

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research based on research problems. The findings of this study cover types of transition words error, frequency of error, reasons contributed to the error, and discussion about findings

A. Findings

The findings on the analysis result the researcher found were the errors of transition words of classification into four categories : (1) Error of omission, (2) Error of Addition, (3) Error of misformation, and (4) Error of misordering based on the theory of Surface Strategy Taxonomy proposed by Carl James (1998). The following is description of students' errors on transition words of the comparison and contrast paragraph in each category:

1. Types of Transition Words Errors

a). Errors of omission in transition words

Omission is called the act of deleting something or a component in a sentence. It happens when the component of items should be presented but it exactly omitted or removed. Omission refers to the absence of one word or more well-performed construction of the sentence (Carl James, 1998:106). Based on the paragraph analysis, the students had omission errors in writing paragraphs. From the overall number of paragraphs, there were 29

omissions found. The following sentences contain omission errors in the paragraph, such as:

1). Paragraph 1 (NLP)

Original Sentence:

Intel is devoted to tough applications in computer applications, AMD is only intended for gaming applications. Intel's graphics are also better and even used in the video and photo editing process. In Intel performance is better and more powerful in long usage. But, with good performance Intel processors users have to pay a lot of money.

Revised version:

*Intel is devoted to tough applications in computer applications, **whereas** AMD is only intended for gaming applications. Intel's graphics are also better and even used in the video and photo editing process. In Intel performance is better and more powerful in long usage. But, with good performance Intel processors users have to pay a lot of money.*

Analysis:

The sentence above has an omission error of transition word because the student omit the transition word that should be used to link the idea in the sentence with the idea on the next sentence.

This sentence should use *whereas* as a transition word to introduce an opposite idea or contrast the paragraph. The first sentence explain the definition of intel. The next sentence explain the AMD functions. So, this paragraph suitable with the transition word *whereas* need to be added.

2). Paragraph 2 (SM)

Original Sentence:

Meanwhile, the product which is a physical exfoliant can be identified by its "gritty" texture and feels rough on the skin a scrub. Those of you who have sensitive skin should avoid this type of exfoliator.

Revised Version:

*Meanwhile, the product which is a physical exfoliant can be identified by its "gritty" texture and feels rough on the skin, **for example**, a scrub. Those of you who have sensitive skin should avoid this type of exfoliator.*

Analysis:

The sentence above has an omission error of transition word because the student omit the transition word that should be used to link the idea in the sentence with the idea on the next sentence.

This sentence should use *for example* as a transition word to introduce an example or illustration the paragraph. The first sentence explain the example of structure product. The next sentence explain about product use recommendations. So, this paragraph suitable with the transition word *for example* need to be added.

3). Paragraph 3 (DN)

Original Sentence 1

Shopping is a necessity for both men and women, but it is usually used as a woman's hobby to relieve stress in order to improve mood. There are two ways to shop, shopping directly at the mall and shopping online.

Original Sentence 2

Shopping is a necessity for every human being. We must be a smart buyer to fulfill your life's needs so that you won't regret shopping.

Revised Version:

Sentence 1

*Shopping is a necessity for both men and women, but it is usually used as a woman's hobby to relieve stress in order to improve mood. There are two ways to shop, **namely** shopping directly at the mall and shopping online.*

Sentence 2

*Shopping is a necessity for every human being. **In conclusion**, we must be a smart buyer to fulfill your life's needs so that you won't regret shopping.*

Analysis:

Sentence 1

The sentence above has an omission error of transition word because the student omit the transition word that should be used to link the idea in the sentence with the idea on the next sentence. This sentence should use *namely* as a transition word to introduce an example the idea the paragraph. The first sentence explain the definition of shopping. And the next sentence that explain of kind of shopping. So, this paragraph suitable with the transition word *namely* need to be added.

Sentence 2

The sentence above has an omission error of transition word because the student omit the transition word that should be used to link the idea in the sentence with the idea on the next sentence. This sentence should use *in conclusion* as a transition word to draw a close or summarize the paragraph. This sentence show the conclusion of smart buyer and the summarize kinds of shopping. So, this paragraph suitable with the transition word *in conclusion* need to be added. So, the suitable of transition word need to be added *in conclusion*.

b). Errors of Addition in Transition Words

Addition is the existence of items or words in a sentence that should not be there. The errors of addition occur when the writer presents the items which are not required in the structure of the sentences. After analyzing of the paragraph, the students had 5 errors of addition that were found by the researcher. The following sentences that contain addition, such as:

1). Paragraph 1 (DAP)

Original Sentence:

***However,** Besides there are some differences between Korean dramas and Chinese dramas. The first, seen from the number of episodes per the title of the drama.*

Revised Version:

Besides, there are some differences between Korean dramas and Chinese dramas. The first, seen from the number of episodes per the title of the drama.

