

RHETORICAL PATTERN IN ARGUMENTATIVE ESSAY WRITING BY EFL STUDENTS OF IAIN SURAKARTA

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Abstract: This study reports pattern of rhetoric in argumentative essay of academic writing accros three achievement categories: fast learner, medium learner, and slow learner. Descriptive correlation between the pattern of the rhetoric and overall quality of academic writing was also identified. This research was descriptive study using content analysis approach. The research subjects were 3 classes of semester VII EFL student out of 9 classes selected in purposive sampling. Pattern of rhetoric in students work was analyzed in seven categories: thesis statement, reservation, background information, rational appeal, affective appeal, conclusion, and hesitation. ESL composition profile by Jacobs was employed to measure students' academic argumentative essay. The finding showed that rhetoric pattern categories in three different writing achievers was failed to use. However, strong connectivity between pattern of the seven rhetoric categories and overall quality of academic writing across level of achievement was significantly linked.

Keywords: rhetoric pattern, argumentative essay, academic writing

Argumentative essay is a form of rhetoric composition that seeks to influence the attitudes and opinions of others (readers), so that readers trust and ultimately act according to the wishes of the writer or speaker (Keraf, 2007:3). Argumentative nature is critical and logical thinking. In Argumentative essay writing content can be an explanation, proof, reason, and objective review which included examples, analogies, and causation (Gunawan, 2009). Also to strengthen the idea or opinion of the author of the discourse, supporting data should be included. The goal, the reader becomes convinced of the truth proclaimed author (Iskandar, 2008). Argumentative discourse is discourse that interest readers, expressed in a

claim, comments or opinions, and with evidence that supports it (Smith, 2003:33). In the discourse, the author's argument seeks to support things that are controversial or maintain a position in a divergence in the topics that are being debated (Langan, 2010:87). Thus, it can be concluded that the writing skills of discourse argumentation is a person's ability to prepare and submit an opinion or opinions in the form of written language on controversial issues with the use of language, spelling, and vocabulary in accordance with the applicable rules of grammar.

According Kamimura and Oi (1996), there are seven rhetorical patterns to show the form of argumentative essay. The patterns are TS (Thesis Statement), RE (Reservation), BI (background Information), RA (Rational Appeal), AA (Affective Appeal), CC (Conclusion), and HT (Hesitation). There are four language skills received by a person in order. The skill is listening (listening), speaking (speaking), reading (reading), and writing (writing). Among the four language skills, writing is the highest skill possessed by someone.

Writing articles for a journal or a so-called Journal Article writing is one of the compulsory subjects in semesters VI English Department (PBI) Tarbiyah Faculty and Teaching (FITK) IAIN Surakarta. This course aims to allow students to have the knowledge, insight, and ability about writing an article that begins with strengthening write an argumentative essay (Argumentative Essay Academic Writing). With this competency, students are expected to be able to communicate well because writing is a process of casting ideas in the form of language symbols. Writing is an activity of thinking embodied in the arrangement of the letters that have meaning. The contents of the article will characterize the personality of the author in accordance with the language mastered. In general, the language is used in accordance with the purpose and character of the author. When writing, students need to formulate a variety of posts that will be developed.

Students have to adjust variance (genre) that writing ideas and his message to the reader. Therefore, students need to formulate goals and objectives before developing the essay readers. As part of language skills, writing skills have accrued to a very important and strategic because it is through writing an essay (essay writing) students can express ideas and problems on others. In addition, through essays, students can pour a problem with using good language and coherently to the basic writing scientific papers argumentative (Argumentative Essay Academic Writing). That is, the selection of essay writing assessment was raised to equip the student to be able to write a variety of other scientific papers.

