

TABLE OF CONTENTS

TITLE	i
ADVISOR SHEET	ii
RATIFICATION.....	iii
ADMISSION SHEET	iv
DEDICATION.....	v
MOTTO	vi
PRONOUNCEMENT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS.....	x
ABSTRACT	xii
LIST OF FIGURES	xiii
LIST OF TABLES	i
LIST OF APPENDICES	ii
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Identification of Problem.....	5
C. Problem Limitation	6
D. Problem Formulation.....	7
E. Objective of Study	7
F. The Benefits of the Study	7
G. Definition of Key Terms	8
CHAPTER II: REVIEW ON RELATED LITERATURE	10
A. Theoretical Description.....	10

LIST OF TABLES

Table 2.1 Types of Transition Signal by Oshima and Hogue	16
Table 2.2 Types of Transition Signal by Boardman	17
Table 2.3 Types of Transition Signal by Smith	17
Table 2.4 Summary of the inferred transition signal types	18
Table 2.5 Previous Related Study	30
Table 3.1 Research Time.....	33
Table 4.1 Omission Error of Additional Ideas category	41
Table 4.2 Omission Error of Alternative Ideas category	43
Table 4.3 Omission Error of Conclusion category.....	45
Table 4.4 Omission Error of Cause-Effect category	46
Table 4.5 Omission Error of Contrast category	50
Table 4.6 Omission Error of Example category.....	51
Table 4.7 Addition Error of Additional Ideas category	53
Table 4.8 Addition Error of Alternative Ideas category	58
Table 4.9 Addition Error of Chronological Order category.....	61
Table 4.10 Addition Error of Cause-Effect category	62
Table 4.11 Addition Error of Contrast category	63
Table 4.12 Addition Error of Example category.....	65
Table 4.13 Addition Error of Explanation category.....	66
Table 4.14 Misformation Error of Additional Ideas category.....	68
Table 4.15 Misformation Error of Chronological Order category	70
Table 4.16 Misformation Error of Conclusion category	73
Table 4.17 Misformation Error of Cause-Effect category	74
Table 4.18 Misformation Error of Contrast category.....	77
Table 4.19 Misformation Error of Example category	80
Table 4.20 Misordering Error of Additional Ideas category	82
Table 4.21 Misordering Error of Chronological Order category	83
Table 4.22 Misordering Error of Cause-Effect category	84
Table 4.23 Misordering Error of Contrast category	86
Table 4.24 Summary of Students Error	89

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Concept of Writing

a. Definition of Writing and Writing Ability

Writing is one of the language skills besides listening, reading and speaking. According to Nunan (2003: 88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It gives students the opportunity to freely create and combine words or ideas into the right sentences. Likewise, Harmer (2004: 31) agree that because they think as they write, it may provoke students language development.

Nunan (2003: 89) also explained that writing is commonly used as proof that students have mastered the particular grammar rules. However, Heaton (1990: 135) stated that in order to learn writing skills requires not only the mastery of grammatical and rhetorical devices, but also the conceptual and judgmental elements. This explains that to be able to learn writing skills, students are at least required to understand the rules of grammar and rhetorical devices.

Indeed among the four language skills, writing skills are quite difficult to learn. However, as mentioned earlier that writing is a skill, which means it can be learned if there is an intention to really learn it. Moreover, Langan (2008: 14) stated that writing is a process of discovery that involving a series of steps, and those steps are very often a zigzag journey. So, we can conclude that just like a skills in general, to be able to learn those skills it

requires particular steps or processes, which needs to be followed and continuously practiced.

b. Process of Writing

Writing is a complex action and cannot be done instantly, for that we need to do it step by step. Boardman and Frydenberg (2008: 31) classify the process of writing into six steps, which are:

1) Analyzing the assignment

The first step is analyzing, means that before writing something we need to understand the assignment, which are include the question of 5W+1H (what, why, where, when, who, how).

2) Brainstorming

According to Boardman and Frydenberg (2008: 33), the word "brainstorm" means to write down ideas of all kinds (good or bad) into a piece of paper, which gives an idea to express ourselves.

3) Organizing your ideas

In organizing ideas that we have, there are at least three steps that we can follow. The first is to write topic sentences, after gathering existing ideas we need to narrow down the topics that we will use. The second is to eliminate ideas that are not relevant, it should be ideas that are not related to the topic chosen previously not used, because it will affect the paragraph to be made. The third is to make an outline and also add relevant ideas, by making an outline the paragraphs made will be more organized and can display the impression of unity.

was named Joan Grande, but he did not mention the name of the father, but directly mentioned the father. Moreover, since it is only for the mention of two things, there should be no need to provide a pause (comma) before the words '*and*'. Besides, for the second error of student number 20 (S-20), she forgot to mention the subject also gave the wrong subject.

2) Alternative Ideas

In the alternative idea category, the researcher only got two types of omission errors. The two errors have in common, namely the use of the word 'if', which fall into the category of alternative ideas. As the name implies, the use of this category serves to provide another idea (alternative idea) that is contrary to the previous idea or sentence.

Table 4.2 Omission Error of Alternative Ideas category

No	Students	Incorrect Sentences	Correction	Type
1	S-7	Cost-effective does not go to campus because it is quite far from my home from campus	Cost-effective if does not go to campus, because it is quite far from my home from campus	ALT
2	S-19	If use cell phones everytime, includes in classroom during the lesson, it can make students not concentrate.	If you use cell phones every time, includes in classroom or during the lesson, it can make students not concentrate.	ALT
3	S-19	So, they still can communicate with their parents if they picked up by their parents.	So, they can still communicate with their parents if they were picked up by their parents.	ALT

The errors made by student number 7 (S-7) was not giving the word '*if*' in the sentence he made. As a result, the sentence looked quite confusing. On this sentence "*Cost-effective does not go to campus because it is quite far from my home from campus*", then by giving the word '*if*' before the word '*does not*' gives a significant result, that makes the meaning of the sentence become easier to understand. Just like this

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