

TRANSITIONAL MARKERS IN THE ARGUMENTATIVE COMPOSITIONS OF THE ENGLISH DEPARTMENT STUDENTS

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Abstract.

Coherence in a composition is achieved when there is a clear transition or link between its major parts. This study is conducted to reveal the kinds and uses of transitional markers signaling reason and conclusion in argumentative compositions. The data source was 16 argumentative compositions of Writing 3 students of an English Department Surabaya. The study reveals that there were 31 (156 frequency of occurrences) transitional markers signaling reason and conclusion found, which consists of 21 (110 frequency of occurrences) markers functioning as reason, and 10 (46 frequency of occurrences) others functioning as conclusion. The forms of transitional markers signaling reason were: word and phrase form. The writer found 7 (83 frequency of occurrences) word and 14 (27 frequency of occurrences) phrase forms of reason transitional markers. She also found 4 (34 frequency of occurrences) word form, 3 (9 frequency of occurrences) phrase form, and 3 (3 frequency of occurrences) clause form of transitional markers signaling conclusion. Among all of those transitional markers, there were 93 times of appropriate and 17 times of inappropriately used transitional markers signaling reason; and 37 times of appropriate and 9 times of inappropriately used transitional markers signaling conclusion. Based on the findings of the analysis above, it can be concluded that the inappropriateness used of the transitional markers found mostly happen in the presence of comma and because of the influence of Bahasa Indonesia.

Keywords: transitional makers, argumentative, compositions.

Introduction

Communication can be done orally or written. Written text is the way the writer and the reader engage communication. In a written text, the writer changes his ideas into words, while the reader does the opposite way. In order to make the readers understand the ideas of the text, the writer has to construct a coherent and cohesive composition. A composition will be considered good when it is coherent. Willis (1966:46)

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said that the word *coherence* comes from a Latin word *co* means together, and *haerere*, means to stick. Literally, the word *coherence* then means holding or sticking together. In writing, it means consistent, integrated, and intelligible combination of ideas. Kiefer (1983: 23) then says that paragraph coherence refers to the way ideas hold on together in a paragraph. Based on this understanding, Simon (2003:55) states that a great paragraph has coherence. It means the paragraph's ideas are presented in a logical order and are linked together in such a way that makes it easy for the reader to follow the writer's train of thought.

Coherence refers to the tight organization and logical structure of a paragraph. It means that the sentences in the paragraphs should be well arranged, so that the reader could understand the flow of thought and the relationships among ideas. Willis (1964:98) states that coherence is achieved when there is a clear transition or link between its major parts. The clear transition or link is usually shown by transitional markers, which will make the ideas and other parts of an essay joined together, so that the essay becomes readable. Transitional markers are words or phrases used to connect sentences in order to build coherence (Lefcowitz 1976:81).

There are several types of compositions in writing, one of which is argumentative composition. Argument is a form of thinking where certain reasons are given in order to support a conclusion. It is a way to settle disputes and discover truth. Arguing doesn't mean angry, yet it is important to show and examine someone or others' ideas. In academic writing, argument is important since through it, the students try to convince their teachers and classmates to accept their ideas or points of views, for example in a thesis.

. Since argument deals with reasons and conclusions, this study focuses only on the transitional markers in argumentative compositions, which signaling reason and conclusion. Specifically, the study tried to answer the following research questions.

1. What transitional markers are found in the argumentative compositions under study?
2. Are those transitional markers appropriately used?

Method

The subjects of this study were the students taking Writing 3 of an English Department Surabaya. There were sixteen students whose compositions were Argumentative Compositions. The source of this study was the Writing three final-term tests which in the form of argumentative compositions. There were sixteen argumentative compositions.

