

REFERENCE APPLIED BY STUDENTS IN THEIR ARGUMENTATIVE ESSAYS

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Abstract: This study aimed at analyzing the types of reference applied by students in their argumentative essays written by the fourth semester students of English Teaching Department of IAIN Batusangkar in 2019/2020 academic year. Documentation such as written texts was the main technique of collecting the required data. The data were analyzed by using theories from Halliday and Hassan (1976) about references. The research findings showed that all the types of references were used in the argumentative essays written by the fourth semester students with the total number of 2219 words. The most frequent reference applied by the fourth semester students of the English Teaching Department IAIN Batusangkar was personal reference with the percentage of 50.06% followed by demonstrative reference with the percentage of 35.10% and comparative reference with the percentage 14.82%. It could be concluded that Personal reference was the most frequently used because it may refer not only to a particular person or object, but also to any identifiable person.

Keywords: *Reference, Cohesion and Argumentative Essay.*

INTRODUCTION:

Writing skill is one of the language skills and one of the important parts in language learning that should be learned by the students on their education. By writing, students can express their thoughts and ideas about something they want to tell. In writing, people should be able to combine words into sentences, paragraphs, and essays. As Hyland (2004:9) explains, writing is a way to share personal meanings. By writing, the writer can express the ideas and thought but in different way with speaking, in writing the way is the writer can express her idea to the reader without talk directly. They can express their ideas with three kinds of writing in written form. They are writing a sentence, writing a paragraph, and writing an essay.

In writing an essay, the students should know about organization of the essay. According to Oshima & Hogue (2006:81-142), there are four patterns of essay organization. They are: Chronological order, Cause and Effect, Comparison/Contrast and an Argumentative.

The students must learn all the four essay organizations to become capable in writing skill. From all the essay organizations, the students must master about argumentative essay because they should be able to give argumentation in their scientific report or in their scientific project later.

In IAIN Batusangkar, especially English Teaching Department offers a course of teaching foreign language that provides students with writing as one of the compulsory subjects. This subject is taught in four semesters. They are semester I (English for Basic Composition) which focuses on the way to develop sentences into paragraph. Semester II (Paragraph Based Writing) deals with how to make a good paragraph. Semester III (Genre Based Writing) focuses on the genres of text. Then, Semester IV (Argumentative Writing) deals with the way to write good argumentative essay.

Based on the curriculum of English Teaching Department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar, in Argumentative Writing class, the students studied about argumentative essay that they are taught by the lecturer step by step.

Argumentative essay is a typical essay that contains writer's statement based on the controversial issues to make sure the reader with their essay. As Oshima & Hogue (2006:142) state in their book, argumentative essay is a text which has a purpose to convince the reader that writer's idea and opinion is right. In argumentative essay the writer writes the contentious idea whether she agree or disagree about the issue by giving strong evidence and strong reason in her written.

Then, Chala & Chapetón (2012:29) state that the argumentative essays have three components. First, the introductory paragraph that presents the topic and prepares the audience favourably so that they accept the thesis. Second, the body which is composed of one or more paragraphs depending on the author's ideas. Each paragraph supports the thesis statement and has a topic sentence (the main idea of the paragraph), supporting sentences, and sometimes a concluding sentence. The last component is the concluding paragraph which reminds the reader of the most important aspects that were presented and implies a reinforcement of the arguments that were used.

To write a good argumentative essay, the writer needs to know about cohesion. Beaugrande & Dressler in Sesriyani (2015:2) states that in writing as well as speech the students use certain words and expressions to establish connections among ideas in a sentence and paragraph. To make appropriate connection, the students need cohesive devices. These cohesive devices add unity to writing. If the students do not use cohesive devices, the essay will become collection of disjointed sentences.

According to Halliday & Hasan (1976:2), text cohesion expresses the continuity that exists between one part of the text and another. They divide cohesive devices into two types, namely grammatical cohesion, and lexical cohesion. In grammatical cohesion, it consists of reference, substitution, ellipsis, and conjunction. While in lexical cohesion, it consists of reiteration and collocation. Argumentative essay is more focus on

using grammatical cohesion than lexical cohesion. According to Tanskanen in Wellysmeini (2017:2), the research on cohesion in argumentative essay is more focus on grammatical cohesion rather than lexical cohesion. This may be caused by the effect of grammatical cohesion which is clearer than lexical cohesion.

