas within the paragraph in order that cohesion of sentences is maintained. His ideas, as a result, do not separate one another which causes the meaning of the topic sentence of the paragraph, or meaning of the whole essays being not clear (Hall, 1976: 189).

The next explanation about the transitional devices is that if the author wants to provide a smooth transition between ideas within and between the paragraphs, he needs to use a connective of some sorts whenever necessary (the connective meant here is also called the transitional device). It must be used to take the reader smoothly from one unit of thought to another and to show clearly the relation between the sentences, or between the paragraphs (Janis, 1977: 479). Transitional devices are like bridges between parts of your paper. They are cues that help the reader interpret ideas a paper develop. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another idea, or from one paragraph to another. And finally, transitional devices link sentence and paragraph together smoothly so that there are no abrupt jumps or break between ideas.

The Transitional Devices Used in the Essay

Using the transitions effectively in the essay helps the author connect his paragraph smoothly. In addition, how to understand them, the author must comprehend the form of the essay.

The form of the essay consists of introductory, body, and conclusion. In the introductory, the paragraph gives the author more space to build up to the topic that he wants to discuss. One sentence of this introductory paragraph (often the last sentence) generally announces what the whole essay will be about. In the first and the third

paragraph of the essay is the body paragraph of the essay. The paragraph supports or explains some aspects of the proposal sentence.

Finally, in the conclusion of the essay, the author rewrites or recalls again the proposal sentence which the author puts at the end of the introductory paragraph. All the parts above are the essential frame of the essay. In addition, these parts must be related to one another closely. For this case, the author inserts phrases to make a close relationship and smooth transitions of the paragraph and the one before it.

The words and phrases used as the transitions between the paragraphs. All the words and phrases used as the transitions within the paragraph can also be used as the transitions between the paragraphs. And how to use these phrases as the transitions between the paragraphs, the author must focus his concentration on the proposal sentence of the essay which contains the theme of the essay whole that is usually put at the end of the introductory paragraph.

By focusing the concentration on the proposal sentence, the author will be able to draw some sub ideas from his pre knowledge, as the topic sentence in the text paragraph that are relevant to the proposal sentence. And this topic is developed also as one paragraph by avoiding abrupt shift in thought from the paragraph before. For this matter, the author must use the transitional words or phrases between the paragraphs.

Examples:

Both...and...

either...or...

whether...or...

- a. *Both Susan and Bill* received their ten-year pin this year.
- b. *Either you get a job or you go back to school.*
- c. *Whether you stay or leave* is entirely your decision.

1. The sentence used as the transition between the paragraphs

The use of the sentence as the transition between the paragraphs is the same as the use of the transitional phrases between the paragraphs. And how the transitional sentence used

is that it allows the idea in the first and the first paragraph, and so on to across from the discussion of the idea that has been mentioned in it to the next one.

Examples:

And, for, or, yet, but, nor, so

- a. Edmonton *and* Calgary are the two largest cities in Alberta. (*And* joins two nouns.)
- b. Look in the cupboard *or* in the drawer. (*Or* joins two phrases.)
- c. You can't do that kind of heavy work, *nor* should you be expected to. (*Nor* joins two clauses.)

2. The transitional paragraph

The paragraph can be used as the transition in the essay. It is not different from how to use the word or phrase, or sentence as the transition in the essay, where they transmit the idea within, the previous paragraph to the next one smoothly. It is only that if sums up all the ideas within the previous paragraph before beginning the next unit, or introduces a series of illustrations, or if shows what the author intends to do next.

Example: Traditionally, business simply meant exchange or trade for things people wanted or needed. Today *it* has a more technical definition. (*it* refers *business*).

Method

This research the researcher used a research design. This research belongs to quantitative that that used descriptive method. Population of this research was SMA Negeri 19 Gowa, and there waere 27 students. In this research, the researcher used a writing test as the instrument of collecting data.

Technique of Data Analysis

To analyze, the data collected through the test, the researcher

1. Classifying the students' score into five levels. Which is based on DEPDIKBUD standard of evaluation following:

No	Score	Classification
1.	86 – 100	Very Good
2.	71 – 85	Good
3.	56 – 70	Fair

4.	41 – 55	Poor
5.	0 – 40	Very Poor

(Depdikbud, 2006:19).

- The researcher found the percentage score also calculate to how the students' writing.

Scoring the students' answer

$$\text{Score} = \frac{\text{totalcorrectanswer}}{\text{totalnumberofitems}} \times 100$$

By calculating the frequency of students' ability in using transisioal device, the researcher could identify the most common correct usage made by students.

Discussion

In this section, the researcher discussed about the result of the research, about analyzing transitional devices in essay writing. Transitional device used by the students are 'and, but, yet, or, for, if, so, because, where, which, when, and that. Based on the table 4.2 in finding the researcher described that the students' answer in writingtest that has given was categorized a good score.

To indicate connection or addition especially of items within the same type such as 'and' is used mostly correct in the students' essays. But there are misused 8 times. To explain the 'why' in a situation such as 'for' is used more wrong than correct that is 2 and 1. To suggest an option or alternative such as 'or' is used just one correct and there is no misused. To show a contrast such as 'yet and but'. 'Yet' is used one misused and there is no correct. 'But' is used mostly correct but there are 2 misused times.

There is no clause connector uses about similar two items but in the negative sense such as nor. To show a cause and effect such as 'because, so, and as' is used mostly correct in students' essay but there are 2 misused times. To clarify the topic such as 'if' is used empty misused then just one is correct. To introduce examples as support such as 'that' is used mostly wrong and just one correct. To show a relationship between two clauses involving a transition of time or place such as 'where, which, and when' is used mostly correct but there are 3 misused times. There is no clause connector uses to show chronological order such as before and after. in this part the discussion deals with the interpretation of findings derived from the result of findings about theresult of using transitional devices by students.

Students' ability in using transitional device is found by the students' correct in using transitional device in their essays. The score of students' ability in using transitional device is 75 %. It was proved by looking at the mostly correct of students' essay such as 'and, but, or, if, so, because, that and when'. The students' ability in using transitional device categorized is good. Thus, the researcher concluded that the students' ability in using transitional device is good.

The researcher concluded that students have good score in transitional devices. students' ability to use transitional devices in making a sentence was good. connectors used by students such as and, but not yet, or, for, if, so, because, where, which, when, and that.

Conclusion

Based on the findings and discussions, the researcher concluded that:

1. Students' transitional device using clause connectors made by students such as: and, but, yet, or, for, if, so, because, where, which, that, and when. The highest frequency of transitional device using clause connectors made by the students was 'and' which used thirty-nine times.
2. Students' ability in using transitional device is 75 %. It is categorized as good. It means that the students X MIA 2 of SMAN 19 GOWA has a good categorized in using transitional device.

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