

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the writer presents the data which had been collected from the research. The important point of this chapter is to answer the problems of the study. based on the problems of the study, the study aimed at describing the students' ability in writing descriptive text of the eighth grade students at MTs Muslimat NU Palangka Raya. The uses of transitional signals in writing descriptive text and problems faced by the students in using transitional signals in descriptive text.

#### **A. The Result of Observation**

In the study, the writer did five times observation and the observation was held on 1<sup>st</sup> Monday, August 10, 2015: at 06.30 a.m up to 08.40 a.m. 2<sup>nd</sup> Tuesday, August 11, 2015: at 08.40 a.m up to 10.20 a.m. 3<sup>rd</sup> Thursday, August 20, 2015: at 08.40 a.m up to 10.20 a.m. 4<sup>th</sup> Friday, August 21, 2015: at 06.30 a.m up to 08.40 a.m. 5<sup>th</sup> Thursday, September 10, 2015: at 08.40 a.m up to 10.20 a.m.

At the 1<sup>st</sup> observation the writer found that the numbers of eighth grade students. The classes were three classes, namely VIII-A, VIII-B, and VIII-C. The VIII-A was consisted of 40 students. The VIII-B was consisted 40 students. The VIII-C was consisted 39 students. And also the writer found the numbers of English teachers. The teachers were two English teachers,

namely Mrs Trini Roestiani, S.Pd english teacher at VIII-C and Mr M. Hamdan, S.Pd.I english teacher at VIII-A and VIII-B.

The 2<sup>nd</sup> observation, the writer observed about subject of the study, syllabus, lesson plan and source book. At 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> observed the English teaching-learning process which was done by the teacher taught students based on students' English book. The teacher usually teach them using reading material, then getting the students for understanding reading material firstly, and asking the students some questions based on the material. After that the teacher explains the answer by using examples. Teacher took a sample of transitional words, and then the teacher explained which word is the transitional signal. The transitional signals are explained is conjunctive or connector word that describes the relationship with one another to make the example more understandable. So the students can be required to make sentences using transitional words. But, in reality the teacher just given the theory about the use of transitional signal in the simple sentences, without give the example in the complete paragraph to connected between one sentences to another sentences, between ideas in different sentences, between ideas in different paragraph. But, some students paid attention to the teacher, while some others were busy with their own activities. In this case make the students did not know understand more about the use of transitional signals in written descriptive text.

## **B. The Descriptions of the Eighth Grade Students' Ability in Writing**

### **Descriptive text at MTs Muslimat NU Palangka Raya**

#### **1. Data Finding**

Descriptive text was taught to the eighth grade students in first semester of the 2015/2016 academic year. They had learned transitional signals in writing descriptive text. Result of the study can be presented in the following ways:

**Table 4.1**

**The Description of Writing Scores of the Data Achieved by the Students in MTs Muslimat NU Palangka Raya**

No.	Students Code	Students Scores
1	MY	87
2	FK	84
3	HY	83
4	TS	82
5	PA	81
6	NK	70
7	JA	60
8	MAH	58
9	MS	57
10	WM	57
11	RM	47

Based on the data above, it can be seen that the students' highest score was 87 and the lowest score was 47. The next step, the writer calculates the value of mean, median and modus as follows:

a. Mean

$$\begin{aligned} M_x &= \frac{\sum x}{N} \\ &= \frac{766}{11} \\ &= 69.6363 \end{aligned}$$

b. Median

$$N = 2n + 1$$

Where median is placed in the number of (n+1) from the data

$$11 = 2(n) + 1$$

$$-2n = 1 - 11$$

$$-2n = -10$$

$$n = \frac{-10}{-2}$$

$$n = 5$$

Median is placed in the 5<sup>th</sup> from the score. So the Median value was 81. The calculation above showed the Mean value: 69.63, Median value: 81, and modus value: 57.

