



The Type Argument in Essays of Student Stage Formal Operation

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ABSTRACT

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Argument of course no could free of the thought process. Thought that process as something gradual development from think intellectual concrete to abstract sequentially through four period. Study this aim for describe type argument in essay argument student Step formal operations. This study was conducted using a descriptive qualitative approach. Collected data in the form of essay argument student Step formal operations in SMP, SMA, and SMK. Source of this data obtained from Duty student write the arguments that have been given by their teacher. In accordance with research data, instruments used in the form of data card. Research data analysis this using analytical model contents communication Holsti. Based on results analysis type argument in essay argument student Step this formal operation could concluded that type argument stance, argument proof and argument conclusion used by varied by students Step formal operations. Based on analysis that has been done, founded 5 types argument used by student Step formal operations in essay argument.

Keyword: Argumentation, Student step formal operation, Type argument

INTRODUCTION

Reasoning is an activity of abstract thinking. For make it happen required symbol. Symbol or badge used in reasoning shaped language, so form reasoning will in the form of argument. Connection Among thought with language is connection two direction, i.e. language affect thoughts and so are thoughts affect language. Connection Among language with thought involve many factor and intertwined very complicated (Fenigan and Besniar, 1993:99).

Widyamartaya and Sudiati (2004:6) explain that review discuss, that is express opinion with reasons and considerations to something things, problems, and events that are still becomes problem. Writer determine right and wrong in that essay. The review's type this could called review argumentative. Review argumentative almost whole revolves around opinions, ideas, or views. Of course just the facts no ignored because everything in the end should could back to facts and experience life everyday. Plus again opinion Wiyanto (2004:67) the term argument derived from the verb to argue (Ing), which means prove or convey reason.

Nurhadi (2008: 193) states that discourse argument addressed for influence readers to accept ideas or the statement put forward writer, ok on base consideration logic nor emotions. Based on notions the could concluded that write argument is pouring opinion in the form of written media that is accompanied by with evidence and facts so that looks principle its logic. essay argument could analyzed from various angle, that is characteristics, forms, patterns, and elements builder reasoning argumentation.

Basically, arguments is embodiment from discourse. Discourse own connection among shape speech and coherence meaning. On the other side of the discourse in Case this argumentation is also adjusted with condition context discourse and environment social (Darwati and Wahyudi, 2017:96). Argument is important thing because two reason, that is argument is an effort look for know which view is more good from others and arguments spelled out as method somebody explain and defend something ideas (Weston, 2007:2-3). Related with Case, Keraf (1981:3) also states that argument is the most fundamental basis in knowledge knowledge. Through argument somebody could show the statements (theories) put forward with referring to facts or the evidence shown. More further, Keraf (1981:4) also argues that base a writing argument is think critical and logical.

Argument of course no could free of the thought process. thought process man as something gradual development from think intellectual concrete to abstract sequentially through four period. Order period the permanent for everyone, however age or chronologically on each person who enters every period think more tall different depend on each individual. Jean Piaget was the first to use philosophy constructivist in the learning process teach. Piaget (in Bell, 1981), argues that thought process man is something gradual development from think intellectual concrete to abstract sequentially through four step development, that is step sensory motor, pre-operational stage, stage operation concrete, and stage formal operations.

Junior. Senior, and vocational high school students including student in step formal operations. All three own level development the All three levels of cognitive development are the same, assuming they are in the phase of thinking abstractly. nated from experience and knowledge them. Junior high school students are at the level below SMA and SMK. Both high school and vocational high school students exist at the same level with development the same cognitive however, in learning at school they accept habituation learn different. This thing Becomes interesting when high school and vocational students with level development cognitive same but got accompaniment development different reasoning. High school students say opinion with supplies owned theory. Temporary Vocational High School students reveal opinion in accordance with experience they are in the field. This differences of course effect on level the reasoning they do.

Learning in junior, senior, and vocational high school students are facilitated for put forward the argument through learning language. In learning Indonesian, they directed for could write argument in competence write essay argumentation. In their competence, they could convey an opinion with accompanying reasons and concrete evidence.

Here reasoning in essay argument student step formal operations become very important. Besides for knowing reasoning student in essay the arguments he wrote, analysis this is also expected could help teachers understand level cognition students, so could made reference in election teaching materials for enhancement competence students.