Among the grammatical cohesive devices such as substitution, ellipsis, conjunction, and reference, the most frequently used cohesive devices in argumentative essay is reference. This is supported by Alarcon and Morales in Warna et.al (2019:129) which stated that references are the most frequently used cohesive devices, followed by conjunction and substitution.

Reference is one type of grammatical cohesive devices which "pointing" to something mentioned elsewhere in the text. Thompson (2014:216) states that reference is the set of grammatical resources that allow the speaker to indicate whether something is being repeated from somewhere earlier in the text (i.e. we have already been told about it), or whether it has not yet appeared in the text (i.e. it is new to us). According to Halliday & Hasan (1976: 311), there are three types of reference. They are personal reference, demonstrative reference, and comparative reference.

Relating to the point above, the researcher did preliminary research on one of students' midterm test of Argumentative Writing class of English Teaching Department of IAIN Batusangkar 2019/2020 Academic Year. Then, the researcher found that the students used some types of reference in the essay. They are included personal reference, demonstrative reference, and comparative reference. So, the document used as the sample for preliminary research included three types of references. In addition, based on the essay used in the preliminary research, the researcher also found some problems did by the student in using reference.

Based on the phenomena from preliminary research, the students use some types of reference in writing argumentative essay. But still have

problems in applying it. It needs to be researched to analyze the students' problems in using reference in their essay later on. Moreover, it needs to be analyzed to enable them to improve their essay for the future, especially in using reference in the argumentative essay. So that, the researcher is interested in conducting research entitled "An Analysis of Reference Applied by Students in Their Argumentative Essays" of the Fourth semester students of English Teaching Department at IAIN Batusangkar Registered in 2019/2020 Academic Year.

There are three research questions available in this research. The research questions are: What types of personal reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year? What types of demonstrative reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year? What types of comparative reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year?

METHOD:

This study uses descriptive qualitative research by using content analysis. The researcher used argumentative essays of students' midterm test in Argumentative Writing class of English Teaching Department of IAIN Batusangkar registered in 2019/2020 academic year as the data which researcher got from English Argumentative Writing lecturer. There were 54 argumentative essays from three classes.

The instrument of this research was the researcher herself supported by the table categories contained types of reference and their coding which used for guiding the researcher to analyze types of reference are applied by students in their argumentative essays. In analyzing the data, the researcher analyzed the data based on the fourth semester students' mid-argumentative essay examination documents of English Teaching Department of IAIN Batusangkar

registered in 2019/2020 academic year. They were analyzed in three steps based on theory from Miles & Huberman (1994), namely reduction of the data, data display, and conclusion or verification of the data.

RESULT (S) AND DISCUSSION (S):

Based on the analysis done by the researcher on the argumentative essay made by the fourth semester students in their mid-term test of Argumentative writing class, she identified that there are three types of reference elaborated in this general finding, namely Personal Reference (PR), Demonstrative Reference (DR) and Comparative Reference (CR). There are some items used by the students in their Argumentative Essays as the Personal Reference. For example, *I, Me, My, You, Your, Yourself, We, Our, Us, Ourselves, He, His, Him, She, They, Their, Them, Themselves, It, Its, One*. After that, there are some items of Demonstrative Reference used by the students in their argumentative essays. For example, *This, These, That, Those, Here, There, Now*. Then, there are also some Comparative Reference used by the students in their argumentative essays. For example, *Same, Similar, Other, Different, Else, Better, More, Most, So, Less, Easier, Faster, Higher, Safer, Further, Bigger, Smaller, Cheaper, Longer, Neater, Worse, Simpler, Lower, Nicer, Best, Biggest, Highest, Easiest*. Each of the reference has its own personal function. The first is personal reference (PR), its function is to express through personal pronouns; for instance, a third personal pronoun, can be used to refer back to a noun mentioned earlier in the text (anaphoric reference) or to a noun which the pronouns proceeds (cataphoric reference) it can serve to identify individuals and object that are named at some other point in text.

After that, Demonstrative Reference (DR) expressed through determiners and adverb to point to other items in the text. Then, Comparative Reference (CR) has personal function to indicate similarity and identity in the text. For complete information can be seen in the Figure 1.

