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### **TRANSITIONAL WORDS USED BY THE STUDENTS IN THESIS BACKGROUND OF ENGLISH DEPARTMENT AT UNIVERSITY OF PGRI SUMATERA BARAT**

### **KATA TRANSISI YANG DIGUNAKAN MAHASISWA DALAM LATAR BELAKANG SKRIPSI (JURUSAN BAHASA INGGRIS) UNIVERSITAS PGRI SUMATERA BARAT**

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#### **Abstract**

*This study aims to analyze the accuracy of the use of transitional words in the background of the problems in the student thesis. This research is motivated by the problem of using transitional words in writing. This research is a qualitative descriptive study because the data collected is in the form of words using the content analysis method. The source of this research data is the thesis of PGRI University students graduating from the 2019/2020 academic year in the second period. Then, the data were analyzed using the techniques of (1) reading/recording, (2) describing, (3) classifying, and (4) interpreting. The results of this study found that some students used transitional words that matched the function and some students used transitional words that didn't fit the function. From this study, it was found that there were 77 transitional words used by students from 18 documents (background of the problem on thesis), the types of transitional words contained in 18 documents were To introduce an additional idea, To introduce an opposite idea, To introduce contrast, To introduce an example or illustration, To indicate a consequence or result, To introduce a restatement or explanation, To show cause and effect. Of the 77 transition words, 55 transitional words were found that were used correctly, and 22 transitional words were used incorrectly.*

*Keywords: Transitional Words, Writing, Background*

## **Abstract**

*Penelitian ini bertujuan untuk menganalisis ketepatan dari penggunaan transitional words di dalam sebuah latar belakang permasalahan yang ada di skripsi mahasiswa. Penelitian ini dilatarbelakangi oleh adanya permasalahan penggunaan kata transisi dalam sebuah tulisan. Penelitian ini merupakan penelitian deskriptif kualitatif karena data yang dikumpulkan berbentuk kata-kata dengan metode analisis konten. Sumber data penelitian ini adalah skripsi mahasiswa Universitas PGRI wisudawan tahun ajaran 2019/2020 di periode kedua. Kemudian, data dianalisis dengan menggunakan teknik (1) membaca/mencatat, (2) mendeskripsikan, (3) mengelompokkan, dan (4) menginterpretasikan. Hasil penelitian ini ditemukan bahwa sebagian mahasiswa menggunakan kata transisi yang sesuai dengan fungsi dan beberapa mahasiswa menggunakan kata transisi yang tidak sesuai dengan fungsi. Dari penelitian ini ditemukan sebanyak 77 kata transisi yang digunakan oleh mahasiswa dari 18 dokumen (background of the problem on thesis), jenis kata transisi yang terdapat dalam 18 dokumen yaitu To introduce an additional idea, To introduce an opposite idea, To introduce contrast, To introduce an example or illustration, To indicate a consequence or result, To introduce a restatement or explanation, To show cause and effect. Dari 77 kata transisi ditemukan 55 kata transisi yang penggunaannya tepat, dan 22 kata transisi yang penggunaannya tidak tepat.*

**Keywords:** Kata Transisi, Tulisan, Latar Belakang

## **1. INTRODUCTION**

Writing is a difficult activity to partake in because it necessitates a broad range of language abilities on the part of the writer. As a result of completing this component, a piece of writing that is coherent will be generated. Students need to focus more of their attention on writing and on learning how to articulate their ideas, thoughts, and opinions in written form if they want to be successful in overcoming the challenges that are associated with writing. Only then will they be able to successfully overcome the challenges that are associated with writing. They won't be able to be effective in overcoming the problems that are linked with writing until they have reached this point (Djahimo 2018). It demonstrates that writing is a difficult skill to master because a writer not only needs to be able to correctly write words, but also needs to be able to correctly put and arrange those words into sentences that are meant to be meaningful according to the rules of grammatical construction. This demonstrates that writing is a difficult skill to master because a writer not only needs to be able to correctly write words, but also needs to be able to correctly put and arrange those words into This demonstrates that writing is a skill that is tough to perfect because not only does a writer need to be able to correctly type words, but they also need to be able to correctly put and arrange those words into sentences. As has been demonstrated beyond a shadow of a doubt, lecturers expect students to write their own theses on their own time. The author has structured and organized the content in a logical manner, and the history of the topic acts as a base or starting point that provides the reader with a knowledge of the content that has been presented to them by the author. Because of this, it is necessary for the data, the facts that support the data, and the background of the problem to all be continuous in order for there to be a decent background of the problem. In order to provide a complete context for the topic at hand, the background information provided ought to include logical explanations that are accompanied by pertinent statistics. It is reasonable to anticipate that students will have a level of familiarity with the information concerning the composition's background, as well as the components of the assignment. The use of transitional words is one of the processes in the writing process, and for

