

**THE STUDENTS' ABILITY IN USING TRANSITION SIGNALS IN
COMPLETING PARAGRAPH**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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MEDAN
2017**

ABSTRACT

Ariadi, Fitra. "The Student's Ability in Using Transition Signals in Completing Paragraph." Skripsi : English Department Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017.

The objectives were 1) to investigate the students' ability in using transition signals in completing paragraph and 2) to investigate the students' difficulties in using transition signals in completing paragraph. The research design in this research is descriptive quantitative method. The location and time in this research was in Jln. Kapt. Mukhtar Basri Medan. The population of this research was the sixth grade students of University Muhammadiyah of North Sumatera 2016/2017 Academic year which consist of 324 students'. There were 63 sample taken from 4 classes. The research was used Random sampling. The Instrument of this test is a Completing paragraph test. The students were written an answer based on the thesis statement provided by the researcher. After that, the researcher taken the students answer sheet. The finding showed that 34 students of the sample were able and 29 students were unable in answer the test. Where there were 13 students (21%) categorized as *very good*, 21 students (33%) categorized as *good*, there were 22 students (35%) categorized as *poor* and there were 7 students (11%) categorized as *very poor*.

Keywords: Students' Ability, Transition signals, Paragraph.

ACKNOWLEDGMENT



Assalamu 'alaikum Wr. Wb

First of all, the researcher would like to thanks to Allah SWT the most almighty, who has given healthy and chance and chance to her finishing this study from the beginning till the end. The second, peace be upon to our prophet Muhammad S.A.W. who has moved human soul from the bad character to the good one, who had guided us from the darkness to the lightness in this world, as well as in this world. The third, thanks to his beloved parents, his father Sutriadi, S.T and his mother Rosnani who has continuously giving support, advice, and financial to complete his study. Thanks a lot for their pray and motivation. The researcher dedicate this study for them.

Next, in finishing this study entitle” The students’ Ability In Using Transition Signals In Completing Paragraph”. The researcher believes that this study still has much short coming because of some difficulties. It is impossible for him finish it without much help from other people. Therefore, the researcher would like to express him gratitude and appreciation to:

1. Dr. Agussani, M.AP, The Rector of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nst, S.Pd., M.Pd., The Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara who has given recommendation to write this study.
3. Mandra Saragih, S.Pd, M.Hum, the Head of English Education Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara and Pirman Ginting, S.Pd, M.Hum as the Secretary. Thanks for their suggestion in implementing this research.
4. Mandra Saragih, S.Pd, M.Hum as the supervisor of the thesis, who spent his time in giving advice, criticism, comments and still correcting the mistakes of the researcher.
5. Dra. Diani Syahputri, M.Hum as the reviewer of the proposal during the seminar, who corrected the mistake, assesing and evaluating the researcher.
6. Erlindawati, S.Pd, M.Hum, reviewer I of green table trial who corrected the mistake, assessing and evaluating the researcher.
7. All the other lecturers who spendt their valuable time in guiding the researcher into implementing better research and as the lecturer of the researcher during the collegehood.
8. His beloved sisters, Fitri Delviani, S.E. Thank you so much for you supports sisters.
9. The Special friend, Delfi Febby Sumantri. Thanks for time, for support, pray, and all motivation until finishing this study. Hope all the best for her.

10. Dedicated thanks to beloved friends of VIII C Afternoon who was keeping each other together in both happiness and sorrow, Audina Astari Nst, Ezi Pertiwi and the rest of the class, thanks for the laughter and the time during four years of college.

11. All the students the sixth grade especially for English Department at University Muhammadiyah of Sumatera Utara who had helped him in researching process.

Finally the researcher hopes that thesis was useful for the readers, especially the student of English Department who want to do similar research and also for herself. May almighty bless all of us.

Wassalamu 'alaikum Wr. Wb.

Medan, April 2017

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CHAPTER I

INTRODUCTION

A. The Background of Study

Language is an effective way of communication of our feelings. According to Chomsky (2003:93) argued that ‘language is a biological system’ in which your brain grows with exposure to language as a part of our human nature. He claimed that ‘every speaker implicitly masters a very detailed and precise system of formal procedures to assemble and interpret linguistic expressions’. English is a foreign language in Indonesia which makes it is very difficult for the people especially those who live in the village because they are not familiar with English and still use Indonesian or regional languages everyday. It is everybody’s duty to teach English to the students at school especially those who live there. It will be interesting to the teachers to look for several ways in teaching English.

Transition signals are connecting words or phrases that strengthen the internal cohesion of your writing. Transition signals act like bridges between parts of your writing. They link your sentences and paragraph smoothly together smoothly so that they flow and there are no abrupt jumps or breaks between ideas. Transition signals also act like signposts making it easier for the reader to follow your ideas. They help carry over a thought-from one sentence to another, from one paragraph to another, or between separate sentences, paragraph or topic.

Transition signals relate one sentence to another sentence. Transition signals may be preposition, coordinator, and subordinator. And those elements are needed in order to compose a paragraph. Unfortunately, in fact, the students are not able in using transition signals in completing paragraph and there are a lot of the student that having difficulties in understanding the transition signals that they always find this material when they read or when they write an article or paragraph. In case, the researcher focuses on the transition signals as the students' problem in completing paragraph.

The transition signal are usually placed at or near the beginning of a sentence to indicate the relationship between the new sentence and the one preceding it. Usually, such words or phrases are set off with commas. Furthermore, they state that the use of the transition expression is to take writing more effective because they alert the readers to be prepared for what follows. Moreover, transition: words, phrases or sentence are important in writing, especially in narration. We are familiar with such ordering expressions such as: first, second, third, later, finally, nest, last and so forth.

So, the students must be able in using transition signals as an instrument of completing paragraph. So, based on that problem researcher is interested to know how is "The Students' Ability in Using Transition Signals in Completing paragraph", especially in coordinating conjunctions and subordinating conjunctions.

B. The Identification of Problems

The problems of the study were identified as the following:

1. The students' ability in using transition signals in completing paragraph.
2. The students' difficulties using transition signals in completing paragraph.

C. The Scope and Limitation

The scope of this research was about transition signals. The limitation of this only study focused on coordinating conjunction and subordinating conjunction.

D. The Formulation of Problems

The Formulation of this study was formulated as the following:

1. Are the students able in using transition signals in completing paragraph ?
2. What are the students get difficulties in using transition signals in completing paragraph ?

E. The Objectives of the Study

The objectivities of the study were as the following:

1. To investigate the students' ability in using transition signals in completing paragraph.
2. To investigate the students' difficulties in using transition signals in completing paragraph.

F. The Significance of the Study

The result of this study were expected to give both theoretical and practical benefits as follow:

1. Theoretically: The result of this study is expected to give improve our knowledge about transition signals in completing paragraph.
2. Practically
 - a. Students, By reading this research can add their knowledge to increase their ability in using transition signals.
 - b. Teacher, will be easy and more understand to explain to the students how to make a good writing paragraph.
 - c. Other researcher, who are interested in conducting the same the research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms apply in the research concern, some terms were used in this study and they need to be theoretically explain. In the following part, theoretical elaboration on the term used.