Study about type argument has many performed by practitioners field education as well as students with various type methods, techniques, and theory used. Although no new thing, in study this Writer try study something different with

research previously that is reasoning essay argument student Step formal operations. Relevant libraries with study this including research Syaifudin and Santi (2011), Acar and Bruce (2012), Berland and David (2012), Brinkerhoff (2012), Demircioglu and Sedat (2012), Jazeri (2012), Kadayifcia, et al . (2012), Ridhani (2013), Pickles , et al . (2015), Narimo , et al . (2015), Ardianto (2015), and Acar and Bruce (2016).

In the research Pickles, et al. (2015) investigate is a science teacher level second Upgrade Skills argument them and their interactions change in Skills argument with knowledge conceptual they During argue based on inquiry guided. The research entitled “Prospective Secondary Science Teachers' Argumentation Skills and the Interaction of These Skills with Their Conceptual Knowledge” shows that science teacher candidate level second part big own mutual argument contradictory. Implication for teacher education and science education discussed in accordance with results this.

Narimo, et al. (2015) also do study about argument with title “Propositions and Arguments In Middle School Student Class Discussion”. Study this aim for describe and explain propositions and arguments in discussion class junior high school students. Narimo, et al. state that propositions and arguments in discussion class junior high school students. Proposition in discussion class middle school students in the form of proposition affirmation or the negation expressed by a student or more. Argument in discussion class middle school students in the form of argument built student by collaborative.

Study next conducted by Acar and Bruce (2016) entitled "Examination of Learning Equity among Prospective Science Teachers Who are Concrete, Formal and Postformal Reasoners after an Argumentation-Based Inquiry Course". Study this own two purpose research. First, they researching profit reasoning scientific concrete, formal, and postformal science teacher candidates who are in a argumentation. Second, they look for conceptual knowledge and achievement gap Among groups student this before and after instructions . Reported results for 114 science teacher candidates show that thinker scientific more tall compared formal and postformal thinkers. Besides that postformal thinkers outperform formal thinker and thinker concrete on the subscale knowledge conceptual situational before and after instructions. Postformal and formal thinkers print more tall from thinker concrete good at performance start and steps achievement end.

Based on that exposure, can concluded that study about type argument already no foreign again for scientists. Research results show type argument student could grow and develop depending on conditioning environment study. This

research aim for describe type argument in essay argument student Step formal operations.

METHODOLOGY

Study this done with use two approach, that is approach theoretical and approach methodological. Approach theoretical use regarding with theory about type arguments and students Step formal operations. Approach methodologies used that is approach descriptive qualitative. Approach this used for describe type argument based on essay argument student Step formal operations.

Writer center study reasoning argument it's on analysis type argument. Collected data in the form of essay argument student Step formal operations in SMP, SMA, and SMK. Collected data through Step selection based on connection between phenomena that become focus research. Research data sources this in the form of essay argument students. Source of this data obtained from Duty student write the arguments that have been given by their teacher. Data in study this in the form of fragment essay presumed argument contain component type argument.

In accordance with research data, instruments used in the form of data card. Data showing type argument student recorded and identified in shape data card. Method data collection in study this is method see. As for technique used is technique watch free get involved proficient (SBLC), engineering documentation, and techniques note.

inside testing data validity, research this use internal validity (*credibility*) on aspects of Mark truth , in its application reviewed from validity external (*transferability*), and reliability (*dependability*) on aspects consistency, as well objectivity (*confirmability*) on aspects naturalist (Sugiyono, 2014). On research this, level validity more emphasized on the data obtained. Look Case the so result data trust study could said own influence significant to success a research.

Research data analysis this using analytical model contents communication Holsti (1969). As for procedure analysis use the plot of Miles and *iRecall Journal: Vol2., No.1 (2024)*

Huberman (1984). Analysis contents communication directed for explain characteristics contents in the form of reasoning argument student in essay argumentation. Procedure deep data analysis study this consist on four plot activity what happened by at the same time, i.e data collection, data reduction, data presentation, and withdrawal conclusion (Miles and Huberman 1984: 23).

RESULTS AND DISCUSSION

Type argument in essay argument covers three arguments, namely (1) establishment, (2) proof, and (3) conclusion. Argument establishment includes both factual and interpretive types of arguments. Temporary that, argument proof covers type argument proof based on observation object and type argument based on knowledge general. As for argument conclusion covers type argument conclusion deductive and type argument conclusion inductive.

