



**AN ANALYSIS OF REFERENCE APPLIED BY STUDENTS IN THEIR
ARGUMENTATIVE ESSAYS**

THESIS

*Submitted to the English Teaching Department of
Tarbiyah and Teacher Training Faculty of IAIN Batusangkar
for getting Bachelor Degree*

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Thesis advisor of **PRIMA ARIESTA**, Reg. No 15 300 400 072 entitled, “**AN ANALYSIS OF REFERENCE APPLIED BY STUDENTS IN THEIR ARGUMENTATIVE ESSAYS**” approved that be mentioned thesis has fulfilled the requirements to proceed to thesis examination.

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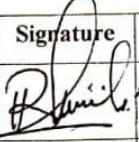
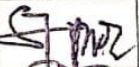



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ABSTRAK

PRIMA ARIESTA, NIM. 15 300 400 072. Judul Skripsi “**AN ANALYSIS OF REFERENCE APPLIED BY STUDENTS IN THEIR ARGUMENTATIVE ESSAYS**” Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah masih banyaknya mahasiswa yang melakukan kesalahan dalam penggunaan *reference* dalam menulis *Argumentative Essay*. Penelitian ini bertujuan untuk mendeskripsikan penggunaan *reference* oleh mahasiswa semester ke-empat IAIN Batusangkar tahun ajaran 2019/2020 dalam menulis *Argumentative Essay*.

Metode penelitian yang digunakan adalah deskriptif kualitatif dengan *content analysis*. Data dalam penelitian ini adalah tipe *reference* yang terdapat di dalam esai yang dibuat oleh mahasiswa jurusan Tadris Bahasa Inggris semester ke-empat IAIN Batusangkar, dan sumber data dari penelitian ini diambil dari 54 dokumen hasil ujian tengah semester mereka. Pada penelitian ini peneliti berperan sebagai instrumen kunci dan 54 dokumen hasil ujian tengah semester mahasiswa sebagai instrumen pendukung. Untuk menguji keabsahan data, peneliti menggunakan sumber triangulasi. Selanjutnya untuk menganalisis data, peneliti menggunakan teori Miles and Huberman yang meliputi reduksi data, penyajian data, serta verifikasi data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa ada tiga tipe *reference* yang digunakan mahasiswa dalam menulis *Argumentative Essay*. Tiga tipe *reference* itu meliputi: 1) *Personal Reference (PR)*, 2) *Demonstrative Reference (DR)*, 3) *Comparative Reference (CR)*. Ada 2219 kata dalam penggunaan *reference* yang diidentifikasi dalam *Argumentative Essay* siswa. Jenis referensi yang paling banyak digunakan adalah *personal reference* (50.06%), diikuti oleh *demonstrative reference* (35.10%) dan *comparative reference* (14.82%). Mereka menggunakan *personal reference* (*I, Me, My, You, Your, Yourself, We, Our, Us, Ourselves, He, His, Him, She, They, Their, Them, Themselves, It, Its, One*); *demonstrative reference* (*This, These, That, Those, Here, There, Now*); *comparative reference* (*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*).

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing skill is one of the language skills and one of the important part 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 have to learn all of the four essay organizations in order to become capable in writing skill. From all of the essay organizations, the students have to mastering about argumentative essay because they should be able to give argumentation in their scientific report or in their scientific project later on.

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 essays 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 becomes 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. *See Appendix 1*. In addition, based on the essay used in the preliminary research, the researcher also found some problems did by the student in using reference. Those are described below:

*First of all, **that** can only be accessed with a Google account, actually the same as other social media, they must log in using an account created on that social media.*

From that sentence, the problem is about the bold and italic word ***that***. Actually, ***that*** in that sentence is not appropriate for demonstrative reference. Because, there is no reference for ***that*** in the previous sentence. The appropriate sentence should be:

*First of all, **Google Classroom** can only be accessed with a Google account, actually the same as other social media, they must log in using an account created on that social media.*

The next problem of the use of reference is:

*However, on other social media **you** can usually sign in using an email account from any platform. In this case **we** can share the ongoing classroom learning activities.*

The problem appears from both sentences above is about the personal reference. In the researcher point of view, the use of difference personal reference in one essay is not appropriate and not good because the writer is not consistent, whether she/he used ***you*** or ***we***. She/he must choose one of them. The appropriate sentence should be:

*However, on other social media **you** can usually sign in using an email account from any platform. In this case **you** can share the ongoing classroom learning activities.*

The other problem of reference which found by researcher is:

*And if **someone** wants to join a class in Google Classroom, **he** must inform the class's active email address. Then **it** will be invited by the admin through the menu in the Google Classroom application.*

From the sentences above, the problem is also about the personal reference for ***someone*** that is ***he*** and ***it***. The researcher thought that the problem is about the use of ***he*** and ***it***. The writer wants to replace ***he*** by using ***it***. It is inappropriate because ***it*** refers to something that un-lived, meanwhile ***he*** is a person or man. She/he should replace ***it*** by ***he***. The appropriate sentence should be:

*And if **someone** wants to join a class in Google Classroom, **he** must inform the class's active email address. Then **he** will be invited by the admin through the menu in the Google Classroom application.*

From the information above, it can be summarized that the students used reference in their argumentative essays. However, they used reference as cohesive devices which it still inappropriate. Those evidences above prove

that the students used demonstrative reference instead they used the personal reference. So, in the application, the students still confuse what is personal reference, demonstrative reference, even comparative reference. So, it needs to be analyzed that what are exactly personal reference, demonstrative reference and comparative reference used as cohesive devices in the argumentative essay.

Based on the phenomena above, it is clear that the students use some types of reference in writing argumentative essay. But still have problems in applying it. Actually, it needs to be researched in order to analyze the students' problems in using reference in their essay later on. Moreover, it needs to be analyzed to enable them 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.

B. Identification of the Problems

There are several types of cohesive devices that used by the students in writing argumentative essay. These cohesive devices, for example, reference, substitution, ellipsis, conjunction, reiteration and collocation. The most common cohesive devices used by the students in their argumentative essays is reference. For example, personal reference, demonstrative reference and comparative reference. However, there are also some problems that researcher found in the students argumentative essays. The first, they used inappropriate demonstrative reference. For example, the writer used the word "that" which in the sentence is inappropriate for demonstrative reference because there is no reference for "that" in the previous sentence. The second, they used inappropriate personal reference or they do not consistent about the use of personal reference. For example, they used different personal reference in one essay. The writer is not consistent of using personal reference of "you"

or "we" to call the reader of the essay in the essay. Finally, some of them put inappropriate personal reference. For example, they should use personal reference of human in the essay, but they use the word "it" which use for something unlived to it.

C. Research Focus and Research Questions

This research focused on analyzing the types of reference applied by students in their argumentative essays in the fourth semester students of English Teaching Department of IAIN Batusangkar. There are three research questions of this research that elaborated below:

1. What types of personal reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year?
2. What types of demonstrative reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year?
3. What types of comparative reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year?

D. Definition of the Key Terms

To avoid the ambiguity in understanding this research, the researcher defines the key terms as follows:

1. Argumentative Essay

Argumentative essay is a text which written by the students in fourth semester in English Teaching Department of IAIN Batusangkar Registered in 2019/2020 Academic Year, which the students write the essay based on their deep understanding about the topic by considering

the evidence or supporting ideas whether the students agree or disagree with the issue to make the reader believe about the writers' arguments.

2. Cohesion

Cohesions are devices to join sentences together to make ideas more understandable to the reader which is divided into two part, those are: grammatical cohesion (reference, ellipsis, substitution and conjunction) and lexical cohesion (reiteration; repetition, synonym, superordinate and general word and collocation) that applied by students to write their argumentative essays at fourth semester students in English Teaching Department of IAIN Batusangkar Registered in 2019/2020 Academic Year.

3. Reference

Reference is a word that indicates or refers to another word that consists of three types; personal reference, demonstrative reference and comparative reference which used by the fourth semester students in English Teaching Department of IAIN Batusangkar Registered in 2019/2020 Academic Year in their argumentative essays.

E. Purpose of the Research

The main purpose of this research is to find out the types of reference applied by students in their argumentative essays at fourth semester students in English Teaching Department of IAIN Batusangkar Registered in 2019/2020 Academic Year. The purpose of this research is elaborated below:

1. To find out what type of personal reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year.
2. To find out what type of demonstrative reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year.

3. To find out what type of comparative reference applied by the fourth semester students of English Department of IAIN Batusangkar registered in 2019/2020 academic year.

F. Significance of the Research

The result of this research hopefully can give contribution to:

1. The English Teaching Department Students

From the results of this study, the students will know the types of cohesion used to write good essay, especially in writing argumentative essay by reading this thesis in the library later on.

2. English Lecturer

The result of the research will inform to the Writing lecturer about the types of cohesion applied by students in their essays and the lecturer can be more creative in applying appropriate method in teaching English to their students.

3. The researcher

For the researcher, this research can enrich her knowledge about types of cohesion that applied by students in their argumentative essays at fourth semester of English Teaching Department students at IAIN Batusangkar registered 2019/2020 academic year. Besides, it is one of requirement for the researcher to get undergraduate (S1) at English Teaching Program at IAIN Batusangkar.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Relevant Theories

1. Writing

a. Definition of Writing

There are several definitions of writing suggested by some experts. According to Boardman & Frydenberg (2002:11), writing is a continuous process of thinking and recognizing, rethinking and reorganizing. It means that when a writer try to write something, she works with her thinking and trying to organize the ideas to make it communicable to the reader.

Writing is skill which the process of selecting ideas or thought and organizing them clearly with the goal to reach the purpose of the writing. Dastjerdi & Samian (2011: 66) state that writing is an act of communication, a purposeful means of addressing an audience. However, writing is currently viewed in academic circles as more than just a tool for communication. Instead, writing is viewed as the skill that should be learnt by the students beside the three English language skills such as speaking, reading and listening. Therefore, the ability to convey meaning proficiently in written texts is a critical skill for academic and professional success. So, writing is the act of the writer to communicate and propose the audience through the writing.

Then, it supported by Harmer (1998:79) who states that writing is one of basic language skill. It is also important as speaking, listening and reading. Through writing, writer can do interaction, give information, and share the feeling one another. In doing the interaction, writer can do dialogue, for example thought chatting via internet. Writing also can give information, such as: ideas, feelings, opinions and experiences. Through writing, writers can express their

feeling and opinion about something that they have read, seen, and heard. It is clear that writing is as important for the writer for giving, sharing information and doing the interaction.

Ahmed (2010:211) also defines writing as a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge. So, to write something, you need more time to think what you will write about.

Moreover, writing is the way to express feelings, ideas and opinion. Akkaya & Kirmiz in Putri (2018:144) explain that writing is the expression of feelings, thoughts, desires and plans in black and white. For example, when you have something to be expressed, you express it or you write your ideas or feelings in the written form. To conclude, writing is the expression of someone's opinion and feeling about something.

Based on the definition above, it can be concluded that writing as one of basic skill in English which is a tool of communication or process of thinking that requires an interaction process between the writer and reader via text. It is a process to explain expression of feelings, thoughts, desires and plans on particular topic.

b. Importance of Writing

Writing is one of the language skills that must be mastered well by second language and foreign language learners in order to be able to convey the written message correctly through the language. Harmer (2004:31) states that writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English. It means that writing is one of an important part that should be learned by students. Students should master the four skills in learning English.

By writing, someone can communicate with others. She can distribute her/his ideas or feelings by writing. According to Chappell (2007:1), there are some reasons why writing is important. First, writing is the primary basis upon which the writer works and the writer's learning. Second, writing expresses who the writer is as a person. Third, writing is portable and permanent, it makes the writer's thinking visible. Fourth, writing helps writer moves easily among facts, inferences, and opinions without getting confused and without confusing the readers. Fifth, writing promotes writer's ability to pose worthwhile questions. Sixth, writing fosters writer's ability in explaining a complex position to readers and to her/his self. Seventh, writing helps others give the writer feedback. Eighth, writing helps the writer refines her/his ideas when she/he given others feedback. Ninth, writing requires that writer anticipate her/his reader's need. She/he is able to do so demonstrate her/his intellectual flexibility and maturity. Tenth, writing ideas down preserves them so that the writer can reflect upon them later. Eleventh, writing outs writer's ideas permits the writer to evaluate the adequacy of her/his argument. Then, writing stimulates writer to extend a line of thought beyond her/his first impression or good responses. After that, writing helps writer understand how truth is established in a given discipline. Next, writing equips writer with the communication and thinking skills she/he needs to participate effectively in democracy. Last, writing is an essential job skill. So, writing is important because it identifies the writer and her/his feeling about something.

