

**ANALYSIS OF ARGUMENT AND ARGUMENTATION
MADE BY S1 STUDENTS OF ENGLISH DEPARTMENT**

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Abstrak

Berdasarkan hasil pra-observasi, mayoritas mahasiswa Prodi Pendidikan Bahasa Inggris (Prodi PBI) di Universitas Negeri Surabaya belum dapat menyusun argumen dengan baik. Hal ini dibuktikan melalui sistematika penyusunan dan logika argument yang lemah pada latar belakang masalah pada skripsi. Walaupun beberapa mahasiswa sudah mampu berargumen sesuai dengan elemen penyusunan argumen yang baik (klaim, alasan, bukti, dan konklusi), mereka masih belum bisa mengaplikasikan keterampilan berpikir kritis sebagai proses berargumen. Sayangnya, fenomena seperti ini mungkin sudah terjadi lebih dari 10 tahun silam tanpa ada analisis potret retorika argumen dan berpikir kritis. Oleh karena itu, penelitian ini bertujuan untuk menganalisis bagaimana sebuah klaim didukung dengan alasan dan bukti yang relevan dan menganalisis bagaimana keterampilan berpikir kritis digunakan untuk menyusun argumen. Dengan pendekatan kualitatif, penelitian ini menganalisis latar belakang masalah yang terdapat pada Bab 1 enam buah skripsi yang ditulis mahasiswa Prodi PBI sebagai sumber data. Hasil penelitian menunjukkan hanya 1 dari 6 sampel skripsi yang diteliti memaparkan alasan dan bukti yang relevan untuk mendukung klaim-klaim yang ada pada argumen. Temuan lain dari penelitian ini adalah hanya 1 dari 6 sampel yang diteliti yang mampu menggunakan keterampilan berpikir kritis untuk menyusun argumen-argumen secara logis.

Kata Kunci: argumen, proses berargumen, keterampilan berpikir kritis, latar belakang masalah, skripsi.

Abstract

An early observation on the undergraduate theses written by students majoring at English Education at State University of Surabaya shows that students could not present systematic and logical arguments in the background of the study of their undergraduate thesis (*skripsi*). Eventhough some of them could build argument through argument traits (claim, reason, evidence, and attempt to influence), they did not present critical analysis to support their argument. It might be that such phenomenon has happened more than 10 years. However, it is predicted that research on such matters has not been undertaken yet. This study aims to analyze how reasons and evidence in the background of the study of the *skripsi* support claims of arguments and how critical thinking skills are used to build arguments. Six theses written by the English Education Study Program of UNESA were analyzed qualitatively to answer such questions. Result shows that only one out of six *skripsi* presents argument systematically and logically by providing relevant reasons and evidence to support claims of arguments. Another important result of the study is there is also one out of six students who can fulfill the specific skills of critical thinking to build argument.

Keywords: argument, argumentation, critical thinking skills, background of the study, undergraduate thesis.

INTRODUCTION

Since 1991, writing a *skripsi* (undergraduate thesis) is one of requirements for S1 graduates at State University of Surabaya. However, writing a good *skripsi* is not as easy as the research procedures explain. First, to produce a good *skripsi*, the students should understand in depth the elements and the aims of each chapter. Moreover, students should be able to write such what the elements claim. Second, to produce a good *skripsi*, students should be aware to the matter of conveying ideas to persuade readers. In term of persuasion, students need to make what they write in systematic and logical order. For instance, by completing both qualifications above, students might produce better *skripsi* as the demand of requirements of graduation.

One of sections in *skripsi* which need a serious attention is the background of the study. The background of the study takes an important role as it is a set of reasoning section of doing such worth investigation (Kothari, 2004; Lestari, 2013). Moreover, it should also include the brief summary of relevant theories and researches (Kothari, 2004). Ary et al (2010) gives additional information that it also includes argumentative foundation which is used to convey reasons and other supports in the background of the study systematically and logically (Lombard, 2011; Lestari, 2013). Thus, the background of the study needs researcher's skill in constructing argument systematically and logically.

A good argument should consist of claim, reason, evidence and attempt to influence (Warnick & Inch, 1994). A claim is statement of stance over what people try to prove, to convey or to argue (JDF, 2012; Hillocks, 2010). In order to stand out a claim, relevant and objective reason and evidence should be put as supports. Then, an attempt to influence should be put in the end as part of conclusion. By paying attention to the argument traits and avoiding some irrelevances, a good argument can be effective to deliver a certain perspective.