Based on data analysis, five types of arguments were identified in the essay argument student Step formal operations. Fifth type argument the among others, (1) type argument establishment interpretive based on knowledge general with conclusion deductive, (2) type argument establishment factual based on observation object with conclusion deductive, (3) type argument establishment interpretive based on knowledge general with conclusion inductive, (4) type argument establishment interpretive based on observation object with conclusion deductive, and (5) type argument establishment factual based on observation object with conclusion inductive. Fifth type argument the used by varied by students Step formal operations at the junior high, high school, and vocational school levels. For more in detail, the following served table results analysis type argument in essay argument student Step formal operations.

Table 6.1 Type Argument in essay argument Student Stage Formal Operation

No.	Type Argument	Total Data	Data Source
1	Argument establishment interpretive based on knowledge with conclusion deductive	17	Middle School, High School, SMK
2	Argument establishment factual based on observation object with conclusion deductive	11	Middle School, High School, Vocational High School

3	Argument establishment interpretive based on knowledge general with conclusion inductive	1	junior high school
4	Argument establishment interpretive based on observation object with conclusion deductive	10	Middle School, High School, Vocational High School
5	Argument establishment factual based on observation object with conclusion inductive	1	senior High School

Based on the table, we can determine the most common arguments used by students. We can then perform formal operations, such as establishing interpretive arguments based on general knowledge and reaching deductive conclusions. Domination type this done by three student Step formal operations at junior high school level, eight student high school level, and six student high school level. In develop argument, they depend on interpretation they in accordance with the knowledge they have. Type this more stand out in students Step formal operations at the high school level. Temporary that, type argument establishment factual based on observation object with conclusion deductive and type argument establishment interpretive based on observation object with conclusion deductive own enough intensity balanced. As for two other structures are lacking so stand out because each only worn one time. Following this, each type of argument in an essay is analyzed using formal operations.

Type Argument Establishment Interpretive Based on Knowledge General with Conclusion Deductive

Type argument establishment interpretive be marked with statements interpreted factual from concrete data. In type this, concrete data the obtained from knowledge common owned author. Proof based on knowledge general done through proof for support a arguments so that the ideas conveyed could accepted by the readers. As for conclusion in type this done by deductive. Conclusion deductive, in conclusion no will more general than the premises. Conclusion deductive based on the propositions that become premises something inference for support a argument in order to accepted by the readers.

Type argument establishment interpretive based on knowledge general with conclusion deductive this used by 17 students Step formal operations. Type argument this used by 3 junior high school students, 8 high school students, and 6 vocational students. Following this analysis type argument that.

Praktik suap bukanlah hal asing bagi Indonesia. Banyak masalah yang diakibatkan karena suap. Selain merugikan negara, suap juga mencoreng nama baik hukum di negara tersebut. Dalam setiap pemilihan umum seperti Pilkada sering terjadi politik uang untuk memilih secara paksa pasangan calon tersebut. Dengan suap politik tentu akan ada kerugian bagi negara tersebut.

[Data 01a]

Analyzed data show type argument establishment interpretive based on knowledge general with conclusion deductive. This data there is in data sources written by students Step formal operations at the junior high school level. Establishment interpretive submitted Writer based on knowledge generally. Based on knowledge general writer, practice bribe not Case foreign for Indonesia. Knowledge that then interpreted writer and produce understanding new about practice bribe that alone. Submission establishment interpretive based existence old information, that is practice bribe not Case foreign for Indonesia. Based on That old information, author interpret that many the problem caused because bribe. Besides detrimental to the state, bribes also tarnish name good law in that country. In every election, generals like Pilkada frequently use political money to choose a couple of candidates. With bribe political of course will there is loss for that country.

Conclusion demonstrated deductive based on the propositions that become premises something inference for support a argument in order to accepted by the readers. Conclusion proposed that is practice bribe not Case foreign for Indonesia. The evidence shows that many problems were caused by bribery. Besides detrimental to the state, bribes also tarnish name good law in that country. In every election general as Pilkada often occur political money for choose by force couple candidate that. With bribe political of course will there is loss for that country. With thus essay the resulting argument Writer containing conclusion deductive with method submit conclusion by general from results think logical with convey various Proof empirical to object for support a argument in order to accepted by the readers.

