

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS ON USING TRANSITION SIGNALS
IN ESSAY WRITING AMONG THE FOURTH SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT
IN STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO**

BY:

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

1440 H/2019M

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**IN ESSAY WRITING AMONG THE FOURTH SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT
IN STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO**

**Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd.) in English Education Department**

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**ENGLISH EDUCATION DEPARTMENT
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1440 H / 2019 M



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APPROVAL PAGE

Title : AN ERROR ANALYSIS ON USING TRANSITION SIGNAL IN
ESSAY WRITING AMONG THE FOURTH SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN
STATE ISLAMIC INSTITUTE (IAIN) OF METRO IN THE
ACADEMIC YEAR 2018/2019

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ERROR ANALYSIS ON USING TRANSITION SIGNALS IN ESSAY WRITING AMONG THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO, written by Siti Mamluatun Nikmah student number 1293557, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, April 30, 2019 at 13.00-15.00 p.m.

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ABSTRAK

ANALISA KESALAHAN DALAM MENGGUNAKAN TANDA TRANSISI PADA KARANGAN ESAI OLEH MAHASISWA SEMESTER EMPAT JURUSAN PENDIDIKAN BAHASA INGGRIS DI IAIN METRO

**Oleh:
SITI MAMLUATUN NIKMAH**

Tujuan utama dari penelitian ini adalah untuk menginvestigasi jenis dan faktor penyebab kesalahan mahasiswa dalam menggunakan tanda transisi pada karangan esai. Tanda transisi merupakan kata maupun frasa seperti *Therefore, and, but, In other words, In spite of*, dan lain-lain, yang berfungsi memperjelas hubungan dan alur dari setiap idea atau gagasan dan menyusunnya secara teratur dan logis sehingga memudahkan pembaca memahami isi dan pesan yang disampaikan dalam sebuah tulisan. Oleh karena itu, tanda transisi merupakan salah satu perangkat menulis yang sangat penting untuk digunakan. Namun, terdapat beberapa aturan penggunaan tanda transisi yang mengharuskan penulis memahami sebelum menerapkannya dalam sebuah tulisan.

Menggunakan metode kualitatif, peneliti berusaha menganalisa jenis kesalahan penggunaan tanda transisi yang muncul pada karangan esai mahasiswa. Adapun populasi dalam penelitian ini adalah 193 mahasiswa semester empat jurusan Pendidikan Bahasa Inggris di IAIN Metro dengan pertimbangan bahwa mereka telah memperoleh mata kuliah *Essay Writing* di tingkat sebelumnya. Sementara itu, sampel yang diambil yaitu sepuluh karangan esai karya mahasiswa dari jumlah keseluruhan mahasiswa tersebut diatas yang didasarkan pada teknik *purposive sampling*. Teknik pengumpulan data yang digunakan yaitu dokumentasi. Data yang terkumpul kemudian dianalisa melalui tiga prosedur dasar yaitu; (1) reduksi data, (2) display data, dan (3) konklusi dan verifikasi.

Setelah menganalisa data, peneliti menemukan lima jenis kesalahan penggunaan tanda transisi yang muncul dalam sepuluh karangan esai mahasiswa tersebut. Jenis kesalahan tersebut yaitu kesalahan dalam penggunaan tanda baca dengan frekuensi terbesar yaitu 33%, kesalahan penghubung antar kalimat dan klausa 29%, kesalahan penggunaan tipe tanda transisi 30%, kesalahan tanda transisi berulang 4% dan kesalahan penempatan tanda transisi 4%. Selain itu, peneliti menyimpulkan 3 faktor penyebab fenomena tersebut yaitu; (1) kurangnya pemahaman terhadap aturan penggunaan tanda transisi dalam tulisan, (2) kurangnya kosa kata tanda transisi berdasarkan tipe dan fungsinya, (3) kurangnya kemampuan menyusun ide sesuai dengan struktur dari karangan esai.

Kata kunci: *Analisa kesalahan, Tanda transisi, Karangan esay*

ABSTRACT

AN ERROR ANALYSIS ON USING TRANSITION SIGNALS IN ESSAY WRITING AMONG THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

By:
SITI MAMLUATUN NIKMAH

The primary aim of this research was to investigate the kinds and causes of errors on using transition signals occurring on the students' essay writing. Transition signals are words and phrases such as *Therefore*, *and*, *but*, *In other words*, *In spite of*, and etc., functioning to create clear relations and flows among ideas and to orderly and logically arrange them to ease the readers understanding the essence or message conveyed through the writing. Thus, transition signals are one of important writing devices to be used. However, there are several rules on the transition signals that should be comprehended by the writer before applying them on the writing.

Using qualitative methodology, the researcher tried to analyze the kinds and causes of errors on using transition signals occurring on the students' essay writing. The populations of this research were 193 of fourth semester students of English Education Department in State Islamic Institute (IAIN) of Metro in the academic year 2018/2019 considering that they have learned about essay writing and transition signals on the previous grade. Besides, the samples were ten of students' essays writing among the total of the students mentioned based on *purposive sampling technique*. The data collecting technique used in this research were documentation. The collected data, therefore, were analyzed through three basic procedures, they were; (1) Data Reduction, (2) Data Display, and (3) Conclusion and Verification.

After analyzing the data, the researcher found five kinds of errors on using transition signals occurring on the ten of the students' essay writing. The kinds of errors were (1) Errors on using punctuation with the highest frequency of 33%, (2) Error on transition signals for sentences and clauses 29%, (3) Errors on using types of transition signals 30%, (4) Errors on repetitive transition signals 4%, and (5) Errors on the transition signals placement 4%. Moreover, the researcher concluded that there were three contributing factors that caused the phenomenon, they were; (1) Students' lack understanding of the rules on using transition signals in essay writing, (2) Students' lack vocabulary of transition signals based on the types and function, (3) Students' lack ability on arranging ideas properly based on the essay writing structure.

Key Words: *Error Analysis, Transition Signals, Essay Writing*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, April 30 2019

The writer,


Siti Mamluatun Nikmah
Student ID. 1293557

MOTTO

”... إن الله يحب المتطهرين“ (٢٢٢)

“... Indeed Allah loves those who are constantly repentant and loves those who
purify themselves.”
(Q.S. Al-Baqarah: 222)

“The best privilege is to improve yourself”
(Ali Bin Abi Thalib)

“Questioning what we left behind and answering what we have to do is the true
learning”
(Siti Mamluatun Nikmah)

DEDICATION PAGE

This undergraduate thesis is sincerely dedicated to God for His blessing,
to my wonderful parents and sister for their endless support,
to my beloved lecturers for the guidance and knowledge shared,
to Bidikmisi and IKABIM for allowing me being a scholar-student,
to my friends of Facebook Class for the priceless memory we created
to my friends of LDK and JSEC for the experiences I got,
to Al-Hilal boarding house families for their kindness,
and to all people who had physically, mentally and materially helped
me accomplishing this present work.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Most universities and colleges students are assessed through the production of written assignment. Stephen Bailey stated that the most common important one is essay writing. Essay writing is a written composition consisting of several paragraphs that develop certain topic which are arranged into an introduction, a body and a concluding paragraph. Most essay writing demand writers to state their argument academically. It can represent the writers' prior knowledge and helps them develop their critical thinking. Essay writing also allow students to demonstrate in-depth knowledge based on research and reading. Therefore, universities and colleges students are expected to be able to compose essay writing.

In essay writing, there is important writing device called transition signals. Transition signals are words and phrases such as *however, furthermore, and, but, yet, on the other hand, in contrast, in conclusion*, etc. The importance of the transition signals in essay writing is that the final goal of essay writing is to deliver information clearly and concisely to ease the readers understanding the message, and transition signals are required to establish logical connections between sentences and among paragraphs.

Moreover, it signals whether an idea belongs to the previous or to the next one, and whether it is an additional information, an opposite idea, or a

conclusion. Transition signals are not just verbal decorations that make the essay writing sound or read better but it serves particular meaning that help readers understand the logic of how the ideas fitted together in a coherent way. Thus, transition signals are very important devices and a university or college students should be able to use it properly to create great essay writing.

In State Institute for Islamic Studies of Metro, based on the curriculum, the “*Essay Writing*” course material was taught to the students of English Education Department on the second semester. According to the interview the researcher did with the lecturer, the students were also taught about the use of the device transition signals in the essay writing. Therefore, the researcher did a pre-survey on September 2018 on the students essay writing assignment to investigate the students’ performance on using transition signals within the essay. The result of the pre-survey showed that the students still made errors on using transition signals in the essay writing assignment. It was shown from the following examples.

Here was the example of the student’s essay writing which used inappropriate transition signal:

Impact of Human Being Life Development
Written By: S.R.

*History shows that human beings have come a long way from where they started. They have developed new technology which means that everybody can enjoy luxuries they never previously imagined. **In addition**, the technologies that are temporarily making this world a better place to live could well prove to be an ultimate disaster due to, among other things, the creation of nuclear weapons, increasing pollution, and loss of animal species.*

(**Error Elaboration:** there are two contrast ideas on the paragraph above. On the second sentence, it introduces the positive impact of technology development. Meanwhile, the third sentence states the negative one. Therefore, the use transition signal ***In addition*** to connect the two ideas is incorrect. It must be replaced by transition signals that shows contrast idea such as, ***In contrast, In the contrary, On the other hand, However, Instead,*** etc.)

Moreover, here were the examples of students' essay writing which had used transition signals but with the incorrect rules of punctuation (using no commas):

1. *How Importance Is Art Education?*

Written by: E.O.N

“... . ***Thus*** art education involves all forms of activities in the form of physical activity and a sense of beauty stated in expression ...”

2. *Do You Worry We Are Filming Too Much?*

Written by: D.A.P

“... . ***For example*** when they are eating in luxurious restaurant, most of them first take pictures of food and post it on social media rather than enjoying the food first, and when someone goes to a tourist spot, they will post the picture first and sometimes do not even enjoy the nature beauty.”

(**Error Elaboration:** the use of transition signals are always separated from the rest of sentences by comma. Therefore, the use of ***Thus*** and ***For example*** on the examples above must be followed by a comma)

Referring to the importance of using transition signals in essay writing and to the problems identified from the students' essay writing assignment above, the researcher, therefore, aimed to carry out a research focusing on analyzing the errors on using transition signals in essay writing among the fourth semester students of English Education Department in State Institute for Islamic Studies of Metro.

B. Focus of the Study

1. Problem Limitation

Referring to the identified problems from the students' essay writing and to the important role of transition signals in essay writing, the researcher focused on analyzing the students' errors on using transitional signals in essay writing among the fourth semester students of English Education Department in State Institute for Islamic Studies of Metro.

2. Problem Formulation

The result of this research expectedly would answer these following problems that were formulated as follows:

- a. What kinds of errors on using transition signals are commonly found in essay writing among the fourth semester students of English Education Department in State Institute for Islamic Studies of Metro?
- b. Why did the students make errors on using transitional signals in the essay writing?

C. Objectives and Benefits of the Study

1. Objectives of the Study

The chief aims of this research were:

- a. To analyze kinds of errors on using transition signals on the students' essay writing.
- b. To explain the causes of errors on using transition signals on the students' essay writing.

2. Benefits of the Study

Generally, this research was expected to be beneficial to serve information to improve the quality of students' essay writing in English Education Department in State Institute for Islamic Studies of Metro.

Specifically, it was expected to have some benefits as follows:

- a. To the students

Theoretically, the result of this research can provide additional knowledge and information for the students about a great essay requirement. Moreover, it can lead the students understanding about the appropriate use of transition signals within the essay. Besides, practically, the students can use the knowledge providing in this research to create great essay.

- b. To the lecturers

It is equally important for the lecturer to know the students errors on using transition signals in essay writing. The result of this research

can be one of reference on designing a learning strategy to help the students understanding the material.

c. To the institution

Overall, this research will be one of the considerable references for English Education Department. Practically, the institution can supply the learning material about essay writing, specifically in using transition signals.

D. Prior Research

This research was related to some previous researches. The first was an undergraduate thesis entitled “*Error Analysis on Transition Signals in Narrative Paragraphs Made by Fourth Semester Students of English Department Muhammadiyah University of Malang*”.¹ It was undertaken by Erni Wulandari. The objectives of this research were to identify and classify the students’ errors on using transition signals in narrative paragraphs.

The results of the test were considered to show the students’ mastery on using transition signals. The population of this study was the fourth semester students of English Department, Muhammadiyah University of Malang; the writer took 48 students out of 245 students as the sample of this study. The result of the test showed that there are 107 errors. Based on the surface strategy taxonomy, the 107 errors found in narrative writing test comprise 72

¹ Erni Wulandari, *Error Analysis on Transition Signals in Narrative Paragraphs Made by Fourth Semester Students of English Department Muhammadiyah University of Malang*, (Malang: UMM Institutional Repository, 2005)

(67,27 %) errors of omission, 19 (17,75 %) errors of addition, and 16 (14,94 %) errors of misformation.

The second research was from International Journal of Research-Granthaalayah entitled “*An Analysis of Transition Signals in Discussion Texts Written by the Sixth Semester Students of the English Study Program of UNDANA in Academic Year 2016/2017*” written by Happy Rosita Djahimo.² This research was aimed to identify the types of transition signals used in discussion texts written by the sixth semester students and to analyze the appropriateness of the use of those transition signals. The subject was forty eight students of the sixth semester students of the English study program of UNDANA in the academic year 2016/2017.

The result of the data analysis revealed that first, students were used all types of transition signals proposed by Oshima and Hogue. Secondly, from all the types, addition was the type of transition signals mostly used by students. Thirdly, students, generally, had good competence in using transition signals appropriate with its function and grammar although some transition signals were used incorrectly.

Referring to the two relevant researches above, it can be concluded that the device transitional signal took an important role in a writing composition to make sense of paragraphs, it had various functions based on the kinds of transition signals, and it was not easily applied because there were many errors still found.

² Happy Rosita Djahimo, “*An Analysis of Transition Signals in Discussion Texts Written by the Sixth Semester Students of the English Study Program of UNDANA in Academic Year 2016/2017*”, International Journal of Research-Granthaalayah Vol. 6, (Kupang: 2018), 137.

The gap of this researcher with the two previous researches is that in this research, the researcher not only carried out what kinds of the errors occurring on the students' essay writing but also investigated the causes of the errors and also gave some implications to the English language teaching-learning process especially in essay writing. Therefore, the researcher aimed to undertake a research entitled "An Error Analysis on Using Transition Signals in Essay Writing Among the Fourth Semester Students of English Education Department in State Institute for Islamic Studies of Metro".

CHAPTER II

LITERATURE REVIEW

The previous chapter explains the researcher's topic study. The next step after deciding what to study is reviewing some related literatures of the topic area.³ A review of literature is a summary, analysis and interpretation of the theory, concept and research literature related to a topic or theme.⁴ The main goal of a literature review is to make the researcher become familiar with the present work in the selected topic area.⁵

In brief, the researcher assumes that to review the literature means to select and to include some relevant theories from books, journals, and other indexed publications to help researchers proving that their research topics are built from an existing knowledge.

A. Concept of Essay Writing

1. Definition of Essay Writing

According to Gayle and Lawrence, essay writing is a written composition made up of a number paragraphs that develop a particular subject.⁶ They also added that "Just as we joined sentences together to

³ Geoffrey Marczyk, et.al., *Essentials of Research Design and Methodology*, (Canada: John Wiley and Sons, Inc., 2005), p. 32.

