A STUDY OF ARGUMENTATIVE ELEMENTS USED IN STUDENTS' ESSAY WRITING

THESIS

By:

Nurul Faiqoh

11320061

Advisor:

Hj. Galuh Nur Rohmah, M.Pd., M.Ed.

English Language and Letters Department

Humanities Faculty

The State Islamic University Maulana Malik Ibrahim Malang

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Advisor:

Hj. Galuh Nur Rohmah, M.Pd., M.Ed.

By:

Nurul Faiqoh

11320061

ENGLISH LANGUAGE AND LETTERS DEPARTMENT

HUMANITIES FACULTY

THE STATE ISLAMIC UNIVERSITY

MULANA MALIK IBRAHIM MALANG

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STATEMENT OF THE AUTHENTICITY

I declare that the thesis I have written entitled *A Study of Argumentative Elements Used in Students' Essay Writing* is truly my original work. This thesis is carried out to fulfill the requirement for the degree of *Sarjana Sastra (S.S)* in English Letters and Language Department, Faculty of Humanities, the State of Islamic University Maulana Malik Ibrahim of Malang. The content of this thesis does not incorporate to any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person who is responsible if there is any objection or claim from others.

Malang, 11 November, 2015
The author,

Nurul Faiqoh
NIM11320061

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APPROVAL SHEET

This is to certify that the Sarjana's thesis of Nurul Faiqoh entitled *"A study of Argumentative Elements used in Students' Essay Writing"* has been approved by the thesis advisor for further approval by the Board of Examiners.

Malang, November 11, 2015

Approved by the Advisor

Acknowledged by the Head of English Letters and Language Department

Hj. Galuh Nur Rohmah, M.Pd., M.Ed.
NIP. 19740211 199803 2 002

Dr. Syamsuddin, M.Hum.
NIP. 19691122 200604 1 001

The Dean of Humanities Faculty
The State Islamic University Maulana Malik Ibrahim Malang

Dr. Hj. Istiadah, MA.
NIP. 19670313 199203 2 002

LEGITIMATION SHEET

This is to certify that the *Sarjana's* thesis entitled *"A study of Argumentative Elements used in Students' Essay Writing"* written by Nurul Faiqoh (11320061) has been approved by the Board of Examiners as the requirement for the degree of Sarjana Sastra (S.S) in English Letters and Language Department, Humanities Faculty.

The Board Examiners   Signatures

1. Agus Eko Cahyono, M.Pd. (Chairman)
   NIP. 19820811 201101 1 008   _____

2. Dr. Rohmani Nur Indah, M. Pd. (Main Examiner)
   NIP. 19760910 200312 2 002   _____

3. Hj. Galuh Nur Rohmah, M.Pd., M.Ed. (Advisor)
   NIP. 19740211 199803 2 002   _____

The Dean of Humanities Faculty
The State Islamic University Maulana Malik Ibrahim Malang

Dr. Hj. Istiadah, MA.
NIP. 19670313 199203 2 002

MOTTO

IT'S BETTER TO TRY AND FAIL, THAN NOT TO TRY AT ALL

DEDICATION

This thesis is proudly dedicated to grateful people in my whole life for your pray, suggestion, support, love, attention, encouragement, and effort. Those special people for me are my dearest father (Suja'i), my mother (Nur Azizah), my young sister (Hidayatul Afidah), and my youngest brother (Azizul Hisyam).

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ABSTRACT

This study aims to reveal the argumentative elements which are used by the students in their argumentative essay. In the argumentative context, there are six elements which should be fulfilled in order to construct a convincing argument; they are claim, data, warrant, backing, rebuttal, and qualifier.

Moreover, in this study the researcher uses descriptive qualitative as research design. In addition, the data analyzed are the students' argumentative essay in writing III program and it classified as good essays. Afterwards, in order to obtain the proper and systematic data, the researcher becomes the main instrument. In here, the researcher adopts Toulmin's theory to examine the argumentative elements used in students' argumentative essay.

The results show that all of the six elements which have been proposed by Toulmin are used to build the argument. However, the students have their own way to construct their thought into an argument. Therefore, there are several essays do not apply all the argumentative elements. Nevertheless, all of the essays contain the base elements, those elements are claim, data and warrant. Another element namely backing, is also consistently involved in students' essays in order to strengthen the data. Additionally, the two supporting elements rebuttal and qualifier are required when the students want to limit and anticipate the counter argument which potentially can weaken the writers' argument.

It is important to have a deep understanding towards Toulmin's theory of argumentation, since in determining each of element needs high consideration. Thus, for the next researchers who interest with this field are expected to develop the research by adding more previous study in order to make the research becomes more complete and perfect.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study, research problem, objective of the study, scope of the study, limitation of the study, significance of the study, and definition of the key term.

1.1 Background of the Study

Writing is one of the important skills in language learning especially in tertiary education. According to Graham (2006), writing can develop one's self-expression and individual progress (as cited in Dabaghi: 2012). This statement declares that through writing someone can spill out what is in his or her mind freely and also can monitor his or her improvisation. Thus, from that statement above, it can be considered that writing is one of the essential elements in our life (Swallowe, 2003 as cited in Dabaghi, 2012). Moreover, Chase (2011) states that writing ability has important role in students' learning. In other words, when the student tries to write down anything which exists in his or her mind, it will create an environment for the development and organizational strategies where the student can explore his or her ideas in conceptual frameworks. Therefore, from all of those statements, it shows that one of thing required in the success of any academic discipline skill is writing ability.

Since writing becomes an important skill in academic issue, writing becomes an interesting field to be investigated by many researchers. For

instance, writing has been investigated in some perspectives, one of them is in gender perspective (Myhill& Jones, 2007; Jones, 2011; Roberts &Mattila, 2012; Dabaghi, 2012; Moochiet al., 2013). Some researchers have also investigated writing in different contexts, such as in on-line writing (Kann, 2001), in newspaper (Huang, 2000), in school (Al-Haq & Ahmed, 1994; Jones, 2007; Dabaghi, 2012; Roberts & Mattila, 2012; Moochi et al., 2013).

From those abundances of research in writing, it can be seen that writing still has some sides which are important to dig. Concerning with the importance of writing, the researcher takes argumentative writing as the topic because argumentative writing is a core of article writing (Reza & Atena, 2013).

Argumentative essay is one of genres in writing which aims to convince or persuade the reader. In argumentative essay the writer tries to change the reader's mind or to assure the reader to agree or claim with the writers' point of view. Therefore, in arranging an argumentative essay the writer should be highly persuasive and logical with their opinion. In other words, the writer must have a good skill in arranging his or her argumentation.

However, in the process of writing the argumentative essay, some people face the difficulty in organizing their argumentation. Chase (2011) has observed the students' difficulties in writing the argumentative essay, and he found that students have difficulties with the actual of writing words and ideas on paper. Moreover, Adeyemi (2008) has averred that most of the students have

dull composition and uninteresting composition in writing. Thus, these views point to the fact that the writing skill especially in argumentative essay is full of difficulties.

In tertiary education, writing an argumentative essay is one of the important skills that should be owned by the students. Therefore, to shape the students' ability in writing especially in argumentative essay some of institutes or universities have a program to sharpen the students' skill. In the State Islamic University Maulana Malik Ibrahim of Malang (UIN) especially in English Department there is program or course which concerns in writing skill. This program has some phases to shape the students' writing skill. In the first phase, the students of English Department must take Writing I program in the third semester. After that, the students have to take the next level of writing program, which is Writing II program in the next semester. Then, the students must take Writing III program as the last level of writing program in the next level.

In writing III program, the fifth semester students of UIN Maliki Malang are demanded to have a good ability in writing. As the researcher explained above, before the students of English Department take writing III program, the students must pass writing I and II program as the requirement of writing class program. It means that the students who had passed writing I and II program are labeled with having an advance skill in writing.

Additionally, in writing III program the students are taught to use different patterns of organization and types of discourse in writing; such as narration, description, expository, argumentation (Rohmah, 2009). Moreover, as the main goal of writing III, the students are expected to be able write an essay in some genres such as argumentative essay. Yet, through essay writing, the students should be able to convey their ideas as rational as possible.

However, as the researcher stated before, in arranging the opinion of argumentative writing some students still deal with the difficulties in framing their opinion especially in EFL students (Reza & Atena, 2013). Thus, such phenomenon brings some impacts to the output of student' argumentative writing such as dull composition in sequencing their thought pattern (Zhu, 2001 as cited Reza & Atena, 2013). Regarding with that phenomenon, this research examines the students' argumentative writing in writing III program that are also written by the EFL students. Through this research, we know how the students arrange their opinion in convincing the reader into form of argumentative essay. Additionally, this research employs the Toulmin method to identify the students' argumentative writing because it is considered in having complete components for argumentation (Okviyani, 2010).

1.2 Research Problems:

Based on the background study above, the research problem of this research are:

1. How are the students' argumentative essay presented based on Toulmin method?
2. How do the students arrange their opinion to convince the reader?