With thus could concluded that type argument establishment interpretive based on knowledge general with conclusion deductive more many used by

students Step formal operations. Presented analysis is representative of 17 data using type this. Use type this dominated by students high school level. They convey argument with interpretation of the concrete data they prove it based on knowledge general. Besides that, student more choose convey conclusion by deductive. As for student SMK level is also enough interested for use type this. However, no thus with junior high school students. Type argument establishment interpretive based on knowledge general with conclusion deductive of course more in accordance with development student Step formal operations at the SMA and SMK levels. Students at the SMA and SMK levels have more knowledge and experience many than student junior high school level. Besides that, they are also more many interact with other people in their environment. This thing emphasized by Vygotsky (in Subyantoro , 2014: 77) that every student reach development potential through interaction social with adults or with friend his age. Students at level this own enough knowledge and experience that can they Use in interpret things around them.

Type Argument Establishment factual Based on Observation Object with Conclusion Deductive

Type argument establishment factual be marked with statements factual from concrete data. Statement factual this concluded of the dominant concrete data. In type this, concrete data the obtained from observation object. Proof based on results observation object done by someone through activity hear, see, touch, smell, or feel it. As for conclusion in type this done by deductive. Conclusion deductive, in conclusion no will more general than the premises. Conclusion deductive based on the propositions that become premises something inference for support a argument in order to accepted by the readers.

Type argument establishment factual based on observation object with conclusion deductive this used by 11 students Step formal operations, with details of 6 students Middle school level, 3 students high school level, and 2 students high school level. Following this analysis type argument that.

Suap menyuap merupakan usaha menggunakan suap untuk memperoleh atau mempertahankan bisnis, menerima perlindungan, atau memperoleh keuntungan yang tidak sah dari pihak lain. Kebanyakan suap menyuap dilakukan pada saat ada kegiatan Pemilu atau Pilkada. Hal ini dikarenakan pasangan calon ingin

dipilih menjadi pasangan terpilih di Pilkada. Dan mereka melakukan hal yang tidak adil yaitu dengan cara menyuap warga dengan uang agar memilih calon pasangan itu.

[Data 03a]

Data 03a shows type argument establishment factual based on observation object with conclusion deductive. From result observations, author conclude bribe bribe done for get advantages that are not legitimate from party another. Establishment factual submitted Writer based on results observation when see the election process that took place in the area. Submission establishment factual based existence old information, that is bribe bribe is effort use bribe for get or maintain business, receive protection, or get advantages that are not legitimate from party another. Based on That old information, author conclude that most bribe bribe done at the time there is activity Election or Pilkada. This thing because couple candidate want chosen Becomes couple elected in the elections. And they do things that are not fair that is with method bribe inhabitant with money to choose candidate couple it.

Conclusion demonstrated deductive based on the propositions that become premises something inference for support a argument in order to accepted by the readers. Conclusion proposed that is bribe bribe is effort use bribe for get or maintain business, receive protection, or get advantages that are not legitimate from party another. The proof most bribe bribe done at the time there is activity Election or Pilkada. This thing because couple candidate want chosen Becomes couple elected in the elections. And they do things that are not fair that is with method bribe inhabitant with money to choose candidate couple it. With thus essay the resulting argument Writer containing conclusion deductive with method submit conclusion by general from results think logical with convey various Proof empirical to object for support a argument in order to accepted by the readers.

With thus could concluded that type argument establishment factual based on observation object with conclusion deductive this enough many used by students Step formal operations. Of the 40 existing data sources, 11 data are indicated use type argument this. Type this part big used by students junior high school level. Analysis of the data presented is representative of 11 data found. In convey argument, authors who use type this disclose the facts based on observation object. Observations made can through activity hear, see, touch, smell, or feel object. Type argument establishment factual based on observation object with conclusion deductive of course in accordance for student junior high school level, because at *iRecall Journal: Vol2., No.1 (2024)*

the level of this they more many explore with environment through activity observation. This thing in accordance with the opinion of Matt Jarvis (2011:111) that at the age of 12 years to above, students could use operations concrete for shape more operation complex. Middle school level is beginning from Step formal operations, so that pattern think concrete thing to do not yet maximum. Opinion this Piaget emphasized that part teenager achieve formal operations no later than the age of 15 years. Because of this, students at the high school level are more likely to use the factual argument establishment with a deductive conclusion.

Type Argument Establishment Interpretive Based on Knowledge General with Conclusion Inductive

Type argument establishment interpretive be marked with statements interpreted factual from concrete data. In type this, concrete data the obtained from knowledge common owned author. Proof based on knowledge general done through proof for support a arguments so that the ideas conveyed could accepted by the readers. As for conclusion in type this done by inductive. Conclusion inductive use procedure starting conclusion with submission relevant evidence with topic (examples, facts, experiences, reports, or statistical data) and ends with conclusion. At the conclusion inductive, in conclusion more general than the premises.

