AN ANALYSIS OF TRANSITION SIGNALS IN STUDENTS' WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA ISLAM IBNU RUSYD KOTABUMI IN ACADEMIC YEAR 2021/2022

An Undergraduate Thesis

(Submitted as a Partial Fulfillment of the Requirements for S1-Degree)

By

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ABSTRACT

The objective of this research was to analyze the transition signals that found in students' writing descriptive text and the types of transition signals that mostly used by the students in writing descriptive text at the tenth grade of SMA Ibnu Rusyd Kotabumi in academic year 2021/2022. The method of this research was descriptive qualitative research. The researcher used descriptive text as the object of analysis and focused on analyzing transition signal. The data collecting technique of research was content analysis and the instrument was students' writing descriptive text. The technique sampling was purposeful sampling technique. There were 15 students as the sample of this research, especially at C class.

Based on the data analysis, it was found that there were26 transition signals errors found in the students' writing descriptive text such as: besides, because, instead of, and, moreover, furthermore, after that, therefore thus, because, even though, although, for instance, in addition, therefore, in conclusion, for this reason, etc. The types of error in using transition signal that mostly found in the students' writing was addition and cause effect. It was found that there were 11 errors in addition type, 3 errors in contrast type, 2 errors in comparison type, 1 error in example type, 8 errors in cause effect type, no error in sequence or time types and 1 error in conclusion type of transition signal. It can be concluded that the students were still got error in their writing and the teacher is suggested to teach about transition signal specifically.

Keywords: Descriptive Text, Transition Signal, Writing Ability.

DECLARATION

This thesis entitled *An Analysis Of Transition Signals In Students' Writing Descriptive Text At The First Semester Of The Tenth Grade Of Islam Ibnu Rusyd Kotabumi Academic Year of 2021/2022* is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and those are properly acknowledged in the text.

Bandar Lampung, May 2022

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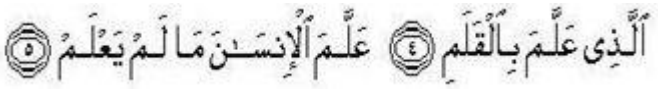
MOTTO



"He Who taught (the use of) the pen. Nay, Verily man is rebellious"
(QS. AL-'Alaq:4-5)[1]

[1] Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2005), p. 1506

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Ms. Yulianti, who already prayed, supported and guided me to be successful in my study and life.
2. My beloved Husband Faizal Abdian who always give me spirit and suggestion.
3. My beloved lecturers and almamater of UIN RadenIntan Lampung

CURRICULUM VITAE

Aprillia Fatma Sari was born in Bandar Lampung on April27, 1996. She is the first child of Mr. Wira and Ms. Yulianti's daughter.

She began her study at SD Negeri2 Surabaya and graduated in 2007. Then, she continued at MTS Negeri 2 Bandar Lampung 2009. After she graduated from MTS Negeri 2 Bandar Lampung in 2012, she continued her study at SMA Yadika Bandar Lampung and graduated in 2015. After that she continued her study in State Islamic University Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty since 2015.

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Finally, it has to be admitted that nobody is perfect and there are still many weaknesses in this thesis. Therefore, any criticisms and suggestions from the readers to enhance the quality of this thesis are sincerely welcomed. Furthermore, the thesis is expected to be useful especially for those who are involved in English teaching profession.

Bandar Lampung, May 2022
Acknowledged by,

Aprillia Fatma Sari

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CHAPTER I
INTRODUCTION

A. Background of Problem

English becomes an international language. It is uses in all of countries and uses as the relation among languages. Therefore, a teacher has to teach the students effectively. One of the purposes in teaching and learning English is to increase students' English skills. There are many skills in English such as writing, listening, speaking, and reading. All those skills must be mastered in order to be able to use English in a communication. It is known that, the goal of learning English is enable the students to use English in their communication. In daily life, communication can be done in two ways; such as in oral form and in written form. Written communication can be learnt by the students through mastering writing skills.

Writing is a combination of process and product of discovering, ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. As Boardman said that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.[1] It means that writing is the product of discovering ideas which put on paper in written form, and it enables reader to take value.

Writing ability is one of the English subject that must be mastered by students. It is the important skill in English in order to be able to create and share their ideas and creativities in written form. Writing is also a formal communication and more complex than speaking. Moreover, writing is more lexical than speaking so that is why in writing we need more strategy to make a good writing product. Writing is not only about how can a writer write but it is also can decide the personality of someone to get a job that he wants. There are many jobs which need to receive employees by looking their writing product, especially for lecturer and teachers in upgrading their job classes.

Writing at first comes from an idea in the head, then the person who has the idea reveals and expresses it in the form of written language. However, writing ability is not simply a matter of expressing the ideas in good language and using a good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related.

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[1]Boardman, A. Cyinthia, *Writing to Communicate*, (Longman: Pearson Education), 2002.p.11.

Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. It can be concluded that to create a good writing, students have to combine their skill of using a well-patterned language and their ability to relate sentences and paragraphs to become a united text.

The writers transfer their thoughts into a written form by following some certain rules such as spelling, grammar and punctuation, coherence and organization of ideas. Those rules should be mastered by writers because writing is a way to communicate one another and they have to be able to construct their paragraphs coherently. A way to make a coherent paragraph is using transition signals which should be clearly demonstrated in a text.

Based on preliminary research at tenth grade of SMA Islam Ibnu Rusyd Kotabumi. The researcher found that there were some problems to the students' writing ability especially in connecting the idea in one sentence to another. The students have difficulties in choosing appropriate words to connect each sentence, they often made mistake in using words that show relationship in the beginning, middle or the end of paragraph.

The researcher got the result of preliminary by interviewing an English teacher at tenth grade of SMA Islam Ibnu Rusyd Kotabumi. The teacher said that students face difficulties in the problems that have been mentioned above. The teacher explains that students have lack knowledge in writing, especially in using the words or phrase that show the relationship of each sentence or paragraph. It happens especially in students' writing descriptive text. Furthermore, the teacher also explains that students' score in writing were still low.

To know this deeper, the researcherdid an observation to the students' writing task of descriptive text, especially in using transition signals at the tenth grade students of SMA Islam Ibnu Rusyd Kotabumi. The researcher selected two of the student's task writing, it was found that there was mistake in using appropriate words to show sentence connection.

For example:

1. "My father isa hard-working person, he works as a banker. Eventhough, he is working in a travel company". (incorrect)
   "My father isa hard-working person, he works as a banker.Besides, he is working in a travel company". (correct)

From this example, the researcher identified that the students used kind of transition signals namely *word connector* and there was mistake in using word connector to connect the ideas. Here the word "even though" was not appropriate to connect the first idea and second idea, because 'even

though" is uses to show contrast or to compare something. It is better if the student use "besides". This word is appropriate to introduce an additional idea of sentence. His father is working as a banker, besides that his father is working in a travel company.

The second example of the students' mistake in using transition signal of descriptive text as follows:

2. "She is studying English <u>but</u> also knows Arabic and Mandarin". (incorrect)
   "She is studying English <u>and</u> also knows Arabic and Mandarin". (correct)

Based on this example, the researcher identified that there was a mistake in using transition signals type of *addition*. The transition signals of addition such as; *and, in addition, also,* etc. In this case, the student used "but" to add further information. It was incorrect because "but" refers to show contrast not for additional. So that the correct sentence should be "She is studying English <u>and</u> also knows Arabic and Mandarin". This sentence described that someone is not only studying and knowing English, she also knowing other languages such as Arabic and Mandarin.

Reffering to this result, the researcher concludes that the students have difficulties and often make mistake in using appropriate words or phrase to show the sentence connection. In English the words or phrase that show relationship between one sentence to another called transition signals. Oshima & Hogue state that transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence and show the relationship between them.[2] It means that translation signal is a word or phrase that connect one sentence to another in order to make it become good and acceptable sentence for the readers.

There are some kinds of transition signals; it can be transition signals between paragraphs or within paragraph. Oshima and Hogue divided transition signals into three groups based on grammatical function. The three groups are sentence connectors, clause connectors, and mixed group called others. Those transition signals can be put in the beginning of sentences, in the middle of sentences and it can also appear in the end of sentence. They also divided transition signals into eight types. Those types are addition, contrast, comparison, example, cause effect, sequence and conclusion.[3] It can be concluded that transition signals is used to make the ideas in the text

[2]Oshima, and Hogue, *Academic Writing*, (New York: Longman), 2007.p.3.

[3]Oshima, and Hogue, *Introduction to Academic Writing-Second Edition*, (New York: Longman), 1998. p.44-45.

relate each other. Because the movement from one sentence to the next should flow smoothly and logically.

The example of common transition signal in text or paragraph such as: *also, in addition, in other words, in fact, namely, however, except, for example, as well as, again*, etc.[4] These transition signals have purpose making it easier for the reader to understand the ideas. They indicate to the reader the relationships between sentences and between paragraphs.

Transition signals are the important elements that support a good writing because they help the writer bringing the readers from one idea to another idea without any ambiguities. Although they have big contribution in constructing a good writing, they will be uselessif the writer cannot choose the appropriate transition signals because it cannot help the writer to arrange a good writing.