Analysis:

The sentence above has an addition error of transition word because the student added *however* as the transition word that should not be used to link the idea in the sentence with the idea on the next sentence. This sentence should use *besides* to introduce an opposite idea or contrast things. And not supposed use a transition word *however* because there is a transition word *besides*. To create a good paragraph the student should not add *however*.

2). Paragraph 2 (PAN)

Original Sentence:

We can conclude that there is a difference in health services when there is BPJS health insurance in terms of tangibles reliability,

*responsiveness assurance, and empathy. But, **in fact** their goal is still the same to help the community.*

Revised Version:

We can conclude that there is a difference in health services when there is BPJS health insurance in terms of tangibles reliability, responsiveness assurance, and empathy. But, their goal is still the same to help the community.

Analysis:

The sentence above has an addition error of transition word because the student added *in fact* as the transition word that should not be used to link the idea in the sentence with the idea on the next sentence. This sentence should use *but* to introduce an opposite idea or contrast things. And not supposed use a transition word *in fact* because there is a transition word *but*. To create a good paragraph the student should not add *in fact*.

3). Paragraph 3 (IFS)

Original Sentence:

*Another different, Foundation is more popular in America, while in South Korea BB and CC creams are preferred. However the concealer formulas are similar **but also** that used sparingly in Korean looks. And if the setting powder is a staple in the US looks.*

Revised Version:

Another different, Foundation is more popular in America, while in South Korea BB and CC creams are preferred. However the concealer formulas are similar that used sparingly in Korean looks. And if the setting powder is a staple in the US looks.

Analysis:

The sentence above has an addition error of transition word because the student added *but also* as the transition word that should not be used to link the idea in the sentence with the idea on the next sentence. This sentence should use *however* to introduce an opposite idea or contrast things. And not supposed use a

transition word *but also* because there is a transition word *however*.

To create a good paragraph the student should not add *but also*.

c). Errors of misformation in transition words

Misformation is the structure of sentences with improper form. It is familiar with the wrong design of the sentences. It means that the students have wrong form of the transition words usage. The students have misformation when they use the transition words in writing sentences or paragraph. Based on the analysis of paragraph, the students had misformation in writing paragraph. From overall the number of paragraphs, there was 10 misformation found by the researcher. The following are sentences that contain misformation in the paragraphs:

1). Paragraph 1 (DAP)

Original Sentence:

Beside that, there are some differences between Korean dramas and Chinese dramas. The first, seen from the number of episodes per the title of the drama. Generally Korean dramas total 16 episodes, in the other hand Chinese dramas have more than 30 episodes.

Revised Version:

Besides, there are some differences between Korean dramas and Chinese dramas. The first, seen from the number of episodes per the title of the drama. Generally Korean dramas total 16 episodes, in the other hand Chinese dramas have more than 30 episodes.

Analysis:

The sentence above has misformation of transition words because the student had formation which is not proper of the transition word that should be used to link the idea in the sentence with the idea on the next sentence. The sentence should use *besides* as a

transition word to add further support idea the paragraph. There is wrong form of transition word that form of *beside that* should be *besides*. This transition word used to support idea of differences between Korean dramas and Chinese dramas.

2). Paragraph 2 (RAT)

Original Sentence:

In traditional market, buyers can pay using cash even exchanging goods for goods that commonly called bartering. One the other hands, in modern market buyers are starting to use a credit card for payment because it easier and safer.

Revised Version:

*In traditional market, buyers can pay using cash even exchanging goods for goods that commonly called bartering. **On the other hand**, in modern market buyers are starting to use a credit card for payment because it easier and safer.*

Analysis:

The sentence above has misformation of transition words because the student had formation which is not proper of the transition word that should be used to link the idea in the sentence with the idea on the next sentence. The sentence should use *on the other hand* as a transition word to introduce an opposite idea or contrast the paragraph. There is wrong form of transition word that form of *on the other hands* should be *on the other hand*. This transition word used to support idea about bartering in traditional market.

3). Paragraph 3 (SAF)

Original Sentence:

On conclusion, Oppo Reno 4 and Vivo V20 have likenesses and contrast on each side and each cellphone has its claim charm so that we must be smart and wise in choosing a cellphone with advanced quality.

