

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

On this finding the writer describes the result based on the data that are collected by techniques of data collection, they are written test, and documentary.

The writer conducted the research on May 18th 2015 until July 18th 2015 (two months). On May 18th 2015, the writer gave the administration staff the research letter then gave the written test to class IX A with the total number 34 students. On May 19th 2015, the writer gave the written test to class IX B with the total number 38 students. Then on May 20th 2015 the writer gave the written test to class IX C with the total number 36 students. Finally, on May 21th 2015 the writer gave the written test to class IX D with the total number 40 students. The writer carried out a written test by using three types of tests they are filling in the blank, making sentences, and construct random sentences. It is provided for answering the questions 90 minutes.

1. Description of the students' ability in using transition signals of the ninth grade at state islamic junior high school (MTsN) banjar selatan 2 Banjarmasin academic year 2014/2015

To know the students' ability in using transition signals, the researcher conducted a written test to 148 students. The actual number of students as the

subject of research is (148-16), however, 16 students did not come enrolled the test at that time.

Based on the result of written test of the ninth grade students at State Islamic Junior High School (MTsN) Banjar Selatan 2 Banjarmasin Academic Year 2014/2015, it is found the data that the highest score is 86 and the lowest score is 27. The accumulated score is 7931. The test result can be seen in this following table:

Table 4.1. Students' Test Result in fill in Using Transition Signals

No.	Name	Score	No.	Name	Score
1	AR	55	67	MI	64
2	AH	61	68	MIR	68
3	AZB	63	69	MIS	59
4	AS	52	70	MJ	63
5	AZ	55	71	MK	59
6	AT	64	72	MKR	59
7	AR	55	73	MIF	55
8	AMS	61	74	MPR	67
9	AW	63	75	MRR	55
10	ANGGI FITRIA	61	76	MRZ	61
11	ARIF HIDAYAT	35	77	MR	82
12	ASF	63	78	MRF	66
13	A	65	79	MRZ	63

14	AA	60	80	MS	35
15	AAK	66	81	MK	61
16	AS	48	82	NH	65
17	BR	65	83	NHK	82
18	BS	27	84	NHK	64
19	D	64	85	NN	61
20	DF	36	86	NV	65
21	DR	66	87	NY	66
22	DH	65	88	NA	63
23	DRU	61	89	NH	67
24	DA	67	90	NA	65
25	DS	65	91	NM	63
26	EM	67	92	NW	39
27	E	86	93	PA	80
28	EM	35	94	PA	45
29	EN	45	95	PH	64
30	F	63	96	PN	36
31	FM	48	97	PS	66
32	FU	63	98	PW	84
33	FS	60	99	Q	86
34	FR	36	100	R	61
35	FR	35	101	RH	64

36	F	55	102	RW	45
37	GR	65	103	R	70
38	GR	66	104	RM	53
39	HR	63	105	RP	63
40	HS	39	106	RA	63
41	II	66	107	RR	35
42	I	59	108	R	84
43	JH	59	109	RW	78
44	KA	59	110	RFR	66
45	KH	50	111	RM	72
46	K	63	112	SW	65
47	LB	64	113	SR	66
48	LY	67	114	SR	55
49	LM	63	115	SM	63
50	LG	66	116	SH	66
51	LGL	67	117	SNK	64
52	M	65	118	SP	59
53	MS	39	119	SZ	66
54	M	65	120	SNM	67
55	MH	36	121	SRM	66
56	MY	82	122	SM	63
57	MAL	61	123	TN	60

58	MA	59	124	UH	52
59	MAL	45	125	VW	64
60	MAP	61	126	WK	52
61	MF	59	127	YF	66
62	MF	45	128	YM	66
63	MFR	48	129	Y	67
64	MFH	59	130	YDP	55
65	MH	63	131	ZA	52
66	MH	65	132	ZA	61
Total score			7931		

Table 4.2. Frequency Distribution of Students' Test Result and the Classification

No.	Score	Frequency	Percentage	Category
1.	80 – 100	8	6.06%	Excellent
2.	70 -< 80	3	2.27%	Good
3.	60 -< 70	76	57.58%	Fair
4.	50 -< 60	24	18.18%	Low
5.	0 -< 50	21	15.91%	Very Low
	Total	132	100%	

The table above shows that the students' percentage in using transition signals there are 8 students (6.06%) who got the scores between 80 - 100 they are included in the excellent categories, there are 3 students

(2.27%) who got score between 70 - < 80 who are classified into good category, 76 students (57.58%) who got score between 60 -< 70 who are classified into fair category, 24 students (18.18%) who got score between 40 -< 50 who are classified into low category, and 21 students (15.91%) who got score between 0 -< 20 who are classified into very low category.

