

Student's Difficulties in Using Transition Signals in Writing Descriptive Paragraph of The Second Year Students of SMP Gajah Mada Medan

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ABSTRACT

This study attempt to discuss student's difficulties use transition signals when writing descriptive paragraph of SMP Gajah Mada Medan sophomores. The subject of the research is to know the types of transition signals that are difficult for the students to use in writing descriptive paragraphs. The researcher wants to discover the dominant types of transitional signs that are difficult for students to use when writing descriptive paragraphs. The population for the research was 18 second-years SMP Gajah Mada Medan students. The study used descriptive qualitative research. The result of the research showed that there were four types of students' difficulties in using transition cues when writing descriptive paragraphs, namely: additional idea, opposite idea or contrast, example and cause effect. The dominant type of transition signals that are difficult for students to use when writing descriptive paragraphs was cause and effect with 9 cases (33,3%). This thesis is suggested to students and teachers of the English department as a source of valuable knowledge and information on students' difficulties in using transition signals.

Keywords: *Transition signs, Descriptive paragraph*

Introduction

There are so many languages in this world, one of which is English is an international language. As an international language, it is very urgent for Indonesia as a developing country to communicate with other English-speaking countries and force Indonesia to learn. Indonesia learning English from primary school to university. By learning the English language, they can follow the evolution of science and technology in the interest of national development. That is why English is important and becomes on of the lesson at school.

Learning English in language have four skill, they are: speaking, listening, writing, and reading. Reading and listening is a skill most respective, speaking and writing is a skill that is very productive so that w more easy in writing something that we expected. Writing is also one of the most important skill because we can pour the ideas that exist in our mind so that we more easily master a language in learning. Writing is the best process of using symbols (letter of the alphabet, punctuation marks, and spaces). According to Agustin et al., (2022). Writing is a complicated skill that should be mastered by students as it requires some knowledge related to the purpose of the text, generic structure, and

language features as well as the skills to organize the ideas and information logically by keeping the unity and coherence of the text, so the piece of writing will be easily understood by the readers. Generally, writing is the most difficult skill for the students to master because it takes a long process from choosing ideas until becomes good writing. To create a good writing, the paragraph should be coherent. Consistency of requirement for a good paragraph. Consistency requires that the ideas or sentence presented in a paragraph move seamlessly from one to another. One way to create a consistent paragraph is to use transition signals, which are connctor between paragraphs. This means that students must master the transition signals since students must from good sentences so that the reader can understand what the author is writing, as they help the writer to move the reader from one idea to another without ambiguity. They make them clear connections, make sentences and paragraph flow together amoothly, and sentence tp another, from one paragraph to another, or between individuals sentences, paragraph or topics. In this case, the author focuses, the writer will focused to analyze the transition signals that the students use.

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use. Because in writing the students should know the context and elements of the writing. One of the elements in writing is the students should understand about transition signals. Transition signals have function to introduce an additional idea, an opposite idea or contrast, choice or alternative, restatement or explanation, list in order, example, conclusion or summary, result, and showcase effect. Based on the writer's experiences through Field Practice Experience in the seventh grade students of SMP Negeri 24 Medan, writer found that many students 4 still confused about the proper use of transition cues. They are putting the signals transition in the wrong place, choosing the signals transition correctly, using the wrong grammar, and using the signals transition excessively. Example: Speaking is ones of the easy lessons among the other lessons in English study. And this only used words that we knew, and this lesson we just have to pay attention to know we said and pronounced the word.

In this example, there is the use of the wrong transition which is the underline word "and" because in the previous sentence the reason and "and" is describe is used to connect two sentences and above explains the reasons and the: and" correct. It should be "because. Based on the sentence above above, students used: because" to indicate the only a large amount of vocabulary was used. The indicator "because" is the type of reason in transition words and the function of the reasons to show the logical connection between two ideas.