students to be successful with this step, they need to have a good understanding of the notion of transitional terms.

When you are writing something, it is vital to make use of transitional words since these words are beneficial in producing high levels of coherence and cohesiveness in the text. Transitional words may be broken down into two categories: prepositional phrases and coordinating conjunctions (Tampubolon 2019). This demonstrates that students need to have a great knowledge of transitional words since they are the ones who are going to be responsible for developing powerful sentences in order for the reader to comprehend what the author is trying to express in their work. It is the purpose of transitional words in and of themselves to ensure that the reader is able to follow the paragraph easily by ensuring that the connection between one phrase and the next is made strong through the utilization of transitional words. This is accomplished by ensuring that the reader is able to ensure that the connection between one phrase and the next is made strong through the utilization of transitional words. This is accomplished by ensuring that the reader is able to guarantee that the connection between one phrase and the next is made strong by use transitional phrases.

This allows the reader to ensure that the passage flows smoothly from one thought to the next. To put this another way, the function of transitional words is to make it straightforward for the reader to carry on following the line of reasoning that is offered in the paragraph. They make it simpler for readers to track the development of a discussion and to comprehend the connections between a variety of distinct thoughts. However, these students are unaware of the objective of the transitional words that they are applying in their writing, and as a result, they are unable to use them effectively. When writing the thesis, many students use transitional words to connect the phrases or sentences. During the course of this study, the researcher intends to conduct an inquiry into the use of transitional phrases so that they can better understand their function.

Despite the fact that they make a substantial contribution to the process of producing a decent composition, we are unable to make use of them due to unforeseen circumstances. This is despite the fact that they are a potential resource for us. They will be of no use if the writer is unable to select the appropriate transitional words. This is because the writer will not be able to be assisted in the arrangement of an acceptable composition if they are unable to select the appropriate transitional words. They will be of little value, however, if the writer is unable to select the suitable transitional words for the context. They will be completely useless if the author is unable to select transitional words that are appropriate for the context in which they are being used. The prior explanation makes it abundantly clear that the primary purpose of these studies is to evaluate the students' use of transition phrases within the context of the issue statement in their theses. This will be done by reading the students' theses and comparing their use of transition phrases with the issue statement. The explanation has shed a great deal of light on this goal, making it quite easy to understand.

Transitional words are help to create coherence by providing bridges between sentences in the paragraph and between paragraphs. Transitional words make two sentences become a sentence because they link sentences and paragraphs smoothly. Additionally, the use transitional words appropriately also make easy reader to follow and know the idea of a writing. (Jun, Huixian, and Ailian 2013) states that transitional words are words that connect the idea in a sentence with the

idea in another sentence. In multi-paragraphed components, transitional is used to make the transition from one paragraph to the next logical and seamless. This is accomplished by the use of transitional phrases. This is achieved by utilizing transitional phrases throughout the text. In order to accomplish this goal, transitional phrases are scattered throughout the text. This is one of the things that may be accomplished with the use of transitory, which is utilized for. It is much simpler for the reader to follow along with what is being said when an idea is presented in a framework that makes use of transitional phrases. When this is done, the reader may more easily understand what is being stated. Because of this, the likelihood of the reader comprehending what is being conveyed is significantly increased. As a consequence of this, it would appear that the objective of transitional words is to connect one thought to the thought that follows after it, as well as one sentence to the sentence that comes after that, or one paragraph to the paragraph that comes after that. Additionally, making use of transitional words in a piece of writing in a style that is acceptable makes it easy for the reader to follow through and comprehend the meaning behind what is being written. This is because transitional words help the reader move from one idea to the next. This is due to the fact that transitional words assist the reader in moving from one thought to the next in a manner that is consistent and reasonable. (Jun, Huixian, and Ailian 2013) states that transitional words are words that connect the idea in a sentence with the idea in another sentence. Transitional is also used in multi- paragraph components to make the movement from one paragraph to the next paragraph logical and smooth. Using transitional words as a guide makes it easier for the reader to follow the idea. It means that transition is a word or phrase that allows the reader to know that you are moving from one detail or main point to the next detail. In the middle between the first detail point and the second point, there is a transitional word that is used to provide a transitional between two detail points to emphasize that the detail point one and two have changes.