In addition, argumentation, a process to make argument, should deal with critical thinking skills to produce acceptable argument in the background of the study. There are 8 specific skills of thinking critically namely identifying the case elements, identifying assumption, clarifying the problems, assessing claim's acceptability, evaluating the various argument, making judgment, making inferences, and creating argument (Fisher, 2001; Fisher, 2009; Cottrell, 2005). Those specific skills are the simplest indicators of critical thinking, which later help to produce systematic and logical argument. Thus, students should consciously use critical thinking skills as argumentation.

Unfortunately, there are surprising phenomena in the field that being fast graduates or getting score A for *skripsi* do not guarantee the better quality of argument and critical thinking skills. Based on an early observation, students who finished their studies less than 4 year time and whose *skripsi* got score A are not even better than those who finished more than 4 year time and whose *skripsi* got B. Thus, the phenomena are really shocking since the smartest the students, the fastest they graduate.

In addition, there are two more interesting problems found in the field regarding to argument and argumentation made by S1 students majoring English Education at State University of Surabaya. First, argument in the background of the study, mostly, does not require argument traits namely claim, reason, evidence and attempt to influence. Moreover, there are some reasoning fallacies that make argument irrelevant (JDF, 2012). Another finding is there are lacks of critical thinking skills in making the argument proven by messy structure, illogical chronology, and irrelevant claims to support proposition. Thus, it is necessary to conduct study toward argument and argumentation analysis.

Several scholars have conducted studies related to argument and critical thinking analysis. First, Kuhn and Udell (2003) conduct an experimental study to investigate the development of argument skills for 34 subjects in the eighth grades of New York City public school. The result of their study is that peer dialogues can improve students' argument skills. Second, Triastuti (2006) conducts a study on how to teach critical thinking incorporating with argumentation study. She reveals specific skills of critical thinking, types and fallacies of argument, and some argument traits. Basically, she only provides theory of teaching critical thinking in argumentative composition without portraying students' obstacles and rhetoric in building argument and using critical thinking skills.

This present study tries to investigate 1) how reason and evidence support claims of argument and 2) how critical thinking skills are used as argumentation. To differ this study from the previous ones, this study aims to portray students' argumentative and critical thinking rhetoric in building argument. Moreover, this study also portrays fallacies of reason and evidence appeared in an argument. Thus, this analysis is exclusive to do before coming to provide relevant teaching technique of argument and critical thinking skills.

METHOD

In this study, there were 6 theses which were written by those who finished their study in 2014/2015 majoring English Education at State University of Surabaya. Two theses categorized into three clusters; 1) 2 theses written by S1 students who finished their study in less than 4 year

time and got score A, 2) 2 theses written by S1 students who finished their study in 4 years (in due time) and got score A-, and 3) 2 theses written by S1 students who finished their study more than 4 year time and got score B+. The rationale of choosing 6 theses was to fulfill three clusters above. Since this study was qualitative, the exact number of the subjects was not important but the importance was the depth analysis of the subjects (Cohen, Manion, & Morrison, 2005).

There were 2 types of checklist to support this study namely Argument Analysis (AA) checklist and Critical Thinking Analysis (CTA) checklist. AA checklist aimed to answer how reason and evidence support claims of arguments in the background of the study while CTA checklist used to reveal how critical thinking skills were used as argumentation.

Table 1. Contents of Argument Analysis Checklist

No	Point	Indicators	Checklist Number
1	Argument	Understandable argument Clear proposition/main claim Coherence, cohesive, and coherence and cohesive	1-2 3-4 5-7
2	Claim	Existence of claim or observation Claims and premises (argument pattern) Types of claim Claim fallacy	8 9-11 12-16 17
3	Reason	Existence of reason Aim of reason Types of reason Fallacy of reasoning	18 19 20-25 26-31
4	Evidence	Existence of evidence Types of evidence Fallacy of evidence	32 33-34 35-38
5	Attempt to influence	Existence of attempt to influence Relevance	39 40

Table 1 shows indicators in argument analysis checklist to reveal how reason and evidence supported claims of arguments. This type of checklist was adapted from Warnick and Inch (1994) and Howell and Kemp (2010) relating to argument analysis.

Table 2. Contents of Critical Thinking Checklist

No	Indicators	Checklist Number
1	Case	1
2	Related case elements	2
3	Clarity of problem	3
4	Assumption	4
5	Various argument	5
6	Acceptability of claim	6
7	Judgment creation	7
8	Inference	8
9	Argument creation	9

Table 2 shows indicators in critical thinking checklist which were adapted from Fisher (2009), Cottrell (2005), and Warnick and Inch (1994).