⁴ Gary Anderson and Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), 2nd Ed, p. 83.

⁵ Geoffrey Marczyk, et.al., *Essentials of Research Design*, p. 32

⁶ Gayle Feng-Checkett and Lawrence Checkett, *The Write Start: Sentences to Paragraphs*, (Boston: Wadsworth, 2010), 4th Ed, p. 287.

form a paragraph, we can join paragraphs together into a longer piece of writing called essay writing.”⁷

The others, Dorothy and Lisa, argued that essay writing is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.

Furthermore, Susan Anker, pointed out that essay writing is a piece of writing that examines a topic in more depth than a paragraph. Short essay writing may have four or five paragraphs, totaling of three hundred to six hundred words. Besides, long essay writing is six paragraphs or more, depending on what the essay needs to accomplish, whether it is persuading someone to do something, using research to make point, or explaining a complex concept.

In line with what those experts stated about the definition of essay writing, the researcher defined essay writing as a set of writing composition which is build from at least five- joined paragraphs consists of an introductory, a body, and a concluding paragraph.

⁷ *Ibid.*, p. 285.

2. Types of Essay Writing

There are some types of essay writing according to Alice Oshima and Ann Hogue.⁸ Those are:

a. Expository Essay

The function of the expository essay is to explain something to the reader by giving directions or instructions, or to acquaint your reader with knowledge about how to complete a task or how something is done. You are demonstrating your own knowledge and explaining with facts, not your opinion. It is very important that your tone be reasonable and that your presentation be factual and believable.

b. Compare and Contrast Essay

The essay could be an unbiased discussion, or an attempt to convince the reader of the benefits of one thing, person, or concept. It could also be written simply to entertain the reader, or to arrive at an insight into human nature. The essay could discuss both similarities and differences, or it could just focus on one or the other. A *comparison essay* usually discusses the similarities between two things, while the *contrast essay* discusses the differences.

⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), 3rd Ed, p. 162.

c. Cause and Effect Essay

The cause/effect essay explains why or how some event happened, and what resulted from the event. This essay is a study of the relationship between two or more events or experiences. The essay could discuss both *causes* and *effects*, or it could simply address one or the other. A *cause essay* usually discusses the reasons why something happened. An *effect essay* discusses what happens after a specific event or circumstance. Sources are often required in a cause/effect paper, and your choice of these sources is important as they reflect on the validity of your argument.

d. Argumentative (Persuasive) Essay

An argumentative essay is one that attempts to persuade the reader to the writer's point of view. The writer can either be serious or funny, but always tries to convince the reader of the validity of his or her opinion. The essay may argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm. Your approach is to take a stand on an issue and use evidence to back up your stance, not to explore an unresolved topic.

You must choose a side, make a case for it, consider and refute alternative arguments, and prove to the undecided reader that the opinion it presents is the best one. You must be aware of other sides and be fair to them; dismissing them completely will weaken

your own argument. It is best to take a side that you believe in, preferably with the most supporting evidence. It can often be educational to adopt a different position from what you might normally choose (debating requires this kind of flexibility).

e. Informal Essay

Informal essay is written mainly for enjoyment. This is not to say that it cannot be informative or persuasive; however, it is less a formal statement than a relaxed expression of opinion, observation, humor or pleasure. A good informal essay has a relaxed style but retains a strong structure, though that structure may be less rigid than in a formal paper.

The informal essay tends to be more personal than the formal, even though both may express subjective opinions. In a formal essay the writer is a silent presence behind the words, while in an informal essay the writer is speaking directly to the reader in a conversational style. If you are writing informally, try to maintain a sense of your own personality. Do not worry about sounding academic, but avoid sloppiness.

f. Critical Review

This type of essay can be either formal or informal, depending on the context. Its goal is to evaluate a work such as an article or book. Your personal, informed, opinion plays a significant role in the process. However, a certain objective standard needs to be

maintained and, as in an argumentative essay, your assertions need to be proved.

The formality of the review will be determined by how much of the essay is analysis, how much is summary and how much is your reaction to the work you are reviewing. A more formal review will not only discuss the work on its own merits but also place it in context. Newspapers and popular magazines often review in terms of finance: is this CD or film worth spending your money on? Critical journals will attempt to determine whether a new novel or play has achieved something new and significant. A good review will discuss both the qualities and the importance of a given work.

g. Research (Analytical)

The research essay leads you into the works of others and asks you to compare their thoughts with your own. Writing a research paper involves going to source material and synthesizing what you learn from it with your own ideas. You must find texts on the subject and use them to support the topic you have been given to explore. Because it is easy to become lost in a wilderness of source material, you must take particular care to narrow your topic. A research paper should demonstrate what you have learned, but it should also show that you have a perspective of your own on the subject.

The greatest danger inherent in the research essay is plagiarism. If your paper consists of a string of quotations or paraphrases with little input of your own, you are not synthesizing but copying, and you should expect a low grade. If any of the borrowings are unacknowledged, you are plagiarizing, and the penalties can be severe.

h. Literary

In the literary essay, you are exploring the meaning and construction of a piece of literature. This task is more complicated than reviewing, though the two are similarly evaluative. In a review you are discussing the overall effect and validity of written work, while in a literary essay you are paying more attention to specifics. A literary essay focuses on such elements as structure, character, theme, style, tone and subtext. You are taking a piece of writing and trying to discover how and why it is put together the way it is. You must adopt a viewpoint on the work in question and show how the details of the work support your viewpoint.

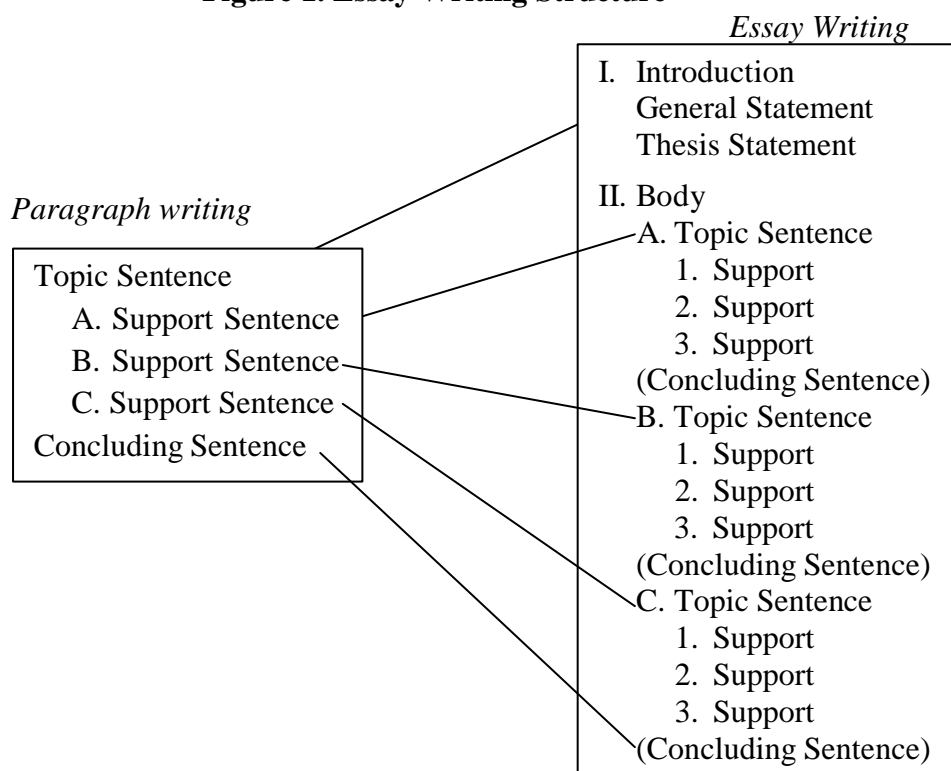
A literary essay may be your own interpretation, based only on your reading of the piece, or it may be a mixture of your opinions and references to the criticism of others, much like a research paper. Again, be wary of plagiarism and of letting the opinions and ‘voices’ of more experienced writers swamp your own response to the work. If you are going to consult the critics, you

should reread the literary work you are discussing and make some notes on it based on your own viewpoint before looking at any criticism.

3. Structure of Essay Writing

An essay has to have an overall structure and make sense as a whole. However, for the purpose of instilling a structured approach to essay writing, it is useful to think of an essay as consisting of three main sections. Those sections of structure are the introduction, the body, and the concluding paragraph.⁹ Then, the three parts of an essay that have been mentioned above is simply drawn by the figure below:

Figure 1. Essay Writing Structure



⁹ Don shiach, *How to Write Essays: A Step-by-step guide for all levels, with sample essays*, (UK: Howtobooks, 2007), p. 6.

These following points are the elaboration of the essay structure:

a. Introduction Paragraph

This is the first paragraph of an essay. It explains the topic with general ideas.¹⁰ It has two parts that are several general statements and one thesis statement. The general statements give the reader background information about the topic of the essay. They should lead your reader gradually from a very general idea of your topic to a very specific idea.¹¹ It also has a thesis statement. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.¹² It has two functions that are to attract the reader's interest and to introduce the topic of the essay.¹³

The most important element in an essay is the thesis sentence because it sets the tone for the entire essay. It states what the writer is going to explain, clarify, or argue for or against about the essay's topic. Although there is no rule about which paragraph to place the thesis sentence in, it is usually placed near the end of the first paragraph. Good thesis sentence requirements are:

- 1) Announcing the overall topic or subject
- 2) Stating the important of the topic or subject (the writer's attitude toward the subject)
- 3) can outline the organizational structure of the entire essay

¹⁰ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing: From Paragraph to Essay* (Millan: MacMillan), p. 56.

¹¹ Alice Oshima and Ann Hogue, *Introduction to*, P. 150.

¹² Dorothy E Zemach and Lisa A Rumisek, *Academic Writing*., p. 58.

¹³ Alice Oshima and Ann Hogue, *Introduction to*, P. 150.

- 4) Asserting only one main idea
- 5) Expressing the topic as an opinion that can be discussed
- 6) is *not* expressed as a fact
- 7) is *never* expressed as a question.¹⁴

b. Body Paragraph

After the introductory paragraph comes the body paragraph. These are the paragraph that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.¹⁵ There are two types of sentences in the body paragraph. They are the topic sentence and support sentences.

The topic sentence tells the reader what the main idea, or topic, of the paragraph is. Although there is no set place in the paragraph for the topic sentence, making the topic sentence the first sentence in the paragraph will make organizing and developing the topic easier. The topic sentence has two parts: the topic or subject and the controlling idea. The topic is the subject of the paragraph taken from the essay map in the thesis sentence. The controlling idea states what the writer will be developing about the subject of the paragraph. The controlling idea limits what you can say about the subject so that you do not stray to other subject areas. Topic

¹⁴ Gayle Feng-Checkett and Lawrence Checkett, *The Write.*, P. 288.

¹⁵ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing.*, p. 56.

sentences missing a controlling idea lack focus and specific direction. Without a controlling idea, the writer's attitude about the subject can be unclear.¹⁶

Support sentences follow the topic sentence and develop the subject using specific examples, details, and facts. These support ideas must be consistent with the controlling idea. In other words, the controlling idea unifies the paragraph by determining the kind of support ideas you can use in the support sentences.¹⁷

An essay should not suddenly stop after you have finished discussing the last body paragraph topic. You should leave your reader with a feeling of completion. Use the concluding paragraph to emphasize why your essay is important.¹⁸

c. Concluding Paragraph

This is the last paragraph of an essay. It summarizes or restates the thesis and the supporting ideas of the essay.¹⁹ Its purposes are to signal the end of the essay, to remind the reader of your main points, to leave the reader with your final thoughts on the topic.²⁰

The first part of the concluding paragraph summarizes the main points or repeats the thesis statement in different words. It may require one or more than one sentence. In the second part, you may

¹⁶ Gayle Feng-Checkett and Lawrence Checkett, *The Write.*, P. 297.

¹⁷ *Ibid.*, P. 297.

¹⁸ *Ibid.*, P. 299.

¹⁹ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing.*, p. 56.

²⁰ Alice Oshima and Ann Hogue, *Introduction to.*, P. 150.

add a final comment. This is the place to express your opinion, make a judgment, or give a recommendation. However, do not add any new ideas in the concluding paragraph. Just comment on what you have already discussed.

Besides all those three parts, almost all essays should have a title. The title should pique the reader's interest. It should be a catchy or dramatic phrase, usually two to six words; longer titles can become wordy and cumbersome to read. If you can't come up with something clever or dramatic, pick several of the key words from your thesis sentence and use them.

It's a good idea to wait until your essay is finished before you create the title. That way, you give yourself enough time to understand fully the point of your essay and come up with the most appropriate title. When writing your title, do the following rules:

- a. Capitalize the first word and all other words except articles (a, an, the) and prepositions (of, on, to, in).
- b. Center the title on the page, and leave two spaces between it and the introductory paragraph.

Do not put quotation marks on either side of the title, and do not underline it.²¹

²¹ Gayle Feng-Checkett and Lawrence Checkett, *The Write.*, P. 288.

After organizing the essay into an introduction, a body and a conclusion, the next step is making sure that all the three parts of the essay work together to explain your topic clearly. It is what we called with building the unity or coherence. Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence.

Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points. Here cohesive devices are required. Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas.²² One of the cohesive devices that play the role of bringing unity and coherence is transition signals. Transitional words connect sentences by showing how ideas are related.²³

4. Characteristics of Essay Writing

There are some characteristics of essay writing:

- a. An essay is a composition that defends a position or opinion, also called a thesis, that has been put forth by the author. Not only should an essay demonstrate your overall knowledge of the broader subject, but it should demonstrate your insight into particular aspects of that

²² Dorothy E Zemach and Lisa A. Rumisek, *Academic Writing.*, P. 78-82.

²³ Saddleback Educational Publishing, *Writing English in Context*, (USA: Laurel Associates, Inc., 2000), p. 30.

subject. It also should show that you performed extra and relevant research outside the course material to broaden your knowledge and hone your argument.

- b. Essay writing narrows a topic to be elaborated.
- c. Essay writing contains a thesis statement that should come from the general idea to the specific ones.
- d. Essay writing has several kinds based on the purpose
- e. Essay writing consists of three main parts that is introductory paragraph, body paragraph and concluding paragraph.
- f. Essay writing shapes the writer's critical thinking to a certain topic because it stimulates them to readings and researches.²⁴

B. The Use of Transition Signals in Essay Writing

1. Definition of Transition Signals

Transition signals are words such as *therefore*, *however*, *consequently*, and *finally* or phrases such as *in addition*, *on the other hand*, *as a result*, etc.²⁵ Transitional signal is the link that moves ideas or events in a paragraph.²⁶ Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence.

²⁴ Gayle Feng-Checkett and Lawrence Checkett, *The Write Start.*, p. 299.

²⁵ Ahmad Madkur, *Writing 2: A Handbook for the First Year University Students*, (Metro: 2013), p. 29.

²⁶ Gayle Feng-Checkett and Lawrence Checkett, *The Write.*, p. 143.

Transition signals are like traffic signals; they tell your reader when to slow down, turn around, and stop. Using transition signals makes your paragraph smoother and helps your reader understand it more easily.

