

Persuasive Verbs Used In English Undergraduate Argumentative Essay Writing

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Abstract-The researcher was interested in knowing what kinds of persuasive verbs were used by English undergraduates in their argumentative essay writing. The writers of argumentative essay should consider what kinds of persuasive verbs that they use in writing argumentative essay. This study was corpus based study which studied the persuasive verbs that English undergraduates at Muhammadiyah Mataram used in their argumentative essay writing. The objects of the study were English undergraduate argumentative essays. In collecting the data, the researchers distributed a paper containing a problem and asked them to respond in an argumentative essay. To analyze the data, the researchers equipped themselves using AntConc that provides wordlist and concordance. The results showed that the persuasive verbs used by English undergraduates in their argumentative essays were more on neutral verbs rather than evaluative verbs so that the argumentations given by the English undergraduates in their essays seemed not strong enough to endorse their points of view. With the finding, the English undergraduates are suggested to use evaluative verbs rather than neutral verbs to help them attach to the issue that they are concerning about.

Keywords: Persuasive Verb, Argumentative Essay, Neutral Verb, Evaluative Verb, Antconc

1. INTRODUCTION

Writing is systematic ways to implement the idea into text. Thus, writing is an integral part of science at every stage; it is about mapping ideas, communicating with collaborators, drafting application, synthesizing insight, and sharing science beyond academic (Grogan, 2021). One type of writing is argumentative writing. It is an attracting pattern to facilitate students with critical thinking (Yamin et al., 2022). Students will explore and expose themselves with thinking ideas. In writing argumentative essay students need persuasive verb. It is part of vocabulary. It is one of writing components in writing. It is the most important part of studying English. Students at university keep learning vocabulary moreover with technology assistance now days. It is a repository of words in language, affecting both fundamental and extra components, and becoming a tool for social interaction and interpersonal skills (Aquriza & Susanto, 2023).

The importance of vocabulary in language learning and communication cannot be overstated. Vocabulary is the foundation of language and plays a crucial role in the development of reading, speaking, listening, and writing. It is essential for expressing ideas, understanding others, and achieving academic and professional success. Vocabulary has a positive significant effect on writing skill, with reading skill moderated the relation (Ratnaningsih & Clara, 2021). Writing will be more academic and interesting for readers to read. So, it is a key requirement for successful language learning and writing, and significant correlations were found between lexical proficiency and the frequency of types of lexical problem experienced (Alharthi, 2020). English students should be aware with this competence in English writing because vocabulary improves communication skill in oral and written including speaking, reading, listening, and writing. For writing, it is a distinguish for academic people when they write.

A strong vocabulary is fundamental for language acquisition and proficiency. The way vocabulary is presented and practiced in educational materials as well as the use of effective learning resources can significantly benefit student's outcome in learning English. Therefore this paper attempts to analyze the students vocabulary concerned on persuasive verb in their argumentative essay at advance level through corpus software (antconc). Deliberately this paper attaches the definition of writing, argumentative, vocabulary, corpus and its software. Furthermore, the writers elaborate those aspects in current teaching situation to develop teacher and students proficiency level for concerning on writing expository.

2. METHOD

This study is corpus based study. It studied the number of persuasive verbs occurred in English undergraduate argumentative essay writing. Since this study is corpus based, the researchers have equipped themselves with

AntConc software. Using its feature of *AntConc* can ease the researchers to study the persuasive verbs used by English undergraduates in their argumentative essay writing.

Moreover, the objects of the study were argumentative essays written by English undergraduates at Muhammadiyah Mataram. The researchers distributed a paper containing a question and asked English undergraduate to write an argumentative essay whether they agree or disagree with online learning in Indonesia. Considering that this study was corpus based study, it involved quantitative and qualitative analysis.

First, this study quantitatively was to count on the number of persuasive verbs occupied in English undergraduate argumentative essays. In this step, the researchers converted argumentative essay writing from (text file) into (txt file). After that, the researcher imported the file into *AntConc* and started classifying the persuasive verbs in English undergraduate argumentative essays whether they were neutral or evaluative verb.

In qualitative analysis, this study explained how English undergraduates used persuasive verbs in their argumentative essay writing. Also, the researchers discussed why some of the persuasive verbs belonged to neutral and evaluative.

3. RESULT

In this part, the researchers analyzed which persuasive verbs in English undergraduate Argumentative essays belonged to neutral and evaluative. There were one hundred one persuasive verbs used by English undergraduates in their argumentative essays. In detail, ninety nine persuasive verbs were neutral verbs and two were evaluative verbs from 2,628 words in corpus of English undergraduate argumentative essay writing.

Neutral Verb					
Have	Know	Follow	Do	Say	Measure
Use	Expect	Mean	Go	Graduate	Pass
Prepare	Become	Apply	Tend	Vary	Lead
Held	Master	Build	Ask	Attend	Determine
Agree	Achieve	Contain	Call	Cheat	Control
Need	Trigger	Ease	Count	Depend	Execute
Compare	Complete	Feel	Watch	Equip	Encourage
Determine	Disagree	Grow	Force	Generalize	Succeed
Expect	Facilitate	Know	Happen	Help	Avoid
Get	Give	Mention	Learn	Look	Argue
Influence	Keep	Smarten	Motivate	Misunderstand	Reach
Make	Loose	Try	Take	Tell	Evaluate
Remember	Fulfil	State	Understand	View	Convince
Think	Meet	Evaluate	Improve	Increase	Conduct
Want	Set	Raise	Administer	Fail	Break
Burden	Eliminate	Emphasize	Guarantee	Ignore	Isolate
Neglect	Pursue	Revise			

Evaluative Verb	
Show	Establish

From the finding, the researchers found English undergraduates used more neutral verb rather than evaluative verb. It was not because English undergraduates did not understand neutral and evaluative verbs. Many of them came with different evidences and reasons, some of them agreed and some of them disagreed with online learning. However, although they have conveyed their attitude towards national exam, they still did not present strong argumentation towards the issue. Majority agreed with online learning held by government and the rest decided not to held online learning. Since this study was aimed to investigate the number of persuasive verbs in English undergraduate argumentative essay, the researchers concerned with investigating why neutral verbs were more frequent than evaluative verbs. In the finding, the researchers found two evaluative verbs appeared in this study namely “show”, and “establish”. In the following the researchers tried to explain those evaluative verbs in corpus of English undergraduate argumentative essay using concordance feature in *AntConc*.

1st sentence:

*In order that, exam yield can **show** us story of authority to matter this learned during their lesson in their school.*

2nd sentence:

*There is a certain percentage in deciding whether students graduate or not. This is what the government now **establishes**.*

The researchers found two evaluative verbs “show” and “establish” that emerged in corpus of English undergraduate argumentative essay. Later, the researchers figured out why only two evaluative verbs lied in that corpus. They understood from 1st and 2nd example of evaluative verb that the writers tried to talk about data (*exam yield*), although the writer did not have a clear count on it. In the second example, the writer also tried to speak about the data even though he did not provide it as well in percentage. Lastly, the researchers found the most significant reason why the number of neutral verbs were bigger than evaluative verb in the corpus. The answer was because the majority came with their previous knowledge not previous studies.

4. CONCLUSIONS

In conclusion, the number of neutral verbs appeared more frequent than evaluative verbs because the writers did not collect data towards that issue. However, they only gave rhetorical analysis from their prior knowledge. Also, from the finding it suggests writers of argumentative writing to consider evaluative verb rather than neutral verb because of its characteristics, more convincing.

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