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Rhetorical Strategies in the English and Indonesian Persuasive Essays of
Indonesian University Students

Bambang Yudi Cahyono

A Thesis
in
the TESL Centre

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts at
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ABSTRACT

Rhetorical Strategies in the English and Indonesian Persuasive Essays of Indonesian University Students

Bambang Yudi Cahyono

The aim of this study was to investigate rhetorical strategies in the English and Indonesian persuasive essays of Indonesian university students. Comparisons of rhetorical strategies were carried out across university majors, across languages, and across university-year cohorts. The correlation between rhetorical strategies used in English persuasive essays and overall proficiency in English composition were also examined.

Undergraduate students of the State University of Malang, Indonesia, were asked to write persuasive essays on whether violence on TV programs should be restricted. Third-year students majoring in Indonesian wrote essays in Indonesian, fourth-year students majoring in English wrote essays in Indonesian and in English, and first-year students majoring in English wrote essays in English. The rhetorical strategies were examined in terms of Connor and Lauer's (1988) model consisting of three measures: the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals. The overall proficiency in English composition was evaluated using Jacobs et al's (1981) "ESL composition profile".

The fourth-year students' Indonesian and English essays were more like each other than like the Indonesian essays of colleagues who majored in Indonesian. It is suggested that this may be caused by their exposure to English rhetoric. The finding that the fourth-year students were more successful than the first-year students in using rhetorical strategies in English persuasive essays might be attributed to the role of instruction. Overall proficiency in English composition was a good predictor of success in using rhetorical strategies in English persuasive essays.

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Studies analyzing texts written by students of English as a second or a foreign language (ESL/EFL) show that the texts reflect some rhetorical strategies which are not used in texts written by native speakers of English (Hostler, 1990; Silva, 1997). Further studies indicate that the extent to which first language rhetorical strategies are used in ESL/EFL texts is affected by factors of language development (Mohan & Lo, 1985; O'Brien & Tadaki, 1998).

Contrastive rhetoric, an area of research in second language acquisition, identifies problems in composition encountered by second language writers and attempts to explain them by referring to the rhetorical strategies of the first language (Connor, 1996: 5). While a number of studies have been conducted within this area (e.g. Purves, 1988), few contrastive rhetoric studies related to EFL have been done in Indonesian contexts.

The few studies of contrastive rhetoric that have been done in Indonesian contexts (e.g. Latief, 1990; Sulistyaningsih, 1997) suggest that Indonesian writers of English are likely to know rhetorical components of an essay, such as the thesis and supporting ideas. However, the rhetorical development of ideas in the essays does not necessarily conform to the expectation of English-speaking readers. More contrastive rhetoric studies are needed to investigate whether problems in EFL composition are related to the use of Indonesian rhetorical strategies.

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Studies on contrastive rhetoric have focused on different types of discourse. Types of discourse examined include expository essays (Hostler, 1987; Hinds, 1983), academic writing (Mohan & Lo, 1985), reflective writing (Bickner & Peyasantiwong, 1988), narrative stories (Söter, 1988), argumentative texts (Connor, 1987a), and persuasive essays (Ferris, 1994). Among these types of discourse, persuasive discourse has been less frequently studied.

1.2. PURPOSE OF THE STUDY

The study was designed to examine the rhetorical strategies used in the English and Indonesian persuasive essays of Indonesian university students. The research questions include whether the rhetorical strategies used in the Indonesian persuasive essays are the same or different across university majors, whether the rhetorical strategies used in persuasive essays are the same or different across languages, and whether the rhetorical strategies used in the English persuasive essays are the same or different across university-year cohorts. In addition, this study provides information on the relationship between rhetorical strategies used in English persuasive essays and an independent measure of overall proficiency in English composition.

1.3. OVERVIEW OF THE STUDY

In Chapter Two, studies of second language writing are reviewed. The review covers the process of writing in the second and first languages and contrastive rhetoric. Contrastive rhetoric is discussed in greater detail, leading to a more specific focus on the research questions, that is, comparisons of rhetorical strategies used in persuasive essays across university majors, across languages, and across university-year cohorts.

The research design is presented in Chapter Three. The participants, instruments, pilot study, data collection procedures, scoring methods, and data analyses of this study are described.

Chapter Four is a report on the results of the data analyses. Comparisons of rhetorical strategies used in the Indonesian persuasive essays written by English majors and Indonesian majors, rhetorical strategies used in Indonesian and English persuasive essays written by fourth-year English majors, and rhetorical strategies used in English persuasive essays written by first-year and fourth-year English majors are presented. In addition, the correlation between rhetorical strategies used in English persuasive essays and overall proficiency in English composition is reported.

In the last chapter, the findings are discussed, and conclusions are drawn. Taking into account the limitations of the study, recommendations for future research are suggested.

CHAPTER 2

REVIEW OF THE LITERATURE

The major aim of this research is to investigate the rhetorical strategies used in the English and Indonesian persuasive essays of Indonesian university students. As a basis for the rationale and the design of this study, studies of second language writing are reviewed in two parts of this chapter. The first part deals mainly with the process of writing in the second and first languages. The second part concerns contrastive rhetoric. In this second part, two major issues will be discussed in greater detail. First, the findings of research studies on the relationship of first and second language rhetoric will be presented. Second, studies on persuasive rhetoric will be reviewed. Based on the previous research on these two issues, the research questions will be formulated at the end of this chapter.

2.1. RESEARCH ON SECOND LANGUAGE WRITING

In its early development, research in the teaching of second language writing was focused on the comparison of different methods of writing instruction in order to find the most effective one (Zamel, 1976). This kind of research was based on the assumption that writing skill can be taught by following a prescribed order of tasks. A typical procedure was to give students an ideal model of written work and to have them write a text conforming to the model. Such an approach was criticized as not revealing the nature of writing as a complex task (Zamel, 1987).

The goal of understanding the nature of writing has led to the emergence of a great number of studies that focus on the examination of what writers do when they write. Two strands of research explore the relationship between the process of writing in the first language (L1) and that in the second language (L2).

2.1.1. Comparison of Second Language and First Language Writers

The purpose of this type of research is to understand whether writers in a second language go through the same process as writers in a first language. Some studies indicate that the composing process of advanced ESL students is similar to that of skilled L1 writers.

Zamel (1983) examined the extent to which advanced ESL students experience writing as a process of discovering and creating meaning, and the extent to which second language factors affect this process. The findings indicated that advanced students understand what writing entails. The strategies that they applied in writing were found to reflect a shared understanding about the process of writing. The students tried to establish meaning first, then to order it, and finally to express it. This process was similar to the writing process of skilled L1 students.

Raimes (1985) examined how unskilled L2 writers' composing processes differ from those of unskilled L1 writers. Narrative essays of unskilled L2 writers in a college writing course and their think-aloud protocols were analyzed. The results were compared with the work of Perl (1979) who analyzed the writing processes of unskilled L1 writers. Raimes found some similarities among the behaviors of unskilled L2 writers and the behaviors of unskilled L1 writers.

The difference was that the unskilled ESL writers did not edit their work as often as the unskilled native speakers. Chenoweth (1987) showed that unskilled ESL writers tend to correct only surface errors of grammar and punctuation, or to change their choice of words. Chenoweth stated that skilled writers edit their papers and work on the overall content to see whether what they want to say is said in a way the reader can understand.

The results of research examining the composing process of L1 and L2 writers reveal that skilled writers in both languages understand that writing is a process of conveying meaning. Skilled writers also realize that writing consists of a series of stages which include planning, draft making, and revising. Zamel (1985) suggests that the way ESL teachers responded to students' writing in the early 1980s did not reflect an understanding of the nature of this composing process. In the next decade, an examination of the teaching of L2 writing indicates that more ESL teachers reflect their understanding of the writing process in their teaching (Pennington, et al., 1997).

2.1.2. Comparison of Writing in Second Language and in First Language

Some researchers have investigated the question of whether the same writers follow a similar process of writing in their second and in their first languages. Studies investigating the relationship between writing in L1 and L2 include Kamimura (1996) and Edelsky (1982).

Kamimura (1996) investigated the composing process of Japanese writers' narrative writing in Japanese and in English. The study questioned whether good writers in Japanese were also good writers in English and the role that learners' proficiency in English played in their

composing in English. The subjects were given a series of pictures as a writing prompt and told to write a narrative based on the pictures. It was found that the subjects' Japanese and English writing behaviors were positively correlated. Students who tended to write a large number of words, include more idea units, and produce higher-rated writing in composing in Japanese tended to do so in English as well. Similarly, students who tended to write fewer words, incorporate fewer idea units, and produce lower-rated writing in Japanese tended to do so in English, too. It was also found that the correlation between Japanese and English composing was influenced by the students' English proficiency. The students above a certain threshold composed similarly in Japanese and English, whereas students below the level had considerably more problems in composing in English than in Japanese.

Arndt (1987) examined six Chinese students composing academic written texts in both their L1 and L2 (English). Arndt found that the composing activities of each individual writer remained consistent across languages. Edelsky (1982) analyzed the relationship between first language and second language writing of young writers in a bilingual program. The texts written by the same children in Spanish and in English were analyzed. Edelsky found that what a young writer knows about writing in the first language forms the basis of new hypotheses for writing in another language. Furthermore, Edelsky argued that certain L1 writing processes are used in L2 writing.

The studies reviewed in this section lead to two major conclusions. Skilled second language and first language writers tend to undergo the same process of writing, and second

language writers are likely to follow a process of composing which is similar to that in their first language.

2.2. PEDAGOGY OF SECOND LANGUAGE WRITING

As a result of the development of research in the process of writing, process-oriented instruction has been increasingly advocated in classrooms of second language writing. Advocates of the process-oriented approach view writing as a creative process consisting of a series of stages occurring recursively throughout the process and feeding on one another (Raimes, 1987). This approach focuses on what goes on when learners write and what the teacher can do to help the learners get into the natural writing process.

2.2.1. Pedagogical Concerns of Process Orientation

As the name suggests, according to Hairston (1982), process-centered instruction focuses on writing processes. This approach teaches strategies of invention and discovery. It views writing as recursive processes in which prewriting, writing, and revision are activities that overlap and intertwine. Furthermore, this approach gives prominence to audience, purpose, and context of writing in the assignment of writing tasks.

In the perspective of the process-oriented approach, instructors are encouraged to intervene in students' writing during the processes of generating ideas, discovering purpose, and integrating ideas into the final product of writing. As a consequence of the emphasis on audience

and purpose, teachers evaluate the written product by how well it fulfills the writer's intention and meets the audience's needs. Teachers provide positive intervention for the students' writing by providing feedback which, according to research studies, turns out to be effective (Dheram, 1995; Boughey, 1997).

Dheram (1995) found that learners made revisions following feedback both in form and in content. Form revisions are mostly sentence-level and do not affect meaning, while content revisions are meant to make meaning clearer, to emphasize tone and style, and to add arguments with new supporting details. It was evident from the revised versions that learners used feedback as a reference for adding, deleting, and rearranging their ideas. Boughey (1997) found that feedback was crucial in getting students to be more explicit and in making learners express propositions in their writing more rigorously. Villamil and Guerrero (1998) investigated the impact of peer revision on writers' final drafts. The results showed that points of revision during the peer interaction were selected and incorporated into final versions.

The process-oriented approach has several advantages to be considered in the teaching of second language writing. The process-oriented approach motivates students to write even in cases where they may initially experience fear of doing so, such as fear of making errors; encourages learners to take pride in their writing, so they can work at developing a piece of writing which is as good as they can make it; provides students with techniques to generate ideas and organize their thoughts; and promotes positive, productive teacher feedback rather than judgmental comments (Caudery, 1995).

To summarize, the recursive nature of the writing process, the opportunities that the process approach provides for teachers to intervene in students' writing, and the advantages of this approach are some of the reasons that have caused process-oriented instruction to be widely adopted in the teaching of second language writing in recent years.

2.2.2. Criticism of Process-oriented Instruction

In spite of the popularity of process-oriented instruction, it should be noted that this approach has limitations. As a result of giving prominence to the process, writing can become cumbersome and over-lengthy in class. Furthermore, the emphasis on multiple drafts can make the work on a particular text boring to students, especially when they know that the audience is still the teacher. Moreover, the need to provide constructive individual feedback during the writing process places an additional burden on the teacher. In addition, the approach can suggest that writing is inevitably a long process, in which a text is gradually refined. Finally, the process approach is not suitable for writing examination essays and is not applicable to all types of writers and tasks (Caudery, 1995; Horowitz, 1986).

Realizing that the process-oriented approach only partially helps solve problems in writing in a second or foreign language, researchers take into account the importance of target language rhetorical structures. Chaudron (1987) suggests that in the application of writing processes learners should also be helped by being provided with a certain amount of target language rhetorical structure based on the learners' current state of knowledge. In the same vein, Connor (1987b) concludes that text analysis of written products and process-centered research are

complementary and are both needed for an integrated theory of writing. Leki (1991) emphasizes the need for adopting both process-oriented and product-oriented instruction in order not to exclude either approach.

To consider products in the teaching of writing will provide other advantages as well. According to Chaudron (1987), knowledge about target language discourse forms will help learners cope with unexpected limits on their ability to express their thoughts. Raimes (1985) recommends that the students be taught not only how to explore ideas in writing, but also how to include rhetorical and linguistic features after the ideas have found some form. According to Leki (1991), due to the possibility of transfer of L1 writing strategies to the L2 context, attention to target language forms would make ESL learners' writing more effective in the new context.

Studies of the rhetorical patterns of ESL learners' writing indicate that second language learners are likely to produce modes of discourse preferred in their own culture (Kaplan, 1966; Ostler, 1987). The study of the influence of first language rhetorical strategies on second language learners' writing patterns is the area of contrastive rhetoric.

Contrastive rhetoric makes it possible to develop a writing pedagogy fostering the construction of rhetorical schemata that correspond to those of English-speaking readers. Unlike the process-oriented approach that induces the construction of schemata indirectly, text analysis suggests that schemata can be directly taught. It does not mean that textual orientation gears the students to ignore the content. Rather, rhetorical patterns help learners shape their ideas and provide them ways to compare and analyze patterns and variations on patterns which

advance meaning. As the students are directed to write according to patterns accepted in the target community, the audience also becomes another important concern of contrastive rhetoric.

In summary, a flourishing application of the process-oriented approach is evident in research on second language writing. Considering the limitations of the process-oriented approach, the application of this approach should not exclude the importance of a focus on rhetorical structures in writing. Researchers state that the two approaches are complementary in the theory of writing instruction, because each has its own importance. In Leki's (1991) words, "both attempt to create appropriate text schemata in writing students, both work to initiate students into the target discourse community, and both focus on the discovery of meaning—but in different ways" (p. 136). In the next section, the issue of contrastive rhetoric is discussed, leading to a more specific focus underlying the research questions.

2.3. CONTRASTIVE RHETORIC

Contrastive rhetoric examines problems in composition encountered by second language writers and attempts to explain them by referring to the rhetorical strategies of the first language (Connor, 1996: 5). The emergence of contrastive rhetoric can be traced to Kaplan (1966). Kaplan stated that English paragraph development is different from paragraph development in other linguistic systems. To support his statement, Kaplan analyzed compositions written in English by international students. Kaplan tentatively identified five types of paragraph development for five language groups. Kaplan suggested that the different thought development

that emerged in the students' writing could be represented by the graphic form shown in Figure 1.

English   Semitic   Oriental   Romance   Russian
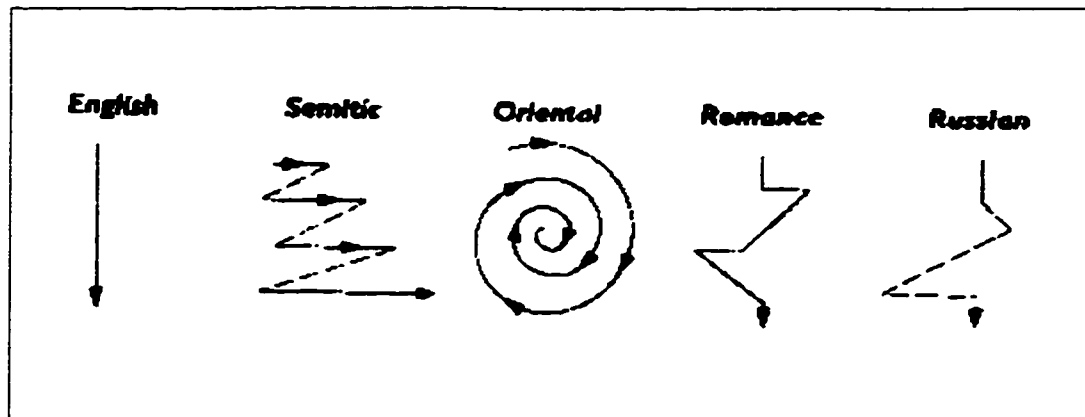
Figure 1. Rhetorical patterns of different languages (Kaplan, 1966)

Kaplan (1966) hypothesized that in expository writing "each language and each culture has a paragraph order unique to itself, and that part of the learning of the particular language is the mastering of its logical system" (p. 14). According to Kaplan, in English compositions the flow of ideas occurs in a straight line from the opening sentence to the last sentence. The graph also suggests that in compositions written in other linguistic systems the flow of ideas happens in various modes. In the compositions written in Semitic languages, the ideas were conveyed in a zigzag line, indicating frequent uses of parallelism. In the Oriental pattern, the ideas were presented circularly — reflecting an indirect approach — in order to get to the main points. The Romance and Russian patterns also showed different modes of idea presentation. In these two linguistic systems, there is freedom to digress and to introduce extra materials. The point that Kaplan (1966) tried to make is that "paragraph developments other than those normally

regarded as desirable in English do exist" (p. 14). Although English has a different pattern, as far as Kaplan was concerned, "It is not a better nor a worse system than any other, but it is different" (p. 3).

Kaplan's (1966) article has come to be known popularly as the "doodles article". It has come under much criticism. According to Connor (1997), Kaplan was criticized because he used overgeneralizing terms such as *Oriental.* He was also considered to have erred in inferring native language organization on the basis of ESL students' essays. Furthermore, Kaplan was faulted for overemphasizing cognitive factors "at the expense of sociocultural factors (e.g., schooling) to explain preferences in rhetorical conventions" (p. 201).

However, Kaplan's (1966) article did not lose its significance as the first article that attempted to analyze how native thinking and discourse structures manifest themselves in the writing of ESL learners (Söter, 1988). In 1987, Kaplan stated that he had become even more convinced that there was validity to his original idea. In his more recent opinion, Kaplan (1997; 1988) argues that all of the various rhetorical modes are possible in any language. However, the forms do not occur with equal frequency; the "preferred cultural patterns" (Ostler, 1990; Connor & McCagg, 1987) are the modes which are most likely to be used. Both Kaplan's "doodles article" and his more recent arguments have in fact motivated a great number of research studies. Eventually, such research studies have shaped contrastive rhetoric into a specific field of study in second language acquisition. The relationship between the rhetoric of the first language and that of the second language is discussed in the next section.

2.4. THE RELATIONSHIP OF L1-L2 RHETORIC

Research studies of the relationship between first and second language rhetoric are of distinct types. The first type involves writers from two different cultures writing in the same language. In most of these studies, researchers analyze texts of English as a second language and those of English as a first language. The other type of study involves writers from the same culture writing in two different languages. ESL texts and texts written in the same writers' L1 are compared. The two types of study are important as they permit us to explore such issues as the extent to which differences in rhetorical strategies are due to differences in cultural patterns of thought and expression, differences in the languages themselves, or differences in the proficiency levels of writers.

2.4.1. Comparative Studies of ESL and L1 English Texts

In line with Kaplan (1966), various studies have compared L1 English texts and ESL texts written by a group of students from different L1 backgrounds. The purpose of such studies is to discover cross-cultural differences in the rhetorical patterns. As reported by Silva (1997), Norment's (1984) study supported Kaplan's claims about the thought patterns of ESL and L1 English writers. Norment found distinct linear organizational patterns in the texts of L1 English writers, centrifugal patterns in those of L1 Chinese writers, and linear patterns with tangential breaks in those of L1 Spanish writers. Silva (1997) also reported a study by Burtoff (1983) who found patterns similar to those posited by Kaplan in the texts written in English by native speakers of English, Arabic, and Japanese.

Ostler (1987) compared the structure of 22 expository essays written in English by Saudi Arabian students with those written by native English speakers. The T-unit — the shortest possible sentential unit which is still grammatical — and the discourse unit — a unit containing several ideas related to each other at both syntactic and semantic levels — were used to analyze the texts. The analysis showed that the mean length of T-units for Arabic speakers was 70% higher than that for English speakers. In addition, no English essay contained more than two discourse units, while 77% of the Arabic essays had three, almost half had four, and some had five discourse units. Three years later, Ostler (1990), reported by Kubota (1998), compared ESL essays written by four language groups. Ostler found rhetorical differences in the essays written by English, Arabic, Spanish and Japanese speakers. From the two research studies, Ostler concluded that ESL students wrote according to the styles preferred in their own cultures.

Söter (1988) examined simple narrative stories written by students in grades 6 and 11 in Sydney, Australia. The students were Vietnamese, Arabic-speaking Lebanese, and native English-speaking students. Forty-five compositions were analyzed for rhetorical patterns in the "storygraph". The storygraph analysis was designed to determine the general structures of plot and story development and the inclusion of information that is not typical of English narratives. Söter found that the stylistic and rhetorical patterns of narration of the Vietnamese and the Arabic students were different in various respects from those of native English writers. Söter demonstrated that the students' prior knowledge of literacy and literary experiences in their first language had an impact on their current experiences and on their writing performance.

The assumption behind the comparative studies of ESL and L1 English texts is that if distinct patterns emerged from the English texts written by different L1 groups, they would provide evidence that such rhetorical patterns exist in their L1. These patterns are then carried into L2 writing. The findings of such studies are hypothesized to be useful in determining the implications of any differences for the pedagogy of second language writing. However, it is essential to confirm that the differences in ESL and L1 writing, in fact, come from the transfer of L1 writing patterns. Studies addressing this question are presented in the next section.

2.4.2. Investigation of ESL Texts and L1 Texts

The second type of research study deals with the comparison of ESL texts and texts written by the same writers in the first language. The central question is whether rhetorical patterns similar to those in L1 texts are produced when the second language learners write ESL essays. Support for the notion of an L1 influence was found by Indrasuta (1988) who examined narrative writing by Thai advanced secondary school students in Thai and in English. Linguistic, stylistic, and discourse components were considered as factors that function together to form a narrative text. Indrasuta concluded that ESL essays and L1 Thai essays were similar with regard to narrative style and function and were different in terms of linguistic components.

Indrasuta's findings were confirmed by Mohan and Lo (1985) who analyzed the academic writing of Chinese students. They found that the lack of English writing skills of these students was not because of their cultural thought patterns, but due to factors of language development. The authors' investigation of composition practices in Hong Kong and British Columbia demonstrated

that the emphasis of writing instruction was more on sentence-level accuracy than on discourse organization. Mohan and Lo concluded that "transfer of rhetorical organization is more likely to help than to interfere," (p. 259). They also suggested further research to examine whether students who are skillful writers in their L1 have an advantage in L2 composition.

Bickner and Peyasantiwong (1988) investigated reflective writing in English and Thai. Their examination of the structure of the writing samples revealed that, although the English and the Thai essays began with a topic sentence followed by supporting ideas, the nature of supporting ideas was different. The Thai writers defined terms and listed various attributes of the topic under discussion without providing evidence for their argument. Their conclusions were frequently offered as suggestions for changes in behavior, along with the benefits of the change. In contrast, the writers of English essays did not offer definitions for the terms used as they all accepted them as given. Most of the English essays began with a topic sentence and followed that sentence with others giving examples illustrating the point. In addition, the conclusions offered were mostly speculative, a type of reasoning that was not found in the Thai essays.

Kachru (1988) examined written expository texts in Hindi to illustrate the differences between the conventions of writing in English and in Hindi. Two genres of expository writing were analyzed, i.e. scientific text and literary criticism. Kachru found that the conventions of writing in Hindi appeared to be different from those of English in the two genres examined. Kachru argued the difference is not always categorical in that the structure of a paragraph in Hindi is not always circular. In the Hindi texts, there are paragraphs exhibiting the straight linear structure of English paragraphs and there are paragraphs reflecting the circular structure.

Other studies of contrastive rhetoric in this stream include, among others, Clyne (1983), Leap (1983), and Hinds (1983). Clyne (1983) reported his comparison of upper secondary school essays and textbooks in English and in German. Clyne found that form is of greater importance in educational discourse in English-speaking countries than in German-speaking countries. As Clyne stated, linearity and lack of redundancy play a more significant role in English. Clyne also argued that issues relating to linearity cannot be divorced from the grammatical structures of the languages. Leap (1983) reported that the written English of American Indian students contained a set of phonological and grammatical features related to their first language. Hinds (1983) found that Japanese expository prose contained details in the initial parts, burying the thesis in the prose. It also contained digressions and unrelated information which were not expected by English readers.

To summarize, the various analyses of ESL and L1 texts above indicate that some aspects of writing in L1 texts are similar to those in ESL texts. Thus, there is some support for the hypothesis that characteristics of ESL texts may be traced to their L1 writing pattern. In addition, the difference in ESL texts and L1 texts might also be attributable to factors of language development. In the next section, some studies on EFL rhetoric written by Indonesian learners of English are reviewed.

2.4.3. Studies on EFL Rhetoric in the Indonesian Context

In preparation for the present study, it was difficult to find studies analyzing Indonesian texts and EFL texts. A few studies reported on aspects of rhetoric in EFL essays written by

Indonesian university students learning English (Sulistyaningsih, 1997; Latief, 1990; and Ignatius, 1999). One study compared English newspaper articles written by Indonesian- and English-speaking writers (Kartika, 1997).

Sulistyaningsih (1997) examined rhetoric in expository essays of fourth-year university students majoring in English. The results showed that among 11 introductory paragraphs analyzed, 64 percent had good thesis statements. The other 36 percent contained partial thesis statements. Among 32 developmental paragraphs analyzed, 88 percent had good topic sentences. However, among all of the developmental paragraphs, only 78 percent of them reflected the idea in the thesis statement. Finally, among the 11 concluding paragraphs studied, 82 percent were good concluding paragraphs in the sense that they consisted of the main points or restatement of the thesis and additional comments about the topic.

Latief (1990) examined the rhetorical quality of argumentative essays written by Indonesian university students. The participants were second-, third-, and fourth-year students majoring in English. A minimum acceptable quality was determined for this discourse mode. It was expected that each of the argumentative essays would show the position the writer was taking, provide at least one piece of relevant evidence, and show the relationship between the position taken and the evidence. Latief found that the majority of the argumentative essays met this minimum acceptable quality. Latief also found that the argumentative essays written by the fourth-year students were the best.

Ignatius (1999) investigated the features of English academic writing by Indonesian students of the English department of the Graduate School of the State University of Malang

enrolled in the 1995-1996 and 1996-1997 academic years. The study revealed that in general the rhetorical structures of the essays reflected the overall feature of the English academic-writing essay, although they did not always contain important elements. The rhetorical development of ideas in the essays did not entirely follow the linear staging of the information as expected by English-speaking readers. Many essays were marked by indirect approaches such as circular and digressive developments.

Kartika (1997) studied the rhetoric of newspaper articles written by Indonesian and English native writers. The results of the study indicated that most articles written by Indonesian writers were argumentative essays (83.3 percent) and the rest (16.67) were exemplification expository essays. Most of the articles written by English-speaking writers constituted cause and effect expository essays (66.67 percent), while the rest constituted argumentative essays (16.67 percent) and narrative essays (16.67 percent). Kartika showed that although the Indonesian- and English-speaking writers wrote essays of similar genres, the rhetorical structures of the ideas developed in the essays were not necessarily the same.

It can be concluded that Indonesian learners are likely to know the rhetorical components that essays should contain, such as a thesis statement, developmental paragraphs, and topic sentences. However, the rhetorical development of ideas in the essays does not entirely conform to the expectations of English-speaking readers. In addition to the studies reviewed above, more studies are needed to investigate the relationship between Indonesian rhetoric and English rhetoric in essays written by Indonesian learners of English.

2.5. STUDIES ON PERSUASIVE RHETORIC

In this section research studies on persuasive rhetoric in essays written by first and second language writers are reviewed. Because persuasive rhetoric is the focus of this study, the previous research in this section is presented in some detail.

2.5.1. Connor and Lauer's Research

Connor and Lauer's (1988) study was motivated by the lack of research on persuasive texts, especially studies directed to the analysis of student persuasive writing. One goal of Connor and Lauer's study was to investigate measures which could be used to evaluate persuasive essays. To reach this goal, Connor and Lauer developed indicators of writing quality in persuasive compositions by reviewing theoretical issues from linguistic, rhetorical, and communication-oriented perspectives.

From the linguistic theory, it was understood that a text has an organizational plan that is called the superstructure. Connor and Lauer (1988) defined superstructure as "the organizational plan of any text and refers to the linear progression of the text" (p. 142). The superstructure of argument consists of four components: situation, problem, solution, and evaluation. The situation introduces the background for the statement of the problem. The problem is the undesirable state, while the solution is the desirable state. The evaluation analyzes the outcome of the suggested solution. Connor and Lauer found that two independent raters involved in their study were of the same judgement about the importance of the four

superstructure components in an argumentative essay. Student essays that included all four parts of the superstructure were given high scores by the raters.

Reviewing theoretical work in rhetoric, Connor and Lauer considered the Toulmin (1958) model of informal reasoning suitable for persuasive essays. The Toulmin model of informal reasoning consists of three parts, i.e. claim, data, and warrant. Referring to the work of Toulmin, Connor and Lauer (1988) defined a claim as "an assertion put forward publicly for general acceptance" (p. 144). A claim is more widely known as the thesis statement. The strength of the thesis statement is measured by its relevance to the task, clarity, and consistency. Connor and Lauer described data as "support for the claim in the form of experience, facts, statistics, or occurrences" (p. 144) Data were also described as supporting details. Lauer and Connor defined warrants as "rules, principles which can act as bridges between data and claim" (p. 144). Warrants are also understood as statements that lead to supporting inference.

According to the communication-oriented perspective, persuasion requires the use of three types of appeals, i.e. rational, credibility, and affective. Referring to Perelman's (1982) work, Connor and Lauer stated that rational appeals are arguments based on the structure of reality, such as example, illustration, model, analogy, and metaphor. The credibility appeals were defined to include the writer's personal experience, knowledge of the subject, and awareness of the audience's values. Finally, Connor and Lauer stated that affective appeals included the use of language with vivid pictures and metaphors to evoke emotion in the audience.

The three measures of persuasive essays were then used as tools to reach the second goal of Connor and Lauer's research. This goal was to examine patterns in persuasive essays

written by students from different English-speaking countries exploring cross-cultural variation without the interference of differing languages. The essays were written by 16-year-old students from the United States, England, and New Zealand. One hundred and fifty compositions were randomly selected from the collection of essays of the International Association for Evaluation of Educational Achievement (IEA). All essays were written by students for whom English was their L1 or their primary language of instruction. The essays were evaluated by three raters who had experience in teaching and evaluating writing. For this task, the raters were trained to evaluate sample essays.

Two conclusions can be drawn from Connor and Lauer's study. First, three measures were found to evaluate persuasive essays written by students across cultural backgrounds. The three measures were the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals. Second, it was difficult for the students to write persuasive compositions. It was suggested that persuasion is a demanding genre and not well-developed among the students then studied. Considering the students' difficulty in persuasive writing, a question is raised on whether instruction plays a role in improving the students' skill in writing persuasive essays. The next section reviews a research report concerning the effect of instruction on students' persuasive writing skill.

2.5.2. Crowhurst's Research

Reviewing earlier research showing the poor performance of L1 students in the writing of persuasive discourse, Crowhurst (1991) suggested that three problems were found in the students' writing: inadequate content, poor organization, and stylistic inappropriateness. The

inadequate content was characterized by a relatively short composition and failure to support arguments. The poor organization, such as writing without an introduction or a conclusion, was associated with lack of knowledge of the structure. The stylistic inappropriateness was indicated by failure to use sentence connectors appropriately. Crowhurst argued that these characteristic problems were attributed to students' lack of experience and instruction in reading and writing persuasion. Crowhurst's project was then to examine the effect of instruction on the improvement of students' writing of persuasive essays.

The study used a sample of 100 students in two Grade 6 classes in two schools. The students were divided into three experimental groups and one control group, with 25 students in each. The first group was given instruction and practice in writing persuasive essays (the writing group). The second group received instruction in understanding a model of persuasive essays (the reading group). The third group read novels, wrote book reports, and were given a single lesson about a model of persuasive essays (the reading plus model group). The control group merely read novels and wrote book reports. Before and after the treatments, one reading and two writing tests were given to the students. The reading tests required the students to read a passage carefully and, when they had finished, write down everything they could remember. The writing tests involved writing persuasive compositions 1 and 2 for pretests and compositions 3 and 4 for posttests, each of which was written on a separate day.

Scoring for writing and reading tests was carried out following a specified procedure. Holistic ratings for overall composition quality, organization, and counts of various structural elements were applied to the writing tests. Interrater reliability for composition quality scores on

the four topics ranged from .87 to .94. A holistic score from 1 to 4 for organization by two raters resulted in either identical scores or two scores separated by not more than one point. Structural elements which were scored included reasons, elaboration of reasons, conclusions, text markers, the total number of words, and the number of words in each elaboration. Interrater agreement for the six structural elements was .80, .62, .80, .89, .97, and .99, respectively. Disagreements were resolved in consultation with the investigator. For the reading tests, scoring was done with respect to the number of propositions recalled on the recall protocols. Interrater agreement for the number of propositions reached 79.8 percent. A holistic quality score from 1 to 4 was applied to evaluate the recall protocols with respect to the content, organization, and general persuasiveness. The evaluation of these recall protocols was carried out by three experienced Grade 6 teachers.

Analysis of the results indicated that the three experimental groups scored significantly higher than the control group in the writing posttests. Examination of various measures of writing ability indicated that the experimental groups wrote longer compositions than the control group on the posttest. The longer compositions, as Crowhurst suggested, resulted partially from the increased use of text markers and conclusions, and especially from their attempts to elaborate on their reasons. In addition to text markers that contributed to the longer compositions, the experimental groups also used more conclusions than the control group. The use of conclusions increased by approximately 100 percent from pretest to posttest for the reading and the writing groups. Furthermore, these two groups elaborated on their reasons to a greater extent and their compositions were better organized than those of the control group.

Examination of the results of the reading tests, on the other hand, indicated that there were no differences between the control group and the experimental groups on reading recall scores. The writing group showed gains on both the number of propositions recalled and on the holistic reading score, but these gains and any gain made by other groups were not significantly different. Interestingly, even reading instruction had no effect on reading scores. In her reaction to this finding, Crowhurst argued that it was indeed difficult to measure the students' reading process, whereas the kinds of reading tests used in her study required the students to both retrieve and produce information. Crowhurst acknowledged that the recall protocol was not appropriate and suggested the use of various tasks to measure students' comprehension in future studies.

Commenting on the teachability of persuasive writing, Crowhurst argued that instruction led to the improvement of Grade 6 students' ability to write persuasive essays. The three types of instruction were effective. However, large gains in writing quality were made by the reading group although they did no writing at all.

Crowhurst's study clearly shows the effect of instruction on the improvement of ability in writing persuasive essays of native speakers of English. Because the studies by Connor and Lauer and Crowhurst concerned native speakers of English, research studies involving non-native speakers need to be reviewed also. Although the difficulty faced by non-native speakers may be undeniable, research on this issue would further determine what variables of persuasive essays are problematic. The next section reviews results of research comparing persuasive essays written by native and non-native speakers of English.

2.5.3. Ferris' Research

Ferris (1994) attempted to examine elements of English persuasive writing that appear to be particularly problematic for non-native speakers of English. In line with Connor and Lauer (1988) who suggested that writing for persuasion was difficult, Ferris hypothesized that persuasive writing is even more difficult for non-native speakers who often bring both linguistic and rhetorical deficits to the task.

Consistent with Crowhurst's (1991) account of the problems in writing persuasive essays, Ferris examined students' persuasive writing in terms of quantitative counts, topical structure analysis, and the nature of rhetorical strategies. Quantitative variables included total number of words, total number of clauses, words per clause, clauses per sentence, and average word length. These variables were examined to see whether they related to overall essay effectiveness. Topical structure variables included number of parallel, sequential, and extended progressions, ratio of number of sentences to number of different subtopics, topical depth, and sentence types. These variables were used to analyze the organizational patterns and coherence of a text. Rhetorical variables included the Toulmin informal reasoning score, rhetorical and linguistic structures such as openings and closings, the use of rhetorical questions, reader inclusion, and expressions of counterarguments. These variables were intended to measure the effectiveness of the writers' ideas and persuasive strategies. As a result, 33 variables represented the indicators of effective persuasive writing.

Ferris analyzed 60 persuasive texts by university composition students, half of whom were native speakers and half of whom were non-native speakers of English. The compositions were classified further into two distinct levels: basic (those who had just begun the first semester of freshman composition) and advanced (those who were completing their second semester). As Ferris realized that not all 33 variables could be equal indicators of the differences between native and non-native speakers' persuasive writing, a further analysis was needed. A discriminant analysis found 12 major variables. These variables, which distinguished between native and non-native speakers with 88.33% accuracy, were then considered in the final analysis.

While there were no differences between basic and advanced students in the combined groups, except in the variable of counterarguments, differences between native and non-native groups were found in all three types of analyses. In the quantitative analysis, the native speaker groups outperformed the non-native speakers in the primary indicator of essay length, i.e. number of clauses. Native speakers were likely to have an advantage over non-native speakers in writing under timed conditions. In the topical structure analysis, the native speaker groups used a greater degree of topical focus than the non-native speaker groups. In the sentence type analysis, native speakers introduced the topical subject immediately at the beginning of the sentence, while non-native speakers were less likely to.

- Ferris concluded that the native speakers' superiority in the three main variables may be caused by their greater degree of exposure to both oral and written English persuasive style. Conversely, the non-native speakers may have had only limited experience with English forms of

persuasion, and the persuasive conventions of their own first language may be quite different from those used in English. Ferris recommended that future studies consider information about the writers' first language, among other factors, when looking at their persuasive texts. Kubota (1998) responded to Ferris' recommendation by examining expository and persuasive essays of students with Japanese as their first language and English as their second language.

2.5.4. Kubota's Research

Intrigued by a question of whether Japanese writers negatively transfer an inductive style of writing to ESL writing, Kubota (1998) examined essays written by Japanese students in Japanese and in English. The aim of Kubota's research was to know whether Japanese students use the same discourse pattern in L1 and ESL writing and how each individual's use of similar/ dissimilar rhetorical structures affects the quality of their ESL essays.

The subjects of the study were 24 students whose ages ranged from 20 to 23. The students were taking English in addition to their major in the humanities or social sciences. To ensure the representativeness of the population, Kubota solicited the subjects from six universities. However, the recruitment of students was conducted voluntarily and they were not randomly selected. All the participants had studied English for at least 8 years in Japan. Any students who had studied English overseas for more than 2 months were excluded from the sample.

The students were assigned to compose a persuasive essay in both Japanese and English. In order to avoid translation from one language to another, they were not informed at the

beginning that they would be writing on the same topic in the two languages. Fourteen of the subjects wrote in Japanese in the first task and English in the second task, while the others wrote in English first and then Japanese. The second task was assigned one week after the first. The students were assigned to write their own opinions on whether violence on TV programs should be restricted. The tasks for the first language writing were given in Japanese, while those for the second language writing were given in English. All the essays were typed without correction in order to facilitate scoring and text analysis. The students were also asked to complete a questionnaire dealing with their experiences of learning to write in English and Japanese. Through an interview, they were asked about their experiences in completing the writing tasks. The interview was recorded and then transcribed for analysis.

The Japanese essays were rated by two native speakers of Japanese, while the English essays were rated by two native speakers of English. The raters were trained in a practice session before doing their evaluation independently. The interrater reliabilities were .89 for Japanese persuasive organization and .80 for ESL persuasive organization.

In order to obtain sufficient information for determining whether pairs of essays exhibited similar rhetorical patterns, the analysis of the essays focused on two dimensions: the location of main ideas and the macro-level rhetorical pattern. The main idea of each essay was "the writer's opinion on the restriction of violence on TV." The macro-level rhetorical pattern refers to the semantic global structure commonly understood as "gist" or "summary". Two essays were considered "similar" if they were similar with respect to the two dimensions, and "dissimilar" if they were different in one or both dimensions.

The results of the study show that 11 pairs of essays (46%) were identified as "similar", while 13 pairs (54%) as "dissimilar". This means that not all Japanese ESL learners used the same rhetorical style in both their Japanese and ESL writing. Examining such a result, Kubota argued that it was difficult to predict L1-L2 transfer of rhetorical styles in writing. Kubota stated that the non-nativeness of ESL essays was a reflection of various factors such as poor L1 writing skills, a lack of composing experience in English, and poor syntactic and lexical control in English. These factors were beyond L1-specific rhetoric.

It is also interesting to find that Kubota noted that some students used inductive patterns in their Japanese essays and deductive patterns in their English essays. Responding to this phenomenon, Kubota suggested that contrastive rhetoric research "pay attention to the dynamics of writing by ESL students who have varied, sometimes conflicting, beliefs and intentions rather than a uniform set of cultural conventions" (p. 89). More studies are needed to examine the first language and second language relationship in other settings that are characterized by a different language family or cultural background.

The research questions, procedures and findings of the studies by Connor and Lauer (1988), Crowhurst (1991), Ferris (1994), and Kubota (1998) serve as a basis for the rationale for this study. That rationale is presented in the next section.

2.6. RATIONALE FOR THIS STUDY

The research studies with respect to persuasive rhetoric reviewed previously have brought out both theoretical and methodological issues that encourage the implementation of this present research. According to Connor and Lauer (1988), writing persuasion is not an easy task even for students whose native language is English. Crowhurst (1991) argued that students commonly encountered three main difficulties, i.e. inadequacy of content, poor organization, and stylistic inappropriateness. In relation to this, Ferris (1994) suggested that second language learners would find it even more difficult. Her research confirmed this prediction. In light of Ferris' finding, Kubota compared Japanese students' essays in Japanese and in English. Kubota found that Japanese students did not necessarily transfer the first language conventions to their persuasive essays in the second language. More research is needed to examine persuasive essays across different language families in order to elaborate the relationship between first and second languages.

Kubota's study showed that some writers produced essays in Japanese and in English that had similar patterns, while some others wrote essays with different patterns. As the number of the students who wrote essays using similar patterns was almost the same as the number who wrote essays using dissimilar patterns, it was difficult to know whether a transfer occurred. Kubota hypothesized that factors other than first language rhetoric influenced the quality of the ESL essays. These inconclusive findings demand further investigation of whether factors such as language proficiency affect the degree of similarity between persuasive essays in the first and second language.

From the methodological viewpoint, Connor and Lauer (1988) initiated the development of a measure that can be used to evaluate persuasive texts of English as the first language. Connor and Lauer's model was based on three measures, the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals. It is intriguing to find out whether Connor and Lauer's proposed model for evaluating students' persuasive writing is applicable to students' persuasive essays in English as a second or foreign language.

This study was designed to investigate some characteristics of Indonesian rhetoric and EFL rhetoric. The first question which compares Indonesian persuasive essays written by Indonesian students majoring in Indonesian and those majoring in English seeks to establish whether a unique Indonesian rhetorical strategies exists. To find out evidence of L1 and L2-based rhetorical strategies, this study takes into account essays written in two languages, English and Indonesian. This is the purpose of the second question which compares English and Indonesian persuasive essays written by the students majoring in English. In order to investigate the effect of instruction, the third research question considers the English essays written by the first- and fourth year students. In addition, the correlation between the use of rhetorical strategies in persuasive essays and overall proficiency in English composition were also examined.

2.7. RESEARCH QUESTIONS

The research questions of the study are formulated as follows:

1. In terms of rhetorical strategies, do Indonesian persuasive essays written by fourth-year university students in the English department differ from those written by third-year students in the department of Indonesian language and literature?

2. In terms of rhetorical strategies, are there differences between Indonesian and English persuasive essays written by fourth-year university students in the English department?

3. In terms of rhetorical strategies, do English persuasive essays written by fourth-year university students differ from those written by first-year students in the English department?

4. To what extent is overall proficiency in English composition predictive of rhetorical strategies used in persuasive essays?

CHAPTER 3

RESEARCH DESIGN

In this chapter the participants, instruments, pilot study, data collection procedures, scoring methods, and data analysis of this study are described.

3.1. PARTICIPANTS

The participants of this study were undergraduate students of the State University of Malang, Indonesia. These students were asked to write persuasive essays. Three groups of students were involved: first-year students majoring in English, fourth-year students majoring in English, and third-year students majoring in Indonesian. All students majoring in English completed a questionnaire which provided some biographical information, including details about their experience of studying English. The information from the questionnaire was considered in the interpretation of the analysis.

The first-year students were taking the intensive English course in the English department. This group of students had studied English for six years in secondary schools. However, as admission to the institution is based on the students' grades in a national selection examination consisting of a number of subject matters, they may have had a heterogeneous level of English proficiency at the time of admission. That is, students are not admitted on the basis of their proficiency in English *per se*, but because of their cumulative grades from the other subject

matters. The purpose of the intensive English course is to develop the students' command of English up to the intermediate level so that they are prepared to take other courses offered in English in the department. In this intensive English course, language skills (listening, speaking, reading, and writing) and language elements (vocabulary, grammar, and pronunciation) are taught in an integrated manner. Additionally, learning materials are graded and systematized so that the students move progressively into each learning experience. As a prerequisite course, the intensive English course provides a basic foundation of English skills important for further courses. Writing exercises in this course are mostly given at a sentence level. Writing at a discourse (above the sentence) level is usually centered on the personalized expression of the students' experiences. The purpose of writing at a discourse level is to provide an opportunity for them to do more writing.

In the English department, there are two programs of study: education and non-education. The education program has students from four academic years, while the non-education program has students from the first up to the third year. Because this study requires advanced level students, the fourth-year students from the education program were selected. These students have completed all of their skills courses, including four writing courses technically known as Writing I to Writing IV, spread out from the second to the fifth semester. The Writing I course trains the students to write paragraphs based on model paragraphs of various genres. Writing II teaches the students to develop ideas into an essay with an emphasis on the organization of the essay. Writing III provides the students with opportunities to write more essays with various techniques of development such as cause and effect or comparison and

contrast. Writing IV focuses on the development of an argumentative type of writing, i.e. one with problem-solution patterns.

All of the fourth-year students are preparing for their internship or practice teaching course. Some of these students may have completed additional courses as the prerequisites for the thesis-writing course. Since the thesis-writing course is optional, not all of the undergraduate students take the prerequisite courses. Courses in this category, such as Introduction to Thesis Writing, provide more writing practice because the students are required to produce a thesis proposal. On the questionnaire, the fourth-year students were asked if they were taking the thesis option.

The selection of the first-year and fourth-year students is based on the assumption that comparing the two groups will provide data that reflect the outcome of learning. Overall proficiency in English composition is expected to differ according to the length of exposure to English instruction and, particularly, to writing instruction.

The other group of participants is made up of third-year students of the department of Indonesian language and literature. This department also has education and non-education programs. The students of the education program are prepared to become senior high school teachers. Among courses offered in this program, some are oriented to skills in language teaching and in classroom management. The students of the non-education program are prepared to work in non-education fields. The courses offered are mainly oriented to Indonesian language and literature. As for non-education students in the English department, the highest level of students is in the third year of study.

Since the non-education program provides the students with courses specifically oriented to Indonesian language and literature, the students in the third year of this program were chosen to be participants in this study. These students had been taught English as a subject in their secondary school education for six years. However, they did not ordinarily continue learning English. As they had chosen Indonesian as their specialization, the effect of exposure to English was minimized. With an emphasis on the teaching of formal Indonesian in the department, the competence of the students may reflect the standard use of Indonesian as a medium of instruction and as a medium of cultural expression. In addition, since Indonesian is also the students' field of study, it may be assumed that the essays that they write represent the rhetoric of writing that is developed in this field. In the absence of empirical studies establishing norms for persuasive essays by Indonesian writers, this group was crucial for setting a base line for Indonesian essays in this study.

The questionnaire was distributed to all students majoring in English to obtain information that might be useful in the interpretation of the writing task data. They were asked to inform on their age, sex, languages learned at home before starting school, languages they still used regularly, and age when they started to learn English. In addition to the information listed in the questionnaire that was distributed to the first-year students, the fourth-year students were asked whether they were taking or had taken prerequisite courses for the thesis option. The questionnaires for the first- and fourth-year students can be seen in Appendix A. Information about the age of students in the department of Indonesian language and literature was predicted based on the norms for their classes. The sex of these students were known from their names.

The students were of approximately the same age within their groups. Most of the first-year students majoring in English were 18 or 19 years old, most of the fourth-year students majoring in English were 21 or 22 years old, and most of the third-year students majoring in Indonesian were 20 or 21 years old.

All three groups of participants had male and female students. The first-year students majoring in English consisted of 11 male and 29 female students, the fourth-year students majoring in English consisted of 10 male and 30 female students, while the third-year students majoring in Indonesian consisted of 13 male and 27 female students.

Further biographical characteristics drawn from the questionnaire characterizing the two groups of students majoring in English are shown in Table 1.

3.2. INSTRUMENTS

Two instruments were used to collect the data for the study: a writing task and a questionnaire that was described in the previous section. The writing task was a persuasive essay employed both to examine rhetorical strategies used in the students' persuasive essays and to investigate overall proficiency in English composition across university-year cohorts.

The writing tasks were identical for the three groups, except in the language used. The prompts were given in English for the English writing and in Indonesian for the Indonesian writing. The first-year students majoring in English wrote the essays in English and the third-year

students majoring in Indonesian wrote the essays in Indonesian. Each fourth-year student majoring in English wrote one essay in English and one in Indonesian.

Table 1. Basic biographical characteristics of the first- and fourth-year students majoring in English

	First-year students N = 40	Fourth-year students N = 40
AGE	range: 18 to 21 years mean: 18.9 years	range: 21 to 30 years mean: 22.2 years
SEX	male: 11 female: 29	male: 10 female: 30
LANGUAGE LEARNED AT HOME BEFORE STARTING SCHOOL	Javanese (J): 11 Indonesian (I): 2 others: — Bilingual (J & I): 24 multilingual: 3	Javanese (J): 15 Indonesian (I): 1 others: — bilingual (J & I): 20 multilingual: 4
LANGUAGE USED REGULARLY	Javanese: 20 Indonesian: 5 others: — bilingual (J & I): 14 multilingual: 1	Javanese: 14 Indonesian: 5 others: — bilingual (J & I): 19 multilingual: 2
AGE OF STARTING TO LEARN ENGLISH	preschool: 0 elementary school: 5 secondary school: 35	preschool: 1 elementary school: 6 secondary school: 33
OPTION	N/A N/A N/A	thesis: 24 non-thesis: 15 undecided: 1
THREE PREREQUISITE COURSES FOR THESES	N/A N/A	complete: 19 incomplete: 5

The same topic was assigned to all of the groups. This was done to avoid possible divergence in the rhetorical patterns caused by topic variety. The topic chosen for the writing task was "violence on television". The participants were asked to write about whether violence on TV should be restricted. In order that the students understand the persuasive task, the students were told to persuade their audience of their point of view. The issue was chosen because it was considered close to the life of these students. The English and Indonesian prompts for the writing task can be seen in Appendix B.

3.3. PILOT STUDY

Prior to the actual data collection, a pilot study was conducted. The purpose of the pilot study was to examine whether the prompts for the writing task and the instruction in the questionnaire had been understood by the students. In addition to the wording of the instruments, the exact timing and the procedures of administration could be assessed from this pilot study. The questions and comments from the students were noted and considered as a basis for any necessary revisions to the instructions and procedures. The essays from the pilot study were used in the practice session with the raters who would score the papers in the actual study.

Two classes of first-year students of the English department of the same university were involved in the pilot study. Access to these classes was made possible by cooperation with the class professors. The pilot study involved the students from the first year for several reasons. First, they were one of the target groups in the actual data collection. Second, if the writing

prompts were understood by the first-year students, there would be no reason to believe that they would not be understood by the higher-level students. Finally, the exact length of time needed by the first-year students to do the task would be a reasonable basis to determine the time allocated for other groups in the actual task assignment.

The first class wrote a persuasive essay in English, based on a writing prompt written in English, and the second class wrote in Indonesian, having been given a prompt written in Indonesian. The task assignments in the two classes were given by two of the professors teaching the classes. They were told that the procedures for doing the tasks included distributing the writing prompt and work sheets, asking the students to do the task, and collecting the students' essays. They were also asked to complete a questionnaire probing the process of the task assignment.

The questionnaire focused on:

1. The content of the prompt (Did the students understand the prompt of the writing task?),

2. The wording in the prompt (Were the words in the prompt understood?),

3. The timing (How long did the students take to complete the writing tasks? How long did it take the professor to administer the writing task?),

4. The language choices in the prompt (Did the languages of the prompt — English/Indonesian — help or hinder the understanding of the prompt?),

5. The procedure of administration (Describe the procedures of administration.), and

6. The students' reactions (Write questions and comments from the students).

The professors were asked to give either discrete-type ('yes' and 'no') or elaborated responses. They were also asked to suggest a possible improvement in case they found aspects of the prompt that were not effective.

The professor in the first class wrote that generally the students understood the task and the words in the English prompt. However, she suggested an explanation of the word *restricted* in "violence should be restricted" and a revision of the words *for* and *against* in "Please take a position for or against the restriction". The students needed 35 to 45 minutes to complete the writing task. For the administration of the task, the professor suggested 65 minutes, including time for explanation of the task. She commented that the use of English hindered the understanding of the task. Furthermore, she suggested that a chance should be given to explain the prompt in the actual administration. The students commented that the task was interesting, but the prompt was a bit difficult to understand.

The professor in the second class said that the students understood the writing task and the words in the Indonesian prompt. However, she suspected that the students might not fully get the idea of *pendapat* (opinion, in English) in the prompt. The students needed from 20 to 30 minutes to complete the task. The use of Indonesian in the prompt helped the students understand the task. The professor suggested 35 minutes for the administration of the task. She did not suggest any modification in the procedures of administration. She did not notice any questions and comments from the students.

The professors' notes were used as a reference for the improvement of the prompt and for the assignment of the task. The problem of the English prompt was in the clarity of some

words. The prompt was improved by adding some explanation and by changing the problematic words. The word *restricted* was clarified by adding "that is, limited in any way; for example, in terms of intensity, frequency, show time, and/or whatever you may think appropriate." The sentence containing options of *for* or *against* was simplified into "Please write whether you agree or disagree to the restriction". This way, special explanation was not required in the procedure of administration. The time for actual task administration of the English task was then set at 45 minutes. In the Indonesian prompt, the word *pendapat* was maintained because it reflected the meaning intended by the prompt. In this case, revision was done to make the sentence containing this word more understandable. Thirty minutes were then allocated for the completion of the writing task in the actual task assignment.

The pilot study also provided the researcher with essays for practice in the evaluation. For this purpose, five English essays and five Indonesian essays were selected. The procedure for training the raters is described in Section 3.5.3.

3.4. DATA COLLECTION PROCEDURES

The data collection took place in the first semester of 1999/2000, in the months of September and October 1999. The two departments had different numbers of classes and students in each level. The English department had five classes of first-year students. There were 120 students altogether in these classes. There were three classes of fourth-year students, with a total of 52 students. The non-education program of the department of Indonesian language and literature had two classes of third-year students. The number of students in these two

45

classes was 49. The numbers of classes and students available from the intended academic years in the two departments are shown in Table 2.

Table 2. The numbers of classes and students available from the intended academic years in the English department and the department of Indonesian language and literature

Academic year	Department	Number of classes	Number of students
First-year	English	5	120
Fourth-year	English (Education program)	3	52
Third-year	Indonesian language and literature (Non-education program)	2	49
Total		10	221

The involvement of the participants from both departments was made possible by the agreement of the professors of the classes to collaborate. The professors were informed about the purpose of the research and the tasks to be assigned to the students. When permission was gained to enter a class, the students were informed about the purpose of the research. A consent form to participate in research was distributed to the students. For cultural reasons, the students were not likely to withdraw from participation in research that was carried out in their regular classes. Therefore, the form explained to the students that participation or nonparticipation did not affect their course grade in any way. The form also gave them the option to tick "Please, do not include my work in the research project" for nonparticipation in the research.

The consent forms distributed to the students in the English department and the students in the department of Indonesian language and literature were different in terms of language, timing, and number of assignments required. The consent forms can be seen in Appendices C-1 to C-3.

Class professors assisted in the process of collecting data. Two professors assigned the writing task in two classes of the "Intensive English Course" by following the specified procedure. Two other professors teaching "English Curriculum" to the fourth-year students of the English department allowed me to assign the writing task myself. Similarly, another professor teaching "Composition in Indonesian" to the third-year students of non-education program of the department of Indonesian language and literature permitted me to use his classrooms and assign the writing task.

The writing task was assigned to participants in class sessions. First-year students majoring in English and third-year students majoring in Indonesian wrote only one essay each. Unlike these students, the fourth-year students majoring in English wrote their essays in two languages, English and Indonesian, in two class sessions. However, to avoid translation of ideas from the first to the second essay, the students were not informed that they would be given the same topic in the second essay. The second essay was written one week after the first. Most of the students used all of the allotted time. They were allowed to use dictionaries, and only a few did. No additional explanation was needed as the prompts contained enough directions for the students to do the task.

An attempt was made to counterbalance the order of the languages for the fourth-year students. The first class that consisted of 27 students was given the writing task in Indonesian first and then, one week later, in English. Twenty-five students in the other two classes were given writing tasks in English first and then in Indonesian. From the first class, 25 pairs of essays were collected and from the last two classes, 23 pairs of essays were collected. Since only 20 pairs were randomly selected from each set, a perfect balance was reached.

The assignment of the writing task to the three groups of participants involved all of the students who attended the sessions. The order of the task assignments and the number of students involved can be seen in Table 3. All of the first-year students confirmed their consent to participate in the study. One fourth-year student majoring in English and one student majoring in Indonesian withdrew from participation. Three fourth-year students majoring in English completed only one task assignment, either the first or the second.

Table 3. The order of the task assignments and the number of students involved

Academic year/Department	The first task/N	The second task/N
First-year/English	Writing in English (48)	-------------
Fourth-year/English	Writing in English (19+5)	Writing in Indonesian (19+4)
	Writing in Indonesian (25)	Writing in English (27)
Third-year/Indonesian language and literature	Writing in Indonesian (49)	-------------

The essays that the students wrote were not retyped because most of the essays were clearly handwritten. Furthermore, in the evaluation of the quality of essays, handwriting is one aspect of mechanics, a component to be considered in the rating of overall proficiency.

The essays of only forty participants from each group were selected by following a particular procedure. The essays of students who withdrew from participation and who joined only one session were excluded from selection. Two essays were excluded because they were poorly handwritten. Finally, forty essays from each group were selected by using a table of random numbers. The distribution of participants in the three groups whose essays were used in the analysis can be seen in Table 4.

Table 4. Distribution of participants whose essays were analyzed

Academic year	Department	Number Male	Female	Total
First-year	English	11	29	40
Fourth-year	English	10	30	40
Third-year	Indonesian language and literature	12	28	40
Total		33	87	120

3.5. SCORING METHODS

Two methods were used for scoring the writing samples. Connor and Lauer's (1988) model of text analysis was used to evaluate rhetorical strategies used in persuasive essays. The "ESL Composition Profile" (Jacobs, et al., 1981) was used to examine the overall proficiency in English composition.

3.5.1. Evaluation of Rhetorical Strategies used in Persuasive Essays

To evaluate rhetorical strategies used in English and in Indonesian persuasive essays, Connor and Lauer's model (1988) was used. This model emphasizes three measures: the superstructure of argument, the Toulmin analysis of informal reasoning, and the persuasive appeals.

Following Connor and Lauer's procedures in scoring the superstructure of argument, student essays receive one point for the presence of each component. As an illustration, an essay containing all four components will receive 4 points, while an essay containing situation, problem, and solution, but not evaluation will get 3 points. Figure 2 shows the criteria for scoring the presence of the components of the superstructure of argument.

Score	Criteria
1	Use of any one component
2	Use of any two components
3	Use of any three components
4	Use of all four components

Figure 2. Criteria for scoring the presence of the components
of the superstructure of argument

As described in Connor and Lauer's study, a score of 0-3 is given to each component of

the Toulmin model of informal reasoning. The minimum score for this variable is 0, while the

maximum score is 9. The criteria used to score the quality of the claim, data, and warrant in

student essays (Connor & Lauer, 1988: 145) are elaborated in Figure 3.

Components	Score	Criteria
Claim	0	No use of claim.
	1	No specific problem stated and/or no consistent point of view. May have one subclaim. No solution offered, or if offered nonfeasible, unoriginal, and inconsistent with claim.
	2	Specific, explicitly stated problem. Somewhat consistent point of view. Relevant to the task. Has two or more subclaims that have been developed. Solution offered with some feasibility with major claim.
	3	Specific, explicitly stated problem with consistent point of view. Several well-developed subclaims, explicitly tied to the major claim. Highly relevant to the task. Solution offered that is feasible, original, and consistent with major claim.
Data	0	No use of data.
	1	Minimal use of data. Data of the "everyone knows" type, with little reliance on personal experience or authority. Not directly related to major claim.
	2	Some use of data with reliance on personal experience or authority. Some variety in use of data. Data generally related to major claim.
	3	Extensive use of specific, well developed data of a variety of types. Data explicitly connected to major claim.
Warrant	0	No use of warrant.
	1	Minimal use of warrants. Warrants only minimally reliable and relevant to the case. Warrants may include logical fallacies.
	2	Some use of warrants. Though warrants allow the writer to make the bridge between data and claim, some distortion and informal fallacies are evident.
	3	Extensive use of warrants. Reliable and trustworthy allowing rater to accept to bridge from data to claim. Slightly relevant. Evidence of some backing.

Figure 3. Criteria for scoring the quality of components of the Toulmin model of informal reasoning.

Like the procedures applied for the Toulmin model of informal reasoning, a score of 0-3 is given to each component of the persuasive appeals. The possible minimum score for this variable is 0, while the maximum score is 9. The criteria for scoring the persuasive appeals (Connor & Lauer, 1988: 147) are presented in Figure 4.

Components	Score	Description of criteria
Rational	0	No use of the rational appeal.
	1	Use of some rational appeals*, minimally developed or use of some inappropriate (in terms of major point) rational appeals.
	2	Use of a single rational appeal* or a series of rational appeals* with at least two points of development.
	3	Exceptionally well-developed and appropriate single extended rational appeal* or a coherent set of rational appeals*.
		* Rational appeals were categorized as (quasi-logical, realistic structure, example, analogy)
Credibility	0	No use of credibility appeals.
	1	No writer credibility but some awareness of audience's values Or Some writer credibility (other than general knowledge) but no awareness of audience's values.
	2	Some writer credibility (other than general knowledge) and some awareness of audience's values.
	3	Strong writer credibility (personal experience) and sensitivity to audience's values (specific audience for the solution).
Affective	0	No use of the affective appeal.
	1	Minimal use of concreteness or charged language.
	2	Adequate use of either picture, charged language, or metaphor to evoke emotion.
	3	Strong use of either vivid picture, charged language, or metaphor to evoke emotion.

Figure 4. Criteria for scoring the components of the persuasive appeals

3.5.2. Evaluation of Overall Proficiency in English Composition

The "ESL Composition Profile" from Jacobs, et al. (1981) was used to evaluate the students' overall proficiency in English composition. Several reasons underlie the use of this profile. First, the profile was developed to help teachers of English for speakers of other

languages evaluate learners' compositions in a practical way. Second, as emphasized by Hartfiel, et al. (1985), the profile is useful as a guideline for learners to learn ESL composition because it clearly shows the components of writing and the criteria of evaluation. Finally, the profile has been applied as one of evaluation tools in the university where the study was carried out.

The "ESL Composition Profile" divides writing into five components with various percentages, i.e. content (30%), organization (20%), vocabulary (20%), language use (25%) and mechanics (5%). Each component has a set of criteria ranging from "excellent to very good" to "very poor" with a specified range of scores. As an illustration, in terms of content, student essays will get "excellent to very good" (scores ranging from 30 to 27) if the content fulfils these criteria: knowledgeable, substantive, thorough development of theses, and relevant to assigned topic.

The other four components in the profile also have their own criteria and scores. In general, the profile assumes 100 as the highest possible score. The complete profile can be seen in Figure 5.

Components	Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely-organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional error of word/ idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: • frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

Figure 5. The ESL Composition Profile (Hartfiel, et al., 1985: 214)

3.5.3. Raters, Scoring Practice, and Scoring the Essays.

Raters

The scoring of the persuasive essays was done by eight raters. All were faculty members of the English department of the State University of Malang. Each rater had more than 12 years of experience in teaching English and in evaluating English compositions. Four scoring teams were formed, each consisting of two raters. Three teams scored the essays using one of the measures in Connor and Lauer's model. Each of the raters rated 80 English essays and 80 Indonesian essays. The fourth team scored the overall proficiency in English composition using the "ESL Composition Profile". Each rater in this team scored 80 English essays. Raters met some time before the others had a chance to choose a measure based on their interest. However, there were no problems with the assignment of raters to the different measures used in scoring the essays.

Scoring Practice

To make sure that each of the measures was applied correctly in assigning scores for each essay, the raters were trained in a workshop session for each team. The workshop session was conducted on October 16, 1999 for the first team, on October 20, 1999 for the second team, on October 25 for the third team, and on November 1, 1999 for the fourth team. One member of the last team withdrew from participation and a new rater was recruited. The workshop for this team was then carried out on November 15, 1999.

In the workshop sessions, the relevant measure and the procedures for applying this measure were first explained to the raters. Except for the scoring of the overall proficiency in English composition, both raters were asked to score five essays in English and five essays in Indonesian written by the students of the classes used in the pilot study. The two raters scoring the overall proficiency in English composition were asked to score five essays in English. The raters read and scored the essays according to the criteria set for each measure. Then each of the raters gave the scores for each essay. The scores of the two raters were recorded and compared. Different scores were discussed in an attempt to arrive at agreement about the criteria for scoring.

Comparisons of the original independent scores showed 90% agreement for the superstructure of argument, 100% agreement for the Toulmin model of informal reasoning, and 90% agreement for the persuasive appeals. For overall proficiency in English composition, the scores indicated 72% agreement. The essays were reread to find reasons for points of disagreement. At the end of discussion in each session, an agreement was finally reached for the overall scores and for the individual parts of the system as well.

Scoring the Essays

The raters were informed that the English essays were written by the first-year and the fourth-year students of the English department. They were also told that the Indonesian essays were written by the fourth-year students of the English department and the third-year students of the department of Indonesian language and literature. The English essays were coded and then randomized so that raters would not know which were from the first-year students and which from

the fourth-year students. The Indonesian essays written by the fourth-year students of the English department and the third-year students of the department of Indonesian language and literature were also randomized after being coded. By coding the essays, the effect of the writer's names on the scores was reduced and by mixing the essays, bias in scoring as a result of group membership was eliminated.

In order to provide a chance for the raters to score the essays more attentively, they were asked to score no more than 40 essays on any given day, and they had two or three days between scoring sessions. In reality, some of the raters needed more time for reasons of going out of town and of official duties in the department. Extra copies were prepared so that the pace of the fast raters in scoring was not disturbed. The first and second raters finished scoring 40 essays in two or three days. The third and fourth raters finished scoring 40 essays in three to seven days. The four remaining raters finished scoring 40 essays in seven days or more. The raters recorded the scores on special forms provided to them. These forms had score cells relevant with the components of the measures used in scoring. These scoring forms can be seen in Appendices D-1 to D-4. Examples of essays that gained high and low scores in the two languages are included in Appendix E and the scores of the sample essays are presented in Appendix F. Having finished scoring all of the essays, a rater gave in the list of the scores. All of the scores were collected from the raters by December 7, 1999.

3.5.4. Interrater Reliability

Two methods of achieving interrater reliability were carried out. First, an examination was based on the total scores, and then on the components.

The total scores of rhetorical strategies used in persuasive essays were the sums of scores of the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals. The interrater reliability of the total scores was based on the Spearman-Brown prophesy formula. The interrater reliability for the total scores of rhetorical strategies in English essays was .91, while the interrater reliability for the total scores of Indonesian essays was .85. The total scores of overall proficiency in English composition were the sums of scores of content, organization, vocabulary, language use, and mechanics. The interrater reliability for the total scores of overall proficiency in English composition was .90.

The interrater reliability of the components of rhetorical strategies was based on the Pearson correlation coefficient of pairs of scores. The essays were classified according to the languages, i.e. 80 essays written in English and 80 essays in Indonesian. The interrater reliabilities for the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals of the English essays were .73, .82, and .83, respectively. The interrater reliabilities for the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals of the Indonesian essays were .43, .69, and .75, respectively. The low interrater reliability of the superstructure of argument appears to be due to the lack agreement on the statement of evaluation (see Table 7 on page 64).

The 80 English essays were scored for overall proficiency in English composition. Scores were assigned to each of the five components in the "ESL Composition Profile". It was found that the interrater reliabilities for content, organization, vocabulary, language use, and mechanics were .88, .80, .84, .79, and .68, respectively.

Thus the interrater reliabilities for the total scores of rhetorical strategies used persuasive essays and the total scores of overall proficiency in English composition were higher than the interrater reliabilities for the components of the scores of these two variables. While it is interesting to examine both the total scores and their components, this study will rely more heavily in the total scores because of the higher interrater reliability.

3.6. DATA ANALYSIS

The data were classified according to the groups of participants. Data from the third-year students majoring in Indonesian included the scores of Indonesian persuasive essays. Data from the fourth-year students majoring in English included the total rhetorical strategy scores of English and Indonesian persuasive essays, and the total overall proficiency scores in the English compositions. Data of the first-year students majoring in English included the total scores of the rhetorical strategies and the total scores of overall proficiency in English composition. Table 5 summarizes the data.

Because interrater reliabilities were high, the average score of the raters was used in each analysis. For rhetorical strategies used in persuasive essays, two raters had scored each of three measures. The scores of the superstructure of argument (maximum of 4), the Toulmin model of informal reasoning (maximum of 9), and the persuasive appeals (maximum of 9) were combined. Thus, the possible range of scores for rhetorical strategies used in persuasive essays from each group of raters was 0 to 22. For overall proficiency in English composition, there were

two raters. The possible range of scores from each of the raters was 0 to 100. Again, the average score of the two raters was used for subsequent analyses.

Table 5. The summary of the data

Groups of participants	Language of the essays	Rhetorical strategies used in persuasive essays	Overall proficiency in English composition
The third-year students majoring in Indonesian	Indonesian	40 essays	------
The fourth-year students majoring in English	Indonesian	40 essays	------
	English	40 essays	40 essays
The first-year students majoring in English	English	40 essays	40 essays

The study used comparisons of means to explore differences in rhetorical strategies used in persuasive essays and overall proficiency in English composition of groups of participants. For comparison involving two group means, the t-test was used to see whether the means were significantly different. In addition, the Pearson correlation coefficient was used to examine the relationship between rhetorical strategies used in English persuasive essays and overall proficiency in English composition. An alpha level of .05 was set for determining significance.

CHAPTER 4

RESULTS

This chapter is a report of the results of the data analyses of this study. In the first three sections, comparisons of rhetorical strategies used in persuasive essays across university majors, across languages, and across university-year cohorts are presented.

Following the presentation of the results of statistical analyses for total scores on rhetorical strategies, characteristics of each measure of rhetorical strategies are described individually in an effort to discover where any differences in the use of rhetorical strategies between two groups of students appear to lie. The description starts from the characteristics of the superstructure of argument, those of the Toulmin model of informal reasoning, and those of the persuasive appeals. Since the components of the superstructure of argument were based on a binary (present/ not present) system, the characteristics are presented in terms of the percentage of essays containing the components. Unlike the characteristics of the superstructure of argument, the characteristics of the Toulmin model of informal reasoning and the persuasive appeals were evaluated on an ordinal scale. Each of the three components in each of these two measures had a possible range of 0 to 3. In order to reflect the category clearly, the description of the characteristics was based on the mean scores of each component. As for the analyses using total scores, these analyses of individual components are based on the average score given by the raters.

In the last section of this chapter, the correlation between overall rhetorical strategies used in English persuasive essays and overall proficiency in English composition is presented.

4.1. RHETORICAL STRATEGIES USED IN INDONESIAN PERSUASIVE ESSAYS BY ENGLISH AND INDONESIAN MAJORS

The first question asked in this study was whether the rhetorical strategies used in Indonesian persuasive essays written by the third-year students majoring in Indonesian were different from those used by the fourth-year students majoring in English. The total mean score for the three measures for evaluating the rhetorical strategies used in Indonesian persuasive essays written by the students majoring in Indonesian was 8.95. The mean for rhetorical strategies used in the essays written by the students majoring in English was 12.51. As shown in Table 6, the means of rhetorical strategies used in the essays written by the two groups of students were significantly different.

Table 6. Comparison of rhetorical strategies used in Indonesian persuasive essays across university majors

Group	N	Mean	SD	t
Students majoring in Indonesian	40	8.95	2.59	-6.15*
Students majoring in English	40	12.51	2.59	

*$p < .05$

To elaborate differences between rhetorical strategies used, further comparisons were made based on each of the three measures for evaluating persuasive essays taken separately.

The first measure used to evaluate the persuasive essays was the superstructure of argument. In accord with the criteria set out for the superstructure of argument, a persuasive essay should contain statements of situation, problem, solution, and evaluation. The extent to which students' essays included each component can be seen in Table 7. As noted previously, there is some lack of agreement between raters in the statement of evaluation of the superstructure argument. Therefore, interpretation must be treated with caution due to the low interrater reliability of this measure.

Table 7. Percentage of Indonesian persuasive essays containing the components of the superstructure of argument compared across university majors (mean scores of 2 raters)

Group	N	Situation	Problem	Solution	Evaluation
Students majoring in Indonesian	40	74%	96%	95%	48%
Students majoring in English	40	85%	98%	96%	46%

Figure 6 exhibits the presence of the characteristics of the superstructure of argument used in the Indonesian persuasive essays written by the students majoring in Indonesian and those majoring in English. Except for a 9% difference in statements of situation, the characteristics of the superstructure of argument were very similar.
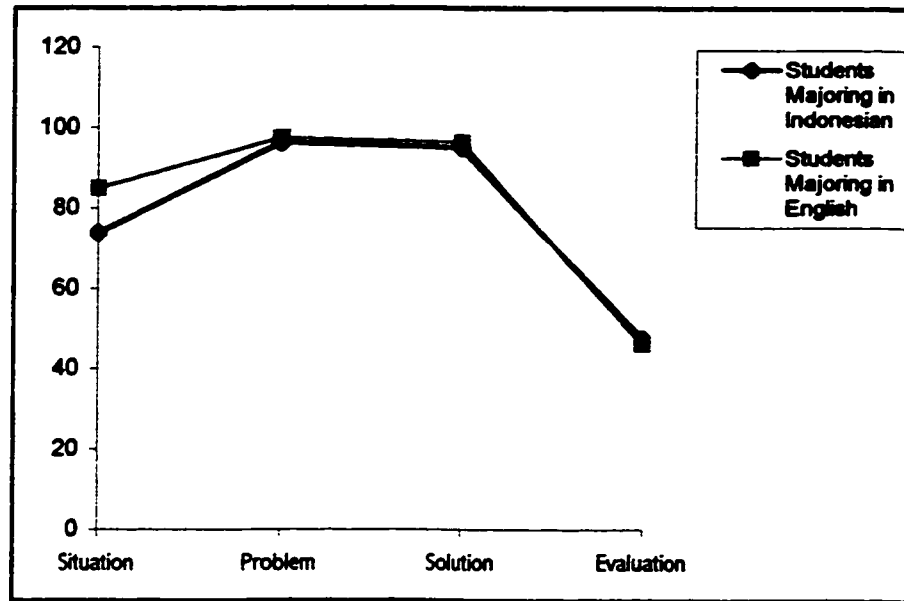
Figure 6. Characteristics of the superstructure of argument used in the Indonesian
persuasive essays across university majors

The second measure used to evaluate persuasive essays was the Toulmin model of informal reasoning. This measure requires statements of claim, data, and warrant in every argument. The means of the three components of the Toulmin model of informal reasoning are shown in Table 8.

Table 8. Means of the components of the Toulmin model of informal reasoning used in the indonesian
persuasive essays across university majors (mean scores of 2 raters)

Group	N	Claim	Data	Warrant
Students majoring in Indonesian	40	1.15	0.55	0.19
Students majoring in English	40	1.48	1.24	0.66

Figure 7 presents graphically the characteristics of the Toulmin model of informal
reasoning used in the Indonesian persuasive essays written by each group. As shown in the
figure, the students majoring in English were more successful than the students majoring in
Indonesian in formulating a claim, in supporting the claim with data, and in using warrants that
relate data and claim.
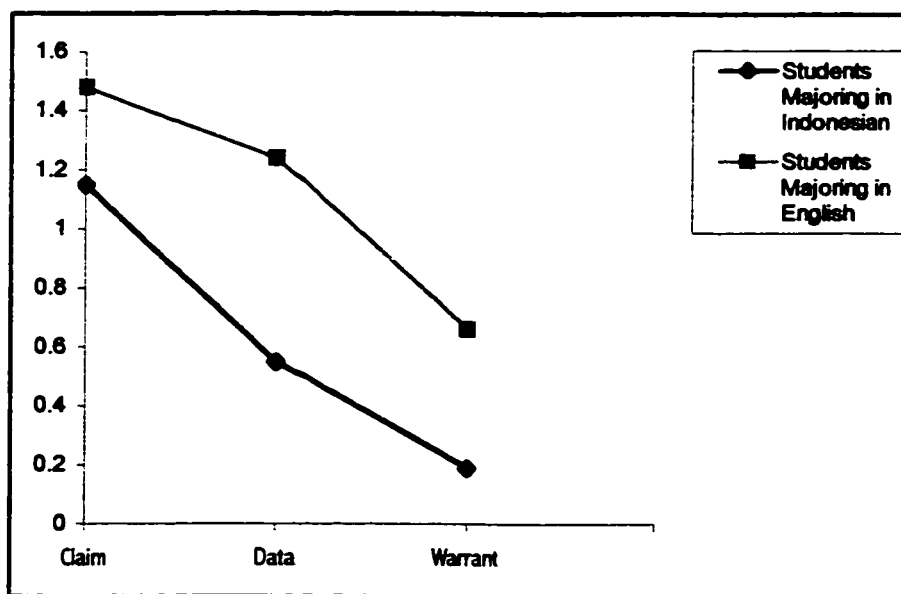
Figure 7. Characteristics of the Toulmin model of informal reasoning used in the
Indonesian persuasive essays across university majors

The mean scores from the criteria of the Toulmin model of informal reasoning indicated that claims were not clearly stated in the Indonesian persuasive essays written by the students majoring in Indonesian. The essays were less likely to have consistent points of view. Furthermore, these essays were only minimally supported by data. The data did not directly relate to the major claims. The students majoring in Indonesian virtually never used any warrants in their essays. Conversely, the Indonesian persuasive essays written by the students majoring in English were more likely to have explicitly stated claims with two or more subclaims that had been developed. The claims were more often supported by data, although the data rarely relied on personal experience or authority. The essays had shown an attempt to relate data and claim, but the warrants were likely to be minimally reliable and relevant.

The third measure to evaluate the persuasive essays was the persuasive appeals. In light of the criteria of the persuasive appeals, rational, credibility, and affective appeals are obligatory in a persuasive essay. The mean scores of components of the persuasive appeals for the two groups can be seen in Table 9.

Table 9. Means of the components of the persuasive appeals used in the Indonesian persuasive essays across university majors (mean scores of 2 raters)

Group	N	Rational	Credibility	Affective
Students majoring in Indonesian	40	1.47	1.24	1.21
Students majoring in English	40	2.16	1.85	1.86

These are sig. diff. ?

Figure 8 shows the characteristics of the persuasive appeals used in Indonesian persuasive essays written by the students majoring in English and those used in essays written by the students majoring in Indonesian. In general, the students majoring in English were more successful than the students majoring in Indonesian in using the rational, credibility, and affective appeals in their essays.
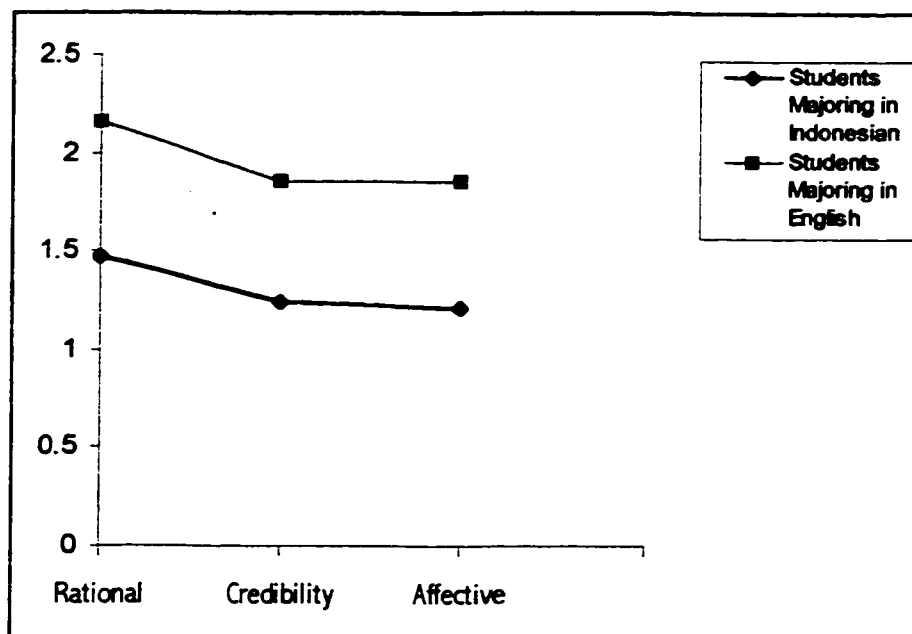
Figure 8. Characteristics of the persuasive appeals used in the Indonesian persuasive essays across university majors

The Indonesian persuasive essays written by the students majoring in Indonesian contained rational appeals which were minimally developed. The essays were also likely to use a single (or a series of) rational appeal(s) with at least two points of development. The essays had either some awareness of audience's values or some writer credibility of other than general knowledge. Furthermore, the essays used minimally charged language that could evoke emotion. In contrast, the Indonesian persuasive essays written by the students majoring in English generally used a single (or a series of) rational appeal(s) with at least two points of development. The essays also had some writer credibility of other than general knowledge and had some awareness of audience's values. Moreover, the essays adequately used charged language or metaphors to evoke emotion.

To summarize, the rhetorical strategies used in Indonesian persuasive essays written by the students majoring in Indonesian were significantly different from those used in the essays written by the students majoring in English. Comparisons of rhetorical strategies according to each measure tended to show that the differences were mainly present in the use of components of the Toulmin model of informal reasoning and the persuasive appeals, where the English majors used the strategies more successfully. The characteristics of the superstructure argument used in the essays of the two groups of students were similar.

4.2. RHETORICAL STRATEGIES USED IN PERSUASIVE ESSAYS ACROSS LANGUAGES

The second question asked in this study was whether the rhetorical strategies used in Indonesian persuasive essays of students majoring in English were different from those used in English essays of the same students. The aim was to determine if exposure to English rhetoric affected students' writing in Indonesian. The same procedures were used in this comparison as were used for comparing the Indonesian persuasive essays across university majors.

The mean of the rhetorical strategies used in Indonesian persuasive essays written by the students majoring in English was 12.51, whereas the mean of those used in their English persuasive essays was 13.30. As shown in Table 10, there was no significant difference between rhetorical strategies used in Indonesian and in English persuasive essays.

Table 10. Comparison of rhetorical strategies used in persuasive essays across languages (mean scores of 2 raters)

Group	N	Mean	SD	t
Indonesian persuasive essays	40	12.51	2.59	1.63
English persuasive essays	40	13.30	3.13	

Because there was no significant difference between rhetorical strategies used in Indonesian and in English persuasive essays, it can be argued that there is no basis for individual analyses of the components of persuasive essays.

4.3. RHETORICAL STRATEGIES USED IN ENGLISH PERSUASIVE ESSAYS ACROSS UNIVERSITY-YEAR COHORTS

The third question of the study was whether the rhetorical strategies used in English persuasive essays written by fourth-year students were different from those used in essays written by first-year students in the English department. Using the same procedures that were used for answering the first two questions of this study, the essays of the two groups of students were first compared with regard to the total score for the three measures.

The mean number of rhetorical strategies used in English persuasive essays written by the fourth-year students was 13.30, while the mean of those used in the essays written by the first-year students was 8.53. Table 11 shows that the mean number of rhetorical strategies used in the essays written by the two groups of students was significantly different.

Table 11. Comparison of rhetorical strategies used in English persuasive essays across university-year cohorts (mean scores of 2 raters)

Group	N	Mean	SD	t
Fourth-year students	40	13.30	3.13	8.27*
First-year students	40	8.53	1.88	

*$p < .05$

71

About half of the fourth-year students had taken some prerequisite courses in preparation for the thesis option. Table 12 shows the comparison between rhetorical strategies used in English persuasive essays by considering the influence of these prerequisite courses. A comparison of the means of the two groups of students indicated that there was no significant difference between rhetorical strategies used in the persuasive essays written by the fourth-year students taking the thesis and non-thesis options.

Table 12. Comparison of rhetorical strategies used in persuasive essays written by the fourth-year students taking the thesis and non-thesis options (mean scores of 2 raters)

Group	N	Mean	SD	t
Students taking the thesis option	19	13.42	2.59	0.73
Students taking the non-thesis option	15	12.60	3.91	

Further comparisons of rhetorical strategies used in persuasive essays were based on the components of the superstructure of argument, the Toulmin model of informal reasoning, and the persuasive appeals. The percentage of English essays containing the components of the superstructure of argument used in the essays can be seen in Table 13.

Table 13. Percentage of English essays containing the components of the superstructure of argument compared across university-year cohorts (mean scores of 2 raters)

Group	N	Situation	Problem	Solution	Evaluation
First-year students	40	45%	99%	95%	23%
Fourth-year students	40	89%	98%	96%	35%

Figure 9 compares the presence of the characteristics of the superstructure of argument used in the English persuasive essays written by first-year and fourth-year students majoring in English. Virtually all essays contained a statement of the problem and a proposed solution. There were differences, however, in the statements of situation and evaluations. The most striking difference between the persuasive essays written by the first-year students and the fourth-year students was in the percentage of the statement of situation. Fourth-year students were twice as likely to include statements of situation. The statement of evaluation was present 12% more frequently in the fourth-year students' essays than in the first-year students' essays.
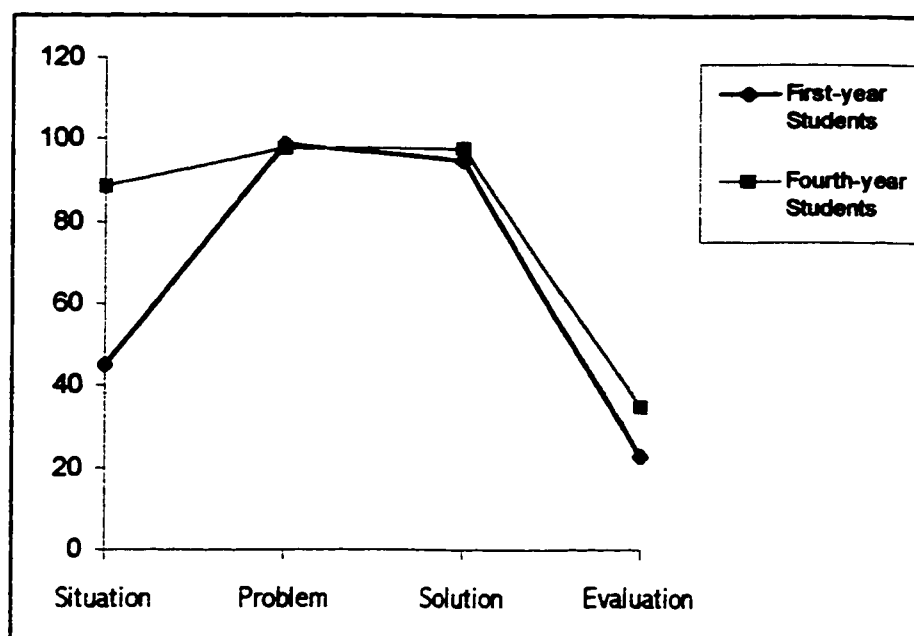
Figure 9. Characteristics of the superstructure of argument used in the English
persuasive essays across university-year cohorts

Table 14 compares the means of the components of the Toulmin model of informal

reasoning used in the English persuasive essays written by the two groups of students.

Table 14. Means of the components of the Toulmin model of informal reasoning used in the English
persuasive essays across university-year cohorts (mean scores of 2 raters)

Group	N	Claim	Data	Warrant
First-year students	40	1.60	0.78	0.24
Fourth-year students	40	1.79	1.38	0.85

Figure 10 shows the different characteristics of the Toulmin model of informal reasoning used in the English persuasive essays written by the two groups of students majoring in English. All three components of the Toulmin model of informal reasoning were more elaborated in the essays written by the fourth-year students than in those written by the first-year students.
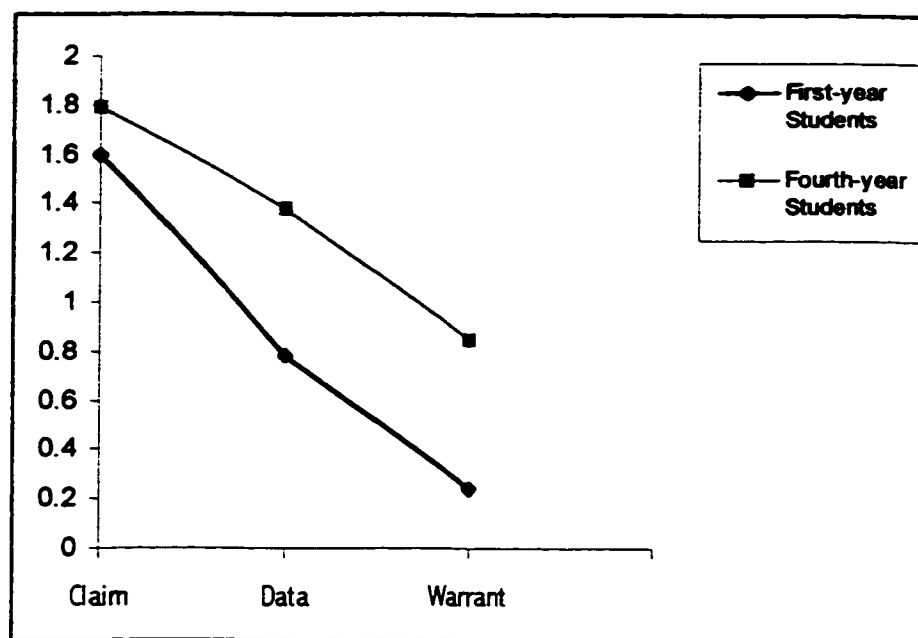
Figure 10. Characteristics of the Toulmin model of informal reasoning used in the English persuasive essays across university-year cohorts

The essays of the first- and fourth-year students were somewhat similar in their characteristics of claims. The essays of both groups were likely to have explicitly stated claims with two or more subclaims that had been developed. In supporting the claim, the first-year students' essays were less likely to use data which were directly related to the major claims. On the other hand, the fourth-year students' essays tended to use some data with reliance on personal experience or authority. The first-year students hardly used warrants to relate data and

claim in their essays, while the fourth-year students used warrants which were minimally reliable and relevant to the claim.

The mean scores for rational, credibility and affective components of the persuasive appeals in English persuasive essays written by these two groups are presented in Table 15.

Table 15. Means of the components of the persuasive appeals used in the English persuasive essays across university-year cohorts (mean scores of 2 raters)

Group	N	Rational	Credibility	Affective
First-year students	40	1.28	1.18	0.88
Fourth-year students	40	2.28	1.99	1.85

Figure 11 shows substantial differences in the use of persuasive appeals in the English persuasive essays written by the first- and fourth-year students majoring in English. In general, the fourth-year students were more successful in using the persuasive appeals than the first-year students.

25

2

1.5

1

0.5

0

Rational   Credibility   Affective
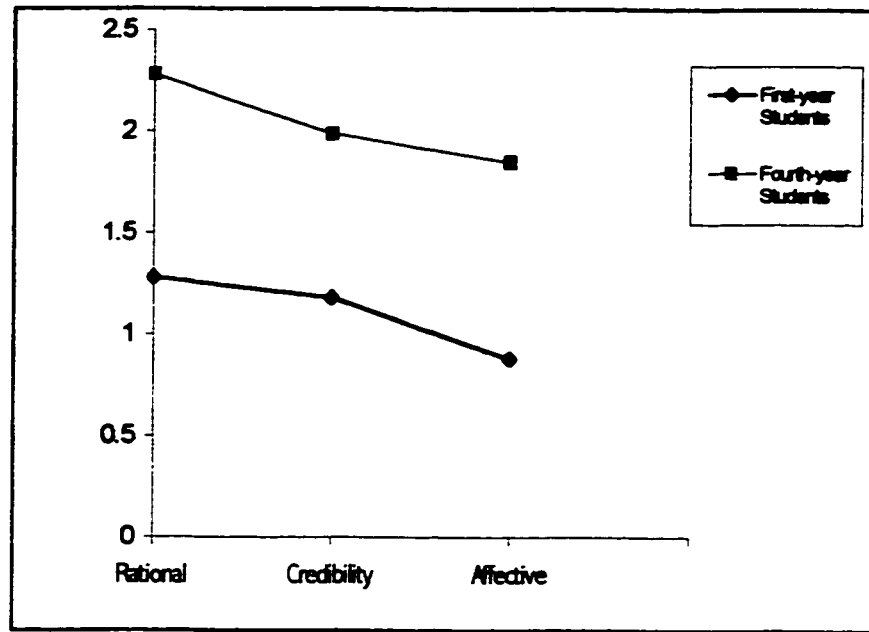
Figure 11. Characteristics of the persuasive appeals used in the English persuasive essays across university-year cohorts

The English persuasive essays written by the first-year students rarely used appropriate rational appeals. In contrast, the essays written by the fourth-year students used a single (or a series of) rational appeal(s) with at least two points of development. The credibility component suggested that the first-year students' essays were likely to show some writer credibility or some awareness of audience's values. Conversely, the fourth-year students' essays clearly showed some writer credibility and some awareness of audience's values. Regarding the affective appeal, the first-year students' essays rarely used charged language or metaphors to evoke emotion, whereas the fourth-year students' essays adequately used charged language or metaphors to evoke emotion.

In summary, the rhetorical strategies used in English persuasive essays written by the fourth-year students differed significantly from those written by the first-year students. While about half the number of the fourth-year students were taking the thesis option, this thesis option did not correspond to differences between the students in terms of their scores on the use of rhetorical strategies. Analyses of the characteristics of the superstructure of argument used in the essays written by the two groups of students indicated similar strategies in two of the four components of the superstructure of argument. In terms of the Toulmin model of informal reasoning and the persuasive appeals, the characteristics of the essays written by these two groups of students were strikingly different.

4.4. CORRELATION BETWEEN THE USE OF RHETORICAL STRATEGIES AND
OVERALL PROFICIENCY IN ENGLISH COMPOSITION

The fourth question this study set out to answer concerns the extent to which overall proficiency in English composition is predictive of the use of rhetorical strategies in persuasive essays. It should be recalled that there were significant differences between first- and fourth-year students' use of rhetorical strategies. A comparison was made of the fourth-year and the first-year students' overall proficiency in English composition.

The combined scores of two raters were used as a reference for the overall proficiency in English composition. The possible range of scores on the overall proficiency was 0 to 100. The scores were composed of five components of overall proficiency in composing essays that include content, organization, vocabulary, language use, and mechanics. Interrater reliability tests indicated a high coefficient on overall proficiency and lower coefficients on each of these components. In the analyses, the overall proficiency scores on English compositions were used.

The scores of the first-year students on the use of rhetorical strategies and on overall proficiency in English composition are presented in Table 16. The table shows that the lowest score for overall proficiency is 40 and the highest score is 91.5.

Table 16. Scores of the first-year students on the use of rhetorical strategies (RS) and overall proficiency (OP) in English composition (mean scores of 2 raters)

Participants	Scores on RS (max. 22)	Scores on OP (max. 100)	Participants	Scores on RS (max. 22)	Scores on OP (max. 100)
001	11.5	57	021	5.5	49
002	9	63.5	022	6.5	45.5
003	10.5	76	023	8	42.5
004	7	68	024	7	77.5
005	9.5	59.5	025	6	71
006	8.5	58	026	8	69.5
007	12	76.5	027	8	64
008	7.5	69	028	8.5	71
009	10.5	75	029	4.5	45
010	8.5	65	030	9	64
011	12	69	031	7.5	68
012	11	85	032	8	54.5
013	6	49	033	8.5	69.5
014	11.5	75	034	10	73
015	8.5	74.5	035	8	48
016	11	72	036	6	53
017	10.5	69	037	6	40
018	7	60.5	038	8.5	91.5
019	9.5	83	039	9	69.5
020	7	70	040	9	72.5

The scores of the fourth-year students on the use of rhetorical strategies and on overall proficiency in English composition are presented in Table 17. The table indicates that the lowest score for overall proficiency is 53.5 and the highest score is 99.

Table 17. Scores of the fourth-year students on the use of rhetorical strategies (RS) and overall proficiency (OP) in English composition (mean scores of 2 raters)

Participants	Scores on RS (max. 22)	Scores on OP (max. 100)	Participants	Scores on RS (max. 22)	Scores on OP (max. 100)
001	13.5	65	021	14.5	91.5
002	8	74.5	022	19	99
003	16	91	023	14	83
004	12	78	024	12	85
005	10.5	77.5	025	10.5	90
006	12.5	87	026	17	85
007	17.5	90.5	027	13	84.5
008	14	82	028	3.5	53.5
009	18	97	029	18.5	91.5
010	12.5	92	030	7	85.5
011	16	94	031	11	77.5
012	13	78	032	17	94.5
013	11	84.5	033	9.5	70
014	14.5	86.5	034	13.5	72
015	10	83.5	035	13.5	79.5
016	13	85.5	036	13.5	83.5
017	12	89.5	037	13.5	96.5
018	14.5	95.5	038	13	76
019	16	96.5	039	15	87.5
020	13.5	83.5	040	15	87.5

The mean of overall proficiency of the first-year students was 65.33, while that of the fourth-year students was 84.36. Table 18 shows that there is a significant difference between overall proficiency in English composition written by the first- and fourth-year students.

Table 18. A comparison of overall proficiency in English composition (mean scores of 2 raters)

Group	N	Mean	SD	t
First-year students	40	65.33	12.04	-7.92*
Fourth-year students	40	84.36	9.30	

*p < .05

Table 19 shows that the fourth-year students' status in the thesis or non-thesis option did not affect their overall proficiency in English composition.

Table 19. A comparison of overall proficiency in English composition written by the fourth-year students taking the thesis and non-thesis options (mean scores of 2 raters)

Group	N	Mean	SD	t
The students taking the thesis option	19	85.68	8.42	1.41
The students taking the non-thesis option	15	81.13	10.78	

Since it was already known that there were significant differences between first- and fourth-year students' use of rhetorical strategies and their overall proficiency in English composition, the correlations between overall proficiency and rhetorical strategies were carried

out within groups. That is, the research question was interpreted to mean: Within the first-year or fourth-year groups, is overall proficiency in English composition correlated with the use of rhetorical strategies? By relating the scores of the students on these two variables, it will be found whether students who obtained high scores on overall proficiency in English composition also scored well on the use of rhetorical strategies, and those who scored low on one measure also tended to perform poorly on the other.

The correlation between the first-year students' scores on rhetorical strategies used in persuasive essays and their scores on overall proficiency in English composition was 0.55 (df = 38, p < 0.05). Thus, the first-year students who scored high on the overall proficiency in English composition tended to have higher scores on the use of rhetorical strategies.

The correlation between the fourth-year students' scores on rhetorical strategies used in persuasive essays and their scores on overall proficiency in English composition resulted in an r of 0.71 (df = 38, p < 0.05). Thus, for the more advanced students as well, students who scored high on the overall proficiency in English composition were likely to score higher on the use of rhetorical strategies.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This study was aimed at investigating rhetorical strategies used in persuasive essays of Indonesian university students. The rhetorical strategies used were compared across university majors, across languages, and across university-year cohorts. In addition, this study examined whether there was a significant relationship between rhetorical strategies used in English persuasive essays and overall proficiency in English composition. This chapter is divided into three sections. The first section includes the summary and the discussion of the results of data analyses. The second section presents the conclusions of this study. The third section suggests the limitations of the study and recommendations for future research.

5.1. SUMMARY AND DISCUSSION

The results of the data analyses can be summarized as follows. First, the rhetorical strategies used in Indonesian persuasive essays written by the students majoring in English were significantly different from those used in Indonesian persuasive essays written by the students majoring in Indonesian. Second, the rhetorical strategies used in English persuasive essays written by the students majoring in English were not significantly different from those used in Indonesian persuasive essays written by the same students. Third, the rhetorical strategies used in English persuasive essays written by fourth-year students differed significantly from those used

in the English persuasive essays written by first-year students. Fourth, the fourth-year students' status in the thesis or non-thesis options did not seem to affect their performance in using the rhetorical strategies in English persuasive essays and their overall proficiency in English composition. Finally, there was a significant positive correlation between the use of rhetorical strategies in English persuasive essays and overall proficiency in English composition. The results of the data analyses are discussed in the following sub-sections.

5.1.1. Rhetorical Strategies Used in Indonesian Persuasive Essays by English and Indonesian Majors

A significant difference was found between rhetorical strategies used in the Indonesian persuasive essays written by the students majoring in English and those used in the essays written by the students majoring in Indonesian. It is difficult to explain this difference. Two reasons underlie this difficulty.

First, a search of the literature yielded no information on whether there are particular rhetorical strategies that should be expected when Indonesian students write Indonesian persuasive essays. Therefore, it was not known whether the Indonesian persuasive essays written by the third-year students majoring in Indonesian were "more Indonesian" than those written by the fourth-year students majoring in English. Considering that Indonesian is the students' field of study, an assumption that the essays of the third-year students majoring in Indonesian represent the rhetorical features appropriate in this field might be plausible until further research is carried out.

Second, the results obtained from measures originally developed for evaluating English persuasive essays might suggest that the essays of the third-year students majoring in Indonesian were less advanced than those of the fourth-year students majoring in English. The difference of the rhetorical strategies was characterized by higher means of the fourth-year students majoring in English. For example, the students majoring in English outperformed the students majoring in Indonesian in using claims and supports for the claims, and in using warrants to relate claims and the supports. Furthermore, the essays written by the students majoring in English showed more credible knowledge and awareness of audience's values than those written by the students majoring in Indonesian. These essays were also rich in the use of charged language or metaphors to evoke emotion. The use of a measure specifically developed for evaluating Indonesian persuasive rhetoric might help to determine whether differences are due to differences in proficiency in using rhetorical strategies or to differences inherent in the strategies appropriate to the different languages.

The difference may be understood by considering the possible role of exposure to the rhetoric of the languages that the students had studied as their majors. The students majoring in English were exposed to English reading materials and taught writing based on English rhetoric. Consequently, they may have been influenced by their knowledge of English rhetoric even when writing in Indonesian. In contrast, the third-year students majored in Indonesian language and literature, and this discipline was likely to determine their rhetorical strategies in writing Indonesian persuasive essays. It is assumed that their writing behaviors were not related to English rhetoric. They had not studied English since senior high school. Therefore, it is plausible

to infer that the university majors of the two groups of students made their rhetorical strategies in Indonesian persuasive essays different from each other.

The results of the study support previous findings (Mohan & Lo, 1985; Kamimura, 1996) which showed that second language development (as an effect of formal study) was significantly related to the way the students write in the first language. That is, the rhetorical strategies learned in the second or foreign language were likely to be adopted in first language writing. In this case, the fourth-year students majoring in English have developed their EFL rhetoric through the instruction in their field of study. In contrast, influenced by the teaching of formal Indonesian in the department of Indonesian language and literature, the third-year students majoring in Indonesian maintained rhetorical strategies different from those used by the fourth-year students majoring in English. Support for this hypothesis comes from the comparison of rhetorical strategies used in English and Indonesian persuasive essays written by students majoring in English.

5.1.2. Rhetorical Strategies Used in Persuasive Essays across Languages

The rhetorical strategies used in English persuasive essays of the students majoring in English were not significantly different from those used in Indonesian persuasive essays written by the same students. This lack of significant difference might be attributed to the students' exposure to English rhetoric. By the time of data collection, the fourth-year students had completed most of their English courses. For these courses, the students inevitably read a variety of course materials in English and took writing courses that taught rhetorical strategies. The

interaction of the students with the reading materials might have made them more aware of English rhetoric than Indonesian rhetoric. Or, perhaps they had been "persuaded" that English rhetorical style is "better" than Indonesian rhetorical style. These rhetorical strategies in English writing might have been applied in writing persuasive essays in Indonesian. This is consistent with the difference found between rhetorical strategies used in Indonesian persuasive essays written by the students majoring in English and those majoring in Indonesian.

5.1.3. Rhetorical Strategies Used in English Persuasive Essays across University-year Cohorts

The rhetorical strategies used in English persuasive essays written by the fourth-year students differed significantly from the rhetorical strategies used in English persuasive essays written by the first-year students of the English department. This difference might be attributed to the role of instruction. When the study was carried out, the first-year students were still in the beginning stages of their university study. They had just followed an intensive English course for four or five weeks. In general, the first-year students' lack of skills was considered as the reason for the difference. On the other hand, the fourth-year students had taken most of their university courses and a series of university-level writing courses. These writing courses taught the students to write paragraphs and essays, including the argumentative type of discourse. It was likely that writing instruction affected the students' use of rhetorical strategies in persuasive writing.

This finding implies that the instructional program provided for the students in the English department had successfully led them to a better performance in writing EFL in general and in writing English persuasive essays in particular. On the other hand, the program options (thesis or

non-thesis) that the fourth-year students took for their study did not seem to affect their performance in using the rhetorical strategies in English persuasive essays. These options did not seem to influence the fourth-year students' overall proficiency in English composition, either. It should be recalled, however, that a limited number of participants taking the thesis and non-thesis options were involved in this study.

5.1.4. Correlation between the Use of Rhetorical Strategies and Overall Proficiency in English Composition

There was a significant positive correlation between the English students' use of rhetorical strategies in persuasive essays and their overall proficiency scores in compositions. It was known that there were significant differences between first- and fourth-year students' use of rhetorical strategies and overall proficiency in English composition. Therefore, correlation analyses were carried out within the two groups rather than for the combined group of English majors.

The development of the students' skills in using rhetorical strategies in persuasive essays was likely to go along with the development of their ability in writing English compositions. The ability in using the superstructure of argument, claims and supports, and charged language and metaphors is significantly related to ability in elaborating the contents, in organizing the ideas, and in choosing and using vocabulary in essays. Furthermore, as shown by the difference in the strength of the relationship of the first- and the fourth-year students, the proficiency level of the students appeared more likely to predict performance on rhetorical strategies. This implies that

appeared to contribute to the development of the students' ability in using rhetorical strategies and in overall proficiency in English composition as well.

5.2. CONCLUSIONS

In light of the results of the study and the discussion of the results, four conclusions can be drawn. First, students' major area of language study seems to influence their use of rhetorical strategies in writing Indonesian persuasive essays.

Second, the fourth-year students used similar rhetorical strategies both in English and in Indonesian persuasive essays. They might have applied English rhetorical strategies in writing persuasive essays in Indonesian. This is consistent with the first conclusion of this study. In fact, the rhetorical strategies used in the Indonesian persuasive essays of the students majoring in English were more like those used in their own EFL essays than like those used by the students majoring in Indonesian.

Third, instruction appeared to play a role in developing the students' performance in using rhetorical strategies in writing English persuasive essays and in overall proficiency in English composition.

Finally, overall proficiency in English composition was a good predictor of success in using rhetorical strategies in English persuasive essays.

5.3. LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FUTURE RESEARCH

In the absence of measures specifically designed to evaluate rhetorical strategies used in Indonesian persuasive essays, this study successfully applied measures originally developed for evaluating English persuasive essays as a basis to investigate the rhetorical strategies in the Indonesian persuasive essays. However, the rhetorical strategies in the Indonesian persuasive essays explored by this study should be treated with care. This is because the rhetorical strategies were described on the basis of English rhetoric. There was a possibility that the "real" rhetorical strategies in Indonesian persuasive essays were not revealed by this study. Therefore, future research on contrastive rhetoric of Indonesian and EFL persuasive essays should describe rhetorical strategies used in the Indonesian persuasive essays as a foundation for further comparisons. Alternatively, the English measures should be adapted in some way. By doing so, the interpretation of difference or similarity in the rhetorical strategies used in Indonesian persuasive essays could be provided in a more conclusive way.

That the fourth-year students outperformed the first-year students in using rhetorical strategies in English persuasive essays and in overall proficiency in English compositions might seem to be a commonsense proposition. Therefore, future research should investigate the effects of earlier instruction of English persuasive rhetoric in the English department. It is also suggested that future research examine the effects of instruction of English persuasive rhetoric on the use of rhetorical strategies in essays written by both students taking the thesis and non-thesis options.

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APPENDIX A

QUESTIONNAIRE

[for the first-year students]

INSTRUCTIONS

The purpose of this questionnaire is to investigate your background information. This information will be used only for the purpose of research. In order to match the questionnaire with the writing tasks, your name is needed. Thank you for your cooperation.

1. Name: _____   2. Age: ____   3. Sex: ☐ male   ☐ female

4. Language(s) you learned at home before starting school: _____

5. Which of these languages do you still use regularly? _____

6. At what age did you start learning English? ____

[for the fourth-year students]

INSTRUCTIONS

The purpose of this questionnaire is to investigate your background information. This information will be used only for the purpose of research. In order to match the questionnaire with the writing tasks, your name is needed. Thank you for your cooperation.

1. Name: _____   2. Age: ____   3. Sex: ☐ male   ☐ female

4. Language(s) you learned at home before starting school: _____

5. Which of these languages do you still use regularly?_____

6. At what age did you start learning English? ____

7. Are you planning to take the thesis option? ☐ yes   ☐ no

8. If you are planning to take the thesis option, what prerequisite courses have you taken?

   ☐ Introduction to Thesis Writing   ☐ Thesis Proposal Seminar   ☐ Research Statistics

APPENDIX B

THE PROMPT FOR THE WRITING TASKS

[IN ENGLISH]

Please write an essay that conforms to the following situation. There are no right or wrong answers to this task. This is not a test.

SITUATION

You have been asked to write your opinion on the following issue for a column called "Opinion" in a campus newspaper:

There is a growing concern about violence on TV. In your opinion, should violence on TV be restricted? (that is, limited in any way; for example, in terms of intensity, frequency, show time, and/or whatever you may think appropriate.)

Please take a position whether you agree or disagree to the restriction. Try to persuade your audience of your point of view.

[IN INDONESIAN]

Tulislah sebuah karangan dalam bahasa Indonesia yang sesuai dengan situasi berikut. Dalam hal ini tidak ada jawaban benar atau salah dan tugas ini bukanlah sebuah tes.

SITUASI

Anda diminta menuliskan pendapat anda di rubrik "Opini" koran kampus:

Akhir-akhir ini terdapat keprihatinan mendalam tentang adanya kekerasan di televisi. Menurut pendapat anda, perlukah tayangan kekerasan di televisi dibatasi? (Mengenai pembatasan itu, anda bisa mengambil posisi setuju atau tidak setuju. Yakinkan pembaca anda tentang pendapat anda tersebut.)

APPENDIX C-1

CONSENT FORM TO PARTICIPATE IN RESEARCH
(for FIRST-year students of the English department)

This is to state that I agree to participate in a program of research being conducted by Bambang Yudi Cahyono under the supervision of Prof. Dr. Patsy M. Lightbown of the TESL Centre at Concordia University, Montreal, Canada.

PURPOSE

I have been informed that the purpose of the research is to examine aspects of essay writing in English by Indonesian students.

PROCEDURES

I have been informed that this research will be conducted during my regular English class and that I will have to do a writing task that will last for about 45 minutes. I understand that nonparticipation and discontinuance will not affect my course grade in any way.

CONDITIONS OF PARTICIPATION

- ◆ I understand that I am free to withdraw my consent and discontinue my participation at any time without negative consequences.
- ◆ I understand that my participation in this study is confidential. My name is needed only so that my test can be identified for research purpose. Only the researcher will know my identity.
- ◆ I understand that the data from this study may be published.
- ◆ I understand the purpose of this study and know that there is no hidden motive of which I have not been informed.
- ◆ I understand that I have the right to be informed about the results of the study in general, and my score in particular.

I have carefully studied the above and understand this agreement. I freely consent and agree to participate in this study.

Name: _____

Signature: _____ Date: _____

☐ Please, do not include my work in the research project.

APPENDIX C-2

CONSENT FORM TO PARTICIPATE IN RESEARCH
(for FOURTH-year students of the English department)

This is to state that I agree to participate in a program of research being conducted by Bambang Yudi Cahyono under the supervision of Prof. Dr. Patsy Lightbown of the TESL Centre at Concordia University, Montreal, Canada.

PURPOSE

I have been informed that the purpose of the research is to examine aspects of essay writing in English by Indonesian students.

PROCEDURES

I have been informed that this research will be conducted during my regular English classes and that I will have to do writing tasks and complete a questionnaire. The data collection will take place on 2 separate occasions, each of which will last for about 45 minutes. I understand that nonparticipation and discontinuance will not affect my course grade in any way.

CONDITIONS OF PARTICIPATION

♦ I understand that I am free to withdraw my consent and discontinue my participation at any time without negative consequences.

♦ I understand that my participation in this study is confidential. My name is needed only so that my test on writing tasks could be matched with my questionnaire responses. Only the researcher will know my identity.

♦ I understand that the data from this study may be published.

♦ I understand the purpose of this study and know that there is no hidden motive of which I have not been informed.

♦ I understand that I have the right to be informed about the results of the study.

___

I have carefully studied the above and understand this agreement. I freely consent and agree to participate in this study.

Name: _____

Signature: _____ Date: _____

☐ Please, do not include my work in the research project.

APPENDIX C-3

CONSENT FORM TO PARTICIPATE IN RESEARCH
(for THIRD-year students of the department of Indonesian language and literature)

Dengan "consent form" ini saya menyatakan bersedia untuk berpartisipasi dalam program penelitian yang dilaksanakan oleh Bambang Yudi Cahyono di bawah bimbingan Prof. Dr. Patsy M. Lightbown dari TESL Centre, Concordia University, Montreal, Kanada.

TUJUAN

Saya mengetahui bahwa tujuan penelitian ini adalah untuk mengkaji aspek-aspek menulis esai.

PROSEDUR

Saya mengetahui bahwa penelitian ini dilaksanakan di dalam kelas dan saya akan harus mengerjakan tugas menulis yang berlangsung sekitar 30 menit. Saya mengetahui bahwa bila saya tidak ikut serta dalam program ini, ketidakikutsertaan itu tidak akan mempengaruhi nilai kuliah saya.

KONDISI PARTISIPASI

♦ Saya memahami bahwa saya bebas untuk tidak mengikuti tugas menulis ini tanpa konsekuensi negatif.
♦ Saya memahami bahwa partisipasi saya bersifat rahasia. Nama saya diperlukan agar hasil tugas saya dapat diidentifikasi untuk tujuan penelitian. Hanya peneliti yang mengetahui identitas saya.
♦ Saya mengetahui bahwa data dari penelitian ini mungkin akan diterbitkan.
♦ Saya mengetahui tujuan penelitian ini dan mengetahui bahwa tidak ada maksud-maksud tersembunyi selain yang dikomunikasikan kepada saya.
♦ Saya mengerti bahwa saya berhak mengetahui hasil penelitian secara umum.

Saya telah mempelajari pernyataan di atas dan memahami kesepakatan ini. Dengan ini saya bersedia berpartisipasi dalam penelitian ini.

Nama: _____

Tanda tangan: _____ Tanggal: _____

☐ Mohon pekerjaan saya tidak disertakan dalam penelitian ini.

SCORING FORM FOR THE SUPERSTRUCTURE OF ARGUMENT

Participants	Components (Please tick)				Score
	Situation	Problem	Solution	Evaluation	

Notes for scoring:
Score 1, for the use of any one component
Score 2, for the use of any two components
Score 3, for the use of any three components
Score 4, for the use of all four components

SCORING FORM FOR THE TOULMIN MODEL OF INFORMAL REASONING

Participants	Score for the Components			Total Score
	Claim	Data	Warrant	

APENDIX D-3

SCORING FORM FOR THE PERSUASIVE APPEALS

Participants	Score for the Components			Total Score
	Rational	Credibility	Affective	

SCORING PAPER FOR OVERALL QUALITY IN ENGLISH COMPOSITION

Participants	Score for the Components					Total Score
	Content	Organization	Vocabulary	Language Use	Mechanics	

APPENDIX E

SAMPLE ESSAYS

[Essay no. 077: An English essay with high scores in both rhetorical strategies and overall proficiency]

We Need That Violence!

Restriction of violence on TV doesn't solve the problems of why many criminals conduct their crimes or why the intensity of cold-blooded murder is greater than what is predicted before. The violence on TV is only a part of the whole entertainment programs and believe me, it's just a slight portion of dramas, news and comedies. The effect isn't significant. Why should we restrict the violence on TV afterall it is the existing trend the TV stations must accommodate, it has something worthy despite its 'vicious label' and it has passed through censorship.

In these last days of second millenium, as you can see on TV or read on newspapers, there have been a lot of violence acts happening — especially in our own beloved country — Indonesia. The riots, the lotting and the mass anger are the real examples of violence itself. It isn't imaginary, it isn't a play on TV. If I might say, the violence has been the inseparable element of most people life. The people like to see something wild, brutal and undignified. Tv shows less violence compared to this fact. The violence on TV is in the form of movies whose scenes are imaginary, created in such a way and full of tricks. The programs about martial arts, worriors in the adventure and the soldiers in a battle field have been sky-rocketting, placing their position at the top of the TV programs most viewers like to watch. Logically, one will watch something closely related to his day-to-day life, right? Therefore, violence on TV becomes a new trend the TV stations must accomodate, otherwise they will miss the opportunity of greater income from the

commercials during the show. This is natural and indeed, beneficial for the TV stations for more commercials mean more profit to earn.

In addition, it is a dull idea to think that there is nothing worthy of watching the violence exposed in the movies. It is widely understood that most of the moviews on TV showing violence involves too many physical fightings, and too much blood. Yet, as I believe, there is something behind this seemingly vicious notion. As I observe in an action movie — the one which appropriately accomodate the idea of 'violence' — I find out that there is a hero who plays an important role throughout the scenes. It is a good lesson among others. A hero, someone who is willing to sacrifice even his very life, is good as a model. Just take the idea a hero bears in his mind that there is no crime in this world which can't be eliminated by the good virtue. This truth wins the game above all. The cruelness never wins. This is a good lesson, for the soul at least, as a spirit to go on this hard life.

Besides, the censorship council must have done its job well before the programs — which assummed containing violence — are shown on TV. It is an exaggerating concern that the movies are too brutal. The people behind the censorship board are from many different fields. Indeed, they know what to do.

In conclusion, the idea to restrict the violence on TV isn't necessary, at least for the above reasons and for the time being. We, as human beings, are endowed with the capability to control ourselves, to differentiate between right and wrong, and of course, to understand that the movie is merely a work of imagination and creation which shouldn't be worried about.

[Essay no. 040: An English essay with low scores in rhetorical strategies and overall proficiency]

I saw that violence can be restricted, if we have something to do it and we want to do it. I know that frequency of violence is aprove, And this time all of people in Indonesia often to do it, Because they have a guilty of performance to government.

For example, when people of Indonesia have a big agenda, like "PEMILU", part of them don't want to do it, and it all make them angry, so they broke all of in front of them, all they see, and all they meet.

And if the violence will be growing concern on TV. I think that it can make all people know, that we all have responsible to solve this problem. Because the violence is a big problem for our country. And we must can choose what is a good for us and a bad for us.

I think that violence on TV haven't a bad influence for our soul. If we can make it all an experience for us. Cause that, we must be clever to choose what we see, and what we know, although it's from TV or another.

[Essay no 157: An Indonesian essay with a high score in rhetorical strategies]

Kekerasan di TV? Kita Perlu!

Ide pembatasan tayangan yang mengandung unsur kekerasan di TV bukanlah hal yang bijaksana sebab pada dasarnya kekerasan sudah menjadi bagian dari hidup kita sehari-hari, paling tidak sudah menjadi tren baru, dan tayangan di TV tsb tidaklah seberapa — dalam arti sudah mengalami lapisan badan sensor yang tentu saja menghasilkan sisa-sisa tayangan yang

cukup "bersih" dan "aman". Lagipula, ini yang sebagian orang lupa, bahwa pasti ada hikmah di balik sesuatu. Terdapat pelajaran berharga di balik kekerasan yang ditampilkan itu.

Unsur kekerasan di film-film atau sinetron kita pada umumnya berupa perkelahian yang menampilkan banyak darah dan adu tembak menggunakan pistol seperti di film-film koboi Hollywood. Adegan penganiayaan, pemukulan dan penyiksaan pun tentu saja termasuk dalam kategori ini. Namun, satu hal yang mesti kita ingat bahwa semua itu hanyalah hasil rekaan sutradara dan penulis cerita, yang bisa juga hanya imaginasi belaka. Kekerasan dalam film itu hanya bersifat semu dan tidak terjadi di dunia nyata. Yang terjadi di dunia nyata kita bahkan lebih parah dan lebih 'keras' lagi. Pembakaran gedung-gedung, pembantaian ulama, penjarahan dan pemerkosaan masal, malah benar-benar terjadi. Setiap detik kekerasan rasanya akrab di telinga kita, terjadi begitu nyata di depan kita. Inilah trend baru kita: kekerasan. Untuk apa membatasi kekerasan di TV — yang pada umumnya khayalan dan rekaan manusia sebagai hiburan — padahal kita sendiri sudah demikian tidak beradabnya? Lagipula, untuk apa mematikan keran iklan-iklan bagi TV-TV kita yang begitu beruntung dengan penayangan acara yang mengandung unsur jotos-jotosan dan pukul-pukulan ini? Kita pada dasarnya suka melihat perkelahian yang seru, memacu jantung dan yang bisa mengalihkan perhatian kita sejenak dari krisis ekonomi yang berkepanjangan ini, bukan?

Di samping hal di atas, saya yakin bahwa sebelum sebuah film — katakanlah yang bercerita tentang petualangan jago tembak di tengah-tengah para kriminal yang juga penuh adegan baku tembak dan tendang-menendang — ditayangkan di layar kaca, gunting sensor Lembaga Sensor Film telah bekerja dengan kapasitas maksimal untuk membuang jauh-jauh adegan yang mengandung unsur kekerasan ini. Orang-orang yang bekerja di balik LSF adalah para ulama, ahli pendidikan, psikolog dan orang-orang yang mengerti betul bahwa kekerasan "yang berlebihan" dan "keterlaluan" wajib dibabat habis sebab bertentangan dengan agama, teori pendidikan dan kejiwaan. Kita harus percaya pada mereka. Kekerasan yang ditampilkan di TV itu sudah cukup "aman" dan "bersih".

Yang terakhir, dapatkanlah peristiwa berharga dari tayangan kekerasan di TV. Ambillah hikmahnya bahwa yang jahat pasti kalah dan yang benar pasti menang. Para tokoh berkelahi dengan darah bercucuran karena ingin menegakkan kebenaran. Tujuan mereka mulia. Dengan mengambil hikmah dari para pahlawan ini, kita bisa memperoleh tambahan semangat demi mengarungi hidup yang keras ini, agar pantang menyerah.

Jadi, kita perlu kekerasan itu!

[Essay no. 096: An Indonesian essay with a low score in rhetorical strategies]

Saat ini kita masuk dalam era informasi, dengan kata lain apa-apa yang akan kita terima terlebih dahulu telah ada informasi tentangnya. Media informasi pun bermacam-macam. Jika kita menginginkannya saat itu juga maka informasi itu dapat didapatkannya dalam waktu yang bersamaan. Hal itu didukung pula dengan berbagai sarana yang ada melalui media elektronik maupun media cetak. Media elektronik misalnya untuk mendapatkan informasi terbaru dari berbagai belahan dunia dan dari berbagai versi, media internet menyediakannya. Orang dengan mudah ber-home page dan langsung ber-acces ke para neter lain. Dengan biaya ringan informasi itu langsung dapat mereka ketahui lebih cepat. Media cetak pun demikian, tetapi tidak secepat dengan apa yang mereka dapatkan melalui media elektronik.

Bila kita mencermati kondisi demikian, tentunya bukan berarti kemudahan-kemudahan yang kita peroleh tidak mengimbas pd tingkah laku kita. Kita lihat saja bagaimana informasi yang didapatkan itu akan sama dengan informasi ketika kita meng-acces salah satu neter yang notabene ia adalah idola kita. Dari sini tentunya ada rasa puas bahkan bangga melakukan seperti apa yang mereka lakukan. Media televisi pun demikian. Informasi terkini atau terbaru bisa didapatkan. Jika kita memang rajin di depan tabung elektronik itu. Pada tayangan informasi,

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hiburan bahkan film, kita dengan mudah menikmatinya, terlebih lagi saat ini tidak ada atau sekalipun ada badan sensor pun tidak berfungsi. Pertimbangan komersial itulah yang menjdi faktor utama, karena laris manis di pasaran dan 'most wanted' bisa juga ditayangkan beberapa kali putar.

Sebenarnya berbagai informasi yang disajikan bagi pemirsa tidak semuanya harus kita konsumsi. Terutama bagi orang tua, tentunya harus ada pendidikan bagi anak ketika mereka menikmati tayangan TV. Seharusnya kitalah yang mengatur acara, bukan acara yang mengatur kita untuk senantiasa setia menanti acara apa yang akan disajikan selanjutnya. Bagi anak-anak acara TV itu sangat menarik, mereka langsung saja menyerap berbagai informasi yang ditayangkan, dan selanjutnya ingin mencoba dan mempraktekkan dalam kehidupannya, mengimitasi apa yang baru saja mereka dapatkan. Hal itu semua tidak bisa disalahkan terutama kepada anak-anak, dan dari orang tualah yang mampu meng-counter jenis informasi apa yang layak bagi putranya. Tentunya dengan berbagai cara agar orang tua mengkondisikan anaknya.

APPENDIX F

SCORES OF THE SAMPLE ESSAYS

Essay no.	Writer	Rhetorical Strategies (max. 22)	Overall Proficiency (max. 100)
077	A fourth-year student majoring in English	19	99
040	A first-year student majoring in English	5.5	49
157	A fourth-year student majoring in English	16	--
096	A third-year student majoring in Indonesian	3.5	--