## **2. Result of Data Analysis of the Eighth Grade Students' Ability in**

### **Writing Descriptive text at MTs Muslimat NU Palangka Raya**

Based on the data above, it can be seen the result of data analysis of the students' ability in writing descriptive text at MTs Muslimat NU Palangka Raya. The students' highest score was 87 and the students' lowest score was 47. To determine the range of score, the writer calculated using formula mean, median and modus. The first step, the writer calculated the class interval and then interval in temporary, the result of the calculation of mean value of the students' writing is 69.63, median value of the students' writing is 81 and the modus value of the students' writing is 57. Based on the standard minimum completion criteria at MTs Muslimat NU Palangka Raya. The students' could be called 'poor' in learning English especially in writing if they were able to get score  $\leq 65$ , if they were able to get score  $\geq 65$  it could be called good or very good. The writer took the score 65 as a minimum completion criteria because the existing standard minimum completion criteria is 65 at that school. There were MY got score 87, FK got score 84, HY got score 83, TS got score 82, PA got score 81, NK got score 70, JA got score 60, MAH got score 58, MS got score 57, WM got score 57 and RM got score 47. Consequently, based on the standard minimum completion criteria there were six students who got good scores in writing descriptive text and there were five students who got poor scores in writing descriptive text.

### **3. Discussion**

Based on the result of the students' analysis above we can see how well the students write descriptive text. There were six students' who got good scores and there were five students' who got poor scores. Because in write descriptive text is not easy job for the second year students of junior high school, since there is a factor that makes the students hard to write descriptive text. The reason was the teacher usually teach them using reading material, then getting the students for understanding reading material firstly, and asking the students some questions based on the material. After that the teacher explains the answer by using examples without give the examples in the complete component such as in terms of content were in understanding the topic sentence and makes the topic sentence differs from other sentences in the paragraph. In term organization were to connect ideas between ine sentences to another to achieve coherently in the paragraph, to practice how to connect ideas among sentences in the paragraph. In term vocabulary were the students difficult in determining the appropriate words in context. In term language use some students still difficult in tenses, suffix and agreements also to put period and coma.

## **C. The Descriptions of The Eighth Grade Students' Ability of MTs Muslimat NU Palangka Raya in Using Transitional Signals**

### **1. Data Finding**

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. Transitions demonstrate the relationships among ideas, and thus they are an aid to effective organization. Transitions are also signals that help the readers follow the direction of the writer's thought. They are the signposts on the road that guide travelers.<sup>1</sup> Consequently, the component of transitional signals: organization. To measure the ability of the students in using transitional signals the writer constructs the test.

Based on the score list when the students are given the test on Friday September 04, 2015, the writer had detemined the subjects of the study. Some students who had good and poor scores in VIII-C class and it were found some information about the students. The writer also asked Mrs. TR as the English teacher of MTs Muslimat NU Palangka Raya to determine and get the list of students who was learning the subject. There were some students of the Eighth Grade of MTs Muslimat NU Palangka Raya who had good and poor scores. Here the writer used reliability inter-rater, because the writer just give the test one time and here the

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<sup>1</sup>Sabarun, *the transitional signals Materials for Writing IV*, Palangka Raya, p. 1.

writer as one that provides an assessment of the writing test that was given by the writer.

Inter-rater reliability requires completely independent ratings of the same event by more than one rater. No discussion or collaboration can occur when reliability is being tested. Reliability is determined by the correlation of the scores from two or more independent raters (for ratings on a continuum) or the coefficient of agreement of the judgments of the raters.<sup>2</sup>

**Table 4.2**

**The Description of the Eighth Grade Students' Ability of MTs Muslimat NU Palangka Raya in Using Transitional Signals**

NO.	Students Code	"Organization" Component		Students Scores
		Score taken by rater 1	Score taken by rater 2	
1.	MY	23	27	25
2.	FK	22	23	22
3.	HY	23	26	24
4.	TS	22	26	24
5.	PA	23	23	23
6.	NK	22	18	20
7.	JA	13	22	17

