AN ANALYSIS ON THE THIRD YEAR STUDENT'S ABILITY TO IDENTIFY THE RELATIONSHIP OF IDEAS THROUGH TRANSITION WORDS IN READING COMPREHENSION AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The aim of this research was to know the ability of the third year students of English Department of Bung Hatta University Padang to identify the relationship of ideas through transition words in reading comprehension. The design of this research was descriptive research. The population of this research was the third year students of English Department of Bung Hatta University who register 2012/2013 academic year. The number of the population was 107 students. Twenty eight of them were taken as the sample of this study by using cluster random sampling technique. The instrument was reading test. The test had 30 questions. It consisted of transition s about cause-effect, comparison, contrast, example and addition. Each of transitions had six questions. Before doing the real test, the researcher tried out the test. The result of try out test showed that the reliability index of the test was 0.98. It means that the test was reliable. The ability of students for each transitions as general was moderate. Based on the findings above, it could be concluded that the students' ability to comprehend the relationship of ideas through transitions could be categorized into moderate ability. Based on the conclusion, the researcher suggests that the lecturers should provide more exercises in teaching transition words and the students are expected to do more exercises on transitions to improve their reading ability.

Key words : Analysis, Transitional Words, Reading Comprehension, Students' Ability

Introduction

Reading is one of four important basic language skills learned by the students because of some reasons. the purpose of reading is to grasp or catch the ideas on what we are reading to what we already know. Ideas in sentences are arranged systematically to make them clear and sensible to the reader. The relationship among the senses is logical, and the ideas flow smoothly from one sentence or one paragraph to the next. To provide such coherence, transitional words were required in certain points within or between

sentences. Transitional words, therefore, act as signals to give directions, indicating to the reader where the sentence is going.

According to Dorn *et.al.* (2005: 121), transitional words are language aids to support the process of extracting meaning from texts. Therefore, good readers should have knowledge of transitional words which are necessary to understand about what they read.

Transitions are important since they signal meaningful reading relationships and eventually help in reading comprehension. Hoggat (2009: 1) also stresses that understanding different types of transitional words is the key to increasing students' reading comprehension and related task associated with increased reading comprehension. In other words, through transition words, the reader will be easy to comprehend the ideas from the text since they sign the kinds of relationship among the ideas.

In general, the purpose of this study was to describe the ability of the third year students at the English Department of Bung Hatta to identify the relationship of ideas through transition words in Reading Comprehension.

Research Method

This study was aimed to describe the students' ability in identify the relationship of ideas through transition words in reading comprehension. The design of this research was descriptive research. Descriptive research is an activity to collect the data for answering the questions concerning the current status of the study (Arikunto, 2009: 234).

The population of this research was the third year students of the English Department of Teacher Training and Education Faculty of Bung Hatta University who register 2012/2013 academic year. The total of population was about 107 students.

In this research, the researcher used cluster random sampling. According to Gay (2009: 124) cluster random sampling is sampling technique in which the sample is in group, not individuals, is randomly selected. Cluster sampling was used because the population of this study was distributed in group or classes. Random sampling was used since all members of population have similar characteristics or called homogeneous. They were taught using the same syllabus, teaching materials, and lecturer.

The researcher used some steps to analyze the data.

1. Calculate the mean by using the formula (Arikunto, 2012: 299).

$$M = \frac{\Sigma x}{N}$$

2. Calculate the standard deviation by using the formula (Arikunto, 2012: 299).

$$SD = \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2}$$

3. Classify the students' ability into high, moderate, and low by using the following criteria (Arikunto, 2012: 299).

$>M + 1\ SD \Rightarrow$ high

$(M - 1\ SD) - (M + 1\ SD) \Rightarrow$ moderate

$<M - 1\ SD \Rightarrow$ low

4. Find the percentage of students who get high, moderate, and low ability by applying the following formula;

$$P = \frac{R}{T} \times 100$$

Findings And Discussions

Students' Ability to Identify the Relationship of Ideas through Transition Words

The students' ability to identify the relationship of ideas through transition words was moderate. It was indicated by percentage of students whose ability was included in moderate category (57.1%). The researcher calculated the percentage of students who had high, moderate and low ability as shown in Table below.

The Classification of Students' Ability to Identify the Relationship of Ideas through Transition Words

No	Classifications	Frequency	Percentage (%)
1	High	6	21.4 %
2	Moderate	16	57.1 %
3	Low	6	21.4 %

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Cause-Effect

The students' ability to identify the relationship of ideas through transition words that signal cause-effect was moderate. It was indicated by percentage of students whose ability was included in moderate category (78.6%). The researcher calculated the percentage of students who had high, moderate and low ability as shown in Table below.

The Classification of Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Cause-Effect

No	Classifications	Frequency	Percentage (%)
1	High	2	7.1 %
2	Moderate	22	78.6 %
3	Low	4	14.3 %

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Comparison

The students' ability to identify the relationship of ideas through transition words that signal comparison was moderate. It was indicated by percentage of students whose ability was included in moderate category (85.7%). The researcher calculated the percentage of students who had high, moderate and low ability as shown in Table below.

The Classification of Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Comparison

No	Classifications	Frequency	Percentage (%)
1	High	1	3.5%
2	Moderate	24	85.7%
3	Low	3	10.7%

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Contrast

The students' ability to identify the relationship of ideas through transition words that signal contrast was moderate. It was indicated by percentage of students whose ability was included in moderate category (71.4%). The researcher calculated the percentage of students who had high, moderate and low ability as shown in Table below.