Type argument establishment interpretive based on knowledge general with conclusion inductive this used by one student Step formal operations only. Students who use type argument this originated from junior high school level. Following this served analysis type argument that.

Golput merupakan singkatan dari Golongan Putih. Golput artinya tidak menggunakan hak nyoblosnya atau suaranya. Banyak orang melakukan golput pada saat Pemilu daerah luar Jawa, misalnya Sumatera Utara. Banyak yang melakukan golput karena tidak peduli.

[Data 04a]

Analyzed data show type argument establishment interpretive based on knowledge general with conclusion inductive. Establishment interpretive submitted Writer based on knowledge generally. According to the general writer, many people abstain because they don't care. Knowledge that then interpreted writer and produce

understanding new about abstention that alone. Submission establishment interpretive based existence old information, that is abstention is abbreviation from group white. abstain it means no use right vote or his voice. Many people do abstain at the moment Election area outside Java, for example North Sumatra. Based on That old information, author interpret that many do abstention because no care.

Conclusion inductive shown based on the evidence presented. Evidence the namely (1) abstention is abbreviation from group white. (2) Golput it means no use right vote or his voice. (3) Many people do abstain at the moment Election area outside Java, for example North Sumatra. Based on the third evidence presented, the author draws an interesting conclusion that many people abstain because they don't care. With thus essay the resulting argument Writer containing conclusion inductive based on the evidence presented to object for support a argument in order to accepted by the readers.

With thus could concluded that type argument establishment interpretive based on knowledge general with conclusion inductive this already start used by students Step formal operations at the junior high school level. With convey argument establishment interpretation, they try prove establishment the with knowledge publicly owned. The conclusions made are also not right at the start, but student try presenting premises more formerly new give conclusion at the end. This thing enough interesting, remember student normal middle school level depend on results observation only, it turns out they can too interpret knowledge and make conclusion by inductive. themed with Case that, something new and awesome from Step formal operation is that with use differentiation form and charge, subject Becomes capable think with correct about a proposition that is not he believe, or at least not yet ; that is the proposition he thinks hypothesis pure (Piaget and Barbel , 2010: 152).

Type Argument Establishment Interpretive Based on Observation Object with Conclusion Deductive

Type argument establishment interpretive be marked with statements interpreted factual from concrete data. In type this, concrete data the obtained from observation object. Proof based on results observation done by someone through activity hear, see, touch, smell, or feel it. As for conclusion in type this done by deductive. Conclusion deductive, in conclusion no will more general than the

premises. Conclusion deductive based on the propositions that become premises something inference for support a argument in order to accepted by the readers.

Type argument establishment interpretive based on observation object with conclusion deductive this found in 10 essays argument student Step formal operations. Type argument this used by 5 junior high school students, 3 high school students, and 2 vocational students. Following this analysis type argument that.

Saya setuju dengan isu tersebut, karena narkotika mengandung zat-zat yang berbahaya. Dalam rangka memusnahkan barang bukti tersebut, BNNP Jateng melakukan tahapan-tahapan sebagai bukti berikut; sabu dimasukan ke dalam ember berisi air, kemudian diberikan bubuk detergen dan solar lalu diaduk hingga tercampur, yang kemudian di buang di kloset. Dalam pemusnahan tersebut turut dihadiri kedua pelaku. Kedua pelaku tersebut seharusnya dihukum dan BNNP melacak para pengedar narkoba di daerah lain.

[Data 22b]

Analyzed data show type argument establishment interpretive based on observation object with conclusion deductive. This data there is in data sources written by students Step formal operations at the junior high school level. Based on the results, the writer agrees with the extermination of 99 grams of methamphetamine. Observation that then interpreted writer and produce understanding new about corrupt. Submission establishment interpretive based existence old information, that is I agree with issue that. Based on That old information, author interpret because narcotics contain hazardous substances. In skeleton destroy goods Proof BNNP Central Java do stages as Proof following; methamphetamine entered to in a bucket of water, then given powder detergent and diesel then stirred until mixed, which is then disposed of in the toilet. In extermination the join attended second perpetrator. Second perpetrator the should punished and BNNP tracked down the traffickers drugs in other areas.