Usually, transition signals placed at the start of sentence: however, they may also appear in the middle or end of sentences. It is usually separated from the rest of sentence by commas and we do not need to use transition signals in every sentence in a paragraph, however good use of transition words will help to make the relationship between the ideas in writing to become clear and logical.[5] It means that the characteristics of transition signals can be identified: it usually appear in the middle or end of sentences, separeted by commas, and no need to use tranition signals in every sentences.

Transition signals can be found in every texts, such as speech, report, or even in paragraphs. The researcher will analyze the transition signals in a text namely descriptive. Descriptive text is one of the texts that can be analyzed. According to Wardani descriptive text is a text that gives information about particular person, place or thing.[6] It means that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

The ability to use transition signals in sentence is important to know and to learn in order to make it relate on each sentences. There are some previous studies about the analysis of transition signals. First study conducted by Mahendra & Dewi entitled "The Use of Transition Signals in

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[4]The Learning Centre, *Transition Signals in Writing*, (Sidney: UNSW), 2013,p.1-3, A Journal of University of Technology Sidney, Retrieved on November 25,2019 at 11:35am from https://student.unsw.edu.au/transition-signals-writing.

[5]*Ibid.*

[6]Imelda Wardani, *Improving the Ability in Writing Descriptive Text through Guided-Questions Technique*, E Journal of English Language Teaching Society (ELTS) Vol.2 No.1 2004 – ISSN 2331-1841,p.2. Retrieved on November 25, 2019 at 11:56pm from http://243280-improving-writing-ability-descriptive-text.pdf.

EFL Academic Writing: A Corpus Study".[7]This study aims to identify students' problems and tendencyin using transition signals in academic writing. The data are gainedfrom university students' academic writing product which is built in aform of corpus. The data are then analysed by using corpus software(ant conc.3.2.4).

Another study conducted by Djahimo entitled "An Analysis of Transition Signals in Discussion Texts Written by the Sixth Semester Students of the English Study Program of UNDANA in Academic Year 2016/2017".[8]This research is aimed to identify and classify the types of transition signals which are mostly used by students and to analyze the appropriateness of the use of those transition signals in students' discussion texts. The researcher used descriptive qualitative method in conducting this research and the instrument used in collecting the data was the writing discussion text test. The subjects are forty eight students of the sixth semester of English Study Program of UNDANA in academic year 2016/2017. From all of the types, addition is the type of transition signals mostly used by students.

There are differences between this research to the previous studies. The first study aims to identify students' problems and tendencyin using transition signals in academic writing, the second study aims to identify and classify the types of transition signals which are mostly used by students in discussion text. They have differences because this research aims to analyze the use of transition signals in descriptive text not to analyze the student's problem in using transition signals.

Based on the background of problem above, the researcher is interested to analyze the use of transition signals whether or not it is correct and to analyze the type of transition signals mostly used by the students in writing descriptive text. Therefore, this research entitles: "**An Analysis of Transition Signals in Students' Writing Descriptive Text at the First Semester of the Tenth Grade of SMA Islam Ibnu Rusyd Kotabumi in Academic Year 2021/2022".**

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[7]Made Wahyu Mahendra & Ni Putu Ratna Puspita Dewi, *The Use of Transition Signals in EFL Academic Writing: A Corpus Study*, Journal Bahasa Lingua Scientia Vol.9 No.1 June 2017, Retrieved on November 26, 2019 at 0:11am from http://the-use-of-transition-signals-in-EFL-academic-writ.pdf.

[8]Happy Rosita Djahimo, *An Analysis of Transition Signals in Discussion Texts Written by the Sixth Semester Students of the English Study Program of UNDANA in Academic Year 2016/2017*, (Kupang, Indonesia: International Journal of Research Granthaalayah Vo.6 Iss.1), 2018. Retrieved on November, 26 2019 at 0:22am from http://transitionsignals.pdf.

B. Focus of Research

This research focused on analyzing the transition signals that found in students' writing descriptive text and types of transition signals that mostly used by the students.

C. Research Questions

This research particularly aimed at finding the answers to the following research questions:

1. What are the transition signals that found in students' writing descriptive text?
2. What is the types of transition signals that mostly used by the students in writing descriptive text?

D. Objectives of Research

From this study the researcher wanted to achieve some objectives:

1. To analyze the transition signals found in students' writing descriptive text.
2. To analyze the types of transition signals that mostly used by the students in writing descriptive text.

E. Significances of Research

The result of the research is expected to give some useful benefits as follows:

1. Theoretically
   The result of this study can be used to give an encouragement in teaching learning process especially for teaching transition signals in writing subject.And also to tell the reader about what transition signals is, including the function, characteristic, the types, etc.
2. Practically
   The result of this study can help writers understand about transition signals so that they are able to make a good composition of writing by using appropriate transition signals.

F. Scope of Research

1. Subject of Research
   The subject of this research was students at tenth grade of SMA Islam Ibnu Rusyd Kotabumi
2. Objects of Research

The objects of this research was the students' writing composition in using transition signals of descriptive text.

3. Place of Research
   This research was conducted at SMA Islam Ibnu Rusyd Kotabumi, which located at Jl.Soekarno Hatta No.103 Kotabumi, 34511.
4. Time of Research
   The research was conducted at the second semester year of 2021/2022.

CHAPTER II
THEORITICAL FRAMEWORK

A. Previous Studies

The analysis of transition signals has been conducted previously by some researchers. The related researchers are the following:

1. The first previous research was taken from research report of Made Wahyu Mahendra and Ni Putu Ratna Puspira Dewi in the year of 2017 from Ganesha University. This study aims to identify students' problems and tendency in using transition signals in academic writing. The data are gained from university students' academic writing product which is built in a form of corpus. The data are then analysed by using corpus software (ant conc.3.2.4).
2. The second related research was written by Happy Rosita Djahimo in the year of 2017 from Nusa Cendana University.The research title was An Analysis of Transition Signals in Discussion Texts Written by the Sixth Semester Students of the English Study Program of UNDANA in Academic Year 2016/2017.This research is aimed to identify the types of transition signals used in discussion texts written by the sixth semester students of the English Study Program of UNDANA in academic year 2016/2017, to classify the types of transition signals which are mostly used by students and to analyze the appropriateness of the use of those transition signals in students' discussion texts. The researcher used descriptive qualitative method in conducting this research and the instrument used in collecting the data was the writing discussion text test. The subjects are forty eight students of the sixth semester of English Study Program of UNDANA in academic year 2016/2017. From all of the types, addition is the type of transition signals mostly used by students. Generally, students have good competence in using transition signal appropriate with its function and grammar, however, some transition signals are still used incorrectly.
3. The last is a research report from Nani Puspita Dewi in the year of 2015 from State Islamic Institute of Palangkaraya. The research title was The Use of Transition Signals in Descriptive Text Written by Eighth Grade Students of MTs Muslimat Nu

Palangkaraya. The study is aimed at describing (1) how well do the students write descriptive text? (2) how well do the students use transitional signals in writing descriptive text? (3) what are the problems faced by the students in using transitional signals in writing descriptive text?. The writer used descriptive quantitative. The object of study was the second year students of VIII-C class at MTs Muslimat Nu Palangkaraya. The object of study was the problems which were faced by the students in using transitional signals in writing descriptive text.

The three previous researches above were analyze about transition signals in writing text. On the contrary, the results of the research are different each other. The first study investigated about transition signals in the students' academic writing. The second study investigated about transition signals in discussion text. And the last study was analyzed about transition signals in descriptive text.

B. Transition Signals

Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence and show the relationship between them. Transition signals are usually at the beginning of a sentence or paragraph to relate it to the one preceding it and they can also come within sentences to connect one idea to another within a sentence.[9]It can be concluded that transition signals is a kind of words or phrases that has function to connect idea from one sentence to another.

The following is the list of transition signals according to their function. By using those transition signals properly and correctly, cohesion in our writing can be achieved.[10]

Tabel 1

List of Common Transition Signals

Transitions Indicating Additions:			
▪ Also ▪ in addition	▪ another ▪ further	▪ in fact ▪ including	

[9]*Op.Cit*.p.89.

[10]Zemach & Rumisek, *College Writing: From Paragraph to Essay*, (Oxford: Macmillan Publishers), 2003,p.4.