Based on the expert's opinion above, it can be concluded that writing is really important to be mastered by the learner so that they can communicate with others and they can distribute their ideas or feelings by writing. Writing is also important in all of the aspects of life and it can give many advantages to the reader and also to the writer themselves.

c. The Criteria of Good Writing

A good writing is the one that looks good for writers and can be understood by the readers. There are many clues to make a good writing. Boardman & Frydenberg (2008:18) explain there are three characteristics of good writing. They are coherence, cohesion and unity.

First, the writer should pay attention to the coherence. Boardman & Frydenberg (2008:18) state that a paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand ideas easily. The principles for ordering depend on the type of paragraph which being written by the writer. Then, Oshima & Hogue (1998:40) add that the word “coherence” comes from Latin word “*cohere*” which means “hold together”. In order to have coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next or for longer essay is from one paragraph to the next must be logical and smooth. Each sentence should flow smoothly into the next one.

Then, the criteria for good writing is cohesion. According to Boardman & Frydenberg (2008:23), a piece of writing has cohesion when all supporting sentences connect to each other in their support of the topic sentence. The devices connecting sentences to each other are called cohesive devices. There are four importances of cohesive devices. They are connector, definite articles, personal pronouns, and demonstrative pronouns. The first is connector which connects the sentences such as coordinating conjunction, subordinating conjunction and prepositions. The second way to connect sentences is to use the definite article *the*. A noun with a definite article often relates to a previously mentioned noun. The third way to make a paragraph have good cohesion is by using personal pronoun which usually refers back

to a previous noun. Then, another way to provide cohesion is to use the demonstrative adjectives and pronouns *this*, *that*, *these* and *those* which connect sentences to those that came before.

Then, Dastjerdi & Samian (2011:66) define cohesion as an internal element that allows the reader while reading; relate the meaning together within the text. Halliday & Hasan (1976:4) mention that cohesion expresses the continuity between one part of the text and another. In addition, Bailey (2003:55) states that cohesion means linking phrases together so that the whole text is clear and readable. In other words, cohesion is an essential part that should be placed in the text or essay.

Moreover, to make a good writing, the writer should pay attention to the unity. According to Boardman & Frydenberg (2008:25), a writing has unity when all the supporting sentences relate to the topic sentences. Furthermore, Oshima & Hogue (1998:30) state that unity is achieved when the writer discusses only one main idea in each paragraph. If the writer starts to discuss a new idea, he/she has to start a new paragraph. Every supporting sentence in paragraph must be directly related to the main idea. Any information does not directly support the topic sentence should not be included.

Then, David & Shuen (2010:1) state that there are three elements of good writing. They are mechanical aspects, Non-mechanical aspects, and a note on style. The first element is mechanical aspects. It means that seen from appearance of articles or essays itself. Appearance here means physic of article or essay. Then, the second element is non-mechanical aspect. It means that the implied appearance of articles or essays. In other words, it is indicated inside meaning from an essay. After that, the third element is a note on style. This is the style of the writers in using such terms or words in their essays to catch the readers' attention in reading.

In brief, the writer should pay attention to mechanical aspects that make good writing. This paragraph is about the mechanical aspect that should be known by the writer. First, every paper/essay must have a title which is a primary guidance, to guide writer to elaborate or develop his/her idea and it makes readers guided in understanding the writing. Second, the writer should pay attention to the number all pages of one's paper except the first. Without numbered pages, your work looks only half-finished. Third, check the spelling which is very important, one letter can affect different meaning for example; good (adjective) and god (noun). Fourth, contractions that makes the easy in formal situation, by not chopping or not doing abbreviation. For example; adv refers to adventure, ads refers to advertisement. Fifth, semicolons which are used when one wants to elaborate or link in the same sentence. Sixth, Run-on sentence, if writer has a long sentences with "and" or "but" in the middle, breaking it into two sentences. Seventh, paragraph that are too long, avoiding paragraph that go on and on, each paragraph should have clear topic sentence as its first sentence. Eighth, using italics and quotation marks for literacy titles, for the names of books or periodicals, use italic. Ninth, foreign words that should use italic for words that are not English, for foreign words that have become common in English, italic are not needed. Tenth, introducing short quotations, if quoting something more than three lines long you must use the block quotation form. Next, ellipses which used when you are leaving something out of a quotation. After that, right-justifying, do not right-justify your paper, it makes it difficult to read. Then, fancy or artsy fonts, avoid them, stick to times, Time New Roman, Palatino, etc. Last aspect is citations, that anything drawn from another source must be properly cited.

Then, second element of good writing is non-mechanical aspects of a good paper such as: It is well organized, it develops an argument in a clear and logical way, the sentences are concise, the sentences

within each paragraph follow each other smoothly, in an academic paper, it is important to present evidence from the text (i.e. with reference to or citation from the text) you are dealing with to support your argument, it demonstrates your good grasp of the topic and texts you are dealing with, it demonstrates your ability to give a plausible interpretation of the text and analyze arguments, it begins with a clear and strong thesis statement in the introductory paragraph. A thesis statement is clear if it indicates what the paper will be about.

The third element of good writing is a note on style means that, in philosophy papers, it is acceptable to use the first-person pronoun, so you may write sentences such as “I think that . . .” or “It seems to me that . . .” and so on. However, you should use such constructions sparingly. The important point in writing philosophy (and most other kinds of writing as well) is to present *arguments* that are supported by *evidence*. Simply stating what you believe does not constitute an argument for that belief, so such sentences need to be accompanied by *evidence* for thinking as you do.

Based on the explanation above, it can be concluded that there are some aspects or elements that can help a writer in writing good paragraph or essay. They are: coherence, cohesion, unity, mechanical aspects, non-mechanical aspects, and a note on style. Coherence means the sentence in a paragraph put in order so that the reader can understand ideas easily. Cohesion means the connection between the sentences or paragraph in essay. Then, unity means an essay which talks one main idea, and paragraph between the essays should support main idea too. Mechanical aspect means an essay should deliver explicit meaning. Also, non-mechanical aspect means the aspect that has implied meaning in an essay. And a note on style means consistency in the use of such term of words, for example pronoun. These elements should be paid attention by the writers when they are

writing. These factors will help them to produce a clear and effective writing that can develop and communicate their ideas to the readers.

d. Kinds of Writing

There are three kinds of writing to express writer's ideas in written form. They are writing a sentence, writing a paragraph, and writing an essay. First is sentence. Oshima & Hogue (1998:155) explain that a sentence is group of words that used to communicate ideas. Every sentence is formed from one or more clauses and expresses a complete thought. So, a sentence is group of words that contains a subject and a verb and expresses a complete though. Second is a paragraph. Boardmand & Frydenberg (2002:4) states, "A paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose". It is focused on a topic that can be developed in the supporting explanations, details, and examples. Third is an essay. According to Oshima & Hogue (1998:100), an essay is a piece of writing containing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is.

According to Brown (2004:219), there are three genres of written language. They are academic writing, job-related writing, and personal writing. Academic writing is a kind of writing that is related to the academic process such as papers, essays, theses, dissertations, and others. Job-related writing is a kind of writing that is related to the professional occasion or business such as advertisements, announcement, letters/emails, project reports, and others. Personal writing is a kind of writing that is used to personal relations such as letters/emails, greeting cards, invitations, diaries, medical reports, and others.

Based on the explanation above, it can be concluded that there are many kinds of writing. Writers can express their ideas in three forms, such as sentences, paragraphs, and essays. Besides, the writer should understand some categories of written language. The categories can be found in academic writing, namely job-related writing and personal writing.

2. Essay

a. Definition of Essay

Essay is one of the ways to express someone's ideas in writing. According to Oshima & Hogue (1999:100), an essay is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just a paragraph is. However, the topic of an essay is too complex to discuss in one paragraph. So, it needs some supporting paragraphs too make it clear. The supporting paragraphs might be the examples and explanations that relate and support the main topic. In essay, there are three main parts. They are an introductory paragraph, a body (at least one, but usually two or more paragraphs) and a concluding paragraph. Moreover, Boardman & Frydenberg (2002:56) state that essay is when the writer wants to write about one topic in more detail, he/she can turn the paragraph into an essay. An essay is composed of three sections. Those are an introductory paragraph; supporting paragraph, or a body; and a concluding paragraph.

In addition, Meyers (2005:38) states that an essay is an organized discussion of a subject in a series paragraph. A paragraph and essay actually share many traits. Essay explores a broader topic, which it introduces in a thesis statement and then supports in separate paragraph. The thesis statement helps determine and shape the content

of the entire essay. An essay is not simply a longer version of paragraph. The content of an essay is more complex and needs more development. However, the essay is similar to the paragraph in structure, for it contains three parts, introductory paragraph, body paragraph and concluding paragraph.

Then, Leo (2013:27) states the definition of essay as a piece of writing several paragraphs long, not just one or two paragraphs, or essay is a short piece of writing by a student as part of a course of study. So, in essay there will be more than one or two paragraphs that should be written by the students because they should study about that in their class as their writing course. Meanwhile, Reid (1994:189) explains that when multiple paragraphs are about one topic (for example, problems you had when you first arrived in the U.S) and when those paragraphs are related to one another, they form the body of an essay.

From explanation above, it can be concluded that an essay is much longer than single paragraph. Essay is a group of paragraph about single idea which it introduces in a thesis statement and supports in separate paragraphs. Writing essay is almost same as writing paragraph. The principle of organization is the same for the both. In writing essay, writer needs more development to explore broader topic than in writing paragraph. The content of essay is more complex and need more development because essay consists of some paragraphs, introductory paragraph, body paragraph and concluding paragraph. Also, the writer writes about one topic and usually essay is as part of a course of study or a common form of assessment for the students in writing.

b. Types of Essay

According to Oshima & Hogue (2006:81), there are four patterns of essay organization. First, chronological order, that is a way of organizing ideas in the order of their occurrence in time. Chronological order has all sorts of uses. One of the functions of the chronological order is to explain process, for instance how to plan a community meeting, how to perform a physics experiment, how to play a game and others. In addition the chronological order can be used to explain the process. It is also used to describe events or a period of time.

Second, is a cause and effect which is an essay made in purpose to analyze the cause or effects of an object. The writer discuss the causes (reasons) for something, the effect (results), or both causes and effects. For example, the writer wants to make the effects of a forest fire, the causes of depletion of the ozone layer and others.

Third, comparison and contrast, that is an essay that show the qualities that are similar or different between two things. The writers explain the similarities and the differences between two items. This essay is often used to support a point or persuade the reader. When the writer compare two things, it means that he/she write to looking for how they are similar. When the writer contrast two things, he/she looking for how they are different. For instance, the writer wants to make the similarities between Padang culture and Java culture.

Last, an argumentative essay that is an essay in which the writers agree or disagree with an issue, using reasons to support their opinions. The goal is to convince the reader that the writer's opinion is right. For example, the writer wants to write that he/she agree that college students will be banned if they do not speak English every Wednesday.

Then, Blanchard & Root (2004:79) supported that there are several types of essays. They are process, division and classification, cause and effect, comparison and contrast, and problem and solution. First, the process in essay is especially important in scientific and technical fields. The process essay describes the technical process of something such as repetition process. Next, division and classification that is another way to organize a topic for an essay. A broad topic is often easier to write about when writer divide it into individual parts and then classify the parts into groups that have something in common. After that, cause and effect, where is the writer discusses reasons (cause or factor) or the results (effect, disadvantage, benefit) of something. For example, the cause of greenhouse effect (multiple factors' leading to greenhouse effect). The next type of essay is comparison and contrast. In academic writing, comparison and contrast are often used to support appoint or persuade the reader. When the writer compare two things, it means that she/he write to looking for how they are similar. When the writer contrasts two things, she/he looking for how they are different. Last, problem and solution essay that is purposed to describe a problem and evaluate possible solution of the problem.

From the explanation above, the researcher summarize there are some types of essays which has been explained by some experts such as chronological order, cause and effect, comparison/contrast, argumentative, process, division and classification, and problem/solution.

3. Argumentative Essay

a. Definition of Argumentative Essay

Argumentative essay is a typical essay that contains writer statement about common issues that aimed to persuade the readers with their essays. According to Oshima & Hogue (2006: 142), an argumentative essay is an essay in which invites the reader to agree or disagree with an issue, using reasons to support writer's opinion. The writer's goal is to convince the reader that writer's opinion is right. In writing an argumentative essay, writers also need to take a stand on an issue, support their stand with strong reasons, and eventually support their reasons with strong evidence and strong conclusion.

Richards, Schmidt & Zhu in Putri (2018: 145), define argumentative writing as composition, the act of forming reasons, making inductions, drawing conclusions, and applying them to the case in discussion; which the writers give their opinion and arguments as well as evidence in order to support or defend a position. Moreover, Pebrianita, Yelfiza & Sariasih (2012:3) state that an argumentative essay is a piece of writing that contains about some facts and the evidence. In the argumentative essay, someone should be able to show their own argument toward the topics provided. While the main purposes of the argumentative essay is to persuade the readers or audience agree with their statement stated in the essay as well.

