

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents related to the study. Those are the background of the study, formulating of research problems, the purpose of the study, the significance of the study, scope and limitation, and definition of the key terms.

#### **A. Background of The Study**

Writing skill is one of the skills in English. Writing as a component on the syllabus in teaching learning of English. Writing is dominant with creating the idea to show in the real work. It becomes one of the students' difficult activities in doing a study of English. As we know writing is not only a theory and talent. But also writing must be learned continuously. However, through writing activities, the students express their ideas as an essential role in academics. Furthermore, to gain successful writing depends on the ability of the writer to adapt and apply relevant procedures, schemas, facts, and working memory episodes (Kellogg, 2001).

The students of English Foreign Language (EFL) in Indonesia think writing has a complicated activity. Writing has a category of difficult skills to be attained in a second language. The students also have frequently made an error in writing, it is due to they don't conform to the rules in writing. There are several differences between Bahasa and English in terms of

grammatical styles which the students have in learning foreign languages. Mukminin (2015) said in his research, one of the students' problems in writing is the students face difficulties creating a good paragraph caused by their style of the mother tongue is different. On the other hand, the students do the writing to reach the correct and appropriate which is relevant to the context of writing that requires a struggle. Based on the phenomena above, there are many influences of background that made the students' have difficulties in writing activities. As a result, the problem in English writing activity can be a challenge for English Foreign Language (EFL) students.

In addition, writing is not a simple process to create an idea because it requires mastery not only focus on the rhetorical and grammatical structure but also the conceptual and judgmental by some of the elements. Due to writing, to create a good paragraph there are many requirements. It makes students find it difficult and dazing to create paragraphs properly which have coherence in every paragraph. Good writing implicates not only accurate use of the language but also the effective organization of the information (Eric and Helen:1996). Besides, writing has a contribution to students' ability of critical thinking to develop the idea.

One of the constraints in create a good writing is using the transition words. Transition words as a signal connector between paragraphs. Thus, transition words clue the reader when to go direct, stop, slow the sentences or paragraph. The transition words give the readers more easily to understanding the idea of a paragraph. It's useful for three reasons such as,

the first transition words provide coherence to a story. Second, transition word helps the writer bridge the gap between the idea. The last, transition word provides the reader understand of continued that related to sustainable sentences in the writing process and felt enjoy when reading a paragraph (Patterson:2014). It is the reason how the importance of transition words for study. Generally, there are some types of transition words namely addition, definition, time order, emphasize, cause and effect, similar idea, explanation result, conclusion, example, classification, summarize, and the other. Thus, the transition words applied in several written works such as essay, novel, article magazine, newspaper, story, paragraph, etc.

Teaching writing offline may have a different result from teaching writing online. This study is conducted during online teaching. Teaching writing online usually conduct use some technology or certain platform such as online social media including Telegram and WhatsApp, video conferencing tools including zoom application and google meet, and online learning software (google classroom). The activities of writing online apply to some of the academic activities, such as mid-semester exams, semester final examinations, internship, and final duty guidance, theses, and dissertations (Wajdi, Kuswandi, Al Faruq, Zulhijra, Khairudin, Khoiriyah:2020). However, practically students need a comprehensive understanding of the theories of writing and practical guidance from the lecturer during writing in online learning. They need some direction, and feedback to build their skills in online writing class. In this case, the lecturer

can be said an instructor and has an important role in teaching writing online.

Talking about English in education the essence of the online learning method that has impacted all students both facilities students to be more practical in understanding or precisely retired. Therefore, the online learning method has contributed to student activities that help and support need to enhance their ability in learning. As we know the learning of the English education department of IAIN Tulungagung at this time still doing through online learning. Actually, during the study online the students have facilities technology and online instruction to engage the learners in solving complex problems (Duffy & Cunningham, Honebein:1996). On the other hand, the potential of weakness in online learning also has influential on the students' understanding.

In brief, IAIN Tulungagung provides the paragraph writing subject in the second year of the English education department. In this subject, the students were asked to make some of the different text types in a paragraph. The problems of the second year students' English education department at IAIN Tulungagung they still haven't mastering used transition words to be clear and less understanding to create a good paragraph. Likewise, the students in creating a paragraph still have errors when applying transition words. While, the accuracy of using transition words is very influential to produce a good paragraph in writing activity, especially in the different text types of paragraph.

To be accurate in the research, the researcher uses five previous studies to support this research. The first research from Nova Lima Juliana Banjarnahor and Don Narius (2019). The result of the research are the English department students of Universitas Negeri Padang there is influenced by some mistakes such as don't understand in applying transition in sentences, they have little bit knowledge about transition signal, they can't apply the placement of the types transitional and the minimize using punctuation when applying the transitional signal, and also didn't create an essay by their self.