1.3 Objectives of the Study

Based on the research problems above, this study aims:

1. To reveal the argumentative elements used by the students in writing III program.
2. To know how the students in writing III program in convincing the reader.

1.4 Scope of the Study

In line with the statements of the problem above, this research focuses on the students' argumentative writing assignment. In addition, the researcher takes several of students' worksheet. In other words, the researcher does not take all of students' writing from all of students. Additionally, in this research the researcher does not focus on the language error which may come in each data. Then, the researcher observes and focuses on the argumentative elements based on Toulmin method

within the sentences. Besides, the elements which are used for this study are claim, data, warrant, backing, qualifier, and rebuttal.

1.5 Significance of the Study

The significance of this study is to absorb the importance of framing the argumentative elements in argumentative writing. The analysis steps of this study can be applied as the base in evaluating argumentative writing. In other words, we can assess the quality of the argumentative writing through the completeness of the elements.

1.6 Definition of Key Terms

Writing is a person's style of writing with a pen on paper which can be recognized as their own. In addition, writing is also considered as the activity of creating pieces of written work, such as stories, poems or articles in order to show the writers' ideas or feelings.

Argumentative is a reason which shows that someone agrees or disagrees with one's or other's opinion. Additionally, argumentative usually exists in debate or essay to defend someone's opinion.

Argumentative essay is a genre of writing that requires the students to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner (owl. English. Purdue. Edu.). Moreover,

argumentative essay usually considered as the genre of writing which has debatable topic to discuss.

EFL (English as Foreign Language) students are students whose first language is not English (Cambridge Advanced Learner's Dictionary-3rd Edition, 2008).

*Element i*s a part of something (Cambridge Advanced Learner's Dictionary-3rd Edition, 2008).

Toulmin/Stephen Toulmin is a contemporary philosopher who has contributed a great deal to our understanding of argumentation (Crucius & Channe, 2003).

1.7 Research Method

This section discusses the methods in doing this research. It consists of five points those are research design, data and data sources, research instrument, data collections, and data analysis. Each point is described as bellow:

1.7.1 Research Design

To analyze the elements of argumentative essay in students' writing, the researcher uses qualitative method. There are several reasons why the researcher uses qualitative method. First, this research occurs in natural setting. This statement means that when the researcher takes the data, she did not tell the students that their writing will be used as her data of her research. Therefore, when the students write their argumentative writing they went on naturally situation without any pressure from the researcher. Second, this research employs the primary instrument that is the researcher itself rather than some inanimate mechanism. And third, this research does not need numeral data or statistical data because the data that emerge from qualitative study are descriptive. Therefore, the data reported in words rather than in numerical data (Creswell, 1994: 162).

Additionally, this research uses descriptive qualitative because this research describes the argument phenomenon used by the students of writing

III class program in their writing final project. Thus, this research focuses on describing the pattern of argumentation which formulated by Toulmin (2003) (claim, data, warrant, backing, rebuttal, and qualifier) in order to reveal the way of the students arrange their opinion.

1.7.2 Data and Data Source

This research investigates the argumentative elements which are used by the students in their argumentative essay. Concerning with that, the data source of this research are the students' argumentative essay which have good score. Moreover, the data source of this research is the elements of argument such as claim, data, warrant, backing, rebuttal, and qualifier which have obtained from the data source or students' argumentative essay.

1.7.3 Research Instrument

A research instrument is a tool which is used by the researcher to collect data in order to make research process done easily, systematically, and completely. In here, human or researcher is the main instrument of this research. This is because the data are taken through the researcher herself rather than through inventories, questionnaires, or machine (Merriam, 1988 as cited in Creswell, 1994: 145). From that statement above, it means that the one who collects the data source (students' argumentative essay) and divides the data into six elements of argumentative essay is the researcher. Moreover, in this

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research the human (the researcher) that analyzes the data without any help from a computer program.

1.7.4 Data Collection

The data of this research are obtained from the students' argumentative essay which transformed into six elements of argumentation. In collecting the data, there are several steps to do it: first, the researcher collects the students' argumentative writing, and it is acquired from the lecture. Second, the researcher chooses some of students' writing which have good score to be the data source. In here, a good argumentative essay is considered with having good language choice, containing with sufficient evidence, logic, and having good arrangement in delivering the argument. Third, the researcher recognizes and groups the statements which show the elements of argumentation such as claim, data, warrant, backing, rebuttal, and qualifier.

1.7.5 Data Analysis

To answer the research problem in this research, the researcher has several steps to do in analyzing the data. First, to recognize each of argumentative element which used in students' argumentative essay, the researcher starts with finding the claim. After that, to make the claim is approved, the researcher is looking for the supporting idea with finding the data. Then for the next, the researcher is looking for a statement that strengthens the

claim and connects it with the data, the purpose of this step is to find the warrant. After found the warrant, the researcher is searching another statement which can proof the warrant with finding the backing. Afterwards, the researcher is looking for the statement which contains a contradictory condition in order to find rebuttal. For the last, the researcher is looking for the last element of argumentative that is qualifier. Through those steps, the researcher obtains the argumentative elements which are used by the students. However, to make the data easily to be analyzed, the researcher creates a table to categorize each of the element of argumentation before the researcher describes and explains it. Thus, from those steps above the researcher also can reveal how the students arrange their opinion in conveying the reader through their writing.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the relevant theories to support and discuss the research problems. The coverage of this chapter are argumentative writing, argumentative essay, the Toulmin model; claim, ground, warrant, backing, rebuttal, qualifier, and previous studies.

2. 1. Argumentative Writing

Argumentative writing is one of genres in writing which aims to convince the readers to adopt the writer's point of view of something (Reza & Atena, 2012). Moreover, Botley and Simon (2014) assert stated that critical thinking and logic are the basic concept of argumentative writing. It means that, in argumentative writing the writers should defend their opinion with their reasonable thinking in conveying the readers.

Based on Aristotelian rhetoric, argumentative writing has the goal in convincing the readers where there exists a conflict between the beliefs and attitudes of the writer and the reader (Connor, 1996 as cited in Cheng & Chen, 2014: 24). In other words, based on rhetorical tradition, in argumentative writing the writer argues something which opposes with the readers' point of view, or against one's stance and justify one's position and ideas.

Thus, in argumentative writing the writer must know well about the topics or issues discussed because it must be supported with sufficient and valid data. The necessary thing in convincing the reader is providing some credible and realistic evidence which can be taken from the results of other's research or personal experience. Moreover, the data used in supporting the writers' claim can be in form of statistical data, the result of interview (Rosyidah, 2013).

In addition, according to Rohmah (2009), to build the opinion in argumentative writing, the writers should have awareness with the characteristics of argumentative writing. Concerning with that, she asserted that the writers should introduce the issue or case that will be argued in the clear way in order to make the reader understand with the issue. Then, the writer should provide the reasons with the sufficient evidences that aimed to refute the opposing argument. Moreover, the writers should admit the opponent's point if it has a valid point. For the last, the writer should conclude and close the writing based on argument which they have built.

In addition, Indah (in Rosyidah, 2013) defines four important steps to write argumentative writing. The first step, the writer can dig the debatable issue or information by reading, listening, or watching the controversial issue that will be argued. This aimed to make the readers fully understood with the topic or issue that will be discussed.

The second step is the writer can take his or her position where she or he stands for. In here, what the writer's position must be clearly stated. In other words, the writer should show his or her position whether she or he agrees with the issue that will be discussed. Moreover, in taking position, trying to identify and understand the opponent's point of view is important. Yet, if the writers only argue their own opinion, it means that the writers not likely to convince the reader at all. Thus, this step is very important to be understood for the writers before they start to write argumentative writing.

Then, the third step to write an argumentative writing is providing the sufficient evidence in order to assure the readers. In here, the evidences which used to prove the writer's opinion should be taken from a credible data or source. For instance, the evidence can be taken from statistical data, personal interviews or questionnaires, articles, and books. Seems like other types of writing, a closing part in piece of work becomes a crucial thing since it concludes the whole of discussion or story. Therefore, for the last step in composing an argumentative writing is making conclusion. In this session, the writers should conclude what they have argued in their argumentative writing with reasonable or logic conclusion. However, not only giving a reasonable or logic conclusion, the writers also need to keep the reader to be in the writer's side as far as the concluding paragraph.

Regarding with all those steps, understanding every step can help the writer especially student to compose a good argumentative essay. This is because argumentative essay needs more carefulness as way as defending the opinion.

2.2. Argumentative Essay

In this modern era, an argumentative essay becomes a crucial tool since it has important role in persuading people to adopt a particular perspective or to change a point of view of something. However, some confusion may come in differing the argumentative essay and expository essay. According to Rohmah (2009), argumentative essay and expository essay is different from the refutation. It means that, argumentative essay consist of refutation to persuade readers to changes their minds.

However, Clouse (2004: 543) argues that argumentative and persuasive essay have the same goal, which is to convince the reader to adopt a particular view or to take a particular action. However, argumentative essay relies on sound reasoning and logic to move the reader, while persuasion uses appeals to emotion, values, and beliefs. By assuming that, an argumentative essay should provide evidence without providing too much drama or emotion. In other words, in argumentative essay the writer explores two sides of a topic briefly and provides proof as to why one side or position is the best one.