The author is interested in learning with signals transition, and students write a descriptive paragraph. This research aims to understand the difficulty students experience when using transition cues when writing descriptive paragraph. through this research, the author hopes that the teacher can find some good solution to minimize the difficulty students have in using transition cues when writing descriptive paragraph.

According to Brown (2007:26), "language is a fundamental part of total human behavior, and behavioral psychologists examined it as such and sought to formulate consistent theories of first language acquisition". (Udin, 2018) Language is bridge; people use it to define who they are and to shape their place in life. through language, humans can transfer variety of messages, either for himself or for another person. Basically, the language has certain functions that are used based on one's needs. When we learn a language, there are four skills such as listening, speaking, reading and

writing. Listening and reading are as receptive skills. They are ways that we take in language or information from others. Speaking and writing, on the other hand are as productive skills. They are ways that we share our own thoughts with others. Language is a system of communication used for human communicate or interact with each other to express the feeling, thought, ideas, and experience. Without language there is no communication because communication is the process of transmitting information from one person to another.

Listening is one of the receptive skills that are very important in learning English since listening is the most used modality language in any conversation activity. (Udin, 2018) Students only need to understand and give any respond based on what they have heard. Before students can respond to the teacher in the teaching and learning process, they must first listen to get the information and concept. In addition, listening is also key to understanding the concept, knowledge, or information that the speaker speak. According to Helgesn and Brown (2007:3), listening is an active process in which listeners select and interpret information from auditory and visual signals. This means that by understanding the spoken language, listeners only use part of incoming information while interpreting the information, and listeners use their prior knowledge.

Speaking is productive language skill. Speaking is the process of construction and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. (Zainurrahman et al., 2018) Based on the devention, we can share our idea with the other through verbal communication. Talking is generally symbolized as expressing feelings toward others. By talking, people can connect their minds in all aspects of life. This means that in this activity, two or more people, participants become better listeners and speakers, must respond on what they hear and contribute to high speed so that each participant has the intention or set of intensions they want.

Reading is tool of communication in written language through the form of the text. Reading is very important and has a main role in our life. Reading can enrich our experience and knowledge by reading. According to Tarigan (2007:7) stated that reading is a process carried out and use by reader to aquire a message which is conveyed by a writer through words that could be seen and known by the reader. The main purpose in reading is to seek and acquire the information involving the contents of reading

and understanding the meaning of the reading text.

Writing is one of the language skills that are important in our life. Writing is one of the powerful communication tools that people use today and for the rest of their life. Writing is a language skill that informs readers about the writer's thoughts in writing. Writing is an activity to write an idea in your mind to give an idea or opinion, which is the way of writing on a set of paper or in another area. Therefore, writing is a process that generally use an information for readers using the written form that can be understood by the readers. Writing is also used as a goal. Based on Brown (2007, p.81-82) defines that writing can be used to persuade, inform, entertain, give directions, give opinions, express feelings and ideas so that the author can tell the readers that the result of the work of writer is.

Narrative (fiction) is any text written in English in which the writer wants to entertain people and dealing with real or indirect experiences in a different ways. Storytelling is a text that contains five components, namely evaluation, orientation, complication, re-orientation, and a resolution, in which an author can entertain people and face the experience in real or indirect way. The social function used to amuse and to deal with the experiences of how real or indirectly in many ways: narrative address in incident that lead to some kind of crisis, which in turn can find a solution.

Yarn (Recount) is also narrative text. Basically, it is written to report on the experience of a series of related events. Structurally, a count is a text that contains three components, namely orientation, events and redirect. The social function is to tell events in order to inform or entertain.

Process (Method) is a text that can be written using the English language in which an author explains how to write well so that something can be achieved through a sequence of actions or steps in writing. The process is a text that contains four components, the same goals, materials, methods, and reoriented by writer describes what would be achieved through a sequence of action or steps. Social function is something that can describe how something is achieved by using a sequence of actions or steps.

