

# **The Rhetorical Patterns of Argumentative Compositions of the English Department Students of Widya Mandala Catholic University Surabaya**

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*Abstract. This study is intended to reveal the rhetorical patterns frequently found in the students' argumentative compositions of the English Department of Widya Mandala Catholic University Surabaya specifically to the Classical Model of Argument. The data were taken from their final exam papers the students of the English Department of Widya Mandala Catholic University Surabaya who took Writing 3. The analysis showed that only two of the students' compositions were truly linear. The other compositions were linear but with incomplete evidence in the conclusion, and linear with indirect conclusion. It can then be concluded that all students under study had not mastered the Plato-Aristotelian style of writing especially to the Classical model of argument quite well.*

*Key words: rhetorical pattern, argumentative composition*

## **Introduction**

The students of the English Department of Widya Mandala Catholic University Surabaya learn about English. It means that they also learn four skills that can be found in studying English. The four skills are speaking, listening, reading, and writing skills. Writing skill is an important skill because in writing, the students can express their ideas in their minds through a composition, and they also need to read a lot in order to be able to produce such a good composition. There are several kinds of composition such as: narrative, descriptive, explanation, and also argumentative composition. Every composition has its own pattern that can help the reader to understand the organization of ideas in the composition. The writer called it as the rhetorical pattern or thought pattern.

The students of the English Department of Widya Mandala Catholic University Surabaya learn the writing skill through three levels. In the first level, they get Writing 1 course. If they can pass that course, they will continue with the more difficult level which is called Writing II course. The last level for the students to learn about writing is Writing III course. The students who join the Writing III course are expected that they will be able to write good argumentative compositions through some learning strategies such as: mini lectures, question-and-answer, discussion, and individual and group writing exercises.

The objective of Writing III course given by the English Department of Widya Mandala Catholic University Surabaya (Pedoman

Fakultas Keguruan dan Ilmu Pendidikan Tahun Kuliah 2004 / 2005, 2004: 127-128) is “*The course provides students with the knowledge and skills to write English composition.*” From that statement, the writer concludes that after the students have passed the Writing III course, they are expected to be able to make good English compositions.

Related to the course objective of Writing III that has been stated above, the students of Writing III course in the end of the lesson are strongly hoped that they are able to make a good and meaningful argumentative composition since they have taken and passed Writing 1 and Writing 2. In addition, they have completed “IC” (Integrated Course) and Structure 1 so it means that they had enough vocabulary and grammatical knowledge to construct a good composition.

In producing the composition, the writer turns ideas into words. Here, the composition reflects the writer’s schema of language, background, experience, knowledge, and values. In this case, the reader uses his knowledge, language, thought, and his view to interpret what the writer has expressed in the composition. Understanding problem sometimes occurs, especially when the reader and the writer come from different cultural backgrounds (Ngadiman, 1998: 1).

There is no doubt that the mastery of a language is helpful in an effective cross-cultural communication (Smith, 1987: 1). Communication problems may arise because of different expectations about the structure of information and argument (Smith, 1987: 2). It is clear enough that when someone try to write a composition by using other countries’ writing style, the result will not be as perfect as when he/ she uses his/ her own writing style. But, still he/ she can do it by learning their writing style, mastering their language, and also broadening our knowledge. For example in this case, the students of the English Department of Widya Mandala Catholic University, who are Indonesians, tend to construct an argumentative composition in a zigzag pattern while the pattern of writing that is taught by the lecturers is the pattern that is used by the Plato-Aristotelian writing style; that is the linear straight-line pattern. This arises a problem when, for example, the students try to switch to the Plato-Aristotelian pattern while they used to do a zigzag pattern or may be spiral pattern.

Based on his investigation on six hundred compositions written by foreign students in the U.S., Kaplan (1980: 400) presents strong evidence about the above phenomenon. His study showed that each language and each culture has its preference or taste in organizing ideas. The typical characteristic of English rhetoric, for example, is that it is dominantly linear in its development. While Semitic, the Oriental, and the Romance language groups deviate from preferred English paragraph development.

Those of the Semitic language group tend to use excessive parallel construction instead of subordination; those of the Oriental group are marked by what is called an approach by indirection and those of

Romance group prefer to use excessive digression to a linear flow of thoughts or ideas.

Kaplan's finding on the Oriental language group's paragraph development has been confirmed for Chinese (Fagan and Cheong, 1987), for Hindi (Yamuna Kachru, 1988), for Thai (Chantanee Indrasuta, 1988), for Japanese, Korean, Chinese, and Thai (Hinds, 1990), and for Korean (Lee and Scarcella, 1992). For instance, Lee and Scarcella's findings (1992). They found that in producing good essays, Korean writers do not generally follow the same Western writing process. The second example is Kachru's findings (1988). In her effort to illustrate the difference between the conventions of writing in English and in Hindi, she found that the conventions of writing in Hindi seem to be different from those of American English. The structure of a paragraph in Hindi is not always circular or spiral. There are paragraphs which show the straight linear structure that is the structure of the preferred structure for argumentative writing in English and there are paragraphs that exemplify the spiral or circular structure.

Based on some contrastive studies such as done by Kaplan (1996) and his followers as mentioned above which emphasize the close relationship between rhetoric and culture, it has been quite commonly realized that the society and culture transcend and control individuals. They can write meaningfully only by accepting and following the conventions of their own rhetorical culture.

Moreover, Budiharso (2006) has also conducted a preliminary study on this matter. His study was aimed at analyzing the similarities and differences between English and Indonesian essays made by EFL undergraduate students. During his study, the problem rise from transfer of first language (L1) cultural conventions to second language (L2) performance. There were three rhetorical aspects that were analyzed. They were the general patterns of thought (linear or non-linear), development of ideas, and coherence. Those three aspects were compared in his study and were analyzed by using content analysis. After comparing and analyzing the data, he found that EFL students devoted similar rhetoric features in writing English and Indonesian essays. The rhetoric similarity was shared in the use of linearity and non-linearity of ideas, the development of ideas in the whole essays as well as the coherence quality.

Before writing a composition, first of all the students have to make a writing outline which has its own rhetorical pattern. As there are some patterns in making an argumentative composition, then this study was intended to find out the rhetorical pattern that is frequently used by the Writing III students in writing an argumentative composition.

It In line with the statements above the study is an attempt to investigate what type of rhetorical pattern is frequently found in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya since the result of the

investigation can be very useful in helping the lecturers to know whether the students have understood the lessons they had taught to them or not. Thus the study addresses the following question:

- What rhetorical pattern is frequently found in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya?

## **Methods**

### **The Data of the Study**

The data of the study were the threads of ideas or propositions found in the selected compositions. Those data were collected from the argumentative compositions written by the students of the English Department of Widya Mandala Catholic University Surabaya as the final exam on May 31<sup>st</sup>, 2007.

### **Data Analysis**

Since the primary source of the data of the study were the argumentative compositions written by the students of the English Department of Widya Mandala Catholic University, text analysis was employed to analyze the expected data. In order to identify the rhetorical patterns found in argumentative composition, The Classical mode of Argument suggested by White and Billings (2005) was used. The Classical mode of Argument was used to identify the rhetorical patterns of the argumentative composition, and also to help in defining the components of the argumentative composition in making the diagram as the displayed data.

The data of the study was analyzed using the some steps. The first step was finding the propositions of the argumentative compositions written by the students of the English Department of Widya Mandala Catholic University Surabaya and making the rhetorical pattern of the composition. Then, the rhetorical patterns were shown in the form of diagrams. The second step was displaying the data. The data which had been analyzed and made into diagram of the rhetorical pattern were organized and classified into certain types.

The last step was constructing conclusions. Based on the data collected, the types of rhetorical patterns found and reflected in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya were determined.

### **Data Analysis Technique and Parameters**

To determine the type of rhetorical patterns found in argumentative compositions of the English Department students of Widya Mandala Catholic University, the following parameter was used. In this study, the theory of The Classical mode stated by White and Billings (2005) was

used. The Classical model of argument was used to analyze the data. The following is a brief description of the outline form of an argumentative composition based on the Classical model as mentioned by White and Billings (2005: 69):

- I. *Introduction*
  - A. *Lead-In*
  - B. *Overview of the situation*
  - C. *Background*
- II. *Position statement (thesis)*
- III. *Appeals (ethos, pathos, logos) and evidence*
  - A. *Appeals: to ethics, character, authority (ethos); to emotions (pathos); to reason (logos).*
  - B. *Evidence: citing of statistics, results, findings, examples, laws, relevant passages from authoritative texts.*
- IV. *Refutation (often presented simultaneously with the evidence)*
- V. *Conclusion (peroration)*
  - A. *Highlights of key points presented (if appropriate)*
  - B. *Recommendations (if appropriate)*
  - C. *Illuminating restatement of thesis*

## **Findings**

The rhetorical patterns found in the students' argumentative compositions cannot be investigated directly. First of all, the propositions or thread of ideas in the compositions have to be found by inferring. In other words, their inferences are made only after the components of the selected compositions have been identified. Therefore, in order to discuss the rhetorical patterns which are frequently found in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya, the first part of this chapter presents the components in the students' argumentative compositions and their rhetorical patterns. The discussion includes the rhetorical patterns which are employed in the students' argumentative compositions, and their descriptions.