Moreover, the argumentative essay and expository essay can be distinguished from the amount of pre writing (invention) and research involved (owl.english.purdue.edu). In other words, argumentative essay commonly involves lengthy and employs the result of research in detailed to convince the readers. Whereas, an expository essay involves less research and is shorter in length. Based on Rohmah (2009), the length of the essay or the amount of paragraph depends on the complexity of the topic which discussed. It can be contains two or three paragraphs, while others may contain twenty or thirty. However, the students' essay for most students collage contains from four to six paragraphs, but the common number of paragraph for students collage is five: one introductory paragraph, three developmental paragraphs, and one concluding paragraph.

Concerning with that, to build a good argumentative essay the writer should be aware that argumentative essay should contain the following characteristics. Smalley and Ruetten (1986) defines some characteristics which adheres to argumentative essay, they are; 1) in argumentative essay, the writer should introduce and explain the issue or case that will be argued. This is because the readers need to understand the terms being used in the essay. 2) Then, an argumentative essay should offer reasons and support for those reasons. It means that in every reason which used to defend opinion should be proven with data from credible source. 3) The argumentative

essay should refute opposing arguments. This characteristic is more stick with argumentative essay than expository essay since the writer should not only prove his or her own case, but the writer should also prove that the opponent is wrong, or at least that the writer's points are more valid or significant. Thus, refute means to prove wrong by argument or to show that something is erroneous. 4) If an opponent does have a valid data, concede that point. It means that, the writer can accepts the opinion from the opponent but the writer must turn the opponent's opinion becomes a shield. In other words, the writer can show that his or her opinions are more important than the opponent's by giving credible and sufficient supports. 5) The last characteristic of argumentative essay is compiling a logic conclusion. As discussed in earlier chapter, the conclusion in argumentative essay can reassert the writer's opinion and command for some action.

Based on those explanations, the strength of argumentative essay resides in the way the writer's thought. It means that, positioning and arranging the opinion can influence the power of argument in students' essay. Thus, several experts formulate some terms to define the element in argument such as Stephen Toulmin.

2.3. Toulmin Model

This study refers to the theory of argumentation which stated by the English Philosopher Stephen Edelston Toulmin. This theory is widely used

and accepted in order to analyze argumentation in everyday language. The argumentation theory of Toulmin is considered as a revolution of a formal logic which had dominated argumentation theory for twenty-four centuries. The formal logic of argumentation usually called with the syllogism. According to Vesterman, this syllogism contains with three-elements, they are; *major premise, minor premise, and conclusion* (2006: 10).

As the formal logic of argumentation too static to deal with something dynamic as human thought, thereforeToulmin develops and introduces six elements of argumentation. The essential elements in argumentation based on Toulmin are: (1) the claim, (2) the ground or data, (3) the warrant, (4) backing, (5) qualifier, and (rebuttal). A brief explanation of each of those elements of an argumentative essay is given below:

2.3.1. Claim

Claim is a form of the writers' opinion that aimed to lead people to be in the writers' opinion (Rottenberg, 1997). It means that the writer' opinion transformed into a statement that tries to change the readers' point of view about something. In addition, Warnick and Inch (in Rufaidah, 2013:16) stated that a claim also has criteria, for that reason a claim should be controversial, clear, balance, and challenge. Considering with those criteria, a statement of the claim should appears in the first paragraph in order to make controversy with the readers who disagree with the claim.

The completeness of an argument can be marked with several sub-claims. Rottenberg (1997) categorized claim into three types: claims of fact, claims of value, and claims of policy. However, each of claims will exist depends on the source which the writer used. *Claim of fact* defines for against the objective existence of something. The claim of fact answers such question as *"is it true", "did it happen"*. Moreover, it is important for claim of fact to be supported with the sufficient data or evidence in the form of examples; statistic, and testimony from credible sources. *Claim of value* is used as agreement expressing of standards of taste and morality. Additionally, claim of value deals with what the writer assesses and makes a judgment into a value-conflict such as: *good or bad, beautiful or ugly, right or wrong*. Therefore, it answers such question as *"is this good or bad, right or wrong, effective or ineffective, which of these is more beneficial, the more harmful"*. Then, the next claim is *claim of policy*; it shows a new solution from the problems that have occurred. It means that a claim of policy asserts that a condition requires policy that should be done. Therefore, it answers such question as *"what must we do about this, how can we solve this problem"*.

2.3.2. Data

Data is the reason which given in supporting the claim. In addition, Toulmin (2003) stated that data are a foundation to the claim. From these

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statements, it means that in convincing the readers the claim cannot stand alone and it requires some data to strengthen the claim. Regarding with that, to make the claim is sound, the writers should put some materials in convincing the readers. Rottenberg (1997) stated that the materials which used to convince the readers include evidence and emotional evidence.

The evidence consists of facts, statistics and testimony from experts. Whereas, motivational appeals to attract the values and attitudes of the audience. Moreover, data also can be called as evidence or ground in which they will also make the reader decides whether or not the claim make sense. Additionally, Copi and Cohen (2002) stated that those materials in the form of premise indicator, such as because, since, the reason is, due to the fact that, in fact, based in proofs, etc. In short, data is the necessary support of the claim in the form of statistical data, facts, and evidences in order to defend the claim.

2.3.3. Warrant

As the researcher explained before, to prove a claim in argumentation it is required data to make it strong. However, if the data which given is insufficient to support the claim, then the warrant is needed in order to strengthen the claim. According to Toulmin (2003), warrant is a hypothetical statement which is used to bridge the claim and data in order to defend the argument. He stated that warrant is quite different with the

facts in data because warrant explains all matters to strengthen the argument.

Moreover, Toulmin (2003) explained that some warrants authorize the reader to accept a claim unequivocally. It means that some warrants allow the readers to make their own justification based on the appropriate data. However some warrants tolerate the reader to conclude based on uncertainty data.

Additionally, the data of the warrant can be in the form of the observation, personal experience, and the participation in a culture. Thus, the readers may not always agree with the warrants of the writer. Rottenberg (1997) classified warrant into three types, they are; (1) authoritative warrant, (2) substantive warrant, and (3) motivational warrant.

- Authoritative warrant appears based on the credibility or trustworthiness of the sources to support the claim such as:

Claim: Adoption of a vegetarian diet leads to healthier and longer life.
Support: The authors of Becoming a Vegetarian say so.
Warrant: The authors of Becoming a Vegetarian Family are reliable source of information on diet.

From the example above, it can be seen that the writer has provided a trustworthy source for instance of Becoming a Vegetarian must be credible in order to make the readers accept the claim.

• Substantive warrant is an idea based upon belief in the reliability of factual evidence. This reasoning type includes cause-effect; therefore it occurs when one condition or event brings about another.

Claim: Larry is pretty dumb.
Support: He can't read above third-grade level.
Warrant: Anybody who can't read above third-grade level must be dumb.

Based on the example of substantive warrant, it has not been valid yet since it needs observation or discovery in the relation between stupidity and illiteracy.

• Motivational warrant relies on appeal to the audience's conviction, virtues, and values to support the claim. In addition, this type of warrant provides the preference of each individual to have their own values.

Claim: Laws making marijuana illegal should be repealed.
Support: People should have the right to use any substance they which.
Warrant: No laws should prevent citizens from exercising their rights.

This warrant allows the reader to agree or not with the value which appeared by the claim and support. It means that the reader can agree because the warrant based on their needs.

2.3.4 Backing

The role of backing almost same with the role of data and warrant since it tries to defend claim in arguement. It means that a claim is not valid if it is not supported by evidence by another element or data. Then claim and data are connected by warrant. In other position, warrant itself needs

evidence to support it and make it more believable. As Toulmin (2003) explained that backing relates with data, claim, warrant, and rebuttal.

When the backing justifies warrant, it gives the explanation to prove the validity of the warrant. Therefore, the backing should be result of interview, result of research or observation, experiences, theories from the expert and historical fact (Sholihah, 2012: 21).

2.3.5 Rebuttal

Toulmin (2003) defined that rebuttal is an exception which is different from both of the data and warrant, however it also used to strengthen the claim as data and warrant. Moreover, Jaffe (in Rufaidah, 2013: 22) showed the indicators which used in rebuttal, they are "except", "if", "if.., so...", "unless". In short, rebuttal is contrast statement which aimed to build different point in order to defend the claim.

