ABSTRACT

In learning English, Indonesia learners often find difficulties and make errors. The errors are more apparent in written exercises. In writing, the lectures will find some difficulties faced by the students. This research tries to study English transition signals. This study uses a descriptive research design. This descriptive study has objectives of identifying and classifying the errors on transition signals in narrative paragraphs made by fourth semester students of English department Muhammadiyah University of Malang. Finding and describing the frequency of occurrence of the errors on transition signals. The data for this study is got from the results of writing test. The results of the test are considered to show the students’ mastery on using transition signals. The population of this study is the fourth semester students of English Department, Muhammadiyah University of Malang; the writer took 48 students out of 245 students as the sample of this study. The result of the test shows that there are 107 errors. Based on the surface strategy taxonomy, the 107 errors found in narrative writing test comprise 72 (67.27 %) errors of omission, 19 (17.75 %) errors of addition, and 16 (14.94 %) errors of misformation. It reveals that the highest frequency of occurrence is reached by omission, followed by addition and misformation. It is hoped that teachers will use these findings by giving more attention to the transition signals in the teaching and learning English so that the students’ mastery can be improved. In conclusion, the students still made errors in using their second language, especially in English transition signals. The cause of errors is they seem not to pay attention to the use of transition signals.