To find out the mean of students' ability in using transition signals of the ninth grade at State Islamic Junior High School (MTsN) Banjar Selatan 2 Banjarmasin academic year 2014/2015, the writer uses the formula as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{7931}{132}$$

$$M = 60.08$$

Based on the data above, the total score is 7931 of 132 students. The mean score is 60.08, it shows that students' ability in using transition signals of the ninth grade at State Islamic Junior High School (MTsN) Banjar Selatan 2 Banjarmasin academic year 2014/2015 is categorized into **fair** category.

2. Description about the Most Difficult Transition Signal of the Ninth Grade at State Islamic Junior High School (MTsN) Banjar Selatan 2 Banjarmasin Academic Year 2014/2015

To know about the most difficult transition signal, the writer presented the data based on the test result by writing the most difficult transition signal of each type of the test. The data is shown on the following table:

a. The Most Difficult Transition Signal in Fill in The Blank Test

Table 4.3. Most Difficult Transition Signal in Fill in The Blank Test

No	Number of Test	Frequency of mistakes	Answer Key
1.	1	85	Also
2.	2	49	And
3.	3	79	But
4.	4	62	Or
5.	5	66	Yet
6.	6	42	So
7.	7	83	However
8.	8	23	For
9.	9	50	Because
10.	10	75	Besides
11.	11	25	And
12.	12	63	So
13.	13	59	But

14.	14	78	However
15.	15	77	Or

In the table above, the writer presented data about the most difficult transition signal for fill in the blank sentences test. The writer had the students to choose words with their correct meanings. There are 15 numbers questions of transition signal that given. There are 85 students made error for question number 1 which the correct answer is *also*, 49 students made error for question number 2 which the correct answer is *and*, 79 students made error for question number 3 which the correct answer is *but*, 62 students made error for question number 4 which the correct answer is *or*, 66 students made error for question number 5 which the correct answer is *yet*, 42 students made error for question number 6 which the correct answer is *so*, 83 students made error for question number 7 which the correct answer is *however*, 23 students made error for question number 8 which the correct answer is *for*, 50 students made error for question number 9 which correct answer is *because*, 75 students made error for question number 10 which correct answer is *besides*, 25 students made error for question number 11 which correct answer is *and*, 63 students made error for question number 12 which correct answer *so*, 59 students made error for question number 13 which correct answer *but*, 78 students made error for question number 14 which correct answer *however*, 77 students made error for question number 15 which correct

answer *or*. The total of the most difficult transition signal for fill in the blank test is question number 1 *also* is the most difficult one with 85 students could not answer with their correct meanings.

b. The Most Difficult Transition Signal in Making Sentences Test

Table 4.4. Most Difficult Transition Signal in Making Sentences Test

No.	Number of Test	Frequency of mistake	Answer key
1.	1	68	However
2.	2	60	Besides
3.	3	57	Because
4.	4	64	But
5.	5	54	So
6.	6	55	Or
7.	7	67	Also
8.	8	75	Yet
9.	9	45	For
10.	10	30	And

On the table above, the writer presented data about the most difficult transition signal for making sentences test. There are 10 numbers of the difficult transition signal that given. They are for question numbers 1, there were 68 students who made errors in using *however*, for question

numbers 2 there were 60 students who made errors in using *besides*. For question number 3 there were 57 students who made errors in using *because*. For question number 4 there were 64 students who made errors in using *but*. For question number 5 there were 54 students who made errors in using *so*. For question number 6 there were 55 students who made errors in using *or*. For question number 7 there were 67 students who made errors in using *also* . for question number 8 there were 75 students who made errors in using *yet*. For question number 9 there were 45 students who made errors in using *for*. For question number 10 there were 30 students who made errors in using *and*. The total most difficult transition signal for the making sentences test for question number 8 is the most difficult one with total 75 students who made errors in using *yet*.

The Most Difficult Transition Signal in fill the blank in paragraph test.

Table 4.5. The Most Difficult Transition Signal In fill the blank in paragraph test.

No	Number of The Test	Frequency of Mistakes	Answer key
1.	1	77	Therefore
2.	2	104	Also
3.	3	34	Furthermore
4.	4	26	For example
5.	5	64	Therefore
6.	6	47	Although

7.	7	86	because
8.	8	56	And
9.	9	48	Also
10.	10	77	So

It is the data about The Difficult Transition Signal in fill the blank in paragraph test. They are 77 students made errors for question number 1, 104 students made errors for question number 2, 34 students made errors for question number 3, 26 students made errors 4, 64 students made errors for question number 5, 47 students made errors for question number 6, 86 students made errors for question number 7, 56 students made errors for question number 8, 48 students made errors for question number 9, and the last 77 students made errors for question number 10. The total the most difficult one transition signal in fill the blank in paragraph test for question number 2 *also* is the most difficult one with 104 students couldn't pass question with their correct meanings.