Just as it is important to use transition signals to show the connection between ideas within a paragraph, it is also important to use transition signals between paragraphs to show how one paragraph is related to another. Transition signals can tell your reader if the topic of the next paragraph follows the same line of thought or reverses direction.²⁷

Note that in a piece of writing consisting of several paragraphs, it is usual to provide words or phrases that signal transitions from one paragraph to the next.

In essay writing, something of the same practice is followed. Particular words and phrases commonly show the connections between sentences, as well as between parts of sentences. The connecting words in and between sentences are called transitions.

²⁷ Alice Oshima and Ann Hogue, *Introduction to.*, p. 156.

2. Types of Transition Signals

Here are some types of transition signals related to the function of connection:²⁸

Table 1. Types of Transition Signals

Meaning/ Function	Types of Transition Signals				
	Sentences Connectors		Clauses Connectors		Others
	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunction	Subordinating Conjunction	
To introduce additional idea	In addition	Furthermore Moreover Besides Also Too	And		Another (+noun) Additional (+noun)
To introduce opposite idea	On the other hand In contrast	However Nevertheless Instead Still Nonetheless	But Yet	Although Though Even though Whereas While	In spite of (+noun) Despite (+noun)
To introduce choice/ alternative		Otherwise	Or	If Unless	
To introduce restatement/ explanation	In fact Indeed	That is			
To introduce example	For example For instance				An example of (+noun) Such as (+noun)
To introduce conclusion/ summary	In conclusion In summary In brief In short Indeed				

²⁸ Ahmad Madkur, *Writing 2.*, p. 30.

To introduce result	Accordingly As a result As a consequence	Therefore Consequently Hence Thus	So		
---------------------------	---	--	----	--	--

Here are some rules on using transition signals: ²⁹

Transition Signals usually appear in the beginning of sentences. They may also appear in the middle (normally following the subject) or at the end of sentences. They always separated from the rest of sentences by comma. Hence, these patterns are possible:

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

*The Baltic Sea in the Northern Europe, **for example,** is only one-fourth as saline as the Red Sea in the Middle East.*

*The Baltic Sea in the Northern Europe is only one-fourth as saline as the Red Sea in the Middle East, **for example.***

Conjunctive Adverbs and (except **Too**) and Transition Phrases may also appear at the beginning, in the middle, or at the end of sentences and are separated by commas. They are also often used with semicolon and a comma to join two independent clauses to form a compound sentence.

Here are the examples:

***Furthermore,** the runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.*

*My parents want me to become an engineer, **however.***

²⁹ *Ibid.*, p. 30-32.

*In warm climates, water evaporates rapidly; **therefore**, the concentration of salt is greater.*

*Many societies in the world are matriarchal; **that is**, the mother is head of family.*

Coordinating Conjunction in the table above (plus two additional ones, **For** and **Nor**) are used with a comma to join independent clauses to form a compound sentence. Here is the example:

*In matriarchy, the mother is the head of the family, **and** all of the children belong to her clan.*

Subordinating Conjunction introduce a dependent clause which is joined to an independent clause to form a complex sentence. There are two possible positions for the dependent clauses:

- 1) If the dependent clause comes before the independent clause, use a comma after it.

***Although** the company's sales increased last year, its net profit declined.*

- 2) If the independent clause comes first, do not use a comma.

*The company's net profit declined last year **although** its sales increased.*

The other types of transition signals on table include adjectives such as **additional**, preposition such as **in spite of**, and noun such as **example**.

*The company's net profit declined last year **in spite of** increased sales.*

***Despite** increased sales, the company's net profit declined last year.*

An additional reason for the company's bankruptcy was the lack of competent management.

3. Function of Transition Signals

Transition signals can show connections between information that has gone before, suggest illustrative examples, or cue readers to what will follow.³⁰ It connects sentences and paragraphs together, creating a smooth flow of ideas.³¹ Transition signals helps writer conveying their message clearly and concisely by establishing logical order. It also provide readers with direction for how to piece together the writer's idea into a logically coherent understanding.

It acts like signposts making it easier for the reader to follow the writer's ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraphs or topics.

C. Concept of Error Analysis

1. Definition of Error Analysis

Human learning is fundamentally a process that involves the making mistakes. Mistakes, misjudgments, miscalculations, and erroneous

³⁰ Winifred Belmont and Michael Sharkey, *The Easy Writer: Formal Writing for Academic Purposes*, (Australia: Pearson Education, 2011), 3rd Ed., p. 230.

³¹ Dorothy E Zemach and Lisa A. Rumisek, *Academic Writing*, P. 82.

assumptions form an important aspect of learning virtually any skill or acquiring information.³²

Second language learning is a process that is clearly not unlike first language learning in its trial and error nature. Inevitably learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors.

Researchers and teachers of second language came to realize that the mistakes a person made in this process of constructing a new system of language needed to be analyzed carefully, for they possibly held in them some of the keys to the understanding of the process of second language acquisition.

In order to analyze the learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors. All people make mistakes, in both native and second language. Native speakers are normally capable of recognizing and correcting such mistakes. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected.

Meanwhile, an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. An error

³² H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p. 216.

cannot be self-corrected. The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners' errors, called error analysis.³³

2. Category of Error Analysis

The first step in the process of analysis is the identification and description of errors. A number of different categories for description of errors have been identified in research on learner language, they are:

The most generalized breakdown can be made by identifying errors of addition, omission, substitution,, and ordering, following standard mathematical categories.

Within each category, levels of language can be considered: phonology or orthography, grammar, and discourse.

Errors may also be viewed as either global or local. Global errors hinder communication. They prevent the hearer from comprehending some aspects of the messages. Local errors do not prevent the message from being heard.

Finally, Lennon suggests that two related dimension of error, domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become apparent, and extent is the rank of

³³ *Ibid*, p. 217-218.

linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence.³⁴

3. Objectives of Error Analysis

According to Corder, here are some objectives of conducting an error analysis.³⁵ They are as follows:

- a. To identify the patterns of error
- b. To widened the perspective on possible causes of error
- c. To establish error typology
- d. To evaluate and improve language teaching

4. Procedures of Error Analysis

According to Corder, there are five steps in error analysis research in order to gain the objectives of improving the language teaching and pedagogy. Those steps are elaborated as follows:

- a. Collection of a sample of learner language

The First point in error analysis is the collection of a sample of learner language. The objective of this stage is selecting a proper collection system. Researchers have identified three broad types of error analysis according to the size of the sample. These types are: massive, specific, and incidental sample. The first type mentioned involves collecting several sample of language use

³⁴ *Ibid*, p. 217-218.

³⁵ S.P Corder, *The Significance of Learners' Errors*, (1967), p. 158.

from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population. The second type, the specific sample, consists of one sample of language use, collected from a limited number of learners. Then, the third type uses only one sample of language provided to a single learner. In practice, the most common samples used by researchers are specific and incidental in order to avoid the difficult task of processing, organizing and evaluating the large quantities of samples taken in a massive sample collection.

b. Identification of errors

Once a corpus of learner language has been collected, the errors have to be identified. Therefore, it is necessary to know how to identify them. Indeed, the identification of errors depends on four crucial questions. The first is to set up what target language should be used as the point of evaluation for the study. The second is related to the differences between “error” and “mistake or slip”. An error is made when the deviation arises as a result of lack knowledge while a mistake or slip occurs when learners fail to perform to their competence in the target language. Normally, a mistake or slip is immediately corrected by the learner. The third is about interpretation.

c. Description of errors

Researchers propose that there are two descriptive taxonomies of errors; linguistic category and surface strategy. Linguistic category associated with traditional error analysis undertaken for pedagogic purpose; they can be chosen to correspond closely to those found in structural syllabi and language text books. This type of description allows a detailed description of specific errors and also for a quantification of a corpus of errors.

From another point of view, surface strategy taxonomy highlights the ways in which surface structures are altered by means of such operations as omissions, additions, misinformation, and disordering. Omission is considered as the absence of an item that should appear in a well-formed utterance (He cooking); addition is defined as the presence of an item that should not appear in well-former utterance (She doesn't works at hospital); misinformation is the use of the wrong form of the morpheme or structure (The chair was maked by the carpenter) and finally disordering is regarded as the incorrect placement of a morpheme or group of morphemes in an utterance (What is doing my mother?).

d. Explanation of errors

There are two main positions on the source of errors in foreign language learning. One holds that errors are due to interference from the mother tongue. The other, the "creative construction" theory, proposes that the processes used in acquiring a first and a foreign language are identical and that foreign language learners' errors will resemble those of a child learning the language as his mother tongue. A third possibility is that at least some errors can be related neither to L1 interference nor to L2 developmental strategies. It has been proposed by Corder (1967) that language learners develop inter-language grammars, idiosyncratic dialects or approximate systems, and that errors will not necessarily be based on either the mother tongue or the target language.

e. Evaluation of errors

Error evaluation studies proliferated in the late 1970s and in the 1980s, motivated quite explicitly by a desire to improve language pedagogy. In these studies, judgments were based on three basic categories: comprehensibility, seriousness and naturalness of the grammar and the lexis. In this judgment process, judges have to keep in mind that there are two kinds of errors: global and local. Global error is the error which affects overall sentence organization (my house beautiful red), and local error is

the error which affects single elements in a sentence (I want an hot dog). The evaluation of learner error poses a great number of problems. It is not clear what criteria judges have used when asked to assess the categories of an error. Indeed, error evaluation is influenced by the context in which the errors occurred.³⁶

³⁶ David Alberto Londoño Vásquez, *Error Analysis in a Written Composition*, (Bogota: 2008)

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Characteristic of the Research

The design of this research was qualitative research in the form of field qualitative. According to Cresswell the researcher made interpretation of the data which including developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically”.³⁷ It means that qualitative research explores phenomenon in their natural setting and uses multi-methods to interpret, understand, explain, and bring meaning to them.

The research setting was in State Institute for Islamic Studies of Metro. In this research, the researcher considered the phenomenon in the domain of writing by analyzing the students’ errors on using the writing devices transition signals in essay writing. The researcher has investigated and analyzed the students’ essay writing product. Furthermore, the researcher used purposive sampling technique to decide participants included in this research. Purposive sample is sampling technique of data sources based on certain consideration that is handed over to researcher and based on research objectives. The researcher has chosen the fourth semester students of English Education Department by the reason that they got the Essay Writing course

³⁷ John W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (New Delhi: Sage Publication, 2003), 2nd Ed, p. 183.

material on the previous semester. Indeed, they are getting writing lecture in this semester.

B. Data Sources

There are basically two kinds of sources, namely primary and secondary sources. The primary sources provide firsthand information while the secondary sources provide secondhand information. The primary source in this research was the students' essay writing products. Meanwhile, the secondary sources were some English books (electronic books), journals, articles, English dictionary, and documentation related to the research will be gained.

C. Data Collecting Technique

The instruments that the researcher used in collecting the data while conducting this research were as follows:

1. Observation

The researcher used observation to observe the students' activities on the writing lecture. In addition, the researcher observed the students' activities while doing the task given by the researcher to get the data of the students' error on essay writing.

2. Interview

Interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joining construction of meaning about particular topic. In this research, the researcher used in-depth interview with open-ended question. In the open-ended question, the researcher varied some question of 5W1H questions that allow the participants answer in free-thought, suggestions, and detailed answer.

3. Documentation

Documentation is a tool to collect some information in the form of written sources or documenter such as books, magazines, daily notes, etc. in this research, the researcher used the students' essay writing products as a documentation analyzed to know the kinds of errors and the causes of the errors occurring on the essay writing.

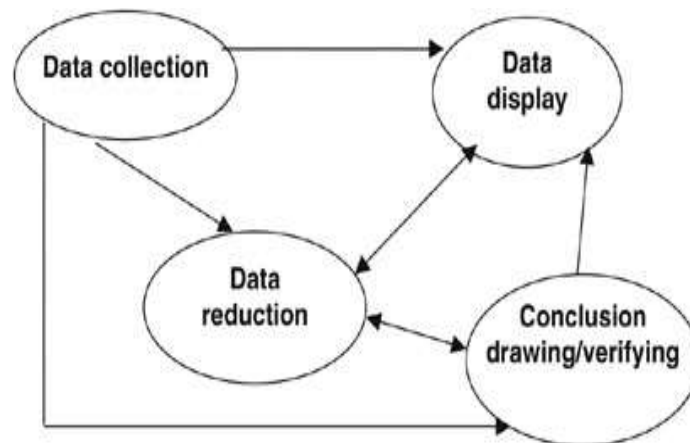
D. Data Analysis Technique

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.³⁸ The researcher would apply Miles and

³⁸Louis Cohen et.al., *Research Methods in Education*, (New York: Taylor & Francis, 2007), p. 462.

Huberman model to analyze the data. The flow of the data analysis model is figured out below:

Figure 2. Analysis Components of Miles and Huberman Model³⁹



Referring to the model of analysis above, the researcher has collected the data as the first step of the research. In this case, the data was the students' essay writing products. Then, the researcher reduced the data by purposing to the essay writing which contained the devices transition signals. Afterwards, the researcher studied and analyzed the data to find the kinds and the causes of the errors on using transition signals in the essay writing. After finding the kinds and the causes of errors, the researcher displayed the result by using tables and figures. The last, the researcher made conclusion or interpretation of the research finding or result.

³⁹ Matthew B. Milles and A Michael Huberman, *Qualitative Data Analysis*, (USA: Sage Publication, 1994), 2nd Ed, p.12.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. The Historical Background of IAIN Metro

IAIN Metro was built on April 23rd to 25th, 1997 based on presidential decree No. 11, 1997 on March 21st, 1997. The establishment of IAIN Metro cannot be separated from the history of IAIN Radin Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties that are Education Faculty and Islamic Law Faculty which were domiciled in Tanjung Karang.

According to the decision of Indonesian President No. 27th, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuluddin Faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah, based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Afterwards, in 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the Education and Islamic Law Faculties were established in Metro city based on the request of Metro society.

Correspondingly, based on the Handbill of General Director of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional facilities of IAIN Metro outside the central Institute should be changed in to State Islamic College (STAIN). Therefore, based on the Presidential Decree RI No.11, 1997, STAIN Jurai Siwo Metro was legalized.

