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A DEPICTION OF EFL LEARNERS' RHETORICAL STRATEGIES IN THEIR ARGUMENTATIVE ESSAYS: A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE(A CASE STUDY AT IAIN SYEKH NURJATI CIREBON)

A THESIS

Submitted to English Language Teaching Department
Tarbiyah and Teacher Training Faculty, *SyekhNurjati* State Islamic Institute Cirebon in
Partial Fulfillment of the Requirements of Undergraduate Degree

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2016

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ABSTRACT

Susi Nurjanah.14121320260. *A Depiction of EFL Learners' Rhetorical Strategies in Their Argumentative Essay: A systemic Linguistics Perspective.*

This present study explores the language used as rhetorical strategies in EFL learners' argumentative essay. In general, rhetoric is seen as an art of communication used by speaker and/or writer to modify perception of other people. Failures to keep to the writing standard and rhetorical pattern are likely to lower the acceptance rate. While producing an academic article of argumentative essay is understandably a complex task, it is even more difficult if one is writing in his or her second or third language.The genre of argumentative is indicated as the one of important text in advanced level of schooling. According to Knapp and Watkins (2005: 188) state that the genre of arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation. It is a process that involves reasoning, evaluation and persuasion.

Essentially, this study is aimed to find out the kinds of rhetorical strategies used by EFL learners' in their argumentative essays and also to know how such strategies enact to the genre of argumentative. In addition, this study has two boards of research significances; theoretically, the perspective of Systemic Functional Linguistics was greatly employed to execute the data, therefore this study is aimed to add valuable findings in linguistics field, especially Systemic Functional Linguistics, and practically this study may inspire teacher become aware of their learners' proficiency and the kinds of guidance different students might need, perhaps feeding into teaching of localized strategies for writers.

Moreover, this study employs a qualitative analysis as its design. The use of qualitative, as Dawson (2009) states that a qualitative research is a kind of depth analysis which provides us a tool to explore attitude, behavior, and experiences. Additionally, the researcher uses the method of document analysis to execute the data. The data was executed greatly through the idea of Systemic Functional Linguistics which shows how every single word creates certain meaning potential in the essays. The analysis of meaning potential (semiogenic) which is defined by Dudely-Evans and St Jhon (1998) as a study of the structural and linguistic regularities of particular genre or text types and the role they play within a discourse community.

Finally, the data from this present research shows that from the three rhetorical strategies (Logos, Ethos and Pathos) there is a dominant rhetorical strategy used by EFL learners in their essay, namely Logos. The idea of rhetorical strategies was reflected by the arrangement of words unit in the essays. Specifically, every word in clauses creates its own pattern which provides us spaces to indicate the meaning potential. The meanings potential were explored by the use of thematic system and cohesive devices which straightly corresponds also the genre of argumentative essays.

Keywords : Rhetorical strategies, Argumentative Essay, EFL learners, Systemic Functional Linguistics, Toulmin Model of Argumen.

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RATIFICATION

This thesis entitled "**A Depiction of EFL Learners' Rhetorical Strategies in their Argumentative Essays; A Systemic Functional Linguistics Perspective (A Case Study at IAIN Syekh Nurjati Cirebon)**" written by Susi Nurjanah with student number 14121320260, has been examined on June 16th 2016. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I
INTRODUCTION

This chapter discusses several sub topics relating to research introduction. The sub topics consist of research background, focus of study, research formulation, aims of research, significance of research, some previous studies, frame of thought, research method and research system.

1.1 Research Background

This study aims to investigate the rhetorical strategies used by the English as Foreign Language learners (henceforth EFL learners) in their argumentative essays. Rhetoric refers to arts of using language which is used by either speaker or writer in communicating meaning; it helps speaker or writer to present the ideas into the sequences of words in an effective manner. Therefore, the importance of rhetorical strategies becomes writer's interest in this study. As Hyland (2009:64) declares that successful writing demands an awareness of both rhetorical structure and control of grammar.

Moreover, the role of rhetoric is included as one supporting factor of the communicative competence in English curriculum of KBK and KTSP. Communicative competence becomes a basic theory in curriculum which prepares students to be able to use language in their everyday context. This basic competence will be achieved if students have supporting factors such as linguistics competence, actional competence (where rhetorical competence is included), sociocultural competence and strategic competence. In this condition, students should be active to train themselves in reading, writing and speaking to achieve the main competence in the curriculum. This involvement allows students to use a set of strategies in language unsure, grammatical and pragmatic features in processing meanings in a text. (Depdiknas in Sujana's article).