Table 4.6. Frequency of The Most Difficult Transition Signal

No	Types of transition signal	Frequency of mistake	Total of students' wrong answer	Percentage
1.	Also	4	304	28.57%
2.	So	4	236	28.57%

3.	However	3	229	21.42%
4.	But	3	202	21.42%
5.	Or	3	194	21.42%
6.	Because	3	193	21.42%
7.	Therefore	2	141	14.28%
8.	Yet	2	141	14.28%
9.	And	4	160	28.57%
10.	Besides	2	135	14.28%
11.	For	2	68	14.28%
12.	Although	1	47	7.14%
13.	Furthermore	1	34	7.14%
14.	For Example	1	26	7.14%

Based on the table above that taken from each type of transition signals test, the writer concludes that the most difficult one transition signal is *also*. It is shown by the frequency of errors for each table with the following number of the most difficult transition signal:

4 : number of item test's in *also*

B. Discussion

After presenting the data, the writer analyses all the obtained data to give some considerations of the research.

1. The Students' Ability in Using Transition Signals of the Ninth Grade at State Islamic Junior High School (MTsN) Banjar Selatan 2 Banjarmasin Academic Year 2014/2015

The presented data on the previous subchapter shows that there are 8 students (6.06%) who got the score between 80-100 who are classified into excellent category, 3 students (2.27%) who got score between 70 -< 80 who are classified into good category, 76 students (57.58%) who got score between 60 -< 70 who are classified into fair category, 24 students (18.18%) who got score between 50 -< 60 who are classified into low category, and 21 students (15.91%) who got score between 0 - <50 who are classified into very low category. With the total score 7931. The mean score is 60,08 shows that the students' ability in using transition signals of the ninth grade at State Islamic Junior High School (MTsN) Banjar Selatan 2 Banjarmasin academic year 2014/2015 is categorized into **fair** category.

2. The Most difficult Transition Signal of the Ninth Grade at State Islamic Junior High School (MTsN) Banjar Selatan 2 Banjarmasin Academic Year 2014/2015

In three types of the test the first type “fill in the blank of sentences” the most difficult transition signals is *also* . Why *also* the most difficult one? Because, may be students confused using word *also* in sentences.

In second type of the test for making sentences using transition signals the most difficult one is *yet*. Yet meaning opposition, contrast, and concession.

For example from many answers of students :

- He is clever yet, he is study hard.
- I like many types of Spanish food yet, example Escalivada is one of my favorite.

For the third type of the test for fill in the blank in paragraph, the most difficult one is *Also*. With 104 students couldn't passed the correct answers.

Question A :

During my father's generation, the education system was very different. Back in those days, most schools were provided by the British. In those days, people had a better education than nowadays because teachers had different ways of teaching. Most of the students were taught by British native teachers. (**1. Furthermore**), they spoke better English and had high standards in English. (**2. Also**), they began learning English in primary school. (**3. Therefore**), all of the

subjects were taught in English. The schools' rules were strictly followed, and they had punishment for every little thing. In my generation, the educational system was far different from my father's. (**4. For example**), all the subjects were taught in Burmese except for English. I myself and other students from my generation started to learn English in the fifth grade. In the fourth and eighth grades, the final exams are given by the state board of education, and in the tenth grade, the exam is a nation-wide exam. In each grade, we must pass every subject. Otherwise, we must repeat that particular grade. (**5. Therefore**), it is really hard to graduate from high school. After tenth grade, we can enter college. In the old days, there was no limit in choosing any major or professional field that we wanted. Things are not easy in my generation. The students have fewer opportunities to learn.

Question B :

Shopping at K-Mart enriches my vocabulary. (**6. Also**). I don't like spending money, I like shopping (**7. Because**) it gives me a chance to practice my English. K-Mart is the best place to practice. Since (because, as) it is a large store, there are many customer assistants who speak English fluently. I look for many items in the store, (**8. Although**) in each area I find a different customer assistant who is eager to help me practice English. (**9. And**), I am careful to read

the section names of the various parts of the store, (**10. So**) I read the information on the packages of the items that I want to buy; in fact, every time I shop at K-Mart, I leave the store with some new words that increase my English vocabulary.

Based on the presented data on the previous subchapter about the most difficult transition signal for each type of the test, the writer found that the most difficult is *also*. It is based on the percentages for every kind of the difficult transition signal which the total of errors are 14, that is 3 numbers of students' common error in *also* (21.44%).

The writer concludes that the students' ability in using transition signals is in fair category based on the calculation of mean score is 60.08. After analyzing each type of test, the writer found that the difficult transition signal is in type *also* (21.44%), *but* (14.29%) and *however* (14.29%). Those are more difficult than *yet* (7.14%), *so* (7.14%), *besides* (7.14%), *for* (7.14%), *therefore* (7.14%), *furthermore* (7.14%) and *although* (7.14%), but the most difficult one is in type *also* which takes 21.44%.

In sum, the writer concludes that the errors happened because the students do not understand well about the appropriate word in using transition signals. Furthermore, the writer concludes that mistakes that students done because students are lack of knowledge. They have to choose the appropriate auxiliary word/sentence depends on the tenses form.