There were two stages to collect data namely 1) collecting and categorizing and 2) reading and using checklist (Kothari, 2004). After that, the data were analyzed through 3 stages; organizing and familiarizing,

coding and reducing, and interpreting and representing (Ary et al, 2010).

Table 3. Subject Coding

Subjects	Descriptions
S1G1	Subject (S) number 1 included in the first cluster (G1)
S2G1	Subject (S) number 2 included in the first cluster (G1)
S3G2	Subject (S) number 3 included in the second cluster (G2)
S4G2	Subject (S) number 4 included in the second cluster (G2)
S5G3	Subject (S) number 5 included in the third cluster (G3)
S6G3	Subject (S) number 6 included in the third cluster (G3)

To make easy recognition of the subjects, the subject coding was drawn regarding to the clusters where the subjects belonged (Table 3). While to ease the content analysis, there was content coding including; C as claim of argument, R as reason of argument, E as evidence of argument, and I as Attempt to Influence.

RESULTS

The results are used to answer two research questions; 1) how reason and evidence support the claim in the background of the study and 2) how critical thinking skills are used as argumentation in the background of the study.

The Use of Reason and Evidence to Support Claims

Based on the result of the study, there are 4 ways how argument is made; 3 subjects support the claim by reason, evidence and attempt to influence (coded as C-R-E-I), 1 subject supports the claim by reason and evidence (coded as C-R-E), 1 subject supports the claim by reason and attempt to influence (coded as C-R-I), and 1 subject only provides reason to support the claim (coded as C-R).

a. C-R-E-I Type

There are 3 subjects who use this argument rhetoric by stating all argument traits namely claim, reason, evidence, and attempt to influence. This type is the most relevant one to Warnick and Inch (1994). However, there is only 1 out of 3 subjects namely S5G3 who can support claims of argument in the background of the study with relevant reason and evidence.

Table 4. S5G3's Argument

Subject	Argument	Note
S5G3	Reading plays an important role in daily life since people always read books, newspaper, <u>magazine, letter, and other written texts for many reasons</u> /Reading written texts can provide some experiences from the writers, increase new ideas, build peoples' knowledge, and enrich vocabularies because we always find new words when people read and learn about <u>something from different resources (Hernowo, 2003:33)</u> /For students, it is used to help them in communicating and understanding written texts. They also can access knowledge and <u>get more information from some books or literatures</u> /Nunan (2003:69) states that as a second language, reading is an essential skill to be mastered by the students in order to ensure success not <u>only in learning English but also in any content of class</u> .	C1
	By learning reading skill, students can learn how the structure of the <u>language and how culture of the language are used</u> /Reading texts also gives opportunities to study language such as vocabulary, grammar, punctuations, and the way to construct <u>sentences, paragraph, and text (Hammer, 1998:69)</u> /By mastering reading skill, the	R1
		E1
		C2
		R2
		E2
	I	

Subject	Argument	Note
	students will make greater progress and development in all other areas of learning where reading English is required. It means that reading gives some advantages to the students for other areas where reading is used, such as in <u>listening, speaking, and writing</u> .	

Table 4 shows that S5G3 uses factual-relational claim to prove that there is an important relation between reading and people's daily activities. In relation to the first claim (C1), she uses causal-reasoning type to explain that reading creates some benefits, i.e., getting experience and knowledge. She also supports her claim and reason with relevant evidence through factual evidence type. As an evidence, she proves how reading books and literatures benefits the students. Before coming to the attempt to influence, she continues to the second claim (C2) by using factual-relational claim because she relates the importance of reading to student's obligation in second language mastery. To support C2, she uses a quasi-logical type with pattern 'if A mastered B, A would get C'. Moreover, she gives relevant evidence by referring to Hammer's opinion that mastering reading will enrich students' vocabulary, grammar, sentence and paragraph construction. Referring to the results above, S5G3 succeeds to provide relevant reason and evidence to both C1 and C2.

In addition, S5G3 extends her claims and the supports to an attempt to influence (I). According to the result, she states that students get lots of advantages in learning English by mastering reading skill. This attempt to influence is also relevant to sum up two previous claims namely the importance of reading in daily life and students' obligation to master reading skill. Moreover, the attempt to influence is influencing and convincing since it reflects a logical inference from previous claims. Therefore, based on the result above, S5G3 successes to support her claims with relevant reason and evidence.

