CHAPTER II

REVIEW OF THE RELATED LITERATURE

This part the review of related literature. Which covers seven major sections. They consist of previous studies, nature of writing, descriptive text, transitional signals.

A. Previous Study

In this study, there were some previous studies, which were conducted: First, a study was written by Siti Rahmah. "THE USE OF TRANSITIONAL SIGNALS IN RECOUNT TEXT WRITTEN BY THE EIGHTH-GRADE STUDENTS OF MTsN Kuala Kapuas". The result of the study: (1)There were six students' got good scores and there were five students got poor scores. The result of calculation of mean value of the students writing is 66.27, median vakue of the students writing is 71 and the modus value of the students writing is 56.(2) the mean value of the student using transitional signals in writing narrative text: the result of calculation of the students using transitional signals is 20.91, median value is 22, and the modus value is 18.(3) the students had problems in meaning and function, how to make an ideas clearly and well organization, the logical sequencing and cohasive.[1]

The second research was by Reni Susanti. "THE STUDENTS' PROBLEMS IN USING TRANSITIONAL SIGNALS IN WRITING

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[1]Siti Rahmah, *the Use of Transitional Signals in Recount text Written by the Eighth-Grade Students of MTsN Kuala Kapuas*. Undergraduate's thesis, State Islamic College of Palangka Raya, 2012.

ARGUMENTATIVE AT THE FIFTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAME OF STAIN PALANGKA RAYA". The result of this study are: (1) The students' ability in using transitional signals in writing argumentative text was 7 (seven) students got the highest score and lowest score, they had selecting topic into paper quickly, write an argumentative text, use appropriate transition signals and underline transition signals, practicing naturalistically; and understands about the kinds of transition signals. They also would reviseat all levels (content, organization, vocabulary, grammar, and spelling) they were botherhed by confusing over revision.(2) The students' problems in using transitional signals in writing argumentative text were seldom doing practice, the students that had difficult to choose the words in writing English and they had less vocabularies, some students were did not understands about the kinds of transitional signals, grammatical and structure very difficult to be learned in writing and often made mistake to write the argumentative text.[2]

And the third study was written by Hartati. The research study finding out the study shows that in average THE STUDENTS' ABILITY OF USING TRANSITION SIGNALS AS SENTENCE CONNECTORS IN PARAGRAPH is moderate, with the mean score of 68.5. The students' moderate achievement in using transition signals as sentence connectors in paragraph is probably due to several factors. First, the process of teaching and learning in the writing class has not been running well since one class

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[2]Reni susanti*, the Students' Problems in Using Transition Signals in Writing Argumentative Text at the Fifth Semester Students of English Program of STAIN Palangka Raya .* Undergraduate's thesis, State islamic College of Palangka Raya, 2012.

consisted of twenty-two students it might be caused the crowded class, the facility was not supported (for example, the book) since there were students who have book and students who have not. Second, the students might not be able to understand the materials explained by the teacher. Third, the students did not have high motivation to learn sentence connectors. Last of all, the students seldom read the English text, such as English newspaper, magazine, and internet article since they can help students understand the use of transition signals as sentence connectors in paragraph.[3]

B. The Nature of Writing

There are some definitions of writing. Dullay states that writing is only mode in which both linguistics manipulation task and communication task have been given.[4] Fauziati also gives statement that writing as aprocess is oriented to words work progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.[5]In other words, Nunan also states that writing activity as commonly conceived, is highly sophisticated skill combining a number of diverse elements, only of which are strictly linguistics.[6] Donn states that writing is culturally specific, learned, behavior. We learn to write if we are members of a literate society and if only someone teaches us. According to

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[3]Dwi Hartati*, the Students Ability of Using Transition Signals as Sentence Connectors in Paragraph.* Undergraduate's thesis, University of Muhammadiyah Malang, 2007. Accessed on 15 November 2014 time 19: 40 AM

[4]Heidi Dullay,et al. Languange two. New York: *Oxford University press,* 1982, p. 226

[5]Endang Fauziati,. *Teaching as a Foreign Language.* Surakarta: Muhammadiyah University Press, 2002, p. 151.

[6]David Nunan, *Language Teaching Methodology.* a Text Book for Teachers, Sidney: Practice Hall International, 1988, p. 69.

Hornby, writing is an activity or occupation of writing.[7] Raymond states one of them, he defined that writing is more than a medium of communication.[8]It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression.

Based on the statements, it can be concluded that writing is an active productive more clearly; writing is an act or process to produce some information in their mind that should be expressed into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

C. Transitional signals

1. The Use of Transition Signals

Transitional are connective words and phrases that show the relationship between ideas in the same sentences, between ideas in different sentences and between ideas in different paragraph.[9]

2. Transition in English

There are eleven groups of transition in English they are; to show time, addition, contrast, comparison/similarity, concession, demonstrate/illustration, sequence/order, cause/effect, purpose, location/place, conclusion/summary. Transition occur not only within the

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[7]Bryne Donn. *Teaching Writing Skill*, England: Long Man 1979, p. 334.
[8]James C Raymond. *Writing is Unnatural Act*. (New York: The Murray Printing Company: 1980), p. 2
[9]Sabarun, *the transitional signals Materials for Writing IV,*Palangka Raya, p. 1.

supporting paragraph in an essay, but also between the paragraph. They are used to help tie together the supporting paragraph in an essay.