1. Description of Transition Signals

Transition signals are linking words or phrases that connect your ideas and add cohesion to your writing, they signpost or indicate to the reader the relationship between sentences and between paragraphs, making it easier for the reader to understand your ideas. We use a variety of transition signals to fulfill a number of functions. Some of these functions include: to show the order or sequence of events; to indicate that a new idea or an example will follow; to show that a contrasting idea will be presented, or to signal a summary or a conclusion.

How are transition signals useful ?

Transition signals will:

- a. Make it easier for the reader to follow your ideas.
- b. Create powerful links between sentences and paragraphs to improve the flow of information across the whole text. The result is that writing is smoother.
- c. Help to carry over a thought from one sentence to another, from one idea to another or from one paragraph to another.

Transition signals are useful in achieving good cohesion and coherence in your writing. This page gives information on what transition signals are, the grammar of transition signals, and different types of transition signals. There is also an example essay at the end in which you can highlight the different types of transition signals. Transition signals, along with repeated words and reference words, are one of the main ways to achieve good cohesion and coherence in your writing. They are therefore a way to help ensure that your ideas and sentences *cohere* or ‘stick together’. Transition signals are used to signal relationships between ideas in your writing. For example, the transition signals ‘for example’ is used to give example, while the word ‘while’ is used to show a contrast. In addition, there are phrases like ‘in addition’ for adding new ideas. Likewise there are words such as ‘likewise’ to connect similar ideas. Broadly speaking, transition signals can be divided into three types

1. Sentence connectors
2. Clause connectors
3. Other connectors

1. Sentence connectors

Sentence connectors are used to connect two sentences together. They are joined by a full-stop (period) or semi-colon, and are followed by a comma. The following are examples of sentence connectors.

- a. Transition signals are very useful. **However**, they should not be used to begin every sentence.

- b. Transition signals are very useful; **however**, they should not be used to begin every sentence.
- c. Contrast signals are one type of transition signals. **In addition**, there are others such as compare signals and addition signals.
- d. There are three main ways to improve cohesion in your writing. **First**, you can use transition signals.

2. Clause connectors

Clause connectors are used to connect two clauses together to form one sentence. They are joined by a comma. The following are examples of clause connectors.

- a. Transition signals are very useful, **but** they should not be used to begin every sentence.
- b. **Although** transition signals are very useful, they should not be used to begin every sentence.
- c. Contrast signals are one type of transition signals, **and** there are other such as compare signals and addition signals.

3. Other connectors

Other connectors follow different grammar patterns. Many are followed by noun phrases. Some are verbs and should therefore be used as verbs in a sentence. The following are examples of other connector.

- a. **Despite** their importance in achieving cohesion, transition signals should not be used to begin every sentence.

- b. Good cohesion **is the result of** using repeated words, reference words, and transition signals.
- c. **It is clear that** careful use of transition signals will improve the cohesion in your writing.
- d. Contrast signals are one type of transition signals. **Another** type is comparison signals.

Transition signals can be differently defined by people concerning different concept. Julia M. Burks and George E. Winson (2001:152) says, “the use of transition signals make writing more effective because they alert the reader to be prepared for the follows.

There are many different types of connectors. The term transition signals are used in a very broad sense as a subordinate term for all words that link. Conjunction is word that join words, phrases or sentences. It means that conjunction is words that join word, phrases or sentences. Wren and Martin (2000:151) also said that a conjunction is a word which merely joins together sentences and often make which merely joins together sentences and often make them more compact. Most of students who learn English do not know what is actually meant of conjunction such as classification, formation, and function.

From the definition above, then it is clear that the transition signals are the words which join together words, phrases, and sentences and also as noun movable structure words in completing paragraph.

Form the quotation above, it is inferred that situation signals involve showing evidence of the link between related units (sentence or paragraph). It

means that they make a movement between sentences in a paragraph smooth so the reader does not have problems have understanding the writes idea.

Transition signals play an important role in text construction, and they can help the reader understand or recognized the text- sense or sentence in paragraph easily. The can show the direction of ideas clearly and they can the one to another in a logical way.

1.1. Types of Transition Signals

It is important to use transition signals in order to connect one sentence to another or to introduce each now paragraph of a composition. According to the function, transition signals can be divided into four basic groups, such as: sentence connector, coordinators, subordinators, preposition and determiner.

Transition signal are the words which join together words, phrases, and sentences and also non movable structure words.

1. Types of Conjunctions

There are two types of conjunctions, coordinate conjunction and subordinate.

a. Coordinate Conjunction

Wishon, and Burks (2000:75) says “these conjunction equal sentence parts”, the coordinate conjunction join structural units and is grammatically independent of this unit. Unit joined by a coordinate conjunction are labeled compound. The term compound means consisting of two or more independent elements that have been joined together to form a larger unit.

While Wishon and Burks (2000:75) says “Coordinate conjunction are words used to join equal sentence part.” They are: for, and, not, but, or, yet, and so, and have distinct meaning.

Coordinating conjunctions are coordinate or join two or more sentences, main clauses, words or other parts of speech which are of the same syntactic importance. Also known as coordinators, coordinating conjunctions are used to give equal emphasis to a pair of main clauses.

a. Examples of Coordinating Conjunctions

In the following examples, the coordinating conjunctions have been italicized for easy identification.

1. You can eat your cake with a spoon *or* fork
2. My dog enjoys being bathed *but* hates getting his nails trimmed.
3. Bill refuses to eat peas, *nor* will he touch carrots.
4. I hate to waste a drop of gas, *for* it is very expensive these days.

b. Subordinate Conjunction

Wren and Martin (1990:153) says “Subordinate conjunction joins a clause to another on which it depends for full meaning.” The subordinate conjunctions included after, because, if, that, though, although, still, before, and unless.

And Hartanto (1996:332) said that subordinate conjunction joins a main clause with dependent clause. This way is called modes of defences, which has nine kinds. They are apposition, cause or reason, result or effect,

purpose or intention, condition, concession, comparison, time and the way or the level.

Subordinating conjunctions are parts of speech that join dependent clauses to independent clauses, sometimes referred to as subordinate conjunction, these important words and phrases may also introduce adverb clauses.

Subordinating conjunctions are essential parts of complex sentences with include at least two clauses, with one of the clauses being main (independent) and the other being subordinate (dependent).

There is only one rule to remember about using subordinate conjunctions:

A subordinate conjunction performs two functions within a sentence. First, it illustrates the importance of the independent clause. Second, it provides a transition between two ideas in the same sentence. The transition always indicates a place, time, or cause and effect relationship.

a. Example of Subordinating Conjunctions

In the following examples, the subordinating conjunctions are in bold for easy identification:

1. **As** Sherri blew out the candles stop her birthday cake, she caught her hair on fire.
2. Sara begins to sneeze **whenever** she opens the window to get a breath of fresh air.
3. **When** the doorbell rang, my dog Skeeter barked loudly.

