

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. General Description of Research Location

a. Brief History of MAN Selat Tengah Kapuas

MAN Selat Tengah Kapuas is a general education with Islamic character, under the management of religious affairs department. MAN Selat Tengah Kapuas was built on November, 25th 1993 based on the decision Letter of Minister of Education Affair Number 244 with school Statistic Number 31.1.62.03.01.003. This is located on Jln. Keruing No. 48 Kuala Kapuas.

It has been led by 7 headmasters, since it was established in 1993. The first headmaster was Drs. H. Ahmad Sairaji. The second headmaster was Drs. H. M. Nafiah Ibnor. The third headmaster was Drs. H. Nawawi Nasir. The fourth headmaster was Drs. H. Nurani Sarji. The fifth headmaster was Dra. Siti Aisyah. The sixth headmaster was H. Ahmad Nurhan, S.Pd. I, and at present the headmaster of MAN Selat Kapuas is Drs. Abrani Sulaiman. Those who led the school can be seen in appendix 1.

Teaching and learning at MAN Selat Tengah goes on as follows:

- a. Monday-Thursday, from 6.30 am – 13.00 pm.

- b. Friday, from 6.30 am – 10.30 pm
- c. Saturday, from 6.30 am – 13.00 pm

Meanwhile, there are extracurricular activities, which are done at MAN Selat Kapuas as follows:

- a. Speech (Muhadharah)
- b. Maulid Habsyi
- c. Rebana
- d. Scout
- e. Sport and art

**b. Description of Students, Teachers, and Administration Staff at
MAN Selat Tengah Kapuas**

In academic 2012/2013, the total number of students who administratively registered at MAN Selat Kapuas regency is 583 students. They are 192 students from class X, 199 students from class XI, and 192 students from class XII. Furthermore, the data can be seen in appendix 2.

MAN Selat Kapuas regency has 44 teachers. From 44 teachers at the school, they teach different subjects and have different educational background and three of the English teachers. Some of them are university graduation and have been appointed as government employees can be seen in the appendix 3.

The condition of organizer and another staff in organizing the administration in MAN Selat Kapuas regency. This can be seen in the appendix 4.

c. Description of the facilities at MAN Selat Kapuas regency

MAN Selat Kapuas Regency has been supported by many facilities. Clearly, the data can be seen in appendix 5.

2. The Result of Research

- a. The eleventh grade students' mastery in using transition signals as sentence connectors in paragraph at Man Selat Tengah Kapuas Regency academic year 2012/2013.

The total students that participated in that test were 50 students. And to find out the eleventh grade students' mastery in using transition signals as sentence connectors in paragraphs MAN Selat Tengah Kapuas Regency academic year 2012/2013, the writer carried out a written test by using three designs measurement they were match transition signals to the blank of some paragraph of text, fill in the blank and also decide whether the transition signals are used correctly or incorrectly in sentences. The time provided for answering the question are 90 minutes.

The result of the test to 50 students shows the mastery of the students in using transition signals from three designs measurement can be seen in the appendix 6.

For further description about the result of the mastery of the eleventh grade students in using transition signals as sentence connectors in paragraph at MAN Selat Kapuas regency. Their scores were then categories into five degrees of mastery as seen in the following table:

Table 4.3 The Frequency Distribution of The Result of The Eleventh Grade Students' Mastery in Using Transition Signal as Sentence Connectors in Paragraph at MAN Selat Kapuas Regency Academic Year 2012/2013

No	Category	Frequency	Percentage
1	Excellent (80-!00)	-	0%
2	Good (60-<80)	22	44%
3	Fair (40-<60)	23	46%
4	Low (20-<40)	5	10%
5	Poor (0-20)	-	0%
	Total	50	100%

From the table above, it can be known that from 50 respondents who followed the test, no one student or 0% get excellent score, while 22 students or 44% get good score, and than 23 students or 46% get fair scores, and 5 students or 10% get low score and no one student who get poor score. So, the mastery degree of the most of the eleventh grade

students' in using transition signals as sentence connectors in paragraph at MAN Selat Kapuas regency academic year 2012/2013 is mostly fair category, because 46% of the students get fair score (40-<60).

Based on the research result. It is eleventh grade students' mastery in using transition signals as sentence connectors in paragraph at MAN Selat Kapuas regency academic year 2012/2013. It is found that the highest score is 76 in the lowest score is 26. The whole gotten score is 2848 from 50 students, so from this result can be known that means is:

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

$$M = \frac{2848}{50}$$

$$M = 56.96$$

Based on data above, the total score is 2848 of 50 students. The mean score is 56.96 shows that the eleventh grade students' mastery in using transition signals as sentence connectors in paragraph at MAN Selat Kapuas regency academic year 2012/2013 is in fair category.

b. Description about the Eleventh Grade Students' Most Common Error in Using Signals as Sentence Connectors in Paragraph at MAN Selat Tengah Kapuas Regency Academic Year 2012/2013