The data of this study were the transitional markers signaling reason and conclusion. The writer categorized those transitional markers into three forms: word, phrase, and clause form. In analyzing the data, the first step taken was reading the argumentative compositions carefully. She

was helped by a co-analyst in analyzing the data. The co-analyst was an English Department graduate who has experienced in teaching writing. She is an English teacher of an Elementary School in Surabaya and is good in writing skill. Both the writer and the co-analyst then identified the transitional markers signaling reason and conclusion occur in the source of data. After that they those listed those transitional markers. As the next step, the writer categorized them based on their function; reason and conclusion transitions, grouped them according to their forms, and analyzed the appropriateness of their usage in the sentences. In order to get valid and reliable data, the writer and the co-analyst discussed their analysis through data reduction. The irrelevant results were discarded. After that the writer displayed the transitional markers found based on their functions, counted the numbers, and made the percentages of each function. Next, she broke down and categorized each function according to its form: word, phrase, and clause, displayed them in their respective tables, and then counted the numbers of frequency and made the percentages. The percentages of this study were made in every group. After identifying, analyzing, categorizing, displaying, counting, and making the percentages of the transitions found, the writer analyzed the uses of both the transitional markers signaling reason and conclusion in the sentences. Then she counted the numbers of appropriate and inappropriate uses of the markers and made their percentages. The last step taken was drawing conclusion. In this section she made statements that answer the research questions.

Findings

In line with the purpose of the study, the matters observed in the findings are the functions, forms, and appropriateness of the transitional markers found in the argumentative compositions under study.

1. The Functions of Transitional Markers

After analyzing the data, two types of function of transitional markers were found; they were reason and conclusion functions. There were one hundred and ten (70.51%) frequency of occurrences of transitional markers signaling reason and forty-six (29.49%) frequency of occurrences of transitional markers signaling conclusion. The frequency of occurrences and percentages of the function of the transitional markers are presented in the table 1 below.

Table 1
Function of Transitional Markers

Function	Occurrence	%
Reason	110	70.51
Conclusion	46	29.49
Total	156	100

1.1. Forms of the Transitional Markers Signaling Reason

There were two kinds of transitional markers signaling reason used by the subjects under study according to its forms; they were word and phrase form. Table 2 shows that in the form of word, the transitional markers signaling reason occurs eighty-three times (75.45%), while in the phrase form; there were only twenty-seven (24.54%) frequency of occurrences. It meant that most of the subjects under study used reason transitional markers in the form of word. Table 4.3 and 4 present the details of the form of the transitional markers showing reason.

Table 2
Forms of the Transitional Markers Signaling Reason

Function	Form	Occurrence	%
Reason	Word	83	75.45
	Phrase	27	24.54
Total		110	100

(a) Word Form of Transitional Markers Signaling Reason

As presented in Table 4.1.3, there were seven types of word form of transitional markers signaling reason found in the compositions under study: *because* (54.22), *If* (18.07), *second* (9.64), *first* (7.23), *third* (4.82), *as* (3.61) *since* (2.41). The marker '*because*' appears for forty-five times, while '*since*' was only appears for twice. It means that most of the subjects under study used '*because*' as the word form of transitional marker signaling reason. The following table presents the types, frequency of occurrences, and percentages of transitional markers signaling reason in the form of word.

Table 3
Word Form of Transitional Markers Signaling Reason

No	Markers	Number	%
1	Because	45	54.22
2	If	15	18.07
3	Second	8	9.64
4	First	6	7.23
5	Third	4	4.82
6	As	3	3.61
7	Since	2	2.41
			100

Below is the exemplified paragraph using 'because':

- *The weakness of having TID in Bali, which is students are still able to use Bahasa Indonesia when they are shopping and bargaining especially in traditional markets, wont occur in TID in the Singapore. This is good mainly because students will need to speak English all the time in the TID, which is the primary goal of TID.*

The use of marker 'because' in this sentence is correct because it is preceded by a conclusion and followed by a reason. Below are some examples of other word-form-transitional markers signaling reason:

- *Even some lecturers do not use English at most of the time. They also do not encourage the students to ask in English in their early time in the English Department. As a teacher, he will be a model for students to follow. **If** he doesn't speak English or even encourage students to speak English all the time, students will not speak English too.*

The use of 'if' in this sentence is correct because the reasons are given in the previous sentences and after the marker 'if'. Moreover, a conclusion is presented following the reasons.

- *Singapore is a beautiful city to trip to. For the TID program, the students can meet a lot of people from a different country to be as our subject to observe. **Second**, we can get n information about a lot of culture there.*

In this example, the marker 'second' is appropriately used. It is seen from the reason following that marker.

- ***First**, by speaking English all the time on our campus, students can improve their English and they will not make mistakes later when they speak English outside campus.*

'First' in this sentence is used appropriately. It can be seen from the reason following that type of marker.