White and Billings (2005: 4) state that argument is "a form of discourse in which the writer or speaker tries to persuade an audience to accept, reject, or think a certain way about a problem that cannot be solved by scientific or mathematical reasoning alone". Knowing how to argue is so critical because people often use argument everyday: to persuade someone to lend them something or to do something for them. People also argue when something important is at stake, like keeping a job, or protecting their health, or defending their community. They also need to do more than just say what they want or believe. In addition, people need to give reasons or evidence.

Further, White and Billings (2005: 59) state that to analyze the logic and merits of an argument, we can use the models of Argument as a schema for analysis. In this study, the model that is used for analyzing the

argumentative composition is “The Classical Model of Argument”. The following is a brief description of the outline form of an argumentative composition based on the Classical model as mentioned by White and Billings (2005; 69):

- I. *Introduction*
  - A. *Lead-In*
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  - A. *Appeals: to ethics, character, authority (ethos); to emotions (pathos); to reason (logos).*
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The Classical argument introduces the problem and states the thesis: it next presents background information in the form of a narrative. It then presents the evidence in support of the thesis and refutation of opposing views, including its explanation by using certain appeals. Finally it reaches a conclusion.

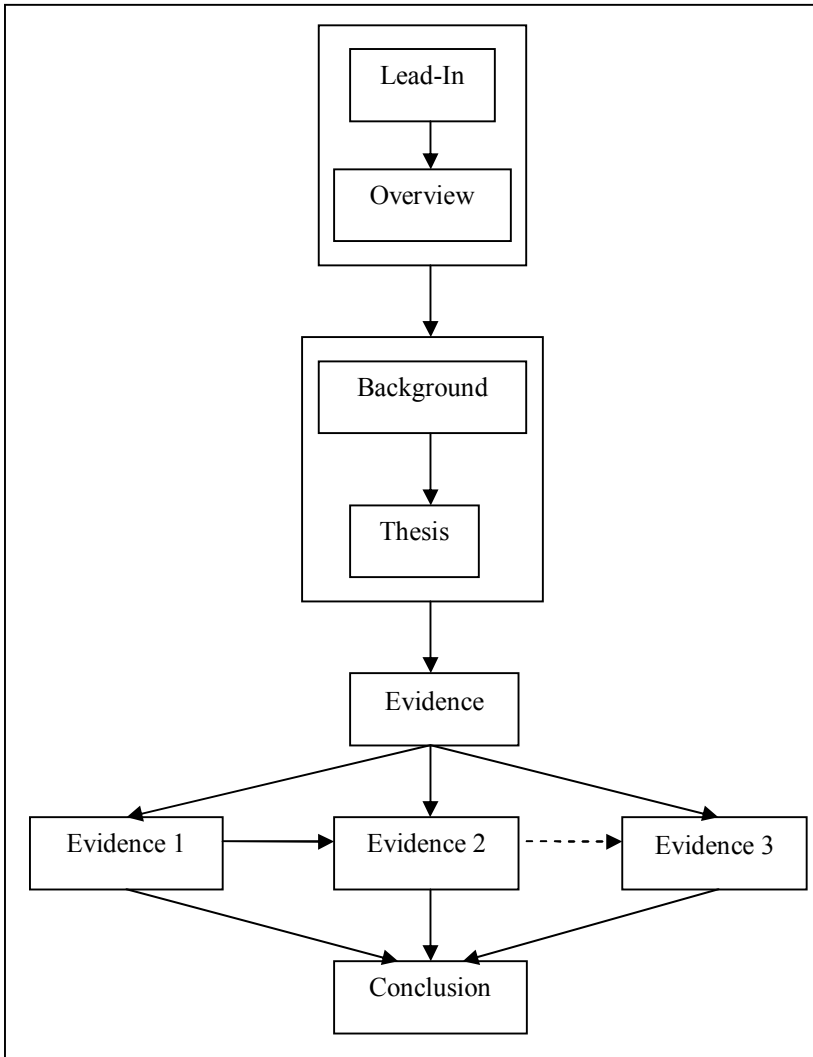
After analyzing the existence of components and the flow of thoughts or ideas of argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya, it was found that there were three various types of rhetorical patterns that frequently found in the students’ argumentative compositions. The varieties would be presented in three models below:

### **Model 1**

It is shown that some of the students’ argumentative compositions have the rhetorical pattern as shown below which is called as “Linear” pattern. In the “Linear” pattern, the composition flows smoothly from the first until the last component of the composition. There is also a connection to the conclusion. From the total of sixteen argumentative compositions written by the Widya Mandala Catholic University English Department students, there were only two students whose compositions used the “Linear” pattern.

The first “Linear” pattern found from the Widya Mandala Catholic University English Department students’ compositions consisted of the Lead-In, Overview, Background, Thesis, Evidences explained by certain appeal, and Conclusion. The pattern is exemplified as the following diagram.

**Diagram Model 1**



The composition (Appendix 1) was started by a Lead-In which was stated:

*“Total Immersion Days / TID has become the most awaited annual activity for the students of English department in every semester.”*

Then it was followed by an Overview. The statement of the overview was:

*“TID program are used to held in the 7<sup>th</sup> semester where most of the students are almost finish their study. The TID*

*program has become the most awaited because it is fun and exciting, every participant are responsible to speak English all the time while having holiday during the new academic year. The main destination of TID program is Bali, by considering lot of supporting factors such as the traveling price, the entertainment, the place to visit, and also the foreigner that may exist in Bali, this land of God always became the main destination of TID program.”*

Before it comes to the thesis, the writer gives a background first. The background was as the following:

*“Due to the popular issue, the TID 2008 will be little bit different with the previous TID. The students of the 2005 academic year are purpose to hold TID in abroad, in Singapore. This phenomenal issue has bring such controversy between student, lecture and also the parents of the student since some of them are agree and some other are not agree with the idea of TID abroad.”*

The thesis statement or thesis of the composition above was:

*” Responding to this phenomenal issue, personally I don’t agree to the idea of holding TID program abroad. There are several reasons that strengthen my claims in the terms of not agree with the idea.”*

Then this thesis is proved with three evidences which were developed in three paragraphs. The first evidence was located in the third paragraphs. The first evidence was shown by the following paragraph:

*“First of all, my major consideration is about the travel pricing of TID program. It has been experienced, while I held the responsibility of being the committee member of TID program for my academic year. The traveling price of TID to Bali is cost around Rp. 700.000 – Rp. 800.000 for each student. I thought that it was a high traveling price for some of the students, in fact there was some students who were not participate in this program because of the financial matters. Moreover, the traveling price to go abroad are certainly higher than the traveling price to Bali. It is true that students are allowed to installed the traveling price during the early semester, but I’m sure that the installment amount will be increasing many times due the purpose of going abroad.”*

It was explained by using appeal to pathos. While the second and third evidence were stated like this:

*“As I describe above, the major consideration of traveling price will bring the other interrelated matters within. By the high cost of traveling price, it will open opportunity for*



*some students not to participate the program because of financial matter. However the solidarity of the students is the main modal to make success the program. The fact provide that most of students in English Department are come from middle high-socio economy class, if it's not then they wouldn't be accept in Widya Mandala. Again, even most of the students are come from mid-high socio economy class, not all of their parents are willing to pay much just having fun abroad. Consider how hard they get money to pay the study, do we want to press them with extra cost just to have fun abroad, whereas there is another cheaper alternative offered?"*

and

*"Bali, as I experienced is very interesting place to visit, though I've never visit Singapore, I also agree that Singapore is more interesting than Bali. The problem is local people in Bali are speak Indonesian, whereas local people in Singapore are speak English and Mandarin majority. This matter can be fix easily, just think to speak Indonesian with shopkeeper and local people only. It doesn't really an important mater to speak Indonesian with shopkeeper or local people as long as we balance it by talking English with friends and foreigner there. There is lot of interesting place to visit, where I believe Singapore also provide many places to visit. However, back to my major consideration about traveling price, more places to visit in Singapore, the higher the cost may appear in amount."*