Amusements (Anecdote) is any text written in English in which the writer shares the story an unusual or amusing incidents with others. Fun is a text that contains five components, namely abstract, orientation, crisis, reaction, and coda. The social function is to

share the story of an unusual or funny incident with others.

Description (Descriptive) is a text written in English in which writer shares describe an object. The description is the text that contains two components, namely identification, and description. The social function is to describe a particular person, place, or thing. The title (news) is not a paragraph or an essay. Instead, this fits any text written in English that contains one or more paragraph in which the writer informs people about events of the day deemed noteworthy or important. The title is a text that contains three components, namely worthy events, background events, an sources. (Agustin et al., 2022) complicated skill that should be mastered as it requires some knowledge related to the purpose of the text, generic structure, and language features as well as the skills to organize the ideas and information. The social function is to inform readers about an event of the day that is considered noteworthy or important.

Account (report) is a text that can be written with a describe technique. Describe an item to readers. It tells a text contains two components, namely general classification and description. Social function is something that can describe how things are related to a number of natural, man-made, and social phenomenon in our environment. Discussion is a text in English in which the writer presents some points of view on a topic. The discussion is a text that contains three components, namely the topic, the arguments, and the conclusion or recommendation.

Analysis (analytic exposition) deals with the truth of the fact of a certain object. It is written to expose the reader to the truth of the fact of object. The analysis is a text that contains three components, namely thesis, arguments, and reiteration. In the social function is to persuade the reader or listener to something is true. Persuasion (hortatory exposition) is a text written in English which the writer persuades people that something should or shouldn't be the case. Persuasion is a text that contains three components, namely the thesis, the arguments, and the recommendation. The social function is for the reader to say something that should or should not happen. Explanation is a text written in English in which the author explains the process involved in its creation, the function of a natural social, and cultural phenomenon. The explanation is a text that contains two components, namely the general statement and sequential explanation. The social function is to

explain the process involved in the information or function of natural or sociocultural phenomena.

Paragraphs are the main structural component of an essay as well as other forms of writing. Each essay paragraph adds another related main idea to support the author's thesis, or control idea. Each linked main idea is supported and developed with facts, examples, and other details that explain it. By exploring and refining one main idea at a time, the author builds a strong case for the thesis. Paragraphs are different sections of writing that cover a single topic. Paragraphs usually contain more than one sentence. According to Oshima and Hogue (2007:2), paragraphs are sentences that are discussed in relation to the main idea (usually only one). Paragraphs are also short texts or writings. In a paragraph there are sentences or tenses especially those that have a series of sentences that are not important. But, the paragraphs are also a bit long for the main ideas mentioned.

Paragraphs can also appear on their own. In academic writing, write a paragraph to answer a test question. Paragraphs are also part of a long piece of writing such as an essay or book. They demonstrated that the paragraph could compose the first word within half an inch (five spaces on a typewriter or computer) of the left margin. The model contains the best paragraph elements.

Oshima and Hogue (2006:3) state that Thrones II paragraphs have thematic sentences, supporting sentences, and some paragraphs also have concluding sentences. Thematic sentences form the main idea of a paragraph. Not only mentioning the topic of paragraphs, on the other hand, limiting the topics covered in the space of one paragraph. The part of the sentencing problem that is announced about the specific things to be discussed is called the idea of control. Prayers that support the development of prayer themes. They can explain or demonstrate the laws of matter with more information about them. The closing sentence marks the end of the paragraph and allows the reader to remember the important points. The last sentence is something that is common in standalone paragraphs. Paragraph is also part of writing which is the last sentence that is not needed.

Another element of a good paragraph is consistency. Consistency is that sentences must stick together, this means that transitions from one sentence to another must be smooth and logical. Smooth flow refers to how winning one idea or phrase leads to another. Smooth flow can be achieved by combining sentences and using

certain expressions called transitions which create connections between ideas. The intent of consistency is so that readers can easily understand key points. This means that all sentences lead naturally without sudden jumps.