- ***Third**, by speaking English, the name of English Department of Widya Mandala University will be high. They respect and hold high the name of English Department of Widya Mandala University by using English on the campus.*

'Third' in this sentence is considered correct because there is a reason given after that transitional marker, which supports the conclusion stated.

- *But then after we used to speak English all the time, our way of thinking is not think about the things in our mother language first then translate it into English. **NO. As** we already get used to, we directly thinking about things in English language, then we say it.*

'As' in this example is used appropriately because the reason and conclusion are given following this type of marker. Moreover, the use of *comma* between the adverb (reason) and main clause (conclusion) is correct. The correct construction of adverb and main clause: **reason (adverb clause) + comma + conclusion (main clause)**

- *This phenomenal issue has bring such a controversy between student, lecture, and also the parents of the student **since** some of them are agree and some of them are not agree with the idea of TID abroad.*

The marker 'since' in this sentence is appropriately used. It is seen from the conclusion given before and the reason presented after the transitional marker.

(b) Phrase Form of Transitional Markers Signaling Reason

There were fourteen types of transitional markers signaling reason in the form of phrase used by the subjects under study. Those markers

were: *The other reason* (18.52%), *because of* (11.11%), *my second reason* (11.11%), *my third reason* (11.11%), *another reason* (7.41%), *the first reason* (7.41%), *the last reason* (7.41%), *the most common reason* (3.7%), *is caused* (3.7%), *first of all* (3.7%), *if...then* (3.7%), *the reason* (3.7%), *my first reason* (3.7%), and *my last reason* (3.7%).

The numbers and percentages of the transitional markers signaling reason in the form of phrase are presented in Table 4.

Table 4
Phrase Form of Transitional Markers Signaling Reason

No.	Markers	Occurrence	%
1	The other reason	5	18.54
2	Because of	3	11.11
3	My second reason	3	11.11
4	My third reason	3	11.11
5	Another reason	2	7.41
6	The first reason	2	7.41
7	The last reason	2	7.41
8	The most common reason	1	3.7
9	Is caused	1	3.7
10	First of all	1	3.7
11	If .. then	1	3.7
12	The reason	1	3.7
13	My first reason	1	3.7
14	My last reason	1	3.7
total		27	100

The other reason' is the phrase form of transitional markers signaling reason that used most by the subjects under study. It appeared five times out of twenty-seven.

The following are the examples of the use of the transitional markers signaling reason in the form of phrase.

- ***The other reason*** is about promotion. *If we speak English all the time in our campus, people will see our quality. People will start thinking and promote our campus to their sons or acquaintances.*

The used of '*the other reason*' in this sentence is correct because it is followed by a reason. Moreover, the explanation of the reason stated is given in the next sentence.

- *However, on the other hand, there are some students disagreeing this issue. They do not want to speak English all the time on our campus because of the following reasons*

In this sentence, reasons are given following the marker '*because of*', which are not mentioned in the example. However, it means that this type of marker is used appropriately.

- **My second reason** is that if the English Department has more English native speakers, the lecturers can exchange the knowledge method with native speakers.

'My second reason' in the phrase form of transitional markers signaling reason in this sentence is used correctly because a reason given following the marker.

- **My third reason** is that if the English Department has more English native speakers, it will increase the quality of the faculty itself. Parents will trust Widya Mandala University, especially, the English Department that it can give the best teaching method to their children.

'My third reason' in this example is used correctly. It seen from the reason presented following the transitional marker.

- **Another reason** that suggests having TID in Singapore for the students of English Department of Widya Mandala University is a good idea is to have a reference or certificate. We will have an additional point from it. I am sure that we will get a job easily that is suitable with our educational background.

The use of 'another reason' in this sentence is correct because it is followed by a reason. This type of marker signals the presence of additional reason other than the one given in the previous sentence, which is not mentioned in the example.

- *But however, in my truly opinion, I think the students of the English Department of Unika Widya Mandala shouldn't have the next TID in Singapore. **The first reason**, it too far to trip to. It will spend a lot of time to have the TID program.*

In this example, the use of 'the first reason' is appropriate since a reason is presented following this type of marker.

- **The last reason** is, it will be not efficient for the students to have a study activity in Singapore. The students will be more interested in shopping, hunting a lot of good stuff, just to having fun there.