2.3.6. Qualifier

Qualifier is such a word or phrase that includes possibility, probability, certainty, presumption, as far as the evidence goes, necessarily, usually, and of course (Toulmin, 1979). Moreover, Hornby (1995) defined that qualifier as a word, usually in form of an adjective or an adverb which usually qualifies another word. In addition, this part of argumentation elements is used to limit or narrow the scope of claim. As proposed by

Toulmin (2003), the role of qualifier is used to specify or simplify the data, warrant, and claim. From those statements, qualifier aims to limit the strength or meaning of the statement. Furthermore, in qualifier the words that show the certainty should not be used because argument is about probability and possibility.
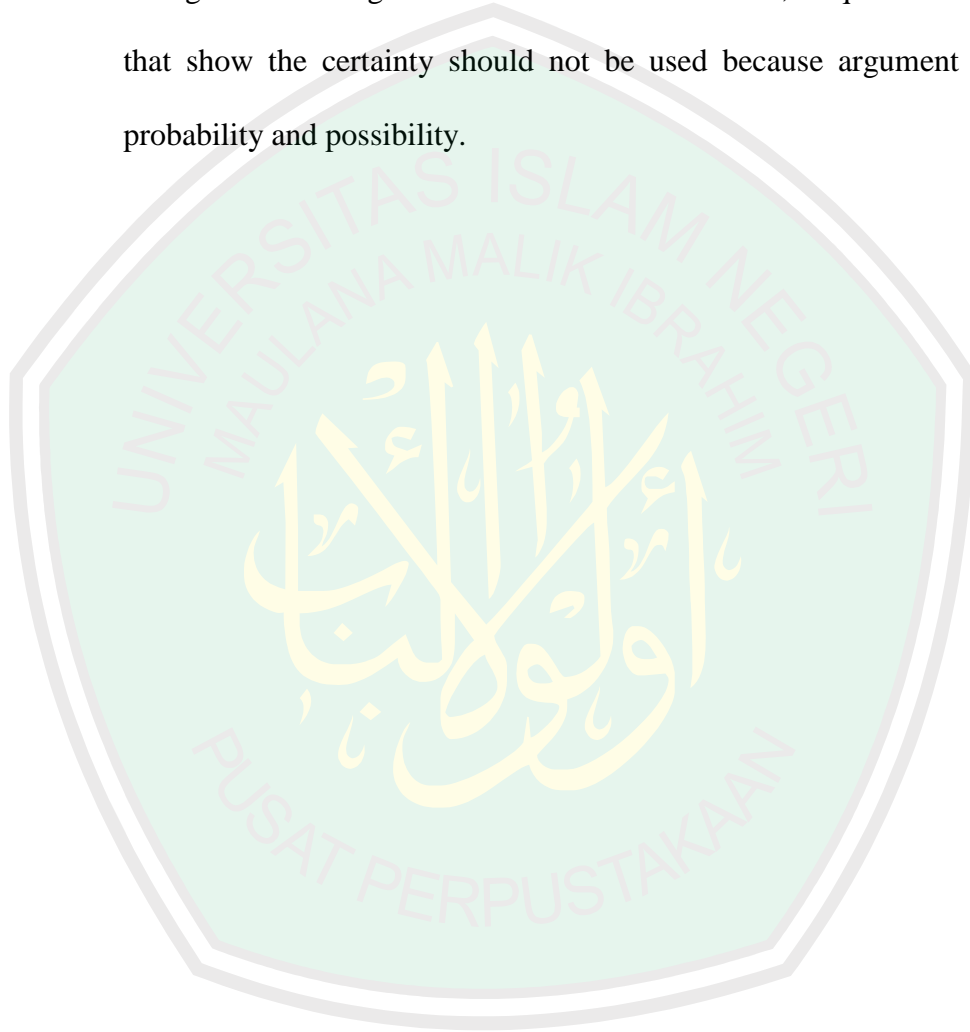
2.4. Previous studies

This study has relation with some previous studies which use argumentative text as the object. Reza and Atena (2013) dug the argumentative text but they focused on the written EFL articles from reliable journals. In their study, they took 90 articles in English and Persian and then they classified the articles into three groups. Moreover, they focused on the differences of argumentative elements in each articles. To know the differences among the articles, they used Toulmin method of argumentative as the indicator in their research. For the result of their research, they found that there are differences among the three groups of journal which caused by cultural difference.

In line with Reza and Atena (2013), Cheng and Chen (2009) also compared the argumentative text between the Taiwanese and American freshmen. The finding of their research indicates the difference and similarity between the argumentative texts written by Taiwanese and American freshmen students. The argumentative texts which are written by the Taiwanese Students are less extended and complex, and it show a limited range and quantity of argumentative elements than American freshmen students writing. However, both Taiwanese and American students have a weakness in handling oppositional structures in their argumentative writing, this is as the similarity between them.

Winahayu (2011) also used Toulmin argument theory which is modified by Ramage and Bean for her study. However, her study is little bit different with the previous studies above because she discussed the argument in the opinion texts of TEMPO in 2010. The results of her study indicate that the writers of the opinions use the argumentative elements completely, such as; claim, ground, warrant, backing, rebuttal, and qualifier. Thus, those elements shape the unity of argument in opinion texts of TEMPO. Additionally, the results of her study also show that the eight opinion texts of TEMPO which are used for the data are argumentative texts. This was proved by the characteristics of argumentative text, such as introduction, contents and conclusion; the use of deductive and inductive reasoning.

Besides, Sholikhah (2012) examined the elements of argumentation in political debate of 2012 Republican Presidential Candidates. Her research aimed to find out how the republican presidential candidates formulate their argument in debate based on Toulmin's theory of argumentation. In her research, she used descriptive qualitative to reveal the way of each candidates. The results of her research show that all candidates had delivered convincing arguments in the debate. It is shown from the argumentation elements which are found in the debate. Moreover, every

candidates has their own framing in delivering their opinion and it depends on the topic.

Okviyani (2013) studied on the discourse of students' argumentation which occurs in the Jigsaw cooperative learning on virus concept. Seems like the previous study above, her study also used the Toulmin argument theory to reveal the quality of the students' argumentation. However, she also used the framework of Osborne et al to determine the level students' argumentation. The results of her study show that most of the students' argumentation is in the form of claim. In other words, the claims of the students' argumentation are not belonging with the data, warrants, backings, and rebuttals.

Moreover, Rufaidah (2013) examined the use of argumentative elements in the text Opinion-editorial Columnist section of the New York Times Newspaper. In her study, she employed descriptive qualitative as the method of her research. In addition, the Toulmin's theory of argumentation is used to recognize the argumentation elements in the text Opinion-editorial Columnist section of the New York Times Newspaper. The result of her study showed that all of the six elements are always applied in every argumentative text. However, the writers of the opinion use different way in expressing their argument.

Those abundance of studies above are similar with this present study, especially on theory that used to analyze the object. However, this present study is different with the previous studies above because this present study uses the argumentative texts which written by EFL students.

Figure A. Toulmin's diagram of argument (2003: 94)
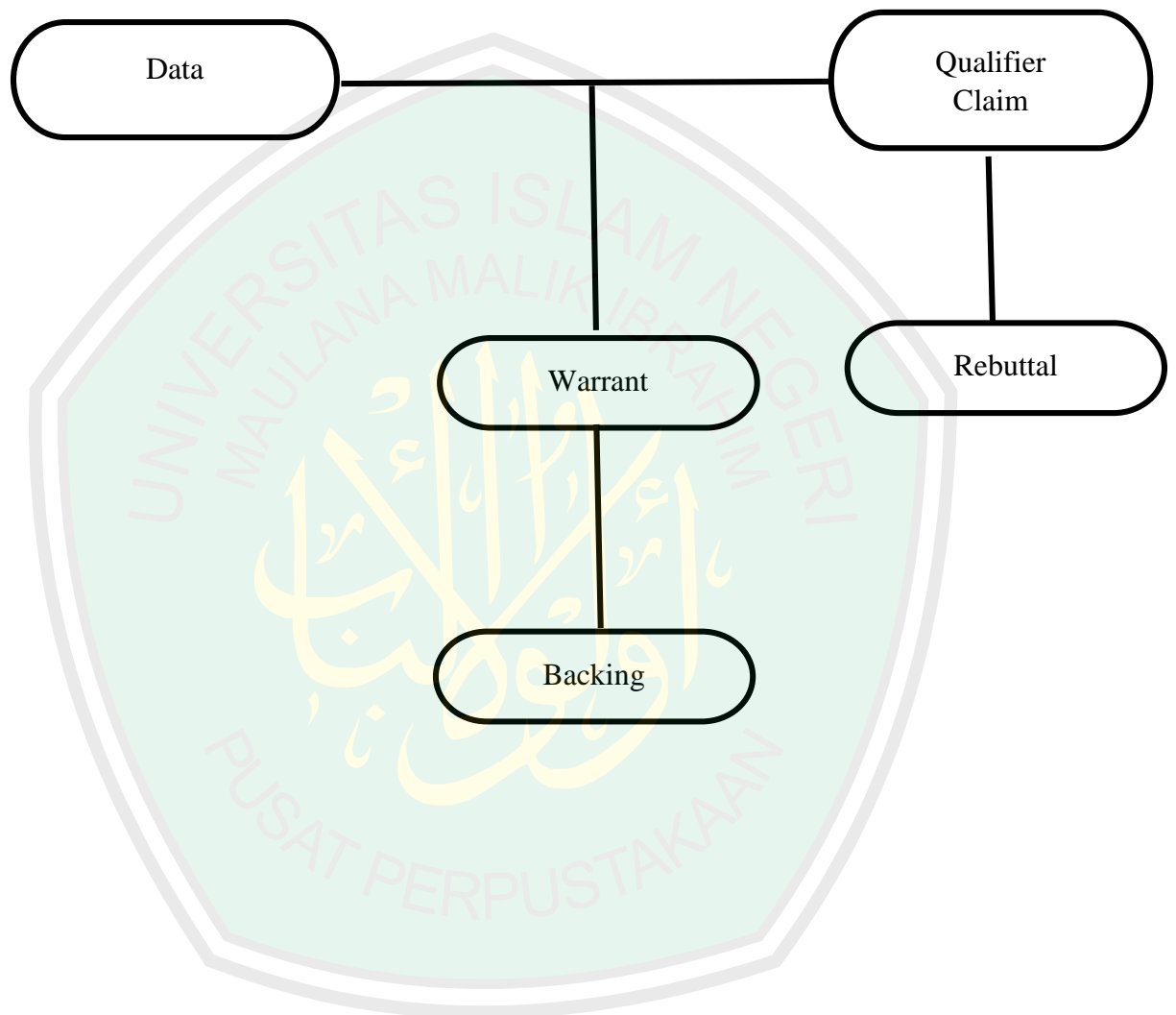
Figure B. Structure and its instantiation with an example