Revised Version:

In conclusion, Oppo Reno 4 and Vivo V20 have likenesses and contrast on each side and each cellphone has its claim charm so that we must be smart and wise in choosing a cellphone with advanced quality.

Analysis:

The sentence above has misformation of transition words because the student had formation which is not proper of the transition word that should be used to link the idea in the sentence with the idea on the next sentence. The sentence should use *in conclusion* as a transition word to draw a close or summarize the paragraph. There is wrong form of transition word that form of *on conclusion* should be *in conclusion*. This transition word used to draw a summary of idea about the likenesses and contrast on each side and each cellphone has its claim charm so that we must be smart and wise in choosing a cellphone.

d). Errors of misordering in transition words

From the analysis of students writing paragraph, the researcher did not find error of misordering in transition words because all of the students did not do misordering in their paragraph. As a result, from this research there was no error that found by the researcher in misordering.

2. The Frequency of Types Error

After knowing the error types of the transition word, the researcher identified the frequency of each type. From 35 students of the English education department, there were 44 sentences of errors. Those errors consist of three types such as: omission, addition, and misformation which

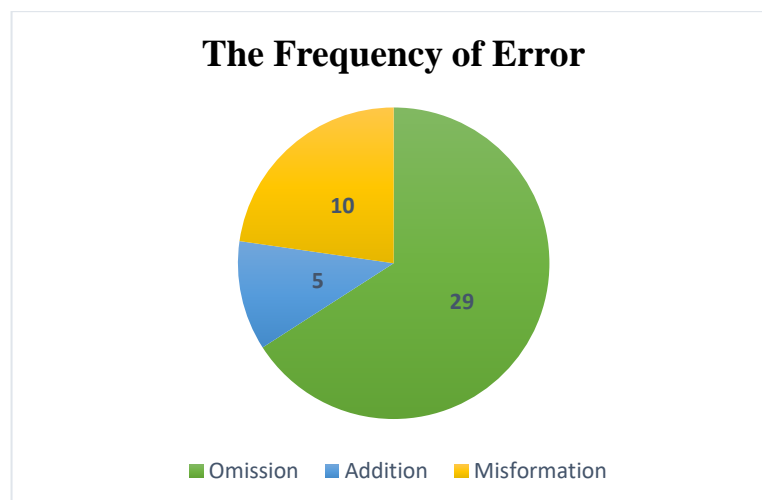
the theory proposed by Carl James (1998). The following table below about the frequency and percentage of error:

Table 4.1
The Frequency of Writing Paragraph Error

NO	Types of Error	Frequency	Percentage
1	Omission	29	66%
2	Addition	5	11%
3	Misformation	10	23%
4	Misordering	0	0%
Total		44	100%

Based on the table above, it can be seen that the highest frequency transition word errors was omission 66%, addition 11%, misformation 23%, and the misordering 0%.

Figure 4.1



The researcher uses pie diagram to draw the frequency types of error. From the analysis of frequency error, it can be seen that error of omission was the most frequent errors made by the students. Based on bar diagram above, the total frequency of omission type was 29 errors, addition type was 5 errors, and misformation type was 10 errors. Then, there was no error in misordering type. Finally, it can be concluded the dominant of students' errors is omission type.

3 . The Reasons of Students' Errors

To know the reasons that contribute to the errors the researcher carried out an interview. There were eight questions that the researcher asked the students related to the reason of errors. The interview with students who had errors conducted through online interview on 26th – 27th of august 2021. From the result analysis it was found that the reasons of errors.

The first reason of commons errors in this research found that students translate the first language into a second language. In this case, the mother tongue is very influential that causes various errors, especially in the writing process. Interlanguage transfer contributes to student errors because the students have less understanding of transition words, are confused about transition words and familiar with the mother tongue. There were 4 students in participants who have errors less understanding of transition words. It can be seen that the following excerpt:

1). Student 1

"Yes, there are many transition words sometimes I forgotten on each placement the transition words. I just remember little type of transition words". (S1.LUT)

2). Student 2

“Yes, because I still haven't studied more about transition words and only understand the basics or less understanding the transition words. So, I have difficult the transition words when write a paragraph”. (S2.LUT).