The second, research was written by Siti Mamluatun Nikmah (2019) this research was aimed to analyze and find the factors students' error in using transition signals in essay writing. The result of this research found errors in writing essay on many criteria such as errors on using punctuation 33%, error applying transition signal on clause and sentence 29%, error in the same appearance of transition signal 4%, error in kind of transition signal about 30%, error on recurrence of transition signal 4%. All the errors having by students in transitional signal about 67%.

The following research was written by Fani Yally Yolanda, Jufri, and Fitrawati (2013). The result of this study, the researcher found that the students have a misunderstanding in applying some transitional in the paragraph about a written sentence, combine sentence, and also ignore the use of commas as punctuation when they put a transition signal. The

understanding ability of students is about 60% it means can be categorized as intermediate level.

Next, the research that had been conducted by Happy Rosita Djahimo (2018). In this research, the researcher doing study classify types of transition signals, and the dominant is used in discussion text by the six-semester students of the English program of UNDANA. The result of this research the students have problems using transition signals and haven't good competent in using transitional signals. Thus, the dominant transition signal that used by students in addition types.

Last research that had been conducted by Abdullah Moga Jati Nogu Harahap (2017). The result of this research he found total errors (88 errors). For omission errors 42 cases (47.72%), and addition errors 46 cases (52.28%). The dominant error is addition. Then, students' difficulties in analyzing transitional signals are still lack of vocabulary, less understanding of transitional signal process well, and less understanding about kinds and patterns of transitional signals well.

Based on previous studies above, this research that important to analyze because the study of transition words in online learning methods that still limited. That way the researcher conducted a study of student errors in using transition words in online learning. It becomes different from some of the previous studies. However, in a study of online learning of teaching writing the students have different concentration and comprehension of the ability that compared to directly studying in the classroom. Really, it

becomes something news for students and teachers with the study normally. This research focused on the types errors, the frequency of transition words errors and the factors that contributed to this error. In this research, the researcher uses an object of research that is comparison and contrast paragraph to analyzes transition words are used in writing paragraphs. Because this paragraph still has rarely to be studied for analysis.

Finally, from the previous studies above, the researcher hopefully this research has useful and significant before with previous studies. The research conducted entitled "*A Study on Students' Errors in using Transition Words Made by The Second Year Students of English Education Department at IAIN Tulungagung in Writing Paragraph*".

## **B. Formulation of Research Problem**

1. What types of transition words errors are found in students' paragraph taught using online learning made by the second years' students of English education department at IAIN Tulungagung academic year 2020/2021?
2. How is the frequency of each type of transition word found error in writing paragraphs?
3. What are the reasons that contribute to the errors?

## **C. Purpose of the Study**

The purpose of the research to describe a study on students' errors in using transition words in writing paragraph.

1. To know the types of transition words error are found in students' paragraphs taught using online learning made by the second years students English education department at IAIN Tulungagung academic year 2020/2021.
2. To identify the frequency of each type the transition words error found in writing paragraphs.
3. To know the reasons that contribute to the errors.

#### **D. Significance of the Study**

The researcher hopes that this research will be usefull for:

1. Students

It is expected this research help the students of English Education Department to increase or develop their knowledge about identified kinds of transition word, to know their errors of transition words when applying in writing activity, and also interest in writing activity create a paragraph properly.

2. Future Researcher

The result for the future researcher can be mastery of English and increase the future researchers conversance on transition words in paragraph writing. However, it can be guidance or another reference for the future researcher.



### 3. English Teacher or Lecturer

This research is useful to English teachers or lecturers can be a references in the teaching practice of writing in English subject and compare when explain about transition words do the learning in the classroom.

## **E. Scope and Limitation**

The scope and limitation of this research is a study on students' errors in using transitional words of writing paragraph made by the second years students of English education department at IAIN Tulungagung in academic year 2020/2021 taught using online learning method. The researcher limit to analysis error on transition words in writing paragraphs of different types of text especially in comparison and contrast paragraph.

## **F. Definition of Key Terms**

### a. Error

Error is related to unacceptable and inappropriate form grammar of the target language, which has been embedded in the minds of learners. When the students do not understand the language at all and incorrect by themselves it can be categories of error.

- 1). Omission
- 2). Addition
- 3). Misformation

#### 4). Misordering

##### b. Error Analysis

Error analysis is an approach for studying second language acquisition that has a procedure for the researcher to analyze the error doing with stages of describing, classifying, and also evaluating.

##### c. Transition words

Transition word is the signal words that useful to show the connection between an idea in one paragraph or sentence also to the next. Transition words made clear the information idea how the parts of the paragraph are connected.

##### d. Paragraph

Paragraph is a piece of writing to create an idea that provides the groups of sentences with detailed information that supports the topic sentence and supporting details to develop the paragraph. The paragraph can define a group of related sentences on a single topic. A topic of paragraph consists of one and only one idea.