

THE RHETORICAL DEVELOPMENT IN INDONESIAN EFL STUDENTS' ARGUMENTATIVE ESSAYS

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ABSTRACT

Writing patterns are different among cultures if the language styles are also different, especially between English and Indonesian. However, some studies found that Indonesian students are capable of writing by using English pattern when they are taught in a writing course. Long after they have not been taught the English pattern, their writing patterns changes. This study reports that change. It is a qualitative content analysis study on 40 argumentative essays, written by 20 students of State University of Surabaya, which were analyzed. The results of this study show that the rhetorical developments of students' essays become less linear after two years. This means that their study in an English writing course has successfully teach them to write following the English logic. Yet, these students cannot maintain their linear pattern over time.

Key words: *Rhetorical development, Writing pattern, Argumentative essay*

ABSTRAK

Pola tulisan antar budaya berbeda jika gaya bahasa mereka berbeda pula, terutama antara Bahasa Indonesia dan Bahasa Inggris. Meski demikian, beberapa penelitian menunjukkan bahwa siswa Indonesia mampu menulis menggunakan pola Inggris ketika diajarkan pelajaran menulis bahasa Inggris. Sekian lama setelah mereka tidak diajarkan pola tulisan bahasa Inggris, pola tulisan mereka berubah. Penelitian ini membahas perubahan tersebut. Penelitian ini menggunakan metode konten analisis kualitatif pada 40 esai argumentasi yang ditulis oleh 20 mahasiswa Universitas Negeri Surabaya. Hasil penelitian ini menyebutkan bahwa langkah retorika mereka berkurang linearitasnya setelah dua tahun. Ini membuktikan bahwa pembelajaran menulis bahasa Inggris mereka berhasil membuat membuat siswa menulis menggunakan retorika Bahasa Inggris. Tetapi, siswa-siswa tersebut tidak mampu mempertahankan pola linear mereka selang beberapa waktu.

Kata Kunci: *Susunan Retorika, Pola menulis, esai argumentasi*

Introduction

Writing, language, and culture are three aspects that related each other. Everyone knows that writing is one of language skill. It is also a general believe that language is a part of culture. Consequently, as a language skill, writing is connected to culture. In second language acquisition, when two languages are identical, learning can take place easily through positive transfer of the native language style. In contrast, if they are different, learning difficulty arises and errors resulting from negative transfer are likely to occur (Ellis, 2000). This case is proved by Phoocharoensil (2013) who found that Thai strongly influenced learners' English acquisition in Thailand. Liu (2011) also found that English mispronunciation are often caused by the learners' Chinese as the mother language.

In connection to different language style, Kaplan (1966) has firstly introduced contrastive rhetoric that said the writing styles around the world are various, especially English with Asian. The

definition of rhetoric itself is a role of discourse towards some ends (Hyland, 2009:210). Wahab (1991) defines rhetoric as thinking model to represent the feeling or intention of the writer's mind. Specifically, the writing style of Asians is usually indirect and inductive and the writing style of English native speakers is s direct and deductive (Nunan, 2003). Kaplan (1966:21) concluded the rhetoric among cultures are graphically characterized in the following figure.

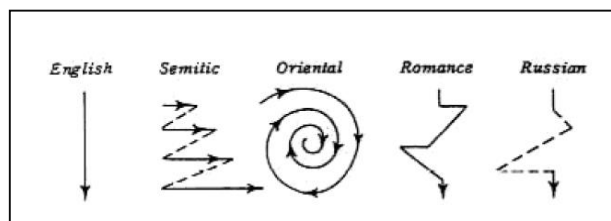


Figure of Writing style classification in contrastive rhetoric by Kaplan (1966, p.11)

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Kadarisman (2011) describes the differences between English and Indonesian in discourse areas. The first difference is in the term of *spatial dimension*. For example, 'Ngapain Kamu di situ?' can be translated as 'what are you doing up there?'. Indonesian usually translates by deleting both prepositions and it will not result in ungrammaticality, but it would make the sentence sound less English if listened by native.

Second, the difference of both languages is the *Syntactic patterning*. In fact, English is a subject-prominent language while Indonesian does not requires subject for all context. For example, Indonesian who says 'Mudah sekali mengerjakan latihan ini' will be translated by English 'It's very easy to do this exercise'. Next is about *Culture Specific Lexicalization*. It can be obtain when in one particular culture exist, but not in another. When Indonesian says 'padi', 'gabah', 'beras', or 'nasi', English only translates them as 'rice'.