Different from S5G3, S2G1 and S4G2 similarly cannot support claims of arguments in the background of the study with relevant reason and evidence.

Table 5. S2G1's Argument

Subject	Argument	Note
S2G1	Teaching English is intended to enable learners to create and understand English texts culturally acceptable in English culture considering that the texts contain grammatical sentences, expressions, and should be <u>properly structured to fulfill communication purposes</u> .	C1
	English as <u>four main skills which should be learnt by the students</u> /Those skills are divided into two, productive and receptive skill. Productive means we produce language forms by writing and speaking to extend messages to others. Receptive means we carry the ideas that we receive language input from others <u>through reading and listening then try to comprehend it</u> /It is found that students listen for about 45 percent of the time they spend in communication (Malkawi, 2010). He also found that 30 percent of communication time was spent by speaking, <u>16 percent for reading, and only 9 percent for writing</u> /It can be concluded that <u>students spend their time more in listening</u> /In fact, students felt difficult to catch the ideas <u>while listening, because of some bad habits</u> .	C2 R2
		E2
		I2
		C3

Table 5 shows that S2G1 makes 3 different claims in one argument which two of them contain neither reasons nor evidences. In claim 1 (C1), she uses relational claim to relate teaching English (condition 1) to its culture in communication purposes (condition 2). In C3, she uses causal-reason type 1 by stating that there are bad habits while listening that make students difficult to catch ideas. However, she is confusing since she explains bad habits of listening in the next paragraph with new and different claim. Therefore, referring to the results of C1 and C3, S2G1 is failed to stand and to support C1 and C3.

Instead of providing relevant reasons and evidence to C1 and C3, S2G1 makes the second claim (C2) which is exactly different topic from C1 and C3. In C2, she uses relational claim to relate students to their obligation in learning the 4 English skills. As reason (R2), she states irrelevant reason related to the claim (C2) by explaining what productive and receptive skills are. Moreover, she makes ground stem fallacy in the example (E2) by explaining the frequency of using each English skill. She states that listening takes the highest frequency of use in daily communication compared to that of others. The evidence does not support the reason and the claim since it is out of the topic. Further, the failed reason and evidence cause an irrelevant attempt to influence to link back to C2. Thus, eventhough S2G1 requires argument traits by stating claim (C), reason (R), evidence (E), and attempt to influence (I), she cannot convey her argument very well.

b. C-R-E Type

Table 6. S3G2's Argument

Subject	Argument	Note
S3G2	Richards (2001) states that curriculum changes may affect teacher in classroom practices and <u>may affect the use of teaching and learning materials</u> .	C1
	According to the curriculum, material is also important in <u>creating a good teaching and learning process</u> .	C2
	Material is one of the factors for <u>determining the success of the teaching and learning process</u> .	R2
	Richards (2001) adds that teacher can use <u>textbooks, materials prepared by institution, or his or her own materials</u> .	E2
	The instructional materials commonly used as the main resource for much of the language input received by the learners. The material which is usually used is in the form of textbook. In fact, <u>mostly Indonesian teachers use textbook in delivering the material</u> .	R2

Based on Table 6, S3G2 directly states the second claim (C2) instead of providing reason and evidence for claim 1 (C1). In C2, she uses relational claim to relate material (condition 1) to good teaching and learning process (condition 2). Based on the relational claim, there is one burden of proof namely how material create good teaching and learning process. However, she cannot provide good reasons and evidence to support the claim. She states that material, such as instructional material, is a factor to determine a successful teaching and learning

process. However, the reasons are irrelevance and tautological. The irrelevant fallacy can be proven by no reasons answered the burden of proof of the claim while tautological can be proven by repetitive reason (R2). Eventhough the opinion as to fact evidence is objective and relevant to R2, the evidence does not give significant support to C2 since the reason is invalid. Thus, S3G2 does not support C2 with relevant reasons and evidence.

c. C-R-I Type

Table 7. S1G1's Argument

Subject	Argument	Note
S1G1	Considering the factors in speaking above, the lecturer has to know the students' characteristics in order the students <u>can enjoy the teaching and learning process</u> There are two kinds of speaking activities, they are dialogue and monologue/Dialogue is used in conversational activities meanwhile monologue is used in speaking that is presented by a single speaker to directly address to the audience/In this study, the researcher tends to use monologue in classroom speaking performance/Moreover, monologue activities are important to enrich speaking activities in the classroom because one of the students' failures in speaking is caused by lack of practice. Shortage of opportunities for practice is identified as an important contributing factor to speaking failure (Nunan, 1992)/That is why the lecturer should conduct monologue speaking activity which are able to engage the students to communicate effectively/	C1
		C2
		R2
		C3
		R2
		I