3). Student 3

“Yes, because I just know a little about transition words. So that make me difficult to understand about it.”. (S3.LUT)

From the following excerpts, it can be concluded that 3 students had the same factor of errors that they have less understanding about transition words because they just know a few transition words and made them difficult about it. This reasons influenced their errors in writing paragraphs. Although they had the same error above, but student 4 was also confused in using transition words. It can be seen that he following excerpt:

1). Student 4

“I feel confused in order to determine which transition word is properly to be used in paragraph. Besides, sometimes I just remember some of English transition words which are frequently used or familiar in text I when read. Therefore, I don't have enough various transition words used when I write a paragraph, sometimes I only use however, and on the other hand”. (S4.CUT).

From the above excerpt, student 4 felt confused in using transition words. It caused she just used transition words based on their knowledge. Basically, she often used the transition words like *however*, and *on the other hand* which is often remembered.

However, the mother tongue also influences errors for the learners. The students have the same reason of error that is familiar with the mother tongue. Most all students stated that their first language that is the Indonesian language which makes them dependent on their mother tongue. There were 4 students revealed in the interview, it can be seen that the following excerpt:

1). Students 1

“Yes, because sometimes when translated from Indonesian to English the meaning becomes different and doesn't connect”. (S1.FWMT)

2). Student 2

"I still familiar with my mother tongue which makes it difficult for me to apply transition words correctly". (S2.FWMT)

3). Student 3

"Yes, I have familiar with my mother tongue so that make me dependence it. And I feel difficult when apply the appropriate of transition words". (S3.FWMT)

4). Student 4

"Yes, some English transition words have same meanings in my mother tongue and vice versa. It makes me feel confused in using that English transition words". (S4.FWMT)

From the following excerpts it can be concluded that 4 students' relative answers that I have interviewed before had the same answer that familiar with their mother tongue. Mother's tongue was very attached to them and that was what makes them depend on their mother tongue.

The second reasons, most of the cases error happened that students using their own knowledge to translate the transition words and to identify the function of the transition words. There were 4 students of participants who had errors used their own knowledge to translate the transition words. It can be seen that the following excerpt:

1). Student 1

"Yes, I use my own the meaning of transition words and can adjust the position of the transition words according to my opinion". (S1.OKTT)

2). Student 2

"Yes, because I wrote the paragraph in Indonesian first, then translated it into English by my own knowledge". (S2.OKTT)

3). Student 3

"Yes, I use my own language based on my knowledge to translate the transition words". (S3.OKTT)

4). Student 4

"Yes, I often use my own knowledge, when I'm in bad mood, I just make my own to translate that. But when I'm good mood sometimes I not use my own". (S4.OKTT)

From the following excerpts, it can be concluded that students using their own to translate the transition words from Indonesia into English based on their knowledge.

Besides, another reasons error is the students using their own language to identify the function of transition words. There are 4 students who stated that about these statements in the interview. It can be seen that the following excerpt:

1). Students 1

“Yes, I still not understand when identified the function types of transition words, so I use my own knowledge to identified it function”. (S1.OKIF)

2). Student 2

“Yes, I applied the function of transition words according to my knowledge and it may function incorrectly”.(S2.OKIF)

3). Student 3

“Yes, I often use my own knowledge to identify the function each type of transition words because the types of transition words is too much my opinion”. (S3.OKIF)

4). Student 4

“Yes, I identified the function it depends my knowledge because til now I haven't fully understood”. (S4.OKIF)

From the following excerpts, it can be concluded that students identified the function of each type of transition word by their knowledge. It happened because students didn't have any capability of these functions.

The third reason of errors is about the teacher or lecturer mislead the explanation based on the material or textbooks, and the textbooks themself provide an explanation that is difficult to understand and misinterpreted the teachers' explanation. There were several reasons of error by students who have confused with the lecturer's explanation in online learning. And also confused

with the material of transition words. It was revealed the interview of 4 students. It can be seen that the following excerpt:

1). Student 1

“Yes, I was confused with lecturer explanation about transition words. Sometimes the lecturers only provide power point without providing an explanation clearly”. (S1.CLO)

2). Student 2

“Yes, I feel confused when discussing transition words with lecturer through online learning, online learning is also a factor that makes me misunderstanding”. (S2.CLO)

3) Student 3

“ I feel confused with lecturer explanation in online learning, because I think the explanation is too general”. (S3.CLO)

4) Student 4

“I feel that lecturer explanation was so common. Therefore, I still need to find and learn individually the other transition words”. (S4.CLO)

From the following excerpts, it can be concluded that students were confused with lecturer explanation in online learning. The lecturer explained about the material of transition words is too general. However, the situation of online learning also made them difficult to understand the material that conveying by the lecturer.

