

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

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This chapter presents the summary of the previous chapters and some suggestions.

#### **5.1 Summary**

An editorial is considered the center of a newspaper since its function is to mold public opinion with good reasoning on paper. As a matter of fact, an editorial writer, being conscious or not, may make fallacious arguments in his efforts to influence the readers' beliefs.

Interested in this matter, the writer analyzed editorials of Surya Daily Newspaper published from 1<sup>st</sup> December 2003 up to 31<sup>st</sup> January 2004 to see types of logical fallacies in 42 editorials. Further, she counted the logical fallacy mostly encountered in these editorials using the theories of argumentative writing and logical fallacies. To classify the fallacies, the writer used Warnick and Inch's system.

Reading these editorials one by one the writer found that 23 of them contained 63 fallacious arguments. After that, she analyzed these fallacious arguments to see whether the fallacy lies in the premise, conclusion or both of them, and put these fallacious arguments in the identification table of logical fallacy and counted the percentage based on number of occurrences.

From the analysis, she found four major types of logical fallacy namely Faulty Reasoning (36.51%), Grounding Fallacy (15.87%), Misdirection (1.59%), and Language Use Fallacy (46.03%) and seven sub-types of logical fallacies, namely, Emotive Language (46.03%), Slippery Slope (17.46%), Non- Sequitur (15.87%), False Cause

(9.52%), Hasty Generalization (7.94%), False Analogy (1.59%), and Straw Argument (1.59%). This shows that Emotive Language is the most frequently fallacy made by the editorial writers under study. This is probably due to the fact that Emotive Language is believed to be the easiest technique to influence readers rather than providing logical reasons (grounds).

On the contrary, Straw Argument and False Analogy are the smallest fallacies in percentage found in the editorials under study. This indicates that the writers are very careful in making arguments applying the principles of good reasoning.

Related to the findings of the previous studies, three logical fallacies are identified as common fallacies made by either the beginners (Sixth semester students of the English Department of Unika Widya Mandala) or by the editorial writers under study; they are hasty generalization, false cause, and emotive language.

## **5.2 Suggestion**

In line with the findings discussed in chapter 4, in this section of chapter 5, the writer would like to give some suggestions to the editorial writers, the readers of newspapers in general and Surya Daily Newspaper in particular, the students taking Argumentative Writing, and the teachers of Argumentative Writing.

First, to make their arguments free from logical fallacies editorial writers should choose and use words (diction) which are neutral to the context and avoid using terms (words) that have very much emotive force (see Beardsley, 1976:128). Reid (1982:103) states that rational thought is a strong persuader. If the essay is written based on emotions, or feelings, or if the rational thought is flawed, the argument loses its strength.

Therefore, if they use neutral word, the readers can look deeper in the meaning they can recognize whether the reasons support the argument or not.

Second, Newspaper readers in general and Surya Daily Newspaper readers in particular must be aware of the presence of fallacious arguments when they are reading. If they want to protect themselves from false claims, questionable judgments, and confusing or deceptive arguments, they should be critical. Cooper (2001:6) points out that critical thinking is the route to opening up young minds and making them strong, by demanding that they question the world around them and recognize the power critical thinking could give them.

Third, one way to develop critical thinking is by reading books about Logic or Reasoning. The students of Argumentative Writing are suggested to read Logic or Reasoning books so they are able to recognize fallacious arguments and to make good arguments themselves.

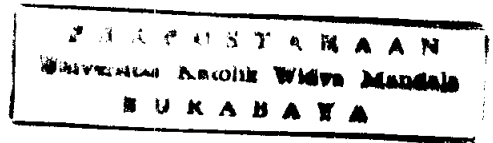
Fourth, the writer suggests that teachers of argumentative writing should introduce kinds of logical fallacies. This suggestion is due to the findings of the previous studies which showed that the students taking Argumentative writing still make fallacious arguments. Therefore, introducing kinds of logical fallacies is a good point in teaching argumentative writing. Then, teachers give the students some practice in identifying the fallacious arguments. After that, the teachers discuss the fallacious arguments and ask the students to make necessary revisions. As a result, the students taking argumentative writing will not make arguments that contain logical fallacies in the future.

Fifth, this study only focused on the logical fallacy encountered in the editorials of Surya Daily Newspaper. There are still many aspects of logical reasoning that the

writer was unable to cover. For further research, she suggests that the students of the English Department who are going to conduct studies on discourse analysis, particularly on the field of arguments and logical fallacies, investigate the reasons of the editorial writers committing fallacies on emotive language mostly and leastly on false analogy and straw argument.

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