Conclusion demonstrated deductive based on the propositions that become premises something inference for support a argument in order to accepted by the readers. Conclusions put forward in paragraphs first that is I agree with issue that. The proof because narcotics contain hazardous substances. In skeleton destroy goods Proof BNNP Central Java do stages as Proof following methamphetamine entered to in a bucket of water, then given powder detergent and diesel then stirred until mixed, which is then disposed of in the toilet. In extermination the join

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attended second perpetrator. Second perpetrator the should punished and BNNP tracked down the traffickers drugs in other areas. With thus essay the resulting argument Writer containing conclusion deductive with method submit conclusion by general from results think logical with convey various Proof empirical to object for support a argument in order to accepted by the readers.

With thus could concluded that type argument establishment interpretive based on observation object with conclusion deductive this is also enough interested by students Step formal operations. Presented analysis is representative of 10 data found. Type this dominated by users from junior high school level. Student Step formal operations at the junior high school level using type argument this totaling 5 students. Arguments presented is interpretation based on observation object. In terms of drawing conclusions, deductive reasoning is still used. Type argument establishment interpretive based on observation object with conclusion deductive this Besides used by junior high school students, also still used by high school and vocational students. As for high school students who use type doubt this totaling 3 students and vocational students who use it totaling 2 students. This thing show that even though at their high school and vocational level already own many knowledge and experience, but they still comfortable use proof based on observation object.

Type Argument Establishment factual Based on Observation Object with Conclusion Inductive

Type argument establishment factual be marked with statements factual from concrete data. Statement factual this concluded of the dominant concrete data. In type this, concrete data the obtained from observation object. Proof based on results observation done by someone through activity hear, see, touch, smell, or feel it. As for conclusion in type this done by inductive. Conclusion inductive use procedure starting conclusion with submission relevant evidence with topic (examples, facts, experiences, reports, or statistical data) and ends with conclusion. At the conclusion inductive, in conclusion more general than the premises.

Type argument establishment factual based on observation object with conclusion inductive this used by one student Step formal operations. Students who use type argument this originated from high school level. Following analysis type argument that.

Gambar di atas tampak seorang siswa yang mendapat hukuman gurunya, yaitu dijewer karena mendapati perilaku yang tidak jujur. Seorang siswa tersebut menyontek saat ulangan. Perilaku tersebut merupakan perilaku yang tercela, salah satu contoh perilaku tidak jujur di lingkungan sekolah dan berdampak negatif pada diri sendiri, baik dari pandangan guru, tentang kepribadian kita, maupun nilai sikap yang tercantum pada rapot.

[Data 45e]

Analyzed data show type argument establishment factual based on observation object with conclusion inductive. From result observations, author conclude cheat is despicable behavior. Establishment factual submitted Writer based on results observation image and customized with environment around. Submission establishment factual based existence old information. That is picture above looks a students who get punishment the teacher, that is tweaked because find behavior that is not be honest. A student the cheat moment test. Based on That old information, author conclude that behavior the is despicable behavior, one example behavior no honest in the environment school and impact negative about yourself alone, ok from teacher 's view, about personality us, and Mark attitudes listed on the report card.

Conclusion inductive shown based on the evidence presented. Evidence the namely (1) the image above looks a students who get punishment the teacher, that is tweaked because find behavior that is not be honest. (2) a student the cheat moment test. Based on second evidence presented, author interesting conclusion that behavior cheat is despicable behavior. With thus essay the resulting argument Writer containing conclusion inductive based on the evidence presented to object for support a argument in order to accepted by the readers.

With thus could concluded that type argument establishment factual based on observation object with conclusion inductive this still used by students Step formal operations at the high school level. With convey argument establishment factual, they try prove establishment the with method observation to object. The conclusion made is also not right at the start, but student try presenting premises more formerly new give conclusion at the end. This thing enough interesting, remember student normal high school level use knowledge and experience they for put forward opinion, it turns out they still comfortable do observation object for convey argument establishment factual.

CONCLUSION

Based on results analysis type argument in essay argument student Step this formal operation could concluded that type argument stance, argument proof and argument conclusion used by varied by students Step formal operations. Based on analysis that has been done, found 5 types argument used student Step formal operations in essay argument them. Fifth type argument the i.e. 1) type argument establishment interpretive based on knowledge general with conclusion deductive, (2) type argument establishment factual based on observation object with conclusion deductive, (3) type argument establishment interpretive based on knowledge general with conclusion inductive, (4) type argument establishment interpretive based on observation object with conclusion deductive, and (5) type argument establishment factual based on observation object with conclusion inductive. As for type the most prominent argument in essay argument student Step formal operations i.e type argument establishment interpretive based on knowledge general with conclusion deductive.

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