Then, another reason of errors the students were confused with the material of transition words. From the interview transcriptions of four students, they stated with the same argument. It can be seen that the following excerpt:

1). Student 1

Yes, I think the material are not complete and too general so that make me confused. And I can't remember in each transition word”. (S1.CM)

2). Student 2

“Yes, I have difficulties and I feel confused, because the supporting books are not very complete, only with a few examples of material given by the lecturer and looking for myself on the internet”. (S2.CM)

3). Student 3

“Yes, sometimes I feel not understand about material of transition word in book or other references”. (S3.CM)

4). Student 4

“Yes, I feel confused with the material of transition words. I think the explanation in pdf is general and not complete”. (S4.CM)

From the following excerpts, it can be concluded that students had confused with the material of transition words from books, pdf and other references that were given by the lecturer. They thought the material is too general and incomplete.

The last, reasons of error occurs when the students tried to make their own way to learn a new language to convey the information idea of paragraph. But, sometimes these techniques lead themselves the reason of errors. When students convey their ideas of a paragraph with transition words use their own knowledge or vision. For example related with placement of transition words which less precisely by using their own strategy. Students feel misunderstand the use of transition words. It can be seen that the following excerpt:

1). Student 1

“Yes, because when apply transition word I still doubt when use the each type in paragraph”. (S1.FM)

2). Student 2

“Yes, because I only use my own strategy so when create ideas with transition word are not related. (S2.FM)

3). Student 3

“I still confused when use transition word so that make misunderstand that paragraph not properly”. (S3.FM)

4). Student 4

“Yes, sometimes I forgot the function or I got misunderstanding when use transition words”. (S4.FM)

From the following excerpts it can be concluded that students had any doubt in their own argument. Secondly, from the interview transcription

of 4 students, the researcher found the reasons error was students' difficulty creating a paragraph with the placement of transition words correctly.

1). Student 1

"Yes, I have difficult when I conveying an idea in paragraph with correct transition words. That makes the error to communicated the idea with correct placement of transition words".(S1.DCP)

2). Student 2

"Yes, because when I convey the idea there are some things that I don't understand, about the placement of the right transition words. So, the communication that I convey regarding the ideas is not quite right". (S2.DCP)

3). Student 3

"Yes, because I don't know the sequence of transition words usage correctly to communicate in a paragraph and I not feel confident when I write paragraph with transition words". (S3.DCP)

4). Student 4

"Yes, sometimes I feel that my paragraph is good and correct enough, but in the reality it should be fixed anymore in case of the use correct transition words. In fact, I still difficult when conveying idea with correct transition words". (S4.DCP)

From the following excerpts, it can be concluded that students difficult creating a paragraph with the placement of transition words correctly. because they don't know the placement right transition words usage. So, the students' way to convey of an idea using transition words in the paragraph that make reason of error.

Referring to the result excerpts of interview transcription above, it can be concluded there were several reasons that contribute to the errors such as less understanding and confusion about transition words, and familiarity with mother tongue. The students also use their own knowledge to translate and identified the function of transition words, confusion with

lecturer explanation in online learning and the material of transition words, misunderstanding the use of transition words and any difficulty in creating a paragraph with the placement of transition words correctly. Furthermore, all the reasons that contributed to the errors it was changed into code. (*The code factors of errors see in appendix 2*).

B. Discussion

In this part, the researcher discusses the findings of research. The following below discussion the research findings.

1. Types of Transition Words Error and Frequency of Error

In this part, the researcher discusses the types of transition words errors found in students' paragraphs taught using online learning made by the second year students of English Education Department at IAIN Tulungagung. After collecting and analyzing data from 35 students of the English Education Department in their paragraph writing. Based on the findings, the researcher found the transition words errors in some categories. These categories include omission, addition, and misformation. It was strengthened by theory from Carl James (1998). However, each student has a different ability in using transition words. The following are types and frequency of transition words errors below.

The omission means the students' wrong is forming words but missed one item that should be appeared in a sentence or paragraph. The omission error was 24 students made 29 frequency of error (66%). Many students had

omission error because they still missed the transition word that should be used to link the idea with the idea on the next sentence. The omission has highest number where error occurred. As a result, it becomes the majority in their errors. In this case, some students did not put transition words in paragraphs that must appear in their paragraphs. This result confirmed the theory by Dulay, Burt, and Krashen (1982: 150-163) omission is also called deletion which is missing of one or more items that must exist in a sentence. This study was different from previous research was written by Abdullah Moga Jati Nogu Harahap (2017) in his research he found an error of omission with 42 cases of errors (47.72%) and addition with 46 cases of errors (52.28%). However, the dominant error in his research was addition error. Because, there were many students who added transition words that should not be added in their paragraphs.