After all, the percentage of the

personal reference done by the students in their argumentative essays was 1111 words (50.06%). After that, the percentage of the demonstrative reference done by the students in their argumentative essays was 779 words (35.10%). Then, the percentage of the comparative reference done by the students in their argumentative essays was 329 words (14.82%).

According to Halliday & Hasan (1976:28), there are four types of grammatical cohesive devices namely reference, substitution, ellipsis, and conjunction. In this research, the most common grammatical cohesive devices used by the students in their argumentative essays was reference. According to Rankema (2004:104) reference concerns the relation between a discourse element and a preceding or following element. Reference can also be achieved by other means, for instance, using a definite article or an adverb. The reference used by the fourth semester students of English Teaching Department at IAIN Batusangkar 2019/2020 academic year in this research then distributed into three types of reference, namely Personal Reference (PR), Demonstrative Reference (DR) and Comparative Reference (CR). The findings of the reference then described or exposed orderly, from those which most frequently occurred to the most rarely occurred.

Following theory from Halliday & Hasan (1976) about types of reference, Nurhidayah et.al (2019) carries out a study to find out the use of reference as cohesive device in essays written by the fourth semester students of the English Study Program Universitas Riau. The researcher analyzed the reference as cohesive device used by 36 students in writing essays. The findings showed that the most frequently type of reference used by students in their essays was personal reference such as *You, He, She, It, They, We, Us, Him, Her* and *Them*. Moreover, personal reference *It* was found to be most frequent personal reference used by students in their essays.

The second most frequent personal reference was *They*, followed by *You, We, I, Them, Us, She, Her, He* and *Him*. These results are in line with the researcher finding which shown that personal reference was the most frequently reference used in students' argumentative essays. As Rahmawati (2015: 11) states that the personal reference mostly

used by the students in their argumentative essays because it is the main means to express the writer's idea. It means that the personal reference is the main point to tell the writer's idea in the text. The results of this study were same as the results of previous study, which in the use of personal reference most of students used personal reference *it* for 336 times in their argumentative essays. Then, the next personal reference which mostly used by the students were *They, Their, You, We, Them, You. Our, He, Its, Us, His, One, I, Themselves, Him, My, She, Yourself* and *Ourselves*. Based on the analysis of the students' essays, the use of personal reference *It* by students was to avoid repetition and wordy in a text. Halliday & Hasan (1976) state that the device *it* differs from all other personals in that it may refer not only to a particular person or object, some entity that is encoded linguistically as a participant, a noun or nominal expression, but also to any identifiable portion of text.

After that, the reference mostly used by students in their argumentative essays was demonstrative reference. The findings show that demonstrative reference appeared on the students' argumentative essays were *This, These, That, Those, here, There and Now*. But the most frequently demonstrative reference used by students in their argumentative essays was *This* for 297 times. As Taboada (2004: 161) says, demonstrative reference uses determiners (either as modifiers or as heads) and adverbs, such as *this, these, that, those, here, there, then*, to point to other items in the text. It means that students used demonstrative reference *This* in their essays because they wanted to point something to other items in the text. However, in the research finding of Nurhidayah et.al (2019) which they researched about the use of reference as cohesive device in essays written by the fourth semester students of the English Study Program Universitas Riau, they found that the most demonstrative reference used by students in essays was *the* for 370 times used. *Theis* categorized as endophoria reference in term of the object referred to something that has mentioned within the text. According to Halliday & Hasan (1976), the referent is identifiable on extralinguistic grounds no matter ground no matter what the situation. It may arise because the referent is the whole class, or the individual considered

as a representative of the whole class.

Then, the last type of reference used by the students in their argumentative essays is comparative reference. In this research, the comparative reference appeared were *Same, Similar, Other, Different, Else, Better, More, Most, So, Less, Easier, Faster, Higher, Safer, Further, Bigger, Smaller, Cheaper, Longer, Neater, Worse, Simpler, Lower, Nicer, Best, Biggest, Highest, Easiest*. The most comparative reference used by students in their essays was *Other* with 88 times used. This research finding is also similar with Warna et.al (2019:136) which in their research findings they stated that personal reference is the most widely used reference type, followed by demonstrative references, and comparative reference. Comparative reference is the least used type of reference. So that, among the three types of reference, comparative reference is least used by the students in their argumentative essays.