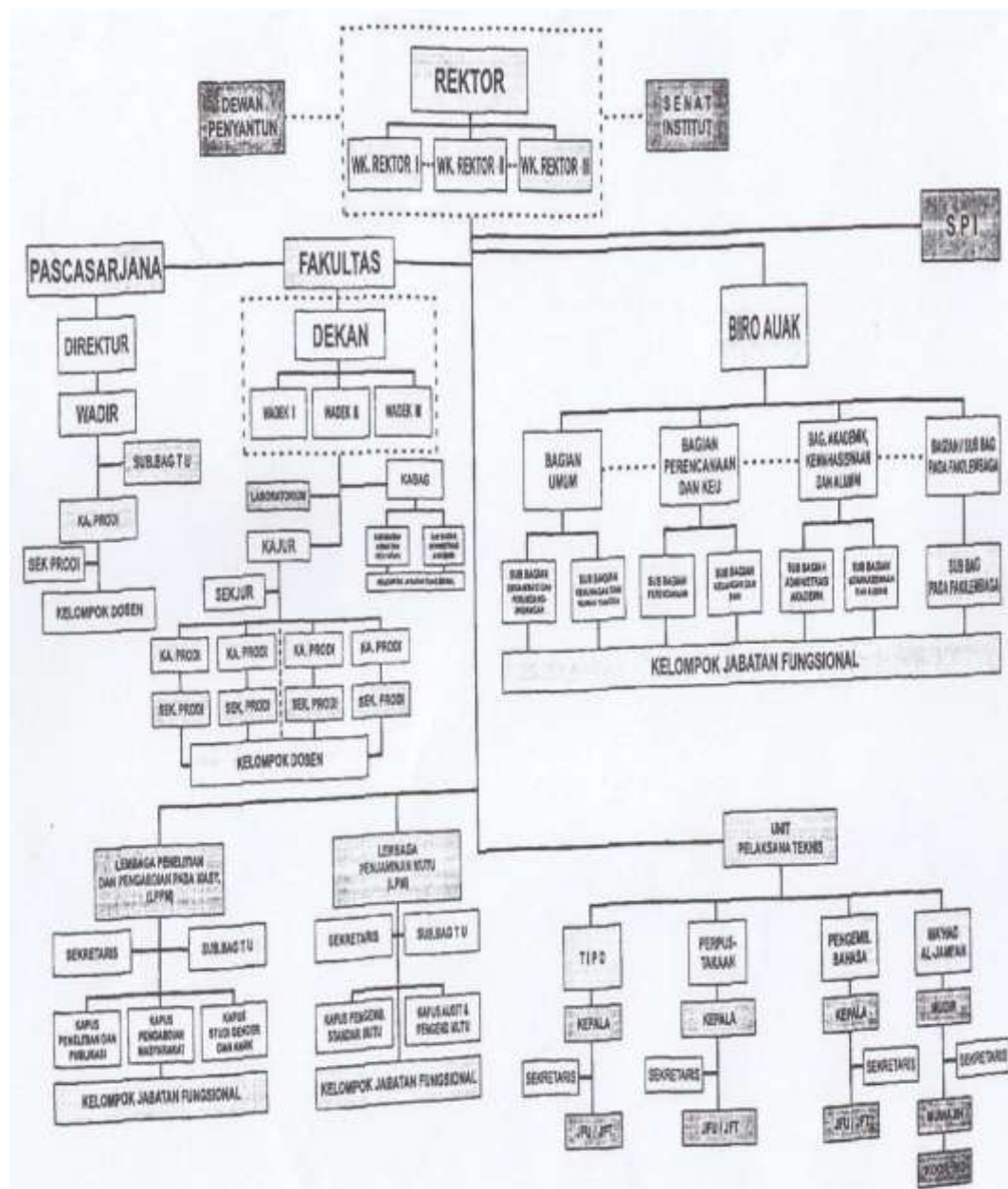
The history continued when the status of State Islamic College (STAIN) Jurai Siwo Metro was changed into State Islamic Institute (IAIN) Metro as an independent State while IAIN Bandar Lampung was also developed to be State Islamic University (UIN) Bandar Lampung.

It was established based on Presidential Decree No. 71 dated on August 1st, 2016. This presidential decree was operated on August 3rd, 2016. This state, now, has two campus buildings that are located at Ki Hajar Dewantara Street 15 A, East Metro for Campus 1 and at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung for Campus 2.

As a State, IAIN Metro was founded to graduate students who have quality not only on developing Islamic values and but also science. It was described in its vision: “To be Islamic State ”. Then, to accomplish the vision, IAIN Metro composed some missions, namely: (1) Developing three pillars of university (education, research and development, and society services), (2) Developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty covers Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Mathematic Education Department (TPM) Biology Education Department (TPB), and Social Science Education Department (IPS).

Secondly, Syari'ah Faculty includes Islamic Law Department (AS), Islamic Economy Law (HESy), and Islamic Constitutional Law (HTNI). Furthermore, Islamic Economy and Business Faculty comprises D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy Department (ESy), Islamic Accountant (AKS), and Pilgrimage Management (MHU). The last is Islamic Announcement and Communication Faculty that covers Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).



3. The Facilities of IAIN Metro

In order to support lecturers and students on holding the teaching-learning process, IAIN Metro provided some facilities. They are lecturers room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro-teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley ball field, tennis field, auditorium, students activities unit (UKM) room, students committee office. The details of the facilities are shown by the table below:

Table 2. Facilities in IAIN Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of State Islamic Institute (IAIN) of Metro

4. Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different area. The first is at Ki Hajar Dewantara street 15 A, East Metro, Metro City and the second is at Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

Figure 4. The Location Sketch of IAIN Metro (Campus 1)

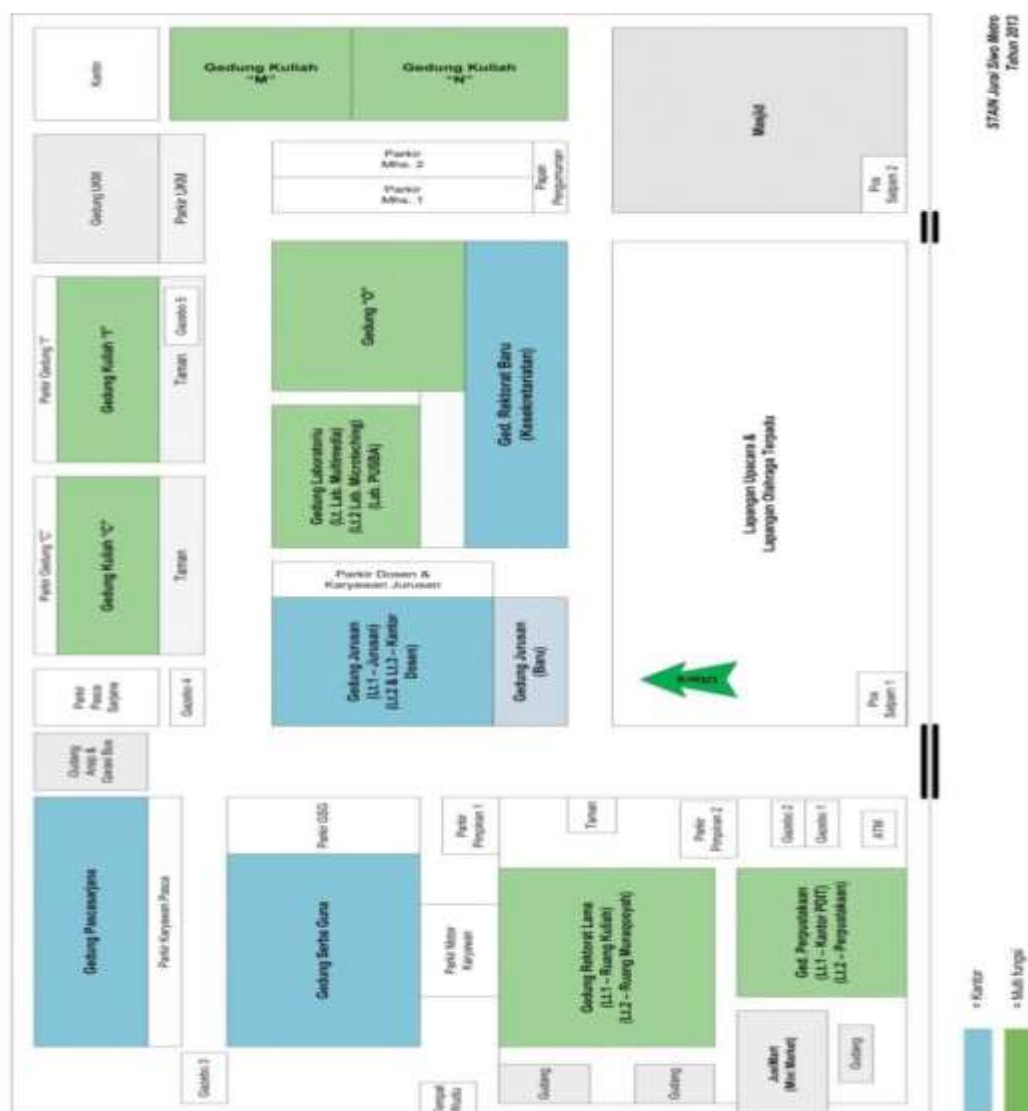
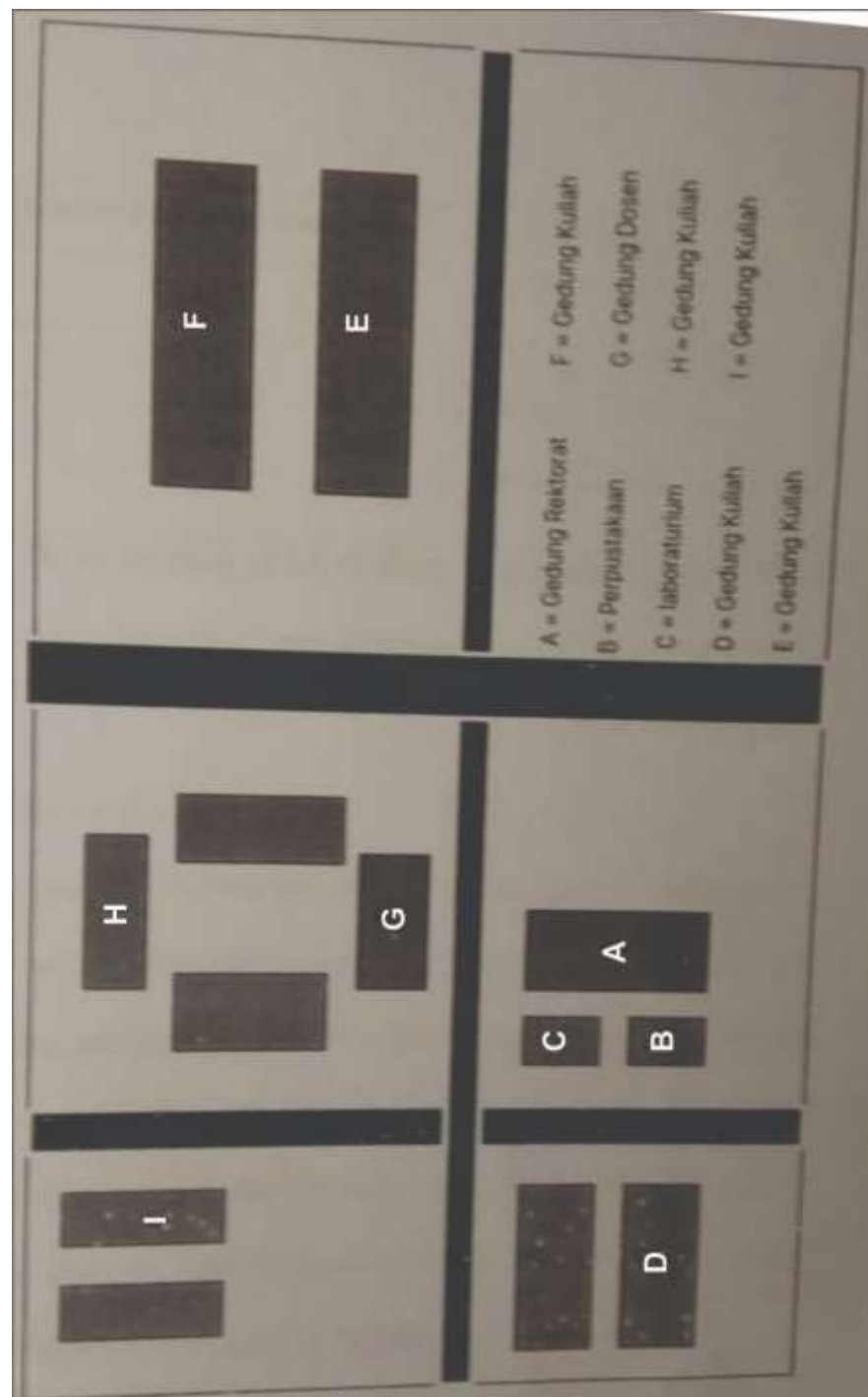


Figure 5. The Location Sketch of IAIN Metro (Campus 2)



5. The Population of Students in IAIN Metro

The total of the Students in State Institute for Islamic Studies of Metro is 7440 students.

Table 3. Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary school education program (PGMI)	464
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146
2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37
3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33

4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: observation on IAIN Metro in Academic year 2017/2018

6. The Profile of English Education Department

English Education Department (TBI) is one of strata 1 (S1) major of Tarbiyah and Teacher Training Faculty in State Islamic Institute (IAIN) of Metro which was established in 2007. Historically, S1 TBI IAIN Metro came from Diploma 3 (D3) of English Education Study Program that was opened in 2002.

The legal and operational license of TBI is based on the explanation letter of Islamic Education general director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According to the implementation license of study program from the general director, TBI is located in State Islamic Institute (IAIN) of Metro at Jl. Ki Hajar Dewantara 15 A, East Metro, Metro City.

English Education Department (TBI) has a vision in implementing education, namely: creating professional students who can integrate Islamic values and academic dimension. The vision is enlarged in some missions. They are:

- a. Building and developing humanist, democratic, and modern academic atmosphere.
- b. Growing the professionalism ethic through theoretical knowledge basic mastery.
- c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English Education Department (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will be create dynamic, opened, and polite relationship among the stakeholders of TBI IAIN Metro.

B. Description of the Research Data

1. Errors on Using Transition Signals Found on the Students' Essay Writing

According to the focus of the study stated in Chapter I, the researcher should be able to find the errors on using transition signals that the students made in their essay writing products. After analyzing the data, therefore, the researcher pointed the types of errors on using transition signals by this following table:

Table 4. Types of Error on Using Transition signal in Essay Writing

No	Types of Error	Essay Writing									
		EW 1	EW 2	EW 3	EW 4	EW 5	EW 6	EW 7	EW 8	EW 9	EW 10
1	Punctuation for Transition Signals	√		√		√		√	√	√	√
2	Sentences and Clauses Connectors			√	√	√			√	√	
3	Types of Transition Signals	√	√	√						√	√
4	Transition Signals Placement									√	
5	Repetitive Transition Signals							√			

Note:**EW: Essay Writing**

Furthermore, the researcher elaborated those types of errors on using transition signals occurring on the students essay as follows:

a. Punctuation for Transition Signals

As has been mentioned in the literature review, there are rules on using punctuation for transition signals in essay writing. Referring to that rules, the researcher found errors on using punctuation for transition signals on the students essay writing as follow:

1) Essay Writing 1

Sentence:

“Besides more resources and material are obtained ...”

Elaboration:

The example above is incorrect because there is no comma (,) after the transition signal “**Besides**”. Contrarily, based on rule of punctuation for transition signals, when we use transition signals at the beginning of a sentence, we should place a comma after it.