Likewise Directorate Higher Education Institution of Indonesia (DIKTI) also demands university students to employ their epistemic literacy in producing such scientific text which is publishable in either national or international community. Of course to get the publications, the text will be surely selected in the form of content and systematic writing as well. Thus, the author must have an awareness of how to make such strategies when they want to presents their knowledge or ideas into the text in order to make a successful writing and get publication.

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The DIKTI's regulation is officially runs since 27th January 2012 and becomes a sign that it has been preparing a better citizen in better educational system. As Bazerman (2009:x) states that in the last decade higher education in most countries are preparing citizens to be part of knowledge-based economies: when the development of country depends on the information available in any text, so students are given new access to higher education and served by advanced literacy skills.

Unfortunately, the misconception of writing practice still exists in the society. Writing is seen as a merely creating word sequences without providing any meaningful result. In the term of writing practices rhetorical strategy is indicated as a long neglected area in writing class: this means that both teacher and students are likely to see writing as a content-transferring rather than as a social interaction toward the reader, as Hyland (2009: 9) declares that "in many schools students are asked to write simply to demonstrate their knowledge of decontextualised fact with little awareness of the reader beyond teacher-examiner."

He further argues that in teaching writing the role of accuracy and clear exposition are often the main criteria of good writing. The term of decontextualised notices writing action is merely a process of framing generic structure from each genre of text. Following Hyland (2009:105) that teaching writing should raise awareness of the rhetorical and linguistic constraint and opportunities involved in using different genre. The importance of rhetorical features has been recognized in the viewpoint of Systematic Functional Linguistics which almost works in the area of metafunction.

Rhetoric becomes a field in the concept of genre which consider as an important research space in recent year, as Emilia (2005:69) "The concept of genre has been used in many fields, including folklore studies, linguistic anthropology, ethnography of speaking, conversational analysis, rhetoric, literary theory, sociology of language and applied linguistics." Specifically, this current research brings only genre of augmentative as its main focus. Argumentative is seen as potential text type to explore in EFL learners because it is believed as an effort to create critical-thinking which is very needed by student development in Indonesia, according to Emilia thesis (2005:71) shows that argumentative writing is relevant to the necessity to the development of critical thinking in Indonesia.

Additionally, Knapp and Watkins (2005:11) see argumentative as one five fundamental genres of school writing beside descriptive, explanation, instruction, and narrative. In the term of argumentative text, rhetorical strategy is highly needed by every writer in order to achieve its goal, as Hyland (2009:93) states that "rhetorical consciousness

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promotes understanding of reader needs and of writing as a means of achieving social and persuasive purposes."

Writing research have been exploring in some fields. First is about teaching writing itself which has a number of phenomena, such as Antonio (2013) showed Genre-Based Approach has a positive effect toward students' writing proficiency. Setyono (2014) showed approaches in teaching writing designed by high school teachers in Indonesia and found approaches in teaching writing by English teachers were inferred from learning experiences and writing assessment designed by the teachers. The characteristic of teaching writing in the process and product approach were used as the parameter in describing teachers' approach in the teaching of writing. The findings revealed that in teaching writing three high school English teachers tended to apply product-based approach characterized by the linear model of instruction.

In line with the product approach, the teachers also applied product assessment in assessing the achievement of writing and to provide students' writing feedback. Sinaga et.al. (2014) showed representational approach succeed in improving quality of teaching writing, based on data analysis, the following conclusions were drawn: 1) There was a significant difference in the ability of writing teaching materials between student treated with representational approach and those who were treated with expository approach; 2) The ability of teaching writing materials of students treated with representational approach improved with a percentage of average normalized gain that could be categorize into a high-level criterion; 3) The representational approach was effective in improving the ability of teaching writing materials of pre-service physic teacher with a corrected effect size that was categorize as high; 4) The approach was effective in improving pre-service physic teachers' self regulation in writing teaching materials with a moderate level of effect size

Second field is about relationship between writing and technology. Khargozari and Gaemi (2011) showed that internet gives a positive effect on students writing competence, the use of "Yahoo Movies" and "webMD" was very helpful in students' writing activity. Yuan (2013) showed a good result of her experiment which showed that blog integrated writing instruction resulted in better writing performance. And the third field is that about students' writing strategies. What researcher means strategy here is about rhetorical strategy which is usually used by every student in the world, each rhetorical strategies has its own uniqueness, strength and weaknesses. The difference of rhetoric between two countries or more is usually called by contrastive rhetoric.

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There are several phenomena that revealed in this field, such as Kuntjara (2004) revealed the paragraph differences between Indonesian and English letter. Aertsealer (2006) found Spanish students have difficulties in the use of impersonalization strategies compared with English students. Again, Khodabandeh (2013) found any cultural transfer in English text made by Persian students. Additionally, Antonio showed a positive effect of Genre-based approach toward students writing development. Even though, some studies have conducted on rhetoric phenomenon but a framework of Indonesian EFL learners has not received much attention.