Datum

So, Qualifier, Claim

Since

Warrant

Unless

Rebuttal

On account of
Backing

Harry was born in
Malang

So, presumably, Harry is an Indonesian subject

Unless

Since

A man born in Malang will generally be
an Indonesian subject

Both his parents were foreign
people/ he has become a naturalized
Malaysian/…

On account of

The following statues and
other legal provision

30

CHAPTER III

FINDINGS AND DISCUSSION

This chapter discusses and analyses the data based on the research question in the previous chapter. The results of discussion are divided into two parts, they are research finding and discussion. The elements of argumentation which used in the students' argumentative essay are presented in the research finding section and the finding inferences on the data analysis are mixed and elaborated in the discussion section. From that discussion, it also reports the students' way in arranging their opinion.

3.1 Findings

Based on the subject of the research, there are 5 essays which are collected from of writing III class on December 29th 2014. In each of the essay discusses different topic.

Data 1

Title: THE FATE OF INDONESIAN FORMAL LANGUAGE THROUGH ALAY PHENOMENON

This essay has seven paragraphs consisting of one introductory paragraph, six developmental paragraphs, and one paragraph as concluding paragraph. The introductory paragraph of this essay is begun with general

statement about Alay language definition and phenomenon. In this paragraph the writer states another side of Alay language phenomenon which considered as the issue that will be argued. After stating the debatable issue, the writer takes and stands on her position with developing the essay into six paragraphs. Almost in each of six developmental paragraph of this essay has credible evidence which aimed to support the position of the writer. For the last paragraph of this essay, the writer still tries to defend her position not only with emphasizing the effect of Alay language but also with giving the advice for the readers.

In revealing the argumentative elements which used in students' argumentative essay, the researcher discusses the argumentative elements which found in this essay as the following explanations:

Element 1: Claim

The first paragraph of this essay is started with the introduction an *Alay* language which becomes the topic. Then the claim of this essay is that *"the existence of Alay language dangers Indonesian teenagers"*. However, the claim is not explicitly stated in the essay, whereas this claim only can be found through the writer's statements in the whole of paragraphs. In addition, this claim is considered as claim of fact because this language phenomenon truly happens in Indonesia. Indeed, it also shows the condition of Indonesian language which mostly replaced by Alay language and almost

everyone in Indonesia knows about this language phenomenon. From that claim, it can be seen that the writer tries to express her opinion which straightly in line with the tittle.

To support the claim, the writer develops her opinion with emerging some reasons why Alay language dangers Indonesian language. Therefore, the writer develops her opinion explicitly in the paragraph two to six. Through the developmental paragraphs which have constructed by the writer, the readers can understand the claim which appeared by the writer.

Additionally, in conveying the opinion of Alay language, the writer gives the explanation to the reader what is Alay language in English term. Therefore, the readers do not get a confusion about Alay language and can understand the problem happened and suggestion offered by the writer.

Element 2: Data

In this data, the writer provides the sufficient and typical evidence which can convince the readers. For instance, the writer supports her claim with the data from the result of mini research. She includes the statistical data which intended to strengthen the claim.

> *"As Gracella who has done a small research in her class in SMAN 3 PALU, especially XI IPA 1. She found that 80,6% students in her class use Alay language and 19,4% students do not use it (2013)…"*

From that data, it can be seen that the writer tries to show her position regarding Alay language phenomenon. By performing that data, it also emphasizes that Alay language has spread in almost teenagers in Indonesia. Moreover, through that data the writer implicitly states that Alay language brings bad effect to Indonesian language and teenagers.

However, this data does not consist premise indicator which considered as the material of the data such as because, since, the reason is, due to the fact that, in fact, based in proofs, etc. (Copy and Cohen, 2002).

Element 3: Warrant

In strengthening the argument, there is a warrant that aims to bridge the claim and the data. This warrant is clearly stated in the second paragraph of this essay and it argues that *"the use of Indonesian formal language in our daily life or even in educational interaction is replaced by Alay language"*. This warrant connects the claim and the data by arguing that Alay language almost takes place Indonesian formal language in teenagers' daily life and educational interaction. Moreover, the warrant that is used can be defined as authoritative warrant since it is an assumption of language phenomenon which occurs in the Indonesian teenagers.

Element 4: Backing

To make the data are more convincing, the writer proves it with backing. The writer strengthens her argument by giving a statement toward Alay language phenomenon. She provides backing in form of a statement which does not retrieve from the result of interview or observation. In addition, as Toulmin (2003) stated, the statement of this backing also has correlation among data, claim, warrant, and rebuttal which aimed to defend the writer's position (Toulmin, 2003). Then the backing of this essay is that:

> *"The fact is that, almost teenagers in this world use this kind of language everywhere such as at markets, homes, public places, malls even schools"*.

These sentences above (backing) help the writer to keep stand on her position by giving a statement based on writer experience. This backing does not only strengthen the argument, but also proves the validity of the warrant in her essay. Additionally, this backing is found in the sixth paragraph or in the last developmental paragraph of this essay.

Element 5: Qualifier

In order to limit or narrow the scope of claim, the writer employs another argumentative patterns which is called "qualifier". To against the possible objections to the claim, the writer states as follow:

> *"The emergent of Alay language is a serious menace toward Indonesian language. It brings bad ability of young generation in using Indonesian formal language such as to walk, write, read even pay attention in Bahasa that suitable with EYD rules."*

That qualifier is aimed to limit how universally the claim applies. However, in this qualifier the researcher does not find the linguistic indicator as the sign of qualifier, but that statement is defined as the qualifier because it narrows the discussion between Alay language use and teenagers.

Element 6: Rebuttal

In this essay, the writer does not employ exceptional statement in defending her argumentation. This exceptional statement is one of the elements in argument which used to strengthen the claim and it usually recognized as rebuttal (Toulmin, 2003). Therefore, it can be seen that the writer of this essay straightly points her opinion without any exceptional logic toward her argument.

In short, based on argumentation classification proposed by Toulmin, the researcher finds that there is an argumentative element which is not used to defend the claim. In other words, the writer does not employ all of the six elements of argument in her writing. In addition, the writer provides more than one reason to defend her argument. It means that this writing is constructed by more than one reason to support the same claim in order to make the argument is sound.

Data 2

Tittle: BOOSTING STUDENT'S INTEREST IN LEARNING ENGLISH THROUGH LITERATURE

In this second data, it contains nine paragraphs which consist of one introductory paragraph, seven developmental paragraphs, and one paragraph for conclusion. The first paragraph of this essay which recognized as the introductory paragraph begins with a general statement about the effectiveness of teaching English through literature. In this paragraph the writer involves the effectiveness and ineffectiveness of teaching English through literature which considered as the topic of this essay. Regarding with that, the writer builds his argument in the body paragraph by developing his opinion into seven paragraphs. To deliver his opinion, the writer constructs his position by giving pro and contra arguments which aimed to convince the readers. For the last paragraph of

this essay the writer more emphasizes his position by concluding all of the arguments which have been discussed.

In order to discuss the argumentative elements which have been found by the researcher, the researcher expands the findings on the following explanation below:

Element 1: Claim

The claim of this essay does not appear in the first paragraph since the first paragraph of this essay contains of the two sides in learning English through literature. In addition, the writer of this essay does not state the claim explicitly. Based on the argument which had built by the writer, the claim of this essay is *"literature as a media in learning English"*. Through that claim, the writer's position can be seen. In this essay, the writer stands on the position which encourages literature to be a media in learning English. The writer is sure that literature can help the students' skills by developing the method in applying it.

In addition, the claim of this essay is considered as the claim of value because it discusses about the effectiveness of learning English through literature. Considering with that, the writer of this essay gives the two sides of learning English through literature in order to convince the reader to have same idea with him.