The addition error is one type of error in which there is an element that should not appear in a sentence or paragraph. There was found 5 students who had errors of addition with 5 frequency (11%) made by students. In this case, error of addition happens when students add transition word that should not be used to link the idea in the sentence with the idea on the next sentence. It can be concluded that students had little bit error in addition types. Because there were 5 of students errors of addition. It is suitable with theory by Carl James (1998) stated addition is one error that happens when the student used the wrong form of a structure of the sentence. But, this findings has different result with previous study was written by Abdullah Moga Jati Nogu Harahap

(2017) in his research he found an error of addition with 46 cases of errors (52.28%) with the highest frequency of error.

Another type of error which found in students' paragraph writing is misformation. Misformation refers to the structure of sentences with an improper form that familiar with the wrong design of the sentences. The students' misformation error was 9 students made 10 frequency (23%). This error occurs that students have incorrect the transition words usage. In this case, the students had formation which is not proper of the transition words that should be used to link the idea in the sentence with the idea on the next sentence. As a result, it showed that most students of English Education Department have not fully understood used of transition words. This result confirmed with the theory by Carl James (1998) misformation error is indicated by the incorrect use of a structure.

2. The Reason of Students Errors

Based on the result analysis it is found that there were several reasons that contributed in students error. The students had less understanding of transition words because they just know a few transition words. Sometimes they just remember a partial types of transition words and haven't studied more so that made them difficult about it. This finding is in line with Nova Lima Juliana Banjarnahor and Don Narius (2019) state in their research that found the students don't understand applying transition signal in the sentence. In addition, it is also in line with Siti Mamluatul Nikmah (2019) stated students' lack understanding of the rules on using

transition signals. And had proved the previous research by Abdullah Moga Jati Nogu Harahap (2017) showed that students less understanding of the transitional signal process well. Another factor of errors was confusion in using transition words, and familiarity with their mother tongue. The students felt that because they just used transition words based on their knowledge of the second language. However, their ability in using transition words still limited. And the mother's tongue was very attached to them and that was what makes them depend on their mother's tongue when they produced written the paragraphs. This finding is in line with Hinnon (2014) that there are several sources of errors namely negative transfer of mother the tongue and the difference in words and sentence structures between the mother tongue and the target language.

Second, the reasons of errors happens when the students have not mastered the target language yet. The examples of intralingual transfer are using their knowledge to translate and identify the function of transition words. In this case, the students used the various rules that they made themselves. Because the students have lack understanding of transition words. However, the student's knowledge of transition words is incomplete. So, they combined with their knowledge. In addition, this result is suitable with the theory proposed by Brown (2000) intralingual transfer happens within the target language itself the main factor in a second language learning.

Third, the reasons of errors occurs when teachers mislead the explanation based on the material or textbooks. And the textbooks themselves provides an explanation that is difficult to understand or situation the students misinterpreted the teachers' explanation. The reasons of errors included confused with teacher explanation in online learning and confused with the material of transition words. However, the material of transition words is too broad. It can be concluded that students had confused with the material of transition words from books, pdf and other references that were given by the lecturer. They thought the material is too general and incomplete. Another reason of error was students confused with lecturer's explanation in online learning. The lecturer explain about the material of transition words is too general. Besides, the situation of online learning also made them difficult to understand the material that conveyed by the lecturer. This result confirmed with the theory by Brown (2000) stated that the context of learning refers to the classroom with teachers and their material in the social situation. In the case, the students untutored of the second language learning.

Last, the reasons of error is related to the students' learning styles. The examples of students' error were students misunderstanding the use of transition words and difficulty to creating a paragraph with the placement of transition words correctly. This error happens when the students tried made their own strategy to learn a new language to convey the information. Consequently, the students just used limitation transition words in their

paragraph for example, *however, on the other hand* to introduce opposite ideas or contrast. This finding is in line with Nova Lima Juliana Banjarnahor and Don Narius (2019) in their research they found that students don't know when applying the placement of the types of transition words.

By interpreting to the related findings from previous studies above, the point which can be concluded there is a different result among the study of transition words conducted directly in offline learning and through online learning. Thus, the student's understanding is different when learning with different conditions as well. Therefore, the types of transition words errors, the frequency of error and also that reasons those errors more occur when conduct in online learning. This condition makes the different results of research. Indeed, the students who study transition words should be careful and learn more about transition words.