Mei in Schmeer (2013:2) has similarly remarked that the argumentative essay is one of the most common forms of curriculum genre that undergraduate students write". Yet even with students whose first language is English, argumentative writing can be formidable, and it is perhaps not surprising that students across grade levels and national borders have demonstrated poor performance in this genre. Alabi in Maghfirotnun (2017:40) stated that argumentative essay is other types of essay writing and it is concerned with the

reasoning ability of the writer to present an issue logically with an overriding view. It means that the writer or author use the logical reasoning to support the statement and sure to make the essay easy to understand by the readers.

In addition, Reid in Qian (2010:31) states that the goals of argument include presenting an opinion to the reader, explaining, clarifying and illustrating that opinion, and persuading the reader that the opinion is valid to move the reader to action. An argument aims to convince the reader that the opinion is correct or, for a hostile audience, persuade the reader that the opinion is at least worth considering. Reid also suggested the process of achieving the goals of argumentative writing in which the writer needs to decide upon the controversial topic or issue including making a list of arguments for two sides (usually a controversy has two sides, that the argument must be able to be answered “yes ” and “no” by different audience), write a thesis, develop reasons or arguments and organize them in order of importance and strengths, and use supporting evidence such as facts, examples, physical descriptions, statistics, and personal experiences.

Based on the explanations above, it can be concluded that argumentative essay is a typical of essay, which tell the reader that they agree or disagree with an issue, using reasons to support their opinion and also evidence. The goal to write it is to convince the reader that your opinion is right and have strong evidence. Even though argumentative essay is more difficult to write than other essay, this essay is still written by undergraduate students because it is one of the most common forms of curriculum genre.

b. Components of Argumentative Essay

Writer or author should consider and master the argumentative essay components to make their essay can believable by the readers.

According to Hyland (2018:70), there are three components of argumentative essay, namely thesis, arguments and conclusion. First is thesis that introduces the proposition to be argued. Introduces the discourse topic and advances the writer's proposition or central statement. Frequently coterminous with the paragraph in the exam data, its potential structure is identified as consisting of five moves, only one of which is obligatory. The five moves are the *gambit*, *informing moves*, the *proposition*, *an evaluation* and *the marker*. So, the researchers want to conclude that “Thesis” is how the writer can invite the reader interest to read their essay with using grabber and using valid reason to support their idea.

The second component of argumentative essay is Argument. This part presents the infrastructure of reasons which characteristic the genre. The argument stage consists of a possible four moves cycle repeated indefinitely in a specific order. The four moves are the *marker*, *restatement*, *the claim* and *support move*. Based on the second point of argumentative essay components stated by Hyland, the researcher can conclude that arguments in argumentative essay are used to prove the writer thesis statement the writer using valid reason/claim such as facts, examples, testimony, and definitions from the reading selection. Each body paragraph should be a separate supporting reason.

The third component of argumentative essay is conclusion. Rather than a summary or review, the conclusion is a fusion of constituents in this genre. It functions to consolidate the discourse and retrospectively affirm what has been communicated. There is a possible four move sequence to this part. The four move sequence of this part are marker, consolidation, affirmation and the close. In other words, there are three components in argumentative essay, such as thesis, argument, and conclusion. Each component has the criteria that

must be considered by the writer or author and used as requirement in making argumentative essay.

Furthermore, Chala & Chapetón (2012:29) add that the argumentative essays have three components. They are the introductory paragraph, the body and the concluding paragraph. The introductory paragraph presents the topic and prepares the audience favourably so that they accept the thesis. Here, the writer can use different resources: Appealing to a precedent fact or event on which the thesis is based, adducing shared values or values made out of tradition, resorting to authority, and resorting to the emotions of the audience. The general statements provide background information about the topic of the essay, and the thesis statement introduces the main idea.

The body 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. To support the topic sentences, the writer can present facts, so that the reader knows the defined thesis and positions him/herself in the writer's favour, and arguments that the writer considers are in favour of his/her thesis and can be used to refute counter-arguments. Writers can also use concessions to limit the extent of arguments and lower their argumentative force.

The concluding paragraph reminds the reader of the most important aspects that were presented and implies a reinforcement of the arguments that were used. Besides, it leaves the reader with the writer's final thoughts on the subject; this can be done by means of a judgment, a rhetorical question, or a piece of advice, without adding any new information.

Moreover, the argumentative essay components in other expert like Endy (2011:2) stated that there are also three components of

argumentative essay. They are introduction, body and conclusion. In introduction the writer explain the thesis (be precise but do not present evidence yet). Then, in the body the writer explains the topic that has already made in the introduction by giving the arguments. The last component is conclusion which is quick summary of thesis; then muse on implications of the thesis.

From the explanation from the expert above, it can be concluded that there are three components of an argumentative essay. They are introduction, body and conclusion. The introduction is introduced the topic of an essay. Then, body is the content of an essay. Finally, conclusion is the closing part of an essay.

4. Cohesion

a. The Nature of Cohesion

To make a good writing, a writer should know about cohesion. Cox et al. in Alarcon & Morales (2011:114) state that cohesion is important both to the reader in constructing the meaning from the text and to the writer in creating a text that can be easily comprehended.

According to Boardman & Frydenberg (2002:36), cohesion is one characteristics of a good essay. When a paragraph has cohesion, all the supporting sentences will “stick together” in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Cohesive devices are typically single words or phrases that basically make the text hang together. By analogy, they are much like the seams in our clothing which keep items like jackets and trousers together.

In Dasterji & Samian (2011: 66), cohesion refers to the relations of meaning that exists within a text. Cohesion can be defined as linguistic devices that are used to link one part of a text to another. In

other words, cohesive devices are used to connect words and phrases in a sentence, paragraph or a text.

Moreover, Renkema (2004: 104) explains cohesion that is referring to the “connections which have their manifestation in the discourse itself”. He gives an example in a sentence like *I see John is here. He hasn't changed a bit*, the example of cohesion is shown by the word *he* which is referred to *John*. In other words, cohesion concerns the way in which the components of the surface text, i.e. the actual words we hear or see are mutually connected within a sequence. In conclusion, to make a good text, it should meet the standards of a good text, it is cohesion.

In addition, Halliday & Hasan (1976:2) explain that the text cohesion expresses the continuity that exists between one part of the text and another. In each sentence in the text are holding together or stick together. The function of cohesion is to relate one part of a text to another part of the same text. In other words, cohesion functions as a tie to link one sentence to another. Furthermore, Halliday and Hasan argue that the general meaning of cohesion “is embodied in the concept of text”. By this role, cohesion helps to create a text and they also explain that what create the text is component of the linguistic system or it is known as the textual or text forming.

After that, Bailey (2003: 55) defines the cohesion as the phrases which is linking together to make the whole text clear and readable. At the same way, Adiantika (2015:94) states that to make the sentences readable, they should be connected to each other because a good sentence or text is not determined by its length but it depends on its connectedness and its unity.

Cohesion is an important element in an essay. Taboada (2004: 155) clarifies that cohesion elevates a random collection of sentences to the status of a text, and in the process imparts meaning, insight and purpose to those sentences. Without cohesion, the text can hardly be

said to exist at all, for cohesion provides the textual means for initiating comprehension or sense. It means, a sentence cannot be understood without cohesion.

Based on the explanation above, it can be concluded that cohesion is single word or phrase or relations of meaning that exists within a text which used to link one part of a text to another that basically make the text hang together. So that, it can make the text clear and readable. Also it can make the text more easily to be comprehended by the reader. Then, there are some types of cohesion that should be mastered by the writer or author before making an essay.

b. Types of Cohesion

There are some experts that stated about types of cohesion. Renkema (2004: 103-106) explains five types of cohesion. They are substitution, ellipsis, reference, conjunction and lexical cohesion. First, substitution is the replacement of a word or sentence by a “dummy” word. There are some types of substitution, such as nominal substitution, verbal substitution and clausal substitution. For instance, *These biscuits are stale. Get some fresh ones*, the example of substitution is shown by the word *ones* which is substituted for *biscuits*. After that, ellipsis is the omission of a word or part of a sentence. There are three kinds of ellipsis, namely nominal ellipsis, verbal ellipsis and clausal ellipsis. For example, *These biscuits are stale. Those are fresh.* The next type of cohesion is reference. Reference means the relation between discourse element and a previous or following element. There are three kinds of reference, namely personal reference, demonstrative reference and comparative reference. For example, *I see **John** is here. **He** hasn't changed a bit.* Then, the type of cohesion is conjunction, which it is the relationship

which indicates how the subsequent sentence or clause should be linked to the preceding or following sentence. It is divided into four types, namely addition, temporality and causality. For instance, *After the car had been repaired, we were able to continue our journey.* Then, the last type of cohesion is lexical cohesion which divided into two types. They are reiteration and collocation. Which reiteration occurs through the use of a word that is systematically linked to a previous one, for example, *young* and *old*. And collocation which deals with the relationship between words on the basis of the fact that often occurs in the same surroundings. Some examples are *sheep* and *wool*, *congress* and *politician* or *college* and *study*.

In addition, there are two main types of cohesion, namely grammatical cohesion and lexical cohesion. According to Halliday & Hasan (1976:311-312), there are two types of cohesive devices: they are grammatical cohesion and lexical cohesion. Grammatical cohesion is divided into some components, such as reference, substitutions, ellipsis and conjunction. Moreover, lexical cohesion is also divided into some components, such as reiteration and collocation.

c. Grammatical Cohesion

1) Definition of Grammatical Cohesion

Grammatical cohesion denotes the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Cohesive devices help text hang together or be cohesive, that means they contribute to what Halliday and Hasan (1976:23) terms of a text's unity of texture. The schematic structure of text, in turn provides a text with unity of texture. Texture results from the combination of semantics configuration of two kinds: those of register and those of cohesion.

2) Types of Grammatical Cohesion

Grammatical cohesion is divided into four types: reference, substitution, ellipsis and conjunction. Taboada (2004:160) admits that grammatical cohesion is the cohesion expressed through the grammatical system which is divided into the reference, substitution, ellipsis and conjunction types. In addition, Halliday & Hasan (1976:2) state that grammatical cohesive devices deal with cohesion between or among sentences because of grammatical factor. The grammatical factor could be about cohesive devices covering reference (expression which the meaning referring other words), ellipsis (omission of parts of sentences under the assumption which the context makes the meaning clear), substitution (replacement a word or a group of word with other words which have some meaning), conjunction (a word which connects a word or a phrase or a clause). But, in this research, the researcher will focus only on reference

d. Reference

1) Definition of Reference

Reference is indicated a word that refers to other words. According to Taboada (2004:160), reference is part of the system of determiners in the noun phrase. Then, Renkema (2004: 104) adds that reference concerns the relation between a discourse element and a preceding or following element. In addition, McCarthy (1991:35) claims that reference items in English include pronouns (e.g: he, she, it, him, they, etc.)

After that, Dodigovic (2005: 169) mentions that reference is a term used for the way in which certain words refer to other words used somewhere else in the text, and hence connect these ideas. Moreover, Thompson (2014:216) says 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). In the following sentences, 'it' refers to the same entity as 'their bedroom', whereas 'a' in 'a large bed' signals that this is something not mentioned so far. It means reference is one of grammatical cohesion that indicates something refers to something else whether in the text or outside the text.

Reference is the relation between meaning of the word and its environment. Salkie (1995:65) defines that reference is relation between the meaning of a word and its environment, where the environment can be the text or the real world. Also, this idea is supported by Halliday & Hasan (1976:311) who state that reference is relation between an element of the text and something else by reference to which it is interpreted in the given instance. It is divided into three parts. They are personal reference, demonstrative reference, and comparative reference. The following is a brief discussion on each type of references.

2) Types of Reference

a) Personal Reference

Halliday & Hasan (1976:37) define personal reference as reference by means of function in the speech situation, through the category of person. Personal reference 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.

Then, Taboada (2004:161) adds that personal reference includes personal pronouns (*I, you, he, she, we...;me, him, her, us...*), possessive determiners (*my, your, his, her, our...*) and possessive pronouns (*mine, yours, his, hers, ours...*). There are three classes of personal reference, namely personal pronouns, possessive adjectives (possessive determiners) and possessive pronouns. Table 1 shows three classes of personal references found in English.