The use of 'the last reason' as the phrase form of transitional marker signaling reason in this example is correct since there is a reason following the transitional marker.

- *For Indonesian people, talking in English is not a new thing, but still, not many people have done it. They preface so many reasons, and **the most common reason** is speaking English is not easy.*

In this example, 'most common reason' is used appropriately because a reason is given following the transitional marker.

- *Of course everybody wants to go to Singapore, but some can't and it **is caused** by the money reason. People who disagree think that this may cause jealousy and the gap between the rich students and the poor ones becomes further.*

The marker 'is caused' in this sentence is correct. It is shown by the presence of conclusion before and reason after the marker.

- *First of all, the most certain benefit of speaking English all the time on a campus is to help us to increase our familiarity toward English language.*

In this sentence, reasons are given following the marker 'first of all'. It means that this type of marker is used appropriately.

- *The fact provide that most students in English department are come from middle—high-socio economy class, if it is not then they wouldn't be accept in WM.*

'If ... then' in this example is used appropriately. It is shown by the presence of reason before 'if' and conclusion after 'then'.

- *Almost every year, TID is held in Bali but now there is a new idea of TID's place, Singapore. Actually that's not a new idea because our seniors would go to Singapore for their TID. I don't know why that idea has postponed (may be the reason was the price, too expensive).*

The marker 'the reason' in this sentence is used to signal the presence of reason. It means that this transitional marker is used correctly.

- *My first reason is that if the English Department has more English native speaker, they can encourage the students in communicating withall the people around the campus all the time.*

'My first reason' in this example is appropriately used since it is followed by a reason.

- *My last reason or in the other words, the other advantages is getting references about studying in Singapore, the lifestyle, etc.*

The marker 'my last reason' in this sentence is used correctly. It is shown by the reason given following this type of marker.

1.2. Forms of the Transitional Markers Signaling Conclusion

There are 46 transitional markers signaling conclusion found in the compositions under study; thirty-four are in the form of words (73.91%), nine are in the form of phrase (19.57%), and three are in the form of clause (6.52%). The table 5 below presents the numbers and percentages of the transitional markers signaling conclusion.

Table 5
Forms of the Transitional Markers Signaling Conclusion

Function	Form	Occurrence	%
Conclusion	Word	34	73.91
	Phrase	9	19.57
	Clause	3	6.52
Total		46	100

(a) Word Form of Transitional Markers Signaling Conclusion

There were four kinds of transitional markers signaling conclusion in the form of words used by the subjects under study; they were: *so* (55.88), *thus* (17.65%), *finally* (14.7%), and *therefore* (11.76%). Those markers can be seen in the following table.

Table 6
Word Form of Transitional Markers Signaling Conclusion

No	Markers	Occurrence	%
1	So	19	55.85
2	Thus	6	17.65
3	Finally	5	14.7
4	Therefore	4	11.76
	Total	14	100

The marker 'so' was used most; it appeared nineteen times out of thirty four (55.88%). Yet the marker 'therefore', which appeared only four times out of thirty four (11.76%), was used the least. The following are the examples of the use of the transitional markers signaling conclusion in the form of word.

- *TID in Singapore will open the students' eyes, and thus will stimulate them to learn and work harder so that they can be as successful as the Singapore people.*

The use of 'thus' and 'so' in this example is appropriate since they are followed by the conclusion. Sentence (2) is the conclusion of sentence (1), where 'thus' is used as the conclusion marker. Sentence (3) is the conclusion of sentence (1) and (2) with 'so' as the conclusion marker.

- *Finally, we have known and understand why speaking English all the time on our campus is much more important than the enjoyment of the convenience that speaking Indonesian and Javanese for your entire life. We are the students of English Department and we are very proud to speak English all the time on our campus, aren't we?*

In this example, 'finally' is used appropriately because it is followed by a summary or conclusion of the previous sentences, which are not mentioned in the example.

- *There are three strong reasons why students should speak English all the time on our campus. They should know the reasons. Therefore, using and speaking English all the time on our campus is an obligatory for English Department students of Widya Mandala University because it has many benefits.*

The marker 'therefore' in the example is correctly used because it is followed by a conclusion.