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<sup>2</sup>*Ibid.*,p.2277



8.	MS	12	22	17
9.	MAH	10	21	15
10.	WM	14	20	17
11.	RM	12	16	14

Based on the data above, it can be seen that the students' highest score was 25 and the students' lowest score was 14. The next step, the writer calculates the value of mean, median and modus as follows:

a. Mean

$$\begin{aligned}
 M_x &= \frac{\sum x}{N} \\
 &= \frac{218}{11} \\
 &= 19.8181
 \end{aligned}$$

b. Median

$$N = 2n + 1$$

Where median is placed in the number of (n+1) from the data

$$11 = 2(n) + 1$$

$$-2n = 1 - 11$$

$$-2n = -10$$

$$n = \frac{-10}{-2}$$

$$n = 5$$

Median is placed in the 5<sup>th</sup> from the score. So the Median value was 23. The calculation above showed the Mean value: 19.81, Median value was 23 and modus value: 17.

## **2. The Result of Data Analysis of the Eighth Grade Students' Ability of MTs Muslimat NU Palangka Raya in Using Transitional Signals**

Based on the data above, it can be seen the result of data analysis of the English Grade Students' ability of MTs Muslimat NU Palangka Raya in using transitional signals. The students' highest score was 25 and the lowest score was 14. To determine the range of score, the writer calculated using formula mean, median and modus. The result of the calculation of mean value of the students using transitional signals is 19.81, median value of the students using transitional signals is 23 and the modus value of the students using transitional signals is 17. Based on the component of transitional signals is organization. To measure the ability of the students in using transitional signals the writer constructs the test. Where very good score that obtained scores 30-27 and poor score that obtained score 16-13. There were MY got score 25, FK got score 22, HY got score 22, HY got score 24, TS got score 24, PA got score 23, NK got score 20, JA got score 17, MS got score 17, MAH got score 15, WM got score 17 and RM got score 14. Consequently, based on the data the students' writing score in using transitional signals. There were two students who got score 14-15, there were four students who got score 17-20 and there were six students who got score 22-25.

### **3. Discussion**

However not all of the student used the transitional signals correctly, there were six students (MY, FK, TS, HY, NK, PA) who correct usage of transitional signals and five students (MS, MAH, JA, WM, RM) who incorrect usage of transitional signals.

Based on the result of the students' analysis above we can see how well the students use transitional signals in writing descriptive text. There were six students who got good scores and there were five students who got poor scores in component organization especially in using transitional signals. In using transitional signals the students still did not know how to use and difference when the transitional must to uses, also there is language use difference between Indonesia and English. Writing cannot be done effectively, because the students had problems and they often made errors. For example, the error often occurs in constructing and connecting sentences, the students sometimes make sentences based on the grammatical of Indonesian, so it creates misunderstanding in meaning. The reason was the teacher taught students based on students' English book. The teacher usually teach them using reading material, then geting the students for understanding reading material firstly, and asking the students some questions based on the material. After that expalining the answer by using examples. Teacher took a sample of transitional words, and then the teacher explained which word is the transitional signals. The transitional signals are explained is conjunctive or word phrase that

describes the relationship with one another to make the example more understandable. So the students can be required to make sentences using transitional words. But, in reality the teacher just given the theory about the use of transitional signal in the simple sentences, without give the example in the complete paragraph to connected between one sentences to another sentences, between ideas in different sentences, between ideas in different paragraph. But, some students paid attention to the teacher, while some others were busy wit their own activities. In this case make the students did not know understand more about the use of transitional signals in written descriptive text.

**D. The Problems Faced by the Students in Using Transitional Signals in Writing Descriptive Text at the Eighth Grade of MTs Muslimat NU Palangka Raya**

There were five students who had poor scores in VIII-C class. The qualification of the total scores based on the qualification from the write and the teacher. The explanation of qualification could be seen in the Appendix 2.b. Their names were replaced by using code such as student 1, students 2, student 3 and so forth.