So in this way, this current study tries to focus only for revealing rhetorical strategies in Indonesian EFL learners. This study brings perspectives of Systemic Functional Linguistics (henceforth SFL). Systemic Functional Linguistics is seen by Emilia (1995:3) as a study focusing on how people use the language to create meanings with the other in their context. There are two contexts available in SFL, namely context of situation and context of culture. The context of situation is the existing context when language is produced, while the context of culture is the context which is constructed after context of situation is placed.

As have discussed before that rhetorical strategies become the issue which indicates as a long neglected area in writing classroom. So this current research is going to expose what truly happens in the written production of students' rhetorical strategies and their making-meaning processes as well. This phenomenon is indicated as the result of misconception of teaching writing in Indonesia, so that hopefully through the finding of this current research teachers become aware of their learners proficiency and the kinds of guidance different students might need, perhaps feeding into teaching of localised strategy for writers.

1.2 Focus of Study

There are several phenomena in the domain of EFL learners' writing, such as learners' interferences in writing, Kuntjara (2004) shows Indonesian EFL learner has a great difference in the kind of paragraph compares with English paragraph, when English paragraph is deductive and Indonesian is the opposite. Moreover, the most common phenomenon is that about writing pedagogy. Some studies reveal the reality of teaching writing practices in the classroom is still holding on the misconception: mostly teacher only focus on how to teach generic structure or traditional grammar as tenses in the writing classroom and they hardly tutor students to get in touch with the functional language they use in the essay. Therefore,

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rhetorical strategy is one of area which is usually neglected by the teacher in writing classroom.

However, functional language sees that the role of reader is very important in English text. As the writers, they should satisfy the reader with clear explanation and rich of communicative features in order to convince the reader that their arguments are acceptable. As Hyland (2009:30) argues that the success of any text is the writers' ability to satisfy the rhetorical demand of readers. Based on this case, writing teachers must help students in a whole process, not only in the text but also in the metatext: writing teachers must know how to use strategies in writing, how to create an imagined-reader in writers' mind, and how to understand writers' identity. As Hyland (2009:37) suggest "that the role of writing teacher is therefore to help students discover how valued text forms and practices are socially constructed in response to the common purposes of target communities."

Rhetoric refers to arts of using language which is used by either speaker or writer in communicating meaning; it helps speaker or writer to present the ideas into the sequences of words in an effective manner. In written communication, rhetorical strategy becomes the main factor in achieving the goal or purpose of the author. Hyland (2009:30) argues that the success of any text is the writers' ability to satisfy the rhetorical demand of readers.

The collected data of EFL learners' argumentative text are indicated containing rhetorical features greatly and that will be executed by the blade of SFL. SFL sees the language as social process that makes the different context realize. As Halliday states that SFL is designed to account for how the language is used (Halliday: 1994). So, the data analysis will focus greater on how the language of EFL learner work in the sense of who is using it and the purposes for which it is used. Schelppegrell (2004:46) declares that SFL analyze the language from Clause-level elements and explained them with reference to their functions in the total linguistic system and are linked with contextual variables to show how the situational context is realized through linguistic choices. This makes functional grammar a powerful tool for analysis of spoken and written texts.

The object of SFL study is a text. It studies about how language structure realizes social meanings and how the meanings construe different contexts. There are three kinds of context of situation which usually appear in the text simultaneously; field (what is talking about), tenor (the relationship between speaker/writer and hearer/reader) and mode (organization of particular text). The three contexts above are realized in lexical and grammatical choices. The lexico-grammar is seen as construing three kinds of meanings,

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corresponding to field, tenor, and mode: the *ideational*, *interpersonal*, and *textual*. In every clause, we simultaneously construe some kind of experience, enact the role relationship between speaker and hearer or reader and writer, and structure texts so that they make coherent wholes. Schelppegrell (2004:46)

The three perspectives contribute the certain grammatical feature in certain text type. Schleppegrell (2004: 47) adopts the idea of Halliday's Grammar and its context of situation as shown in the following table,

Grammar and the Context of Situation

Contextual Variable	*Linguistic Realization*
Field (Presenting ideas)	Ideational Choices Noun phrases/nominal groups (participants) Verbs (process types) Prepositional phrases, adverbial adjuncts, and other resources for information about time, place, manner, etc. (circumstances) Resources for marking logical relationships
Tenor (Taking a stance)	Interpersonal Choices Mood (statements, questions, demands) Modality (modal verbs and adverbs) Intonation Other resources for evaluative and attitudinal meaning (e.g., resources for appraisal)
Mode (Structuring a text)	Textual Choices Cohesive devices, including conjunctions and connectors Clause-combining strategies Thematic organization

Note. Based on Halliday (1989, 1994).