▪ besides ▪ too ▪ as ▪ well as	▪ furthermore ▪ moreover	▪ to put it another way ▪ in other words	
Transitions indicating comparisons, contrasts, or contradictions:			
▪ similarly ▪ likewise ▪ by comparison ▪ in the ▪ like ▪ manner ▪ but ▪ yet ▪ rather than	▪ Unlike ▪ however ▪ instead ▪ instead of	▪ although ▪ regardless ▪ on the other hand ▪ nonetheless ▪ nevertheless ▪ on the contrary ▪ in contrast	▪ whereas even ▪ though even ▪ when in spite of ▪ despite either... ▪ or... neither... ▪ nor...
Transitions indicating a time relationship and logical division of ideas:			
▪ before ▪ now ▪ next ▪ after that	▪ in time ▪ later ▪ finally ▪ since	▪ soon ▪ the next day ▪ then	▪ eventually ▪ at first (second, ▪ third, last)
Transitions which limit or introducing example:			
▪ if ▪ unless ▪ in case ▪ in particular	▪ Except ▪ namely ▪ for example	▪ for instance ▪ such as	
Transitions indicating cause and effect:			
▪ because ▪ for ▪ since	▪ Therefore thus ▪ As	▪ as a result ▪ so ▪ as a consequence	▪ consequently ▪ for that (this) reason
Transition indicating conclusion:			
▪ in conclusion ▪ in summary ▪ in brief	▪ to conclude ▪ in short	▪ thus ▪ to summarize	▪ to sum up ▪ finally

C. The Use of Transition Signals to Link Ideas

Transition signals are used to guide the readers from one idea to the next. Transition signals are connecting words or phrases that strengthen the internal cohesion and coherence of the writing. It is similar to change from one item of idea to another. Transition signals act like bridges between parts of the writing. However, without transition signals it is difficult for the writers to produce a coherent paragraph.

Transition signals are like traffic marks, they tell the readers when to go forward, turn around, slow down, and stop.[11] It means that to achieve good composition of writing, the writer needs to use transition signals. It mekes a composition become smooth to read or to translate. Transition signals gives such a sign in each sentences when to go forwards, turn around, slow down, and stop.

Below the example of transition signals in sentence:[12]

1. ***In addition,*** *he is one of the best player on soccer team*
2. *Children* ***not only*** *need love,* ***but also*** *need discipline.*
3. ***Although*** *I have been here before, he is just too hard to ignore.*

D. Writing

Writing is one of the important skills of a language. Writing is the mental work of inventing ideas, thinking about how to express them and organizing them in to statements and paragraphs that will be clear to reader.[13] It means that writing is quite hard to be learned but if we got it clear once then as sure we mastered it well because that is not only from one aspect. We should think it first then write it down on paper after that we have to collaborate between our ideas and the sentences to become paragraphs.

Writing is an activity which has a significant role in a daily life, because writing is clarification phenomena though and feeling. Through writing the students can explore their minds by using words and paper to control and find out the relationship among their ideas. Writing is used to help students perform a different kind of activity. Students need to be able to write to do these activities, but the activities do not teach students to write[14]. It means that writing helps us to remind what we have got and helps us to

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[11] *Op.Cit*, p.25.

[12] *Op.Cit*, p.28.

[13] DavidNunan,*Practical English Language Teaching*,New York:Mc.Graw Hill, 2003.p.88

[14] JeremyHarmer, *Op Cit*,p.33.

open our knowledge and also one of way in sending message or information from the writer to the reader.

From the theories above, the researcher concludes that writing is not easy, that is why we should know how to write well and produce the sentences well by learning all of the aspectsin writing. The teacher should pay attention to the indicators of writing ability, in orderto make the students able to write good composition.

E. Teaching and Learning Writing

Teaching writing is teaching the students how to express the idea or imagination in written words. In process of writing, the students should use language structure and diction.To be fluent in writing, learmers have to build writing habit. A genre approach is especially appropriate for students of English for specific purposes. However, it is also highly useful for general English students, even at low levels, if we want them to produce written work, they can be proud of.[15] It means that in teaching writing, the teacher should use appropriate purposes. So that the students will understand the material given fastly.

Gebhard states that we cannot teach students to write by looking only at what they have written. We must understand how that came into being, and why it assumed that from it. We have to do hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product.[16]It means that a good teacher knows the students' background knowledge in writing. Because teacher cannot judge the students by looking only at what they have written. It should relate to their process, and also by conducting an evaluation.

Based on the theory above, the researcher concludes that if a teacher wants the students to become fluent in writing, she/he should make specific purpose of writing itself, such as make purpose which relates to the things, they will be proud of. By that way, the students will write their ideas widely, because things they would write is something they proud of or can be their favorite things.

F. Principles of Teaching Writing

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[15]JeremyHarmer,*The Practice of English Language Teaching*, Fourth Edition, New York: Longman, 2006.p.327.

[16]Jerry Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, (Ann Arbor: The University of Michigan Press, 2000),p.221.

There are some principles for teaching writing. It can be described as follows:

1. Understand students' reasons for writing

   It is important to understand the students' goal when they ate writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the students works.

2. Provide many opportunities for students to write

   To improve writing skills, the students must always practice. The teacher must give many choices for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

3. Make feedback helpful and meaningful

   The students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that teacher used.

4. The teacher must clarify himself, and for his students, how their writing will be evaluated

   Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.[17]

From the principles of writing above, the researcher concludes that the teacher need to know what are the principles in writing, in order to make teaching-learning process effective. There are four principles; the first is understand students' reasons for writing, this means a teacher knows the students' problems and the goal of writing. The second is provide many opportunities for students to write, this means a teacher guides students to practice their writing through some kind of texts such as narrative, recount, report, procedure, etc.

The third is make feedback helpful and meaningful, this means teacher must always provide a feedback and make sure that the students understand the vocabulary or symbols that teacher used. The last is the teacher must clarify himself, and for his students, how their writing will be evaluated, this means the evaluation will be based on elements of writing such as content, organization, vocabulary, language use, and mechanic.

[17]JeremyHarmer,2004, *Op.Cit*, p.92.

G. Component of Teaching Writing

Teaching is not a simple way activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future.

Rivers claimed that writing in the language becomes a complicated activity because writing invloves meaningful segments of language; words, sentences, grammar, and how to transfer those segments into written forms.[18] It means that in writing there are four components. They are words, sentences, grammar and how could learners combine those segments to become good paragraph in written forms.

Furthermore, Richard and Renandya state that the component of writing consists of planning, drafting, revising, and editing. On planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next on the revising stage, the stduents re-write their text on the basis of feedback given in a responding stage. The students on the editing stage are engaged in tidying up thieir texts as they prepare the final draft for evaluation by the teachers.[19]

It means that there are four stages of writing. Each stage provide its own activity which make students easier in making writing composition. They are planning, drafting, revising, and editing. Learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. In teaching the students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing

H. Descriptive Text

As mentioned on background of problem, the researcher will use the type of text namely descriptivetext. This text has been chosen because it suitables to the analysis of transition signals.

Description is kind of writing used fo resenting a verbal portrait of a person, or thing. This writing is used when the writers want to give details

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[18]WilgaRivers, *Teaching Foreign-Language Skills*, (Chicago: The University of Chicago Press, 1981),p.294.

[19]JackRichard & Willy Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.303.

information and to make writing. In other words, it used to develop a picture of "what is look like" it seems that the interpretation nof the writer will color the result of the writing. It is because the writer does not only give the information itself, but also creates the certain image of the object.

It supported by Anderson that descriptive is a factual description describes a particular person, place or thing. It is purpose is to tell about the subject by describing it is features without including personal opinion. Factual description different from an information report, because it is describing specific subject rather than a general group.[20]It means that descriptive text is to describe a particular person, place or thing. Such as hair colors, shapes, sizes, weight, height, contents, a so on. In writing the text is using simple present tense. A descriptive text is a text list the characteristic of something.Descriptive text is to describe a particular thing, place and person. It is produce through thing, look, smell, taste or sound.e factual description of descriptive text:[21]

The factual description scaffold	
1. A general opening statement in the first paragraph	1. This statement introduces the subject of the description to the audience 2. It can give the audience brief details about the when, where, who or what of the subject
2. A series of paragraphs about the subject	1. Each paragraph usually begins with a topic sentence 2. The topic sentence previews the details that will be contained in the remainder of the paragraph 3. Each paragraph should describe one feature of the

[20]Anderson, M., & Anderson, K. *Text Type in English*. (Australia: Macmilian Education, 1998). p.26.

[21]*Ibid.*

	subject 4. These paragraph build the description of the subject
3. A concluding paragraph (optimal)	1. The concluding paragraph signals the end of the text

2. Language Features of descriptive text.
   a)Using attributive and identifying process.
   b) Using adjective words.
   c)Using simple present tense.
   d) Using conjunction

   Pardiyono says that to make the descriptive text clear, the students must implement the important part of descriptive besides the genre.[22] It means that the students must be able to understand the grammatical, purposes of descriptive text then they can write descriptive text correctly. that there are five scoring criteria for scoring writing, they are: task,fulfillment/content,organization, vocabulary, language and mechanics.[23]

   From all the definition above, it can be concluded that students' descriptive text writing ability is the ability to describe the characteristics of something; it can be a person, a place, or thing so the readers understand about the object even can imagine.
3. Example of Descriptive Text

   Identification: Fita Dewi is a model Jakarta.She is a student of Senior High School 35 Jakarta. Fita is second daughter of Mr Budi Putra and Mrs. Nana Fitra . Fita became a famous model Teenage in 2006 and YTV jrang-jreng in 2005.

   Description: Fita has white-skinned. She is tall and slender. She is 16 years old. Fita has wavy, short,black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smile. Fita is an attractive

[22]Pardiyono, Pastibisa, *Teaching Genre Based Writing*,(Yogyakarta: CV Andi Offset, 2012),p. 34.