Table 1. Personal reference in Halliday & Hasan (1976:38)

<i>Class</i>	Noun (pronoun)	Determiner	
<i>Person: speaker (only)</i>	I, me	Mine	My
Addressee(s), with/without other person(s)	You	Yours	Your
Speaker and other person(s)	We, us	Ours	Our
Other person, male	He, him	His	His
Other person, female	She, her	Hers	Her
Other person; objects	They, them	Theirs	Their
Object; passage of text	It	[its]	Its
Generalized person	One		one's

For example:

- i. *Mrs. Mary was absent yesterday. **She** attended a meeting in Jakarta.*

In the second sentence, the word *she* refers to *Mrs. Mary* in the previous sentence. The word *she* itself is called personal reference, since she follows its linguistic reference *Mrs. Mary*.

In other example giving by Renkema (2004:104):

- ii. *I see **John** is here. **He** hasn't changed a bit.*

From the sentence above, the word *He* refers to *John* in the previous sentence. The word *he* itself is called personal reference, since he follows its linguistic reference *John*.

Other example is from Thompson (2014:216):

- iii. *They came again into their **bedroom**. A large bed had been left in **it**.*

From the sentence above, the word *it* refers to *bedroom* in the previous sentence.

b) Demonstrative Reference

Demonstrative reference is the reference that used determiners. Taboada (2004: 161) mentions that 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. In addition, Clark & Buttrick (1983: 245) say that a demonstrative reference is a reference that requires an accompanying gesture for its complete interpretation. So, demonstrative reference uses modifier to complete its interpretation.

According to Halliday & Hasan (1976:37), they define demonstrative reference as reference by means of location, on a

scale of proximity. Demonstrative reference expressed through determiners and adverb. In the case of demonstrative, the word *this, these, that, those, here, the, now, and then* are used. That type of reference can represent a single word or phrase.

Table 2. Demonstrative reference Halliday & Hasan (1976:38)

Neutral	The		
Selective	near		near:
	far		far:
	Participant	Singular	<i>this</i> <i>that</i>
		Plural	<i>these</i> <i>those</i>
Circumstance	Place	<i>here</i> <i>there</i>	
	Time	<i>now</i> <i>then</i>	

Halliday & Hasan (1976:58) is giving the example as follow:

- i. “Pick **these** up!”
- ii. “How would you like a cruise in **that** yacht?”

In the first example, the word **these** implies proximity to the speaker. In the second example, the word **that** implies distance from the speaker, which may or may not involve proximity to the addressee – the meaning is ‘near you, or not near either of us, but at any rate not near me’.

In other example, Thompson (2014:217) giving example:

- iii. **He merely laughed and said that she was imagining things. This** typical male reaction resulted in a row.

In the example above, the word **this** refers back to a whole stretch of text. That is **He merely laughed and said that she was imagining things.**

- iv. *I used to work for **those** people.*

The example above is given by Clark & Buttrick (1983:245) which the word *those people* refers back to the outside of the text (the publishers of The New York Times Company).

c) Comparative Reference

Comparative reference is the reference that indicates similarity and identity. According to Taboada (2004: 161) describes that comparative reference establishes relations of identity of similarity with the use of adjectives and adverbs: *same, identical, better, more, less, etc.* After that, Thompson (2014:217) states that any comparison of course includes two things that are being compared; and any comparative attached to one entity or concept thus implies the existence of the other entity or concept. As with the other types of reference, the comparison can be with something in the outside world rather than in the text. Moreover, Salkie (1995: 68) explains that when two or more things are compared in a text, this can often contribute to cohesion. In other words, comparative reference has concept to compare two things whether it is inside the text itself or outside the text.

Halliday & Hasan (1976:76) state that comparative reference involves identity or similarity. The reference maybe anaphoric, or cataphoric or even exophoric depending on its referent point. English comparative reference grammatically functions as either a modifier or an adjunct and it consists of two classes: adjectives and adverbs. Table 3 gives Halliday and Hasan's system of comparative reference in English.

Table 3. Comparative reference (Halliday & Hasan 1976:39)

<i>Class</i>	Adjective	Adverb
<i>General comparison:</i>		
Identity	Same, identical, equal	Identically
General similarity	Similar, additional	Similarly, likewise, so, such
Difference (ie non-identity or similarity)	Other, different, else	Differently, otherwise
<i>Particular comparison:</i>	Better, more, etc [comparative adjectives and quantifier]	So, more, less, equally

The following example is from Halliday & Hasan (1976:78):

- i. *It's the **similar** cat **to** the one we saw yesterday.*
- ii. *It's **different** cat **from** the one we saw yesterday.*

The references of above sentence are *the one we saw yesterday*, and the comparatives *similar to* and *different from* were pointing forward to *it*.

Comparative reference is categorized into two groups including general comparison and particular comparison.

(1) General comparison

According to Halliday & Hasan (1976:77), general comparison is a comparison that is simply in terms of likeness and unlikeness, without respect to any particular property: two things may be the same, similar or different, and it is expressed by a certain class of adjectives and adverbs.

The kinds of general comparison are identity (same, equal, identical, identically), similarity (such, similar, so, similarly, likewise), and reference (other, different, else, differently, otherwise).

The examples given by Halliday & Hasan (1976:78) are as below:

- i. We have received exactly the **same** report as was submitted two months ago.*
- ii. There are **other** qualities than conviviality needed for his job.*

All the examples above consist of general comparison reference. In *i.* the word **same** means the report is like the report that was submitted two months ago. The word *same as* is identify general comparison. In *ii.* the word **other** is the comparative reference in a form of difference general comparison. It means there are additional qualities needed for this job.

(2) Particular Comparison

According to Halliday & Hasan (1976:80), particular comparison is a comparison that is in respect of quantity or quality which is also expressed by means

of adjectives or adverbs; not of a special class, but ordinary adjectives and adverbs in some comparative form.

Halliday & Hasan (1976:82) give the examples as below:

- i. There were twice as many people **there** as last time*
- ii. He's a **better** man than I am*

As in *i.* is the enumerative comparative reference. *It* refers to the people who were there last time. In *ii.* The word *better* is particular comparison which better is an epithet.

Based on the explanation above, it can be concluded that reference divided into some types as grammatical cohesion. They are personal reference, demonstrative reference and comparative reference (general comparison and particular comparison).

B. Review of the Related Studies

Based on the literature that researcher read, the researcher has found three researches that have relationships with this research. First relevant study is Nurhidayah, Jismulatif and Marzuki (2019). They conducted a research about “A Study on Reference as Cohesive Device in Essays Written by the Fourth Semester Students of the English Study Program Universitas Riau”. In the result of their study, they found that all types of reference as cohesive devices were used in the essays by the students with the total number of 954 devices. The most frequent reference cohesive devices used by the students was personal reference (53.3%) followed by demonstrative reference (45.8%) and comparative reference (0.9%). The similarity of both researches is both of the researches discussed about one specific type of cohesive devices that is reference. The differences between both of them are Nurhidayah, Jismulatif and Marzukis’ research discussed about reference written by the fourth semester students of the English Study Program Universitas Riau in their

essays, but this research discussed about types of reference applied by the fourth semester students of English Teaching Department of IAIN Batusangkar in their argumentative essays.

The second relevant study is Nuruladilah Mohamed (2015). She conducted a research entitled "Use of Conjunctions in Argumentative Essay by ESL Undergraduates". The results of this study were appropriate and inappropriate applications of conjunctions in the essay due to lack of exposure to different categories of conjunctions and difficulties to use other conjunctions that share similar meaning. The similarity of both researches is both researches discussed about one aspect of cohesive devices, and both of researches also used argumentative essay as document design. The differences between both of them are Nuradilah's research discussed about conjunction problems found in ESL undergraduate students of Universiti Teknologi Mara (UiTM) in their argumentative essays. While this research discussed about types of reference applied by the fourth semester students of English Teaching Department of IAIN Batusangkar in their argumentative essays.

The last relevant study is Yego Fernando (2016). He conducted a research entitled "An Analysis of Grammatical Cohesive Devices Found in The Students' Essays (A Study of Fifth Semester Students of English Teaching Department Students of STAIN Batusangkar in 2015/2016 Academic Year)". In the result of his study found that there were two types of grammatical cohesive devices that are dominantly used in student essays, namely Reference (68.51%) and Conjunction (31.49%). In the sub-category of reference it was found there were three types that used by students, namely personal reference (45.78%), demonstrative reference (19.47%) and comparative reference (3.25%). Whereas for the category of conjunction found four types that are often used by students, namely, additive conjunction (18.02%), adversative conjunction (5.20%), causal conjunction (3.70%) and temporal conjunction (4.38%). The similarity of both researches is the data of both of researches were English Teaching Department students in IAIN

Batusangkar. The differences between both of them are Yego's research discussed about grammatical cohesive devices used by fifth semester students in their essays, but this research discussed about one type of grammatical cohesion that is reference, especially types of reference applied by fourth semester students in their argumentative essays.

C. Conceptual Framework

In this study, the researcher provides the conceptual framework in order to make this research become more understandable. The conceptual framework can be seen in the figure below:

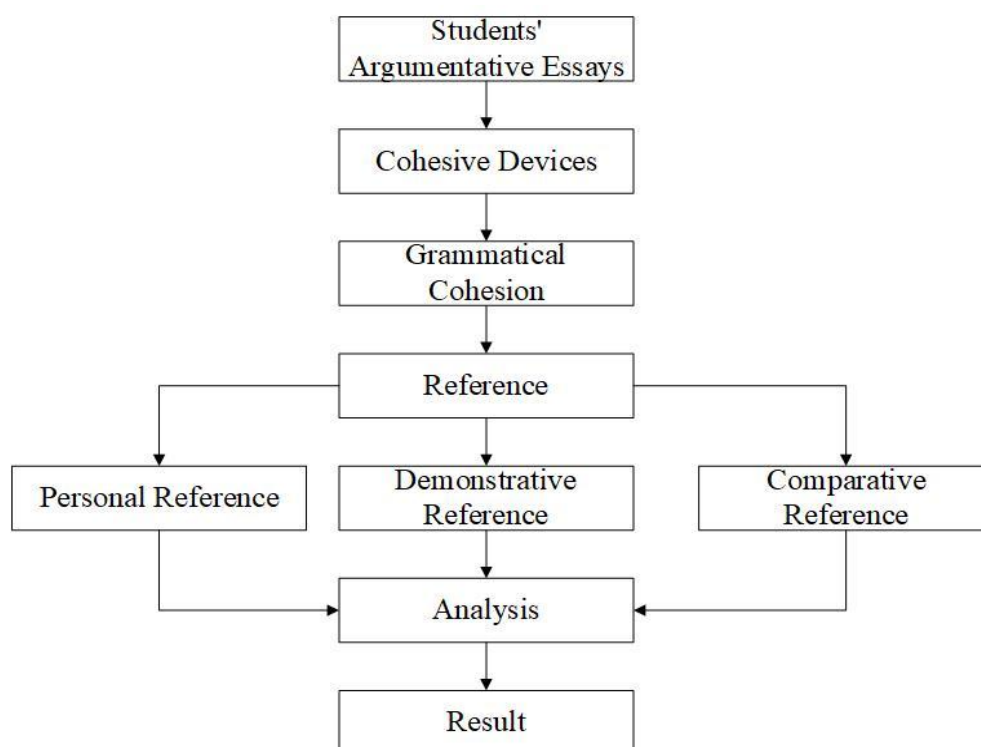


Figure 1. The Conceptual Framework

Based on the conceptual framework above, it is clear that the researcher did an analysis on students' argumentative essays in using cohesive devices. The researcher focused on analyzing grammatical cohesion as one of cohesive devices beside lexical cohesion. There are some types of

grammatical cohesion which one of them is reference. So, the researcher focused on analyzing reference applied by students in their argumentative essays. There are three types of reference analyzed by the researcher; personal reference, demonstrative reference and comparative reference. Then, the researcher analyzed all of them. At the end, the researcher knew the result.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive qualitative research by using content analysis. According to Gay (2000:11) descriptive research involves the collecting data to answer the question concerning the current status of the subject study. It means that descriptive research is to describe about the data.

Then, Chelimsky (1989:6) states that content analysis is a set of procedures for collecting and organizing information in standardized format that allows analysis to make inferences about the characteristics and meaning of written and other recorded material. So, in content analysis there will be some steps to analyze the information of informants' meaning in their written or in the recording.

Based on the theories above, the researcher concerned to find out the types of reference applied by students in their argumentative essays. This research determined and analyzed 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.

B. Data and Source of the Data

1. Data

The data of this research were all of the types of references in students' argumentative essays. They are personal reference, demonstrative reference and comparative reference. 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.