The transition signals are usually placed at or near the beginning of a sentence to indicate the relationship between the new sentence and the one preceding it. Usually, such words or phrases are set off with commas. Furthermore, they state that the use of the transition expression is to make writing more effective because they alert the readers to be prepared for what follows. Moreover, transitions: words, phrases or sentences are important in writing, especially in narration. We are familiar with such ordering expressions such as: first, second, third, later, finally, next, last and so forth. They indicate the order in which events in a narrative essay occured(first, second, after, then and so on). Or their simultaneous occurence (meanwhile, while, at the same time). Transition words and phrases show much time has passed between events(just then, ten years later and so on). Without these guides, our writing will lack of coherence, and the readers will be unsure of the correct sequence of events. Transitional signals are also commonly used to signal shift in time include; immediately, earlier, afterwards, now, finally and so forth. Furthermore, divides transitions into eleven groups:[10]

a. Addition: also, and, and then, too, in addtion, furthermore, moreover, equally important, another, first, second, third, and so on.

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[10]*Ibid,*

b. Time sequence: now, then, before, after, afterwards, earlier, later, immediately, soon, next, meanwhile, gradually, finally, previously, often, eventually.

c. Spatial arrangement: near, near to, nearly, far, far from, beside, in front of, next to, beyond, above, below, to the right, to the left, surounding, on one side, inside, outside, across, opposite to, far off, behind, alongside, there.

d. Comparison: in the same way, just like, similarity, just as, in like manner, likewise.

e. Contrast: but, still, however, on the other hand, yet, on the contrary, nevertheless, despite, in spite of, although.

f. Cause and effect: because, since, so, consequently, hence, as a result, therefore, thus, because of.

g. Pupose: for this purpose, so that this may occur, in order to.

h. Emphasis: indeed, in fact, surely, undoubtly, without a doubt, certainly, truly, to be sure.

i. Illustration: for example, for instant, as an illustration, specifically, to be specific, in particular.

j. Summary or clarification: in summary, in conclusion, as I have known, in brief, in short, in other words, all in all, that is.

k. Admitting a point: although, while this may be true, granted, even though, while it is true that.

Transition can also link ideas between end of one paragraph and the beginning of the next. When transition are used in this way, they can

tighten organizationby demonstrating how ideas of paragraph relate to those of another, and can improve the flow of paragraphs by eliminating any abrupt shifts that occurs between them.[11]

3. Transition Words Used to Signal Visual Description[12]

Transition Words Used to Signal Visual Description	Above, among, also, at the side, behind, by, further, left, right, across, at the top, below, center, front, middle, there, adjacent, similarly, back, beneath, close to, here, next to, under, around, beside, down, In, nearby, underneath, at the bottom, backup, beyond, far away, inside, outside, within, etc.

Skill in using transition signals is vital to coherent writing. Transition expression or signals are words and phrase that point out the exact relation Between one idea and another and one sentence and other. Words like therefore, however, later, finally, are signals that guide the readers from sentence and sentence. Without them even orderly and well-written paragraph or essays can be confusing and hard to follow.

[11]*Ibid,*p. 1
[12]*The Descriptive Paragraph*, pdf Accessed on 19 july 2015 time13:20 PM.

D. Definition, Generic Structure and Language Features of Descriptive Text

1. Descriptive text

   Descriptive paragraph is a text that describes something. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels, smell, tastes, and sounds.[13] The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.[14]

2. The Generic Stucture of Descriptive text

   There are two generic structures of descriptive paragraph. The first is identification; identification is the part where writers of descriptive text identify phenomenon to be describe. And the second is description; description part describes parts, qualities, and characteristics.[15]

3. Language Features of Descriptive Text

   There are some language features of descriptive paragraph.[16]

   a) Focus on specific participant.

   b) Using simple sentence in the form of simple present tense.

   c) Using detailed noun phrases, a noun word that added into adjective.

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[13]Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition,* p.61
[14]Joko Priyana, Arnys Rahayu Irjayanti, Virga Renitasari, *Interlanguage: English for High School Students X,* Jakarta: Departemen Pendidikan Nasional, 2008, p. 123.
[15]Ahmad Dodi, Ahmad Sugeng, Effendi, *Developing English Competencies; for Senior High School Grade X*, Jakarta: Departemen Pendidikan nasional,2008, p. 117.
[16]*Ibid.*

4. The model of descriptive text using transition signals

MY HOUSE

My house is on Jl. Kasuari. It is located **in** Jember. It is around 5 km from the **center** of town. It is **near** a big garden. My house is big. It has 10 rooms. There are 2 living rooms, 4 bedrooms, a bathroom, a garage, kitchen, and a dining room. There is a television in the living room and my bedroom. There is a refrigerator in the kitchen. There is computer in the living room. I have some pets and plant some trees. There are 4 rabbits, some fish, 4 cats, and some chicken. The trees are **in front** my house. They are orange, dorian, and bamboo trees. The orange tree is on **the left**. The dorian is **near** orange tree. The bamboo trees are **near** the pond.