Transition signals are words or phrases used to connect one idea to the next in a paragraph. It is used to help the reader understand the meaning of the main idea in the next idea. Transition marks provide coherence to a paragraph to show writing skills. Transitions show the relationship in paragraphs (or in sentences) between main ideas and supporting ideas. Using transition signals will make your paragraphs run smoother and help readers understand you more easily. Transition signals are words such as first, second, next, finally, and but, or phrases such as conclude, on the other hand, and as a result (Oshima and Hogue, 2006). They are known as word associations with or between words, clauses, sentences and paragraphs.

In writing stories, especially in English, writers do many things to make the text interesting and easy to read, such as choosing the right words, placing the right punctuation marks, choosing grammar, and good sentence structure. This research is relevant to the three types of previous research. These three types of research have similarities and differences with current research which can be used as references to conduct better research. The first is taken second from Abdullah Moga Jati Nogu Harahap (2017) "Analysis of Student Errors in Transition Signals Semester 7 T'8 I -4 IAIN Padang Sidempuan". The research was conducted using descriptive analysis and a qualitative approach. The research subjects were students of class VII TBI-4 IAIN Padang Sidimpuan consisting of 33 students. Surface Strategy, to find out the dominant mistakes and difficulties in the seventh semester of TBI-4 Padang Sidimpuan.

There are 2 instruments in collecting data: tests and interviews. The data is processed and analyzed with a qualitative process. To collect data accurately about students' signal transition process errors. The researcher gave a written test. In the written test, the transitional signal process material tested is the timing of transition signals, sequence or summation, comparison and contrast of transition signals, examples/illustrations of transition signals, and the causes and effects of transition signals. In the writing test, students write short stories with transitional absences. The time allotted for the test is 60 minutes.

Based on the results of the tests given, it

was found that most students made mistakes in using the process of transitional cues in their written sentences. Based on total error (S8 error). For omission errors 42 cases (47.72"/e), for addition errors 46 cases (52.28"/e), for misshapen and stacking errors. Then, the dominant error is the time sequence or the addition of a transition signal with 88 cases. This study has similarities with the author's research in analyzing students' difficulties in using transition cues. The difference is that this previous research focuses on analyzing student errors in transition signals, while the author's research focuses on the types of transition signals.

The second work of Dewi Kartika Sari (20 IS) is entitled "Using Transitional Signs in Writing Essays for English Language Students at the University of Muhammadiyah Makassar". This research was conducted to find out the use of signal transitions when writing essays, especially to understand the nature of signal transitions and the accuracy used. Signal transitions are analyzed for additional ideas and signs, contrasts and comparisons are shown, examples are given, chronological order or order and conclusions or sums are entered. This research is for students in the fifth semester of English education at the Muhammadiyah University of Makassar.

This research uses quantitative methods. The population of this study were fifth semester students while the sample was 68 students from that population who were taken randomly. The instrument of this investigation is to test writing. Students must respond to select a topic and write at least three paragraphs about it. The results of this study indicate that students use all signal transitions, namely 203 signal transitions, 35 signal transitions for addition and highlighting, 32 are used to show contrast and comparison, 17 are used to give examples, 5 are used to show effects and causes, 95 are used to present time series, and 19 sums up. Moreover, the percentage of accuracy is 83%. Orderly, accuracy percentages add to and highlight ideas, show comparisons and contrasts, provide examples, show cause and effect, show order and timing, and summarize signal transitions 86%, 78%, 94%, 80%, 84%, and 69% .

In other words, the most widely used signal transitions are signal transitions to introduce time sequences and sequences, and the most frequently used signals are signal transitions to show cause and effect. Meanwhile, the highest precision percentage is signal transition to provide samples and the lowest

precision percentage is signal transition to summarize. This study has similarities with the author's research in the data collection instrument with a written test. The difference lies in the research subject y. There is prestigious research at the university, while at junior high school.