Transitional words can be interpreted as connecting words to link dependent sentences into one consecutive paragraph. (Andrew Tuckr, 2014) When shifting from one sentence to the next, it is important to incorporate transition words, which are also known as conjunctive adverbs. This is because transition words assist move the focus from one thought to the next. The use of these words helps to make a seamless transition from one thinking to the next. These are the words that are placed at the beginning of a sentence, before the subject and the predicate. According to the evidence presented here, transitional words are a common type of linking phrase that can be discovered in sentences. It is conceivable for them to be single words or full phrases that serve the aim of joining two or more sentences together. However, their primary function is to accomplish this linking task. Transition words are words that are used to connect two phrases that are not interdependent with one another. These two phrases can be completely unrelated to one another. It's possible that these two expressions have zero connection to one another at all. They might also add to the cohesiveness of the paragraph by changing the order in which the supporting phrases are delivered. This is another way they could do this. With the assistance of transitional words, a series of statements that are dependent upon one another can be combined into a single understandable paragraph and unified as a whole. This is the most important function that transitional words play. It is generally important to make use of transitional words in order to correctly connect two phrases that are separated by periods in a particular sentence.

Additionally, the use transition words appropriately also make easy reader to follow and know the idea of a writing. (Jun, Huixian, and Ailian 2013) states the following is an example of the definition of transitional words, which illustrates that these words are words that connect the idea presented in one sentence with the idea presented in the following sentence: In multi-paragraph components, transitional is also used to make the transition from one paragraph to the next paragraph logical and seamless. This is accomplished by the use of transitional phrases. This is achieved by utilizing transitional phrases throughout the text. When an idea is given in a structure that makes use of transitional phrases, it is much simpler for the reader to follow along with what is being said. It implies that a transitional is a term or phrase that lets the reader to know that you are moving from one detail or primary point to the next detail. This is because it tells the reader that you are moving from one detail or primary point to the next detail. To put it another way, it alerts the reader that you are about to move on to the following detail. Between the first and second points of detail, there is a word that serves as a transition between the two sets of information. This transitional word is used to offer a transitional between two detail points to emphasize that both the first and second detail points have modifications. The transitional word is used to emphasize that the first and second detail points both have changes.

Then, (Djahimo 2018) explains that the function of transitional signals is then, to make the sentences and paragraphs run smoothly and coherently, in order that readers understand the writer's message. They free the reader from the burden of independently navigating the information and the risk of being confused as a consequence of doing so on their own. It is possible to refer to words and phrases that serve the function of transitioning from one thought to the next using the term "transitional terms and phrases." This term can be used to refer to words and phrases that go from one sentence to the next or from one paragraph to the next. The utilization of transitional signals enables the addition of new ideas, the elaboration or comparison of existing ones, the demonstration of a cause-and-effect relationship, the provision of examples, the introduction of a chronological order or sequence, the highlighting of ideas, and the conclusion or summary of a discussion. Allow for the addition of new ideas, the elaboration or comparison of existing ones, the demonstration of a cause-and-effect relationship (Oshima & Hogue:2006). When one takes into account what the professionals were saying previously, one is able to arrive at the following conclusion: The linking expression, also known as a transitional term, is one that is one that is one that is one that is one that is used relatively frequently. Words and phrases that come between two distinct sentences are examples of the type of words and phrases that are referred to as connectors. Transitional terms are words that are used to link two sentences that can stand on their own. These words are used in the process of joining two sentences. These are the words that are used in the process of joining two separate sentences together. In addition to this, they have the ability to rearrange the order of the sentences in the paragraph that give support for the assertion, which has the potential to improve the overall coherence of the paragraph. The basic purpose of transformation terms is to produce a cohesive whole by piecing together, out of a number of phrases that are dependent on one another, a paragraph that can stand on its own as an independent unit.