S1G1 does not support 2 out of 3 claims with reasons and evidence (Table 4.1). As the first claim (C1), she uses relational claim with 3 conditions to claim that lecturer (condition 1) must know students' characteristic (condition 2) to make the students comfortable in teaching and learning process (condition 3). She relates condition 1 to 2 which affects condition 3. However, she does not provide any reason and evidence to justify C1. Second, the third claim (C3) also does not contain any reason and evidence by relating 2 conditions namely monologue characteristics or aims (condition 1) and classroom speaking activities (condition 2). Based on relational claim as C3, again, she does not explain C3 with relevant reason and evidence.

S1G1 only provides 1 claim with its reason and evidence. As the second claim (C2), she uses value claim type to claim that there are two kinds of speaking activities namely dialogue and monologue. This is actually a value claim since S1G1 should provide each notion of speaking activities then differ them in purposes and applications. Unfortunately, she only explains monologue notion and its relevance to classroom speaking activities without explaining the dialogue ones. Referring to the explanation or reason, she is considered making irrelevance fallacy. Without stating evidence, she directly provides an attempt to influence which is also irrelevant, subjective, and illogical by not reflecting the previous claims.

d. C-R Type

S6G3 is the only one who is unique since she only provides reason to support her claim. Moreover, she is also the only one who uses analogy as reasoning. However, she constructs argument unsystematically and illogically (Table 8).

Table 8. S6G3's Argument

Subject	Argument	Note
S6G3	Based on the finding of the previous study, there is an analogy from Atkins and Varantola (1988:22), "Monolinguals are good for you like whole meal bread and green vegetables and bilinguals, like alcohol, sugar, and fatty foods, are not, though you may like them better". They also report that using monolingual dictionary had a better chance of success than bilingual dictionary/The learners or the students maybe feel easier and more comfortable dictionary makes they understand the language better than bilingual dictionary/	R1.1
		C1 R1.2

Table 8 shows that S6G3 uses a value claim to claim that monolingual dictionary is better than bilingual ones (C1). However, her reasons (R1.1 and R1.2) cannot support and stand C1 since they are irrelevant. Firstly, she uses analogy by analogizing healthy foods as monolingual and unhealthy ones for bilingual. However, she failed to explain what goodness of using monolingual if only healthy foods are good for body's health. As the second reason (R.1.2), she uses causal-reasoning type to explain that monolingual dictionary may be a solvency for difficult understanding and uncomfortable learning. Eventhough the reason sounds relevant to the claim, it still does not make sense and tends to be subjective. She never reasons how bilingual is irrelevant and may be not a solvency for difficult understanding and uncomfortable learning. Since there is no evidence to support the reasons, the reasons tends to be subjective ideas. Therefore, S6G3 is failed to convey her claim with further supporting details.

The Use of Critical Thinking Skills in Argumentation

There is only S5G3 who can apply critical thinking skills as argumentation in her argument of the background of the study.

a. Argumentation with Critical Thinking Skills

There is only S5G3 who can use all specific skills of critical thinking as argumentation. Table 9 shows how S5G3 fulfills indicator of case, related case elements, clarity of problem, assumption, various argument and inference creation.

Table 9. S5G3's Arguments to Represent Critical Thinking Skills

Line	Arguments
1	By realizing the importance of reading, some teachers still face some problems while they teach reading for the students of Junior High School. Commonly, the students are lack of text understanding, grammar comprehension, and vocabulary, so they have difficulty to comprehend what they read. If readers do not know half of the words in the text, they will have great difficulty in understanding the text as whole (Hammer, 2001; 203). Although they have understood the meaning of a difficult word on a text, they still have difficulty to comprehend the whole text well
5	

Line	Arguments
10	because they cannot understand the information and the main idea of the text. Beside, difficulty in comprehending text, the students do not have any motivation and willingness in reading English written texts because the learning activities are boring. They are always asked to read text, find out the difficult words, and answer the question based on the text. Such activities always make them uninterested in studying English.
15	Based on the discussion with the English teacher in a class, the researcher finds the problem of reading ability faced by the students. The students' ability in reading is still low. Most students still get difficulty in reading comprehension. They need long time to understand the text. It also can be seen from their school report in the last semester before. There are still many students who get low score. This average score is 69 while minimum completeness criteria standard (standar KKM) is 72.
20	