Method

In this study, the writer used descriptive qualitative research to describe the difficulty students face in using transition cues when writing descriptive paragraphs by sophomore SMP Gajah Mada Medan. Qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural environment and try to interpret phenomena in terms of the meanings that people give them. According to Kothari (2004: 3), "Qualitative research is particularly important in the behavioral sciences, where the goal is to discover the underlying motivations of human behavior.

In this survey, the writer will provide the paragraph writing test as a tool for collecting data. Writing tests are used to discover students' difficulties in using transition cues when writing descriptive paragraphs. The writer will ask students to write paragraphs. The writer will prepare some arguments; it's holidays, my hobby, my family, my dear friend, my school and my pet. Students will choose one of these topics.

In this study, the writers analyze the difficulties of the students by following these steps: Identification: after collecting data, the writer will identify the students' difficulties. Classification: The writer will classify students' difficulties in using transition signals. According to Oshima and Hogue (2006: 27), the classify transition signals into nine types according to their functions, they are transition signals an additional idea, transition signals can introduce ideas or an opposite direction, the transition can introduce the idea of addition , the signal transitions can introduce a reform or an explanation, the transition can also give you an example, the transition institution can conclude or a summary, transition cues to introduce a result and transition signals to show cause and effect.

After classifying students' difficulties in using transition signs, the writer will calculate the percentage of each type of transition sign to obtain the dominant type of transition sign used by students when writing paragraphs. To calculate the percentage of transition signals used, the formula is used as follows:

$$P = \frac{F}{N} \times 100\%$$

Notation:

P = Percentage Rate

F = Frequency of Transitional Signals for each Types

N = The total Number of Transistional Sign

Findings and Discussion

The difficulties in the use of transition signals are based on the type of transition signals with the eight types proposed by Oshima and Hogue (2006). The researcher discovered that there are four types of transition signals that students use when writing descriptive paragraphs. They are Additional ideas, Opposite idea or contrast, An example, Showcase effects.

And the researchers found that the predominant type of transition cues were difficult for students to use when writing descriptive paragraphs was cause and effect. To find out the student's difficulty in using transition signals, the researcher asked the students. The students gave different responses to their difficulties. They did not know patterns and types of transition signals did not have sufficient understanding of transition signals and did not know how to proceed or express themselves from one idea to another.

1. To introduce an additional idea:

$$P = \frac{4}{27} \times 100\% = 14,8\%$$

The percentage of additional idea is 14,8%

2. To introduce an opposite idea or contrast:

$$P = \frac{8}{27} \times 100 = 29,6\%$$

The percentage of opposite idea or contrast is 29,6%

To introduce an example:

$$P = \frac{6}{27} \times 100 = 22,2\%$$

The percentage of example is 22,2 %

3. To introduce cause-effect:

$$P = \frac{9}{27} \times 100 = 33,3\%$$

The percentage cause-effect is 33,3%

Once the data has been collected in Chapter 1 and analyzed based on the questions asked, this section discusses all the data to answer the problem. Based on the results of the data analysis, the researcher finally found the answer to the question. From the above results, it can be seen that Gajah Mada Medan was still struggling to use the transition signals during the second year of the SMP. The researcher found that there are four types of transition signals that are difficult for students to use while writing.

They were: additional ideas with 4 or (14.8%) cases, opposite or contrast with 8 or (29.6%) cases, for example with 6 or (22.2%) cases and show cause and effect with 9 or (33, %) cases. Addressing the second question about the dominant type of transition signals that students' find difficult to use when writing descriptive paragraphs was cause and effect in 9 and (33.3%) cases, respectively.

Conclusion

There are four types of transition signals used for students. They were: additional idea, opposite idea or contrast, example, and demonstration of cause and effect. There were or (14.8%) cases of additional idea, 8 or (29.6%) cases of opposite or contrasting idea, 6 or (22.2%) cases, for example, 9 or (33.3 %) cases due to cause and effect. The dominant types of transition cues that are difficult for students to use in writing descriptive paragraphs have been shown to be cause and effect with 9 or (33.3%) cases.

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