In addition, students in English Language Education Program are that students who are prepared to compete in the world of work and the academic world that is increasingly competitive. To achieve the graduates who are competent, writing is one of the skills (skills) that must be mastered to support the competency standards. The higher their writing ability is the greater the chance to compete in completing the thesis. They can use language skills, either getting a better job or continue their education to a higher level. Academic writing skills (academic writing) requires the ability to draw up the idea of using grammar, accuracy words, and write proper grammar. One very important writing skill to be mastered is the argument essay writing skill (Argumentative Essay Academic Writing). At that skill students are expected to make an argument that contains evidence about the controversial issue and to

have capability of connecting these ideas so that their writing is easy to understand and the reader is able to interpret the author's intent.

In composing academic essay writing in the form of argumentation, students often use language usage patterns previously obtained through a variety of subjects and their experiences. Some of the findings of the professors who taught courses in writing indicate that the student has not been able to make a good introduction, argumentative structure has not been sorted properly, and the conclusion is still at the below basic, that conclusion does not focus on the topic and requires a lot of improvement. In addition, students have not been able to create a discourse that has cohesion form. Cohesion grammatical and lexical are very limited. Students still have a limited ability to connect ideas with each other ideas and the use of words in the essay's argument is less varied. The pattern of the rhetoric used by the sixth semester students in argumentative essay writing is very interesting to study. In writing class, students can be categorized as a quick learner (fast learner), intermediate learners (medium learner), and a slow learner. In using rhetorical patterns, students are faced with the quality of academic writing. Therefore, this study also identifies and compares the pattern of the rhetoric used by the students with the overall academic quality

The purposes of this study are to: 1) describe the rhetoric pattern used by students in academic argumentative essay writing 2) describe how the student in the category of fast learner, medium learner, and slow learner choose the rhetoric pattern 3) describe whether the pattern of the rhetoric used by students in academic writing argumentative essays related to the overall quality of academic writing.

This research is expected to contribute to the theories of English teaching and learning, especially writing. In addition, teachers are also expected to understand the importance of linguistic knowledge in the language learning process. Another benefit is of mapping the commonly used strategies by the students, to change the mindset about the use of argumentative strategies, provide a preliminary description for teachers in making learning with effective methods, hence so that students can be more enthusiastic and active in learning. This research also may contribute to the contents / syllabus to improve the quality of teaching course of Journal Article Writing by emphasizing intensive understanding on argumentative essay writing.

METHOD

Preliminary study is conducted to identify the skills of students writing at the paragraph level writing. The study was also conducted by researchers by observing (observation) the condition of the students at the beginning of the term until the meeting of the third meeting. Preliminary study showed that students do not have a clear pattern of rhetoric in writing Argumentative essay. Most of the students do not bring up facts in making arguments.

The approach used in this research is descriptive qualitative. Descriptive method is a method of research conducted with the main objective to portrait or describe situation objectively. Content analysis is used in this study to draw conclusions by identifying special characteristics of a message objectively and systematically. The data are Argumentative

Essay Academic Writing from sixth semester students of English Department IAIN Surakarta.

This research was conducted in the English Department IAIN Surakarta. The subjects of study are students taking compulsory course, Journal Article Writing compulsory course. The research process was conducted from April to June Semester II Academic Year 2015/2016. This research was conducted in several stages. The first is the implementation phase, writing argumentative essay. The next stage is content analysis on the results of argumentative essays the students wrote. Then the last is drawing conclusions from the analysis. In the implementation phase (argumentative essay writing), the students are grouped by category of learners, namely Fast learners, medium learners and slow learners.

Participants

Subjects of this study were all students who took the sixth semester Journal Article Writing compulsory subjects. Using purposive sampling techniques, 9 classes are selected into 3 classes. The reason of the taking the three classes is that the members of the three classes spread evenly in terms of general academic ability of students in the class. This is done so that the division of the three categories of the ability of students in the analysis (low achievers, medium achievers, high achievers) can be done with relatively proportionate

Data Collection

Data collection techniques in this study was using documentation and interviews. The stages of data collection are as follows:

- Students who become research sample (3 classes) with the number of 90 students are given the task to make Argumentative essay with the following conditions:
- Argumentative essay topics are determined by the investigators. It is intended that the topics they write be targeted and measurable.
- The number of words in the essay argumentative minimum of 500 words and a maximum of 1500 words.
- must present facts to support the argument
- After making argumentative essay, researchers conducted a data grouping data according to the topics they write.