Therefore, the correct sentence should be:

*“**Besides**, more resources and materials are obtained ...”*

2) Essay Writing 3

Sentence:

*“**For the example** operating computer and smart phone ...”*

Elaboration:

The sentence above uses transition signal “**For the example**” at the beginning without followed by a comma so it is incorrect. It should be formulated as:

*“**For the example**, operating computer and smart phone ...”*

3) Essay Writing 5

Sentence:

*“**Besides** being lonely is a big deal.”*

Elaboration:

As has been elaborated above that the use of transition signal at the beginning of sentence without comma is incorrect. Thus, it should be placed a comma after it:

*“**Besides**, being lonely is a big deal.”*

4) Essay Writing 7

Sentence 1:

*“This attitude will grow, **if** a series of process activities are carry out ...”*

Elaboration:

Transition signal “**if**” is included in subordinating conjunction. Based on the rule of using subordinating conjunction, if the independent clause comes first, the subordinating conjunction that introduces the dependent clause should not be preceded by a comma. In this sentence, there are an independent clause “*This attitude will grow*” comes first and a dependent clause “***if** a series of process activities are carry out ...*” comes second. The use of coordinating conjunction “**if**” in this sentence should not be preceded by a comma. Thus, it must be:

*“This attitude will grow **if** a series of process activities are carry out ...”*

Sentence 2:

*“**Thus** art education involves all forms of activities ...”*

Elaboration:

The example above is incorrect because of the use of transition signal “**Thus**” is not followed by a comma. While using a transition signal to begin a sentence, we should place a comma after it. The correct sentence must be:

*“**Thus,** art education involves all forms of activities ...”*

Sentence 3:

*“**In the conclusion** we can conclude that ...”*

Elaboration:

There should be a comma after the transition signal “**In the conclusion**”.

5) Essay Writing 8

Sentence:

*“**For example** when they are eating in luxurious restaurant, most of them first taking pictures of food ...”*

Elaboration:

The use of transition signal “**For example**” without followed by a comma in the example above is incorrect. The correct one must be:

*“**For example**, when they are eating in luxurious restaurant, most of them first taking pictures of food ...”*

6) Essay Writing 9

Sentence:

*“Online learning eases students to access much more information from wider resources **however** it limits the interaction between the student and the teacher to know each other better.”*

Elaboration:

On the example above, the use of the transition signal “**however**” without any punctuation is incorrect. Based on the rule that has been mentioned in the literature review, it should be preceded by a semicolon and followed by a comma. Therefore, the correct one is:

*“Online learning eases students to access much more information from wider resources; **however**, it limits the interaction between the student and the teacher to know each other better.”*

7) Essay Writing 10

Sentence:

*“**Therefore** school must be a conducive place for students to learn.”*

Elaboration:

There is no comma after the transition signal “**Therefore**” that made it incorrect. Thus, it should be followed by a comma:

“**Therefore**, school must be a conducive place for students to learn.”

b. Sentences and Clauses Connectors

Transition signals are used both to connect sentences and clauses. Transition signals that can be used to connect sentences are Transition Phrases such as ***In addition, In contrast, On the other hand, As a result***, etc., and Conjunctive Adverbs such as ***Furthermore, However, Thus***, etc. Besides, transition signals that can be used to connect clauses are Coordinating Conjunction such as ***And, But, Yet, Or, So***, etc., and Subordinating Conjunction such as ***Although, Even though, If, Unless, While***, etc. The table below showed the classification:

Table 5. Transition Signals for Sentence and Clauses Connectors

Transition Signals			
Sentences Connectors		Clauses Connectors	
Transition Phrases	Conjunctive Adverbs	Coordinating Conjunction	Subordinating Conjunction
In addition On the other hand In contrast In fact Indeed For example For instance In conclusion	Furthermore Moreover Besides Also Too However Nevertheless Instead Still Nonetheless	And But Yet Or So	Although Though Even though Whereas While If Unless

In summary	Otherwise		
In brief	That is		
In short	Therefore		
Accordingly	Consequently		
As a result	Hence		
As a consequence	Thus		

According to the classification above, the researcher found such kinds of error on using transition signal for sentences and clauses connectors on the students essay writing which are elaborated below:

1) Essay Writing 3

Sentence 1:

“... almost all of them can operate technology. ***So** do the teacher and lecturer should try ...*”

Elaboration:

The word “**So**” on the example above is a coordinating conjunction that should not use in the beginning of the sentence as a connecting word from the previous sentence because it is used to connect clauses. It can be replaced by ***Therefore, Thus, Hence,*** etc.

Sentence 2:

“... . ***But,** with technology we can make learning process more fun ...*”

Elaboration:

The word “**But**” on the example is used to connect sentences meanwhile it is coordinating conjunction to connect clauses. Therefore, the use of “**But**” could be replaced by **However**, **Instead**, etc.

2) Essay Writing 4

Sentence:

*“Education is the ability to fulfill life situation. **But** education lately has become a label for someone ...”*

Elaboration:

On the example above there are two sentences that connected by the word “**But**” while it is not used to connect sentences but clauses. Hence, the word “**But**” should be replaced by sentences connectors such as **On the other hand**, **However**, **Instead**, **Still**, etc.

3) Essay Writing 5

Sentence 1:

*“We can stay keep in touch with our friends all the time on Instagram **But** are our smart phone actually getting in the way of real socializing?”*

Elaboration:

On the example above, there are a declarative sentence “*We can stay keep in touch with our friends all the time on Instagram*” and an interrogative sentence “*Are our smart phone actually getting in the way of real socializing?*” which is connected by the word “**But**”. The use of “**But**” to connect sentences is incorrect because it is used to connect clauses. Therefore, the transition signals that can be used are **However**, **Nevertheless**, **Still**, etc.

Sentence 2:

“*Technology is affecting our society in a negative way But it is up to us to decide how much we let technology dominate our lives.*”

Elaboration:

This second example has the same rule as the previous one that the clauses connector “**But**” should not be used to connect sentences and can be replaced by **However**, **Nevertheless**, **Still**, etc.

4) Essay Writing 8

Sentence:

“*Social media is presented to make communication and various activities easier. But unfortunately, the reality turned out instead.*”

Elaboration:

Using clauses connectors to connect sentences is incorrect. It is shown from the example above where the word “**But**” is used to connect sentences. It should be replaced by transition signals that are used to connect sentences. They are **However**, **Still**, etc.

5) Essay Writing 9

Sentence 1:

*“There are so many ways of learning. The most common one is face-to-face learning by getting into school to have direct class meeting with the teacher. In fact, there is also online learning as the impact of technology development era. **But**, is online learning as good as face-to-face learning?”*

Elaboration:

“**But**” is a transition signal that is used to connect clauses not sentences. Thus, the use of “But” at the beginning of the sentence is incorrect. It could be replaced by **However**, **Still**, **Nonetheless**, etc.

Sentence 2:

*“Online learning eases students to access much more information from wider resources **however** it limits the interaction between the student and the teacher to know each other better.”*

Elaboration:

The use of sentences connector “**however**” to connect clauses is incorrect. It can be replaced by “**but**”. The sentence must be become:

*“Online learning eases students to access much more information from wider resources **but** it limits the interaction between the student and the teacher to know each other better.”*

In exception, it can be used in the sentence if preceded by a semicolon and followed by a comma. Therefore, the form is:

*“Online learning eases students to access much more information from wider resources; **however**, it limits the interaction between the student and the teacher to know each other better.”*

c. Types of Transition Signals

There are some types of transition signals based on the function.

They are:

Table 6. Types of Transition Signals Based on the Function

Types of Transition Signals	Sentences Connectors		Clauses Connectors	
	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunction	Subordinating Conjunction
To introduce additional idea	In addition	Furthermore Moreover Besides Also Too	And	

To introduce opposite idea	On the other hand In contrast	However Nevertheless Instead Still Nonetheless	But Yet	Although Though Even though Whereas While
To introduce choice/ alternative	Otherwise		Or	If Unless
To introduce restatement/ explanation	In fact Indeed	That is		
To introduce example	For example For instance			
To introduce conclusion/ summary	In conclusion In summary In brief In short Indeed			
To introduce result	Accordingly As a result As a consequence	Therefore Consequently Hence Thus	So	

Referring to the types of the transition signals above, the researcher found some errors on using types of the transition signals among the students' essay writing:

1) Essay Writing 1

Sentence:

“In this modern era, technology developments are increasingly advanced, and many people use technology as a learning facilities. Many teachers use technology to teach.”

Elaboration:

In this example, the first sentence stated about the development use of technology and the second sentence indicated the example of it. Therefore, it is better to use transition signal that introduce example to relate the two sentences above. The transition signals that can be used are “***For example***” and “***For Instance***.” These following patterns are the alternatives:

- a) “*In this modern era, technology developments are increasingly advanced, and many people use technology as a learning facilities. **For example**, many teachers use technology to teach.*”
- b) “*In this modern era, technology developments are increasingly advanced, and many people use technology as a learning facilities. **For Instance**, many teachers use technology to teach.*”

2) Essay Writing 2

Sentence 1:

“The impact of technological advancement affects the daily lives of people who become individuals. Lifestyle and ways of behaving are increasingly changing.”

Elaboration:

In this example, there are two sentences where the first sentence stated about the impact of technological advancement that makes people more individual and the second one indicated another impact. In other words, the second sentence acts as additional idea of the first one. Thus, it is better to include transition signals that introduce additional idea to make those sentences more logically related. The alternatives are:

- a) *“The impact of technological advancement affects the daily lives of people who become individuals. **In addition**, lifestyle and ways of behaving are increasingly changing.”*
- b) *“The impact of technological advancement affects the daily lives of people who become individuals. **Moreover**, lifestyle and ways of behaving are increasingly changing.”*
- c) *“The impact of technological advancement affects the daily lives of people who become individuals. **Besides**, lifestyle and ways of behaving are increasingly changing.”*

Etc.

Paragraphs:

- a) *“Technological development raises new problems. Since technology has become as important as now making people more individual. Humans who are ...”*

- b) *“In the case of online games, teens and adults will feel their own pleasure while playing, ...”*
- c) *“We must be able to use technology properly. Technology was created supposed to make life easier ...”*

Elaboration:

The example above contains three paragraphs that are related. The first paragraph stated about problems caused by technological development with the first example is making people more individual. Besides, the second paragraph indicates the second problem caused by technology in the term of online-gaming. The last paragraph showed the writer statement or conclusion on how to behave with technology. Those paragraphs will be easier understood by readers with the role of transition signals. Therefore, it is better to add some types of them they are for showing additional idea and for showing conclusion. These are the alternative:

Technological development raises new problems. Since technology has become as important as now making people more individual. Humans who are ...

(In addition/Furthermore/Moreover) In the case of online games, teens and adults will feel their own pleasure while playing ...

(In conclusion/In summary/In brief) We must be able to use technology properly. Technology was created supposed to make life easier ...”

3) Essay Writing 3

Sentence:

“In my class, some lecturers have used power point, video, or anything else for explanation of a material, some lecturer used Google classroom to communicate and give some assignments ...”

Elaboration:

That sentence consists of two independent clauses. The first clause is *“In my class, some lecturers have used power point, video, or anything else for explanation of a material”* and the second one is *“some lecturers used Google classroom to communicate and give some assignments ...”*. The second clause indicates an additional information for the previous clause. The two clauses, therefore, should be connected by clauses connector that is **“And”**. The sentence also can be simplified by changing the second subject *“some lecturers”* with personal pronoun *“they”*. Thus, the sentence should be:

*“In my class, some lecturers have used power point, video, or anything else for explanation of a material **and** they also used Google classroom to communicate and give some assignments ...”*

4) Essay Writing 9

Sentence 1:

*“There are so many ways of learning. The most common one is face-to-face learning by getting into school to have direct class meeting with the teacher. **In fact**, there is also online learning as the impact of technology development era.”*

Elaboration:

The last sentence of the example above did not indicate the restatement or explanation of the previous sentences. It indicates the additional idea of the ways of learning. Hence, the use of transition signal “**In fact**” that indicate restatement or explanation is incorrect. The correct transition signals that should be used are **Besides, In addition, Moreover, and Also.**

Sentence 2:

*“... The two ways of learning has their own benefits and weakness. **In conclusion**, people try to compare them.”*

Elaboration:

There are two sentences on the example above connected by the transition signal “**In conclusion**”. The second sentence did not indicate a concluding statement of the previous one but indicate a result or consequence. Thus, the transition signals that could be used are **Therefore, Hence, Thus, As a result,** etc.

5) Essay writing 10

Sentence:

*“Basically, school has arrangement of grades, classes, and so on. Students are classified based on some categories. The common one is by their ability in the case of cognitive achievement. Students are often selected by taking score of any subjects. **In contrast**, the students are grouped in any rank of class.”*

Elaboration:

The use of transition signal “**In contrast**” that indicates opposite idea on the example above is incorrect because the last sentence did not indicate opposite idea. It tent to introduce a result. Therefore the proper types of transition signal that should be use are *Accordingly, As a result, As a consequence, Consequently, Therefore*, etc.

d. Transition Signals Placement

There is only one error of transition signal placement found on the students’ essay writing:

1) Essay Writing 9

Sentence:

*“The teacher and the student can’t know each other **therefore** personally better.”*

Elaboration:

Here, the placement of the transition signal “**therefore**” is incorrect. The possible positions of the word “**therefore**” are:

- a) “**Therefore**, the teacher and the student can’t know each other personally better.”
- b) “The teacher and the student, **therefore**, can’t know each other personally better.”

e. Repetitive Transition Signals

Even though transitional signals are important, it should not be used in front of every sentence. Using too many transitional signals can be just confusing as using too few. Therefore, the use of transitional signal must be proportional.

1) Essay writing 7

Sentence:

“In the conclusion we can conclude that we must open our minds that the achievements of children must always be guided and directed.”

Elaboration:

The example of the sentence above is inefficient because there are unnecessary repetitive words. They are “**In the conclusion**” and “we can conclude that”. The two of them are used to indicate a conclusion or summary. However, the clause “**we can conclude**

that” should not be used because the transition signal “*In the conclusion*” is exist. Moreover, it also should be followed by a comma so the correct form is:

“In conclusion, we must open our minds that the achievements of children must always be guided and directed.”

Those were the errors on using transition signals that occurred on the students’ essay writing. In addition, on the outside context of transition signals, the researcher also found 40 items of grammatical errors which were included in 13 items of omission, 9 items of addition, 15 items of misinformation, and 3 items of disordering.

According to Dulay, Burt and Krashen,⁴⁰ here elaboration of the four kinds of errors:

a. Omission

Omission is the absence of an item that should appear in a well-formed utterance. Here was the example:

*“The teacher **give** motivation ...”* (Essay Writing 1)

(It should be formed as: *“The teacher **gives** motivation ...”*)

b. Addition

Addition is the presence of an item that should not appear in a well-formed utterance. Here was the example of the error:

*“They **are** can concern ...”* (Essay Writing 3)

⁴⁰ Carl James, Error in Language Learning and Use: Exploring Error Analysis, (California: Longman, 1998), p. 106.

(It should be formed as: “*They **can** concern ...*”)

c. Misinformation

Misinformation is the use of wrong form of morpheme or structure. Here was the example:

“*We can **used** power point ...*” (Essay Writing 3)

(It should be formed as: “*We can **use** power point ...*”)

d. Disordering

Disordering is incorrect placement of morpheme of group of morphemes in an utterance. Here was the example:

“*Can make more give attention*” (Essay Writing 3)

(It should be formed as: “*Can make students give more attention*”)

C. Discussion

Based on the objectives of the error analysis that has been stated on chapter II of the literature review, the result of the research should reflect to these following terms:

1. Pattern of Error

Pattern of error allows researcher to determine whether students are making consistent errors. By pinpointing the pattern of individual students' errors, the researcher found that the students did such kinds of grammatical errors. They were 40 items which were included in 13 items of omission, 9 items of addition, 15 items of misinformation, and 3 items of disordering.