Oshima and Hogue (2006 : 4<sup>th</sup> Ed) state that transitional signals give paragraph coherence because they guide your reader from one idea to the next. First function is to introduce an additional

idea. There are words used to introduce an additional idea: Firstly, secondly, thirdly, next then, after this, lastly, finally, meanwhile, by the time. Second function is to introduce an opposite idea. The words uses are also, furthermore, additionally, in addition, moreover, similarly, besides, another, too. Third function is to introduce contrast. The words uses are: in contrast, conversely, alternatively, although, even though, nevertheless, not with standing, however, on the other hand, whereas, while, instead, otherwise. Fourth function is to add a similar idea. The words are comparatively, coupled with, correspondingly, identically, likewise, similar to, together with, equally, as well as. Fifth function is to introduce an example or illustration For example, such as, for instance, to demonstrate, namely, in particular, specify. Sixth function is to indicate a consequence or result. The words uses are: Consequently, accordingly, as a result, hence, subsequently, therefore, thus, thereupon as a consequence, for this reason, wherefore. Seventh function is to emphasize or clarify a point. There are even more, above all, indeed, more importantly. Eighth function is to introduce a restatement or explanation. The words use in introduce a restatement or the explanation are That is, in fact, indeed, namely, specifically. Ninth function is to show cause-effect. The word used to show cause and effect are due to, hence, since, leads to, because. Last function is to draw a close or summarize. The words uses are to conclude, as a final point, in brief, in conclusion, indeed, in short, in summary, finally, lastly.

## 2. METHODS

The research that will be conducted by the researcher into the appropriate and inappropriate uses of transitional terms will use as its basis the thesis backgrounds of English department students at the University of PGRI Sumatera Barat who will graduate in the 2019/2020 academic year. These students will have completed their studies in the English department during the 2019/2020 academic year. The researcher decided to utilize the purposive sample method for this study because she was primarily interested in the thesis backgrounds of students who had graduated from the English department at the University of PGRI Sumatera Barat during the 2019/2020 academic year. As a consequence of this, there are a total of 18 documents that were handed in by students who graduated during the academic year 2019-2020. The documents that students will use to support their theses when they graduate from the English Education Study Program at University PGRI Sumatera Barat during the academic year 2019/2020 are the primary source of information for this study. The students will use this information to support their theses when they receive their degrees. In order to facilitate the process of acquiring the data or information, the researcher will employ a sampling strategy throughout the process of picking the source of the data in order to select the source of the data. Purposive sampling is the name given to the method of sampling that the researcher uses as a direct consequence of this situation. "Purposeful sampling" refers to the process of selecting a sample that is thought to be representative of a particular population. "Judgment sampling" is another name for the same thing as "purposeful sampling." "The act of picking a sample that is regarded to be representative of a specific population is referred to as purposeful sampling" (Gay et al., 2012, p. 141). It is possible that the researcher will not go through each and every one of the papers; rather, they will concentrate their attention on a select few of the documents that have been chosen to act as representatives

through the process of purposive sampling. It is possible that the researcher will not examine each and every one of the papers.

Furthermore, the purposive sampling is usually conducted based on the researcher's purpose and the criterion. Criterion sampling is a variety on purposive sampling which the researcher sets the criterion and includes all cases that meet that criterion (Ary et al., 2010, p.431). In this case, the researcher provide criteria to collect the sample. That is the students thesis who are graduated on the 2019/2020 academic years second semester . Actually the total existing documents is 18 these based on graduation at 2019/2020 in second semester. In this study, the researcher used tools for investigation are document analysis, and observation (Ary et al., 2010, p.220). In this research, the instrument would be used by the researcher was document analysis. Furthermore, document analysis is a systematic procedure for reviewing or evaluating documents both print and electronic (computer-based and Internettransmitted) material, it contains text (words) and images that have been recorded without a researcher "intervention" (Bowen, 2017). The researcher highlights the steps put forward by (Gay et al., 2012, p.468) which states that there are 4 steps to analyze data in qualitative research, namely:

1. Reading/Memoing

This is a fundamental step researchers take to do this. Researchers need to read the data that has been collected. This was done in order to be familiar with the data in identifying the main theme. In this case the researcher will look for a quiet place to read the data. When reading the data, the researcher will focus on the variation and abuse of the use of transition word in background of the problem in student thesis.

