

ABSTRACT

Tinari, Tri. 2004. *The Study on The use of Transition markers and Cohesion Devices in Writing II of Semester II Students of Sanata Dharma University*. Yogyakarta : English Language Education Study Program, Sanata Dharma University.

Writing is one of the four skills after listening, speaking and reading. Writing is very important in human communication. It becomes medium to express ideas, thoughts, messages and intents. The need of writing belongs not only to academic pertaining to college or university students but also to non-academic students.

Foreign language learners are demanded to be competent in the language skills. One of them is writing skill itself. Students, who want to get involved in work field, absolutely realize the need of the skill. He/she has to make the reader understand the composition easily. The conditions to have a good composition are coherence, clarity and unity in meaning. Unfortunately, those three conditions are difficult to apply.

Considering the phenomenon, the researcher tried to describe the competency of the students writing II in presenting the compositions in the form of weekly assignments.

There were four problems formulated in the study, they were: (1) How often are cohesion devices used between sentence in one paragraph in the students' writing II assignments? (2) How often are cohesion devices used between paragraphs in one piece of writing in the students' writing II assignments? (3) How often are transition markers used between sentences in one paragraph in the students' writing II assignments? (4) How often are transition markers used between paragraphs in one piece of writing in the students' writing II assignments?

To answer the problems the researcher conducted a descriptive research. The steps were: (1) Collecting the weekly writing II assignments (2) Listing the transitional markers and cohesion devices (3) Deciding the transition markers and cohesion devices to be the focus of the study (4) Tallying and counting the frequency of each marker and each device used between sentences and paragraphs in tables (5) Concluding the result of the study

Based on the result, it could be seen that each transition marker and cohesion device had a different frequency of occurrence. As the result of the study for cohesion devices to show logical connectors from the 5 writing assignments it was found that *but* occurred 260 times, *or* occurred 162 times, *although* occurred 21 times, *however* occurred 7 times and the last is *on the other hand* which occurred 24 times. For transition markers to show addition from the 5 writing II assignments it was found that *and* occurred 166 times, *also* occurred 51 times, *besides* occurred 23 times, *such as* occurred 6 times and the last marker is *for example* which occurred 17 times. This means that students' writing II always used the same marker and device time to time. It was expected that the students could express the ideas using other markers or devices in their writing. However, further researchers could conduct a similar study on a related topic to develop it into a better one.

ABSTRAK

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Menulis adalah salah satu dari empat ketrampilan setelah mendengarkan, berbicara dan membaca. Menulis adalah sangat penting di (dalam) berkomunikasi. Menulis menjadi medium untuk menyatakan gagasan, pemikiran, tujuan dan pesan. Kebutuhan penulisan tidak hanya menyinggung akademis dalam perguruan tinggi atau mahasiswa universitas tetapi juga bagi para siswa bukan akademis.

Siswa-siswi yang belajar bahasa asing dituntut untuk kompeten dalam ketrampilan berbahasa. Salah satu dari ketrampilan berbahasa adalah menulis itu sendiri. Para siswa yang ingin dilibatkan dalam bidang pekerjaan, tentu saja menyadari kebutuhan dari ketrampilan menulis tersebut. Siswa harus membuat pembaca memahami tulisan dengan mudah. Syarat-syarat untuk mempunyai suatu tulisan yang baik adalah berhubungan, menyatu dan jelas dalam arti. Namun sayang tiga syarat-syarat itu sukar untuk diterapkan.

Mempertimbangkan fenomena yang ada, peneliti mencoba untuk menguraikan kemampuan dari para siswa dalam mata kuliah menulis II dalam mempresentasikan tulisan mereka dalam wujud tugas mingguan.

Ada empat permasalahan yang dirumuskan dalam studi ini, mereka adalah: (1) Sebagaimana sering kata sambung digunakan antar kalimat, dalam satu paragrap dalam tugas writing II? (2) Sebagaimana sering alat kohesi digunakan antar paragrap dalam tugas writing II? (3) Sebagaimana sering kata sambung digunakan antar kalimat dalam satu paragraph dalam tugas-tugas writing II? (4) Sebagaimana sering alat kohesi digunakan antar paragraph dalam tugas-tugas writing II?

Untuk menjawab permasalahan peneliti melakukan suatu penelitian deskriptif. Langkah-langkahnya adalah: (1) Mengumpulkan tugas-tugas mingguan writing II (2) Menggolongkan kata sambung dan alat kohesi (3) Menentukan kata sambung dan alat kohesi sebagai fokus studi (4) Mengitung jumlah dan menghitung frekwensi tiap kata sambung dan alat kohesi yang digunakan antar paragrap dan antar kalimat dalam bentuk tabel (5) Menarik kesimpulan dari hasil studi.

Berdasarkan hasil penelitian, bisa dilihat bahwa tiap-tiap kata sambung dan alat kohesi mempunyai frekwensi yang berbeda. Dari hasil studi dari 5 tugas mingguan tersebut ditemukan bahwa kata sambung *to show logical connectors* *but* digunakan 260 kali, *or* 162 kali, *although* 21 kali, *however* 7 kali dan *on the other hand* 24 kali. Untuk kata sambung *to show addition and* digunakan 166 kali, *also* digunakan 51 kali, *besides* digunakan 23 kali, *such as* digunakan 6 kali dan *for example* digunakan 17 kali. Penomena ini menunjukkan bahwa siswa semester II kelas writing II selalu menggunakan kata sambung yang sama dari waktu ke waktu. Diharapkan para siswa bisa menyatakan gagasan menggunakan kata sambung lain dalam tulisan mereka. Bagaimanapun, para peneliti lebih lanjut bisa melakukan suatu studi serupa untuk dikembangkan lebih baik lagi .