Table 4. Data of this research (IAIN Batusangkar 2020)

No	Class	Number of the Document
1.	TBI A	20 documents
2.	TBI B	13 documents
3.	TBI C	21 documents
Total		54 documents

2. Source of Data

In this research, the researcher did not conduct any test to collect the data. The sources of data of this research were documents. According to Sugiyono (2007:329) documents are the past experience in written form, pictures, video, or other creations of someone. The documents in this essay was the argumentative essay written by the students in Argumentative Writing classroom subject at the fourth semester students of English Teaching Department Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies IAIN Batusangkar in registered 2019/2020 academic year.

C. Technique of Data Collection

1. Research Instrument

The instrument of this research was the researcher herself. Then, the researcher also used supported instruments to analyze types of reference are found in students' documents. The supported instrument is the table categories contained types of reference and their coding. It was used for guiding the researcher to analyze types of reference are applied

by students in their argumentative essays that made by students in Argumentative Writing class.

2. Research Procedure

The researcher conducted the research by applying the following steps. They are pre-operation, whilst-operation, and post-operation.

a. Pre-Operation

- 1) Finding the problem in the field
- 2) Focusing on the problem that the researcher interested
- 3) Doing preliminary research
- 4) Collecting the sources and references related to the research.
- 5) Preparing and writing the research proposal

b. Whilst-Operation

- 1) Entering the field of the research
- 2) Asking permission to English Argumentative Writing lecturer to get the data from students' original essays in their mid-term test of Argumentative Writing class.
- 3) Collecting the students' essays of mid examination
- 4) Coding the essay

c. Post-Operation

- 1) Analyzing the essays
- 2) Categorizing reference found in students' argumentative essays based on the types of reference
- 3) Putting the raw data into the table
- 4) Doing analysis to find out what the data reflect
- 5) Drawing the conclusion after making written report of the data analysis.

D. Technique of Data Analysis

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, namely reduction of the data, data display, and conclusion or verification of the data. According to Miles & Huberman (1994: 10), there are three activities that needed in analyzing the qualitative data. They are:

1. Reduction of the data

The reduction of the data is occurring as long as collecting document happened. Its means when the data is collected, the phrase of the continuing of reduction is occurring; such as make conclusion, codification, investigate of theme, grouping, and made memorandum.

In the data reduction, the researcher did some steps. First, the researcher collected the data. Second, the researcher omitted students' name of the documents. Next, the researcher read the documents paragraph by paragraph repeatedly. Then, the researcher underlined the types of reference found in students' Argumentative Essays, and coding of data collection.

- a. Coding data: Document 1 (D1), Document 2 (D2), and so on
- b. Coding line: Line 1 (L1), Line 2 (L2), and so on
- c. Coding types of reference: Personal Reference (PR), Demonstrative Reference (DR) and Comparative Reference (CR).

D1/L1/PR, it should be read "in document one in line one is Personal Reference type".

After those steps, the next step is counting the frequency of Reference. To find the percentage of frequency in each types appearance (personal reference, demonstrative reference and comparative reference), the researcher used the formula by Rahmawati (2015:5).

The formulation is:

$$P = \frac{Fg}{Tf} \times 100\%$$

Note:

P: percentage of the frequency of each type of Reference

Fg: frequency of each type of Reference

Tf: total frequency of Reference

2. Data display

The second step of analysis data is data display. Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. In this step, the researcher used table of reference used in students' argumentative essay. By looking at table, it helped the researcher to analyze about how do the fourth semester students' using reference in their argumentative essay. Then, the researcher made a table that has clear information about the data that shows the variations which made by the students' in using reference in their argumentative essay.

3. Conclusion Drawing and Verification

After reducing and displaying the data, the researcher drew conclusion and verification of the data. The step is aimed to conclude reference found in students' argumentative essay. The conclusion was taken based on the data which has been reduced and displayed.

E. Data Triangulation

Triangulation is a technique to check the validity of data. Sugiyono (2010:275) defines that triangulation as data collection techniques that combine the various data collection techniques and data sources that already exist. Researchers do data collection by triangulation, then the researchers actually collect data which simultaneously tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. Moreover, according to Moleong (2001:

39), triangulation of data can be utilized by researcher him/herself or observed by other to recheck needed of trustworthiness of the data.

In this research, the researcher used peer reader as the data triangulation. It means the documentation in this research was analyzed by another author. The researcher and other author did analyze to check the trustworthiness of the data from documents. As the first way, the researcher analyzed the document of this research by the researcher herself. The second way, the documentation of this research was analyzed by other author, namely Syafni Yelvi Siska, M.Pd. The documentation evidence from the peer reader can be seen in Appendix 4.

CHAPTER IV

RESEARCH FINDING AND DICUSSION

A. Research Finding

1. Data Description

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.

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%). For complete information can be seen in the Appendix 5.

2. Data Analysis

Before analyzing the data, the researcher coded the data. D means Document and L means Line. Therefore, D1/L1 means the researcher analyzing document number one and line one of the text. Then, she identified the types of reference by circling them. Also, she gave code for the types of reference found in the document, such as PR for Personal Reference, DR for Demonstrative Reference and CR for Comparative Reference. After identifying those words, she classified them based on the type: Personal Reference, Demonstrative Reference and Comparative Reference. Those types are explained further by the researcher as follow:

a. The Use of Personal Reference

Personal reference is reference by means of function in the speech situation, through the category of person. Personal reference 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.

From the argumentative essays, researcher found the use of personal reference. There are twenty two examples of the use of personal reference in students' argumentative essays. They were *I*,

Me, My, You, Your, Yourself, We, Our, Us, Ourselves, He, His, Him, She, They, Their, Them, Themselves, It, Its, One. From fifty four documents that have been analyzed, personal reference *I* was found nine times used. The example of personal reference can be seen in D10/L41/PR and D12/L43/PR.

Table 5. The Identification of Personal Reference *I*

No	Code	Identification of Reference	Analysis
1	D10/L41/PR	... <i>I</i> think it still not efficient way to ...	The word <i>I</i> refers to <i>the writer of the text</i>
2	D12/L43/PR	... that <i>I</i> 've mention before and stay safe.	The word <i>I</i> refers to <i>the writer of the text</i>

From the both examples above, the personal reference *I* refers to the writer of the text. Since the referring word for personal reference *I* cannot be found by looking forward or backward of the text, thus looking outside the text is preferable. The personal pronoun *I* is referred to outside of the text (exophoric) to *the writer of the text*.

Then, personal reference *Me* was found four times used. The example of personal reference can be seen in D10/L14/PR and D54/L11/PR.

Table 6. The Identification of Personal Reference *Me*

No	Code	Identification of Reference	Analysis
1	D10/L14/PR	... instruct <i>me</i> to turn off the audio. So, in my opinion this zoom application is ...	The word <i>me</i> refers to <i>the writer of the text</i>
2	D54/L11/PR	For <i>me</i> google classroom is ...	The word <i>me</i> refers to <i>the writer of the text</i>

In this case, the examples explained that the personal reference *Me* refers to the writer of the text. The students used personal reference *Me* to tell the reader that personal reference *Me* is referred to outside of the text (exophoric) to *the writer of the text*.

Third, personal reference *my* was found five times used. The example of personal reference can be seen in D3/L13/PR and D47/L33/PR.

Table 7. The Identification of Personal Reference *My*

No	Code	Identification of Reference	Analysis
1	D3/L13/PR	... (based on <i>my classromate</i> , Irma Safithri . M)	The word <i>my classromate</i> refers to <i>the writer's classmate</i>
2	D47/L33/PR	So in <i>my</i> opinion provide ...	The word <i>my</i> refers to the writer of the text

Based on the both of examples above, it explains that the students used personal reference to refer the word *my* to the writer of the text. Since the referring word for personal reference *my* cannot be found by looking forward or backward of the text, so we can look it in outside of the text (exophoric). In the first example, the word *my classromate* refers to *the writer's classromate*. While in the second example, the word *my opinion* refers to *the writer's opinion*.

Fourth, personal reference *you* was found 120 times used. The example of personal reference can be seen in D1/L26/PR and D4/L2/PR.

Table 8. The Identification of Personal Reference *You*

No	Code	Identification of Reference	Analysis
1	D1/L26/PR	As stated in the article "tirto.id", Dinda Silviana	The word <i>you</i> refers to the reader of Dinda

		Dewi (2020) by using this application <i>you</i> don't need to worry about the images and audio produced.	Silvina Dewi's statement in Tirto.id article
2	D4/L2/PR	Have <i>you</i> ever imagined lectures completely online and only through the application, do <i>you</i> like it or not?	The words <i>you</i> refer to the reader of the text

From the examples above, personal reference *you* used by students to tell the reader to whom the word *you* referred to. In the first example, the words *you* refer to the reader of Dinda Silvina Dewi's statement in Tirto.id article. And in the second example, the words *you* refer to the reader of the text. Personal reference *you* cannot be found by looking forward or backward in the text because personal reference *you* here referred to the outside of the text.

Fifth, personal reference *your* was found 34 times used. The example of personal reference can be seen in D12/L12/PR and D20/L35/PR.

Table 9. The Identification of Personal Reference *Your*

No	Code	Identification of Reference	Analysis
1	D12/L12/PR	... it would risk <i>your</i> privacy, ...	The word <i>your</i> refers to the reader of the text
2	D20/L35/PR	... it doesn't take much <i>your</i> internet quota, so it will save <i>your</i> money.	The word <i>your</i> refers to the reader of the text

Based on the examples above, personal reference *your* refers to the reader of the text. In personal reference *your* we cannot find it in the text because it is exophoric (referred to the outside of the text).

Sixth, personal reference *yourself* was found once applied by students in the text. The example of personal reference can be seen in D31/L28/PR.

Table 10. The Identification of Personal Reference *Yourself*

No	Code	Identification of Reference	Analysis
1	D31/L28/PR	But one of the additional features the most is that you can mute and unmute <i>yourself</i> using the spacebar!	The word <i>yourself</i> refers to the reader of the text

From the example above, personal reference *yourself* refers to the reader of the text. In personal reference *yourself* we cannot find it by looking forward or backward in the text because it is referred to the outside of the text (exophoric).

Seventh, personal reference *we* was found 117 times used by students in the text. The example of personal reference can be seen in D32/L16-L18/PR and D33/L50/PR.

Table 11. The Identification of Personal Reference *We*

No	Code	Identification of Reference	Analysis
1	D32/L16-L18/PR	If <i>we</i> are using Google Classroom, <i>we</i> cannot simply share the ongoing class activities. Because Google Classroom does not provide a share button as <i>we</i> normally ...	The words <i>we</i> refer to <i>the writer and the reader of the text</i>
2	D33/L50/PR	As <i>students</i> , <i>we</i> hope that COVID-19 ends quickly so that <i>we</i> can carry out ...	The words <i>we</i> refer to <i>students</i>

Based on the both examples above, personal reference *we* in the first example refers to *the writer and the reader of the text*. We cannot find it in the text because it is referred to the outside of the

text (exophoric). After that, personal reference *we* in the second example refers back (anaphoric) to *students* which is stated in the previous sentence.

Eighth, personal reference *our* was found 25 times used. The example of personal reference can be seen in D36/L27/PR and D41/L2-L3/PR.

Table 12. The Identification of Personal Reference *Our*

No	Code	Identification of Reference	Analysis
1	D36/L27/PR	... because it can steal <i>our</i> data, and ...	The word <i>our</i> refers to the writer and the reader of the text
2	D41/L2-L3/PR	Can you imagine the situation of <i>our</i> country right now? We are feared by a virus that interferes with all <i>our</i> activities namely Covid-19. We are forbidden to ...	The words <i>our</i> refer to the writer and the reader of the text

From the both examples above, personal reference *our* used by students to tell the reader about *something which owned by the writer and the reader of the text*. Personal reference *our* refers to the outside of the text (exophoric).

Ninth, personal reference *us* was found 16 times used by students in the text. The example of personal reference can be seen in D10/L31/PR and D10/L37/PR.

Table 13. The Identification of Personal Reference *Us*

No	Code	Identification of Reference	Analysis
1	D10/L31/PR	... because it bridges <i>us</i> to still conduct <i>our</i> teaching and learning process from home.	The words <i>us</i> and <i>our</i> refer to the writer and the reader of the text
2	D10/L37/PR	... Zoom will be better	The word <i>us</i> refers to

		possible choice for <i>us</i> to ...	the writer and the reader of the text
--	--	--------------------------------------	---------------------------------------

Based on the both examples above, personal reference *us* used by students to tell the reader that *us* refers to outside of the text (exophoric), that is personal reference *us* in those sentences refer to the writer and the reader of the text.

Tenth, personal reference *ourselves* was found once in the text. The example of personal reference can be seen in D12/L41/PR.

Table 14. The Identification of Personal Reference *Ourselves*

No	Code	Identification of Reference	Analysis
1	D12/L41/PR	... that's why we need to defend <i>ourselves</i> from those bad things so it wouldn't happen to us in the next days ...	The word <i>ourselves</i> refers to the writer and the reader of the text

From the example above, personal reference *ourselves* used by students to refer it to something mentioned outside of the text (exophoric reference). In the example, The word *ourselves* refers to the writer and the reader of the text.