MY BELOVED FAMILY

My name's Fadli. I don't have brothers and sisters. I'm the only child in my family. My family is harmonious. We love each other. My father's name is Rahman and my mother is Rahmah. My father is 60 years old and my mother is 55. They work as shopkeepers.

We live **in** a small village in Bondowoso. The name of my village is Jurangsapi. It's around 10 km from the **center** of town. Our house is big enough. There are 3 livingrooms, 4 bedrooms, a diningroom, a kitchen, musollah, a bedroom and toilet. **Behind** the kitchen there is a shelter. My father keeps many chicken there. I often help him feeding the chicken.

E. Writing Assesment

Assesment is consciously integrited with the syllabus. Early in a course, assesment is diagnostic and for placement. But as people progress, the purpose of assesment is to make sure teachers are assesing what they are teaching and the students are learning. There are benchmark texts and tasks with minimum standards that should attain. Teachers often give students the performance criteria so students can monitor their own progress. Then range statements are evidance guides, based on several years of research about this. Teachers design assesment should it into the learning context. They shouldn't notice the bump when they get to assesment.

1. Process Assesment

An objective model-independent method to assess the capability of an organization to meet the process goals.

Functions of assesment. Collectively, the interviewees described three basic functions of assesment in their writing courses:

    a. Initial assesment, prior to course beginning

    b. Ongoing, formative assesment in relation to writing tasks

    c. Assessing students' achievements during or upon of a course.

1) Functions of initial assessment

Initial assessment was seldom mentioned in reference to specific purpose writing courses, except for functions of grouping students into classes (e.g., as described above by the Canadian instructor of Engineering students).

2) Functions of formative assessment

Most accounts of assessment during the interviews focuse on ongoing, formative assessment of students' writing and the grading of it. In specific purpose and general-purpose courses alike, instructors tended to emphasize the realism and value of the tasks selected for writing as well as the importance of assessment adhering to standards.

3) Methods of assessing achievement

For the pedagogical function of assessing students' achievement, distinctive differences appeared between specific purpose and general purpose orientations. Specific-purpose course defined their standards for achievement in their own terms, deriving from pior needs analyses and the constructs guiding the syllabi:

We do competency-based assessment. Analysis of register and appropriateness define the tasks and give the criteria. If the student achieves the task, then they are certified for having done it. If it not achieve or only partly achieve, they resubmit it. The criteria for these really open up their eyes and broaden their perspectives on what makes for good writing. (Specific-purpose)

They do a simple project, first design it, second create a questionnaire, third collect data and analyze it, fourth make an oral presentation, then produce a written report. At the end of the course they present the final report and it is

marked when completed, which forces them to see it as a whole. I provide a list

of criteria that are assigned holistically, not distcretely.[17]

2. Product Assessment

Product approaches are defined by their emphasis on the end result of

the writing process and essay, a letter, and so on. The underlying assumption

of product approaches is that the actual writing is the last step in the process

of writing. Product approaches reflect traditional, teacher-centered

approaches to teaching in general. Specifically in the traditional composition

class, the teacher assigns a writing task. Whether exercises or a composition,

knowing what responses she or he expects: the students do the exercises or

write the composition and the teacher evaluates the result.[18]

F. Scoring Method[19]

Table 2.1

The Scoring Rubric for the Measurement of Writing Test

Component	Score	Level	Criteria
Content	25-22	Excellent to very good	Knowledgeable, substantive and relevant to assigned topic
	21-19	Good to Average	Adequate range, mostly relevant to topic, but lack detail
	17-18	Fair to poor	Little Substance, inadequate development of topic
	10-5	Very poor	Not-substantive, not pertinent or not enough to evaluate
Organization	30 – 27	Excellent to very	Fluent expression, ideas

		good	clearly stated or supported, succinct, well organization, logical sequencing and cohesive.
	26-22	Good to Average	Loosely organized but main ideas stand out, limited support and logical but incomplete sequencing
	21-17	Fair to poor	Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	16-13	Very poor	Does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good	Effective word or choice and usage, word from mastery and appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word form, choice, usage, but meaning not obscured
	13-10	Fair to poor	Frequency errors of word form, choice, usage, and meaning confused or obscured
	9 – 7	Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate
Language Use	25-22	Excellent to very good	Effective complex constructions, few errors of agreements, tense, word order or function, pronouns
	21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors agreements, tense, word order or function, pronouns, but meaning seldom obscured
	17-18	Fair to poor	Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, word order or function, pronouns and

| | | | meaning confused or obscured. |
| | 10-5 | Very poor | Virtually not mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate. |