(b) Phrasal Forms of Transitional Markers Signaling Conclusion

The writer found three kinds of transitional markers signaling conclusion in the form of phrase; they were: *that's why* (55.56%), *as a result* (22.22%), and *in conclusion* (22.22%). A table 7 show how 'that's why' was used the most.

Table 7
Phrasal Forms of Transitional Markers Signaling Conclusion

No	Markers	Occurrence	%
1	That 's why	5	55.56
2	As a result	2	22.22
3	In conclusion	2	22.22
	Total	9	100

The following are the examples of the use of the transitional markers signaling conclusion in the form of phrase.

- *Speaking is one of the language competences. When we graduate from the English Department, we are expected to be able to speak English, of course. But, how will we make this come true if we never have any effort? That's why we need to speak English all the time in our campus.*

'That's why' in this sentence is used correctly since there is a reason presented initialing the marker and a conclusion that follows it.

- *In high school, English learning is concentrated in Grammar and Reading. High Schools often take Listening and Speaking for granted. As a result, when a High School student goes to an English Department campus, he has no enough memory in their mind how a word is pronounced and he also will not be confidence enough to speak English.*

In this sentence, the use of 'as a result' is considered correct. It is shown by the reason given in the sentence before the marker and the conclusion that follows the marker.

- *In conclusion, while it is true that going to Singapore is our first experience, it is not true that our parents will worried our conditions. In fact, from this TID we can prove to our parent that we can survive and become a better person.*

'In conclusion' in this example seemed to be appropriately used. It is seen from the conclusion or summary given following the marker.

(c) Clause Form of Transitional Markers Signaling Conclusion

The subjects under study used three types of transitional markers signaling conclusion in the form of clause. They were: *As I conclude* (33.33%), *it has been said before* (33.33%), and *as I have explained* (33.33%), with the frequency of occurrences of one for each. The numbers and percentages of each type of the markers are presented in the Table 8.

Table 8
Clause Form of Transitional Markers Signaling Conclusion

No	Markers	Occurrence	%
1	As I conclude	1	33.33
2	It has been said before	1	33.33
3	As I have explained	1	33.33
		3	100

The following are the examples of the use of the transitional markers signaling conclusion in the form of clause.

- *Most of all reflect on the main purpose of TID program, as I conclude that the purpose of TID is to have a habit of speak English wherever it is. The purpose of having fun and holiday is the additional purpose of TID.*

'As I conclude' in this sentence is appropriately used. It is shown by the presence of conclusion following the marker.

- *It has been said before that actually most of the students agree to have their next TID in Singapore; still the only big problem is in financial.*

The use of 'it has been said before' in this example is correct because this type of marker signals a conclusion of the previous sentences, which are not mentioned in the example.

- *As I have explain the pro and contra reason based on the situation, it's now depend on us whether we went to get better or not. Because whatever decision we take, there are some consequences that we have to receive.*

'As I have explain' in this sentence is used correctly because this marker signals the conclusion of the previous sentences, which are not mentioned in the example.

2. Appropriateness of Uses of the Transitional Markers

The uses of the transitional markers signaling reason and conclusion have been presented above, yet related to the appropriateness of their uses in the compositions, it is found that some inappropriateness or inappropriateness made by the subjects under study. That inappropriateness is presented in Table 9- 11.

Table 9
Appropriateness of the Uses of the Transitional Markers

Appropriateness	Function	Occurrence	%
	Reason	93	59.61
	Conclusion	37	23.72
	Reason	17	10.9
	Conclusion	9	5.77
		156	100

The table 9 above showed that from one hundred and fifty six frequency of occurrences of the transitional markers found in the argumentative compositions under study, there were ninety-three (59.61%) frequency of

occurrences of transitional markers signaling reason and thirty-seven (23.72%) frequency of occurrences of transitional markers signaling conclusion were appropriately used by the subjects under study. However, seventeen (10.9%) of frequency of occurrences of transitional markers signaling reason and nine (5.77%) of frequency of occurrences of transitional markers signaling conclusion were inappropriately used. It means that 83.33% (59.61% + 23.72%) of the transitional markers found, both signaling reason and conclusion were appropriately used, while 16.67% (10.9% + 5.77%) were inappropriately. Table 4.1.9 and 4.1.10 showed the details of the inappropriateness or inappropriateness made by the subjects under study.