Eleventh, personal reference *he* was found 23 times in the text. The example of personal reference can be seen in D21/L17/PR and D28/L26/PR.

Table 15. The Identification of Personal Reference *He*

No	Code	Identification of Reference	Analysis
1	D21/L17/PR	... that allows <i>the lecturer</i> to see what <i>he</i> has written written and convey it, already seen by his students.	The word <i>he</i> refers <i>the lecturer</i>
2	D28/L26/PR	... for <i>students whose</i>	The word <i>he</i> refers

		<i>economics are middle to lower</i> , of course it will be a burden for him because <i>he</i> does not have money to buy ...	to <i>students whose economics are middle to lower</i>
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From the examples above, personal reference *he* used by students to refer back to a noun mentioned earlier in the text (anaphoric reference). In the first example, the word *he* refers back to *the lecturer*. While in the second example, the personal reference *he* refers to *students whose economics are middle to lower*. But, the use of personal reference *he* in the second example is inappropriate. Because personal reference *he* should refer to a singular noun, like *student*. But in that example, the student referred the personal reference *he* to *students whose economics are middle to lower* which the word *students* is plural noun.

Twelfth, personal reference *his* was found 14 times used. The example of personal reference can be seen in D28/L34/PR and D29L34/PR.

Table 16. The Identification of Personal Reference *His*

No	Code	Identification of Reference	Analysis
1	D28/L34/PR	... some <i>students</i> who follow the online lecture process, ... such as whatsapp application that is used for chatting with <i>his</i> friends ...	The word <i>his</i> refers to <i>students</i>
2	D29L34/PR	... makes <i>students</i> turn to do other things on <i>his</i> cell phone.	The word <i>his</i> refers to <i>students</i>

Based on the examples above, personal reference *his* refers back (anaphoric) to something mentioned earlier in the text. In the

both example, the words *his* refer back to *students* which stated in the previous sentence.

Thirteenth, personal reference *him* was found six times used. The example of personal reference can be seen in D8/L31/PR and D12/L33/PR.

Table 17. The Identification of Personal Reference *Him*

No	Code	Identification of Reference	Analysis
1	D8/L31/PR	according to <i>Teresa</i> , FKKMK UGM student class of 2017, according to <i>him</i> because ...	The word <i>him</i> refers to <i>Teresa</i>
2	D12/L33/PR	<i>The hacker</i> could capture the password "hash" and decrypt it, giving <i>him</i> access to ...	The word <i>him</i> refers to <i>The hacker</i>

From on the examples above, personal reference *him* refers back (anaphoric) to something mentioned earlier in the text. In the first example, the word *him* refers back to *Teresa* which mentioned in the previous sentence. While, in the second example, the word *him* refers back to *the hacker* which also mentioned in the previous sentence.

Fourteenth, personal reference *she* was found three times used by students in the text. The example of personal reference can be seen in D41/L17/PR and D53/L26/PR.

Table 18. The Identification of Personal Reference *She*

No	Code	Identification of Reference	Analysis
1	D41/L17/PR	<i>The lecture</i> also easy to taught the students because <i>she</i> can ...	The word <i>she</i> refers to <i>The lecture</i>
2	D53/L26/PR	And <i>Aisyah</i> , ... signal that is not always smooth" <i>she</i> said.	The word <i>she</i> refers to <i>Aisyah</i>

Based on the examples above, personal reference *she* refers back (anaphoric) to something mentioned earlier in the text. In the first example, the word *she* refers back to *the lecture*. While, in the second example, the word *she* refers back to *Aisyah*. The personal reference of *she* in the both examples refer back to person who mentioned in the previous sentences.

Fifteenth, personal reference *they* were found 180 times applied by students in the text. The example of personal reference can be seen in D46/L4/PR and D46/L39-L40/PR.

Table 19. The Identification of Personal Reference *They*

No	Code	Identification of Reference	Analysis
1	D46/L4/PR	Most of <i>college students</i> said <i>they</i> lazy to go to the Campus and bored when study at the classroom, and then many students complain about their bad result.	The word <i>they</i> refers to <i>college students</i>
2	D46/L39-L40/PR	Some <i>people</i> argue that ... <i>They</i> claim that, if using WhatsApp, <i>they</i> can learn whenever and wherever.	The words <i>they</i> refer to <i>people</i>

From the examples above, personal reference *they* used by students to refer back (anaphoric) personal reference *they* to something mentioned earlier in the text. In the first example, the word *they* refers back to *college students*. Then, in the second example, the words *they* refer back to *people*.

Sixteenth, personal reference *their* were found 125 times applied by students in the text. The example of personal reference can be seen in D16/L35/PR and D20/L19/PR.

Table 20. The Identification of Personal Reference *Their*

No	Code	Identification of Reference	Analysis
1	D16/L35/PR	... many <i>students</i> also have signal interference in <i>their</i> homes, ...	The word <i>their</i> refers to <i>students</i>
2	D20/L19/PR	The <i>lecturers</i> can share the material and give comments or suggestion to <i>their</i> students as usual in the Whatsap Group.	The word <i>their</i> refers to <i>lecturers</i>

From the examples above, personal reference *their* used by students to refer back (anaphoric) personal reference *their* to something mentioned before. In the first example, the word *their* refers back to *students*. Then, in the second example, the word *their* refer back to *lecturers*.

Seventeenth, personal reference *them* were found 48 times applied by students in the text. The example of personal reference can be seen in D1/L11/PR and D2/L35/PR.

Table 21. The Identification of Personal Reference *Them*

No	Code	Identification of Reference	Analysis
1	D1/L11/PR	Many <i>students</i> complain that online learning makes <i>them</i> not understand ...	The word <i>them</i> refers to <i>students</i>
2	D2/L35/PR	Compared to <i>other application</i> which serve video call facility, most of <i>them</i> are not allows ...	The word <i>them</i> refers to <i>other application</i>

Based on the examples above, personal reference *them* used by students to refer back (anaphoric) personal reference *them* to something mentioned previously. In the first example, the word *them* refers back to *students*. Then, in the second example, the word *them* refer back to *other applications*.

Eighteenth, personal reference *themselves* were found 8 times applied by students in the text. The example of personal reference can be seen in D6/L13/PR and D16/L3/PR.

Table 22. The Identification of Personal Reference *Themselves*

No	Code	Identification of Reference	Analysis
1	D6/L13/PR	... lecturer only share a material and ask the <i>students</i> to read it by <i>themselves</i> , ...	The word <i>themselves</i> refers <i>students</i>
2	D16/L3/PR	... application from Google that allows <i>users</i> to make group video calls. Under conditions of having to quarantine <i>themselves</i> Zoom cloud meeting is ...	The word <i>themselves</i> refers to <i>users</i>

From the both examples above, personal reference *themselves* used by students to refer back (anaphoric) personal reference *themselves* to something mentioned previously in the sentence. In the first example, the word *themselves* refers back to *students*. Then, in the second example, the word *themselves* refer back to *users*.

Nineteenth, the greatest number of personal reference applied by students in the text is *it*. Personal reference *it* were found 336 times used by students in their argumentative essays. The example of personal reference can be seen in D35/L29/PR and D40/L8/PR.

Table 23. The Identification of Personal Reference *It*

No	Code	Identification of Reference	Analysis
1	D35/L29/PR	... the use of <i>Zoom Cloud</i> is not effective for educators or students because <i>it</i> is not ...	The word <i>it</i> refers to <i>Zoom Cloud</i>
2	D40/L8/PR	The existence of <i>whatsApp group</i> features has made <i>it</i> easier ...	The word <i>it</i> refers to <i>whatsApp group</i>

From the both examples above, personal reference *it* used by students to refer back (anaphoric) personal reference *it* to something mentioned previously in the sentence. In the first example, the word *it* refers back to *Zoom Cloud*. While, in the second example, the word *it* refer back to *whatsApp group*.

Twentieth, the personal reference which applied by students in the text is *its*. Personal reference *its* were found 23 times used by students in their argumentative essays. The example of personal reference can be seen in D49/L18/PR and D51L7/PR.

Table 24. The Identification of Personal Reference *Its*

No	Code	Identification of Reference	Analysis
1	D49/L18/PR	... but the negative impact of <i>zoom cloud meetings</i> for <i>its</i> users is easily hacked.	The word <i>its</i> refers to <i>zoom cloud meetings</i>
2	D51L7/PR	One of them is <i>Google Classroom</i> , e-mail facilities with <i>its</i> own domain, ...	The word <i>its</i> refers to <i>Google Products</i>

Based on the examples above, the personal reference *its* used by students to refer back (anaphoric) *its* to something mentioned before in the text. In the first example, the word *its* refers back to *zoom cloud meetings*. Then, in the second example, personal reference *its* refers back to *Google Products*.

Last, personal reference *one* were found 13 times used by students in their argumentative essays. The example of personal reference can be seen in D2/L10/PR and D7L10/PR.

Table 25. The Identification of Personal Reference *One*

No	Code	Identification of Reference	Analysis
1	D2/L10/PR	... it has many excess or <i>advantages</i> compared to ... And the last <i>one</i> , it has voice call, ...	The word <i>one</i> refers to <i>advantages</i>

2	D7L10/PR	There are three <i>problems which is faced by the students and teachers</i> such as: message flooding, use inappropriate language and strain of eye. ... The first <i>one</i> is ...	The word <i>one</i> refers to <i>problems faced by the students and teachers in using WhatsApp Group</i>
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From the examples above, personal reference *one* used by students to refer back (anaphoric) personal reference *one* to something mentioned earlier in the text. In the first example, the word *one* refers back to *advantages*. Then, in the second example, the word *one* refers back to *problems faced by the students and teachers in using WhatsApp Group*.

b. The Use of Demonstrative Reference

Demonstrative reference is reference which is expressed through determiners and adverb to point to other items in the text. In the case of demonstrative, the word *This, These, That, Those, Here, There, Now, Then*, are used in the text. That type of reference can represent a single word or phrase.

From fifty four documents of argumentative essays, researcher found that demonstrative reference *this* were found 297 times used by students in their argumentative essays. The example of demonstrative reference can be seen in D8/L20/DR and D9/L16/DR.

Table 26. The Identification of Demonstrative Reference *This*

No	Code	Identification of Reference	Analysis
1	D8/L20/DR	Based on Thanos et. al (1999) <i>The level of student comfort can affect transmission and storage in the brain. This</i> means that students ...	The word <i>this</i> refers to the previous sentence.

2	D9/L16/DR	<i>This wasteful quota</i> is due to the meeting process ...	The word <i>this</i> points to <i>wasteful quota</i>
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From the examples above, demonstrative reference *this* in the first example is anaphoric reference since the referring item is found by looking backward. So, demonstrative reference *this* in the first example refers back to *the level of student comfort can affect transmission and storage in the brain* which is stated in the preceding sentence. After that, demonstrative reference *this* in the second example is used to points to the referring item in the sentence. So, demonstrative reference *this* in the second example points to *wasteful quota*.

After that, demonstrative reference *these* were found 18 times applied by students in their argumentative essays. The example of demonstrative reference can be seen in D12//L7/DR and D5/L3/DR.

Table 27. The Identification of Demonstrative Reference *These*

No	Code	Identification of Reference	Analysis
1	D12//L7/DR	... other learning online apps <i>these days</i> in order to ...	The word <i>these</i> points to <i>days</i>
2	D5/L3/DR	... you don't need to worry about <i>these situations</i> ...	The word <i>these</i> points to <i>situations</i>

Based on the examples above, demonstrative reference *these* in the first example is used to points to the referring item which is near in the sentence. So, demonstrative reference *these* points to *days*. Then, demonstrative reference *these* in the second example is used to point it to *situations*. Since we can see the referring item in the previous sentence (anaphoric).

Third, demonstrative reference *that* were found 300 times used by students in their argumentative essays. The example of demonstrative reference can be seen in D5/L5/DR and D29/L21/DR.

Table 28. The Identification of Demonstrative Reference *That*

No	Code	Identification of Reference	Analysis
1	D5/L5/DR	Google Classroom is a <i>free web service</i> , developed by Google for schools, <i>that</i> aims to simplify creating ...	The word <i>that</i> refers to <i>free web service</i>
2	D29/L21/DR	But <i>that way</i> the use of the whatsapp group application ...	The word <i>that</i> points to <i>way</i>

From examples above, demonstrative reference *that* in the first example is used to refer to the referring item which the stated before. So, demonstrative reference *that* in that sentence refers back to *Using Google classroom* which we can see the referring item in the previous sentence (anaphoric). While, demonstrative reference *that* in the second example is used to point it to *way* which the distance is far.