In addition, the use of reference as one of grammatical cohesion and cohesive devices happened in some kinds of text, for example, descriptive text, narrative text, discussion text and argumentative text. However, reference is mostly used in argumentative text and narrative text. There are so many research in analyzing reference on narrative text, meanwhile a little researches in analyzing reference on argumentative text. While the analysis of reference on argumentative text is important, since the reference is mostly used in argumentative essay. This is supported by Alarcon and Morales in Warna et.al (2019:129) who stated that references are the most frequently used cohesive devices, followed by conjunction and substitution in in argumentative essays.

In other word, the finding of the research is important to add the information and sources related to the use of cohesive devices in academic writing, especially about argumentative essay.

CONCLUSION (S) AND RECOMMENDATION (S):

In conclusion, based on research finding and data analysis, the researcher foundthat: (1) The types of personal reference applied by the fourth semester students of English Teaching Department of IAIN Batusangkar registered 2019/2020 academic

year in their argumentative essays were *I, Me, My, You, Your, Yourself, We, Our, Us, Ourselves, He, His, Him, She, They, Their, Them, Themselves, It, Its and One* with the percentage 50.06%, (2) the types of demonstrative reference applied by the fourth semester students of English Teaching Department of IAIN Batusangkar registered 2019/2020 academic year in their argumentative essays were *This, These, That, Those, Here, There, Now* with the percentage 35.10%, and (3) the types of comparative reference applied by the fourth semester students of English Teaching Department of IAIN Batusangkar registered 2019/2020 academic year in their argumentative essays were *Same, Similar, Other, Different, Else, Better, More, Most, So, Less, Easier, Faster, Higher, Safer, Further, Bigger, Smaller, Cheaper, Longer, Neater, Worse, Simpler, Lower, Nicer, Best, Biggest, Highest, Easiest* with the percentage 14.82%.

From the analysis and conclusion, the researcher gives some recommendations to students, lecturer, and further researcher. For students, the researcher found that the use of reference is dominantly used by students in their argumentative essays. So, the suggestion from researcher for students in this study is students must learn and master all types of references, so they will not hesitate to use them when writing. After that for lecturer, this research can be used as reinforcement for lecturers in teaching. For example, in teaching personal reference material. Then, for the further researcher, this research expected that the further researchers can do other research, for example the students' ability in applying reference in Argumentative Essay

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FIGURE CAPTIONS

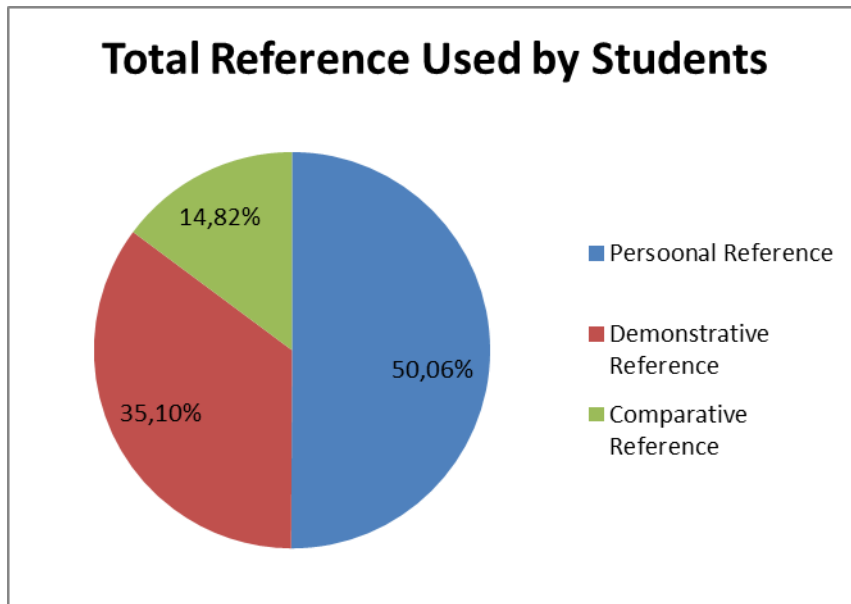


Figure 1: Sample of Reference Applied by Students in Their Argumentative Essays