Researchers used only one strategy is to triangulate. Reasons for using triangulation strategy for one, it is easily affordable for the use of researchers. Secondly, in practice, this method is easier to practice to validate this data.

Data Analysis

Data analysis techniques in this study is to classify the data obtained, then analyzed according to the categories that have been arranged in the assessment rubric, After that, the existing data presented in written form. The steps in analyzing the data of this study were (1) determining the assessment rubric, and (2) determining the value of the category of student achievement (3) achievement of students from the lowest value to the highest level of value that can be divided into five categories, namely, poor, less, sufficient, satisfactory and very

satisfactory (Son, 2012: 72). (4) the researcher conducted analysis of data in the form of student outcomes argumentative essay using content analysis approach. (5) the data analysis was also performed by determining scores, levels, and in accordance with the criteria ESL composition profile that refers to Jacobs et.al. (1981) scoring profile.

FINDINGS

The first analysis is conducted to find a pattern of rhetoric used by students in academic writing argumentative essays. The analytical tool used to reveal patterns of rhetoric in writing argumentative essay writing academic is based on theory of Kamimura and Oi (1996). There are seven patterns of rhetoric to show the form of argumentative essay. The seventh pattern is TS (Thesis Statement), RE (Reservation), BI (background Information), RA (Rational Appeal), AA (Affective Appeal), CC (Conclusion), and HT (Hesitation). From the results of the analysis on the election of the title used participants to write argumentative essay, the majority of participants write the title of argumentative essay in accordance with the provisions submitted by researchers. In connection with the selection of the title, has been established by researchers, as follows:

- * The title of argumentative essay is determined by the researcher and lead to a specific theme. This meant that the title they write be targeted and measurable. In this case the researchers determine what form of education, teaching and learning of languages, linguistics, and literature.
- The number of words in the essay argumentative minimum of 500 words and a maximum of 1500 words.
- must display facts to support the argument.

The results of the analysis of argumentative essay written 80 participants showed that the title selection is correct, and refer to one side to debate or persuade the reader in accordance with what is believed by the author. General analysis of the results of argumentative essay writing showed that most participants can produce a coherent essay and rhetorical patterns which are good. However, ideas outlined in their essay are not structured and logically traced. In the essays are illustrated that the student is still struggling to achieve completeness seven patterns such rhetoric as well as in using the features of cohesion so that the features are used are very limited. This resulted in the organization of their ideas or arguments in less trace and less comprehensive.

From 90 argumentative essays, there were 50 or 62% of the total which use thesis statement. The details are 18 essays from class VI A, 21 essays from class VI F and 11 essays from class VI C. From these data it was found that the majority of the students in VI class use pattern Thesis Statement (TS) pattern in writing argumentative essays, followed by the class C and class VI VI F.

In relation to the use of BI (background Information), from 90 argumentative essay, there are 76 essays 76 or 75% of the total that used this kind of rhetoric, in which the detail:

24 essays from class VI A, 30 essays from class VI F and 22 essays from class VI C. From these data we can conclude that the majority of class VI F using BI patterns in writing argumentative essays. And for class VI, VI A and C respectively, there are only 2 participants who are not using BI patterns in writing argumentative essays. Whereas in the case of the use of RE (Reservation), form 90 argumentative essays, there are 48 essays or 60% of the total which use this kind of rhetoric. The details are ilke the following: 7 essays from class VI A, 28 essays from class VI F and 13 essays from class VI C.

From the data it can be concluded that the majority of class VI F using RE pattern in writing argumentative essays and VI class. Furthermore, concerning with the use of RA (Rational Appeal) by a research subject, it was found like the following. 80 The essay argumentative essay contained 59 or 73% of the total, with details: 12 essays from class VI A, 26 essays from class VI F and 21 essays from class VI C. From these data it can be concluded that the majority of the class VI C using RA pattern in writing argumentative essays writing academic, and class VI A minimum use patterns RA in writing argumentative essays academic writing.