Fourth, demonstrative reference *those* were found nine times used by students in their argumentative essays. The example of demonstrative reference can be seen in D10/L21/DR and D1/L31/DR.

Table 29. The Identification of Demonstrative Reference *Those*

No	Code	Identification of Reference	Analysis
1	D10/L21/DR	... it still has a gap for the misuse of <i>those who are not responsible</i> .	The word <i>those</i> points to <i>who are not responsible</i> .
2	D1/L31/DR	There are <i>some people</i> who think ... For <i>those</i> who have difficulty in buying ...	The word <i>those</i> refers to <i>some people</i>

Based on the examples above, demonstrative reference *those* in the first example is used to points to the referring item which is far in the sentence. So, demonstrative reference *those* points to *who are not responsible*. Then, demonstrative reference *those* in the second example is used to refers it to *some people*. Since we can see the referring item in the previous sentence (anaphoric).

Fifth, demonstrative reference *here* were found nine times used by students in their argumentative essays. The example of demonstrative reference can be seen in D17/L29/DR and D1/L20/DR.

Table 30. The Identification of Demonstrative Reference Here

No	Code	Identification of Reference	Analysis
1	D17/L29/DR	So, in <i>here</i> the students didn't use the paper ...	The word <i>here</i> refers to <i>Google Classroom</i>
2	D1/L20/DR	Based on the article in " <i>Belerumah.Com</i> ", Rahmat Wahyudi (2019) said we can see the percentage. <i>Here</i> he explains the percentage that is broadcast in class, ...	The word <i>here</i> refers to the article <i>Belerumah.com</i>

Based on the examples above, demonstrative reference *here* used to refer to the near place/location of something mentioned before (anaphoric). In the first example, demonstrative reference *here* refers back to *Google Classroom* which has been stated previously in the sentence. Then, demonstrative reference *here* in the second example refers back to the article of *Belerumah.com*.

Sixth, demonstrative reference *there* were found 140 times applied by students in their argumentative essays. The example of demonstrative reference can be seen in D15/L6/DR and D17/L4/DR.

Table 31. The Identification of Demonstrative Reference *There*

No	Code	Identification of Reference	Analysis
1	D15/L6/DR	<i>Zoom</i> the application can help students to use it, because in <i>there</i> have many benefit.	The word <i>there</i> refers to <i>Zoom</i>
2	D17/L4/DR	<i>Google classroom</i> the application can help students to use it, because in <i>there</i> have many benefit.	The word <i>there</i> refers to <i>Google classroom</i>

From the examples above, demonstrative reference *there* used to refer something to the far place/location which stated in previous sentence (anaphoric). In the first example, demonstrative reference *there* refers back to *Zoom* which has been stated previously in the sentence. Then, demonstrative reference *there* in the second example refers back to *Google classroom*.

Last, demonstrative reference *now* were found 21 times used in the argumentative essays. The example of demonstrative reference can be seen in D17/L3/DR and D18/L4/DR.

Table 32. The Identification of Demonstrative Reference *Now*

No	Code	Identification of Reference	Analysis
1	D17/L3/DR	Google classroom a media is popular <i>now</i> ...	The word <i>now</i> refers to the time when the situation happen
2	D18/L4/DR	In situation <i>now</i> pandemic COVID 19 ...	The word <i>now</i> refers to the time when the situation happen

Based on the examples above, demonstrative reference *now* used to refer something to the time when the situation happen which cannot be found in the text, or the referring item is in outside of the

text (exophoric). In the both examples, demonstrative reference *now* refer back to the time when the situation happen.

c. The Use of Comparative Reference

Comparative reference refers a type of reference that is used as a means of similarity or identity. In the text usually we describe the two things different, and we compare between them. Compare the similarity or differences between them.

From fifty four documents of argumentative essays which have been analyzed, researcher found that comparative reference *same* was found eight times used. The example of comparative reference can be seen in D29L18/CR and D2/L38/CR.

Table 33. The Identification of Comparative Reference *Same*

No	Code	Identification of Reference	Analysis
1	D29L18/CR	... we don't understand on the internet at the <i>same time</i> .	The word <i>same</i> shows the similarity of <i>time</i>
2	D2/L38/CR	... Zoom is give facilities to do that at the <i>same time</i> .	The word <i>same</i> shows the similarity of <i>time</i>

From the both examples above, comparative reference *same* in the first example shows the similarity of *time*, that is *same time*. Then, in the second example comparative reference *same* shows the similarity of *time*, that is *same time*.

After that, comparative reference *similar* were found three times applied by students in their argumentative essays. The example of comparative reference can be seen in D12/L38/CR and D13/L11/CR.

Table 34. The Identification of Comparative Reference *Similar*

No	Code	Identification of Reference	Analysis
1	D12/L38/CR	... and any kinds of that <i>similar apps</i> .	The word <i>similar</i> shows the similarity of <i>apps</i>
2	D13/L11/CR	actually there are many <i>similar applications</i> ...	The word <i>similar</i> shows the similarity of <i>applications</i>

Based on the both examples above, comparative reference *similar* in the first example shows the similarity of *apps*, that is *similar apps*. Then, in the second example comparative reference *similar* shows the similarity of *applications*, that is *similar applications*.

Third, comparative reference *other* were found 88 times applied by students in their argumentative essays. The example of comparative reference can be seen in D2/L8/CR and D3/L27/CR.

Table 35. The Identification of Comparative Reference *Other*

No	Code	Identification of Reference	Analysis
1	D2/L8/CR	... it has many excess or advantages compared to <i>other application</i> which are the same.	The word <i>other</i> shows the differences of <i>application</i>
2	D3/L27/CR	... potentially gain access to internal files and <i>other sensitive information</i> .	The word <i>other</i> shows the differences of <i>sensitive information</i>

Based the examples above, comparative reference *other* is the comparative reference in a form of difference general comparison. In the first example, comparative reference *other* shows the differences

of *application*. Then, in the second example, comparative reference *other* shows the differences of *sensitive information*.

Fourth, comparative reference *different* were found twice used by students in their argumentative essays. The example of comparative reference can be seen in D13/L9/CR and D43/L52/CR.

Table 36. The Identification of Comparative Reference *Different*

No	Code	Identification of Reference	Analysis
1	D13/L9/CR	... even though using <i>different devices</i> .	The word <i>different</i> shows the differences of <i>devices</i>
2	D43/L52/CR	... with files from <i>different categories</i> .	The word <i>different</i> shows the differences of <i>categories</i>

From the example above, comparative reference *different* is used to compare the differences of item in the text. In the first example, comparative reference *different* shows the differences of *devices*. While, comparative reference *different* in the second example shows the differences of *categories*.

Fifth, comparative reference *else* were found four times used by students in their argumentative essays. The example of comparative reference can be seen in D29/L13/CR and D37/L39/CR.

Table 37. The Identification of Comparative Reference *Else*

No	Code	Identification of Reference	Analysis
1	D29/L13/CR	... changing by doing <i>something else</i> .	The word <i>else</i> shows the differences of <i>something</i>
2	D37/L39/CR	... through <i>someone else's</i> smartphone.	The word <i>else</i> shows the differences of

			<i>someone</i>
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Based on the examples above, comparative reference *else* is used to compare the differences of item in the text. In the first example, comparative reference *else* shows the difference of *something*. While, comparative reference *else* in the second example shows the difference of *someone*.

Sixth, comparative reference *better* were found 25 times applied by students in their argumentative essays. The example of comparative reference can be seen in D31/L27/CR and D10/L27/CR.

Table 38. The Identification of Comparative Reference *Better*

No	Code	Identification of Reference	Analysis
1	D31/L27/CR	... video quality is just <i>better</i> and more stable.	The word <i>better</i> shows the adjective comparison of <i>good</i>
2	D10/L27/CR	... will connect <i>better</i> with good connection ...	The word <i>better</i> shows the adjective comparison of <i>good</i>

From the examples above, comparative reference *better* is used as particular comparison of an adjective. In the first example, comparative reference *better* is an adjective comparison of *good*. It compared the feel in the text. Then, comparative reference *better* in the second example shows the adjective comparison of *good*. It compared the connection in the text.

Seventh, comparative reference *more* were found 78 times used by students in their argumentative essays. The example of comparative reference can be seen in D12/L8/CR and D17/L20/CR.

Table 39. The Identification of Comparative Reference *More*

No	Code	Identification of Reference	Analysis
1	D12/L8/CR	... will be <i>more effective</i> or not?	The word <i>more</i> shows the adjective comparison of <i>effective</i>
2	D17/L20/CR	Google classroom can teach the students <i>more discipline</i> because ...	The word <i>more</i> shows the adjective comparison of <i>discipline</i>

Based on the examples above, comparative reference *more* is used as particular comparison of an adjective. In the first example, comparative reference *more effective* is an adjective comparison of *effective*. It compared the level of effective in the text. Then, comparative reference *more discipline* in the second example shows the adjective comparison of *discipline*. It compared the level of discipline in using Google Classroom.

Eighth, comparative reference *most* were found 11 times used by students in their argumentative essays. The example of comparative reference can be seen in D51/L26/CR and D13/L14/CR.

Table 40. The Identification of Comparative Reference *Most*

No	Code	Identification of Reference	Analysis
1	D51/L26/CR	... one of the <i>most important</i> benefits of using ...	The word <i>most important</i> shows the superlative comparison of <i>important</i>
2	D13/L14/CR	... zoom application was perched as the <i>most popular</i> free application ...	The word <i>most popular</i> shows the superlative adjective of <i>popular</i>

Based on the examples above, comparative reference *most* is used as particular comparison of an adjective. In the first example, comparative reference *most important* shows the superlative comparison about the influence object using whatsapp group among the other objects. Then, comparative reference *most popular* in the second example shows the superlative adjective of *popular*. It compared the level of *popular* of zoom application.

Ninth, comparative reference *so* were found five times used by students in their argumentative essays. The example of comparative reference can be seen in D13/L21/CR and D27/L27/CR.

Table 41. The Identification of Comparative Reference *So*

No	Code	Identification of Reference	Analysis
1	D13/L21/CR	This feature is <i>so popular</i> ...	The word <i>so popular</i> shows the particular comparison of <i>popular</i>
2	D27/L27/CR	... we don't feel <i>so satisfied</i> in ...	The word <i>so satisfied</i> shows the particular comparison of <i>satisfied</i>

From the both examples above, comparative reference *so* is used as particular comparison of an adjective. In the first example, comparative reference *so popular* shows the level of popularity of the feature. Then, comparative reference *so satisfied* in the second example shows the level of satisfied feeling.

Tenth, comparative reference *less* were found 36 times used by students in their argumentative essays. The example of comparative reference can be seen in D28/L10/CR and D29/L24/CR.

Table 42. The Identification of Comparative Reference *Less*

No	Code	Identification of Reference	Analysis
1	D28/L10/CR	... the learning process is considered <i>less effective</i> .	The word <i>less effective</i> shows the particular comparison of <i>effective</i>
2	D29/L24/CR	Second, <i>less focus</i> on learning material.	The word <i>less focus</i> shows the particular comparison of <i>focus</i>

Based on the both examples above, comparative reference *less* is used as particular comparison of an adverb. In the first example, comparative reference *less effective* shows the particular comparison of *effective*. It shows the less level of the effectiveness in learning process. Then, comparative reference *less focus* in the second example shows the particular comparison of *focus* which shows the less level of focus on learning material.

Eleventh, comparative reference *easier* were found 23 times applied by students in their argumentative essays. The example of comparative reference can be seen in D33/L43/CR and D37/L29/CR.

Table 43. The Identification of Comparative Reference *Easier*

No	Code	Identification of Reference	Analysis
1	D33/L43/CR	... other media that is more effective and <i>easier</i> .	The word <i>easier</i> shows the adjective comparison of <i>easy</i>
2	D37/L29/CR	... make it <i>easier</i> for class discussion forums.	The word <i>easier</i> shows the adjective comparison of <i>easy</i>

From the both examples above, comparative reference *easier* is used as particular comparison of an adjective. In the first example, comparative reference *easier* is an adjective comparison of *easy*. It

compared the up level of easy of the other media. While, comparative reference *easier* in the second example shows the adjective comparison of *easy* which compared the up level of *easy* for class discussion forums.

Twelfth, comparative reference *faster* were found four times used by students in their argumentative essays. The example of comparative reference can be seen in D39/L18/CR and D52/L16/CR.