2. Causes of Error

The contributing factors of the students' error on using transition signals in essay writing referring to the analysis of the researcher were three points. They were:

a. The inability to identify the rules of using transition signals

There are some rules on using the device transition signals in essay writing. They are using punctuation for transition signals, differing transition signal for sentences and clauses connectors, differing the types of transition signals based on the function, and the placement of the transition signal (at the beginning; in the middle; or at the end).

The result of the analysis showed that students have the inability to apply those rules properly. This inability caused errors occurs on their essay writing. For example, the students often used transition signals for clauses “*But*” and “*So*” to connect sentences and placed it at the beginning of the sentence (Essay Writing 3). Student placed a comma after an independent clause followed by a transition signal “*if*” that introduce the dependent clause came after while this rule is incorrect (Essay Writing 7). Moreover, student used transition signal that indicate opposite idea to introduce result or consequence (Essay Writing 10).

b. Lack of transition signal mastery

As has been mentioned in the chapter II, there were many kinds of transition signal which can be used in a writing composition. Students were expectedly could be able to use them to maintain the flow of the ideas within their essay writing. In the contrary, the researcher found only few of transition signals used in the ten of the students’ essay writing. Besides, the researcher even found no transition signal from an essay (Essay Writing 6). It showed that the students had lack transition signal mastery.

c. The inability to arrange the ideas in to essay writing structure

Essay writing as well as the other kinds of paragraph writing required a basic arrangement of ideas. Essay writing is built up of an introduction, a body and a conclusion paragraph. The introduction contains general statement and thesis statement. They should lead reader from a very general idea to the specific one that attracted the reader interest. The body paragraph consists of a topic sentence and some support sentences. Besides, the conclusion paragraph should introduce a restatement, summary or final comment of the main points of the whole essay.

In the contrary with the essay structure above, the result of the research showed that some of the students did not pay attention to the order of the ideas arrangement. The students wrote freely without ordering the ideas properly that caused confusion for the reader while they can use transition signal devices to maintain it.

3. Typology of Error

After analyzing the data of the ten students' essay writing, the researcher found five kinds of errors on using transition signals within the essay writing. These following elaborations were the typology of the error analysis:

a. Error on Punctuation for Transition Signals

The researcher found 9 items of error on using punctuation for transition signals with the percentage of 33,33%.

b. Error on Sentences and Clauses Connectors

The researcher found 8 items of error for sentences and clauses connector with the percentage of 29,63%.

c. Error on Types of Transition Signals

The researcher found 8 items of error on types of transition signals with the percentage of 29,63%.

d. Error on Transition Signals Placement

The researcher only 1 item of error on transition signals placement with the percentage of 3,70%

e. Error on Repetitive Transition Signals

Same as error for placement, here the researcher only found 1 item of repetitive transition signals with the percentage of 3, 70%.

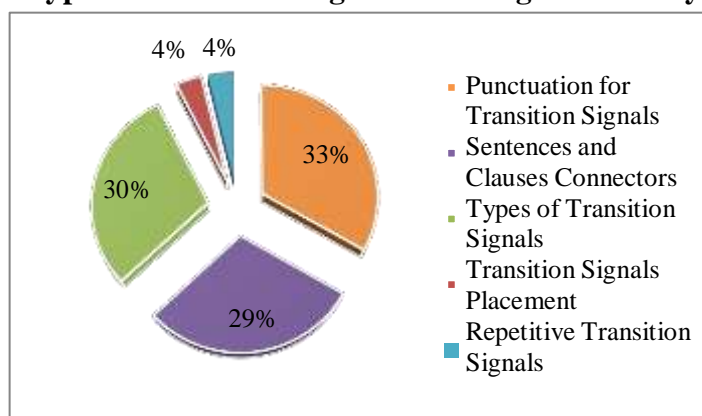
Based on the classification of the errors above, the researcher found totally 27 items of errors occurred on the students' essay writing that are shown on the following table:

Table .7 The percentage of errors on using transition signal in the students' essay writing

Types of Error	Essay Writing										Total	Percentage
	E W 1	E W 2	E W 3	E W 4	E W 5	E W 6	E W 7	E W 8	E W 9	E W 10		
Punctuation for Transition Signals	1		1		1		3	1	1	1	9	33,33%
Sentences and Clauses Connectors			2	1	2			1	2		8	29,63%
Types of Transition Signals	1	3	1						2	1	8	29,63%
Transition Signals Placement									1		1	3,70%
Repetitive Transition Signals							1				1	3,70%
Total	2	3	4	1	3	0	4	2	6	2	27	100%

The following figure also represents the percentage of kinds of error on using transitional signal on the students' essay writing:

Figure 5. Types of error on using transition signals in essay writing



Referring to the percentage of the classification above, the researcher found five types of error on using transition signal in essay writing among the fourth semester students of English Education Department in State Islamic Institute (IAIN) of Metro in the academic year 2018/2019. The types of the error were error on using punctuation for transition signals, error on sentences and clauses connectors, error on types of transition signals, error on transition signals placement, and error on repetitive transition signals. It also can be concluded that the highest frequency of error on using transition signals occurred on the students' essay writing was error on punctuation for transition signals with the percentage of 33%.

4. Implication of the language teaching and learning process

One of the objectives of conducting an error analysis was to evaluate and improve the language teaching and learning process. The result of the error analysis was supposed to contribute a comprehensive knowledge and was intended to be used for a revision of the process of language learning. Therefore, it could serve an alternative way of the teaching and learning process to reach the goal of the students' comprehensive understanding of the thought materials.

In this research, the researcher dealt with the matter of using transition signals in essay writing. It has been widely accepted that writing is a productive skill in English language instructions and implementing such kinds of writing devices within is not easy. Transition

signals are important device used in writing to signal the relation of the flowing ideas cohesively. Its final goal is the reader understanding.

This present work was conducted to investigate the students' ability on using transition signal in essay writing by analyzing the occurred errors. It is equally important for the lecturers to know the students' error and the contributing factors that caused the errors to design a teaching-learning way on the order of improving the students' understanding.

Referring to the result of the research above, the researcher recommended the producing of module consisting of comprehensive material about the device transition signal and essay writing. It should provide the detail formula of the use of transition signal and the essay structure.

There are also some tips on handling surface error in students' writing.

1. Identify patterns of error

Rather than correct each paper, it is better to hold off on writing comments until reading the whole. This will make easier to respond on the level of content. Point out that errors in a comment, give examples, and explain how to correct. Decide which errors that bother the most and focuses on those.

2. Restrict correction to one paragraph

Correcting every single error in a students' writing product puts teacher in the role of editor. Ultimately, teacher should lead the

students to become better editors of their own work. To make students responsible for their own editing, correct only one paragraph of an essay and acquire the students to do the rest. This will make students look at the corrections carefully and apply them.

3. Provides models of academic prose

One way to support students as they learn to write in academic setting is to introduce academic language. Identify examples of effective sentences or paragraphs from the students' writing and share these with the class.

4. Bring in example of common errors

If the teacher noticed students making the same types of errors, it may make more sense to address these collectively rather than individually. Identify and copy examples of the errors from students work and discuss it in the class. A good way to address these is putting the students into groups to work on correcting together. Ask for volunteers to put their corrections on board and discuss for what and why they did it.

5. Vary the strategies throughout the teaching-learning process

After identifying, correcting, and explaining a pattern of the errors, it is important to vary the approach to surface error. Circle the errors and require students to make correction by themselves. The next time, the teacher can do even less and let the students to do more.

6. Require students to read their essay writing aloud to their peers

By reading aloud their essay writing among the group, the students are allowed to share corrections of each students' work. They are required to make note of their peers writing errors.⁴¹

⁴¹ Pie Corbett and Julia Strong, *Writing Across the Curriculum*, (Belford: Lehman College, 2000), 1st Ed, p.98.

CHAPTER V

CONCLUSION AND DISCUSSION

A. CONCLUSION

The researcher elaborated the conclusion based on the objectives of the research. The objectives of this research were to know the kinds of errors and to know the causes of the errors on using transition signals in essay writing among the fourth semester students of English Education Department in State Institute for Islamic Studies of Metro.

Based on the result of the result, the researcher found that the students made five types of errors on using the transition signals in essay writing. Those types of errors were Error on Punctuation for Transition Signals with 9 items and percentage of 33,33%, Error on Sentences and Clauses Connectors with 8 items and the percentage of 29,63%, Error on Types of Transition Signals with 8 items and the percentage of 29,63%, Error on Transition Signals Placement with 1 item and the percentage of 3,70%, Error on Repetitive Transition Signals with 1 item and the percentage of 3, 70%. Therefore, it can be conclude that the highest frequency of the error was Error on Punctuation for Transition Signals with 33,33%.

Moreover, referring to the result of the analysis and to the result of interview, the researcher found that there are three causes of errors. They are the inability to identify the rules of using transition signals, lack of transition signal mastery, the inability to arrange the ideas in to essay writing structure.

B. SUGGESTION

In this research, the researcher supposed to address some suggestions. The first suggestion the researcher addressed to the students of English Education Department in State Institute for Islamic Studies of Metro. The students are suggested to pay more attention to the writing composition especially on the use of transition signals in essay writing. It is an important writing device on building coherent and easy understanding essay writing.

The second suggestion the researcher addressed to the writing course material lecturers. It is equally important for the lecturers to know about the students errors on using transition signals in essay writing. Therefore, the lecturers are expected to be able to help the students solving the problem to create a better essay writing by designing strategy on the writing instruction.

The third suggestion is addressed to the English Education Department. It is crucial for the English Education Department to publish such kinds of helpful modules or guidebooks to support the writing teaching-learning process and help the students learn the writing course material especially on the use of transition signals in essay writing.

Last but not least, the researcher suggestion addressed to the next researchers. They are suggested to enrich research especially on the domain of writing because writing is an important and difficult productive skill to be more paid attention. The researcher also does hope that this undergraduate thesis can be very beneficial as a reference for them.

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APENDIXES



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
JURAI SIWO METRO**

Jl. K. Husein Dewantara 15 A Tengguluto Metro Timur Kota Metro Lampung, 34111
Telp. (0725) 41507, Fax. (0725) 47296, Website: www.stainmetro.ac.id, e-mail: stainmetro@stainmetro.ac.id

SURAT IZIN PRA SURVEY
Nomor : St.06/K.1/TL.01/0408/2017

Wakil Ketua 1 Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro
mengusulkan kepada Sdr. :

Nama : **SITI MAMILLATUN NIKMAH**
NPM : **1293557**
Semester : **X (Sepuluh)**

- Untuk :
1. Mengadakan pra observasi / survey di STAIN Jurai Siwo Metro, guna mengumpulkan data (bahan-bahan) untuk rangka menyelesaikan penulisan SKRIPSI mahasiswa yang bersangkutan dengan judul : "AN ERROR ANALYSIS OF USING TRANSITION SIGNAL IN WRITING ESSAY AMONG THE FOURTH SEMESTER STUDENT OF ENGLISH EDUCATION STUDY PROGRAM OF STAIN JURAI SIWO METRO.
 2. Waktu yang diberikan mulai tanggal 18 Januari 2017 sampai dengan selesai.

Kepada pejabat yang berwenang di lingkungan STAIN Jurai Siwo Metro agar dapat memberikan bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 18 Januari 2017





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47290, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3199/In.28/D.1/TL.00/10/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
REKTOR INSTITUT AGAMA ISLAM
NEGERI (IAIN) METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3198/In.28/D.1/TL.01/10/2018,
tanggal 15 Oktober 2018 atas nama saudara:

Nama : SITI MAMLUATUN NIKMAH
NPM : 1293557
Semester : 13 (Tiga Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING TRANSITIONAL SIGNAL IN ESSAY WRITING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN STATE INSTITUTE OF ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 15 Oktober 2018
Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniw.ac.id e-mail: tarbiyah.iaim@metrouniw.ac.id

SURAT TUGAS

Nomor: B-3198/In.28/D.1/TL.01/10/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : SITI MAMLUATUN NIKMAH
NPM : 1293557
Semester : 13 (Tiga Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING TRANSITIONAL SIGNAL IN ESSAY WRITING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN STATE INSTITUTE OF ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Oktober 2018

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Siti Fatimah MA
NIP. 19570531 199303 2 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaini@metrouniv.ac.id

Nomor : 2973 /In.28.1/J/PP 00.9/10/2018
Lamp : -
Hal : BIMBINGAN SKRIPSI

02 Oktober 2018

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Siti Mamluatun Nikmah
NPM : 1293557
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Error Analysis On Using Transitional Signal In Essay Writing Among The Third Semester Students Of English Education Departement In State Institute For Islamic Studies Of Metro In The Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Website: www.metrouniv.ac.id, e-mail: iaimetro@metrouniv.ac.id

Nomor : 3662/In.28/B.3/TL.00/11/2018

06 November 2018

Lampiran : 1 (satu) bundel

Perihal : Balasan Permohonan Izin dan Data Penelitian

Kepada Yth.

Siti Mamluatun Nikmah

di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 06 November 2018 perihal permohonan izin dan data penelitian, maka dengan ini kami memberikan izin penelitian dan data terlampir kepada:

Nama	: Siti Mamluatun Nikmah
NIM	: 1293557
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul skripsi	: An Error Analysis on Using Transitional Signal in Essay Writing Among the Third Semester Students of English Education Department in State Institute of Islamic Studies of Metro in the Academic Year 2018/2019

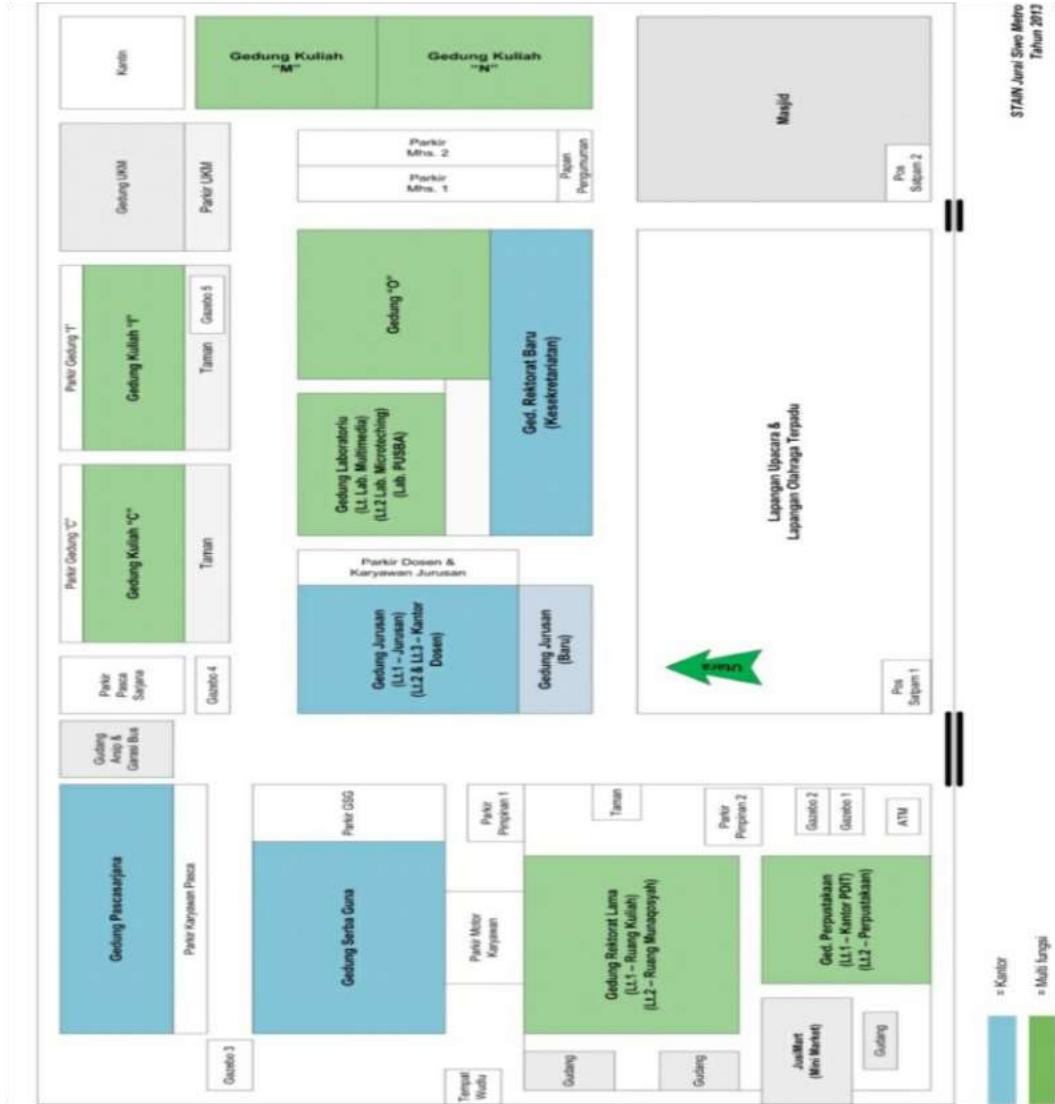
Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