As what have discussed earlier that recent study reveal rhetorical strategies in a certain text type as argumentative text so researcher see that the data will be greater interlocked with the third contextual variable, mode. It explores on how each elements of text relate each other to make coherent details as a whole. Therefore, this study explore some features including in the mode, they are: Thematic System, Cohesive devices and Clause-combining strategies.

1.3 Research Formulation

This current research revealed kinds of rhetorical strategies in EFL learners' in their argumentative essay, so these are the two researches questions:

1. What types of rhetorical strategies which are commonly used by EFL learners' of English Language Teaching Faculty at IAIN Cirebon in their Argumentative Essay?
2. How do such strategies enact the rhetorical strategies of the genre?

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1.4 Aims of Research

There are two main purposes in this proposal, they are:

1. To find out types of rhetorical strategies which are commonly used by EFL learners' of English Language Teaching Faculty at IAIN Cirebon in their Argumentative Essay
2. To find out the way such strategies enact to the rhetorical of the genre

1.5 Significance of Research

This current study offers two significance of research, they are theoretically and practically. The significances of this study theoretically are aimed to add valuable findings in linguistics field, especially in Systemic Functional Linguistics. And practically, this study may inspire teachers become aware of their learners' proficiency and the kinds of guidance different students might need, perhaps feeding into teaching of localized strategy for writers.

1.6 Previous Studies

The studies of rhetoric have been examined in some spaces. First, Ima (2013) revealed rhetorical devices in EFL learners' speech. She states that EFL learners commonly used plain-double antithesis, anaphora ad amplification. Those are the biggest three from twelve kinds of rhetorical devices used by EFL learners. Plain-double antithesis is useful in peroration or conclusion to make a point memorable. Besides plain-double antithesis, there is anaphora. Anaphora is kinds of repetition, it makes speaker's main ideas especially memorable and gives them added emotional force. While amplification repeats a word or expression while adding more detai to it, in order to emphasize something. There are seven rhetorical devices influence means of persuasion namely anaphora, plain-double antithesis, allusion, climax, parallelism, simile and assonance. While there are two kinds of rhetorical devices namely plain-double antithesis and allusion influence three points in persuasion. Those points are ethos, logos and pathos.

Second, Cahyono (2000) revealed rhetorical strategies used in the English persuasive essays of Indonesian university students of EFL. The study was to investigate the use of rhetorical strategies in English persuasive essays written by Indonesian university students of English as a foreign language. Two groups of undergraduate students were involved: the first- and fourth-year students in the English department of the State University of Malang, Indonesia. This study showed that that there was a statistically significant difference between

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the rhetorical strategies used in English persuasive essays written by the first- and fourth-year students. In general, the fourth-year students were more successful than the first-year students in using the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals. This study also showed that there was a positive significant correlation between the students' overall proficiency in English composition and the rhetorical strategies used in English persuasive essays.

In addition, he also states that there was a significant positive correlation between the English students' use of rhetorical strategies in persuasive essays and their overall proficiency in English composition. The development of the students' skills in using rhetorical strategies in persuasive essays was likely to go along with the development of their writing ability. The ability to use the superstructure of argument, claims and supports, and charged language and metaphors is significantly related to the ability to elaborate the contents, to organize the ideas, and to choose and use vocabulary in essays

Third, Budiarso (2006) revealed the similarities and differences between English and Indonesian essays made by EFL undergraduate students. The problems rise from the transfer of first language (L1) cultural conventions to second language (L2) performance. Three rhetorical aspects: general patterns of thought (linear or non-linear), development of ideas, and coherence were compared and analyzed by using content analysis. The results of the analysis showed 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. He explained the following conclusions; first, similarity in linear English and Indonesian essays are present in a thesis and controlling ideas of the introductory paragraph and clarification of controlling ideas in the body paragraphs. Problems on linearity appear due to the addition of unrelated information in the body and the concluding paragraph that deviates from the topic. In the non-linear essays, thesis and controlling ideas are ignored, unrelated body paragraphs are shared, and digressive ideas are used. Evidently, students writing linear English essays do not necessarily write the same linear Indonesian essays.

Second, development of ideas in the linear and non-linear English and Indonesian essays is likely devoted to three stages of development: introduction, body paragraphs, and concluding paragraph. The layout structure of the essays meets the convention of academic writing. Third, Coherence is identified in straightforward sentences relevant to the topic and controlling ideas. However, the coherence in some English essays is interrupted with incorrect

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use of transition signals and sentence connectors. Conversely, most Indonesian essays use transition signals and sentence connectors properly. The students writing linear English essays do not always share linear Indonesian essays. The rhetoric model is not yet a permanent intake for the students. When writing an English essay, the students attempt to follow linear model, and when writing an Indonesian essay they switch to the non-linear patterns that are appropriate to Indonesian culture. Evidently, the subjects under study are in the process of changing rhetoric; some exhibit the straight linear, but most of them exemplify indirection.

As have mentioned above that studies about rhetorical features have been largely conducted in several countries and mostly of them highly concerned on the riches of contrastive rhetoric which compare one country to another. This current study offers a new insight which only focuses on rhetorical strategies in the context of Indonesia. What makes Indonesia so special is because of Indonesia today is in evolution to a golden age in 2020 (Indonesia emas 2020), which is going to produce quality citizens through skill, knowledge and attitude. Off course, the role of education is really important in order to create good humans. In this case, students' competency is one of indicators of the successful nation development. In the terms of students' learning achievement, the role of writing competence is highly demanded. Therefore since 27 January 2012, DIKTI (Directorate of Higher Education Institution) has a strong reason to demand the university students (S1, S2 and S3) to have scientific communication as scientific journal. The problematic is that not all scientific journals are worth publishing in national and/or international scale, because there is a quality standard must be achieved. (www.dikti.go.id)

In the way to make worth publishing journal is that writer can't be stand just in the length of content but also should carry the strategies to engage, convince and attract reader awareness. As Hyland (2009:175) states that researchers are not merely with getting published, but being read by their target audience. It is clear that rhetorical strategy is the one of fundamental element in achieving the purposes of successful writing. So, this is the time to re-examine the conception of teaching writing, as in Genre-Based Approach (GBA) teacher should teach writing skill in the case of context. Following Hyland (2009:37) notion who states that "The role of writing teacher is therefore to help students discover how valued text forms and practices are socially constructed in response to the common purposes of target communities. Ann Johns (1997) calls this a 'socioliterate' approach to teaching."

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1.7 Frame of Thought

1.7.1 Systemic Functional Linguistics

Halliday states that Systemic Functional Linguistics (Henceforth SFL) is designed to account for how the language is used (Halliday: 1994). Schelppegrell (2004:46) declares that SFL analyze the language from Clause-level elements and explained them with reference to their functions in the total linguistic system and are linked with contextual variables to show how the situational context is realized through linguistic choices. This makes functional grammar a powerful tool for analysis of spoken and written texts.

Moreover, Systemic Functional Linguistics is seen by Emilia (1995:3) as a study focusing on how people use the language to create meanings with the other in their context. There are two contexts available in SFL, namely context of situation and context of culture. The context of situation is the existing context when language is produced, while the context of culture is the context which is constructed after context of situation is placed the object of SFL study is a text. It studies about how language structure realizes social meanings and how the meanings construe different contexts. There are three kinds of context of situation which usually appear in the text simultaneously; field (what is talking about), tenor (the relationship between speaker/writer and hearer/reader) and mode (organization of particular text). The three contexts above are realized in lexical and grammatical choices. The lexico-grammar is seen as construing three kinds of meanings, corresponding to field, tenor, and mode: the *ideational*, *interpersonal*, and *textual*. In every clause, we simultaneously construe some kind of experience, enact the role relationship between speaker and hearer or reader and writer, and structure texts so that they make coherent wholes, Schelppegrell (2004:46).

In this study, the discussion of SFL explored about how the words are organized in a text. Therefore, there were two major points of SFL perspective; thematic system and cohesive devices. According to Halliday, thematic system is the realization of the textual meta function of language. Thematic system is concerned with "the organization of information within individual clauses, and through this, with the organization of a larger text" (Martin et.al: 1992). According to Emilia (2014) the thematic system is realized through structure in which the clause falls into just two mains constituents: a *Theme* and a *Rheme*.

Additionally, thematic system consists of thematic progression in which the text develops the ideas they present (Fries: 1995). Thematic progression has been classified into three distinctive points: the zig-zag pattern, the reiteration pattern, and the multiple theme patterns. According to Emilia (2014), the zig-zag pattern occurs when the content of the

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Theme of the second sentence or clause derives from the content of the previous Rheme and the content of the third derives from the content of the second. The effect of zig-zag pattern is to achieve cohesion in a text by building on newly introduced information. That gives the sense of cumulative development which may be absent in the repeated Themes (Eggins: 1994-303). While, the theme re-iteartion enters into relation with a number of different Rhemes, or the same elements occurs regularly as Themes. And the multiple patterns is the passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from one general notion. However, according to Emilia (2014: 248) the multiple theme patterns fit to the genre of argumentative essay, because it provides resources to make a sequence of discussion with a clear focus beforehand.

