

**TRANSITIONAL MARKERS IN THE ARGUMENTATIVE COMPOSITIONS OF
THE ENGLISH DEPARTMENT STUDENTS OF WIDYA MANDALA**

CATHOLIC UNIVERSITY SURABAYA

A THESIS

**As Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in
English Language Teaching Faculty**



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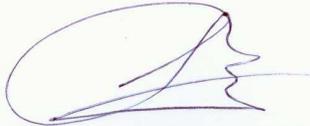
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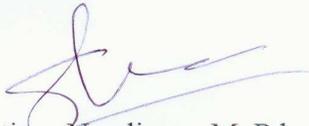
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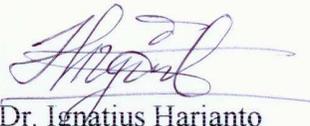
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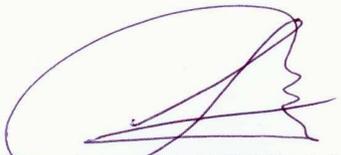


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ABSTRACT

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Willis (1964:98) states that coherence 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. It is qualitative in nature. The writer analyzed 16 argumentative compositions of Writing 3 students of the academic year 2006/2007 of the English department of Widya Mandala Catholic University 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, the writer concludes that the inappropriateness used of the transitional markers found mostly happen in the presence of *comma* and because of the influence of Bahasa Indonesia. In line with these findings, some suggestions are given:

1. For Reading and Writing teachers. They should teach their students how to use transitional markers signaling reason and conclusion appropriately. Besides, they are also expected to give their students assignments to read and write argumentative texts.
2. For English Department students to be more active in reading and writing argumentative texts in order to improve their comprehension of how to write a coherent argumentative composition through the use of transitional markers.
3. For the further researches to conduct their study on transitional markers (kinds, how they are used, and why) in other types of writing.