[23]. *Ibid .36*

girl. She like a wearing catton jacket and a t-shirt. She always wants to feel relaxed. She is neet and well dressed.Fita is cheerful and friendly girl. Everybody like her because she is humorous and creative girl. Her hobbies are cooking sunadanese food, eating, singing and shopping. Fita has beautiful voice and her favorite singer is Rossa.[24]

From all the definition above, it can be concluded that students'descriptive text writing ability is the ability to describe the characteristics of something: it can be a person, a place, or thing so the readers understand about the object even can imagine it with good mastery of aspects of writing like content, organization, vocabulary, language use and mechanics.

[24]English Book of the Eighth Grade: *When English Rings a Bell*, Kemendikbud RI 2017,p.19.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presented conclusion and suggestion. The conclusion was taken from the research questions. The research questions in this research were (1) What are the transition signals that found in students' writing descriptive text? (2) What are the types of transition signals that mostly used by the students in writing descriptive text? Then, the conclusion of this research as follows:

A. Conclusion

1. There were26 transition signals errors found in the students' writing descriptive text such as: besides, because, instead of, and, moreover, furthermore, after that, therefore thus, because, even though, although, for instance, in addition, therefore, in conclusion, for this reason, etc.
2. The types of error in using transition signal that mostly found in the students' writing was addition and cause effect. It was found that there were 11 errors in addition type, 3 errors in contrast type, 2 errors in comparison type, 1 error in example type, 8 errors in cause effect type, no error in sequence or time types and 1 error in conclusion type of transition signal.

B. Suggestion

Based on research finding and conclusion, the researcher gives some suggestions as follows:

1. For the teacher

a. The teacher is suggested to teach about transition signal in the activity of writing because it enables the students to write well.
b. The teacher should be able to explain to the students about the difference between conjunction and suggestion because they are similar.

2. For the students

a. The students need to learn transition signal and read many reference that can add their knowledge for this material such as book, short story, etc.
b. The students should be able to write well even though writing is quite hard to learn because this skill needs many aspects such as vocabulary, grammar, tenses, etc. the students should learn them all.

3. For further research

a. The further research can use the result of this research as reference, especially in analyzing transition signal in students' writing.
b. The further research can make difference on some aspect such as grade, text, aim of research, etc even though the analysis is the same about transition signal.

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APPENDIX 1

The Result of Interview to English Teacher in Preliminary Research

Researcher : Aprillia Fatma Sari

Teacher :

Questions:

1. Sejak kapananda mengajar bahasa inggris di kelas 10 SMA Islam Ibnu Rusyd Kotabumi?
   Answer :Saya mengajar bahasa ingris sejak tahun 2015.
   Conclusion :Beliau mengajar sejak tahun 2015 sampai sekarang yang artinya kurang lebih sudah 5 tahun.
2. Menurut anda apakah kesulitan yang siswa alami di kegiatan menulis?
   Answer :Biasanya mereka kesulitan dalam penggunaan kosakata, seringnya mereka menggunakan kata atau frasa yang kurang tepat di dalam kalimat. Untuk kegiatan menulis sudah bisa hanya saja mereka memiliki masalah dalam mengkoneksikan gagasan atar kalimat.
   Conclusion : siswa mengalami beberapa masalah di kegiatan menulis, khususnya dalam penggunaan kata ata frasa di dalam suatu kalimat
3. Apakah siswa mengalami kesulitan yang sama di dalam menuliskan deskriptive text?
   Answer : Iya, descriptive text termasuk teks yang harus runtut penulisannya jadi koneksi antar kalimat haruslah bagus supaya mudah dimengerti dan tidak miskomunikasi. Disini, siswa lumayan kesulitan dan sering salah menggunakan kata untuk mengorganisasi kalimat supaya menjadi baik dan benar.
   Conclusion : siswa mengalami kesulitan dalam penggunaan kata atau frasa untuk menghubungkan kalimat pada descriptive text.
4. Apakah siswa pernah belajar tentang penggunaan transition signals untuk menghubungkan ide antar kalimat?
   Answer: Pernah, hanya saja mereka kadang salah dalam penggunaannya. Transition signals kan banyak macamnya. Seperti kata *in addition*, *furthermore*, seperti itu yang memang mungkin jarang mereka gunakan jadi mereka agak susah

mengaplikasikannya sehingga sering salah, tertukar (kurang tepat). Kalau penggunaan kata seperti *and, first, second*, atau *because* itu mereka sudah kebanyakan bisa.

Conclusion: siswa sudah mempelajari transition signals namun masih sering salah dalam menggunakannya.

5. Berapa KKM bahasa inggris di kelas 10? dan adakah siswa yang belum lulus KKM?

   Answer: KKM kelas 10 disini yaitu 70. Dan iya masih banyak siswa yang belum mencapai KKM di kegiatan writing. Karna writing ini lumayan susah ya untuk dipelajari dan di kuasai.

   Conclusion : KKM 70 dan siswa masih banyak yang belum lulus dikegiatan menulis.

Appendix 2

Table 1

The WritingScore of Descriptive Text at the First Semester of the Tenth Grade of SMA Islam Ibnu Rusyd Kotabumi

Class : X A

No	KKM	Score
1	70	68
2	70	65
3	70	72
4	70	75
5	70	60
6	70	55
7	70	50
8	70	68
9	70	70
10	70	72
11	70	78
12	70	80
13	70	60
14	70	75
15	70	60
16	70	65
17	70	65
18	70	68
19	70	72
20	70	75
21	70	70
22	70	72
23	70	80
24	70	75
25	70	65

Note:

Total student : 25

Score >70 : 11

Score ≤70 : 14

Table 2
The WritingScore of Descriptive Text at the First Semester of the Tenth Grade of SMA Islam Ibnu Rusyd Kotabumi

Class : X B

No	KKM	Score
1	70	65
2	70	65
3	70	55
4	70	75
5	70	50
6	70	70
7	70	70
8	70	75
9	70	60
10	70	75
11	70	68
12	70	68
13	70	78
14	70	70
15	70	70
16	70	80
17	70	60
18	70	72
19	70	60
20	70	65
21	70	72
22	70	68
23	70	75

Note:
Total Student : 23
Score >70 : 8
Score ≤70 : 15

Table 3
The WritingScore of Descriptive Text at the First Semester of the Tenth Grade of SMA Islam Ibnu Rusyd Kotabumi

Class : X C

No	KKM	Score
1	70	80
2	70	60
3	70	75
4	70	60
5	70	72
6	70	65
7	70	55
8	70	75
9	70	75
10	70	50
11	70	45
12	70	80
13	70	82
14	70	70
15	70	68
16	70	72
17	70	65
18	70	75
19	70	62
20	70	65
21	70	40
22	70	58
23	70	75
24	70	55
25	70	50
26	70	68

Note:
Total Student : 26
Score >70 : 10
Score ≤70 : 16

APPENDIX 3

SILABUS

Mata Pelajaran : BAHASA INGGRIS
Satuan Pendidikan : SMA
Kelas/ Semester : X / II
Kompetensi Inti :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dala	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengr	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentangpenggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks **Mempertanyakan**	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	9 x 2 JP	• Audio CD / VCD/ DVD • SUARA GURU • Koran / majalah berbahasa Inggris • www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
msemangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi	itik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan na	**(questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan	• Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan • Ketepatan dan kesesua		• http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata,	ma bagian - bagian nya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan ban	informasi tertentu dari teks deskriptif **Mengeksplorasi** • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi	ian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan bangunan berse jarah terkenal, sesuai dengan konteks penggunanya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	gunan bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang,	yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari **Mengasosiasi** • Dalam	tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.9. Menyuntingteks deskriptiflisan dan tulis, sederhana, tentang orang, tempatwisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi	tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda	kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.	dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang	yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait den	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur	siswa yang mendukung proses penulisan teks diskriptif berupa : draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
g, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara	gan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan cetak yang jela	kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat	dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
benar dan sesuai dengan kontek s. .	s dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata	laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan ‘learning journal’			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.				