Mirahayuni (2002) also found some differences in writing pattern between Indonesian and English native speaker while they are writing English research articles that can be unfamiliar for natives. Two important differences among them are; first, Indonesians English writers prefer to present either a too specific or too broad setting or context from which the area of study is later on narrowed down and established. Second, Indonesian English articles generally seem to display more unstable patterns if compared to native articles.

A simple syllogism appears, when the language style of English and Indonesian which are classified different, it should be difficult by Indonesian to learn writing with perfectly English linear development. In contrast, many studies in teaching writing that describe certain teaching media, technique, or approach showed that Indonesian students are able to write well in English native rhetorical developments. For instances, Vidiana (2012) and Marzuki (2014) claim that there is a significant improvement in teaching Hortatory Exposition. In the term of the organizational pattern or rhetorical development of the writing, most of the students can establish it well. In media use, Suhartatik (2010) has successfully experimented in using authentic advertisement in teaching writing.

A big question appears when Indonesian learners are able to write in linear rhetorical development when they are taught a particular essay, can they keep up their rhetorical development after two years?

Connecting to this, because contrastive rhetoric is often examined by observing the flow and pattern of writers' arguments or writer's thinking model, so that argumentative essay is an exactly considerable kind of text to be observed. It because this kind of essay needs a reasoned and logical way to demonstrate the writer's position, belief, and conclusion (Kirszner and Mandell (1983:363).

Research Methods

This is a qualitative content analysis study which focused on analyzing and interpreting recorded material to learn about human behavior (Ary et al., 2010: 29-30). 20 university students of State University of Surabaya participated in this research with their essays. Each students contributed two essays, one was written when argumentative text structure was taught, and the other was written two years after.

Two kinds of coding were used at the beginning of data analysis. The first is codes for data to show the address of any certain discussion in the analysis summary. They include S (Student), E (Essay), P (Paragraph), and L (Line). The second is codes for analysis that represent the rhetoric elements of argumentative essay. Introduced by Kamimura and Oi (1996), there are seven rhetoric elements to shows the writing pattern of argumentative essay. They are TS (Thesis Statement), RE (Reservation), BI (background Information), RA (Rational Appeal), AA (Affective Appeal), CC (Conclusion), and HT (Hesitation).

Thesis Statement is the sentence(s) which clarifies writer's stance and limits the main body into a single discussion. Background Information is writer's introductory comments concerning the main topic, without taking any stance as to For/Against it, it can be called as the general statement. Conclusion is the sentence or sentences that summarize writer's opinion to ensure the readers. Reservation refers to the sentences in which the writer recognizes that the discussion showed is needed to be discussed, and shows his/her understanding to the counter opinion to his/hers. It narrows the background information to be a more specific conversation. Hesitation, on the other hand, applies to the statement which the writer withholds his/her judgment toward the issue. The reasoning of the main body of argumentative text consists of appeals. Two kinds of appeal defined by Kamimura and Oi (1996) are rational and affective appeal. Rational Appeals are those that appeal to logic, while Affective Appeals aim at emotional effect.

The arrangement of the rhetoric elements will indicate the linearity of the writing pattern. Taking another source from Savage and Mayer (2005), they

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explain the three parts of argumentative essay in English or linear rhetoric, introduction, main body, and conclusion. Following the definition of Kamimura and Oi (1996), the introduction of argumentative essay based on Savage and Mayer (2005) contains Background Information – Reservation - Thesis Statement. Then the main body encloses Affective or Rational Appeals. And the last part is the conclusion.

Furthermore, discussing about linear or non-linear, linearity is not only from the arrangement of rhetorical elements, but also in deeper area such as in paragraph level. Budiharso (2006) adds that nonlinear essay can be characterized mainly from the several indicators. First, ideas of a non-linear essay are not clearly defined and there are no relationship between one paragraph and other paragraphs. Second, the thesis statement exists, but it is introduced with irrelevant general statements. Third, progression of topics was sequential but the appeals have different focus. Fourth, progression of topics was similar but extended with any overlapping ideas (Wahab, 1995c; Sujoko, 1999; Harjanto, 1999; Budiharso, 2006).

The rhetorical development of all first and second essays were examined then displayed in appendix. They were compared to determine any pattern changes and fluctuation of linearity from the first to the second essay. Therefore, we could discover which essays whose rhetorical development completely changed, constant, or only some parts which is change or missing, etc.

Results and Discussion

The rhetorical development of students' writing when argumentative text structure was taught

In the first essay analysis, two patterns of rhetorical development found. The first pattern is BI-RE-TS-RA-CC that used almost by all students. Here is the sample of this pattern.