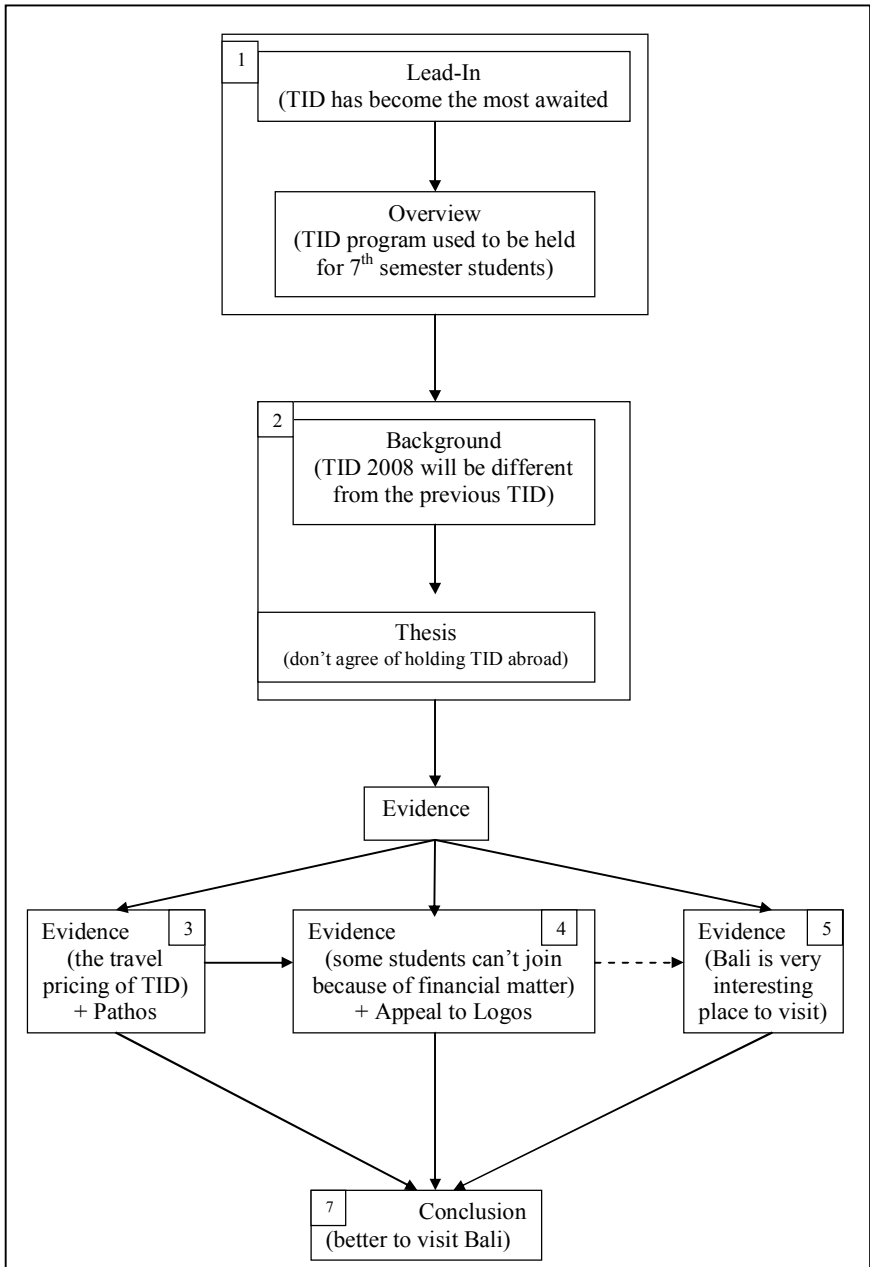
The second evidence was explained by using appeal to logos. In conclusion was stated as the following:

*"Finally, it is better to visit Bali as the destination of TID program, beside the cheaper traveling price, here are also hundred of excitement there, we can enjoy of inner together beside the beach at Jimbaran, play the water sports at Bedugul, experience the beauty of Tanah Lot and other places to have fun. The most important is the unity of being together for the last time, before the graduation, before everyone has their own career and before we consider as a S1 teacher graduate. It is really nice to have TID program even in Bali at all."*

Here, the writer of this composition related again the three evidences which he had mentioned in the previous paragraphs. As a result, the composition became a composition with a linear pattern.

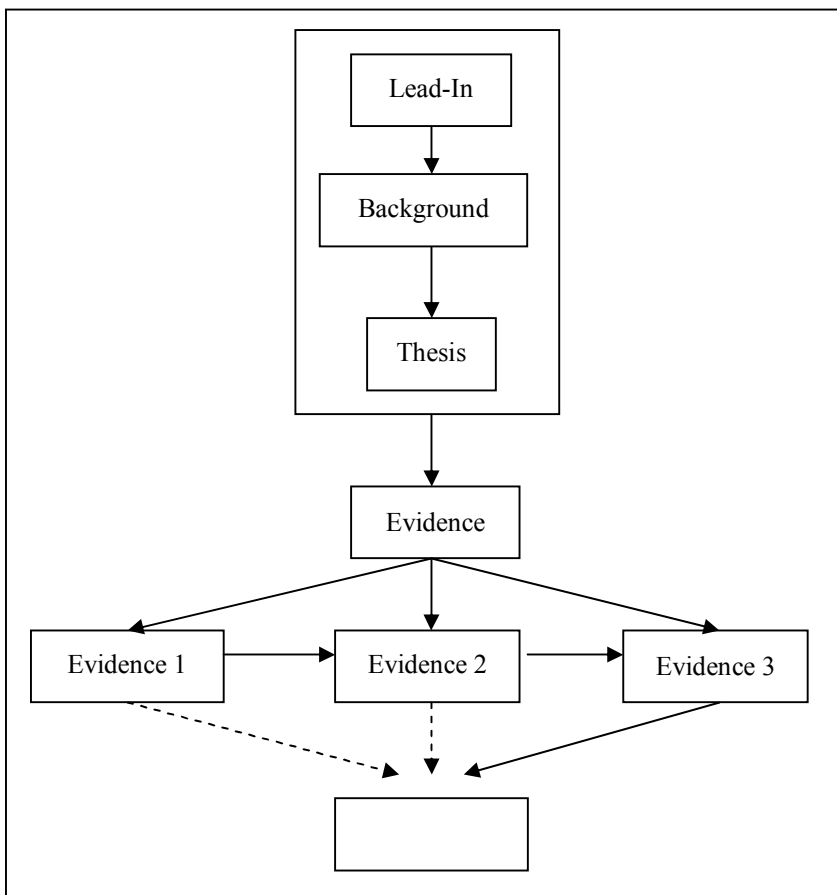
In short, the pattern of argumentative composition Sample 1 is presented as the following diagram:

**The Diagram of “Between Singapore and Bali, the Pro and Cons Due the 2008 TID Program” (Model 1, Sample 1)**



The following was the second “Linear” pattern found in the students’ compositions. Different with the first “Linear” pattern, the second “Linear” pattern used only Lead-In, Background and Thesis as the introductory paragraph. Then it was followed by evidenced explained by certain appeals and the conclusion. The pattern was exemplified as the following diagram.

**Diagram Model 1**



The composition (Appendix 2) began with a Lead-In as the following:

*“English Native Speaker is one of the solutions to help the students to improve their speaking ability.”*

Then, there was a background after the Lead-In. The background was:

*“English Department of Widya Mandala University have tried to improve the quantity of faculty. Many things have been done to achieve the purpose. One of them is that by adding more English native speakers at the English Department. The effort brings many good effects and forces*

*the students to speak English all the time on our campus. In other words, this way has a purpose to increase the quality of speaking ability in Indonesia, especially English. In fact, we know that in Indonesia, English skill are very poor and has low loyal quality. That's why, it is really needed to do a breakthrough to reveal that condition."*

After an overview, the writer put a thesis. The thesis of the composition above was stated in the last sentence of the introductory paragraph. The thesis was as the following sentence:

*"I have three strong reasons to convince my statement above."*

Then, it was followed by three evidences that should be related to the thesis. All the three evidences were explained by using appeal to logos. The first, second, and the third evidence were as the following paragraph:

*"My first reason is that if the English Department has more English native speaker, they can encourage the students in communicating with all of the people around the campus at the time. For example, when I joined SAC conversation club last semester, I had the most unforgettable experience with this program, especially with the native speakers. At that time, I followed it because my friends asked me. They said that there were two native speakers who would lead the SCC on that day. Actually, I myself was very afraid of communicating with the native speakers. I didn't have self-confidence to speak with them because I know that my English was not very good. Besides that, I am not usual to use English in communicating with my friends and my lecturers. During the SCC, I just kept my mouth tightly. But then, I was very surprised that one of the native speakers called my name and asked me to answer his questions as the representative of my friends. I could not imagine how nervous I was at that time. But, finally I answered the questions because all of my friends were looking at me and hoping that I could be a good representative of them. Never came in my mind before that I could make it well. Then I know that if there are more English native speaker in English Department, it will make the students become more active in using heir English everyday. After that, I built my confidence to speak English all the time on campus because I realized that being a English Department students, I should have a good speaking quality and it will help me to fulfil the urgently requirement when I seek the occupation."*

*"My second reason is that if the English Department has more English native speakers, the lecturers can exchange*

*the knowledge method with the native speakers. It is good way to improve the English curriculum especially in the English Department of Widya Mandala University. Besides that, the teaching method in English Department will be appropriate with the International standardization. For example, The Seattle University of America has different method in teaching especially in the learning process, the students there must be more active than the lecturers and the sources do not depend only with the textbook but more than that, the students should get more data or information from the library, internet and also from their peers. Besides that, the students have to join in many extra curricular after their study schedule are over. This method forces the students to be more active speaking when they shares their ideas with the others so the students can be more independent. Moreover, they can solve their difficulties by themselves. From the example above, we can see that our curriculum is quite different with the curriculum in other countries. That's why, by adding more English native speakers hopefully, it will bring good effects in order to improve our curriculum, so that, it will fulfill the International standardization.”,*

and the third evidence was stated as the following:

*“My third reason is that if the English Department has more English native speakers, it will increase the quality of the faculty itself. Parents will trust Widya Mandala University, especially, the English Department that it can give the best teaching method to their children. Most of parents realized that Indonesia is one of the developing countries. English becomes very important to communicate with the foreigners. If their children can speak English frequently it will help their children to make a business with the foreigners and so that it will increase their incomes. As the result, many parents enroll their children to study in this department. In fact, this new academic year, 2007, the amounts of the new students of English Department have increased, from 140 to 165 students. It is because the English Department from already success in improving their methods of teaching.”*