Concerning with the of AA (Affective Appeal), from 90 argumentative essays, there are 67 essays or 83% of the total using it. The details are 22 essays from class VI A, 26 essays from class VI F and 19 essays from class VI C. From these data it can be concluded that the majority of the class VI C using a pattern of RA in writing argumentative essays academic writing, followed by class A and class VI F. Analysis of the use of subsequent rhetoric pattern (HT/hesitation) reveals that from 80 argumentative essays there are 38 or 47% of the total. The details are 12 essays from class VI A, 22 essays from class VI F and 4 essay from class VI C. From the data it can be concluded that the majority of class VI F use this patterns in writing argumentative essays. The last, on the use of CC (Conclusion) it is found that from 80 argumentative essays, there are 69 or 86% of the total using it, with details: 20 essays from class VI A, 30 essays from class VI F and 19 essays from VI C. In sum, class VI A and VI mostly use patterns in writing argumentative essays followed by the sixth grade A. The second analysis is done to find a comparison of rhetoric pattern used by the student across achievement categories; fast learner, medium learner, and slow learner. Determination of fast learner categories is based on the completeness of 7 pattern rhetoric used by participants in making argumentative essay writing. The completeness is in the form of TS (Thesis Statement), RE (Reservation), BI (background Information), RA (Rational Appeal), AA (Affective Appeal), CC (Conclusion), and HT (Hesitation).

From these data it is found that there are 16 participants included in fast learner category. Participants come from a combination of class VI A, VI VI C and F. However, in using hesitation, many of which are not raised by the author. The majority of the participants only show thesis statements, claims, evidence and conclusion. Next there were 24 participants belonging to the category of medium learner. Participants come from a combination of class VI A, VI VI C and F.

Concerning with the rhetoric pattern used by the students in slow learner category, it is found that participants need more time to master the topic, to write and to try to show the rhetoric patterns. Determination of slow learner category is based on the use of three major

rhetorical patterns only in making argumentative essay writing. The three are TS (Thesis Statement), RA (Rational Appeal) and AA (Affective Appeal). The use of the three refers to common rhetorical pattern of an argumentative essay. Determination of the number of categories is also based on the pattern of the rhetoric used. Almost all participants enter the 3 to 4 pattern of rhetoric in their essay. However, in part of hesitation and conclusion, the majority was not raised by the author. Most participants only show thesis statements, claims and evidence. Some participants did not write the conclusion of their essay. The number of participants categorized as slow learner was nearly a half of all participants taken in this study. There were 40 of 80 participants coming from VI-A, VI-C, and VI-F were slow learners. The third analysis is conducted to reveal patterns of rhetoric used by the student across the achievement category; of fast learner, medium learner, and slow learner in academic writing argumentative essays related to overall quality of academic writing they can achieve. Overall academic writing quality was analyzed using ESL composition profile by Jacob that includes content, organization, vocabulary, the use of language (language use) and the mechanism (mechanics). Scoring was done analytically using the rubric ESL composition profile. Results of the assessment in the form of scores and then grouped into 4 levels. The four levels are:

- * Level 1 VERY POOR
- * Level 2 FAIR TO POOR
- * Level 3 GOOD TO AVERAGE
- * Level 4 VERY GOOD TO EXCELLENT

In terms of contents, it was obtained varying results. Of the total number of students with a fast learner category, five of the students were at the level of 4, while 11 students were on level 3. The majority of students in this category are at level 3, while the minority is at level 4. In this case, the average of the students are at level 3, indicated by the average value; 3.3. So we can conclude that the quality of academic writing in terms of the contents of text (contents) is at the level of Good to Average.

In terms of organization (organization), it was obtained varying results. Of the total number of students with a fast learner category, 11 students were at the level of 3, while 5 students were on level 4. The majority of students in this category were at level 3, while the minority was at level 4. Concerning with content, the average student were at level 3 indicated by the average value obtained from the student category, 3.3. Therefore, it can be concluded that the quality of academic writing in terms of the contents of text (contents) is at the level of Good to Average. This shows the level of similarity with the overall quality of the writing.