To know about the students' most common error in using transitional signals as sentence connectors in paragraph, the writer presented the data based on the test result by writing all students' most common error of each type of the test. The data is shown on the following table:

Table 4. 4 Students' Common Errors for Matching Test

No	No. of test	F	Answer Key	To indicate:		
				Augmentation	Similarly	Illustration
1	6	32	In addition	X		
2	7	31	Similar-ly		X	
3	8	28	For example			X
4	10	32	In fact			X
TOTAL				1	1	2

On the table above, the writer presented data about students' most common errors for matching transition signals to the blank of some paragraph of texts test. The writer had the students to match words with their correct meaning. There are 4 numbers of students' most common errors in using transition signals as sentence connectors

in paragraph of 10 questions are given. They are 32 students made error for question number 6 and the correct answer is to indicate augmentation, 31 students made error for question number 7 and the correct answer is to indicate similarity and 28 students made error for question number 8 with the correct answer is to indicate illustration and the last there are 32 students made error for question number 10 which the correct answer is to indicate illustration too. The total of students' common errors for the matching of the test are 1 error for indicate augmentation, indicate similarity and 2 errors for indicate illustration. Question number 6 and 10 are the most difficult with 32 students could not answer the questions with their correct meanings.

Table 4. 5 Students' Common Errors for Deciding Whether the Transition Signals are used Correct or Incorrect in Sentence

No	No. of Test	F	Answer Key	To indicate:		
				augmentation	Time	illustration
1	13	17	T (In addition)	X		
2	14	20	T (In addition)	X		
3	17	28	T (Later)		X	
4	20	17	F (For example)			X
TOTAL				2	1	1

On the table above, it is the data about students' common errors decide whether the transition signals are used correct or incorrect in sentence test. There are 10 questions with 4 numbers of the questions are the most students' common errors they are question number 13 is

made by 17 students and the correct answer is true (to indicate augmentation). Question number 14 is made by 20 students and the correct answer is true (to indicate augmentation). Question number 17 is made by 28 students and the correct answer is true (to indicate time). And the last question number 20 is made by 17 students and the correct answer is false (the answer key is first (to indicate sequence)) The total of students' common errors for decide whether the transition signals are used correct or incorrect in sentence test are 2 errors to indicate augmentation, 1 error to indicate time and 1 error to indicate illustration.

Table 4. 6 Students' Common Errors for Filling in The Blank

No	No. of Test	F	Answer Key	To indicate:		
				Sequence	Result	Contrast
1	23	35	Next	X		
2	24	42	Finally	X		
3	18	46	Therefore		X	
4	30	44	In contrast			X
TOTAL				2	1	1

On the table above, it is the data about students' common errors to fill in the blank test. There are 10 questions with 4 numbers of the questions are the most students' common errors they are question number 23 is made by 35 students and the correct answer is to indicate time. Question number 24 with 42 students and the correct answer is to indicate time. The most difficult one, number 28 with 46 students and the correct

answer is to indicate result. The last question number 30 with 44 students and the correct answer is to indicate contrast. The total of students' common errors for fill in the blank test are 2 errors in using transition signals to indicate time, 1 error to indicate result and 1 error to indicate contrast.

Table 4. 7 The Frequency of Students' Most Common Error in Using Transition Signals

No	Types of Students' Common Error	F	%
1	To indicate augmentation	3	27.27%
2	To indicate similarity	1	9.09%
3	To indicate illustration	2	18.18%
4	To indicate time	1	9.09%
5	To indicate contrast	2	18.18%
6	To indicate sequence	2	18.18%
	TOTAL	11	100%

Based on the table above are taken from each type of the most common transition signals test, the writer concludes that the most students' common errors are to indicate augmentation, to indicate illustration, to indicate contrast, to indicate sequence, indicate time and indicate similarity, it is shown by the frequency of errors for each table with the following number of students' errors:

3 : number of item test's error in type to indicate augmentation

2 : number of item test's errors in type to indicate contrast

2 : number of item test's errors in type to indicate illustration

2 : number of item test's errors in type to indicate sequence

1 : number of item test's errors in type to indicate time

1 : number of item test's errors in type to indicate similarity

N : 11

$$\frac{3 \times 100\%}{11} = 27.27\% \text{ (errors in type to indicate augmentation)}$$

$$\frac{2 \times 100\%}{11} = 18.18\% \text{ (errors in type to indicate contrast)}$$

$$\frac{2 \times 100\%}{11} = 18.18\% \text{ (errors in type to indicate illustration)}$$

$$\frac{2 \times 100\%}{11} = 18.18\% \text{ (errors in type to indicate sequence)}$$

$$\frac{1 \times 100\%}{11} = 9.09\% \text{ (errors in type to indicate time)}$$

$$\frac{1 \times 100\%}{11} = 9.09\% \text{ (errors in type to indicate similarity)}$$

B. Discussion

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

1. The Eleventh Grade Students' Mastery in Using Transition Signals as Sentence Connectors in Paragraph at MAN Selat Kapuas Regency Academic Year 2012/2013

The presented data on the previous subchapter shows that there are no one student who get score 0-<20 (poor category), 5 students or 10% get score 20-<40 (low category), 23 students or 46% get score 40-<60 (fair category), 22 students or 44% get score 60-<80 (good category), and no one student get score 80-100 (excellent category) with the total score 2848 of 50 students. The mean score is 56.96 shows that the eleventh grade students' mastery in using transition signals as sentence connectors in paragraph at MAN Selat Kapuas regency academic year 2012/2013 is categories into fair category.

