

**THE RHETORICAL PATTERNS OF ARGUMENTATIVE
COMPOSITIONS OF THE ENGLISH DEPARTMENT STUDENTS OF
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

**A THESIS
In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree
English Language Teaching**



by:

LIZA STEPHANIE

1213004011

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI BAHASA INGGRIS**

JANUARY, 2008

APPROVAL SHEET

(1)

This thesis entitled “THE RHETORICAL PATTERNS OF ARGUMENTATIVE COMPOSITIONS OF THE ENGLISH DEPARTMENT STUDENTS OF WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA”, prepared and submitted by Liza Stephanie has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Language teaching by the following advisor.



Dr. Agustinus Ngadiman

Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with a grade of on January 26th, 2008



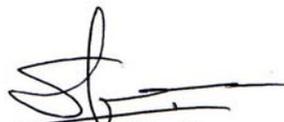
Dr. B. Budiono
chairman



Yohanes Nugroho Widiyanto, M. Ed.
member



Drs. B. Himawan Setyo Wibowo, M.Hum
member



Dr. Agustinus Ngadiman
Member



Dra. Agnes Santi Widiati, M.Pd.
Dean of
the Teacher Training College

Approved by



Dra. Susana Teopilus, M.Pd.
Head of
the English Department

ACKNOWLEDGMENT

In accomplishing this thesis, first of all, the writer would like to thank God for His blessing so that she can carry out her research and finish this thesis. The writer is really grateful because she realizes that without the favor of God she could not do anything, especially in finishing this thesis.

The writer would like to express her gratitude to:

1. Dr. Agustinus Ngadiman as her advisor, who has very helpful in suggesting revisions and guiding the writer to accomplish her thesis.
2. Drs. Stefanus Laga Tukan, M.Pd., who has patiently helped the writer a lot in giving suggestions and lending her his books.
3. Vina Agustin, who has given a contribution in this thesis as the co-analyst.
4. The writer's family, who has always supported the writer in finishing her thesis.
5. Linda Agustin, Monica, Lisa Melanda, and Irma Beatrice as the writer's best friends who have motivated the writer to finish her thesis as soon as possible
6. The lecturers of the English Department of Widya Mandala Catholic University Surabaya, who have constantly lent their support and encouragement throughout the study.

Without the help of all these people, the writer could not have brought this thesis to the final stage of completion.

The writer

TABLE OF CONTENT

	Page
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF DIAGRAMS.....	vii
APPENDICES.....	viii
ABSTRACT.....	ix
CHAPTERS 1 INTRODUCTION	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	5
1.3. The Objectives of the study.....	6
1.4. The Significance of the study.....	6
1.5. Theoretical Framework.....	6
1.6. The Assumption.....	8
1.7. The Scope and Limitation of the study.....	9
1.8. The Definition of the Key Terms.....	9
1.9. The Organization of the study.....	11
CHAPTER 2 REVIEW OF RELATED LITERATURE	13
2.1. Rhetoric.....	13
2.2. Composition.....	15
2.3. Argumentative Composition.....	15

2.4. Paragraph.....	23
2.5. Previous Related Studies.....	24
CHAPTER 3 METHODOLOGY	27
3.1. The Nature of the Study.....	27
3.2. The Research Design.....	27
3.3. The Subject of the study.....	29
3.4. The Data of the study	29
3.5. Data Analysis.....	29
3.6. Triangulation.....	31
3.7. Data Analysis Technique and Parameters.....	31
3.8. The Instrument.....	32
CHAPTER 4 FINDINGS AND THE DISCUSSION OF FINDINGS.....	34
4.1. Findings.....	34
4.2. Discussion of the Findings.....	62
CHAPTER 5 CONCLUSIONS AND SUGGESTIONS.....	65
5.1. Conclusion.....	65
5.2. Suggestions.....	67
REFERENCES.....	69

LIST OF DIAGRAM

1. Diagram 1: The Connection between culture, thought pattern, and discourse.....	7
2. Diagram 2: Research Design Structure.....	28
3. Diagram 3: Data Analysis Procedure.....	30
4. Diagram 4: Model 1.....	37
5. Diagram 5: The Diagram of “Between Singapore and Bali, the pro and cons due the 2008 TID program” (Model 1, Sample 1).....	40
6. Diagram 6: Model 1.....	41
7. Diagram 7: The Diagram of “Should we, English Department students, speak English all the time on our campus.” (Model 1, Sample 2).....	44
8. Diagram 8: Model 2.....	46
9. Diagram 9: The Diagram of “Bali or Singapore, Which One To Choose?” (Model 2, Sample 1).....	49
10. Diagram 10: Model 2.....	50
11. Diagram 11: The Diagram of “Singapore, NO!!!” (Model 2, Sample 2).....	53
12. Diagram 12: Model 3.....	54
13. Diagram 13: The Diagram of “I Love Bali” (Model 3, Sample 1).....	57
14. Diagram 14: Model 3.....	58
15. Diagram 15: The Diagram of “Speak English all the time is a good way to learn English” (Model 3, Sample 2).....	61

APPENDICES

1. Appendix 1: Between Singapore and Bali, the pro and cons due the 2008 TID program
2. Appendix 2: Should we, English Department students, speak English all the time on our campus.
3. Appendix 3: Bali or Singapore, Which One To Choose?
4. Appendix 4: Singapore, NO!!!
5. Appendix 5: I Love Bali
6. Appendix 6: Speak English all the time is a good way to learn English

ABSTRACT

Stephanie, Liza, 2008. *The Rhetorical Patterns of the Students' Argumentative Compositions of the English Department of Widya Mandala Catholic University Surabaya*. Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Widya Mandala Surabaya.

Advisors: Dr. Agustinus Ngadiman.

Key words: Rhetorical Pattern, Argumentative Composition

Writing skill is an important skill because in writing, the students can express their ideas 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. In this study, the writer chose the argumentative composition because argument happens every day (White and Billings, 2005: 4). To create a good argumentative composition, a well-organized pattern is needed. There are several types of patterns in constructing a composition, such as Classical Model of Argument, Toulmin Model of Argument, and Rogerian Model of Argument.

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 writer decided to study about this model of argument since she realized that Classical Model of Argument is the one that nearly similar with the model that is taught to the students of Widya Mandala Catholic University Surabaya.

To carry out this study, the writer took the students of the English Department of Widya Mandala Catholic University Surabaya who took Writing 3 and who belonged to B class as the subjects of this study. The data were taken from their final exam papers.

The analysis of the data covered some steps. The first step was finding the propositions of the students' argumentative compositions and making the rhetorical pattern of the composition. Then, the rhetorical patterns which had been found were shown in the form of diagrams. 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.

The analysis of the rhetorical patterns of the students' argumentative compositions of the English Department of Widya Mandala Catholic University Surabaya 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.

Based on these findings, it can 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. They still face some difficulties in connecting the ideas in the conclusion. Concerning the result of this study, it is suggested that the teacher should keep training the students to make a composition based on the Plato-Aristotelian 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.