2. Meaning of Transition Signals

In general the function of transition signals to link or related sentences or paragraph and it also helpful the reader to guide and to follow the writers ideas or intention of the writer. Especially Oshima and Hogue (1999:45) there are some meanings of transition signals, it can be seen from the chart below:

Table 2.1
Types and Function of Transition Signals

Meaning / Function	Sentence Connectors		Clause Connectors		Others
	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	
To introduce an additional ideas	In additional	Furthermore Moreover Besides Also Too	And		Another (+noun) An additional (+noun))
To introduce an 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 a choice or alternative		Otherwise	Or	If Unless	
To introduce a restatement	In fact Indeed	That is			

or explanation					
To introduce an example	For example For instance				An example of (+noun) Such as (+noun)
To introduce a conclusion or summary	In conclusion In summary In brief In short Indeed				
To introduce a result	Accordingly As a result As a consequence	Therefore Consequently Hence Thus	So		

3. Description of Writing

Writing well is an art at which everybody may be successful. According to Hinkel (2011), learning to write in English as a second language means also learning how to function in a new culture. Writing involves an interaction between three elements that interact in getting to the final product: 1) the text, 2) the writer, 3) the reader. In a writing course three goals are distinguishable based on teachers' views; some focus on the language itself, some focus on communication,

and some focus on forms and the message.

Grabowski (1996) stated “Writing as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite for culture and education participation and the maintenance of one’s rights and duties. The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard.” In this study, writing is defined as a paragraph/paragraphs that students write as an assignment introduced to them every session.

Writers should consider the reader and the effect they want to achieve; the relationship they want to establish with the reader; the “creation of meaning”; and the use of language and the correctness of grammar (Chastain, 1988). Writing to communicate can be possible only when students have sufficient control of the writing system and the grammar (Chastain, 1988).

Reid (1992) said that the relationship between writers and readers is quite different. Both writings and readings are active, complex skill, and more writers know about their readers, the more successful the writings will be. That is, writers are responsible for the needs and expectations of their readers. In the same way, the more readers know about the writer and the topic of the text, the easier and successful the reading will be. Both writers and readers bring their life experiences to their task, that is, as writers begin to write, they use their background knowledge to help them, and as readers begin to write, their background helps them comprehend the text.

Cited from the General Glencoe/McGraw Hill, there are 3 criteria in assessing hollistic evaluation of writing , they are ranged from the score of 0 to 4, the criteria are :

1. Focus.Orgnization, is how the paper able to connect each of the ideas and supports while delievered to the readers, it shows how good the text is being sent to the mind of the readers through the opening, complete explanation and closing,
2. Elaboration/Support/Style, this criteria shows how the explanation between ideas transition, the word choice, relation to topic, how effective the details and argument being delivered, also the variety of sentences creation along with the precise and accurate diction.

Grammar, Usage and Mechanics, are how the sentence strucure connecting each other, its spelling along with coordination and subordination between clauses, and the correct use of punctuation.

According to Boardman and Frydenberg (2002:11), writing is a continuous process of thinking and organizing, rethinking and reorganizing. According to Jeremy Harmer (2004) he stated that the process of writing has four main elements :

- 3.1. planning : when planning, writers have to think about three main issues.

The first place they have to consider is the purpose of their writing, not only the type of the text wish to produce, but also the language they use and the information they choose to include. Secondly, audience is what are the writing for also the choice of language like formal or informal

language. Thirdly, the writers have to consider the content of structure of the piece, that is how best to sequence the facts, ideas, or arguments which they have decided to include.

3.2. Drafting : we can refer to the first version of a piece of writing as a draft.

As the writing process proceeds into editing, a number of drafts may be produced on the way of final version.

3.3. Editing (reflecting and revising) : reflecting and revising are often to helped by other readers (or editor) who comment and make suggestions.

Another reader's reaction to piece of writing will help the author to make appropriate revision.

3.4. Final version : once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

4. The Types of Writing

Writing have a various genres to classified by their intentions and purpose. Gerrot Wignel (1994:190) explained that different genre in social interactions to fulfill humans' social purpose. Those different genres are spoof, written, analytical exposition, new items, anecdote, procedure, explanation, discussion, review, narrative and argumentations. Thesesia (2014) defined various genres as follow:

- a. Anecdote, defined as short and interesting story or an amusing event often proposed to support or demonstrate some points and make readers and listeners laugh. Anecdotes can use extensive range of tale and stories. In fact, it is a short description or an account of any events that makes the readers laugh or brood over the topic presented for the purpose. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.
- b. Spoof, is one text type of English that telling a funny story. Mentioned in Cambridge Advanced Learner's Dictionary Online, there are two meanings of spoof text. First, as noun the meaning is "a funny and silly piece of writing, music, theater, etc. That copies the style of an original work". Being second, spoof as verb, meaning, "to try to make someone believe in something is not true, as a joke". Spoof of the second meaning above, it can be concluded that the definition of spoof text is a text that contains humor though most of the text has been modified from the original.
- c. News Item, is a text which informs the readers about the events of the day. The events are considered newsworthy or important. News items is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewer about the events of the day that are considered newsworthy or important.
- d. Discussion, is a text which presents a problematic discourse. This problem will be discussed from different points of view. It presents pro and contra opinion on certain issue. The purpose is to present arguments and

informations from differing viewpoints. Discussion is a process to find the meet point between two different sides. It is important to get the understanding between two differences. In many social activities, discussion is the effective way to calm down any friction and difference in thought, perception and recommendation.

- e. Description, is a text which describe or make pictures of natural or social phenomena. Specifically, the phenomena may refer to people, things or matters and places which are either concrete or abstract.
- f. Explanation, is the text which explain or elaborate a process. Explanation text elaborate the processes or activities of how and why mechanisms of things, concept or phenomena occur. In reality, there are varioous processes and activities inherent to human lives and they need explaining in dynamic social context which in many occasions need explaining. As a genre, explanation is realized by the genres structures and various lexicogrammatical aspects such as process, conjunction and conjuctive, tense and cohesive devices.
- g. Procedure, is the text which tell someone to do something and how to do it. In other words, the genre of procedure describes how something is accomplished through a sequences of actions or steps. The steps taken may be in the form of method or technique of doing in order to get the objectives or goal intended.
- h. Exposition, is a text which function to argue against a social issue. As a member of the society and particularly as a student in academic spheres, one

is fundamentally expected to reason and evaluate an issue of social phenomenon. It is also the basic and common practice that one persuades someone else to do something or to follow a certain idea. Reasoning, evaluating and persuading are three fundamental backgrounds for one to stage a text or genre of exposition.

- i. Narrative, is a text intended to tell a story. The story is commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called crisis or climax in the story. The story then stages a solution to the problem in the climax. A narrative ends with solution, either with happy or bad ending.