The Classification of Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Contrast

No	Classifications	Frequency	Percentage (%)
1	High	6	21.4%
2	Moderate	20	71.4%
3	Low	2	7.1%

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Example

The students' ability to identify the relationship of ideas through transition words that signal example was moderate. It was indicated by percentage of students whose ability was included in moderate category (78.6%). The researcher calculated the percentage of students who had high, moderate and low ability as shown in Table below.

The Classification of Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Example

No	Classifications	Frequency	Percentage (%)
1	High	4	14.2%
2	Moderate	22	78.6%
3	Low	2	7.1%

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Addition

The students' ability to identify the relationship of ideas through transition

words that signal addition was moderate. It was indicated by percentage of students whose ability was included in moderate category (53.6%). The researcher calculated the percentage of students who had high, moderate and low ability as shown in Table below.

The Classification of Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Addition

No	Classifications	Frequency	Percentage (%)
1	High	6	21.4%
2	Moderate	15	53.6%
3	Low	7	25%

Discussions

Students'Ability to Identify the Relationship of Ideas through Transition Words That Signal Cause-effect

The next finding of this study was that (78.6%) students had moderate ability. This finding indicated that students still had difficulties on comprehending the relationship of ideas through transition words that signals cause-effect. For example, question number 14, "George W. Bush and George H.W. Bush have the same first and last names. _____, we have to use their initials to tell them apart such as Bush I (the father) and Bush II (the son)."the correct answer for this question is "therefore". In fact this question could only

be answer correctly by 12 out of 28 students.Then, question number 3, "Mary doesn't have a car. _____, she has to take the bus." the correct answer for this question is "therefore". In fact this question could only be answer by 18 out of 28 students.

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Comparison

The data analysis showed that, 24 students (85.7%) had moderate ability. This finding indicated that the students still had difficulties on comprehending the relationship of ideas through transition words that signals comparison. For example, question number 20, "*A cactus is part of the plant order Caryophyllales. _____, beets, spinach, bougainvillea, plumbago, rhubarb and, etc.*" the correct answer for this question is "*likewise*". In fact this question could only be answer correctly by 12 out of 28 students.Then, question number 11, "*The steak was delicious. _____, the scallops were marvelous.*" the correct answer for this question is "*likewise*". In fact this question could only be answer by 13out of 28 students.

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Contrast

The data analysis showed that, 20 students (71.4%) had moderate ability. This finding indicated that the students still had difficulties on comprehending the relationship of ideas through transition words that signals contrast. For example, question number 8, "*John can work in the smokiest of bars without any problems. _____, he could never work in a flower shop.*" the correct answer for this question is "*b. in contrast*". In fact this question could only be answer correctly by 12 of 28 students.Then, question number 28, "*The children were very happy. _____, their parents were practice in providing good care.*" the correct answer for this question is "*on the other hand*". In fact this question could only be answer by 13out of 28 students.

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Example

The data analysis showed that, 22 students (78.6%) had moderate ability. This finding indicated that the students still had difficulties on comprehending the relationship of ideas through transition words that signals example. For example, question number 30,"*Not all birds eat berries._____, vultures eat dead animals.*" the correct answer for this question is "*for example*". In fact this question could only be answer correctly by 12 out of 28 students. Then, question number 9, "*John is very allergic to flowers. _____, whenever he goes anywhere near roses, his nose starts to run, his eyes water, and he sneezes uncontrollably.*" the correct answer for this question is *a. for example*". In fact this question could only be answer by 15out of 28 students.

Students' Ability to Identify the Relationship of Ideas through Transition Words That Signal Addition

The last findings of this study was that (53.6%) students had moderate ability. This finding indicated that the students still had difficulties on comprehending the relationship of ideas through transition words that signals addition. For example, question number 17, "*Money is medium of exchange. _____, it is a measure of the value.*" the correct answer for this question is "*moreover*". In fact this question could only be answer correctly by 16out of 28 students.Then, question number 25, "*To succeed in task you will need the calendar on your computer. _____, your journal will provide*

more detail on the events listed." the correct answer for this question is "*in addition*". In fact this question could only be answer by 16out of 28 students.

Conclusions

Based on findings and discussions as already discussed in the previous chapter, the researcher drew the following conclusions;

(1) The students' ability to identify the relationship of ideas through transition words in reading comprehension was moderate. It was indicated by the majority of the students (57.1%) who had moderate ability,

(2) The students' ability to identify the relationship of ideas through cause-effect in reading comprehension was moderate. It was indicated by the majority of the students (78.6%) who had moderate ability.

(3) The students' ability to identify the relationship of ideas through comparison in reading comprehension was moderate. It was indicated by the majority of the students (85.7%) who had moderate ability.

(4) The students' ability to identify the relationship of ideas through contrast in reading comprehension was moderate. It was indicated by the majority of the students (71.4%) who had moderate ability.

(5) The students' ability to identify the relationship of ideas through example in reading comprehension was moderate. It was indicated by the majority of the students (78.6%) who had moderate ability.

(6) The students' ability to identify the relationship of ideas through addition in reading comprehension was moderate. It was indicated by the majority of the students (53.6%) who had moderate ability.

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