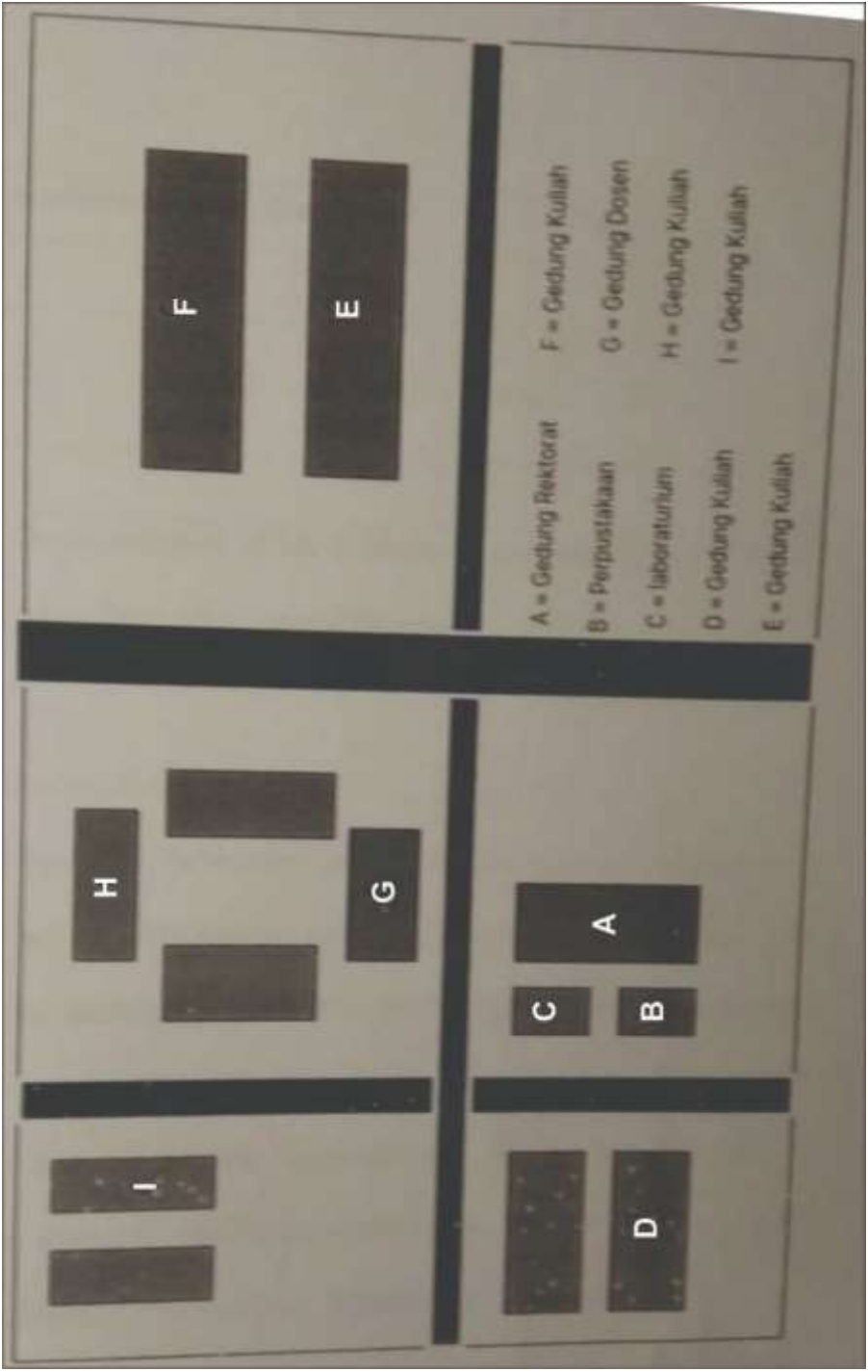
Wassalamu'alaikum Wr. Wb.

Kabag Akademik dan Kemahasiswaan,

Tri Pramasetia

5. Location Sketch of IAIN Metro





Do your teacher use technology well

Technology is means to provide a need for human survival. In education technology commonly used is internet. In this modern era, technology developments are increasingly advanced, and many people use technology as a learning facilities. many teachers use technology to teach.

Misinformation (to use)

Error on types of transition signal. +
Need transition signal that introduce essay
(for example / for instance)

Technology used in learning to easy to teacher deliver material and more easy to understand for student.

Along with the times the teachers facilitated by the emergence of applications which can be used like google class room, Quizzer, translate, etc. In using technology

the teacher must motivate students, good direction, and make learning easy and fun. Make the best use of technology and use it wisely. that the use of the

internet can make it easy to find material so that it does not require much time to search for the material needed. Besides more resources and material are obtained

but must remain vigilant with uncertain sources, because maybe the contain inaccurate material

Technology is very beneficial for life, so in education the good teacher should can keep up with the time so in the future students can compete. The impact of technology is easily, speed up searching for material. The teacher give motivation, guide, and exemplify. The good thing when using technology.

Omission (gives)

Error Analysis Essay Writing 1

Types of Error	Example
<p>Error on Punctuation for Transition Signals</p>	<p>Paragraph 2</p> <p>“<u>Besides</u> more resources and material are obtained ...” (Note: There is no comma after the transition signal Besides)</p> <p>Evaluation:</p> <p>“<u>Besides,</u> more resources and material are obtained ...”</p> <p>(Note: The transition signal “Besides” should be followed by a comma)</p>
<p>Error on Types of Transition Signals</p>	<p>Paragraph 1</p> <p>“In this modern era, technology developments are increasingly advanced, and many people use technology as a learning facilities. (_____)Many teachers use technology to teach.”</p> <p>(Note: There was none type of transition signal while the second sentence indicates example of the previous sentence. Thus, it is better to add type of transition signals that introduce example such as For example or For Instance).</p> <p>Evaluation:</p> <p>“In this modern era, technology developments are increasingly advanced, and many people use technology as a learning facilities. <u>For example,</u> many teachers use technology to teach.”</p> <p>(Note: The correlation between the sentences becomes clearer by adding the transition signal)</p>

Anissa Rizky Anggraini
1701070167

Essay Writing 2

No
Date

Technology Make Us More Alone

Along with the times, the use of technology is increasingly widespread. Positive or negative influences can arise from the technology. The impact of technological advancements affects the daily lives of people who become individuals. Lifestyles and ways of behaving are increasingly changing.

Error on types of transition signal. Need type that indicate example (for example / for instance)

Technological development raises new problems. Since technology has become as important as now making people more individual. Humans who are supposed to be social beings are even more cool to use their gadgets. Today humans will be more dependent on their gadgets.

on types
position

In the case of online games, teens and adults will feel their own pleasure while playing, they will interact with new people only by voice. This is what will become a closer and far closer phenomenon. As a result, communication with others is reduced and makes them cool with their own world.

We must be able to use technology properly. Technology was created supposed to make life easier rather than creating individual generations. Use technology wisely and we must still build communication with others. Never leave what has become our culture.

conclusion / thus / therefore /
etc.)

Error Analysis Essay Writing 2

Types of Error	Example
Error on Types of Transition Signals	<p>Paragraph 1</p> <p>“... The impact of technological advancement affects the daily lives of people who become individuals. Lifestyle and ways of behaving are increasingly changing.”</p> <p>(Note: There is none types of transition signals used in this sentences while the second sentence indicates the additional information of the previous one)</p> <p>Evaluation:</p> <p>“The impact of technological advancement affects the daily lives of people who become individuals. In addition, lifestyle and ways of behaving are increasingly changing.”</p> <p>(Note: By adding the type of transition signal that indicates additional information, the ideas between the sentences becomes easier understand)</p> <p>Paragraph 2-4</p> <p>“Technological development raises new problems. Since technology has become as important as now making people more individual. Humans who are ...”</p> <p>“In the case of online games, teens and adults will feel their own pleasure while playing, ...”</p> <p>“We must be able to use technology properly. Technology was created supposed to make life easier ...”</p> <p>(Note: There is none types of transition signals used in this paragraph that make the paragraph had no clear correlation of ideas)</p> <p>Evaluation:</p>

	<p>Technological development raises new problems. (For example/For Instance), Since technology has become as important as now making people more individual. Humans who are ...</p> <p>(In addition/Furthermore/Moreover) In the case of online games, teens and adults will feel their own pleasure while playing ...</p> <p>(In conclusion/In summary/In brief) We must be able to use technology properly. Technology was created supposed to make life easier ...”</p> <p>(Note: The correlation among the ideas becomes clearer by adding some types of transition signals based on the function)</p>
--	--

Name: Lukka Pulia Okonon

For A III
101010029

Date:

Is your teacher like technology user?

Information (to enter)

In this era, we live in a very industrial age.

9.0 Many humans had a good life because technology.

Technology in this era almost has all our activities.

And technology what we do is almost all used technology.

With this condition, including in learning and teaching process.

Education in this learning process every student should.

Can operate some technology for the example teacher, student, computer or any equipment. Not just for student,

teacher and student must have how can use technology.

Teacher or lecturer, better used technology able to use in this era, to make learning and teaching process more easily.

Many student in this era or we can call 2 generation, almost all of them can operate technology.

So do the teacher or lecturer, they should use it, for make more effective for learning process.

Because, student at this time most of them can feel good when teacher just use technology.

And, both technology we can make use by learning process more fun, and that can make

Essay writing 3

consistency in writing
(can make students give more attention)

Information (for studying)

More give attention, and they are can concern

and student for study. for example, we can use

their point to make simple explanation for them.

put can make them interesting with our material.

Information (for studying)

Information (for studying)

Information (for studying)

Information (for studying)

Information (for studying)

Information (for studying)

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Information (for studying)

Information (for studying)

Information (for studying)

Information (for studying)

Information (for studying)

Error Analysis Essay Writing 3

Types of Error	Example
<p>Error on Punctuation for Transition Signals</p>	<p>Paragraph 2</p> <p>“<u>For the example</u> operating computer and smart phone ...”</p> <p>(Note: There is no comma after the transition signal “For the example”)</p> <p>Evaluation:</p> <p>“<u>For the example</u>, operating computer and smart phone ...”</p> <p>(Note: The transition signal “For the example” should be followed by a comma)</p>
<p>Error On Sentences And Clauses Connectors</p>	<p>Paragraph 3</p> <p>1. “... almost all of them can operate technology. <u>So</u> do the teacher and lecturer should try ...”</p> <p>(Note: The word “”So” is a subordinating conjunction to indicate result that is included in clauses connector not sentences connector. It can be replaced by sentences connectors to indicate result such as Therefore, Thus, Hence, etc.)</p> <p>2. “... . <u>But</u>, with technology we can make learning process more fun ...”</p> <p>(Note: The word “”But” is a subordinating conjunction to indicate contrast idea that is included in clauses connector not sentences connector. It can be replaced by sentences connectors that indicate contrast idea such as However, Instead, etc.)</p>
<p>Error on</p>	<p>Paragraph 4</p>

Types of Transition Signals	<p>“In my class, some lecturers have used power point, video, or anything else for explanation of a material, some lecturer used Google classroom to communicate and give some assignments ...”</p> <p>(Note: There was none type of transition signal within the sentences with two independent clauses “In my class, some lecturers have used power point, video, or anything else for explanation of a material” and “some lecturer used Google classroom to communicate and give some assignments”)</p> <p>Evaluation:</p> <p>“In my class, some lecturers have used power point, video, or anything else for explanation of a material <u>and</u> they also used Google classroom to communicate and give some assignments ...”</p> <hr/> <p>(Note: It is better and is easier understanding by adding clauses connector “And” and substituted the same subject with personal pronoun “<u>they</u>”)</p>
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What are you really learning at school

a job later.

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education can take place in formal or formal settings and any experience that has a formative effect ^{→ omission (the place in informal or formal setting)}

The purpose of education is for empowering the children and also the adults to become active participants for the transformation of their family and their society and come to the end to build up to country.

Education is the ability to fulfill life situations. ^{Error on sentence & clause connector (Replaced by However/nevertheless/intend/etc.)}

But education today has become a label for someone to get a job in a better place. A person and success ^{→ misinformation (will succeed)}

I study at school about how to work on omission (I study at school)

Problems and learn about material, I study school about how to learn, manners, and how to respect other people, and I strongly agree why people should learn about ^{→ misinformation (behave)}

The science that is in school because that's the fragment of why we have to study it all at school.

So, being in school we can change our mindset and insight will increase, and it is easier to find ^{→ omission (the insight will increase)}

Error Analysis
Essay Writing 4

Types of Error	Example
Error on Punctuation for Transition Signals	<p>Paragraph 3</p> <p>“Education is the ability to fulfill life situation. But education lately has become a label for someone ...”</p> <p>(Note: The word “”But” is a subordinating conjunction to indicate contrast idea that is included in clauses connector not sentences connector. It can be replaced by sentences connectors that indicate contrast idea such as However, Instead, etc.)</p>

Name: Eriska Naven Dewi

NUM: 2701070021

No

Date

Does Technology Make Us More Alone?

Technology is supposed to make us more connected. We can stay in touch with our friends all the time on Instagram and snapchat, and obviously by texting or messaging. But are our smartphones actually getting in the way of real connection? Many people build relationships online and for a while, socializing? Could technology be making us more alone? ^{Many people build relationships online and for a while, socializing?} even though technology helps us to communicate with people around the world but it also can make us ^{more isolated} become more isolated. "Get connected" is a phrase that we have grown accustomed to hearing and seeing in the 21st Century. With technology developing faster than ever, the digital world is at our fingertips. Some might say that the introduction of social network has helped to bring people closer together all around the world.

Though our online communities may have a likeness to real life societies, they are in fact nothing but numb conceptions of our day to day lives fuelled by self pride and egoism. With our reliance on social media sites such as facebook actually cutting us from real life society, it is a sad truth that mankind is looking at a very forlorn and pitiful future. Instead of meeting someone in person and hanging out with them more, we tend to text or utilize our smartphones to talk to people.