In terms of vocabulary, it was obtained the same results. Of the total number of students with a fast learner category, 16 students were shown with the average value. So it can be concluded that the quality of academic writing in terms of vocabulary were in very good to excellent. The levels of vocabulary choice were very nice. It was certainly supported by the mastery of vocabulary. Very nice vocabulary choice and appropriate wording to the content of

their writings and ideas that poured into the essay were surprisingly encountered in the essay. In the case of the use of language (language use), it was obtained almost the same results. Of the total number of students with a fast learner category, 16 students were shown with the average value. So we can conclude that the quality of academic writing in terms of the use of language (language use) is at the level of Good to Average or having great content writing. Despite being in the category of fast learner and their sentences are effective but those only shows the construction of simple sentence (simple construction). The quality of their academic writing shows still some problems. I happened when complex construction used.

Besides, there were still some mistakes about the agreement, tenses, numbers, word order/function, articles, pronouns and prepositions, although their meaning is still clear. In terms of mechanism (mechanics), it was obtained the following results. Of the total number of students with a fast learner category, 13 students were at the level of 3, while three students were on level 2. The majority of students in this category were at level 3, while the minority was at level 2. On the mechanics, the average student approached the level 3 indicated by the average value (2.8) obtained from the student. So it was concluded that the quality of academic writing in the mechanism (mechanics) are at the level of Good to Average.

DISCUSSION

The pattern of the rhetoric used by students in academic writing argumentative essays had generally been in accordance with the submitted by Kamimura and Oi (1996) which includes 7 rhetorical patterns to show the form of argumentative essay. From the results of data analysis the subjects did not experience difficulty in giving the title essay they create. However, most of the study subjects were still not able to produce a coherent essay and rhetorical patterns.

Ideas outlined in essay were not structured and not in logical trace. In the essays were illustrated that the student was still struggling to achieve completeness of seven rhetoric patterns as well as in using the features of cohesion, hence the feature used were very limited. This resulted in the less traced organization of their ideas or arguments. Regarding the use of information as a background, research subjects have been able to use it well. This can be predicted fairly because background information is part of the initial essay in which each research subject feels the need to explain the reasons of the background of writing they were offering.

The use of another rhetoric pattern such as reservation and rational appeal has been used quite well by more than 50% of the study subjects. This indicates that the reservation and rational appeal is easy enough to understand the role by the subjects to use in academic argumentative essay. Somewhat surprisingly is more than 80% of study subjects were able to properly use the affective appeal in academic essay writing they were offering. Although it can be said that the pattern of this kind of rhetoric is the rhetoric patterns in fairly high level but in fact most of the study subjects were able to use it well.

One thing needs to give attention in teaching argumentative essay is an increase of giving exercise in rational use of rhetorical patterning technique, especially in appeal and

hesitation. Rational appeal is a pattern of rhetoric where the author is required to rationally explain the contents of the writing to become attractive. In this study, the percentage of students who can use the rational appeal and hesitation is not as much as the students who use affective appeal. As for the use of conclusion of more than 86% of students are able to use it well.

In terms of comparison of rhetoric pattern used by the student across categories of fast learner, medium learner and slow learner, there are some things interesting to discuss. First, participants who were categorized in quick learners (fast learner) were capable of determining the idea. They were able to make a statement in the sentence describing the attitude of the author and limit the discussion, which is expressed in a single sentence. Participants were able to determine the depth nature of writing. Writing is a series of processes of thinking. The thought process is closely related to the activities of reasoning. Good reasoning can produce good writing anyway, even without reasoning there would be no true knowledge. One substance of rhetorical writing is good reasoning. In this case, means for generating a correct conclusion to be done carefully with reasoning are based on logical thinking. Incorrect reasoning would lead to the wrong conclusion. How quick the creative process takes place depends heavily on the skills of a writer. The lower the skill level of the writer is the longer the process takes place. Conversely, the higher the level of skills of a writer is the sooner the process. In this case, the role of individual creativity is critically important. Creativity is the tendency of the soul (person) to create something new /other than what has been common. This trend is spurring the growth of new ideas.

Students in intermediate category (medium learner) need more time to master the completeness of rhetoric pattern they use in writing. While students in slow learner category (slow learner) needs more time to master the topic to write and try to show the rhetoric patterns they use. However, unpleasantly for hesitation and conclusion, the majority of the students was not raised. Most participants only show thesis statements, claims and evidence. Some participants did not write the conclusion of their essay. Indeed, participants categorized as slow learners were nearly a half of all the participants taken in this study.

From the analysis of the third research problem, it is very clearly proved that there is a strong correlation between the pattern of the rhetoric used by the students and the overall quality of writing. This is true for all the students categorized as fast learner, learner medium, and slow learner in academic writing argumentative essays. Scoring the quality of writing as a whole conducted analytically using the rubric ESL composition profile that includes content (content), organization (organization), vocabulary (vocabulary), the use of language (language use) and the mechanism (mechanics) revealed that learners categorized as fast learner tends to have overall good quality of writing. Analyzed from the pattern of rhetoric use, their writing is able to display properly seventh pattern with good rhetoric. However, the reality is inversely proportional when compared with the slow learner students.

CONCLUSIONS

1) From the data that has already been interpreted, it is found that most participants could not still produce a coherent essay and rhetorical patterns are well. Ideas outlined in their essay are not structured and logically traced yet. In the essays, it is illustrated that the student is still struggling to achieve completeness seven rhetorical patterns that exist as well as in using the features of cohesion. Therefore, the features used are very limited. This resulted in the less traced and less comprehensive organization of ideas and arguments.

The majority of students' essays consist of only background information and conclusion. They are not so detailed in using thesis statements that constitute the core of argumentative essay writing. Many of the participants did not show thesis statement, as most assumed that the section is already included in background information. Hesitation, that is the use of the phrase to defend / avenge different arguments from the arguments they believe (counter arguments), is the least amount of the total patterns of the rhetoric used by students in writing academic argumentative essays.

2) Students in fast learner category showed themselves as quick learners in determining the idea, making a statement in the sentence that describes the attitude of the author and limit the discussion, which is expressed in a single sentence. Participants learn in depth the nature of writing as series of thought process, while the thought process is closely related to the activities of reasoning. Good reasoning can produce good writing anyway, even without reasoning there would be no true knowledge. In the category of fast learner there are only 16 students out of 80 students studied. So it can be concluded that only 20% of students who are students fast learner category. This is because most of the students have not mastered the concept of the 7 rhetorical patterns comprehensively. It seems that they rarely practice to write.

Students in medium category need more time to master the topics that will be used and try to show a complete pattern of rhetoric. On the other hand, the slow learners show inability of making conclusion of the argumentative essay. In fact, that part is very important to explain as the final statement of the author that they believe in and encourage your readers to follow what is believed to be after the author displaying facts / data supporting earlier.

3). Quality of overall academic writing for the student in fast, medium and slow learner category is generally satisfying. However, they just put the idea massively without paying attention to other parts such as the use of language, punctuation, and even some of the findings have in trouble with grammar (grammar). In the case of the use of vocabulary, participants were very weak in presenting new vocabulary. They just use a common vocabulary and sometimes do not fit the context described.

RECOMMENDATIONS

It is expected that the results of this study contribute to the theory and practice of the teaching writing in English Language Education major particularly in IAIN Surakarta and for other PTAIN (State-Islamic-University) widely. Besides, it will change the mindset about the use of argumentative strategies and provide an overview for teachers in applying methods of

learning more effective and fun, more varied in teaching, hence the students can be more enthusiastic and active in learning.

This research also may contribute to the contents/ syllabus to improve the quality of teaching Journal Article Writing course, Academic Essay Writing and basic writing by emphasizing intensive understanding on argumentative essay writing with the introduction of the seven patterns of rhetoric.

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