Table 9 shows how S5G3 points out the problem appeared in the background of the study including why it appears. As indicator of case, she states that the problem is bad reading ability (line 16) with some related case elements namely lack of understanding text, comprehending grammar and vocabulary, and willingness (line 3-4 and line 10-12). To support the related case elements theoretically, she uses Hammer's theory (line 6) to establish the reason why reading can be unsuccessful. Practically, she states statistical data to support the problem by giving average score of students (line 20-21). By looking at the theoretical and pragmatic basis, she makes no assumption or personal perspective and case limitation to draw the problem so that the problem is clear, straight forward and acceptable. Thus, based on the explanation above, she fulfills successfully indicator of case, related case elements, clarity of problem, assumption, various argument, and inference creation.

To describe indicator of the acceptability of claim, judgment creation, and argument creation, Table 4.8 shows the sum of all claims relating to S5G3's proposition. S5G3's proposition is to implement cooperative learning STAD in teaching reading comprehension of recount text.

Table 10. Claims to Support S5G3's Proposition

Paragraph	Claim
1	English has an important role in Indonesia, especially in education.
2	From 4 basic skills of English, reading is the main important skill.
3	The advantages of reading influences daily activities to enrich information and knowledge, especially for students.
4	General problems faced by teacher in teaching reading, especially for boring teaching technique.
5	Students' problem in reading class, i.e., comprehending reading text.
6	Teacher should apply variation in teaching and choose the best technique to build students' willingness.
7	Cooperative learning is one of the attractive techniques that can be used to motivate students during the learning process.
8	In cooperative learning, there are some techniques but, in this case, teacher used STAD in implementing reading class.
9	STAD has been applied in teaching English in many schools proven by some previous studies. The researcher conducts a research for Junior High School focused on recount text.

Based on Table 10, in connection with the proposition, S5G3 provides fair and relevant claims to support the proposition. The relevance can be proven by no clash between claims and the proposition. Moreover, she

makes the claims in chronological order, from general to the most specific ones. She states the claims systematically and logically that can make ideas or thoughts understandable. Based on the understandable ideas, she can provide consistent argument by no backlashing or incongruous argument. Moreover, the consistence of each argument can also be proven by referring to argument analysis (look at Table 4 for S5G3). Thus, from the result that describes 9 indicators of the specific skills of critical thinking, S5G3 uses critical thinking in her argumentation successfully.

b. Argumentation with No Critical Thinking Skills

There are 5 out of 6 subjects who do not use critical thinking skills as argumentation. There are S1G1, S2G1, S3G2, S4G2, and S6G3. Generally, they have similar problems namely requiring only 2 to 3 indicators of specific skills of critical thinking. To cope with that, here are some results representing argumentation with no critical thinking skills.

Table 11. S4G2's Arguments to Represent Critical Thinking Skills

Line	Arguments
1	Here, the researcher chooses one kind of audio-visual media to help the students in learning writing – that is, a video. Mayer (2001) stated that video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning. It means that the students can enjoy the pictures on the video and the information given at the same time. So that, they will be inspired to develop the content of the video which they have watched. However, there are many kinds of video which can be used for teaching – learning process, such as educational, cartoon, etc. Here, the researcher chooses videos from DreamWorks Animation SKG, Inc. in helping the students to write narrative text.
5	
10	

To prove that there is no assumption, S4G2 provides Mayer's theory to support why video is beneficial for students while the benefits are explained in line 5-7. To cope with various argument, S4G2 limits the discussion to the application of video by DreamWorks Animation (DWA) SKG, Inc. She stated that DWA SKG aims to improve students' writing ability in narrative (line 11). Thus, referring to result, S4G2 is successful to give topic limitation with no assumption or personal perspective.

Table 12. Claims to Support S4G2's Proposition

Paragraph	Claim
1	English has become an international language which is used by people in the world.
2	There are 4 skills in English that have to be learnt by the students, namely listening, speaking, reading and writing.
3	One of four skills that has to be mastered by the students is writing.
4	To master writing, there are some aspects which have to be focused by the writer, for example the diction, the organization, and the grammar uses.
5	Based on standard competence, there are many types of texts which have to be learnt by the students.
6	To write a narrative text, the students have to comprehend some elements, such as the time, words, grammar, and characteristics of the text.
7	To help students writing narrative text, the teacher has to help his/her students in writing.
8	Here, the researcher chooses one kind of audio visual media to help the students in learning writing - that is a video.
9	DreamWorks Animation SKG, Inc (DWA) is an American studio based in Glendale, California that create animated feature films, television programs, and online virtual worlds.