Essay Writing 5

No

Date

Technology make us more alone because we are always depending on our phones and other technology, when we start to get too attached to our gadget, we start to compare our life with the lives of others, and we just ourselves with the amount like and followers someone else has. Besides, being lonely is a big deal. Research revealed that being lonely is even more dangerous to your health than being overweight.

Many people build relationships online and for a while, they would not feel lonely but over time we will feel frustrated because we cannot interact with the other person face to face. We scroll through our Instagram in silence when we are in the car with your family. We text our friend instead of meeting them in person. This shows how attached we are to technology. Being too focused on a screen makes you forget the difference between being alone and being lonely. Technology negatively influences our social interaction, it makes people more socially lonely. Technology is affecting our society in a negative way, but that does not mean that we are going to stop using technology, it has come to stay. But it is up to us to decide how much we let technology dominate our lives. At the end, it is always our decision if we want to see the world through a screen or your own eyes. ^{Error on sentence & clause connector} (Replaced by However/Still/Nonetheless/etc.)

Types of Error	Example
<p>Error on Punctuation for Transition Signals</p>	<p>Paragraph 3</p> <p>“<u>Besides</u> being lonely is a big deal.”</p> <p>(Note: There is no comma after the transition signal Besides)</p> <p>Evaluation:</p> <p>“<u>Besides,</u> being lonely is a big deal.”</p> <p>(Note: The transition signal “Besides” should be followed by a comma)</p>
<p>Error on Sentences and Clauses Connectors</p>	<p>Paragraph 1</p> <ol style="list-style-type: none"> 1. “We can stay keep in touch with our friends all the time on Instagram <u>But</u> are our smart phone actually getting in the way of real socializing?” 2. “Technology is affecting our society in a negative way <u>But</u> it is up to us to decide how much we let technology dominate our lives.” <p>(Note: The use of “But” to connect sentences is incorrect because it is used to connect clauses. Therefore, the transition signals that can be used are However, Nevertheless, Still, etc.)</p>

Essay Writing 6

Date

Day

Q: Important is art education?

So, this abstract concept of creativity on its own.
So, we can do it to art!
→ misinformation (creativity)
→ omission (is on its own)

Education is learning knowledge, ability and habit which we do. The goal of education is to enrich and develop in the potential for learner. The function of education is to develop the learner shape character for the learner to be dignified.

Education is important for everyone. Art education also very important because apart from having science we also need art that we want to develop. Everyone has their talents.

I agreed with art education in school. Although art education school we can't develop the talent we have. It's supposed to be an art related organization at school but most schools aren't doing it right. So, let the talents of the student can be compared.

There are many kinds of art:
→ permission (kinds of art)
→ misinformation (drawing)
→ omission (our talents) (delete "the")

Even our younger brother and sister. Unfortunately, when art class becomes and overfused visual art and lesson can diminish lessons.

So, it's important to really strong foundation in those other subjects areas which then helps to develop children's creativity. Because, as human beings we are naturally creative and so it's not breaking creativity.

How Important is Arts Education?

School and Education is a medium for developing artistic talent for students. Art Education has a role in the formation of harmonious personal learners by paying attention to the developmental need of children in achieving multiple intelligences: music, visual arts, dance and drama that contain elements of beauty and can affect the feelings of others.

Basically, art Education in school is directed to foster a sense of aesthetic and artistic taste to their students form a critical, appreciative and creative attitude as a whole.

This attitude will grow. If a sort of process activities are carried out on students which include observation or assessment and growth of ownership through student involvement in all artistic activities in the classroom or outside the classroom.

Thus art education involves all forms of activities in the form of physical, esthetic and a range of beauty started in expressions of exploration activities that are creative and creative through the language of form movement.

The purpose of art education in schools is for students to gain experience in creating work concepts, practical experiences and to feel the function of art education for life. Art education provided through school learning curriculum aims to shape

Essay Writing 7

The disorder of students into human beings who have a sense of art and cultural understanding.

When the child is sitting on the school bench, the art value in them becomes faded, this is a phenomenon that occurs in Indonesia. Do you know the reason? The reason, because many of the parents of students and teachers emphasize children to grow and develop with academic achievement and ignore the artistic achievements in students in the growth and development of a child we cannot impose intelligence

in just one field. Intelligence of each child definitely different. There are smart in academic field there are smart in the field of art. Every child has different potential and the duties of parents and teachers to develop the potential of students (It is the

we must open our minds that the achievements of children must always be guided and directed. As parents, it is good to always support all of the achievements of children and for the teachers it is good to grow and develop artistic achievements through art education by making it fun.

In the conclusion we can conclude that error on repetitive transition signal error (in conclusion) error on punctuation (in conclusion followed by

Error Analysis Essay Writing 7

Types of Error	Example
<p>Error on Punctuation for Transition Signals</p>	<p>Paragraph 2</p> <p>1. “This attitude will grow, <u>if</u> a series of process activities are carry out ...”</p> <p>(Note: In this sentence, there are an independent clause “This attitude will grow” comes first and a dependent clause “if a series of process activities are carry out ...” comes second. Transition signal “if” is included in subordinating conjunction. Based on the rule of using subordinating conjunction, if the independent clause comes first, the subordinating conjunction that introduces the dependent clause should not be preceded by a comma)</p> <p>Evaluation:</p> <p>“This attitude will grow <u>if</u> a series of process activities are carry out ...”</p> <p>(Note: The must be no comma preceded the word “If”)</p> <p>2. “<u>Thus</u> art education involves all forms of activities ...”</p> <p>(Note: While using a transition signal to begin a sentence, we should place a comma after it)</p> <p>Evaluation:</p> <p>“<u>Thus,</u> art education involves all forms of activities ...”</p>

	<p>Paragraph 5</p> <p>“<u>In the conclusion</u> we can conclude that ...”</p> <p>(Note: There is no comma following the transition signal “In the conclusion”)</p> <p>Evaluation:</p> <p>“<u>In the conclusion,</u> we can conclude that ...”</p> <p>(Note: There should be a comma after the transition signal “In the conclusion”)</p>
<p>Error on Repetitive Transition Signals</p>	<p>Paragraph 5</p> <p>“<u>In the conclusion</u> <u>we can conclude that</u> we must open our minds that the achievements of children must always be guided and directed.”</p> <p>(Note: “In the conclusion” and “we can conclude that” are similarly indicating a conclusion or summary. It is better to use only transition signal “In the conclusion”)</p>

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Essay Writing 8

"Do you worry we are filming too much?"

Technological developments have shown remarkable progress currently. Many things from the life sector have used the existence of the technology itself. Its presence has a considerable impact on human life in various aspects and dimensions. At present the technological needs are very high, both from the middle to lower classes to the middle and upper classes. ~~Lpmisordering (from the lower to the middle and from the middle to upper d~~

In this time, the development of information technology has increasingly affected human life. One of the most is social media. Social media is presented to make communication and various activities easier. But unfortunately, the reality turned out instead. In fact, nowadays there are many people who are more absorbed in gadgets or accounts in social media than interacting socially in the real world. ~~Error on sentence and clause connector (replaced by However/still/nevertheless/etc.)~~

Sometimes social media becomes a stage for everyone to show their existence. Starting from foods, mind, to personal feelings, all we can display there can be public consumption. Sometimes to also someone prioritizes fame for social media ~~error~~ so that they do not enjoy the real world. For example ~~error~~ when they are eating in luxurious restaurant, most of them first take pictures of food and post it on social media rather than enjoying the food first, and when someone goes to a tourist spot, they will post the picture first and sometimes ~~error~~ do not even enjoy the nature beauty. ~~error~~ ~~misordering and omission (the beauty of nature)~~ ~~error~~ ~~Need comm.~~

Internet technology can not longer be separated from daily routines in society. These services make it easy for people to access any information, so practical and fast. Of course this technological advancement has caused a huge progress in the lives of humanity with all

Error Analysis
Essay Writing 8

Types of Error	Example
<p>Error on Punctuation for Transition Signals</p>	<p>Paragraph 3</p> <p>“<u>For example</u> when they are eating in luxurious restaurant, most of them first taking pictures of food ...”</p> <p>(Note: There is no comma after the transition signal “For example”)</p> <p>Evaluation:</p> <p>“<u>For example,</u> when they are eating in luxurious restaurant, most of them first taking pictures of food ...”</p>
<p>Error on Sentences and Clauses Connectors</p>	<p>Paragraph 2</p> <p>“Social media is presented to make communication and various activities easier. <u>But</u> unfortunately, the reality turned out instead.”</p> <p>(Note: Using clauses connectors to connect sentences is incorrect. It is shown from the example above where the word “But” is used to connect sentences. It should be replaced by transition signals that are used to connect sentences. They are However, Still, etc.)</p>

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Essay writing 9

Is Online Learning as Good as face-to-face Learning?

error on types
A word (Replaced
besides/etc.)
by more one

There are so many ways of learning. The most common one is face-to-face learning by getting into school to have direct class meeting with the teacher. In fact, there is also Online learning as the impact of technology development era. But, is online learning as good as face-to-face learning? Online learning eases students to access much more information from wider resources however it limits the interaction between the students and the teacher to know each other better. The two ways of learning has their own benefits and weakness. In conclusion, people try to compare them.

error on types
Replaced by their for
as a result/etc.

Teaching-learning process at school is more generally taken. Most of parents around the world sent their children to school. They believe that education especially the formal one can prepare their children to face the future better. School system use face-to-face learning. It serves students more direct social experience not only with the teacher but also with friends. Teacher and students have closer interaction and relationship. Teacher and students has bigger possibility to know each other personality and psychology from the daily activities.

In the case of online learning, the learning system may not as systematic as in the face-to-face learning related to the syllabus and lesson plan. The learning activity process also depends on the internet connectivity. It also needs more electronic waste. Moreover, the relationship is limited only on the learning point or may be just a narrower free-talking. The teacher and the student can't know each other therefore personally better. In conclusion the online learning is not as good as face-to-face learning.

Error on placement. (Put at the beginning followed by comma)

Error Analysis Essay Writing 9

Types of Error	Example
<p>Error on Punctuation for Transition Signals</p>	<p>Paragraph 1</p> <p>“Online learning eases students to access much more information from wider resources <u>however</u> it limits the interaction between the student and the teacher to know each other better.”</p> <p>(Note: On the example above, the use of the transition signal “however” without any punctuation is incorrect. It should be preceded by a semicolon and followed by a comma.)</p> <p>Evaluation:</p> <p>“Online learning eases students to access much more information from wider resources; <u>however</u>, it limits the interaction between the student and the teacher to know each other better.”</p>
<p>Error on Sentences and Clauses Connectors</p>	<p>Paragraph 1</p> <p>“In fact, there is also online learning as the impact of technology development era. <u>But</u>, is online learning as good as face-to-face learning?”</p> <p>(Note: “But” is a transition signal that is used to connect clauses not sentences. Thus, the use of “But” at the beginning of the sentence is incorrect. It could be replaced by However, Still, Nonetheless, etc.)</p>
<p>Error on Types Of Transition Signals</p>	<p>Paragraph 1</p> <p>“There are so many ways of learning. The most common one is face-to-face learning by getting into school to have direct class meeting with the teacher. <u>In fact</u>, there is also online learning as the impact of technology development era.”</p>

(Note: The last sentence of the example above did not indicate the restatement or explanation of the previous sentences. It indicates the additional idea of the ways of learning. Hence, the use of transition signal "In fact" that indicate restatement or explanation is incorrect. The correct transition signals that should be used are Besides, In addition, Moreover, and Also.)

Paragrap h 3

“The teacher and the student can’t know each other personally better.”

Transition
Signals
Placement

Evaluation:
“Therefore, the teacher and the student can’t know each other personally better.”
“The teacher and the student, therefore, can’t know each other personally better.”

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Essay Writing 10

Grouping Students Ability in School

Every students born in this world with their own characteristics, abilities and uniqueness. Those things are gifts God has given to be maintained and developed. I believe that one of the most common ways to develop ability is by getting in to school to learn many things and practice many drills. School is the second place where students obtain much more experiences after the learning process in their family life. The prior knowledge and ability given by parents will be strengthen in school. Therefore, school must be a conducive place for students to learn. ^(error on punctuations followed by comma)

Basically, school has arrangement of grades, classes, and so on. Students are classified based on some categories. The common one is by their ability in the case of cognitive achievement. Students are often selected by taking score of any subjects. In contrast, the students are grouped in any rank of classes.

Students who are smart separated from the less smart. Sometimes, it causes problems. The less smart students will be unconfident and have lack of spirit of learning because their class environment doesn't support it. The teachers also often discriminate the class and compare to the best one. It is better for school to group students not only by their cognitive ability but also the other non-academic sides of ability. ^{(error on types. (replaced by as a result/ of therefore/ thus/ hence/ etc.)}

Practice makes perfect

Error Analysis Essay Writing 10

Types of Error	Example
<p>Error on Punctuation for Transition Signals</p>	<p>Paragraph 1</p> <p>“<u>Therefore</u> school must be a conducive place for students to learn.”</p> <p>(Note: There is no comma after the transition signal “Therefore” that made it incorrect)</p> <p>Evaluation:</p> <p>“<u>Therefore,</u> school must be a conducive place for students to learn.”</p>
<p>Error on Types Of Transition Signals</p>	<p>Paragraph 2</p> <p>“Basically, school has arrangement of grades, classes, and so on. Students are classified based on some categories. The common one is by their ability in the case of cognitive achievement. Students are often selected by taking score of any subjects. <u>In contrast</u>, the students are grouped in any rank of class.”</p> <p>(Note: The use of transition signal “In contrast” that indicates opposite idea on the example above is incorrect because the last sentence did not indicate opposite idea. It tent to introduce a result. Therefore the proper types of transition signal that should be use are Accordingly, As a result, As a consequence, Consequently, Therefore, etc.)</p>

CURRICULUM VITAE



October 25th, 1993 was the writer's birthday. She was born in Sarolangun Bangko, Jambi as the second child of two daughters of Mr. Makali and Mrs. Tukini. She had been living in East Kalimantan and East Java for some years of her childhood. Afterwards, her family moved to Lampung province till now.

She firstly went to school at Elementary School 02 Margo Mulyo (2000-2006) and continued to Junior High School 01 Tumijajar (2006-2009). Her parents, then, suggested her to take experiences at Vocational High School 01 Center of Tulang Bawang (2009-2012). Because of interested in studying English, the writer tried and succeeded being a Bidikmisi scholar-student of English Education Study Program in State Islamic College (STAIN) Jurai Siwo Metro which has been changed into State Islamic Institute (IAIN) of Metro since 2016.

As a Bidikmisi scholar-student, she was automatically being in IKABIM (Ikatan Keluarga Besar Bidikmisi) and became the coordinator of Departemen Keagamaan, one of department within the organization. Besides, the writer also joined LDK (Lembaga Dakwah Kampus) and JSEC (Jurai Siwo English Club) and some other external organizations.

Becoming aware of having less basic in English, the writer tried to improve it by taking courses in Eureka English Center of Metro and in ELFAST (English Language as Foreign Application Standard) of Pare, Kediri, East Java. In the case of job skills, the writer has become a private teacher, a seller, a waitress, etc. Last but not least, she really likes listening to Pop music.