May Celebs Run for Politics?

It is the recent trend for Indonesian celebrities to join politics. It appears that some political parties invite them to run for legislative election..... (BI). People believe that inviting artists to join politics is simply a vote-grabbing trick. It can be indicated that political parties..... (RE). Although celebrities may have their personal rights to join politics, but then society express serious doubt about the capability of celebrity and the concern of political party system. (TS)

In the very first moment, society identify that by inviting celebrities to join in politics is the electromagnetic to attract people's attention and voices. Sebastian

Salang, the executive director of the Concerned Citizens for the Indonesian Legislature (Formappi) said that....(RA)

In addition, the main point can be seen about Indonesian politics is that society put it into bad stigma. Yes, it is known that politics is a place to grab the authority and power. The government... (RA)

.....They should do their obligation properly and should not betray the truth comes from the society who voted them. (CC)

(Essay 1, student 3.)

The pattern as sampled above is considered as linear arrangement. In total, 19 students used this pattern. However, one of them used non-linear parts in his essay. Here is S2:E1:P2 as one of the essay parts that judged as non-linear.

The effects of smoking will not be felt directly now but the effects will be felt in long period. Many diseases can be caused by smoking cigarette. For example, heart attack, cancer, stroke are some of the most deadly diseases caused by cigarette. The number of deaths caused by cigarette in Indonesia is the third largest in the world after India and china. Smoking has become a habit in our society. Every time inhaling cigarette, means suck more than 4000 kinds of toxins. Therefore, smoking is the same as entering toxins to our body. Many diseases have been shown as the result of smoking, either directly or indirectly.

(Essay 1, student 2, paragraph 2)

As shown above, the underlined S2:E1:P2:L6 discusses about Indonesian rank of smoking number. It has different idea from the topic sentence that said "The effects of smoking will not be felt directly now but the effects will be felt in long period".

The second pattern found is BI-TS-RE-RA that written by student 5. In the introduction, the essay starts from background information, then the thesis statement, and the writer's view of why the thesis statement was chosen regarding to the background information (reservation). The main body of the essay consists of two rational appeals to support the thesis statement. Moreover, this essay does not contain conclusion. Also, several parts of his essay contains non-linear parts. In conclusion, this essay is considered as non-linear.

The rhetorical development of students' writing two years after argumentative text structure had been taught

With the same analysis procedure as the first essay, students' second essay exploration resulted 8 patterns of rhetorical developments. The first pattern

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that also considered as linear rhetorical development is BI-RE-TS-RA-CC, used by 12 students.

Inopportunately, 3 of those 12 students used non-linear indicator. Although using the same rhetoric arrangement, those 3 students had should be noticed that their essay got record of non-linear indicators. They were student 5 who used unconnected idea and too far reasoning almost in each paragraph of his essay and student 7 who applied too broad information and unclear idea in her essay's main body. The more exciting pattern was used by student 4. Although the essay was developed as above, but the portion of reservation was extremely larger that made the thesis statement was placed in the fourth paragraph.

The second pattern appeared is BI-RE-TS-RA. At glance, the rhetoric development was similar to the previous pattern. This essay was developed only from two parts. They were the introduction and main body, without a conclusion. But the analysis could not settle that this essay is fully non-linear. It is because there was no overlapping rhetorical elements on the essay. Besides, it did not contain any non-linear indicator.

In the other pattern, student 3 and 14 wrote their essays using BI-RE-TS-RE-RA-CC. there were two reservation parts both before and after the thesis statement. In the conclusion of analysis, this pattern could be determined as non-linear rhetorical development due to over proportion of reservation.

A different pattern is also showed by student 2 (RE-BI-RE-TS-RA-CC). While the other prefer to use background information as the first part in the conclusion, student 2 displayed reservation first instead of BI. With a topic of critical thinking, he started by arguing that critical thinking is important to teach (S2:E2:P1:L1). Then he explain about what a critical thinking is (S2:E2:P1:L5). Not stopping there, he restated his view regarding on critical thinking again at the end of first paragraph (S2:E2:P1:L11). Therefore, this pattern that used only by student 2 can be defined as non-linear.

Another pattern found was BI-RE-TS-RA/AA-RE-CC that used by student 8. The difference came when she put another reservation before the conclusion. She started from giving a background about speaking as oral communication (S8:E2:P1:L1). Then she provided how speaking can contribute for our life (S8:E2:P1:L4). She finally gave her thesis statement at the end of paragraph. Two paragraphs in the body with own reasoning supports regarding on the thesis statement. However, the following paragraph reviews the importance of teaching speaking (S8:E2:P4:L1) and what the teacher should do in

teaching speaking (S8:E2:P4:L3) that belonged to reservation. Consequently, the presence of reservation after appeals can mark this essay as non-linear rhetorical development.