5. Description of Paragraph

According to Langan (2003:5) “ A paragraph is short paper around 150 to 200 words. It usually consist of an opening point called a topic sentence followed by a series of sentence with support that point”. Then Carol (2001:32) “A paragraph is a group of related sentences that present a unit of thought”. So, it means that paragraph is a group of sentences that develop one main idea. In other words, a paragraph develop a topic in one paragraph there is one main idea that has supporting sentences and conclusion sentence. A paragraph has three major parts, they are topic sentence, supporting sentence and conclusion sentence. The topic sentence states the main idea of paragraph. Supporting sentences explain the topic sentence and conclusion sentence signals end of paragraph and leave the reader with important points to remember in addition. These are the important

components of writing :

a. Topic Paragraph

A paragraph, develop one topic. The topic is basically the subject of the paragraph; it is what the paragraph is about. Although you assigned topics to write about, the topic often too general to be developed adequately in one paragraph. After all, for most practical purposes your paragraph will range in length from about seven to fifteen sentences. Therefore it needs to restrict the topic. In other words, your topic should be specific and narrowed down, in order not to be too general.

b. Topic Sentence

The topic of paragraph is usually introduced in a sentence; this sentence is called topic sentence. The topic sentence can do more than introduce the subject of the paragraph. In control the topic sentence, it needs to have the controlling idea. To illustration the topic sentence, the topic sentence should identify the topic and the control idea about the topic.

A topic sentence has a particular function to introduce the topic and the controlling idea. So, the topic sentence should be recognized based on its places. Generally, because the topic sentence should introduced, so it usually can find near beginning of the paragraph. However, it depending on what kind of paragraph about, the topic sentence may be placed near the middle or even at the end of paragraph. Sometimes neither the topic not the controlling idea is explicitly stated in one sentences. That is they are clearly suggested in the development paragraph.

c. Controlling Idea

A good topic sentence states an idea or an attitude about the topic as well. This idea or attitude about the topic is called the controlling idea. The controlling idea will control what the sentence in the paragraph will discuss. All sentence in the paragraph should be relate to an develop the controlling idea.

As indicate, a topic sentence introduce the topic and the controlling idea about the topic. However, it is not enough to merely to have a topic and a controlling idea. The controlling idea should be clear and focused on particular aspect.

d. Supporting Sentence

Most often, the writer usually use factual detail to support the paragraph. A support is used to the opinion or attitude expressed in a topic sentence. It serves to back up, clarify, illustrate, explain, or prove the point that made in the topic sentence, such detail may be facts from resource material, such as magazines, journals, books, or the detail may include things that have observed. Basically support come from the information that used to arrive at the view which have expressed in the topic sentence.

e. Conclusion Sentence

As mentioned earlier, each sentence in a paragraph should relate to the topic and develop the controlling idea. Conclusion sentence is a sentences that close the paragraph, it should be stated in the end paragraph.

f. Unity

As mentioned earlier, each sentence in a paragraph should be related to the topic and develop the controlling idea. If a sentence does not relate to or develop that idea, it is irrelevant and should be omitted.

g. Coherence

A paragraph should have a topic and controlling idea, supports and unity. Another element that a paragraph needs is coherence. A coherent paragraph contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of your sentences or ideas. There are various ways to order sentences, depending on the purpose. Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved through sentence combining and through the use of certain expressions, called transitions, that provide the link between ideas.

h. Organization

Paragraphs should be organized. Begin your paragraph with a topic sentence that announces the idea of the paragraph.

i. Smooth Flow

Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved through sentence combining and through the use of certain expressions.

According to Andre (2001: 40) defines "paragraph is a group of sentences or single sentences set off as a unit, usually all the sentences in a paragraph revolve around one main idea. A paragraph is in an essay: a self-containing unit that

develops a limited idea similar to the way a larger text develops a more comprehensive subject. A paragraph should be unified, organized, coherent and well developed.

1. Kinds of Paragraph

Kinds of paragraph is determined by the different purpose of the writer in presenting the idea. Paragraph itself is defined as the a group of sentence consisting of seven up to fifteen sentences which has one topic sentence. In writing, generally paragraph is divided into five kinds. They are narrative, descriptive, expository, argumentative and persuasive paragraph.

a. Narrative Paragraph

Narrative paragraph is a kind of paragraph which tell the chronology of an event, or telling a process of something happened. Although, narration usually refers to the telling of the story. The term is used to describe the relating of experience. The experience may be in the present time “past time” and future tense.

b. Descriptive Paragraph

Descriptive Paragraph is kind of paragraph describe or tell about a place, a thing or a person. In writing descriptive paragraph, the writer should tell or describe the condition, characteristics of thing, place, and person they are describing about. Longknife and Sullivan (2012:38) state that the most effective to write descriptive paragraph is to use our language and images that relate to the five sense tell how something look, sounds, and act. Furthermore we can choose topic such as people, things, or places to

describe. For the specific explanation we can describe descriptive paragraph as shown below:

- 1) Describe on a dominant impression and draft a statement about that impression.
- 2) Determine the secondary purpose such as entertaining and instructing your reader.
- 3) Either by observing your topic directly or imagining it, list as many details and sensory impressions that you can, in addition think of particular vivid works and imaginative comparison that help communicative your dominant.
- 4) Organize your support in a way that will help make the reader familiar with your topic.
- 5) Concentrate on involving your readers emotion sense, and imaginations that you write.
- 6) Revise your work for vividness consistently of mood and strength and unity of it is dominant impression.

c. Expository Paragraph

Expository Paragraph is a kind of paragraph that explains or analyzes a topic. Expository comes from the word *Expose* meaning *reveal*. Expository is high level of writing, because besides having good structures we have a wide knowledge about what will be developed in the paragraph.

d. Argumentative Paragraph

Argumentative Paragraph is paragraph which presents the ideas followed the argumentation to follow that idea. In debate the writer often use argumentative paragraph in order to support their ideas.

e. Persuasive Paragraph

Similar with argumentative paragraph, persuasive paragraph also present to argumentation but it is ended by persuading the reader to follow the writer's idea. Persuasive paragraph is often used in politics writing in order to persuade the masses.

B. Conceptual Framework

This study introduced and try to know the students' ability in using transition signal in completing paragraph. Writing mean is to try produce or reproduce written message and in writing we can elaborate the point that will be elaborate clearly to the reader.

In order words, using transition to guide the reader makes paragraph especially completing paragraph easier to follow the writers' idea.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at University of Muhammadiyah Sumatera Utara Jl. Kapten Mukhtar Basri No. 3 Medan. The reason for choosing this University because the same research had never done there and the students' sixth semester academic year 2016/2017 of FKIP English department had some capability in learning about transition signals in completing paragraph.

B. Population and Sample

A. Population

The population in this research is the sixth grade students at 2016/2017 academic year. In this study the researcher was choose the sixth grade students' of FKIP UMSU as the population of this research which is consist of 9 classes. So, the population were 324 students. Population in this research should be seen in the following table:

Table 3.1
Population

No.	Classes	Population
1.	VI-A Morning	42
2.	VI-B Morning	40
3.	VI-C Morning	45

4.	VI-A Afternoon	40
5.	VI-B Afternoon	38
6.	VI-C Afternoon	40
7.	VI-A Night	31
8.	VI-B Night	26
9.	VI-C Night	22
Total		324

B. Sample

According to Arikunto (2010: 174) stated that if the subject of the population more than 100, it is better taken all of the samples so the research should be taken between 10% - 15% or 20% - 25% of population or more. It is depends on the researcher's time, energy and fund. The researcher would be taken population using 20%. The researcher used Random Sampling Technique in taking the sample. So, the sample of this research is 63 students.