2.1 Inappropriateness in the Uses of the Transitional Markers Signaling Reason

In Table 10, it is seen that the inappropriateness or inappropriate uses of the transitional markers signaling reason were only made in the form of word; with the total number of seventeen, and no inappropriateness made in the form of phrase. It showed that the subjects under study have already used the phrase forms of the transitional markers signaling reason appropriately. There were six types of the inappropriate uses of the transitional markers signaling reason in the form of word made by the subjects under study; they were: *'because'* (58.82%), *'first'* (11.77%), *'second'* (11.77%), *'if'* (5.88%), *'since'* (5.88%), and *'third'* (5.88%). The most common Inappropriateness made was the marker *'because'*, with the number of ten (58.82%).

Table 10
Inappropriateness in the Uses of the Transitional Markers Signaling Reason

Form	Type of marker	Occurrence	%
	Because	10	58.82
	First	2	11.17
	Second	2	11.77
	If	1	5.88
	Since	1	5.88
	Third	1	5.88
Total		17	100

The following were the examples of the use of the transitional markers signaling reason in the form of word.

- *People who agree that the next TID should be held in Singapore think that it is good because students are put in the real English-speaker environment so they can practice English a lot.*

The used of *'because'* and *'so'* in this sentence are wrong because in the English sentence structure, the use of *'because'* is unable to be put in one

sentence with 'so'. This kind of Inappropriateness happens because of the influence of Bahasa Indonesia. The sentence is supposed to be:

_ People who agree that the next TID should be held in Singapore think that it is good because students are put in the real English-speaker environment, where they can practice English a lot.

- *First reason, by speaking English all the time on our campus, they can improve their English.*

The use of 'first' in this example is followed by the word 'reason', which then forms a subject noun phrase, is incorrect. However, as a word form of transitional marker, this type of marker might not be followed by the word *reason*. The correct use of 'first' as a transitional marker is supposed to be:

_ First, by speaking English all the time on our campus, they can improve their English.

- *Second reason, English is international language.*

In this example, the use of 'second' is incorrect because it is followed by the word 'reason', which will be a subject noun phrase. However, as a word form of transitional marker, this type of marker might not be followed by the word 'reason'. The correct use of 'second' as a transitional marker is supposed to be:

_ Second, English is international language

- *If we still speak English to those people there will be so much possibility that they will think negatively about us.*

The use of the marker 'if' in this example is considered wrong. When the reason (adverb clause) is put before the conclusion (main clause), the presence of *comma* between the two clauses is needed. The correct pattern is: **reason (adverb clause) + comma + conclusion (main clause)**. So, the sentence above is should be:

_ If we still speak English to those people, there will be so much possibility that they will think negatively about us

- *That as English Department students, we need to practice English in order to boost up our speaking ability but not in all time on campus, since some of our campus members do not speak English, even they don't understand English.*

'Since' in this sentence is incorrectly used. When the reason (adverb clause) is put after the conclusion (main clause), the presence of *comma* between the two clauses is not needed. The correct pattern is: **conclusion (main clause) + no comma + reason (adverb clause)**. So, the sentence above is supposed to be:

_ That as English Department students, we need to practice English in order to boost up our speaking ability but not in all time on campus since some of our campus members do not speak English, even they don't understand English.

- *Third reason, by speaking English, it means that students hold high the name of English Department of Widya Mandala University.*

'Third' in this sentence is not supposed to be followed by the word 'reason' because it forms a subject noun phrase and not a transitional marker. That is why the use of the transitional marker signaling reason in this example is considered incorrect. The use of 'third' as a transitional marker is supposed to be:

_ Third, by speaking English, it means that students hold high the name of English Department of Widya Mandala University.

2.2 Inappropriateness in the Uses of the Transitional Markers Signaling Conclusion

The inappropriateness in the use of transitional markers signaling conclusion was only made in the form of word. They are presented in the Table 11 below.

Table 11
Inappropriateness in the Uses of
The Transitional Markers Signaling Conclusion

Form	Types of marker	Occurrence	%
Word	So	8	88.89
	Finally	1	11.11
		9	100

The table 11 above shows that the inappropriateness happened in the marker 'so' appears eight times (88.89%), while the marker 'finally' appears only once (11.11%). In this function of transitional markers, the inappropriateness in the phrase and clause forms were not found; or in other words, the subjects under study have already used the transitional markers signaling conclusion in the form of phrase and clause appropriately. The following are the examples of the use of the transitional markers signaling reason in the form of word.