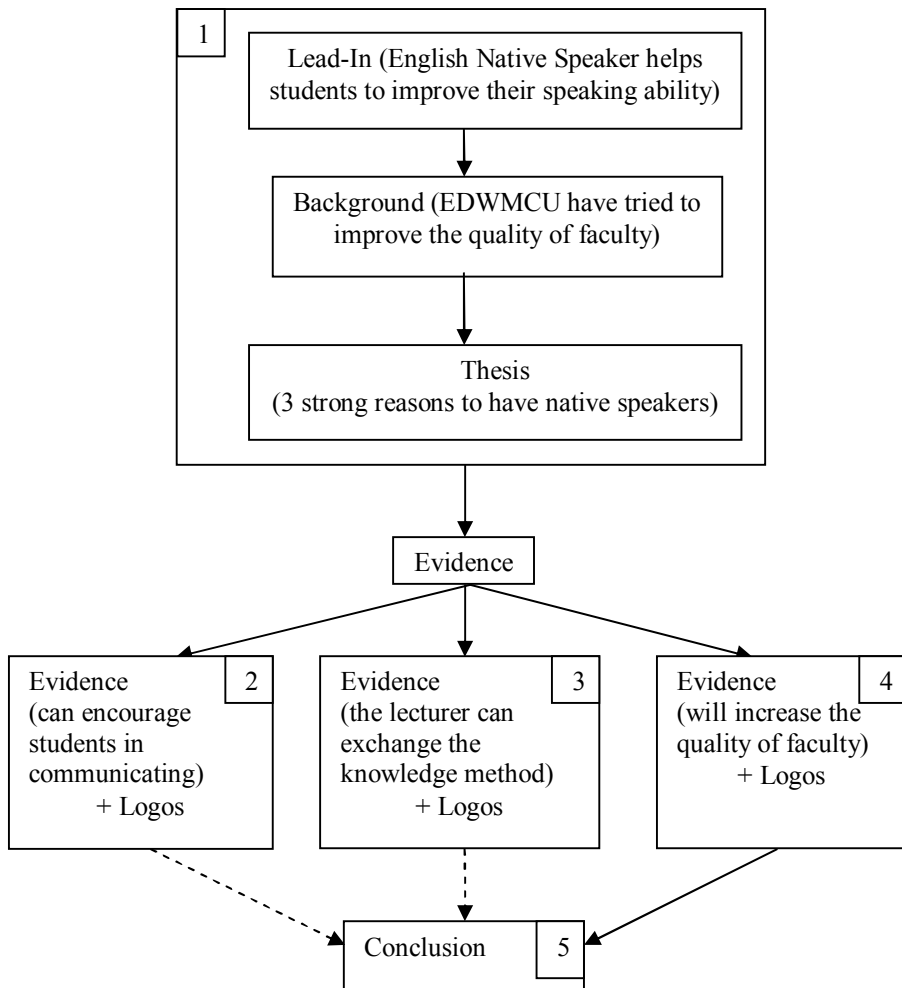
In conclusion, the writer restated the evidences. The conclusion was:

*“In short, English Department should have more English native speaker around to increase the quality of English education especially in Widya Mandala Catholic University. This way bring two good effects, first for the faculty included the students and the lecturers and the second for our country, Indonesia. As we know hat Indonesia is one of*

*the developing countries, so to achieve that purpose, Indonesia people should improve their English skill, in order to make Indonesia Human Resources becomes better than before. Hopefully by having a better quality of Indonesia, Human Resources will increase the incomes and foreign exchanges of this country.”*

In short, the pattern of the composition above was displayed as the diagram below.

**The Diagram of “Should we, English Department students, speak English all the time on our campus.”  
(Model 1, Sample 2)**

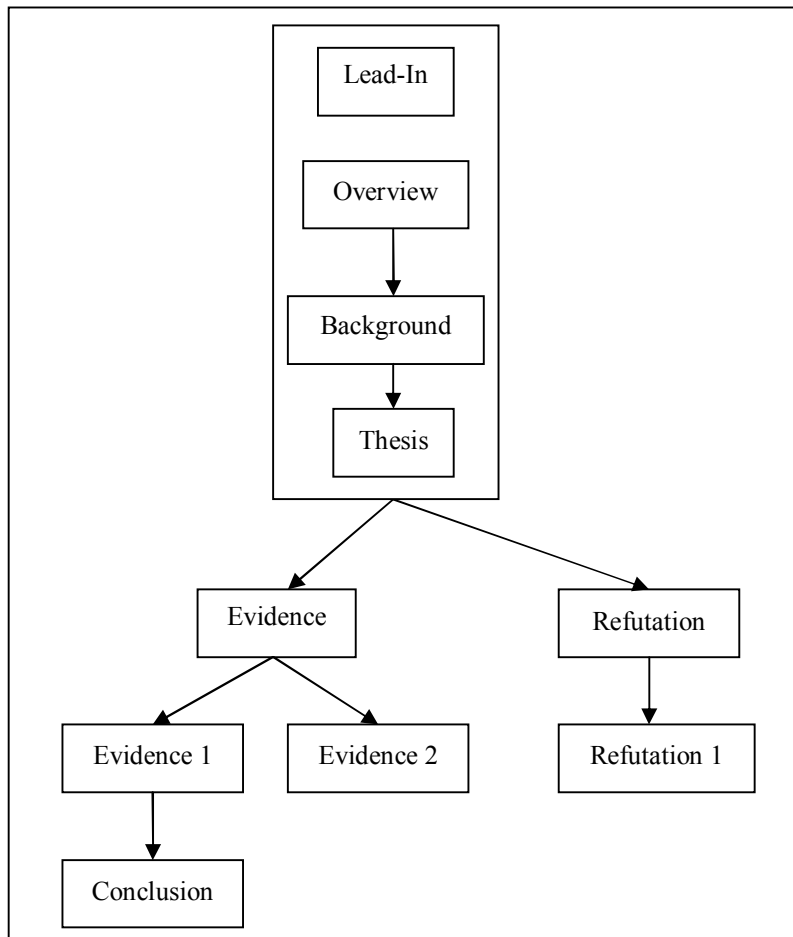


Below is another model of composition. It is almost similar with “Linear” pattern but it has a little bit different especially in the relationship with the conclusion.

## Model 2

In Model 2, we can see that some compositions under study are linear but the conclusion does not always restate the entire pro and cons aspects which the writer had stated in the previous paragraphs. From the total of sixteen argumentative compositions written by the Widya Mandala Catholic University English Department students, there were seven students whose compositions were used this model. Let’s see an example of Model 2 below.

**Diagram Model 2**



In the composition above (Appendix 3), the Lead-In was:

*“There is a lot of arguments between the English Department students on whether we should have our next TID in Singapore.”*

Then it is following by an overview and background as the following:

*“TID or Total Immersion Days has been a routine agenda for the English Department of Unika Widya Mandala Surabaya. In TID, students are obliged to talk in English all day long to friends and lecturers or even strangers or tourists. Before, TID has always been held in Bali, where all foreign-country tourists meet and gather. That way, it’s easy for students to make contact with native English speakers.”*

and the background was:

*“Recently, the Head of English Department gave a new idea which is to hold the TID in Singapore. Of course, pro and contra emerge”*

The thesis is located in the last sentence of the first paragraph. It is stated there that:

*“However, I personally agree that our next TID should be held in Singapore.”*

Then this thesis is proved with two evidences and followed by a refutation. All of the evidences and refutation in this composition are explained by using appeal to ethos. The first and second evidence is both located in the second paragraphs. The first evidence is shown by the following paragraph:

*“People who agree that next TID should be held in Singapore think hat it is good because students are put in the real English-speaker environment so they can practice their English a lot. Also, students won’t be able to speak in Bahasa Indonesia because little who understand Bahasa Indonesia in Singapore. The weakness of having TID in Bali, which is students are still able to use Bahasa Indonesia when they are shopping and bargaining especially in traditional markets, won’t occur in TID in the Singapore. This is good mainly because students will need to talk in English all the time in the TID, which is the primary goal of TID.”*

While the second evidence is stated like this:

*“Furthermore, people who agree to the statement say that TID in Singapore will give students a lot of new experiences and expand their knowledge. There is a lot of new things to learn in Singapore, for example Singapore people’s way of life, their habits that we don’t have in Indonesia, the reasons why they can be so discipline, etc. TID in Singapore*



*will open the students' eyes and this will stimulate them to learn and work harder so that they can be as successful as the Singapore people."*

Next, after providing the readers with evidences, the writer continuous his composition by giving a paragraph consisted of refutation. The refutation paragraph is as the following:

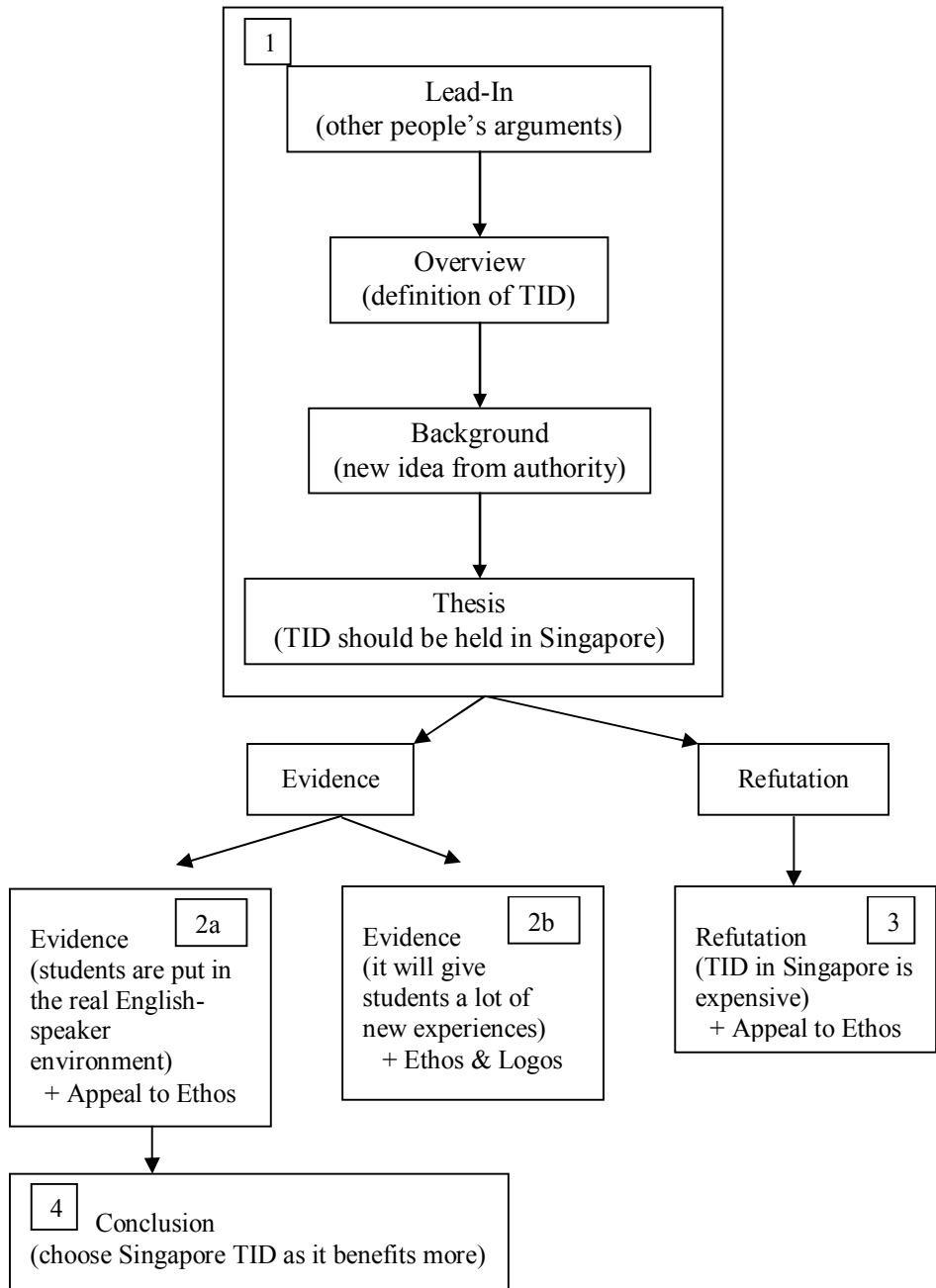
*"Furthermore, people who agree to the statement say that TID in Singapore will give students a lot of new experiences and expand their knowledge. There is a lot of new things to learn in Singapore, for example Singapore people's way of life, their habits that we don't have in Indonesia, the reasons why they can be so discipline, etc. TID in Singapore will open the students' eyes and this will stimulate them to learn and work harder so that they can be as successful as the Singapore people."*

In conclusion, the writer of this composition relates only one of the two evidences. The conclusion is as the following paragraph:

*"On balance, I think that it is OK to hold TID in Singapore as long as the students don't force themselves to join it. They may choose between the Singapore or Bali TID and they can join one of them with no pressure. Personally I will choose Singapore TID because I think it will benefit me more. I want to be in the real English-speaker environment and I want to broaden my knowledge."*

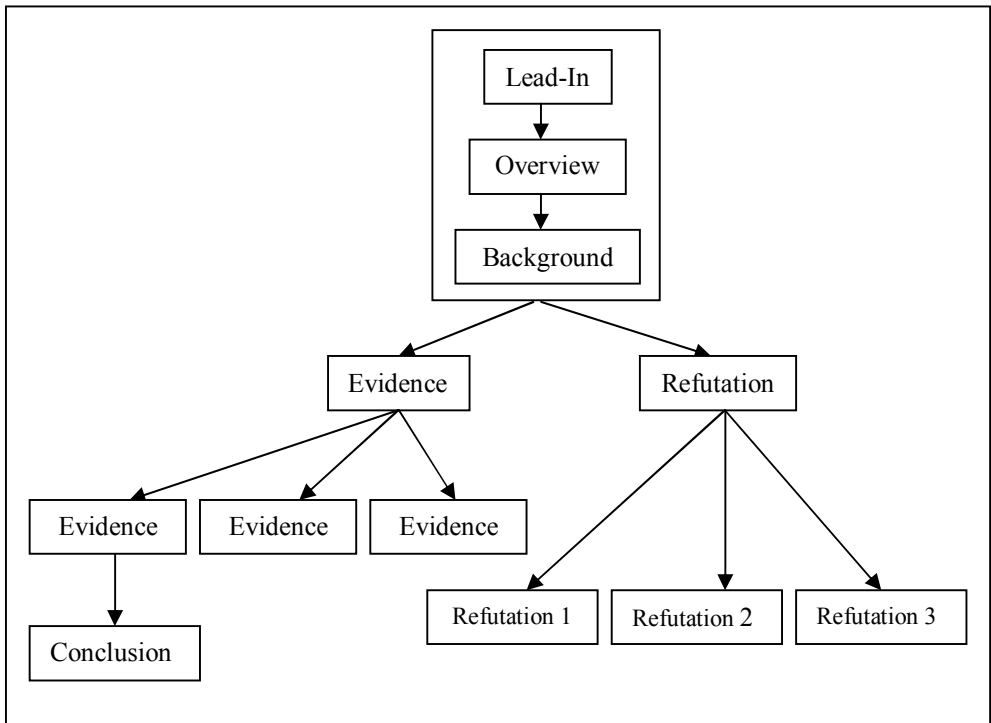
As a result, the composition became a composition with a linear pattern but in the conclusion, the writer only stated some pro and cons aspects which he had stated before in the previous paragraphs. In short, the pattern of Model 2 is presented as the following diagram.

**The Diagram of “Bali or Singapore, Which One to Choose?”  
(Model 2, Sample 1)**



The following was another variation of the pattern found in the students' compositions which was included as Model 2. Different with the first pattern, the second "pattern used only Lead-In, Overview, and Background as the introductory paragraph, The Thesis didn't state clearly. Then it was followed by evidenced and refutations explained by certain appeals and the conclusion. The pattern was exemplified as the following diagram.

**Diagram Model 2**



The composition (Appendix 4) began with a Lead-In as the following:

*"TID or Total Immersion Days is one of the obligatory program in our faculty, English Department."*

Then there was an overview after the Lead-In. The overview was:

*"This program is held for the students of the English Department to improve or to practice our English by speaking with the foreign people."*

After an overview, the writer put a background which was stated like this:

*"Almost every year, TID is held in Bali but now there is a "new idea" of TID's place, Singapore. Actually, that's not a new idea because our seniors would go to Singapore for their TID. I don't know why that idea has postponed, (may*

*be the reason was the price, too expensive. That's only my opinion which was crossed in my mind at this time). Now, that's idea is showed up. The department invited us, the students, in Auditorium, to discuss about that idea (TID in Singapore). The head and the secretary of the English Department explained it briefly, started from he cost until the details things (like how long we'll go there, etc)."*

Then, the writer provided three evidences and three refutations. All the evidences were explained by using appeal to pathos, while the first refutation was explained by using the appeal to logos. The first, second, and the third evidence were as the following paragraph:

*"When I heard the cost (I was shocked at that time), I just talked to my self hat I wouldn't go there. Do you know why?? You're right. Because of the cost, too or very expensive for me. Of course, I have the other reason besides that. But I would like to explain more about my first reason. Expensive cost. As what the head of the English Department said that we have to spend at least 3,75 million rupiahs. That cost not include our paspor. And also our pocket money. After I calculated, each student will spend at least five million rupiahs. (Ooh Gee...) how we can get that money?? from my salary as a private teacher? That's not enough, asking my parents? Sorry, I can't. My parents don't have that such a money."*

*"My second reason is we can practice our English here in Indonesia (in Bali, for instance). We can learn / improve our English here. It's not need to go to abroad (Singapore), wasting money. My opinion is "learning is depends on ourselves". It means that we have to motivate ourselves to improve our English wherever TID will be held in. If TID will be held in Singapore but we don't have any motivation to improve it, that's useless,"*

and the third evidence was stated as the following:

*"My third reason is some of us (the students) still hard to pay the school fee. How come we join the TID in Singapore if our school fee haven't paid yet??? It's impossible, right. I absolutely believe that the student's parents will choose to fulfill the school fee first and hen pay the TID's cost (If their money still left). Let me give you my expectation, all the students will join the TID in Singapore and they will pay by heir own money (@ student = 5 million rupiahs including paspor and pocket money). But the department will pay our school fee as the same as the TID's cost. Do you agree with me? Of course, you agree, you have to."*