Table 3.2

Sample

No.	Class	Population	Percentage	Sample
1.	VI-A Morning	42	20%	8
2.	VI-B Morning	40	20%	8
3.	VI-C Morning	45	20%	9
4.	VI-A Afternoon	40	20%	8
5.	VI-B Afternoon	38	20%	7
6.	VI-C Afternoon	40	20%	8

7.	VI-A Night	31	20%	6
8.	VI-B Night	26	20%	5
9.	VI-C Night	22	20%	4
Total		151		63

C. Research Design

The research was conducted by using descriptive quantitative. The descriptive quantitative is useful for identifying the students' ability in using transition signals in completing paragraph. And descriptive quantitative method used to collecting the data, to find the number or percentages of the Students' Ability in using Transition Signals in completing paragraph.

D. The Instrument of the Research

The instrument of the research was completing paragraph test. The test consist of 40 items as see in the appendix. The percentages of level difficulties items, moderate items and easy items. In scoring the test , each correct answer is scored 2,5 and incorrect answer is scored zero, therefore the write will give allocation time to answer those question around 30 minutes.

E. The Techniques for Collecting Data

In collecting the data, the techniques was conducted by the following steps.

1. Giving the test,
2. Checking the students' answer,
3. Scoring the students' answer,

4. Calculating the mean of the score by using the Sudjono (2004: 67) formula;

$$M = \frac{\sum X}{N}$$

Where:

M = Mean

X = Total Score

N = Total Sample

F. The Techniques for Analyzing Data

The data were gathered and analyzed by performing descriptive quantitative technique.

1. Counting of the percentage of the students' scores in the data from the test which is given to the students, and
2. Examining the percentage of the students' right and wrong answer the data is calculated by using formula as the following (Sudijono, 2004: 43)

$$Q = \frac{X}{Y} \times 100\%$$

Where:

Q = the percentage of the students' ability and inability

X = the number of the students ability and inability

Y = the number of whole sample

3. In determining the predicate ability of the students for identifying the criteria of ability and inability of the students is based on the table of Arikunto (2009: 245), are as follows.

Table 3.3
The Criteria of Ability

No.	Quantitative Ability	Qualitative Ability	Ability
1.	80-100	Very good	Able
2.	60-79	Good	Able
3.	41-59	Poor	Unable
4.	0-40	Very poor	Unable

The list above showed the students degree of capability based on Arikunto table. It showed that the students' degree of score is divided into four categories: they are very good, good, poor, and very poor. While very good and good is categorized as *Able*, and the poor and very poor is categorized as *Unable*.

CHAPTER IV

DATA AND ANALYSIS

A. The Data Collection

Description of data in this research in the students' achievement that collected from the instrument test which evaluated. In the case, the data is students' ability in using transition signals in completing paragraph. After collecting the data, the researcher gave score to the students' work by certain evaluation method. Based on the result the test, the score of the students listed in the form of table. The data of this research taken from the score of the students based on the number of items they had answer. The test is an completing paragraph test consisting of 40 items. A test administered to collect the data and analyze the data.

Table 4.1

The Students' Answer

No	Students' Initial	Right Answer	Wrong Answer
1.	STU	39	1
2.	PSR	25	15
3.	ML	26	14
4.	SL	19	21
5.	RFP	28	12
6.	IFS	27	13
7.	SR	25	15
8.	IZH	20	20
9.	CC	35	5

10.	BDP	35	5
11.	AKD	20	20
12.	CPN	34	6
13.	RY	21	19
14.	IDP	18	22
15.	ST	34	6
16.	FT	7	33
17.	WA	39	1
18.	INM	25	15
19.	PS	25	15
20.	ARH	24	16
21.	NN	26	14
22.	ES	28	12
23.	MI	23	17
24.	SAS	24	16
25.	FM	22	18
26.	CU	21	19
27.	AW	20	20
28.	PDL	28	12
29.	MC	8	32
30.	SM	21	19
31.	SR	34	6
32.	ESI	26	14
33.	IP	36	4
34.	TSR	23	17
35.	DSS	18	22
36.	ASH	32	8
37.	ASP	35	5
38.	RYP	19	21
39.	RR	33	7

40.	RFS	9	31
41.	PASL	33	7
42.	HNN	30	10
43.	RDF	29	11
44.	AFS	30	10
45.	EJ	40	0
46.	RY	18	22
47.	IDR	26	14
48.	FP	27	13
49.	PS	26	14
50.	AA	21	19
51.	SD	26	14
52.	MPP	25	15
53.	SA	16	24
54.	MK	22	18
55.	IAA	20	20
56.	SW	13	27
57.	YTRS	18	22
58.	ARM	15	25
59.	AP	22	18
60.	MA	23	17
61.	EF	22	18
62.	AA	12	28
63.	NM	21	19

The table above showed the number of the students right and wrong answer. In getting the score for every right answer, the researcher used the following formula:

$$\text{Students' Score} = \frac{\text{Students Right Answer}}{\text{TotalItem}} \times 100$$

The formula above applied for the student number 1

$$\text{Students' Score} = \frac{\text{Students Right Answer}}{\text{TotalItem}} \times 100$$

$$\text{Students' Score} = \frac{39}{40} \times 100$$

$$\text{Students' Score} = 97,5$$

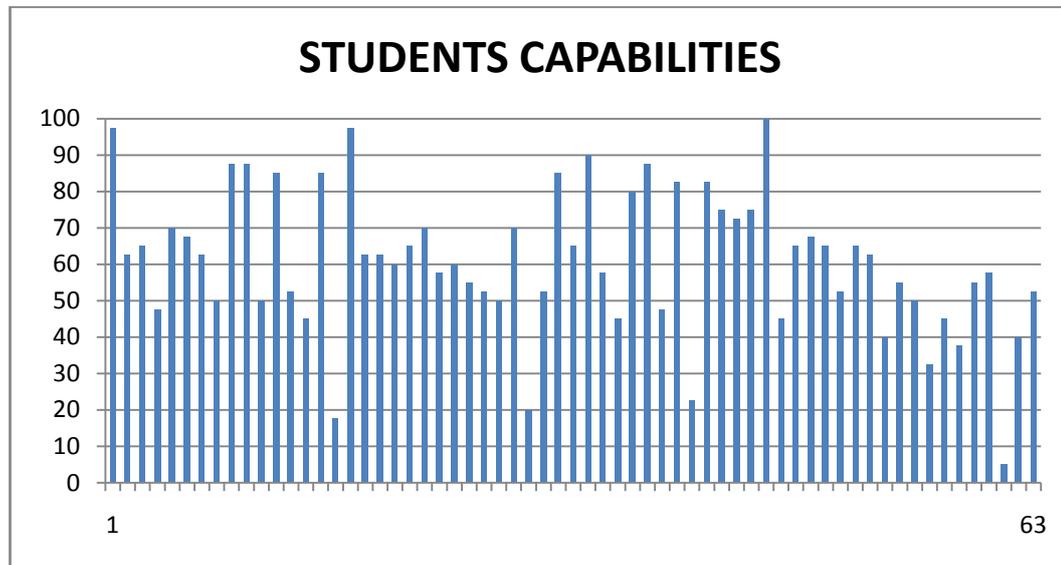
By applying the above formula to all the students, the score of the students, the score of the students shown in the following table :