Element 2: Data

In defending the claim, the writer provides some sufficient data to make sound his argumentative essay. The data in this essay is *"The present study has shown that various teaching method of English through literature is available for English as Foreign Language learner, especially for senior high school"*. That statement is recognized as the data because it tries to support the claim with asserting the result of a study from an expert.

In addition, in this essay the writer does not provide the data in numerical or statistical from. While, the writer provides the data in the form of statement which contains of premise indicator. The premise indicator of this data is *"the present study has shown"*, this premise also emphasizes the position of the writer in his essay. Additionally, the existence of premise indicator in the statement can lead the reader to find the data which used to defend the claim.

Element 3: Warrant

To strengthen the argument which had built by the writer, the warrant in an argumentative essay is needed in order to bridge the claim and the data. Based on the claim and the data of this essay, the warrant in this essay is *"the various teaching method through literature can improve students' skills"*. It means that, since the teaching method in learning English has

been developed, learning English through literature is one of the ways in which the students' skills can be improved and developed. Indeed, this warrant appears because the writer provides the appropriate data which aimed to strengthen the writer's opinion.

This type of reasoning has not been valid yet since it needs observation or discovery in the relation between learning through literature and the improvement of students' skills. Therefore, this warrant is considered as substantive warrant because it had been proven by the result of observation, and the relation between learning through literature and the improvement of students' skills do exist.

Element 4: Backing

In order to make the data more convincing, the writer proves it with element of argumentation which defined by Toulmin as backing. For the backing he proposes some opinion about learning through literature which derived from several studies.

> "(1) Using drama in English classroom is a good resource for English teaching; (2) The advantage of using drama is able to sharpen their creativity, fluency, teamwork, and examination of moral attitudes, while communication skills and appreciation of literature are developed (Mengu, 2002: 1-4); (3) Through novel, the students can develop spoken and written language skills (Asamani and Thomas, 1995: 1-5)..."

By proposing that backing, it can be seen that the writer really wants to stress the important of literature's roles in teaching and learning English. This backing emphasizes that through literature the students can improve and develop their skills, such as speaking, listening, reading, and writing. Moreover, this stress is not only can strengthen the claim but also it can lead the reader to know the writer's position.

Data 5: Qualifier

In this essay, the writer does not provide qualifier which usually used to narrow the argument. In order to simplify the other elements such as data, warrant, and claim, the role of qualifier is needed (Toulmin, 2013). If this element does not used to border the writer's opinion then the writer's explanation will be too board or general. Indeed, as Hornby (1995) stated, a qualifier usually appears in form of phrase such as of course, presumably, usually, etc. However, the researcher does not find such phrases in this essay.

Data 6: Rebuttal

In defending the claim, sometimes the existence of rebuttal is needed. This element builds contrasting point of view but it also aimed to defend the claim in the argument. However, the researcher does not find the rebuttal which usually recognized with the indicators such as; "except",

"if", "unless", etc. Regarding with that, it can be concluded that the writer of this essay just employs same point in defending his position.

The conclusion of this essay is presented in the last paragraph. In this last paragraph, the reflection of the claim in this essay is clearly appeared. In here, the writer emphasizes that literature plays important role in teaching English and it also considered can help the students to improve their skills.

Additionally, in this essay there are two argumentative elements which do not appear in supporting the argument, those are qualifier and rebuttal. However, even those argumentative elements do not exist in this essay, it does not mean this essay is not completely constructed. This essay is constructed by the main argument which are the claim, data, and warrant. In addition, the writer does not much state the linguistic indicators to indicate each the argumentative elements.

Data 3

Title: BAHASA PROMOTES INDONESIAN LOCAL LANGUAGE TOWARDS ENDANGERMENT

In this essay, it contains ten paragraphs which aimed to deliver the opinion based on the title. The first paragraph of this essay the writer does not start it with a quotation or statistical data. Whereas, the beginning paragraph of this essay deals with a general statement about the role of

Indonesian language towards Indonesian people. In order to show the opinion, the writer develops his idea into eight paragraphs. The eight of paragraph in this essay, the writer tries to build his position by giving pro and counter argument with its evidence. For conclusion paragraph, the writer more emphasizes his opinion but he also gives an advice as the resolution of his argument.

In here, the researcher expands the findings based on the elements which found in the essay. In addition, the researcher discusses each of element one by one as following way:

Element 1: Claim

The existence of claim in this essay was found by the researcher in the second paragraph. This claim is clearly stated by the writer as the shape of writer's position towards Bahasa and local languages. The sentence which recognized as the claim of this essay is *"Unwittingly, the widespread use of it kills off the local languages in various parts of Indonesia"*.

From that claim, it can be seen that the writer stands on the side which declares Bahasa dangers local languages. The word "it" in the claim above refers to Bahasa which had been discussed by the writer before. In addition, before the writer states the claim, he had shown his position by giving some pro and contra issues about language phenomenon. Therefore,

this claim is considered as claim of fact because it used to oppose the objective existence of something. In other words, through his essay the writer tries to say that actually the destruction of local languages is not caused by English but it caused by Bahasa.

Element 2: Data

In defending the position, a claim cannot stand alone if it stands without other elements that support. Therefore, the crucial element that always aimed to strengthen the position is needed. Data is the crucial element in defending the writer's position. Regarding with that, the writer of this essay employs someone's opinion to be be his data in order to strengthen the claim. So, the data which found in the last line of second paragraph of the essay is:

> *"Education which requires the use of Bahasa to be the medium language constitutes a factor jeopardizing Indonesian local languages (Lauder, 2007)"*.

Moreover, that data above categorized as the motivational evidence because this claim evokes the reader's opinion toward Bahasa and Indonesian local languages through the emotional statement. In other words, the writer of this essay employs a statement that can touch the reader's mind without giving a numerical or statistical evidence. Additionally, the two of elements above (claim and data) can support each

other. Therefore, it can be seen that the writer guides the reader to stand on his position by connecting Bahasa and Indonesian local languages genocide.

Element 3: Warrant

As a way to make the argument to be more logic, warrant usually appears in bridging claim and data. In this argument the writer directly gives the real condition of Indonesian local language towards education in Indonesia. He emphasizes his position by appearing this warrant. This warrant is stated in the third paragraph as following sentence *"Teachers apply Bahasa to deliver instructions to their students."* Based on that warrant, it shows that the writer tries to explain that local language is coming to degradation which unconsciously caused by Bahasa.

Moreover, this warrant is recognized as authoritative warrant which usually mark with trustworthiness of the source (Rottenberg, 1997). Seems like this warrant, it also retrieved from the writer experience and it must be a credible information toward the degradation of local language.

Element 4: Backing

To strengthen the warrant, this element (backing) proves it with the statistical result of an observations (sholihah, 2012). Thus, the writer of this essay avails relevant backing in order to strengthen his position through showing statistical result from an observation which had done by Rachman (2007). Then, the backing of this essay is stated as following sentences.

> *"The language endangerment in Indonesia is mapped as the following statistics. 1 of more than 50 Kalimantan's local language is endangered. From 13 languages in Sumatera, 2 of them are endangered…"*

From that backing above, the writer shows the condition of local languages which most of people do not realize that their local languages slowly erased and replaced by Bahasa. By showing that statistical result, the writer's position more convincing and strong in defending his argument.

Element 5: Rebuttal

In maintaining an argument, rebuttal is required to anticipate the counter argument. This is because the existing of counter argument can weaken the writer's position. Thus, this element is presented to stronger the writer's opinion toward the endangerment of Indonesian local languages. The rebuttal of this essay is found in the fifth paragraph. Moreover, this element constructed after the writer gives some evidences about overwhelming

Indonesian local languages which caused by education system. Then, the rebuttal of this essay stated as the following sentence:

> *"On the different thinking, some people argue that the use of Bahasa as the medium language in education does not endanger indigenous languages because children still acquire them beyond the education process at school, from informal education, their families, and communities."*

That rebuttal above shows that the writer of this essay is thinking carefully about the responses or readers, anticipating the objections that many readers have. In other words, the writer attempts to present some different point on education and the extinction of local language phenomenon. However, the sentence that recognized as rebuttal above does not have a linguistic indicator which usually marked as the set of rebuttal.

Element 6: Qualifier

To narrow the claim, the emergence of qualifier is needed. This element aimed to border the discussion toward people motives in using Bahasa rather than local languages. The qualifier of this essay is marked as this sentence *"Beside all those facts, the pride of utilizing Bahasa rather than local languages constitute a case endangering local languages."* Based on that sentence, it shows that how sure the writer about his claim that the prestige of using Bahasa is endangered

local languages. Furthermore, this qualifier also arranged with a phrase which usually marked as indicator for qualifier (Toulmin, 1979); that is "Beside all that facts…"

For the last paragraph of this essay, the writer concludes his discussion by giving a suggestion for the reader to be more aware with the nation culture especially language. This is because local languages constitute as the culture identity and priceless wealth of Indonesia.

In addition, all of the argumentative elements which proposed by Toulmin (2003) are included to defend the writer's opinion. Moreover, those elements strengthen each other, thus this argumentative essay is characterized as a good argument because it can maintain the writer's position in well structure.