**Table 4.3**

**The Score of Problems Faced by the Students in Using Transitional Signals in Writing Descriptive Text**

No.	Code of the students	Total scores
1	JA	17

2	MS	17
3	MAH	15
4	WM	17
5	RM	14

From the table above, it could be explained that from bottom score was 14 in student who had code RM, 17 score was student who had code WM, 15 score was student who had code MAH, 17 score was student who had code MS, 17 score was student who had code JA. Which they had problem such as how to combine one sentence to each sentence, the student did not know how to discriminate what are the transitional signals can be used, the students had problems in meaning and function, how to make an ideas clearly, well organization, the logical sequencing and cohesive.

## 1. Data Finding

Based on the explanations above, there were some problems faced by the students in using transitional signals in writing descriptive text. The student JA who got problems for combine one sentence to each sentence, how to discriminate what are the transitional signals can be used, problems in meaning and function, how to make an ideas clearly, how to make well organization, the logical sequencing and cohesive. Student MS who got problems for combine one sentence to each sentence, how to discriminate what are the transitional signals can be used, problems in meaning and function, how to make an ideas clearly, how to make well organization, the logical sequencing and cohesive. Student MAH who got problems for

combine one sentence to each sentence, how to discriminate what are the transitional signals can be used, problems in meaning and function, how to make an ideas clearly, how to make well organization, the logical sequencing and cohesive. Student WM who got problems for combine one sentence to each sentence, how to discriminate what are the transitional signals can be used, problems in meaning and function, how to make an ideas clearly, how to make well organization, the logical sequencing and cohesive. Student RM who got problems for combine one sentence to each sentence, how to discriminate what are the transitional signals can be used, problems in meaning and function, how to make an ideas clearly, how to make well organization, the logical sequencing and cohesive.

## **2. The Result of Data Analysis of the Problems Faced by the Students in Using Transitional Signals in Writing Descriptive Text**

The problems could be seen in the table below:

**Table 4.4**  
**The Problems Faced by the Students in Using Transitional Signals in Writing Descriptive Text**

No.	Name of the Students	The Problems Faced by the Students
1	JA	<ol style="list-style-type: none"> <li>1. for combine one sentence to each sentence</li> <li>2. how to discriminate what are the transitional signals can be used</li> <li>3. problems in meaning and function</li> <li>4. how to make well organization</li> </ol>

2	MS	<ol style="list-style-type: none"> <li>1. for combine one sentence to each sentence</li> <li>2. how to discriminate what are the transitional signals can be used</li> <li>3. problems in meaning and function</li> <li>4. how to make an ideas clearly</li> <li>5. how to make well organization</li> </ol>
3	MAH	<ol style="list-style-type: none"> <li>1. for combine one sentence to each sentence</li> <li>2. how to discriminate what are the transitional signals can be used</li> <li>3. the logical sequencing and cohesive</li> <li>4. how to make an ideas clearly</li> <li>5. the logical sequencing and cohesive</li> </ol>
4	WM	<ol style="list-style-type: none"> <li>1. problems in meaning and function</li> <li>2. how to make well organization</li> <li>3. the logical sequencing and cohesive</li> </ol>
5	RM	<ol style="list-style-type: none"> <li>1. for combine one sentence to each sentence</li> <li>2. how to discriminate what are the transitional signals can be used</li> <li>3. problems in meaning and function</li> </ol>

		4. how to make an ideas clearly 5. how to make well organization 6. the logical sequencing and cohesive
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**Table 4.5**

**The Proportion of the Problems Faced by the Students**

<b>No.</b>	<b>The Problems</b>	<b>Frequencies</b>	<b>Percent</b>
1	How to combine one sentence to each sentence	4	66%
2	How to discriminate what are the transitional can be used	4	66%
3	Meaning and function	5	83%
4	How to make an ideas clearly	3	50%
5	Well organization	4	66%
6	The logical sequencing and cohesive	3	50%

The first problems faced by the students are meaning and function, the frequencies of the students are five (5) of 83% (percent). Second, how to combine one sentence to each sentence, the frequencies of the students are four (4) of 66% (percent). Third, in well organization, the students



frequencies of the students are four (4) of 66% (percent). Fourth, in logical sequencing the frequencies of the students are three (3) of 50% (percent). Fifth, how to discriminate what are the transitional signals can be used, the frequencies of the students are three (4) of 66% (percent). Sixth, how to make an ideas clearly, the frequencies of the students are three (3) of 50% (percent).

### **3. Discussion**

#### **a. How to combine one sentence to each sentence**

In combine one sentence to each sentence, there are four who got problems JA, MS, MAH, RM they failed to link relationship among sentences in a paragraph. They admitted that cannot move smoothly from one sentence to sentence. They did not know or understand the development of a paragraph by showing not only how the the paragraph are related to one another but how ideas in a sentence are connected to each other.

According to Payne sentence combining is making one smoother, more detailed sentence out of two or more shorter sentences.<sup>3</sup>

#### **b. How to discriminate what are the transitional signals can be used**

In discriminate what are the transitional signals can be used, there are three who got problems JA, MS, MAH, RM they did not

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<sup>3</sup>Laura Payne, *Contributing Writer Sentences: Simple, Compound and Complex*, Illinois Valley Community College, © Randy Rambo, 2006.p 70

know how to use transitional signals. The explanation about that could be seen at appendix. The transitional 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.<sup>4</sup>

c. Meaning and Function

In meaning and function, there are five students who got problems JA, MS, MAH, WM, RM. They did not understand more about meaning and function of transitional signals. Meaning is the sense or significance of a word, sentence, symbol, etc; import, semantic or lexical content.<sup>5</sup> Function is the action for which a person or thing is particularly fitted or employed.<sup>6</sup>

d. How to make an ideas clearly

In make an ideas clearly, there are three students who got problems MS, MAH, RM they did not know how to get a clear focus on the paragraph.

According to Mahon et al, ideas are at the heart of message, the content of the piece, and the main theme, together with all the details that enrich and develop that theme. When the ideas are strong, the message is clear and the story line is easy to follow. Things make sense. The secret is in the details: strong writing always includes details that are clear, interesting, and less than obvious. Successful

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<sup>4</sup>Sabarun, *the transitional signals Materials for Writing IV*, Palangka Raya, p. 1.

<sup>5</sup>The America Heritage, *Dictionary of the English Language*, Fourth Edition © Houghton Mifflin Company 2000, p. 828

<sup>6</sup>*Ibid.*, p. 547

writers do not spend time telling readers what they already know. They seek out details a reader might not know or notice.<sup>7</sup>

e. Well organization

In well organization there are four students who got problems JA, MS, WM, RM they did not know or understand the development of a paragraph by showing not only how the sentences in a paragraph are related to one another but how ideas in a sentence are connected to each other.

According to Mahon et al organization is the internal structure of writing, like the framework of a building or the skeleton of an animal. It holds things together and gives the whole piece form and shape. Good organization helps a reader understand a writer's message and follow a story with ease. A writer with strong organization stays focused on one key idea (in information writing) or one main plot (in a story). The writer also fills the text (and sometimes the pictures) with little clues that tie the ideas together, or builds transitions from one idea or event to the next. When the organization is strong, the beginning builds a sense of anticipation in the reader and the ending wraps things up in a satisfying way.<sup>8</sup>

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<sup>7</sup>Mahon Mc, Carolyn, and Warrick, *Wee Can Write: Using 6 + 1 Trait Writing Strategies with Renowned Children's Literature*. Northwest Regional Educational Laboratory: Portland, OR. 2005, p. 1

<sup>8</sup>*ibid*

f. The logical sequencing and cohesive

In logical sequencing and cohesive, there are four students who got problems MAH, WM, RM they make the reader can not understand, what are they thinking.

According to Daniel Coherence is product of many different factors, which combine to make every paragraph, every sentence and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned. Coherence itself is the product of two factors paragraph unity and sentence cohesion.<sup>9</sup>

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<sup>9</sup>Daniel Kies, *the Hyper Texts Books*, Department of English College of Du Page, © Daniel Kies 1995, p. 101