1.7.2 Classical Rhetoric

Classical rhetoric examines language as a tool to make effective speeches persuaded the audience. Ramage et.al. (2010) state that three kinds of persuasive appeals, which they called *logos, ethos,* and *pathos.* These appeals can be understood within a rhetorical context illustrated by a triangle with points labeled *message, writer or speaker,* and *audience.*

* ***Logos*** (Greek for word) focuses attention on the quality of the message that is, on the internal consistency and clarity of the argument itself and on the logic of its reasons and support. The impact of *logos* on an audience is referred to as its *logical appeal.*

* ***Ethos*** (Greek for character) focuses attention on the writer s (or speaker) character as it is projected in the message. It refers to the credibility of the writer. *Ethos* is often conveyed through the tone and style of the message, through the care with which the writer considers alternative views, and through the writer s investment in his or her claim. In some cases, it is also a function of the writer s reputation for honesty and expertise independent of the message. The impact of *ethos* on an audience is referred to as its *ethical appeal* or *appeal from credibility.*

* ***Pathos*** (Greek for suffering or experience) focuses attention on the values and beliefs of the intended audience. It is often associated with emotional appeal. But *pathos* appeals more specifically to an audience s imaginative sympathies their capacity to feel and see what the writer feels and sees. Thus, when we turn the abstractions of logical discourse into a tangible and immediate story, we are making a pathetic appeal. Whereas appeals to *logos* and *ethos* can further an audience s intellectual assent to the claim, appeals to *pathos* engage the imagination and feelings, moving the audience to a deeper appreciation of the arguments significance.

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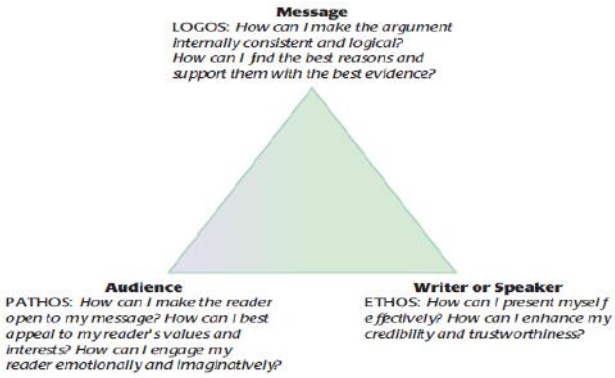

1.7.3 Toulmin Model of Argumentation

In the case of making arguments, author should consider about the logicality of that arguments. Toulmin (1984) states that the use of language we use is based on what the function will be employed by language user;

> We use language to move, persuade, or convince one another; to exchange and compare perceptions, information, or reactions; to command, greet, woo, or insult one another; to sue and seek redress from, or to negotiate and arrive at understandings with, one another; to unburden our own hearts or enchant one another's ears; and so on.

Toulmin believes that argument must have several elements to be made. These elements will be briefly explained as follow (Toulmin: 29)

1. Claims

In the case of arguing, author/speaker must have destination of what it is worthy to be argued. This involves what exactly are author discussing, where precisely are author to stand on this issue and what position must author consider agreeing to as the outcome of the argument.

2. Grounds

Grounds are used to support the claim. The existence of ground is very important in argumentative, because it will create the credibility of argumentation of author. Depending on the kind of claim under discussion, these grounds may comprise experimental observations, matters of common knowledge, statistical data, personal testimony, previously established claims, or other comparable "factual data." But in any case, the claim under discussion can be no stronger than the grounds that provide its foundation.

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3. Warrants

Warrants are used to support the grounds. Warrant is the third sequential step to make a trustworthy argument after claims and gerund. The position of warrant is considered important to make argument become more valid.

4. Backing

Backings are used to support warrants. The warrants relied on to authorize arguments in different fields of reasoning require correspondingly different kinds of backing. Aside from the particular facts that serve as grounds in any given argument, we therefore need to find out the general body of information, or backing, that is presupposed by the warrant appealed to in the argument.

1.8 Research Method

1.8.1 Research Setting

This coming research will take place in one of Islamic institute namely IAIN (Institut Agama Islam Negeri) Syekh Nurjati Cirebon especially in English Education Department. This option is made by some considerations: Firstly, researcher found that focused phenomenon happens in this institute. Secondly, researcher finds proper participants to be explored in this institute: it is because they are labeled as skilled writer. Hopefully, those reasons will give more complete picture of phenomenon and research finding.

1.8.2 Respondents

Researcher has selected two participants as the informant who will give factual data and information in this study. All participants come from 5th semester of students' English education department (PBI). The participants are those who labeled as skilled writer in their class (based on lecturer judgments through their constant progress). In this way, Hyland (2009:31) gives a clear definition of "skilled writers are those who able to create a mutual frame of reference and anticipate when their purposes will be retrieved by their audiences, providing greater elaboration where they expect that there may be misunderstanding." These selected participants are believed will give more valuable data to the research findings.

1.8.3 Research Design

This current research employs qualitative as its design. Dawson (2009:15-16) states that qualitative research explores attitudes, behavior and experiences through such methods as interviews or focus groups. It attempts to get an in depth opinion from participants. After analyzing some clues researcher believe that the best methodology for this study is

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qualitative. This is what researcher brings into accounts, Dawson (2009:20) "First of all, have a look at the words you have used. Certain words help to suggest a leaning towards qualitative research, others towards quantitative research. For example, if you have written 'how many', 'test', 'verify', 'how often' or 'how satisfied', this suggests a leaning towards quantitative research. If you have written words such as 'discover', 'motivation', 'experiences', 'think/thoughts', 'problems', or 'behave/behavior', this suggests a learning towards qualitative research." In this case, researcher has the words of 'discover', 'experiences', 'problems', and 'behave/behavior'."

Furthermore, this study attempts to reveal the relation of how SFL features and rhetorical strategies work in EFL learner's text trough the written document analysis and interview as its methods. Written document analysis, as Mason (2002: 103) defines that the analysis of documentary sources is one of the meaningful strategy in the qualitative research. While interview is the second method used to confirm the accuracy of the data that have collected by researchers in written document analysis. These two methods might help to reveal the two research question: what kinds of rhetorical strategies commonly used by EFL learners and how the rhetorical features enact to the genre of argumentative.

However, the types of rhetorical strategies in a text can be analyzed by several kinds of perspectives, and this study offers the Systemic Functional Linguistics perspective as its main view. As have been discuses earlier SFL is the study discussing how the language is used by the user either oral or textual (Halliday: 1994). Moreover, the view of SFL could be supplemented by the perspectives of classical rhetoric proposed by Aristotle. The classical rhetoric examines how language user uses language effectively in communication, there are three kinds of classical rhetoric namely logos, ethos and pathos. Logos refers to how language users use logical sequences in their speech, ethos refers to how language users build their credibility in front of audience and pathos refers to how language users can relate to audience's emotion when they are delivering the speech. This complexity of research could be executed through a deep analysis of written document analysis and interview. Therefore, researcher believes that the two models of research method could be the powerful tools in revealing the data.

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1.9 Systematicity of Research

1.9.1 Step of Research

In this part, researcher started to act by gathering data and information from the participants. First what researcher does is asked participants to collect their final argumentative essay as the main production which will be truly analyzed and participants should collect their daily log books (mostly called class review) as well. As Hyland (2009:182) states that "logs provide rich information about students' attitude and concerns as well as data on their choices, action and reasons for acting as they did, this means that logs can provide valuable insights into both social and physiological processes that might be difficult to collect in other ways." Second, researcher will conduct some deep interview and give participants questionnaire papers as the techniques for collecting data.

This is a sequence steps for conducting qualitative research as Ludico et.al. (2010:160) suggestion:

Step 1: Identify a Research Topic or Focus. Topics are typically identified by the researcher based on experience, observation in the research settings, and readings on the topic.

Step 2: Conduct a Review of Literature. The researcher reviews the literature to identify information relevant to the study, establish a theoretical framework, and write a research question. Sometimes the review of literature is conducted after data have been collected and analyzed so that the stories of the individual are considered first and then links to past research or literature examined. The review might also include literature on theoretical frameworks that can guide the study.

Step 3: Define the Role of Researcher. The researcher must decide to what degree she or he will become involved with the participants. In general, because of the nature of qualitative research, the researcher has close contact with the participants. Qualitative researchers seek to create respectful and close relationships with participants that involve either active participation in the participants ' day - to – day activities or in - depth learning about their lives through observations and interviews.

Step 4: Manage Entry Into the Field and Maintain Good Field Relations. A field of study (for example, a place to conduct the research) must be identified and contacts made to secure permission for the study.

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Step 5: Write Qualitative Subquestions. Qualitative subquestions are designed by the researcher and are based on the topics or research questions identified both at the start of the study and as the study progresses. Qualitative subquestions help the researcher to focus data collection and allow the data collection to proceed in a systematic way, but they should not predetermine what the researcher will find.

Step 6: Select Participants. The researcher examines his or her qualitative subquestions and selects a purposeful sampling strategy to select participants who are best able to provide the information essential for the study.