Data 4

Title: ENGLISH VS NATIONALISM: THE URGENCY AMONG ELEMENTARY STUDENTS

For the fifth essay, the writer expands her opinion about English and nationalism into six paragraphs. Seems like other essays, the writer introduces her debatable topic in the first paragraph by showing the number of people who use English as their mother tongue.After that, she expands her point of views toward English vs. nationalism in four paragraphs and it

contains of pro and counter arguments. Then, for the last paragraph of this essay the writer gives a solution regarding applying English as the one of lessons in elementary school. Moreover, that last paragraph also becomes as the concluding paragraph which closes and ends the discussion.

To know what are the argumentative elements used in constructing the writer's opinion, the researcher explains each of argumentative elements that found in this essay as the explanations below:

Element 1: Claim

The main goal of this argumentative essay is to take the readers into the writer's point of view. Therefore, the main idea of the writer or claim must be appeared in order to take the reader's attention. Thus, the writer of this essay puts the claim on the second paragraph after she introduces her debatable topic. Then, the claim of this essay is *"Learning foreign language will make the student to be smarter."*

That sentence recognized as the claim because it is a controversial statement which used to answer a question like *"is it true"* or *"did it happen"*. Therefore, that claim is categorizedas a claim of policy because it used to against a new policy about the existence of English in elementary school. For that reason, the writer is really sure that learning many

languages especially foreign languages will sharpen the students' memory and make them to be smarter.

Element 2: Data

To strengthen the claim, the writer presents data which retrieved from a newspaper. This data aimed to attract the reader into the writer's position by showing a phenomenon occurred in Indonesia recently. Relating with that, the data of this essay presented in the second paragraph as the following sentence.

> *"Indonesian people must remember the phenomenon happened in this country recently, where there is a child comes from Ambon named Gayatri who was mastering languages (detikNews/23/10/2014)."*

From that data above, it can be seen that the writer tries to emphasize that learning many languages especially foreign languages does not decrease the students' ability, but it will be a proudness instead. Therefore, this data is categorized as a motivational appeal because it attractsthe reader's values or opinion. In other words, this data allows the reader values whether this data makes sense or not.

Element 3: Warrant

After the claim and data are found, there must be a correlation between claim and data in order to build a rational argument. In order to shape claim

and data, the writer is emerging warrant which defends her opinion. Therefore, the warrant which appeared is *"English language should not be erased from Elementary school's lesson".* If this warrant is connected with the topic, claim and data, it will show that the writer disagrees with the new policy which agreed by the ministry of education.

Based on that warrant, this element is clustered as motivational warrant because it allows the readers to have their own values about the new policy in education. In other words, this warrant permits the reader to agree or disagree with the writer's opinion toward English for elementary school.

Element 4: Backing

In cementing the warrant, another element must be presented in way the writer defends her position. Regarding with that, the writer employs backing to make sure that the warrant is reasonable. In addition, this element must in the same line with claim, data, and warrant because backing provides another reason to support them (Toulmin, 2003). The backing of this essay is found in the second paragraph and in form of sentence.

> *"Moreover, as has been shown (Chraik, Bialystok, & Freedman, 2010) that learning more than one language will decrease the probability of suffering Alzheimer disease."*

That backing above supports the warrant through the result of a research towards learning more than one language and Alzheimer disease. This result supports the warrant that there is no harm which caused by learning many languages for the children. Due to this backing, the warrant of this essay can be more acceptable and reasonable in maintaining the writer's position.

Element 5: Rebuttal

To keep the writer's opinion, another side towards the writer's argument should be employed in order to anticipate the counter argument. In this essay, the researcher does not find rebuttal in strengthening the writer's position. Therefore, the opportunity to hit back the writer's opinion may happen because rebuttal is not availed. In addition, the linguistic indicator which usually used to indicate the rebuttal does not appear in showing this element.

Element 6: Qualifier

In narrowing the discussion of this argument, qualifier should be used in order to qualify the writer's opinion. This is because a general argument can ruin the writer's goal. In other words, a broad argument makes the writer's opinion becomes weak and ineffective. Moreover, in this essay, the

researcher does not find a phrase which usually recognized as the indicator of qualifier.

For the conclusion of this essay, the writer closes her discussion by supplying one paragraph which abstracting the whole of her opinion towards English and elementary students. As way as the writer closes her discussion, she ends it by proposing a suggestion for the ministry of education to keep maintaining English language for elementary students' lesson. This is because the writer considers English will not decrease the feeling of nationalism for the students. Whereas, English will opens and broadens the students' knowledge. In the same hand, the role of the parents also becomes a priority in teaching the students about Indonesian local languages and cultures.

Moreover, concerning about the argumentative elements which used by the writer, the researcher finds there are two elements which are not employed by the writer in defending her argument. The elements which are not used to defend the writer's argument are rebuttal and qualifier. Thus, the other elements which used by the writer are claim, data, warrant, and backing. By applying those four elements, the writer tends to argue and stand on the one side of her topic. In other words, the writer does not anticipate the counter-argument which may occur from another point of her argument.

Data 5

Title: INDONESIAN LANGUAGE NEEDS TO BE STUDIED MORE

In this fifth data, the writer arranges his opinion towards Indonesian language which needs to be studied more into five paragraphs. For the first paragraph, the writer begins the discussion by taking a general statement about English language usage. In addition, in the first paragraph the writer also takes his position by stating thesis statement at the last line of first paragraph. Then, to support his position, the writer develops three supporting paragraphs which each of those paragraphs contain pro and counter argument. Afterwards, the writer concludes the discussion in the last paragraph by giving a suggestion to the reader. The writer suggests that Indonesian language especially Indonesian formal language should be taught intensively than English. Concerning with that, it can be seen that the writer tries to emphasize the thesis statement which have been stated in the first paragraph.

To reveal the elements that used to construct the argument of this essay, the researcher discusses it as the following explanation below:

Element 1: Claim

In convincing the reader, the writer of this essay conveys his position through a statement in the last sentence of the first paragraph. This

statement marked as one of the elements in argumentative essay that named claim. Then, the claim of this essay is *"Taking this problem into account, Indonesian language should actually be taught more intensively than English at schools"*. From that claim, it shows that the writer is trying to persuade the reader to look at the language phenomenon which occurs in Indonesian students. Thus, the writer stresses that the teacher should utilize Indonesian formal language in delivering the material or in conversation to the students. That action is aimed to make the students adopt Indonesian formal language, then Indonesian language especially formal language will be not extinct.

Moreover, this claim is recognized as claim of policy since it tries to guide the reader to look ahead the impact of the new policy which had been decided by the government. Then, to prove the claim of policy, this claim can answer such question as "what must we do about this" or "how can we solve this problem" as the researcher stated in previous chapter. Regarding with that, it can be seen that the writer has answered both questions implicitly by proposing an idea that English language should be taught intensively in order to save Indonesian formal language.

Element 2: Data

To strengthen the claim, the writer avails an element named data which taken from the result of an observation. The data of this essay

compares the average grade of national examination which had been obtained by senior high school students in two subjects; Bahasa and English. Then the data which aimed to support the claim is as the following sentence below:

> *"Oloan (2012) reports that the average grade, based on the calculation of the whole scored that the students have got during the process of their study at schools, achieved by the students of senior high schools in 7,97 for Indonesian language subject and 8,20 for English language subject."*

Based on that data, this element is marked as one of branches from this element or data which called evidence (Rottenberg, 1997). That sentence is presumed as evidence because it contains numerical data which had been got from an observation. This sufficient data can support and strengthen the claim which has built by the writer. In addition, through this data, it can be seen that the writer tries to more emphasize the opinion that she or he argues. Regarding with that, the writer wants to show the contrasting results of national exam in Bahasa and English subjects.

Element 3: Warrant

Another element which has an important role in defending the argument is warrant. This element bridges the claim and data to build a reasonable argument. For this essay, the writer states the warrant explicitly in the first paragraph of this essay. Then, the warrant of this essay is *"It can be said*

that Indonesian language is endangered since English is viewed more important in education environment".

As the role of warrant, this element has to connect the claim and data. Thus, through this element, the writer attempts to emphasize that the students should learn Indonesian language especially formal language intensively. That activity is intended to keep Indonesian formal language from the extinction. Moreover, this warrant is marked as substantive warrant because the idea of warrant based upon belief in the reliability of factual evidence. In other words, the idea of this element appears from the credible result of students' national exam which contrasting the result of Bahasa and English subjects.

Element 4: Backing

To strengthen the warrant, the existence of another element is needed. In this essay, the writer provides backing which clearly stated in the third paragraph. This backing is proposed to prove that the three of elements (claim, data and warrant) have correlation in maintaining the writer's argument. Then, the backing that used to strengthen the warrant is stated as the sentences bellow:

> *"The spoken Indonesian language is constructed informally regardless its structure. Also, Indonesia has many local languages which influence the construction of the Indonesian language."*

The sentences of backing above show that the writer is trying to emphasize that there are several triggers which can bring Indonesian language to the abominable condition. Thus, the writer employs this backing to show that one of causes which could danger Indonesian language is not only English but also Indonesian language itself. Therefore, as the goal of the writer's argument, this element motivates the reader to learn Indonesian language especially Indonesian formal language more intensively than before.