The next pattern is BI-RE-RA-CC that written by student 9. What made this essay exceptional was the absence of the thesis statement. She showed her first reason about the difficulty of writing (S9:E2:P2:L1) then in the third paragraph, the discussion was about the fact that showed that writing is important. The fourth paragraph focused on the challenge of writing. Although there was a missing element of English rhetorical developments, there was no overlapping element which can disturb the flow of organization and no non-linear indicator so that this pattern cannot be judged as non-linear.

The seventh pattern is BI-RE-BI-RE-TS-RA-RE-CC. This pattern was applied by student 20. She developed her second essay in five paragraphs, with two introductory paragraphs. The first and second paragraph have its background information and reservation. The following paragraphs (paragraph 3 and 4) concerned with the reasoning why the technique is suitable to teach. At the end of essay, student 20 wrote a reservation in S20:E2:P5:L1-3, "the teacher need to provide appropriate teaching technique to guide student writer produce writing product habitually in order to know how to communicate well by writing, especially for seventh grade who start writing a text with particular genre". Discussing about this pattern, this rhetorical development can be defined as non-linear essay.

The last kind of essay pattern is BI-RE-RA-TS-RA-CC that used by student 19 that settled as non-linear. In the introduction, she provided a fact of demand that English learner should be able to use speaking in any situations (S19:E2:P1:L1). Next, she concerned with the teacher's role in particular curriculum (S19:E2:P1:L4-9). The main body included from the second to the fourth paragraph. The second paragraph discussed about a fact of students' reluctance of bad speaking (S19:E2:P2:L1). Paragraph 3 underlined another fact that students get worried in grammar while speaking (S19:E2:P3:L1). She put the thesis statement "teachers have better use game as media to get students talk as accurately and fluently as possible in context" in S19:E2:P4:L4. Then the fifth paragraph gives a reasoning of why game is an effective media to teach as what she said in the thesis statement (S19:E2:P5:L1).

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The changes of rhetorical development over two years time

Summarizing all analysis results of the first essay, 18 of 20 students used perfectly linear rhetorical development in their essay. The rest of those students used non-linear due to non-linear parts.

Then, the linear rhetorical development appeared in the second essay were 11 essays. On the other hand, the number of non-linear rhetoric users come from 9 students. There were 12 essays did not changed the pattern at all, by stayed using BI-RE-TS-RA/AA-CC from the first to the second essay. The rest 8 essays changed the pattern from the first to the second essay.

The results show that, 9 students stayed using perfectly linear rhetorical developments. Next, 2 students stayed using linear pattern but missed rhetorical elements in the second essay. Then, 4 students changed their essay pattern from fully linear to non-linear by overlapping the rhetorical elements. With additions of those who used non-linear parts, 2 students were grouped in it. At the end, 2 students remained using non-linear rhetorical development.

Related to the analysis results, the rhetorical development used by students in the first essay are mostly linear. In 18 of 20 essays, the arrangement of rhetorical elements are classified as linear based on the explanation of Savage and Mayer (2005) and Oshima and Hogue (2006). Besides that, in indicating linearity, the four indicators clarified by Budiharso (2000) were also enlightened.

It also showed that the linearity from the first to the second essay was altered. It was proven by the result that there were only 11 essays that did not changed the rhetorical developments. From those 11 essays, 9 of them still kept their linearity and 2 essays stayed categorized as non-linear from the first to the second essay. In connection to the 9 essays left that changed their rhetorical developments, there were 8 kinds of changes resulted. However, 6 of them were the changes from linear to non-linear, while the result of the 2 other changes were still classified to linear. In other words, the linearity of students' writing had been reduced after two years.

Those results, at least, has supported what Mirahayuni (2002) has found, that Indonesian, while writing English composition, generally seem to display more unstable patterns if compared to native articles. The overlapping of rhetorical elements of writing practice in the first language can be unfamiliar in the target language. The linearity that decreased after two years of the curriculum syllabus argumentative taught also clarified some researchers whose results showed

Indonesian are very capable to write in English linear rhetoric because of the treatment was conducted in the same curriculum syllabus (Marzuki (2014), Zuana (2012), and Vidiana (2012).