Next, the writer gave three refutations which all located in the fifth paragraph. The first, second and the third refutation were:

*“Actually, it’s great (TID in Singapore) because I can improve our English maximally. It’s difficult for me to use Indonesian because almost Singaporean speak English. The situation can force me to use my English.”*

*“The other reason is getting the new experience; speaking with foreign people in their country. The unforgettable experience in my life if I can go there”*,

and the third refutation was:

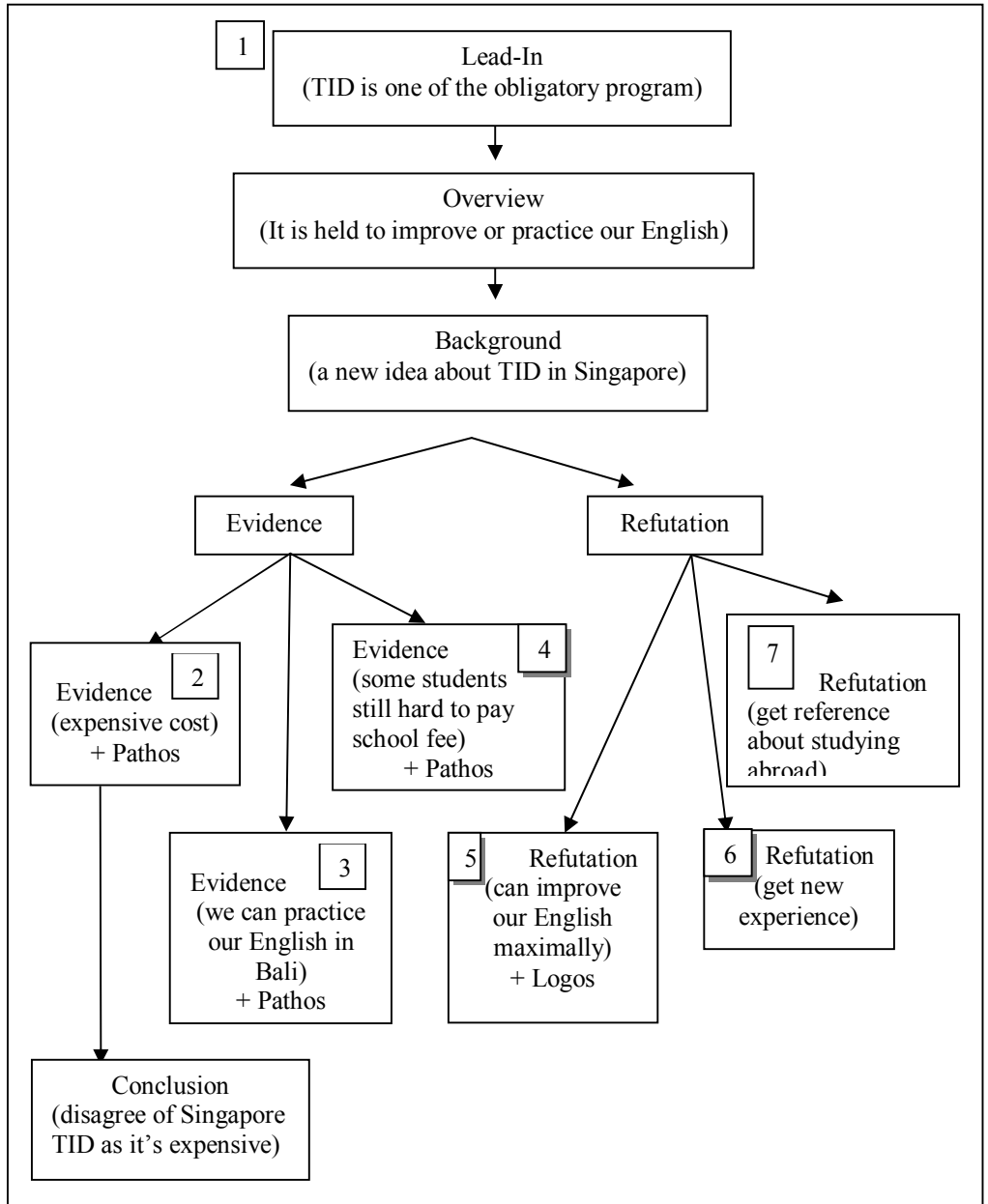
*“My last reason or in other words, the other advantages is getting references about studying in Singapore, working in Singapore, the lifestyle, etc.”*

In conclusion, the writer restated the idea from the first evidence only. The conclusion is:

*“In conclusion, I don’t agree if the TID be held in Singapore because it’s too expensive for me. I prefer go to Bali than Singapore because the cost is cheaper, the nature is more beautiful and I will go there.”*

In short, the pattern of the composition above was shown by the diagram below.

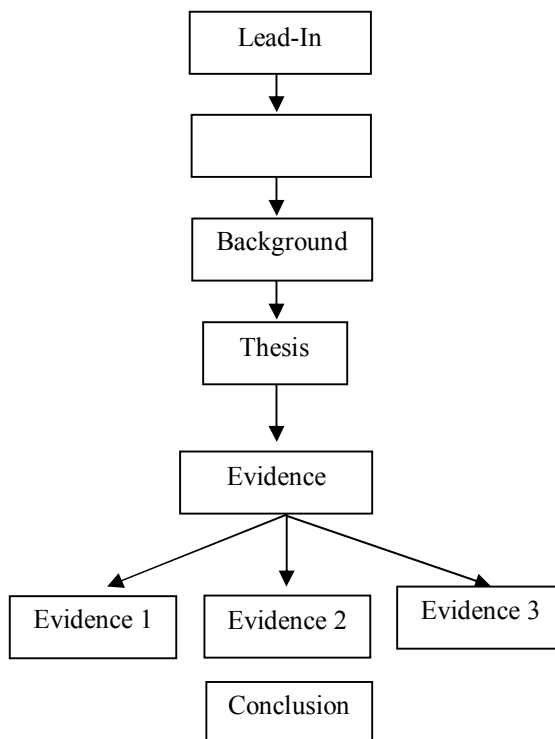
**The Diagram of “Singapore, NO!!!”  
(Model 2, Sample 2)**



### Model 3

From the total of sixteen argumentative compositions written by the students, there were seven students whose compositions were used the third model. This model was called as “Linear with Indirect Conclusion” because there was no relationship between the pro and cons aspects-in this case are evidence and refutation and the conclusion. Here, the writer put the Lead-In, Overview, Background, and Thesis in the introductory paragraph. Then, in the closing paragraph, the writer gave a conclusion that had no relationship with the evidences mentioned before or didn’t restate the ideas from the evidences. The following was one example of pattern which used the last model.

**Diagram Model 3**



From the pattern above, we could conclude that some compositions under study are written with linear pattern. However, there was no relationship between the pro and cons aspects-in this case are evidence and refutation and the conclusion. So in the conclusion, the writer did not restate the evidence nor refutation at all.

The composition (Appendix 5) began with a Lead-In as the following:

*“TID is the time that has been waited for a long time by the students of the English Department of UNIKA Widya Mandala Surabaya.”*

Then, there was an overview after the Lead-In. The overview was:

*“It not only gives us new experiences traveling together with our friends, but also gives us a chance to practice our English with native people. It does sound fantastic but there is still always a controversial issue whether we have our next TID in Singapore or Bali.”*

After an overview, the writer put a background which was stated like this:

*“Many students come up with their own arguments to support having TID in Singapore but in this world, of course, there is a pro and contra, that is why those arguments to have TID in Singapore is debated by the students who want to have their TID in Bali. Because of that controversial debate, whether we have our next TID in Singapore or Bali has not been decided until we get into one decision.”*

The thesis of the composition above was stated in the last sentence of the introductory paragraph. The thesis was as the following sentence:

*“I am as a student of the English Department of UNIKA Widya Mandala absolutely have my own argument too and if I may suggest, it is better to have our next TID in Bali because of the following reasons:”*

The thesis was proved by three evidences that should be related to it. The second evidence was explained by using appeal to pathos, while the third evidence was explained by using the appeal to ethos. The first, second, and the third evidence were as the following paragraph:

*“First, that may be true that having TID in Singapore is interesting. We can have new experiences of traveling abroad with friends, meeting new people who live a thousand miles with us, and having a chance to go abroad, this is especially for those who have never been abroad, but it costs a lot. Why should we spend our five million rupiahs in Singapore just for five days while we can spend that amount in Bali may be for two until three weeks and go home with full of shopping bags in our hands?”*,

*“Second, Indonesia has Bali Island that has many good and interesting place to be visited, such as Kuta beach, Jimbaran. Bali is as fantastic as Singapore, even more. Many foreign people want to go to Bali so that we should be proud to have our next TID in Bali. We can enjoy the*



*beautiful scenery, the beach, and have shopping with a reasonable price.”*

and the third evidence is stated as the following:

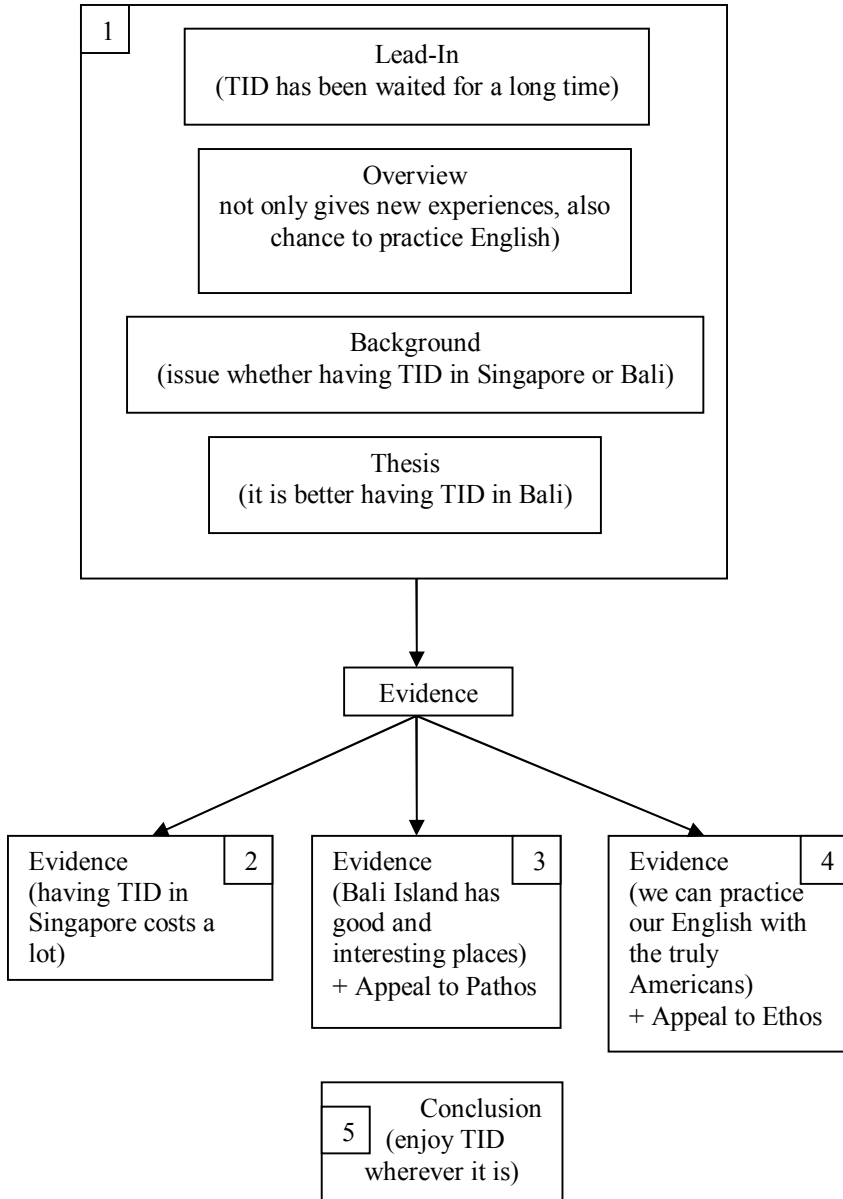
*“Third, many students argue that we can practice our English with Singaporeans and there are not as many as Indonesians in Singapore compare to Bali so that we can truly practice our English. It sounds great but in Bali, we can practice our English with western people, the truly Americans who absolutely have better pronunciation than Singaporeans. And if we promise to our self to speak English all the time, I think it doesn’t matter although there are many Indonesians all around us.”*

In conclusion, the writer does not restate the evidence nor refutation at all. The conclusion was:

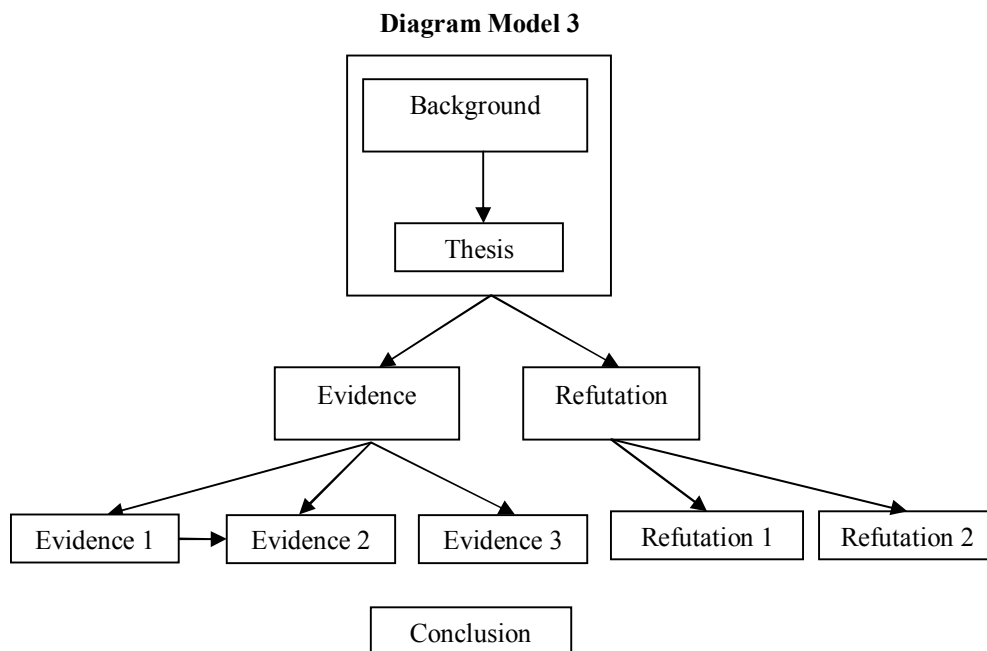
*“Finally, I’d like to say that whether we can enjoy our life is based on our self. If we thank God for all His blessing, our life will be beautiful. Our beautiful life is not because of we go to Singapore or not, but because of our thank to God. Whenever you go, Singapore or Bali, I hope we can enjoy our TID and have a wonderful moment with our friends.”*

In short, the arrangement of the components of the composition above is presented in the following diagram.

**The Diagram of “I Love Bali”  
(Model 3, Sample 1)**



The following was the other variation of the third pattern found in the students' compositions. Different with the first pattern, the second pattern used only Background and Thesis as the introductory paragraph. Then, the thesis was followed by evidences and refutations explained by certain appeals and the conclusion. The pattern was exemplified as the following diagram.



The composition (Appendix 6) began with a Background as the following:

*“Should we, English department students, speak English all the time?”*

Then, there is a Thesis after the Background. The thesis of the composition above is stated in the last sentence of the introductory paragraph. The thesis is as the following sentence:

*“As a student in English department, I agree that all the English department students should speak English all the time. I think it’s good for us, since it will give us many benefits for our self.”*

Then, it was followed by three evidences and two refutations that should be related to the thesis. The first and second evidences were explained by using appeal to logos. While the first refutation explained by the appeal to pathos, the second refutation was explained by the appeal to ethos. The first, second, and the third evidence were as the following paragraph:

*“The first reason that, make me agree with that is we can increase our skill between both oral and written in English. Everyday we learn English, in class we also speak English but later on when we outside, we talk with our mother language. By making the environment in English department is conditioned as English speaking area, we have to be able to talking to asking permission, or even to gossiping in English language. Later on, sooner or later, our skill in English is going to increase significantly.”,*

*“Then, by having the environment conditioned, we get used to talk in English about our daily life, school life, to discuss about homework or report with our friends, or lecturers. When we used to speak in English, slowly our mind set have some changes. As an, example when we want to talk or explain something in English, some of us are thinking about that things using Indonesia language then we translate it into English, then we say it. But then after we used to speak English all the time, our way of thinking is not think about the things in our mother language first then translate it into Indonesia. NO. As we already get used to we directly thinking about things in English language, then we say it. It can happen because that we are used to be conditioned to think and speak using English. And then, we will not get nervous again whenever we have to talk in English.”,*

and the third evidence was stated as the following:

*“Then, it can motivate to be better and better. Because, as speak in English, is a most we push ourselves to learn English then practice it. Because when we aren't able to speak well, it's hard for us to communicate with other people in our department. Since we also don't want to be looked as a stupid person, we also have to improving our skill. But, I believe that every human have different ability, some people become fast-learner, but some become slow-learner. But I also believe that the best way to improve our skill is by doing it while we also learning it.”*

The next paragraphs, the writer gave two refutations. The first refutation was:

*“For some people, they may say that we, English department students shouldn't speak English all the time in campus. Because they think that it's quite useless and many difficulties will facing this program.”*

and the second refutation was:

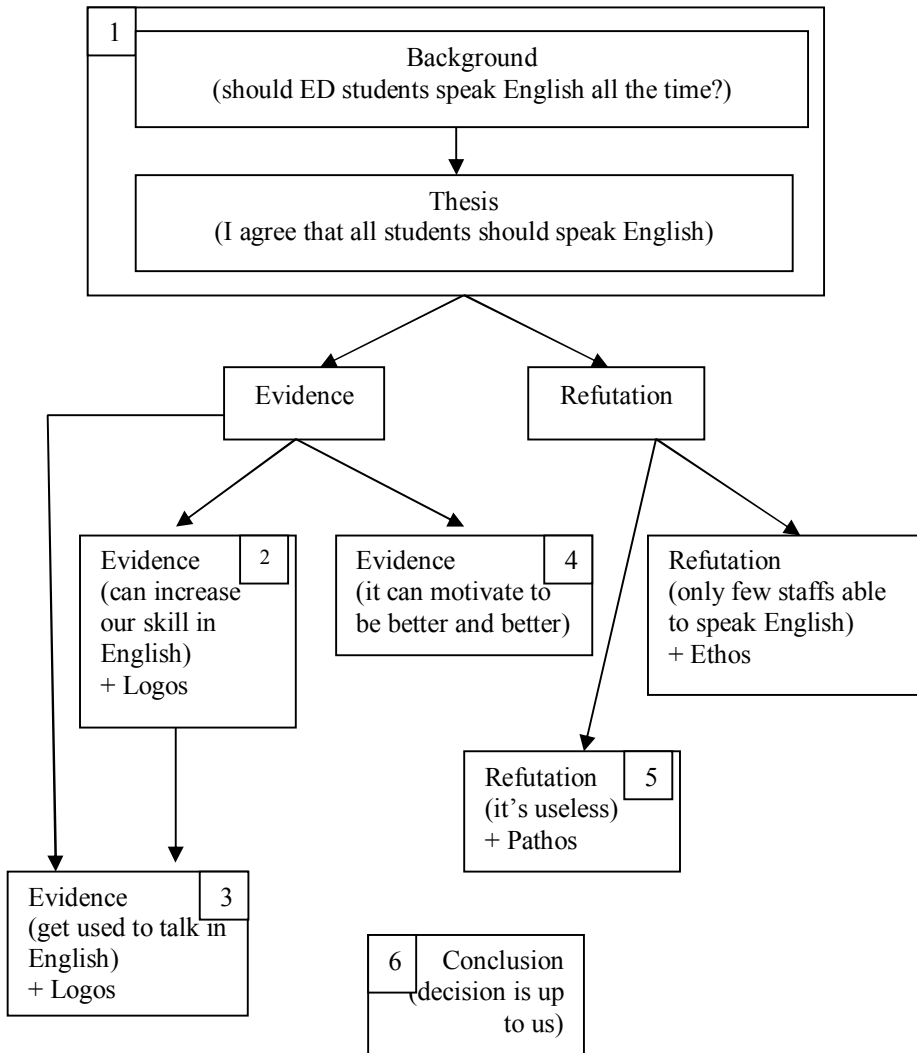
*“We all know that there all only few staff in English department who able to speak English. For we , as students , and lecturers will find few difficulties in running this program. But for the administration staff, cleaning service staff, canteen staff, and the security, they aren’t able to speak English all the time. So it’s quite hard for them add us as student, to communicate in English.”*

In conclusion, the writer didn’t restate the ideas form the evidences or refutation so there is no relationship between the evidence and refutations mentioned and the conclusion. The conclusion was:

*“As I have explain the pro and contra reason based on that situation it’s now depend on is whether we want to get better or not. Because whatever the decision we take, there are some consequences that we have to receive and when we decide to make this program run, we have to find some solution to overcome the difficulties that might raise.”*

Shortly, the pattern of the composition discussed above was shown as the following diagram.

**The Diagram of “Speak English All the Time is a Good Way to Learn English”  
(Model 3, Sample 2)**



## Discussion of the Findings

There are 3 major types of rhetorical pattern found in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya. The first was the “Linear” pattern. In the “Linear” pattern, the composition flows smoothly from the first until the last component of the composition. There is also a connection to the conclusion. The second pattern was the “Linear with Incomplete Evidence” pattern. In this type, we can see that some compositions under study are linear but the conclusion does not always restate the entire pro and cons aspects which the writer had stated in the previous paragraphs, and the last type was the “Linear with Indirect Conclusion” pattern. This model of composition was called as “Linear with Indirect Conclusion” because there was no relationship between the pro and cons aspects-in this case are evidence and refutation and the conclusion.

The findings above showed that the rhetorical patterns among various languages are different because of cultural difference. This fact also stated by some researchers for example Kaplan. His study showed that each language and each culture has its preference or taste in organizing ideas. The typical characteristic of English rhetoric, for example, is that it is dominantly linear in its development. While Semitic, the Oriental, and the Romance language groups deviate from preferred English paragraph development. Besides, Bander (1981) also states that ideas do not fit together in the same way from language to language. A Russian, an Egyptian, a Brazilian, and Japanese tend to arrange their ideas on the same subject in quite different ways. They do this because each culture has its own special way of thinking and preference or taste in organizing ideas.

Based on the result of this study, it can be stated that Indonesian students also have their own preferences in organizing ideas. In this case, the students of the English Department of Widya Mandala Catholic University, who are Indonesians, tend to construct an argumentative composition in a zigzag pattern while the pattern of writing that is taught by the lecturers is the pattern that is used by the Western; that is the linear straight-line pattern. The result is some argumentative compositions written by Indonesian students actually have been linear but they are not as well as the compositions written by Americans students. So, no matter how good their compositions, the compositions are still not as perfect as the compositions written by American students.

The result of this study also showed that most of the argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya were written in jumbled sentences so the organizations of the composition pattern were not always the same as the Plato-Aristotelian pattern which have been taught by the lecturers. If in the pattern taught in the class, the ordering of the Thesis came after the

Background; but some of the students positioned the Thesis first before the Background.

The students of the English Department of Widya Mandala Catholic University Surabaya had been taught how to write a composition by using the Plato-Aristotelian style of writing. As the objective of Writing III course is “*The course provides students with the knowledge and skills to write English composition*”, it means they are expected to be able to make a good English composition. In relation with teaching writing, the writer could say that the result of this study showed that the students hadn’t mastered the lesson that their teacher had taught especially in writing the Plato-Aristotelian style of composition. It is shown by the result that there were only two students whose compositions were truly linear. In other words, they still need to learn more about how to write an argumentative composition by using the Plato-Aristotelian writing style.

### **Conclusions and Suggestions**

Concluding this study, Chapter 5 gives some relevant conclusions based on the findings presented in Chapter 4, and also gives some suggestions for teaching writing to Indonesian students and the next research.

### **Conclusion**

This study was concerned with the rhetorical patterns frequently found in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya. It was a documentary study that was done with the students of the English Department of Widya Mandala Catholic University Surabaya as the subject and their argumentative compositions that they wrote during the final examination were used as the data of this study.

After analyzing sixteen argumentative compositions, the writer found that some argumentative compositions written by Indonesian students actually had been linear but they were not as perfect as the compositions written by Western students. It is shown by the result that from all sixteen compositions made by the students, only two compositions were truly linear. The other seven compositions were linear but with incomplete evidence in the conclusion, and the rest were those which were linear with indirect conclusion.

The findings and the discussion above lead to the conclusion that the rhetorical patterns among various languages are different because of cultural difference. As mentioned in the previous chapter that actually the Indonesian students tend to construct an argumentative composition in a zigzag pattern, while the pattern of writing that is taught by the lecturers is the Plato-Aristotelian pattern; that is the linear straight-line pattern. This can make a problem occur when, for example, the students try to adapt to the Western pattern of writing while they used to make a



composition by using zigzag pattern or may be spiral pattern. So, no matter how good their compositions, the compositions are still not as perfect as the compositions written by American students.

This fact was also stated by some researchers for example Kaplan. Based on his investigation on six hundred compositions written by foreign students in the U.S., Kaplan (1980: 400) presents strong evidence about the above phenomenon. His study showed that each language and each culture has its preference or taste in organizing ideas. The typical characteristic of English rhetoric, for example, is that it is dominantly linear in its development. While Semitic, the Oriental, and the Romance language groups deviate from preferred English paragraph development. Those of the Semitic language group tend to use excessive parallel construction instead of subordination; those of the Oriental group are marked by what is called an approach by indirection and those of Romance group prefer to use excessive digression to a linear flow of thoughts or ideas.

Besides, Bander (1981) also states that ideas do not fit together in the same way from language to language. A Russian, an Egyptian, a Brazilian, and Japanese tend to arrange their ideas on the same subject in quite different ways. They do this because each culture has its own special way of thinking and preference or taste in organizing ideas.

### **Suggestions**

Based on the findings previously presented, some suggestions for teaching writing to Indonesian students and future research are given. This section is then devoted to those suggestions.

### **For Teaching Writing to Indonesian Students**

The aim of teaching writing to the students of the English Department of Widya Mandala Catholic University Surabaya is to teach the students how to write a composition which is good according to the Plato-Aristotelian writing style. In fact, the result of this study showed that the students hadn't mastered it quite well. Although some of them had made linear compositions, some of their compositions were still not truly linear. It means that they still need to learn more about how to write an argumentative composition by using the Plato-Aristotelian writing style.

This time, the teacher has a big role in helping the student. It is suggested that the teacher should keep training the students to make a composition based on the American style by always giving exercises to them, and also ask the to read lots of argumentative composition so that they can improve their knowledge about the Plato-Aristotelian style of writing.

## For Future Research

Since writing is the skill which can cover the three other skill, it shows that writing skill is a big matter so there are also many aspect in writing that can be investigated. The researchers can investigate so many things in writing, whether in the surface or inside writing. Some aspects had been investigated before by the previous study such as: the reasoning, the logical error in writing, the rhetorical pattern, etc. Still, there are other aspects that have not been investigated.

For the future research who will probably concern with writing especially argumentative writing, it may investigate about the differences and similarities in argumentative composition in English and its Indonesian translation, or it may investigate about the rhetorical pattern in students' descriptive composition.

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