Element 5: Rebuttal

Another part of argumentative elements which had been stated by Toulmin is rebuttal. This element is used to support other elements by contradicting an opinion which had been built before (Toulmin, 2003). However, the contradiction which has been appeared should be functioned to defend the argument. Based on that statement, the researcher does not find a linguistic feature which can lead to the characteristics of rebuttal. Regarding with that, it can be seen that the writer of this essay does not utilize rebuttal to keep his or her position. In addition, in revealing this element, the researcher also does not find the linguistic indicators which usually indicate the existence of rebuttal.

Element 6: Qualifier

Taking position in the argument is a crucial part since it determines an accomplishment of the writer. Thus, organizing and exerting the idea should be a priority to write an argumentative essay. Regarding with that, the idea in an argument should be focused on the issue which have been discussed. It means that, in giving a supporting idea the writer needs to narrow the idea to prevent a broad discussion. In contrast, the writer of this essay does not apply qualifier to border the discussion toward the condition of Indonesian language nowadays. Additionally, a linguistic feature which usually to point the characteristics of qualifier does not exist to defend the argumentation.

The conclusion of this essay is packaged in the fifth paragraph. In that concluding paragraph, the writer ends the discussion and draws the conclusion by emphasizing the main idea which had been argued. In other words, learning Indonesian language especially formal language should be taught more intensively in school since it is the first educational environment for the students.

Concerning with the elements of argumentative essay, the researcher only found four elements which used to build the writer's opinion; the four elements that used are claim, data, warrant and backing.

Based on that finding, there are two elements (rebuttal and qualifier) which are not employed by the writer in strengthening the argument.

Data 6

Title: NATIONAL IDENTITY REINFORCEMENT THROUGH INDONESIAN LITERATURE

To deliver the opinion toward national identity and Indonesian literature the writer of this essay writes it down into four paragraph. One paragraph as introductory paragraph, then two paragraphs as developmental paragraph, and the last paragraph as concluding paragraph. In the first paragraph of this essay, the writer begins the discussion with a quotation. After providing a quotation, the writer starts the issues straightly by giving some criminal cases. Based on that combination, in the last line of the first paragraph the writer is trying to take a position for what will she or he argue. Afterwards, for the developmental paragraph the writer expands his or her argument on two paragraph in each of the paragraph contains pro and counter arguments towards the topic.

In here, the researcher expands the findings based on the elements which found in the essay. In addition, the researcher discusses each of element one by one as following way:

Element 1: Claim

For the crucial element in argumentative essay, the writer puts this element in the last line of the first paragraph and sparks his or her position to become a claim. Relating with the topic, the writer tends to propose that reinforcing national identity for the children could be done through Indonesian literature. Thus, the claim that proposed by the writer is "*Therefore, to reinforce national identity, the ministry of education should encourage children in early childhood education to read Indonesian traditional literary works.*" Based on that claim, it can be seen that the writer recommends the reader to use Indonesian literary than international literary to introduce Indonesian values to the children.

In addition, this claim is recognized as claim of value because this claim asserts a new solution towards the problem which had caused by losing national identity. Thus, the writer proposes this claim to wake the ministry of education and society to utilize Indonesian literary as the medium in reinforcing national identity for the children.

Element 2: Data

In order to prove the claim, the writer supports it with a quotation which related with the claim. That quotation is proposed directly after the writer takes the position in her argument. Then, this data is placed in the

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first line of the first paragraph of this essay. The quotation that marked as data is as following sentence:

> *"(Anderson cited in Lisa, 1992, p.5) proposes that "nationalism has to be understood by aligning it, not with self-consciously held political ideologies, but with the large cultural systems that preceded it, as well as came into being".*

Based on that data, the writer tries to emphasize that national identity can be born not in the way of understanding political ideologies but it can be born in cultural system. Thus, this data is used to support the claim because it has correlation to the claim. The rope that connects the data to the claim is the ideology in using Indonesian literary to reinforce national identity for the children. Moreover, this element is recognized as evidence because it derived from an observation that extracted as one's opinion (Rottenberg, 1997).

Element 3: Warrant

The writer avails two elements which are claim and data not solely as the complement of the argument, but those elements are availed to strengthen the writer's opinion. However, those two elements will be defective if there is no another element to support them. Therefore, to make the writer's opinion to be more reasonable, the writer presents the warrant as the bridge between claim and data. Then, the warrant of this essay is found in the second paragraph and in the form of sentence. The warrant of

this essay is intended in the middle of second paragraph as the following sentence:

> *"Indonesian traditional literary works is a place vast value for example; respecting parents in the story of Malin Kundang and respecting friends in the story of Jaka Tingkir."*

Based on that warrant, it can be seen that the writer attempts to connect the claim and data by giving several Indonesian literary works to be medium in learning. That several Indonesian literary works contain a moral value which the students can learn and apply some good messages that had been conveyed through the story. Moreover, this element is marked as an authoritative warrant since it appears based on the credibility or trustworthiness from the source. It means that a fact which has been brought by the warrant is a general knowledge which people in Indonesia know about the phenomenon.

Element 4: Backing

To support the warrant, there should be a statement which can prove the effectiveness of warrant. The element that is needed to prove the warrant is backing. In this essay, this element is proposed in the second paragraph and formed into a sentence. Then, the backing of this essay is as the sentence below.

> *"Since, all norms and cultures in Indonesian are born by the existence of religion, learning the story of*

Cinderella will unintentionally erode the basic believe in knowing cultural system."

Relating with that backing above, it can be seen that the writer is making an effort to defend the argumentation through this backing. From this backing, the writer gives a reason why she or he chooses Indonesian literary work as a medium for learning. Thus, the writer implicitly states that Indonesian literature born from the norms and cultures which both of them are derived from the existence of religion.

Element 5: Rebuttal

In preventing a counter argument, the writer uses this element to anticipate other arguments towards the topic. Since the existence of other arguments can weaken the writer's argument that have been built before. Then, the researcher finds this element in the third paragraph which availed into two sentences. Here the element which recognized as rebuttal for this essay is as the following sentences:

"Even in today's Educational sheet has provided the story of Malin Kundang under the lesson of Bahasa Indonesia this is still considered as insufficient because they are back to learn international literary works under the Bahasa Inggris lesson. That case is considered useless in teaching national value and culture."

Based on that rebuttal, the writer gives another different thinking to strengthen the argument. Thus, the writer utilizes a contrast opinion which

aimed to cover the gap that can weaken the writer's position. In this element, the writer states that reinforcing national culture and value through Indonesian literature will be ineffective if the children are taught international literary works under the Bahasa Inggris lesson. However, in this backing the writer does not include linguistic indicators which used to mark a rebuttal.

Element 6: Qualifier

An element which used to border the discussion is qualifier. This element is one of crucial parts because it keeps the discussion to stay focus on the topic. In this essay, the writer uses one's opinion to border the discussion towards the topic. In addition, the writer placed this element in the third paragraph and extracted it into one sentence. Afterwards, a sentence that considered as qualifier is written below:

> *"Considering the readiness, nature of copying something new and unique, brain and learning development, all basic value and culture must be placed in the early education (Henry et al., 2007)."*

Regarding with that qualifier above, the writer wants to border the discussion about delivering Indonesian traditional literary works in an appropriate student's level. Thus, the writer proposes this qualifier to show that the best period to teach the children about culture and nationalism is in

the early education. It means that, the writer only focuses the discussion on the early education age and not others.

For the concluding paragraph of this essay, the writer closes the discussion and summarizes it into one paragraph. Moreover, the writer also gives a command for the reader to utilize traditional literary works as the medium in teaching the national culture to the children. Additionally, all of the six of argumentative elements which have been proposed by Toulmin are used by the writer to build the writer's argument towards national identity reinforcement and Indonesian literature.

Data 7

Title: THE IMPORTANCEOF *CONGKLAK* FOLK GAME IN IMPROVING PRIMARY STUDENTS' MASTERY UPON ENGLISH VOCABULARY*)

In this last essay, the researcher finds that there are seven paragraphs which have been used by the writer to deliver his or her opinion towards the importance of *congklak* folk game in improving English vocabulary for students. In the introductory paragraph, the writer opens the discussion by explaining the issue that will be argued. Then, in the developmental paragraph the writer expands his or her opinion towards *congklak* folk game which covered some aspects. The aspects that clustered as the

developmental paragraph are; the writer defines the meaning of *congklak* game and its' existence. Afterwards, the writer proposes the advantages of *congklak* game with its pro and counter argument.

Then, to know the elements which are used to represent the writer's opinion, the researcher attempts to explain the argumentative elements that have been found in this essay as the discussion bellow:

Element 1: Claim

The most crucial element in argumentative essay is claim. Since it is a shape of the opinion that writer defends to argue. