

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

English is a language used for global communications as it is widely used all over the world. It is a tool of communication to link people with different languages. It is used in every field such as economy, education, politic, and even entertainment in Television or Radio. Therefore, this condition shows the importance of the English language in our society nowadays, and that is why the demand for English learning is very high.

In Education, English has an important role because it can be used as a tool of communication to transfer knowledge or information from one person to another across the world. Specifically for education in Indonesia, English is considered as an important subject in school. It is seen from its position as a required subject in both junior and senior high schools. Moreover, the importance of English is also reflected by the fact that students must pass English in national examination to graduate from their level of education.

Furthermore, as we know in learning English language, there are four skills that must be mastered by students. They are listening, speaking, reading, and writing. One of English skills that have an important role in transferring knowledge and information in education is writing. It can be in a form of a letter, paper, journal article, and a book. Writing is also considered as one of the most

difficult skills to be mastered, as Richards and Renandya (2002: 303) state that writing is considered as the most difficult skill for second language learners. The difficulty arises because the writers do not face the readers directly. Hence, if there were structural errors or mistakes in the text, it could lead to different interpretations from the readers' point of view and could result in misunderstanding. Therefore, the difficulty in writing is not only on how to generate and organize ideas, but also on how to translate the ideas into a readable text that can be understood by the target readers.

In order to overcome the difficulties in writing, the writer have to pay attention on how to communicate their ideas, thoughts, and opinions in written structure, as Byrne (1988: 1) says that writing requires the encoding of a message of some kind, that is, writer translating his/her thoughts into written language. It means that the writer has to pay attention to some rules in writing so that the message in his writing can be understood by the readers. Those rules are organization of ideas, spelling, punctuation, and grammar. Those rules should be mastered by writers so that they can develop their paragraphs coherently.

A coherent paragraph is a paragraph that each sentence flows smoothly into the next without obvious shifts or jumps. One way to create a coherent paragraph is by using transition signals in the text, as Oshima and Hogue (2007:81) state "Transition signals are words and phrases that link the idea in sentences. They are expressions such as first/second, furthermore, on the other hand, for example, and in conclusion."

In addition, the use of transition signals is essential in some kind of text. One of the texts that need transition signals is analytical exposition text because analytical exposition needs transition signals to connect arguments sequentially and help the readers to understand the text easily. Analytical exposition text is one of the texts that need to be learned by the students in Indonesia, particularly in the eleventh grade of senior high school. As stated in 2013 curriculum syllabus for the eleventh grade of senior high school KD 4.4.2 “Students can write an analytical exposition text related to actual issues, with regard to social function, text structure, and language features correctly and contextually”. One of the language features of analytical exposition text is transition signal. Therefore, the use of transition signals in analytical exposition text is crucial as it makes the text coherent and easier to understand. Hence, the students’ ability to write a proper analytical exposition text with proper transition signal is important.

Therefore, based on the statement in the previous paragraph that the senior high school students can write an analytical exposition text related to actual issues, with regard to social function, text structure, and language features correctly and contextually, there is an expectation that the students in senior high school level or more should already be able to write an appropriate analytical exposition text with proper transition signals. After observing several previous studies about the use of transition signals in college students writing, unfortunately, there is a gap between the expectation that the senior high school students and college students can use transition signal appropriately in writing an analytical exposition text and the reality that the results from the other previous

relevant studies found that the college students still made a lot of mistakes and had problems while using transition signals, for example, the study conducted by Yolanda, Jufri, and Fitrawati, entitled “The Analysis of English Department Students’ Ability in Using Transition Signals at Padang State University” Published in 2013 by Journal of English Language Teaching Vol. 1, No. 2. Found out that from 25 students, there are four students categorized as good at using transition signal, one student categorized as average, ten students categorized as poor, and ten students categorized very poor, so the result shows that 20 from 25 students were categorized as below average in using transition signals. Furthermore, another study was conducted by Mahendra and Dewi, entitled “The Use of Transition Signal in EFL Academic Writing Context: A Corpus Study” Published in 2017 by Jurnal Bahasa Lingua Scientia Vol. 9, No. 1. It shows that college students’ still have problems in using transition signals, as the writers state “the problems are mostly located on the double use of the transition signals such as “However, in fact, Moreover, also, and either as well as”. This has led to sentence confusion because it contains two different indications”.

All studies were taken from studies conducted on college students because the researcher has not found any relevant study that took the data from senior high school students, so there must be only a few research related to this topic conducted on senior high school students. Therefore, this research has a uniqueness which is researching a topic rarely studied by other researchers. Moreover, it is important to describe the appropriateness of transition signal in senior high school level because if there are problems as indicated by the results

of previous studies it can be fixed immediately before the students continue their study to college.

### **1.2 The Problem of the Study**

Based on the background of the study, the problems of the study is “How is the appropriateness of transition signals used by the eleventh grade students of senior high school in writing analytical exposition text?”

### **1.3 The Objective of the Study**

Related to the problem of the study, the objective of the study is to find out the appropriateness of transition signals used by eleventh grade students of senior high school in writing analytical exposition text.

### **1.4 The Scope of the Study**

This research will focus on analysing the use of transition signals in analytical exposition text written by eleventh grade students of senior high school.

The analytical exposition text is chosen because it consists of transition signals as the language features and also the text is learned by the eleventh grade students of senior high school. The analysis of transition signal in the text is based on transition signals theory proposed by Oshima and Hogue (2007).

### 1.5 The Significances of the Study

Theoretically, the findings of this research will contribute to strengthening or modifying the theory of writing, especially the one related to the appropriateness of transition signals in students' analytical exposition texts.

Practically, the findings of this research will be useful for:

1. For the English teachers, this study is expected to provide significant details about the appropriateness of transition signals in students' analytical exposition texts, so if there are any weaknesses as shown in the preliminary studies, the teachers can overcome them immediately and improve the quality of their students' analytical exposition texts and writing in general.
2. For the students, this study is expected to provide significant information and knowledge, so they can use appropriate transition signals in their writing.
3. For other researchers, this research can be a reference for those who are willing to study about transition signals in writing.