Table 4.2
The Score of the Students

No.	Students' Initial	Right Answer	Score
1.	STU	39	97.5
2.	PSR	25	62.5
3.	ML	26	65
4.	SL	19	47.5
5.	RFP	28	70
6.	IFS	27	67.5
7.	SR	25	62.5
8.	IZH	20	50
9.	CC	35	87.5
10.	BDP	35	87.5
11.	AKD	20	50
12.	CPN	34	85

13.	RY	21	52.5
14.	IDP	18	45
15.	ST	34	85
16.	FT	7	17.5
17.	WA	39	97.5
18.	INM	25	62.5
19.	PS	25	62.5
20.	ARH	24	60
21.	NN	26	65
22.	ES	28	70
23.	MI	23	57.5
24.	SAS	24	60
25.	FM	22	55
26.	CU	21	52.5
27.	AW	20	50
28.	PDL	28	70
29.	MC	8	20
30.	SM	21	52.5
31.	SR	34	85
32.	ESI	26	65
33.	IP	36	90
34.	TSR	24	57.5
35.	DSS	18	45
36.	ASH	32	80
37.	ASP	35	87.5
38.	RYP	19	47.5
39.	RR	33	82.5
40.	RFS	9	22.5
41.	PASL	33	82.5
42.	HNN	30	75

43.	RDF	29	72.5
44.	AFS	30	75
45.	EJ	40	100
46.	RY	18	45
47.	IDR	26	65
48.	FP	27	67.5
49.	PS	26	65
50.	AA	21	52.5
51.	SD	26	65
52.	MPP	25	62.5
53.	SA	16	40
54.	MK	22	55
55.	IAA	20	50
56.	SW	13	32.5
57.	YTRS	18	45
58.	ARM	15	37.5
59.	AP	22	55
60.	MA	23	57.5
61.	EF	22	55
62.	AA	12	30
63.	NM	21	52.5
Total		-	3.867.5



After knowing the students' score and the total score of the test, then the next step in calculating the mean of the score, so that we know the students' average ability in using transition signals. The calculating of Mean is as following :

$$M = \frac{\sum x}{N}$$

Where :

$$X = 3.867,5$$

$$N = 63$$

So,

$$M = \frac{3.867,5}{63}$$

$$M = 61.38$$

Based on the calculating above, the mean of the score is 61.38 by total students of 63. So, the average ability of students in using transition signals.

B. Data Analysis

1. The Students' Ability in Using Transition Signals in Completing Paragraph.

Based on the description of the data, the researcher was analyzed the data in order to know the students ability in using transition signals in completing paragraph. By using the description of the data, the researcher was described the ability and inability of each students according to criteria of ability, Arikunto (2009; 245) as the following.

Table 4.3

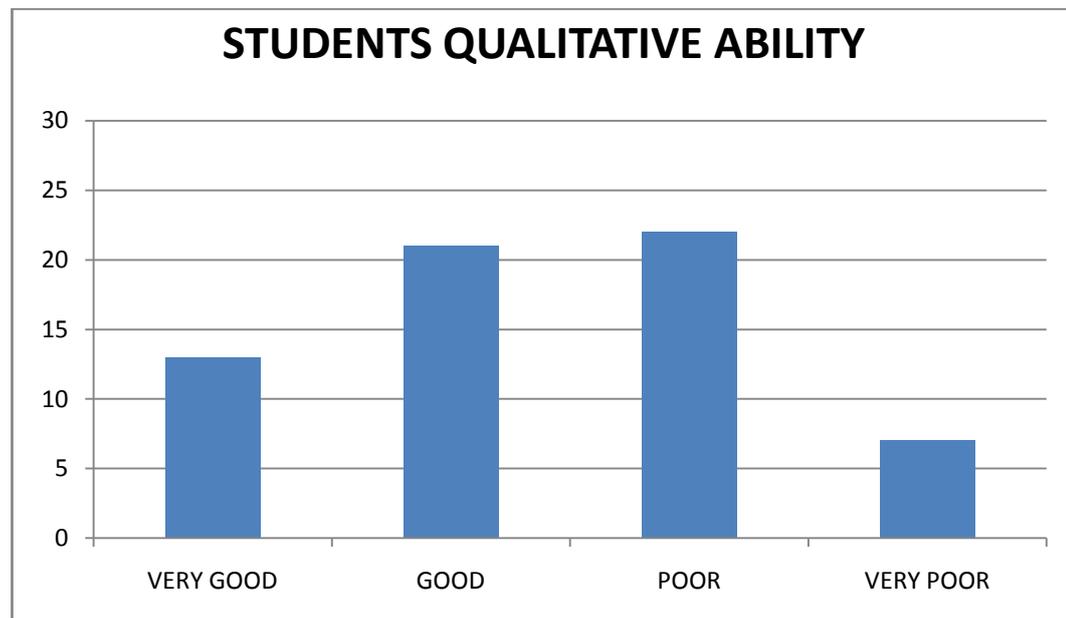
The grade of Students' Qualitative Ability

No.	Students' Initial	Right Answer	Qualitative Ability
1.	STU	97.5	Very good
2.	PSR	62.5	Good
3.	ML	65	Good
4.	SL	47.5	Poor
5.	RFP	70	Good
6.	IFS	67.5	Good
7.	SR	62.5	Good
8.	IZH	50	Poor
9.	CC	87.5	Very good
10.	BDP	87.5	Very good
11.	AKD	50	Poor
12.	CPN	85	Very good

13.	RY	52.5	Poor
14.	IDP	45	Poor
15.	ST	85	Very good
16.	FT	17.5	Very poor
17.	WA	97.5	Very good
18.	INM	62.5	Good
19.	PS	62.5	Good
20.	ARH	60	Good
21.	NN	65	Good
22.	ES	70	Good
23.	MI	57.5	Poor
24.	SAS	60	Good
25.	FM	55	Poor
26.	CU	52.5	Poor
27.	AW	50	Poor
28.	PDL	70	Good
29.	MC	20	Very poor
30.	SM	52.5	Poor
31.	SR	85	Very good
32.	ESI	65	Good
33.	IP	90	Very good
34.	TSR	57.5	Poor
35.	DSS	45	Poor
36.	ASH	80	Very good
37.	ASP	87.5	Very good
38.	RYP	47.5	Poor
39.	RR	82.5	Very good
40.	RFS	22.5	Very poor
41.	PASL	82.5	Very good
42.	RNN	75	Good

43.	RDF	72.5	Good
44.	AFS	75	Good
45.	EJ	100	Very good
46.	RY	45	Poor
47.	IDR	65	Good
48.	FP	67.5	Good
49.	PS	65	Good
50.	AA	52.5	Poor
51.	SD	65	Good
52.	MPP	62.5	Good
53.	SA	40	Very poor
54.	MK	55	Poor
55.	IAA	50	Poor
56.	SW	32.5	Very poor
57.	YTRS	45	Poor
58.	ARM	37.5	Very poor
59.	AP	55	Poor
60.	MA	57.5	Poor
61.	EF	55	Poor
62.	AA	30	Very poor
63.	NM	52.5	Poor
Total		3.867,5	-
Mean		61.38	Good

Based on the table above, it can be concluded that 13 students predicated as very good in using transition signals, 21 students predicated as good, and 22 students predicated as poor, 7 students predicated as very poor.



The table above shows the grade of the students' qualitative ability. The predicate of ability shown on the table below:

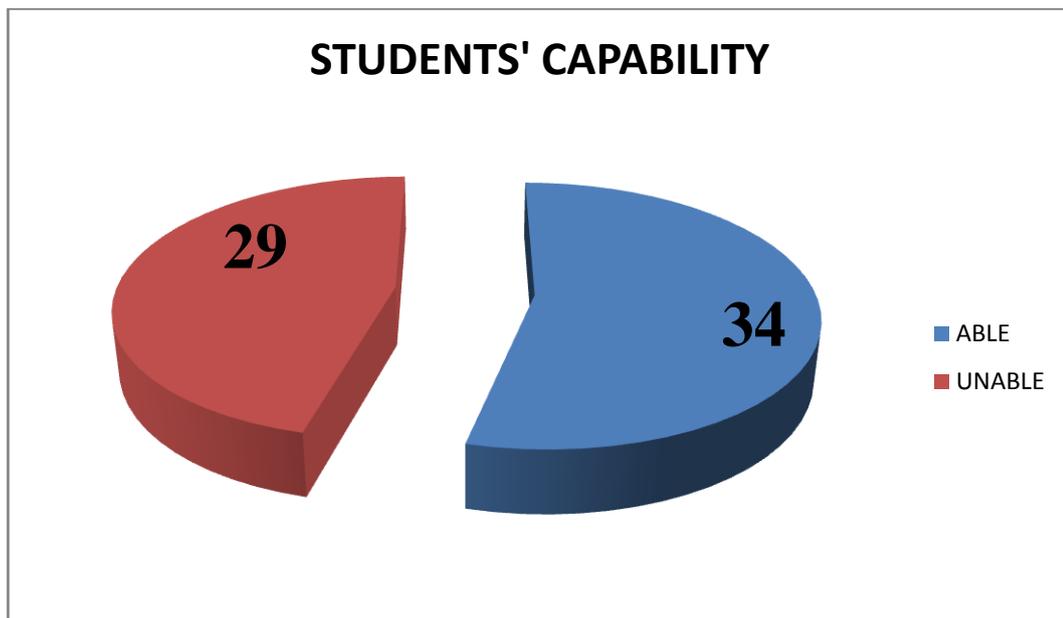
Table 4.4

The students' Predicate of Ability

No.	Students' Initial	Right Answer	Predicate
1.	STU	97.5	Able
2.	PSR	62.5	Able
3.	ML	65	Able
4.	SL	47.5	Unable
5.	RFP	70	Able
6.	IFS	67.5	Able
7.	SR	62.5	Able
8.	IZH	50	Unable
9.	CC	87.5	Able
10.	BDP	87.5	Able
11.	AKD	50	Unable

12.	CPN	85	Able
13.	RY	52.5	Unable
14.	IDP	45	Unable
15.	ST	85	Able
16.	FT	17.5	Unable
17.	WA	97.5	Able
18.	INM	62.5	Able
19.	PS	62.5	Able
20.	ARH	60	Able
21.	NN	65	Able
22.	ES	70	Able
23.	MI	57.5	Unable
24.	SAS	60	Able
25.	FM	55	Unable
26.	CU	52.5	Unable
27.	AW	50	Unable
28.	PDL	70	Able
29.	MC	20	Unable
30.	SM	52.5	Unable
31.	SR	86	Able
32.	ESI	65	Able
33.	IP	90	Able
34.	TSR	57.5	Unable
35.	DSS	45	Unable
36.	ASH	80	Able
37.	ASP	87.5	Able
38.	RYP	47.5	Able
39.	RR	82.5	Able
40.	RFS	22.5	Unable
41.	PASL	82.5	Able

42.	RNN	75	Able
43.	RDF	72.5	Able
44.	AFS	75	Able
45.	EJ	100	Able
46.	RY	45	Unable
47.	IDR	65	Able
48.	FP	67.5	Able
49.	PS	65	Able
50.	AA	52.5	Unable
51.	SD	26	Unable
52.	MPP	62.5	Able
53.	SA	40	Unable
54.	MK	55	Unable
55.	IAA	50	Unable
56.	SW	32.5	Unable
57.	YTRS	45	Unable
58.	ARM	37.5	Unable
59.	AP	55	Unable
60.	MA	57.5	Unable
61.	EF	55	Unable
62.	AA	30	Unable
63.	NM	52.5	Unable
Total		3.867,5	-
Mean		61.38	Able



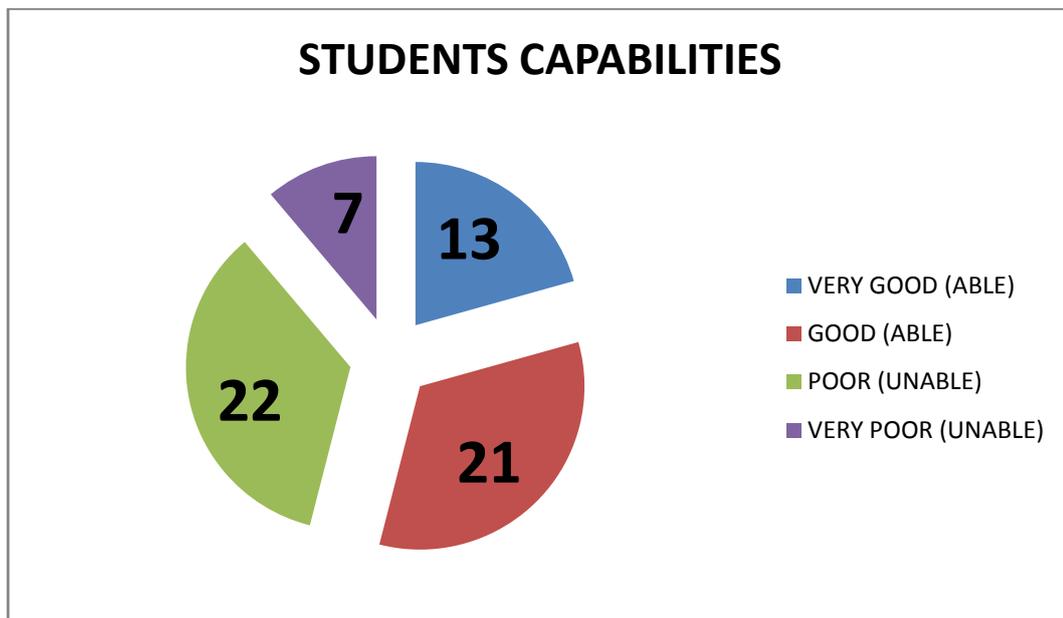
The table above showed that the students who able in using transition signals are 34 students who will unable in using transition signals is 29 students.

The means of the score showed the value of 61.38 (able) and get good predicate. Its means that almost of the students in the sixth grade students of University Muhammadiyah of North Sumatera able in using transition signals.