Conclusion

This study traces the changes in the rhetorical development in the students' essay. Based on the result and discussion, the first students' first essay had mostly linear rhetorical development. They arranged the rhetorical elements in linear pattern without overlapping and mentioning any non-linear parts in paragraph level. It proved some studies that concluded Indonesian EFL are capable to write using linear pattern in their English composition when the treatment was taught in the same curriculum syllabus.

Then, in the result of the second essay analysis, only half of the whole students wrote their second essay with linear rhetorical development. The overlapping of rhetorical elements, over proportion of reservation, and some unrelated parts to the main discussion were some features that made those essays non-linear. The rhetorical development that became less linear after two years clarified the research that resulted Indonesian English writing pattern is often unstable and the facts that Indonesian and English have different writing culture and it can influences their writing pattern.

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Appendix

Rhetorical Development of First Essay

Student	Rhetorical Development						
	Par 1	Par2	Par 3	Par 4	Par 5	Par 6	Par7
1	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
2	INTRO	BODY					
	BI-RE-TS	RA	RA	RA	RA	RA-CC	
3	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
4	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
5	INTRO	BODY					
	BI-TS-RE	RA	RA				
6	INTRO	BODY			CONC		
	BI-RE-TS	RA	RA	RA	CC		
7	INTRO	BODY			CONC		
	BI-RE-TS	RA	RA	RA	CC		
8	INTRO	BODY			CONC		
	BI-RE-TS	RA	RA	RA	CC		
9	INTRO	BODY				CONC	
	BI-RE-TS	RA	RA	RA	RA	CC	
10	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA-AA	CC			
11	INTRO	BODY			CONC		
	BI-RE-TS	AA	AA	AA	CC		
12	INTRO	BODY				CONC	
	BI-RE-TS	AA	AA	AA	CC	CC	
13	INTRO	BODY					CONC
	BI-RE-TS	RA	RA	RA	RA	RA	CC
14	INTRO	BODY					CONC
	BI-RE-TS	RA	RA	RA	RA	RA	RA-CC
15	INTRO				CONC		
	BI-RE-TS	RA-AA	RA	RA	CC		
16	INTRO				CONC		
	BI-RE-TS	RA	RA	RA	CC		
17	INTRO				CONC		
	BI-RE-TS	AA	AA	CC			
18	INTRO				CONC		
	BI-RE-TS	RA	RA	CC			
19	INTRO				CONC		
	BI-RE-TS	RA	RA	RA	CC		
20	INTRO					CONC	
	BI-RE-TS	RA	RA	RA	RA	CC	

Rhetorical Development of Second Essay

Student	Rhetorical Development						
	Par 1	Par2	Par 3	Par 4	Par 5	Par 6	Par7
1	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
2	INTRO	BODY					
	RE-BI-RE	RE	TS-RA	RA-CC			
3	INTRO						
	BI	RE-TS	RE	RA	RA	RA	CC
4	INTRO	BODY					
	BI-RE	RE	RE	TS-RA	RA	CC	
5	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
6	INTRO	BODY			CONC		
	BI-RE-TS	RA	RA	RA	CC		
7	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
8	INTRO	BODY					
	BI-RE-TS	RA	RA	RE	CC		
9	INTRO	BODY			CONC		
	BI-RE	RA	RA	RA	CC		
10	INTRO	BODY					
	RE-BI-TS	RA	RA				
11	INTRO	BODY			CONC		
	BI-RE-TS	RA	RA	RA	CC		
12	INTRO	BODY			CONC		
	BI-RE-TS	RA	RA	RA	CC		
13	INTRO	BODY					CONC
	BI-RE-TS	RA	RA	RA	RA	RA	CC
14	INTRO	BODY			CONC		
	BI-RE-TS	RE	RA	RA	CC		
15	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
16	INTRO	BODY			CONC		
	BI-RE-TS	RA	RA	RA	CC		
17	INTRO	BODY			CONC		
	BI-RE-TS	AA	RA	RA	CC		
18	INTRO	BODY		CONC			
	BI-RE-TS	RA	RA	CC			
19	INTRO	BODY					
	BI-RE	RA	RA	RA-TS	RA	CC	
20	INTRO	BODY		CONC			
	BI-RE	BI-RE	TS-RA	RA	RE-CC		

Color of the paragraph	Indicator
white	Linear, there is no sign of non-linear indicator
Red	Ideas are not clearly defined, no relationship between paragraphs.
Yellow	The thesis statement is introduced with irrelevant general statements.
Green	Sentences that have different or unclear idea, not supporting or unconnected to the thesis
Blue	Progression of topics was similar but extended. The idea focus in the parts of essay is circular, or the presence of 're-discuss idea'