On the contrary, S4G2 does not require the other 7 indicators of specific skills in critical thinking; indicator of case, related case elements, clarity of problems, acceptability of claim, judgment creation, inference, argument creation. Table 12 shows that S4G2 does not provide the case and relevant claim, judgment and argument. S4G2 cannot fulfill indicator of case, related case elements, and clarity of problems because she does not provide a gap in her background of the study. Eventhough she stated that DWA video can help the students to write narrative text, unfortunately she does not portray any students' problems in writing narrative text.

Table 13. S6G3's Arguments to Represent Critical Thinking Skills

Line	Arguments
1	"Being able to comprehend a text accurately and at a relatively rapid rate presupposes rather extensive knowledge of vocabulary and grammar" state (Celce-Murcia, & McIntosh in Hayati study, 2005: 62). Vocabularies become very important when students read. Many students still don't have enough vocabulary to help them to read a passage. It is an obstacle that related to the students themselves. Without having a well understand of vocabulary the process of reading might break down. Reading and vocabulary have a bilateral relationships, one is not possible without another one.
5	
10	Because of that problem, students need a help for their reading comprehension. The using of dictionary in reading is very helpful for students. Finding the meaning of a word can be easily found through a dictionary. When the students have a few vocabularies when they read, it can be helped by using dictionary and they will have more vocabularies.
15	When students have a passage to read, they often don't know more than five difficult words. Using dictionary can solve that problem.

Another result of argumentation with no critical thinking skills is done by S6G3. Table 13 shows how S6G3 provides a problem and states the focus of it in her background of the study. She offers a problem namely bad reading comprehension by focusing on the lack of understanding vocabularies (line 6-7). Eventhough she states the problem and its focus, she does not fulfill the indicator of related case elements since she only justifies the case by theoretical basis. By only explaining the theory (line 1-3), the problem is not acceptable since there may be no exact problem in the field. Further, she also fails to clarify her problem and to draw systematic and logical claims to support her proposition (Table 14). In the end of the explanation, she does not provide relevant judgment and consistent argument as she is failed to convey problem and its related element in the beginning.

Table 14. Claims to Support S6G3's Proposition

Paragraph	Claim
1	There are four skills in learning English.
2	In order to read, students must be able to decode and also comprehend what they read.
3	Vocabularies become very important when students read.
4	The using of dictionary in reading is very helpful for students.
5	Dictionary is very important for students that learn foreign language; it's kind of a bridge for their first language to the second language.
6	Monolingual dictionary is a dictionary with one language to help reading comprehension.
7	Monolingual dictionary had a better chance of success than bilingual dictionary.
8	The object of this study is the eleventh graders of SMKN 12 Surabaya.

DISCUSSIONS

First, the major tendency that makes falacy argument is that most of samples ignore the structure of argument traits namely claim (C), reason (R), evidence (E), and attempt to influence (I). There are two minor tendencies of composing bad argument; 1) samples create a claim without stating its reason and evidence then move to other claims which are absolutely different, and 2) samples compose unsystematic argument traits, i.e., S4G2 makes a claim then the example before the reason and S6G3 makes a claim between 2 reasons. Unfortunately, the first minor tendency is irrelevant to what Warnick and Inch (1994) states that argument consistently includes claim, reason, evidence, and attempt to influence. Moreover, the second minor tendency is in contrast with the theory of logical argument construction (Warnick & Inch, 1994; Harrell, 2004; Cottrell, 2005; Hunter & Besnard, 2008). Thus, most samples fail to construct a good argumentative composition through relevant argument traits.

Those results above are almost relevant with a study conducted by Kuhn and Udell (2003) in terms of obstacles to construct good argument. The similarity between this study and Kuhn and Udell (2003) is that the majority of samples does not provide reason and evidence to support what they claim. On the contrary, the minority of samples uses consistent argument traits namely claim, reason, evidence, and attempt to influence. However, what makes this study little bit different too Kuhn and Udell (2003) is that there are some samples construct unsystematic argument traits, i.e. reason-claim-reason, reason-claim-evidence-claim, and so on. Thus, this study cannot be categorized 100% similar to the previous study.