- *When we are accustomed to speak Indonesian, so there, we will be able to speak Indonesian well, but when we want to be able to speak English, we often forgot to practice English in our daily life.*

In this example, the marker 'so there' is not needed because it has no function. That sentence is supposed to be:

_ When we are accustomed to speak Indonesian, we will be able to speak Indonesian well, but when we want to be able to speak English, we often forgot to practice English in our daily life.

- *Finally, that is all of my humble opinion. I hope that the Department of my faculty can accept it. And make it as part of consideration for the next TID program in coming year to the development of the English Department students.*

This sentence is considered incorrect because '**Finally**, that is all of my humble opinion' is an unfinished sentence. There should be a summary following this type of marker. Below is the correct used of the marker 'finally':

Finally, based on those reasons, the Department can accept and make them as consideration for the next TID program.

Discussion

The Transitional Markers Signaling Reason

There are one hundred and ten transitional markers signaling reason found in the argumentative compositions under study. Those markers consist of two forms: word form (75.45%) and phrase form (24.54%).

Dealing with the appropriateness uses of the transitional markers signaling reason, the writer found ninety-three markers inappropriately used and seventeen markers that are used inappropriately. Those inappropriateness are only made in the form of word; or in other word, the subjects under study did not make any mistakes in using phrase form of transitional markers signaling reason. Most of the inappropriateness happens because of the presence of comma, and the rest because of the influence of Bahasa Indonesia. Below is the example of English language, which is influenced by Bahasa Indonesia sentence structure: *Indonesia*:

Karena sedang sakit, jadi hari ini Ratna tidak masuk.

English with Bahasa Indonesia sentence structure:

Because she is sick, so Ratna is absent today.

In English sentence structure, it is supposed to be: Today

Ratna is absent because she is sick.

Related to the previous study, Hutama found 'because' is mostly used as a premise indicator, or transitional marker signaling reason. Other than that, she also found: 'firstly', 'secondly', 'the third reason is', 'the last is', and 'for' as the reason indicators used by her subjects under study. Yet she did not deal with the appropriateness use of the premise indicators found in her study. This matter is similar to the writer's finding. She also found 'because' as the transitional markers signaling reason. Besides that, the markers: 'second', 'first', 'third', 'as', 'since', 'the other reason', 'because of', 'my second reason', 'my third reason', 'another reason', 'the first reason', 'the last reason', 'the most common reason', 'is caused', 'first of all', 'if...then', 'the reason', 'my first reason', and 'my last reason' are also found in the argumentative compositions under study. However, she explains about the appropriateness in the transitional markers use.

The Transitional Markers Signaling Conclusion

The writer found forty-six transitional markers signaling conclusion in the argumentative compositions under study. She groups them into three forms: word (73.91%), phrase (19.57%), and clause form (6.52%). There are thirty-seven times of appropriately and nine times of inappropriately used transitional markers signaling conclusion found in

the argumentative compositions under study. Just like the case in the transitional markers signaling reason, the inappropriateness in the transitional markers signaling conclusion also only happen in the form of word. They are in the presence of comma. Besides, some inappropriateness also happens in combining sentences.

In her study about logical markers, Hutama found out that her subjects under study mostly used 'so' as the conclusion indicator in their argument compositions. Besides, 'as a result', 'hence', 'therefore', 'for this reason', and '(which) shows that' were also used as the conclusion indicators. Anyhow, Hutama did not mention and explain about how the conclusion indicators found were used.

One of the similarities between the previous studies and the present study is in the finding of the transitional marker signaling conclusion. The writer also found 'so' as the most commonly used transitional marker signaling conclusion. Besides 'so', the subjects under study also used: 'thus', 'finally', 'therefore', 'that's why', 'as a result', 'in conclusion', 'as I conclude', 'it has been said before', and 'as I have explained' in their argumentative compositions. Yet different from the previous study, the writer here did not only identify the frequency of occurrences of the transitional markers signaling reason and conclusion, but she also analyzes the appropriateness in the uses of those markers; while Hutama did not. A composition is considered good when it is coherent. *Coherence* means holding or sticking together. Paragraph coherence refers to the way that ideas hold together in a paragraph (Kiefer 1983: 23). They are achieved when the ideas are linked together by clear transitions. The uses of transitional markers are very important because they make the ideas and parts of essay support each other. Related to the argumentative compositions, the transitional markers used in this type of writing are the transitional markers signaling reason and conclusion. In other words, when the uses of the transitional markers signaling reason and conclusion are incorrect, a paragraph might not be considered coherent anymore.