The writer analyzes that many students do not understand about transition signals as sentence connectors in paragraph, especially to indicate augmentation, such as *in addition* (Wishon & Burk, 1980, p. 184). They were still confused in fill in the blank in paragraph or matching with appropriate word on the test.

2. The Eleventh Grade Students' Most Common Error in Using Transition Signals as sentence connectors in paragraph at MAN Selat Kapuas Regency Academic Year 2012/2013

Based on the presented data on the previous subchapter about the students' most common error in using transition signals as sentence connectors in paragraph for each type of test, the writer found that the students' most common error in type to indicate augmentation, contrast, illustration, sequence, time and similarity, it is shown based on percentages for every kind of the students' common errors which the total of errors are 11, there are 3 numbers of common errors in type to indicate augmentation (27.27%), 2 numbers of common errors in type to indicate contrast (18.18%), 2 numbers of common errors in type to indicate illustration (18.18%), 2 numbers of common errors in type to indicate sequence (18.18%), 1 number of common errors in type to indicate time (9.09%), and 1 number of common errors in type to indicate similarity (9.09%).

The writer concludes that the students' mastery in using transition signals as sentence connectors in paragraph is in fair category based on the calculation mean that is 56.96. After analyzing each type of test, the writer found that the students' most common error is in type to indicate augmentation (27.27%), and type to indicate contrast (18.18%), to indicate illustration (18.18%), to indicate

sequence (18.18%), those are more difficult than type to indicate time (9.09%) and indicate similarity (9.09%), but the most common errors is in type to indicate augmentation which taken 27.27%.

In type to indicate augmentation there were 3 numbers of the test that the students did not do well and the students' most common error in type to indicate augmentation is number 6 in matching the transition signals to the blank of some paragraph of text section. There were 32 students false in answering the question. Many of them matched the transition signals to indicate illustration and contrast, they used transition signal *for example, on the other hand*. The answer should be, using transition signal to indicate augmentation that is *in addition* (Wishon & Burk, 1980, p. 184).

In type to indicate contrast there were 2 numbers of the test that the students did not do well and that students' most common error in type to indicate contrast is number 30 in fill in blank section. There were 32 students false in answering the question. Several of them fill the transition signals to indicate conclusion and finally, they used transition signal *in conclusion, finally*. The answer should be, using transition signal to indicate contrast that is *in contrast* (Wishon & Burk, 1980, p. 184).

In type to indicate illustration there were 2 numbers of the test that the students did not do well and the students' most common error in type to indicate illustration is number 8 in fill in blank section. There were 28 students false in answering the question. Many of them fill the transition signals to indicate contrast they used transition signal *however*. The answer should be using transition signal to indicate illustration that is *for example* (Wishon & Burk, 1980, p. 184).

In type to indicate sequence there were 2 numbers of the test that the students did not do well and the students' most common error in type to indicate sequence is number 24 in fill in blank section. There were 42 students false in answering the question. Several of them fill the transition signals to indicate augmentation, they used transition signal *and*, and *so*. The answer should be using transition signal to indicate sequence that is *finally* (Wishon & Burk, 1980, p. 185).

In type to indicate time there were 1 number of the test that the students did not do well and the most students' most common error in type to indicate time is number 25 in fill in blank section. There were 39 students false in answering the question. They made mistakes because some of them fill the transition signals to indicate sequence and also to indicate as a result, such as *finally*, *then*, *as a result*. The answer should be using transition signal to indicate time that is *after*. (Wishon & Burk, 1980, p. 184).

In type to indicate similarity there was 1 number of the test that the students did not do well and the students' most common error in type to indicate similarity is number 7 in matching transition signal to the blank of some paragraph section. There were 31 students false in answering the question. Several of them matched the transition signals with to indicate augmentation, illustration. They used transition signals *in addition* and *for example*. The answer should be using transition signal to indicate similarity that is *similarly* (Wishon & Burk, 1980, p. 184).

It can be concluded, the mistakes happened because the students do not understand well about using transition signals that is used as sentence connectors. The writer also concludes that the mistakes that the students have done because of the inappropriateness in choosing signals. The students have to choose which appropriate signals should be attached to the sentence.