Table 44. The Identification of Comparative Reference *Faster*

No	Code	Identification of Reference	Analysis
1	D39/L18/CR	The <i>faster</i> or strong the participants' signal ...	The word <i>faster</i> shows the adjective comparison of <i>fast</i>
2	D52/L16/CR	... the child can capture <i>faster</i> and there is a reverse interaction.	The word <i>faster</i> shows the adjective comparison of <i>fast</i>

From the both examples above, comparative reference *faster* is used as particular comparison of an adjective. In the first example, comparative reference *faster* is an adjective comparison of *fast*. It compared the up level of *fast* of participants' signal. While, comparative reference *faster* in the second example shows the adjective comparison of *fast* which compared the up level of fast capturing by the child.

Thirteenth, comparative reference *higher* were found once in students' argumentative essays. The example of comparative reference can be seen in D2/L32/CR.

Table 45. The Identification of Comparative Reference *Higher*

No	Code	Identification of Reference	Analysis
1	D2/L32/CR	... Possibilities & Potential in <i>Higher Education</i> .	The word <i>Higher Education</i> shows the adjective comparison of <i>High Education</i>

From the example above, comparative reference *higher* is used as particular comparison of an adjective. In the example above, comparative reference *higher* is an adjective comparison of *high* which compared the up level of High Education, that is Higher Education.

Fourteenth, comparative reference *safer* were found once in students' argumentative essays. The example of comparative reference can be seen in D3/L22/CR.

Table 46. The Identification of Comparative Reference *Safer*

No	Code	Identification of Reference	Analysis
1	D3/L22/CR	... so that the user's security is <i>safer</i> .	The word <i>safer</i> shows the adjective comparison of <i>safe</i>

From the example above, comparative reference *safer* is used as particular comparison of an adjective. In the example above, comparative reference *safer* is an adjective comparison of *safe* which compared the up level of the user's security.

Fifteenth, comparative reference *further* were found three times in students' argumentative essays. The example of comparative reference can be seen in D4/L39/CR and D9/L13/CR.

Table 47. The Identification of Comparative Reference *Further*

No	Code	Identification of Reference	Analysis
1	D4/L39/CR	... google classroom will <i>further</i> facilitate the online learning process	The word <i>further</i> shows adjective comparison of <i>far</i>
2	D9/L13/CR	If explored <i>further</i> , the zoom application ...	The word <i>further</i> shows the adjective comparison of <i>far</i>

Based on the both examples above, comparative reference *further* is used as particular comparison of an adjective. In the first example, comparative reference *further* is an adjective comparison of *far* which compared the up level of facilitate the online learning process. While in the second example, comparative reference *further* is an adjective comparison of *far* which the up level of exploration of the zoom application.

Sixteenth, comparative reference *bigger* were found once in students' argumentative essays. The example of comparative reference can be seen in D7/L14/CR.

Table 48. The Identification of Comparative Reference *Bigger*

No	Code	Identification of Reference	Analysis
1	D7/L14/CR	... groups that are <i>bigger</i> than 15 students.	The word <i>bigger</i> shows the adjective comparison of <i>big</i>

From the example above, comparative reference *bigger* is used as particular comparison of an adjective. In the example, comparative reference *bigger* is an adjective comparison of *big* which compared the up level of capacity of groups.

Seventeenth, comparative reference *smaller* were found once in students' argumentative essays. The example of comparative reference can be seen in D10/L45/CR.

Table 49. The Identification of Comparative Reference *Smaller*

No	Code	Identification of Reference	Analysis
1	D10/L45/CR	... in one Zoom Class for <i>smaller</i> number of student, ...	The word <i>smaller</i> shows the adjective comparison of <i>small</i>

Based on the example above, comparative reference *smaller* is used as particular comparison of an adjective. In the example, comparative reference *smaller* is an adjective comparison of *small* which compared the up level of number of student.

Eighteenth, comparative reference *cheaper* were found three times in students' argumentative essays. The example of comparative reference can be seen in D10/L46/CR and D26/L18/CR.

Table 50. The Identification of Comparative Reference *Cheaper*

No	Code	Identification of Reference	Analysis
1	D10/L46/CR	... and the students are provided with <i>cheaper</i> internet connection ...	The word <i>cheaper</i> shows the adjective reference of <i>cheap</i>
2	D26/L18/CR	It's <i>cheaper</i> than other similar applications.	The word <i>cheaper</i> shows the adjective comparison of <i>cheap</i>

Based on the example above, comparative reference *cheaper* is used as particular comparison of an adjective. In the first example, comparative reference *cheaper* is an adjective comparison of *cheap* which compared the up level of cheap internet connection. Then, in the second example, comparative reference *cheaper* compared the up level of cheap application.

Nineteenth, comparative reference *longer* were found four times in students' argumentative essays. The example of comparative reference can be seen in D38/L17/CR and D51/L18/CR.

Table 51. The Identification of Comparative Reference *Longer*

No	Code	Identification of Reference	Analysis
1	D38/L17/CR	... can making <i>longer</i> and less effective learning.	The word <i>longer</i> shows the adjective comparison of <i>long</i>
2	D51/L18/CR	... Learners no <i>longer</i> have to download ...	The word <i>longer</i> shows the adjective comparison of <i>long</i>

From the examples above, comparative reference *longer* is used as particular comparison of an adjective. In the first example, comparative reference *longer* is an adjective comparison of *long* which compared the up level of the time for learning. Then, in the second example, comparative reference *longer* compared the up level of the time for downloading.

Twentieth, comparative reference *neater* were found seven times in students' argumentative essays. The example of comparative reference can be seen in D18/L20/CR and D32/L30/CR.

Table 52. The Identification of Comparative Reference *Neater*

No	Code	Identification of Reference	Analysis
1	D18/L20/CR	... whatsapp group the delivery of lecture material becomes <i>neater</i> , ...	The word <i>neater</i> shows the adjective comparison of <i>neat</i>
2	D32/L30/CR	... In terms of class management is <i>neater</i> ...	The word <i>neater</i> shows the adjective comparison of <i>neat</i>

Based on the examples above, comparative reference *neater* is used as particular comparison of an adjective. In the first example, comparative reference *neater* is an adjective comparison of *neat* which compared the up level of lecture material. Then, in the second example, comparative reference *longer* compared the up level of the terms of class management.

Twenty-first, comparative reference *worse* were found twice in students' argumentative essays. The example of comparative reference can be seen in D19/L17/CR and D48/L16/CR.

Table 53. The Identification of Comparative Reference *Worse*

No	Code	Identification of Reference	Analysis
1	D19/L17/CR	Even <i>worse</i> when collecting ...	The word <i>worse</i> shows the adjective comparison of <i>bad</i>
2	D48/L16/CR	Even <i>worse</i> when collecting important ...	The word <i>worse</i> shows the adjective comparison of <i>bad</i>

From the examples above, comparative reference *worse* is used as particular comparison of an adjective. In the first example, comparative reference *worse* is an adjective comparison of *bad* which compared the up level of something bad. Also, in the second example, comparative reference *worse* compared the up level of something bad.

Twenty-second, comparative reference *simpler* were found three times in students' argumentative essays. The example of comparative reference can be seen in D25/L45/CR and D54/L18/CR.

Table 54. The Identification of Comparative Reference *Simpler*

No	Code	Identification of Reference	Analysis
1	D25/L45/CR	... especially as a learning media that is <i>simpler</i> ...	The word <i>simpler</i> shows the adjective comparison of <i>simple</i>
2	D54/L18/CR	Google Classroom is <i>simpler</i> and easier to use, ...	The word <i>simpler</i> shows the adjective comparison of <i>simple</i>

Based on the examples above, comparative reference *simpler* is used as particular comparison of an adjective. In the first example, comparative reference *simpler* is an adjective comparison of *simple*

which compared the up level of learning media. While, in the second example, comparative reference *simpler* compared the up level of the use of Google Classroom.

Twenty-third, comparative reference *lower* were found once in students' argumentative essays. The example of comparative reference can be seen in D28/L25/CR.

Table 55. The Identification of Comparative Reference *Lower*

No	Code	Identification of Reference	Analysis
1	D28/L25/CR	... for students whose economics are middle to <i>lower</i> , ...	The word <i>lower</i> shows the adjective comparison of <i>low</i>

Based on the example above, comparative reference *lower* is used as particular comparison of an adjective. In the example, comparative reference *lower* is an adjective comparison of *low* which compared the up level of students' low economics.

Twenty-fourth, comparative reference *nicer* were found once in students' argumentative essays. The example of comparative reference can be seen in D31/L28/CR.

Table 56. The Identification of Comparative Reference *Nicer*

No	Code	Identification of Reference	Analysis
1	D31/L28/CR	... is that you can mute and unmute yourself using the spacebar! It's so much <i>nicer</i> than having to use your mouse to click each time.	The word <i>nicer</i> shows the adjective comparison of <i>nice</i>

From on the example above, comparative reference *nicer* is used as particular comparison of an adjective. In the example,

comparative reference *nicer* is an adjective comparison of *nice* which compared the up level of feeling of using the spacebar.

Twenty-fifth, comparative reference *best* were found seven times in students' argumentative essays. The example of comparative reference can be seen in D46/L46/CR and D51/L3/CR.

Table 57. The Identification of Comparative Reference *Best*

No	Code	Identification of Reference	Analysis
1	D46/L46/CR	... you're at your productive <i>best</i> ."	The word <i>best</i> shows the superlative comparison of <i>good</i>
2	D51/L3/CR	... will provide the <i>best experience</i> for ...	The word <i>best</i> shows the superlative comparison of <i>experience</i>

Based on the both examples above, comparative reference *best* is used as particular comparison of superlative adjective. In the first example, comparative reference *best* is superlative comparison of *good* which compared the up level of productive. Then, in the second example, comparative reference *best* is superlative comparison of *good* which compared the up level of experience.

Twenty-sixth, comparative reference *biggest* were found three times in students' argumentative essays. The example of comparative reference can be seen in D6/L14/CR and D12/L39/CR.

Table 58. The Identification of Comparative Reference *Biggest*

No	Code	Identification of Reference	Analysis
1	D6/L14/CR	According to Diganta (2020) the <i>biggest</i> problem in ...	The word <i>biggest</i> shows the superlative comparison of <i>big</i>
2	D12/L39/CR	... even the <i>biggest</i> or the most installed ...	The word <i>biggest</i> shows the superlative

			comparison of <i>big</i>
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From the examples above, comparative reference *biggest* is used as particular comparison of superlative adjective. In the first example, comparative reference *biggest* is superlative comparison of *big* which compared the up level of problem. Then, in the second example, comparative reference *biggest* is superlative comparison of *big* which compared the up level of installed.

Twenty-seventh, comparative reference *highest* were found twice in students' argumentative essays. The example of comparative reference can be seen in D16/L22/CR and D22/L19/CR.

Table 59. The Identification of Comparative Reference *Highest*

No	Code	Identification of Reference	Analysis
1	D16/L22/CR	... with the <i>highest</i> poverty in the world.	The word <i>highest</i> shows the superlative comparison of <i>high</i>
2	D22/L19/CR	... is written in the <i>highest</i> order ...	The word <i>highest</i> shows the superlative comparison of <i>high</i>

Based on the examples above, comparative reference *highest* is used as particular comparison of superlative adjective. In the first example, comparative reference *highest* is superlative comparison of *high* which compared the up level of poverty in the world. Then, in the second example, comparative reference *highest* is superlative comparison of *high* which compared the up level of order.

The last, comparative reference *easiest* were found twice in students' argumentative essays. The example of comparative reference can be seen in D26/L37/CR and D20/L31/CR.

Table 60. The Identification of Comparative Reference *Easiest*

No	Code	Identification of Reference	Analysis
1	D26/L37/CR	... Whatsapp is the <i>easiest</i> application ...	The word <i>easiest</i> shows the superlative comparison of <i>easy</i>
2	D20/L31/CR	... WhatsApp group is the <i>easiest</i> application ...	The word <i>easiest</i> shows the superlative comparison of <i>easy</i>

From the examples above, comparative reference *easiest* is used as particular comparison of superlative adjective. In the first example, comparative reference *easiest* is superlative comparison of *easy* which compared the up level of Whatsapp application. Also, in the second example, comparative reference *easiest* is superlative comparison of *easy* which compared the up level of Whatsapp application.

B. Discussion

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, by the use of 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 were 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, Your, 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. *The* is categorized as endophoric 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 grounda no matter what the situation. It may arise because the referent is the whole class or the individual considered as a representataive 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 researches 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 Warno 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, based on research finding and data analysis, the researcher found that:

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%.
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%.

B. Suggestion

The conclusion permits a number of suggestions as stated below:

1. Students

From the result of this research, 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.

2. Lecturers

From the result of the research, this research can be used as reinforcement for lecturers in teaching. For example, in teaching personal reference material.

3. Further Researcher

Related to this case, it is expected that the further researchers can do other research, for example the students' ability in applying reference in Argumentative Essay.

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