Through the writer's analysis, there are one hundred and fifty six frequency of occurrences of transitional markers found in the argumentative compositions under study, where one hundred and thirty of them (83.33%) are appropriately used, and twenty-six (16.67%) others are inappropriately. Even though theoretically the inappropriate uses of transitional markers signaling reason and conclusion leads to incoherent paragraphs and compositions, yet in fact, the compositions under study are still considered coherent. The writer may conclude the quality of the argumentative compositions under study, which built through the transitional markers signaling reason and conclusion, are still quite good and coherent. Those inappropriate uses of transitional markers signaling reason and conclusion did not give lots of influence to the strength of the point of the arguments. They are still could be well understood by the readers.

Conclusion

In writing communication, the word *argument* means writing used to convince someone that a statement is true or right. In other words, the goal of an argumentative composition is to convince the reader that the writer's point of view is correct. To create a good and coherent argumentative composition, the presence of transitional markers is very important. Transitional markers help the argumentative writer build coherence sentences by connecting sentences. The types of transitional markers that signal a coherent argumentative composition are transitional markers signaling reason and conclusion.

Dealing with those concepts, the writer analyzed the argumentative compositions belong to the Writing III students of the English Department of Widya Mandala Catholic University Surabaya. She wanted to know the kinds of transitional markers used by the subjects under study based on the functions and forms. Moreover, she also analyzed the inappropriateness or inappropriateness in using the transitional markers and what caused that inappropriateness.

There were one hundred and sixty one transitional makers found in the argumentative compositions under study. Based on its function, there were two kinds of transitional markers: signaling reason and conclusion. According to its form, the writer only found two types of transitional markers signaling reason; they were word form and phrase form. Yet there were three forms of transitional markers found in the transitional markers signaling conclusion; word form, phrase form, and clause form.

Dealing with the appropriateness use of the transitional markers signaling reason and conclusion, the writer found twenty-six (16.15%) markers that were inappropriately used. The most commonly inappropriateness happened in the presence of comma in the sentences, yet some because of the influence of Bahasa Indonesia sentence structure. It showed that not all of the subjects under study have mastered the uses of the transitional markers.

Suggestions

In this section the writer would like to give some suggestions to Reading, Writing teachers and the students of the English Department of Widya Mandala Catholic University Surabaya so they can improve their writing skills, especially in writing argumentative compositions. Besides, since she realizes that this thesis has not been perfect yet, the writer would like to give some suggestions that might useful for the further research on the transitional markers.

The first is the writer's suggestion to the writing teachers, especially those who teach writing argumentative compositions. The writing teachers are expected to teach their students how to use the transitional markers signaling reason and conclusion correctly. Moreover, giving some assignments to read and write more about argumentative compositions is considered as a good thing to do to increase the students'

ability to master how to use transitional markers signaling reason and conclusion. Something that is not less important is the suggestion to the Reading teacher. Realizing that students can learn through reading, it is also important to Reading teachers to teach how to use transitional markers appropriately, in this case, the transitional markers signaling reason and conclusion.

Second, the writer's suggestion for the students is to read a lot of argumentative compositions in order to improve their comprehension of how to make a coherent argumentative writing and to use the transitional markers signaling reason and conclusion appropriately. Besides, they also need to practice writing argumentative compositions, especially in using reason and conclusion transitional markers.

Third, because of the her limited ability and energy, the writer expects that in the future there will be other researchers willing to conduct a research on discourse analysis, especially dealing with transitional markers, deeply. The present study observed the kinds and appropriateness of transitional markers signaling reason and conclusion in argumentative compositions. Thus, further researches could be conducted to the transitional markers in other types of writing, such as narration, exposition, description, or process analysis.

Finally, the writer hopes that this study could be a good reference for the readers and especially for the English Department of Widya Mandala Catholic University Surabaya to improve both of the teachers and students' ability in writing argumentative compositions.

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