2. Describing

After reading the data, the researcher will describe the data as well. Data analysis is important, because it examines the data in depth to provide a detailed picture of the data. In this case the researcher is concerned with the main points of this study, namely the variety and way of using transition word background of the problem in student's thesis.

3. Classifying

The final step of this data analysis is classification. The researcher will classify the data based on the elements of document analysis that the researcher has previously presented. This research is classified into: "Student initials, transition word, function, based on analysis, and appropriate/inappropriate.

4. Interpreting

After implementing the steps above, the researcher will interpret the data. This is supported by (Gay et al., 2012, p.467) which states "At the beginning of data analysis, the logical sequence of activities is from reading / memoing to description, to classification, and finally to interpretation". This means that interpretation is the main step to determine the results of data analysis. After interpreting the data, the researcher draws conclusions. This was done so that readers can easily get points from this research.

### **3. RESULTS AND DISCUSSION**

In reference to the study of the data that was presented earlier, the researcher located and assessed the appropriate and inappropriate utilization of transitional terms in the background of

the problem. According to (Oshima & Hogue: 2006), the uses of the word transitional function were to introduce an additional idea, to introduce an opposite idea, to introduce contrast, to add a similar idea, to introduce an example or illustration, to indicate a consequence or result, to emphasize or clarify a point, to introduce a restatement or explanation, to show cause-effect, to draw a close or summarize. In other words, the word transitional function was used to introduce an additional idea, an opposite idea. The researcher discovered 77 different transitional words that were employed in the context of the issue. As a sample, the researcher looked at 18 different aspects of the problem's background. The result about analyzed the appropriate and inappropriate used of transitional words in background of the problem will describe as follow:

No	Transitional Words		Words
1	to introduce an additional idea	19	firstly, secondly, thirdly, next, then, after this, lastly, finally, meanwhile, by the time
2	to introduce an opposite idea	22	also, furthermore, in addition, moreover, besides.
3	to introduce contrast	7	although, even though, however, whereas, while,
4	to add a similar idea	0	
5	to introduce an example or illustration	7	for example, the example
6	to indicate a consequence or result,	17	according, therefore, thus.
7	to emphasize or clarify a point	0	
8	to introduce a restatement or explanation	2	in fact,
9	to show cause-effect, to draw a close or summarize	4	in conclusion, in summary

According to the findings that were presented before, the researcher came to the conclusion that out of a total of 77 transitional datum obtained through analysis, only 55 transitional datum were adequate. This conclusion was reached based on the findings that were presented earlier. This conclusion was arrived at after considering the facts that were discussed previously in the sentence. The researcher, on the other hand, identified 22 instances of transitional words that should not have been employed at all and discovered that they were improper. Before beginning their investigation, students need to make sure that they are correctly establishing the problem backdrop by ensuring that they are using transitional terms in their writing in the relevant contexts. This was done to ensure that the reader would not have any confusion while they read about or gained additional knowledge on the research that the students had undertaken.

#### 4. CONCLUSION

Words that function as transitions between sentences within a paragraph as well as between paragraphs are referred to as transitional words. Their purpose is to provide coherence in a piece



of writing. This is the case both within a paragraph as well as in the transitions between paragraphs. It is possible to integrate two phrases into one using transitional words since they help create a smooth transition from one sentence to the next and also between paragraphs. In multi-paragraphed components, transitional is utilized to make the transition from one paragraph to the next paragraph logical and seamless. This is accomplished by the use of transitional phrases. One of the functions of transitory is to accomplish this. When an idea is given in a structure that makes use of transitional phrases, it is much simpler for the reader to follow along with what is being said. The researcher came to the conclusion that it would be beneficial to evaluate whether or not students enrolled in the English education program at University PGRI Sumatera Barat used transitional terminology that were appropriate or improper in their theses. Following the completion of the analysis, which yielded 78 transitional datum, 54 transitional datum were subsequently appropriated. In spite of this, the researcher reached the opinion that 22 of the transitional words that were chosen were not appropriate.

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