Step 7: Collect the Data. Data collection in qualitative research generally includes observations, interviews, and document analyses.

Step 8: Analyze and Interpret the Data. Data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection. Data in qualitative research are analyzed through the reading and review of data (observation notes, interview transcripts) to detect themes and patterns that emerge.

Step 9: Disseminate Results. Qualitative researchers frequently use creative formats for reporting results, inviting their audiences to enter into the experiences of participants by witnessing dramatic performance or artistic representations.

Furthermore, Lodico et.all. (2010:129) provide another sequence of steps in conducting an interview as follow:

1. Begin the interview by reintroducing yourself
2. Remind the participant of the confidentiality of his or her responses
3. Obtain general descriptive information
4. Present your questions starting with the least sensitive or most general questions
5. Throughout the interview, strive for neutrality
6. Record the interview data.

1.9.2 Technique and Instrument of Collecting Data

1.9.2.1 Documentation Analysis

This study focuses on the data document as argumentative essay of EFL learners. The data was executed by Systemic Functional Linguistics perspective as the primary tool and its secondary is Classical theory and Toulmin's Model of Argumentation. The collaborations

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had linked one another to reveal a more complete picture of EFL learners' rhetorical strategies in their argumentative essay.

1.9.2.2 Instrument

Meanwhile, the instrument of this study is researcher itself with a number of questions and students log book as another instrument. As Given (2008:34) researcher is the primary instrument as the one who designs and conducts the research and presents the data, researcher brings his or her views, values, beliefs, feelings, and assumptions to the research. When the researcher is the instrument, all of these have an effect on how the research is conducted.

1.9.3 Data Analysis

Data analysis in this study relied greater on textual devices or Mode in students' text. The sample of data analysis as follows;

- Theme-Rheme

This essay	set out an argument why West Papua Region should still integrated with Indonesia because of historical and political aspects.
Topical theme	Rheme

History	is the study of the time that happens in the past, present, and future
Topical theme	Rheme

History of West Papua	has taken more than 50 years as long as history of Indonesia
Topical theme	Rheme

- Cohesive Devices

Repetition is when the author using the same words through text

Word	Clauses	Total number and Percentage
West Papua	- This essay set out an argument why West Papua Region should still integrated with Indonesia - History of West Papua has taken more than 50 years - the history of Indonesia has strong connection with the history of West	12 times (13.32%)

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	Papua especially in 1960-1969 when the 30 September Movement (G30S/PKI/1965) occurred that Indonesian Communist Party (PKI) kidnapped and assassinated six Indonesian army generals	

- Logos

Reasons	Kinds of reasoning
Initially, Papua is part of the Indonesia's Territory. As Abdul Majid says in his blog about history Papua, Papua is the big family that lived in the Indonesian Archipelago which gather and form Indonesia country. In the period kingdom of Archipelago, Sriwijaya government has sent the pure birds at the time, called Janggi for China government. From this name, we know that the territory of Papua have known by the history that have a good correlation with the other territories in Archipelago at that time.	Deductive
The other name of Papua is "Samudranta", which show that Papua have known by the community that used Sansekerta language, which lived in the Indonesian Archipelago, though geo-politic, social economy and culture. Ramandey write that in the first century of masehi, influence Hindu and India have spread in the whole Archipelago. It is not only in Java and Sumatera, but also until in the east, includes Papua. It called by "Pulau Ujung Samudranta", that is Nieuw Guinea. It means that some of sailors have ever been there because of those sources.	Inductive

- Ethos

Evidence		Clause
Type of Evidence	Quotation	As Abdul Majid says in his blog about history Papua, Papua is the big family that lived in the Indonesian Archipelago which gather and form Indonesia country.
Source	Internet	
Type of Evidence	Quotation	Ramandey write that in the first century of masehi, influence Hindu and India have spread in the whole Archipelago.
Source	Internet	

- Pathos

Kinds of Figurative Language	Clause	Total number and Percentage
Meronymy	- This paper argues that Papua should remain NKRI to make a whole part of the territory of Indonesia - Papua is the big family that lived in the Indonesian Archipelago	18 (75%)

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	- Sriwijaya government has sent the pure birds at the time	

1.9.3.1 Coding

There are a several items which were analyzed in this study. Every item has its own code to be actualized. Here is an example of coding list in this study.

Clausa 1	S1	Repetition	Rep.
Clausa 2	S2	Reference	Ref.
Clausa 3	S3	Lexical Relation	LR
Paragraph 1	P1	Conjunction	C
Paragraph 2	P2	Claim	Cl
Paragraph 3	P3		
Theme	Th		
Rheme	Rh		
Given	G		
New	N		

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