The percentage of every grade criteria and ability can be drawn in the following table.

Table 4.5
The Percentage of the Ability Predicate

No.	Quantitative Predicate	Students	Percentage	Ability	Students	Percentage
1.	Very Good	13	21%	Able	34	54%
2.	Good	21	33%			
3.	Poor	22	35%	Unable	29	46%
4.	Very Poor	7	11%			
Total		63	100%			



The table above shows that 63 students about 13 students very good. While 21 students good, and 22 students poor and the last 7 students very poor in using transition signals.

The percentage of ability of the 34 students were able in using transition signals, and 29 students were unable in using transition signals.

2. The Students' Difficulties in Using Transition Signals in completing Paragraph.

The next analysis was done to find out the students' difficulties using transition signals. The analysis was based on the item of the test. The criteria of difficulty were shown to the following table.

Table 4.6
Criteria of Difficulties

Qualitative	Quantitative
Difficult item	1 – 21
Moderate item	22 – 42
Easy item	43 – 63

The percentage of level difficulties to the test above found from this formula:

$$P = \frac{\beta}{JS} \times 100\%$$

Where as:

P = Indeks of difficulties

β = The total of the students correct or incorrect answer

JS = Total of the student

Table 4.7
The Students' Difficulties in Using Transition Signals

Number of Items	The amount of the Students		Percentage (%)		Level of difficulties
	Correct	Incorrect	Correct	Incorrect	
1	63	0	100	0	Easy item
2	60	3	95.23	4.77	Easy item
3	31	32	49.2	50.8	Moderate item

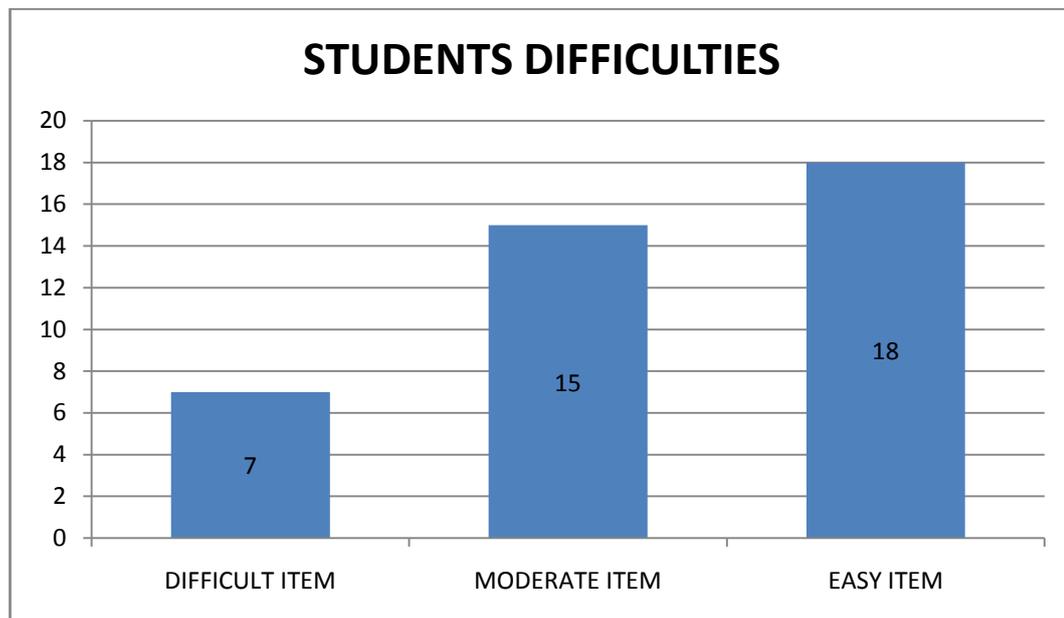
4	38	25	60.31	39.69	Moderate item
5	24	39	38.09	61.91	Moderate item
6	52	11	82.53	17.47	Easy item
7	53	10	84.12	15.88	Easy item
8	53	10	84.12	15.88	Easy item
9	37	26	58.73	41.27	Moderate item
10	21	42	33.33	66.67	Difficult item
11	52	11	82.53	17.47	Easy item
12	54	9	85.71	14.29	Easy item
13	53	10	84.12	15.88	Easy item
14	42	21	66.66	33.34	Moderate item
15	35	28	55.55	44.45	Moderate item
16	18	45	28.57	71.43	Difficult item
17	54	9	85.71	14.29	Easy item
18	19	44	30.15	69.85	Difficult item
19	16	47	25.39	74.61	Difficult item
20	52	11	82.53	17.47	Easy item
21	34	29	53.96	46.04	Moderate item
22	47	16	74.6	25.4	Easy item
23	46	17	73.01	26.99	Easy item
24	30	33	47.61	52.39	Moderate item
25	13	50	20.63	79.37	Difficult item

26	16	47	25.39	74.61	Difficult item
27	52	11	82.53	17.47	Easy item
28	50	13	79.36	20.64	Easy item
29	37	26	58.73	41.27	Moderate item
30	36	27	57.14	42.86	Moderate item
31	40	23	63.49	36.51	Moderate item
32	33	30	52.38	47.62	Moderate item
33	22	41	34.92	65.08	Moderate item
34	33	30	52.38	47.62	Moderate item
35	50	13	79.36	20.64	Easy item
36	15	48	23.81	76.19	Difficult item
37	45	18	71.42	28.58	Easy item
38	47	16	74.6	25.4	Easy item
39	51	12	80.95	19.05	Easy item
40	22	41	34.92	65.08	Moderate item

From table 4.7 above it could be shown that:

1. Difficulties in items of criteria there are three, easy items, moderate items, difficult items, and include on:

Easy items in the matter of number 1, 2, 6, 7, 8, 11, 12, 13, 17, 20, 22, 23, 27, 28, 35, 37, 38, 39. Moderate items in the matter of number 3, 4, 5, 9, 14, 15, 21, 24, 29, 30, 31, 32, 33, 34, 40. Difficulties in the matter of number 10, 16, 18, 19, 25, 26, 36.



C. Research Finding

After analyzing the data of the thesis the conclusions are drawn as following:

1. There were 34 students from 63 students were categorized as "able" and 29 students from 63 students were categorized as "unable". It means that the students at FKIP UMSU were able in using transition signals in completing paragraph.
2. There were 13 students were categorized very good, 21 students were categorized good, 22 students were categorized poor and 7 students were categorized very poor.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data of the thesis the conclusions are drawn as following:

1. There were 34 students categorized as “able” and 29 students categorized as “unable”. It means that the students at Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara were able in using transition signals in completing paragraph.
2. Difficulties item in the matter of number 10, 16, 18, 19, 25, 26, 36.

B. Suggestions

In relation to the conclusions, suggestions are stated as follows:

1. The English teacher should be motivate the students in studying English. Therefore, the teacher must understand the students difficult when they learn English lesson. Especially, in grammar and structure of English as generally and the way in using transition signals. The teacher must be given the explanation, take the example.
2. The teacher of English should give a variant of method in teaching English especially grammar and structure, as a stimulus to the students in order to facilitate the students in comprehending grammar.

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