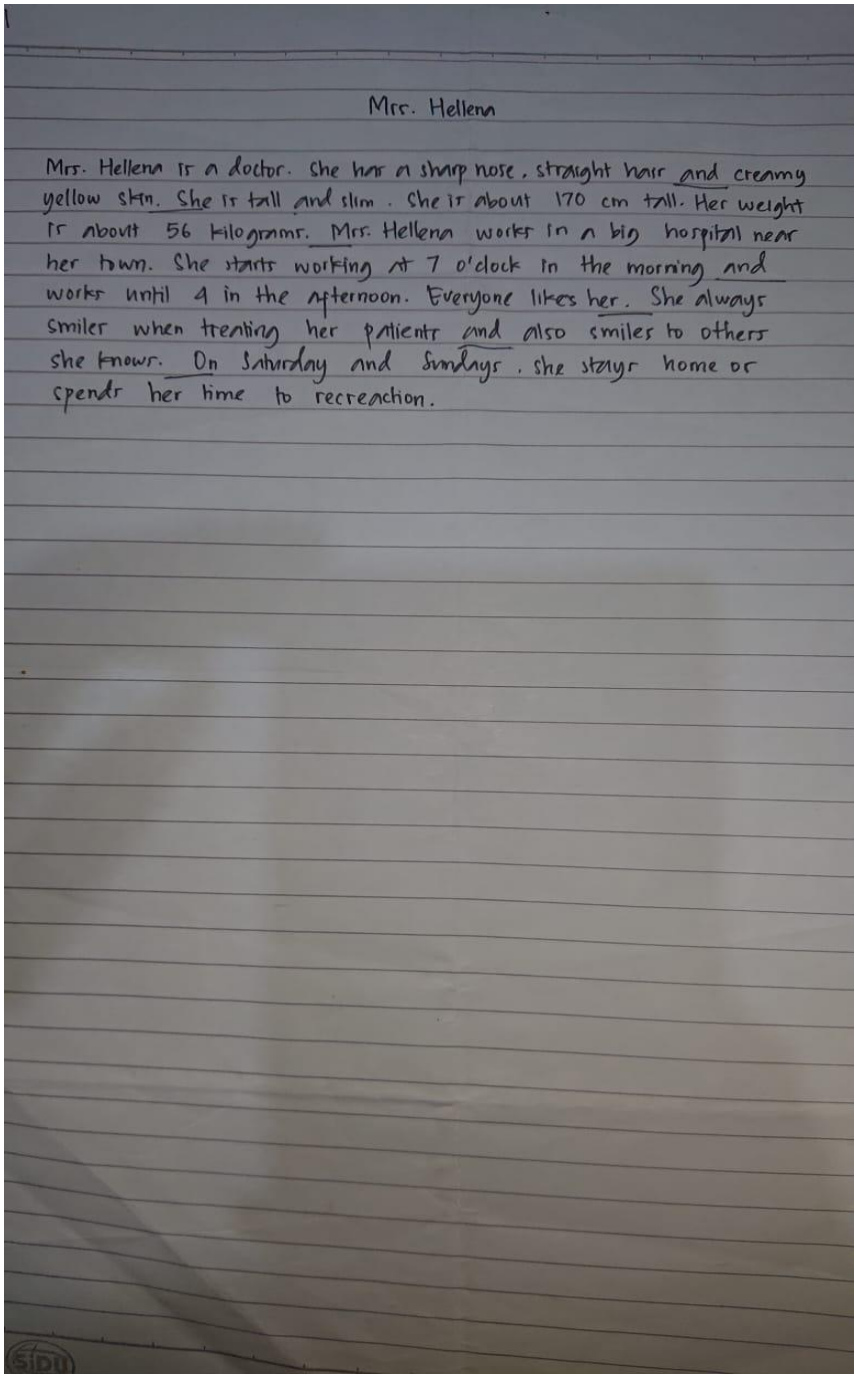
Mengetahui,
Kepala Sekolah,

……

Guru Mapel Bahasa Inggris

……

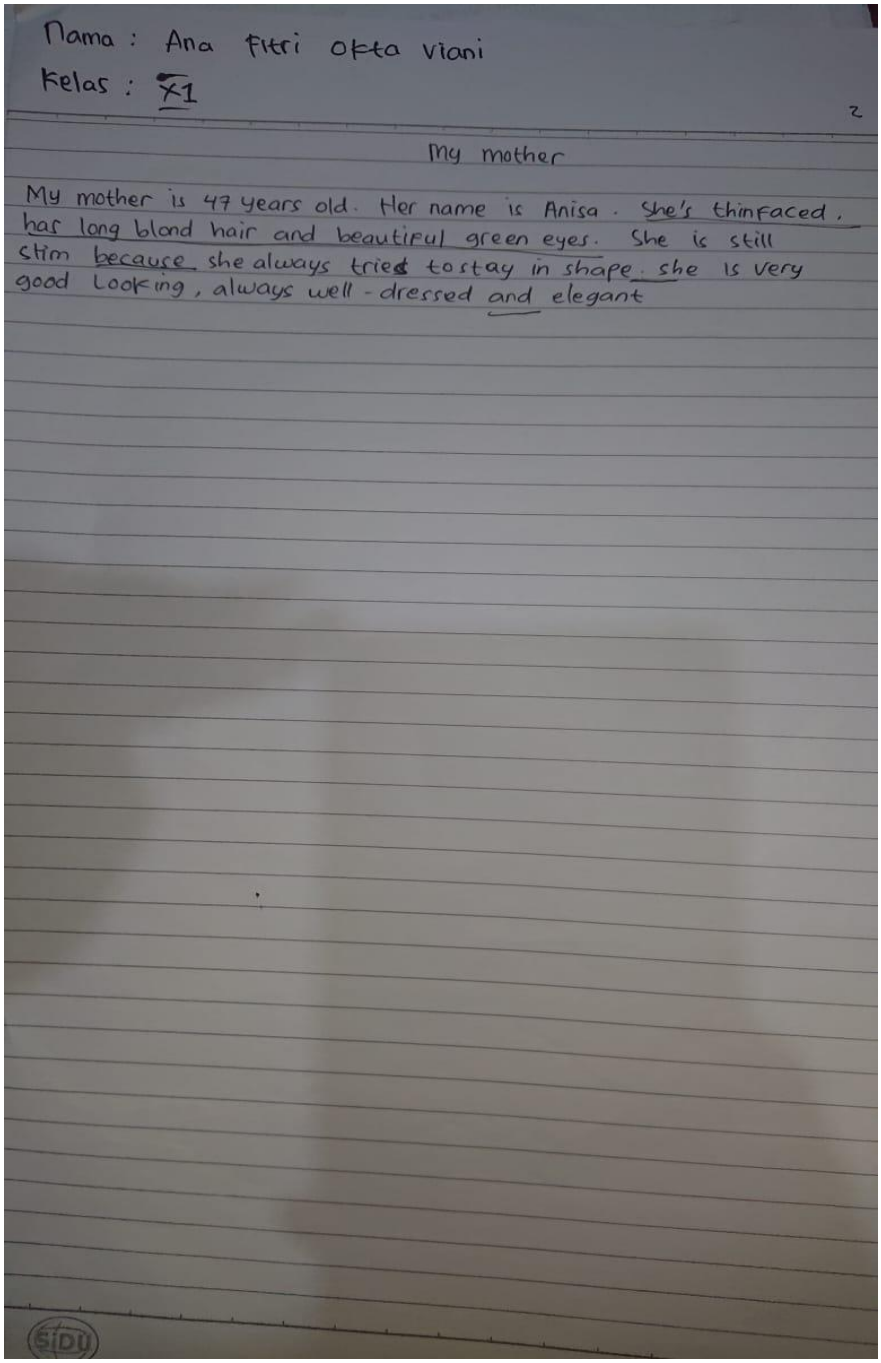
Appendix 4



Mrs. Hellena

Mrs. Hellena is a doctor. She has a sharp nose, straight hair and creamy yellow skin. She is tall and slim. She is about 170 cm tall. Her weight is about 56 kilograms. Mrs. Hellena works in a big hospital near her town. She starts working at 7 o'clock in the morning and works until 4 in the afternoon. Everyone likes her. She always smiles when treating her patients and also smiles to others she knows. On Saturday and Sundays, she stays home or spends her time to recreation.

Appendix 5



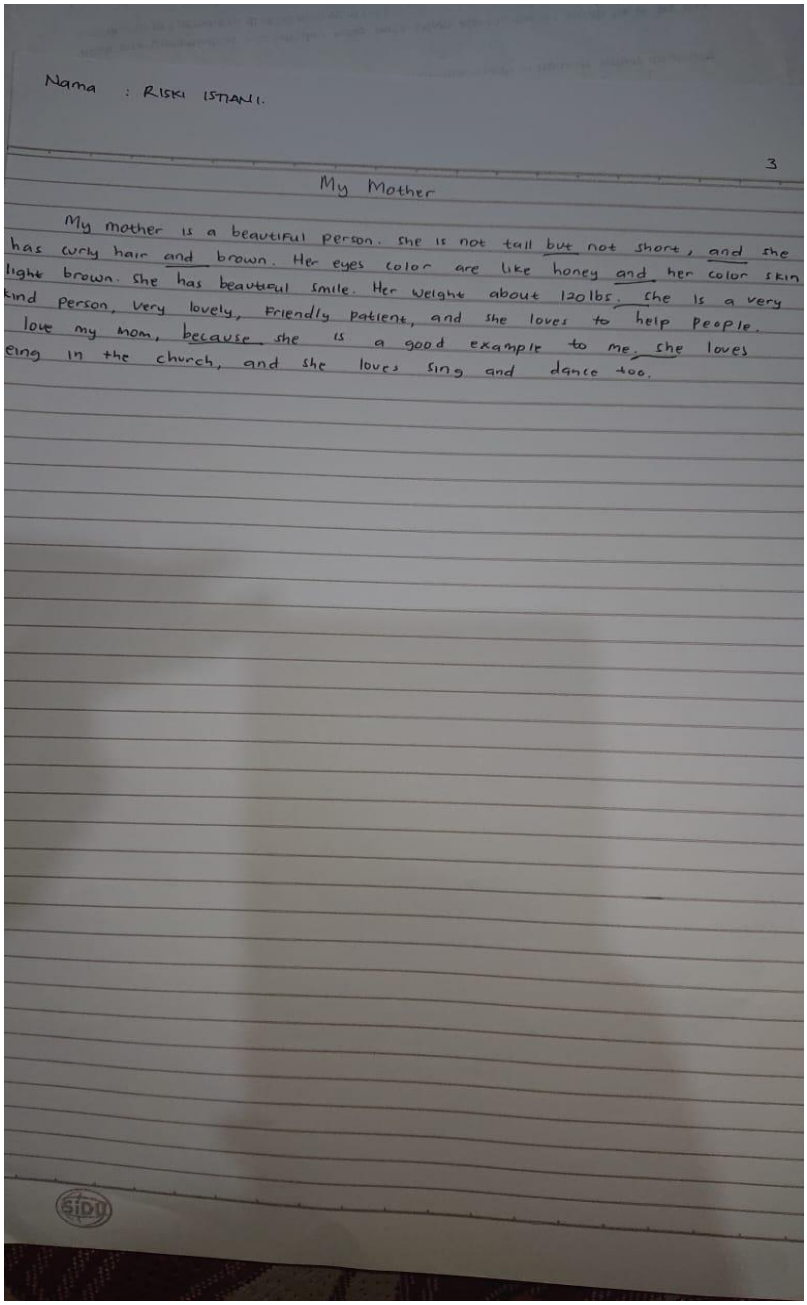
Nama : Ana fitri okta viani
Kelas : X1

2

My mother

My mother is 47 years old. Her name is Anisa. She's thinFaced, has long blond hair and beautiful green eyes. She is still slim because she always tried tostay in shape. she is very good looking, always well-dressed and elegant

Appendix 6.



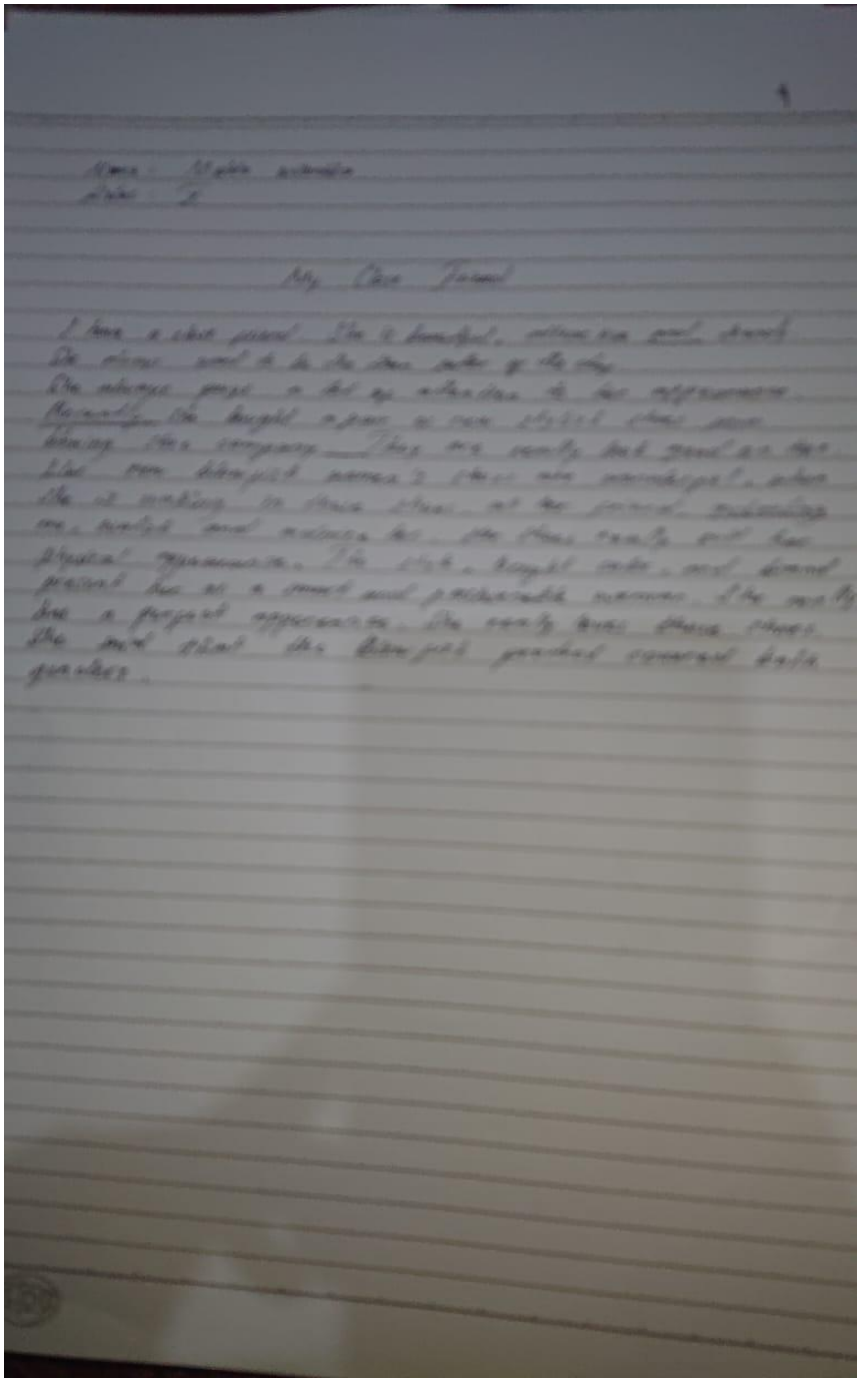
Nama : RISKI ISTIANI.

3

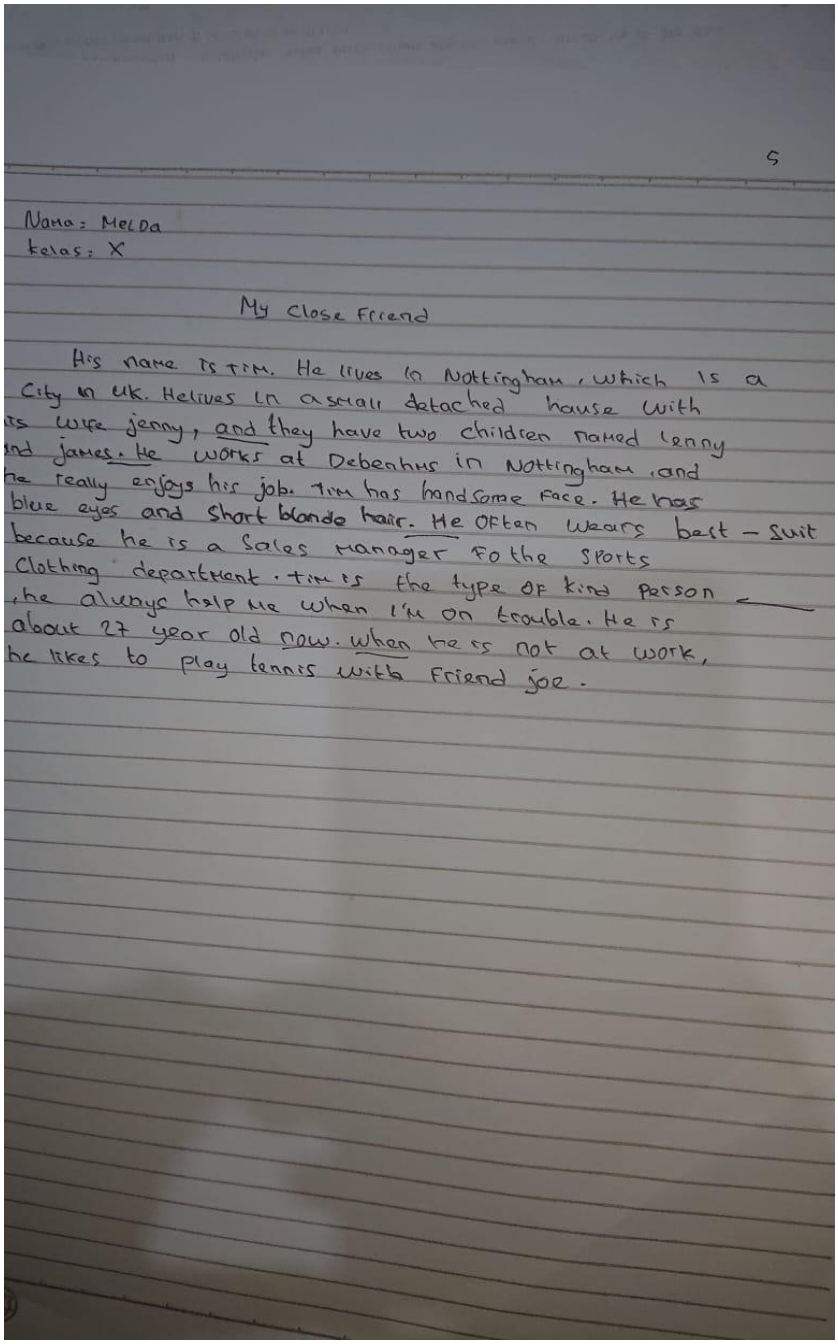
My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin light brown. She has beautiful smile. Her weight about 120lbs. She is a very kind person, very lovely, Friendly patient, and she loves to help people. I love my mom, because she is a good examplt to me, she loves seing in the church, and she loves sing and dance too.

Appendix 7



Appendix 8



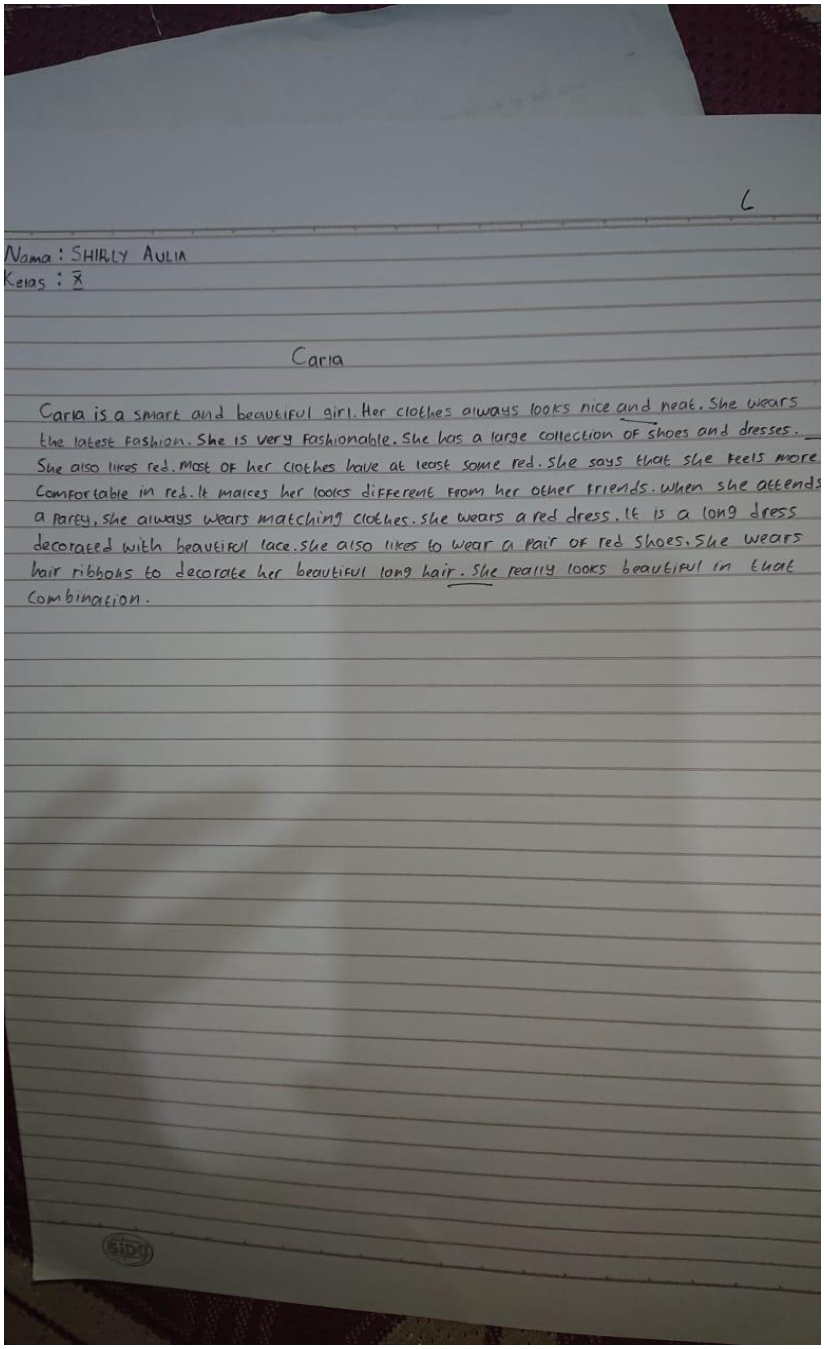
5

Nama : Melda
kelas : X

My Close Friend

His name is Tim. He lives in Nottingham, which is a city in UK. He lives in a small detached house with his wife jenny, and they have two children named Lenny and James. He works at Debenhms in Nottingham, and he really enjoys his job. Tim has handsome face. He has blue eyes and short blonde hair. He often wears best - suit because he is a Sales manager Fo the sports Clothing department. tim is the type of kind person - he always help me when I'm on trouble. He is about 27 year old now. When he is not at work, he likes to play tennis with Friend joe.

Appendix 9



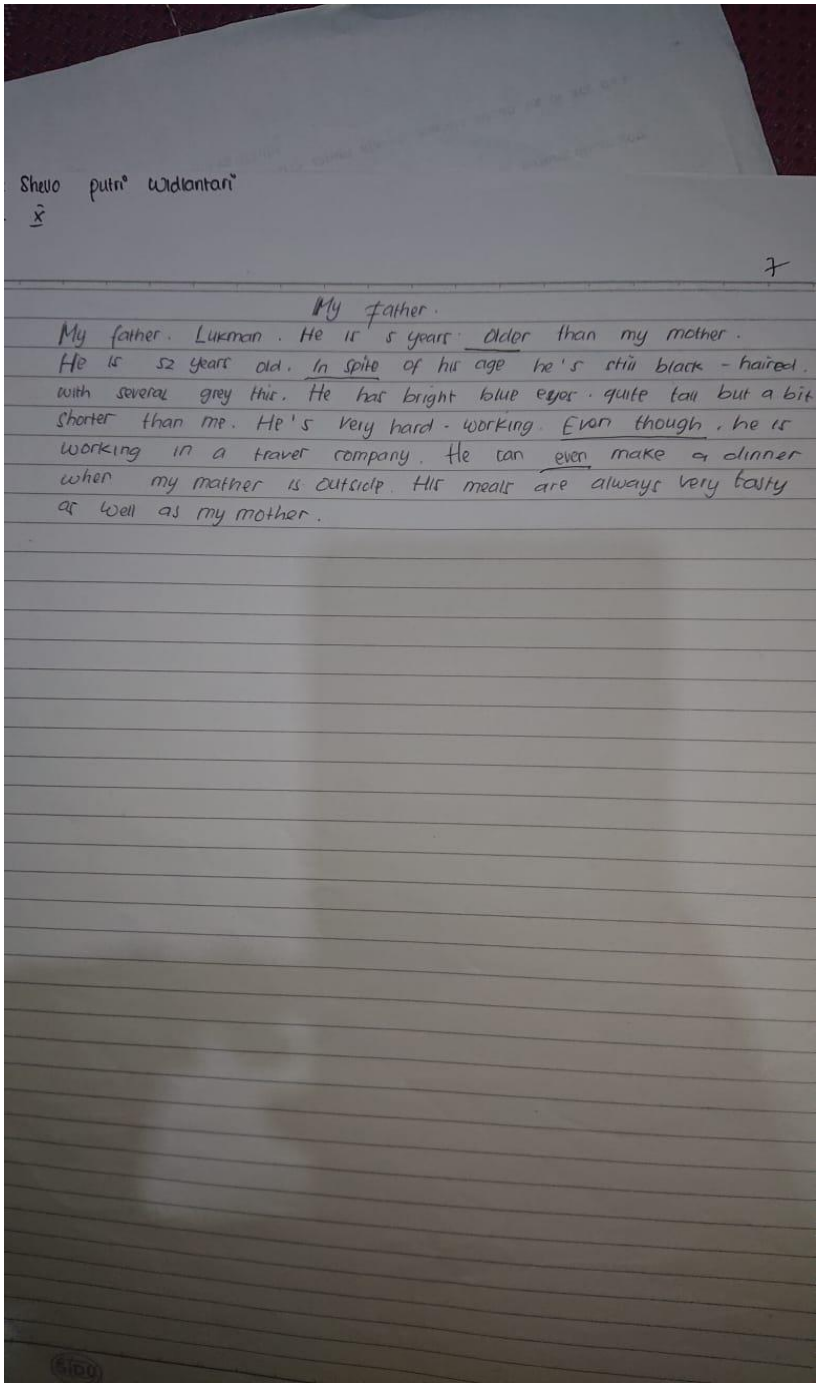
6

Nama : SHIRLY AULIA
Kelas : X

Carla

Carla is a smart and beautiful girl. Her clothes always looks nice and neat. She wears the latest fashion. She is very fashionable. She has a large collection of shoes and dresses. She also likes red. Most of her clothes have at least some red. She says that she feels more comfortable in red. It makes her looks different from her other friends. When she attends a party, she always wears matching clothes. She wears a red dress. It is a long dress decorated with beautiful lace. She also likes to wear a pair of red shoes. She wears hair ribbons to decorate her beautiful long hair. She really looks beautiful in that combination.

Appendix 10



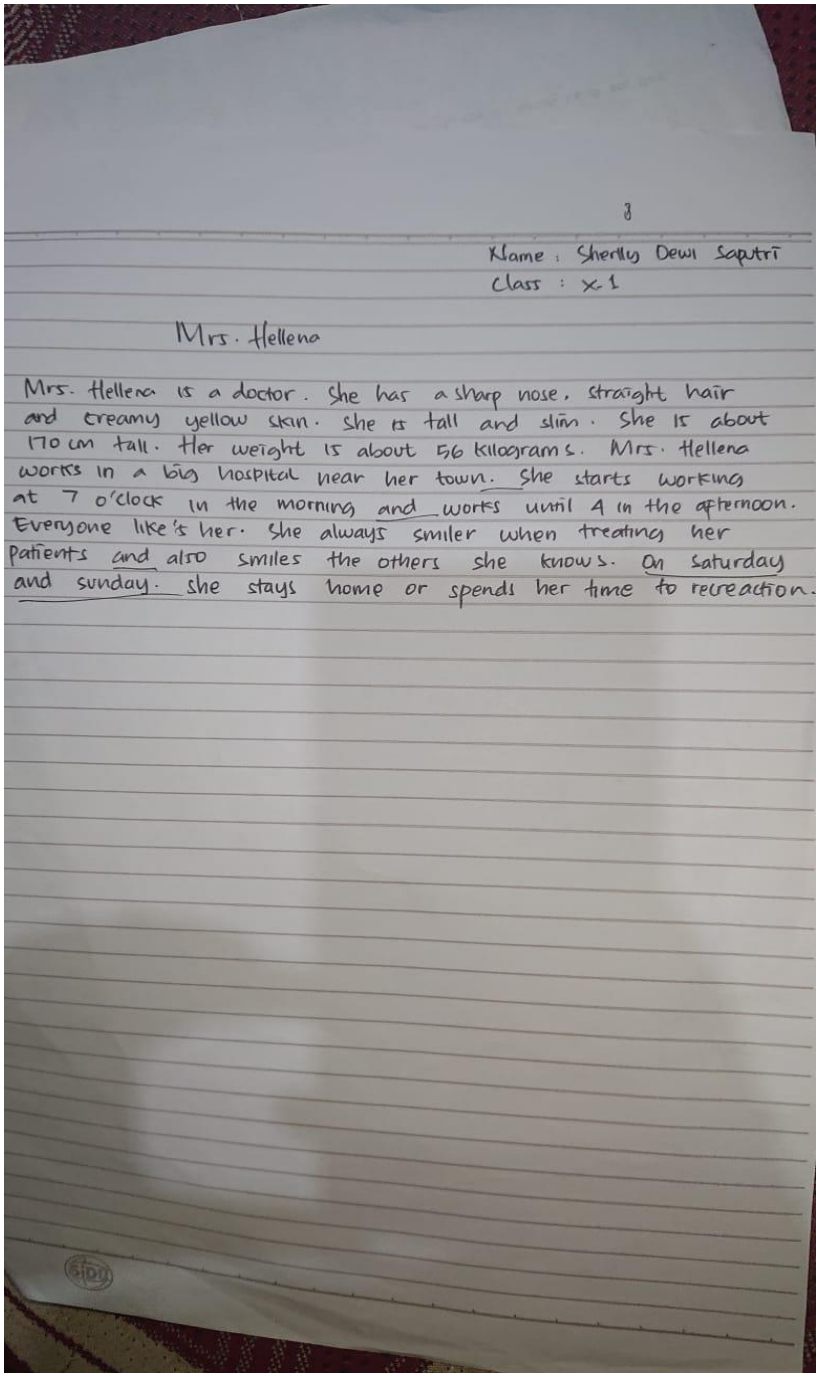
Shello putri widiantari
x

7

My father.

My father. Lukman. He is 5 years older than my mother. He is 52 years old. In spite of his age he's still black-haired. with several grey thir. He has bright blue eyes. quite tall but a bit shorter than me. He's very hard-working. Even though, he is working in a travel company. He can even make a dinner when my mother is outside. His meals are always very tasty as well as my mother.

Appendix 11



8

Name : Sherlly Dewi Saputri
Class : X-1

Mrs. Hellena

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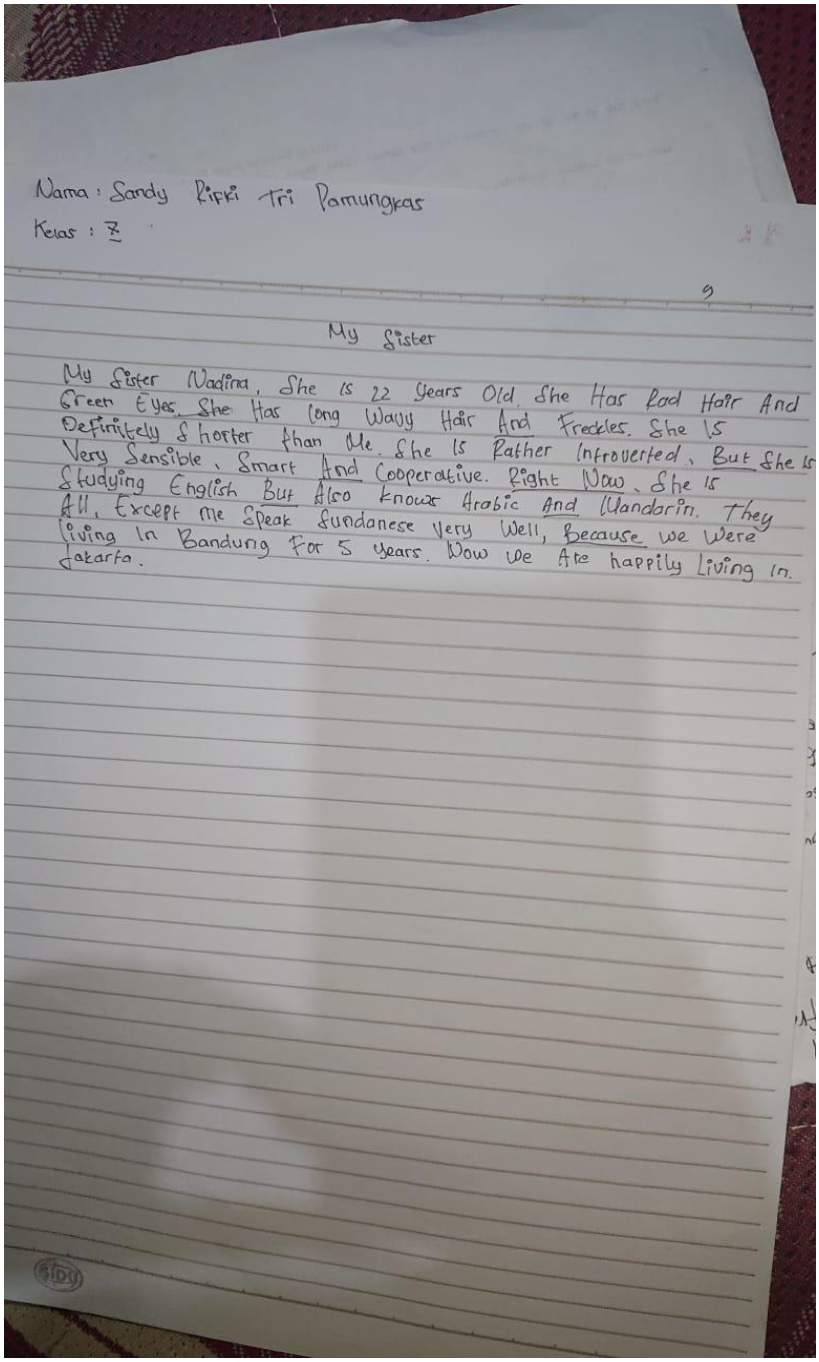
Appendix 12



Nama : Sandy Rifki Tri Pamungkas
Kelas : 7

My Sister

My Sister Nadina, She is 22 Years Old. She Has Red Hair And Green Eyes. She Has Long Wavy Hair And Freckles. She Is Definitely Shorter than Me. She Is Rather Introverted, But She Is Very Sensible, Smart And Cooperative. Right Now, She Is Studying English But Also know Arabic And Mandarin. They All, Except Me Speak Sundanese Very Well, Because we Were living In Bandung For 5 years. Now We Are happily Living In Jakarta.

Appendix 13

The Result of Students' Questionnaire

The questionnaire was given to 15 students and the result as follows:

No	Question	Answer		Percentage	
		Yes	No	Yes	No
1	Do you know about transition signal before this meeting?	0	15	-	100%
2	Do you think that transition signal is difficult to understand?	13	2	86.67%	13.33%
3	Do you think that transition signal is important to make your writing better?	10	5	66.67%	33.33%
4	Have you ever written descriptive text before this meeting?	15	0	100%	-
5	Are you familiar with descriptive text material?	15	0	100%	-
6	Have you ever realized that transition signal is similar to conjunction?	8	7	53.33%	46.67%
7	Can you differentiate between transition signal and conjunction?	0	15	-	100%
8	Do you think writing is difficult to learn?	14	1	93.33%	6.67%
9	Did your teacher ever taught about transition signal?	0	15	-	100%
10	According to your opinion, can you write well if you do not understand about transition signal?	6	9	40%	60%

Appendix 14

VALIDATION FORM

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah analisis transition signal sudah sesuai?			
2	Apakah tipe transition signal sudah sesuai?			
3	Apakah analisis tipe transition signal dan penjelasan sudah sesuai?			
4	Apakah cara mempersentasikan (dalam bentuk persen) pada transition signal sudah benar?			
5	Apakah kesimpulan penelitian sudah benar?			

General Comments

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Bandar Lampung, June2022
Validator

NIP. -