Second, the majority of samples reflects unreflective thinking and circular rhetoric instead of critical thinking to draw their ideas. Somehow, they directly claim something without further explanation. Their type of process is invalid regarding critical thinking skills and argument traits (Cottrell, 2005; Fisher, 2009; Warnick and Inch, 1994). In other phenomenon, they claim something but then directly state the inference. This unsystematic logic only hazard the result of their argument which shows lack of application of critical thinking (Cottrell, 2005; Fisher, 2009; Bassham, Irwin, Nardone, Wallace, 2011). Thus, there are still lacks of critical thinking skills in doing argumentation. Moreover, they come to circular rhetoric when they apply tautological reasoning, i.e., doing repetitive reasons (JDF, 2012). Indeed, circular rhetoric does not connect and structure argument intellectually and even tend to block the existence of critical thinking (Paul & Elder, 2008; Kaplan, 1966). Therefore, since majority use unreflective

thinking and circular rhetoric, critical thinking is not exist in the argument they produce.

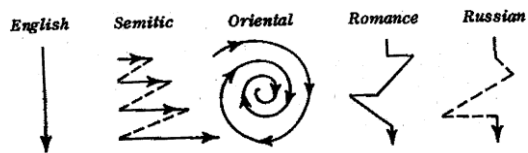


Figure 1. Kaplan's thinking Rhetoric Regarding to Cultures (Kaplan, 1966)

The findings relating to critical thinking are supported by Kaplan (1966) who investigates the thinking rhetoric based on culture. When the majority of students as samples do tautological fallacy in argumentation, a.k.a. repetitive reasoning, they actually do circular rhetoric thinking. Since thinking circularly is the major pattern of thought in Asia, the findings in this study which is done to Indonesian EFL students are relevant to that of Kaplan's (1966). Kaplan (1966) provides 5 different pattern of thinking regarding to culture of particular regions (Figure 1).

Based on Kaplan's thinking pattern regarding to 5 different cultures, Indonesian students are categorized in oriental type namely circular rhetoric. The thinking process is almost not reflected critical thinking skills or linier thinking, i.e., thinking pattern in English. By having no-linier or circular rhetoric thinking, most students cannot fulfill specific skills in critical thinking stated by Cottrell (2005) and Fisher (2009). Thus, the findings in this study regarding to critical thinking skills in argumentation are relevant to Kaplan's theory in term of thinking pattern.

CONCLUSION AND SUGGESTION

Conclusion

Mostly, students still have obstacles in building argument through systematic and logical composition, regardless how long they study in the university and what score they earn for their theses. They tend to claim an idea without relevant reason and evidence and to draw an idea unsystematically. Moreover, they face difficulties to make coherent and cohesive arguments to support the proposition. In connection with the logic, there is a tendency that they produce some fallacies of reason and evidence, i.e., irrelevance, false-cause, ground stem, and tautological. In the end, students are failed to transfer the message of ideas through argumentative composition, especially in the background of the study of *skripsi*.

In addition, students tend to produce unreflective thinking and circular rhetoric instead of critical thinking. Some students state the problem or the gap of argument in the background of the study while some others does not. Eventhough the students limit the argument topic, they

cannot justify every single burden of proof with relevant claims. In a certain case, sometimes students make irrelevant, out of topic, backlashing or incongruous claims. They do repetitive reasoning frequently that triggers the existence of circular rhetoric. Therefore, it can be concluded that students still fail to use critical thinking skills in their argumentation.

Suggestion

Since the conclusion relating to argument analysis is categorized as disappointing, lecturers need to provide more experiences for students to practice in argumentative writing class. For instance, in the learning process of argumentative writing, lecturers should not only focus on vocabularies and grammars but also the argument traits. To cope with it, lecturers should understand some types of reason and evidence, fallacies of reason and evidence. By understanding those, lecturers can decide how far students can construct argument by relevant claim, reason, evidence, and attempt to influence. In addition, this suitable practice can help students construct good argument in the background of the study in the introductory section of *skripsi*.

Since most students do circular rhetoric and unreflective thinking, lecturers should include critical thinking skills while doing argumentation. Lecturers can provide relevant teaching critical thinking in any classroom activities to boost up the exposure of thinking critically. Especially in argumentative writing class, lecturers need to evaluate the performance of each specific skill in critical thinking skills done by the students. In addition, students should be aware that they need to do independent learning in order to thinking critically. In other words, lecturers and students should work hand in hand to succeed the learning process of critical thinking skills.

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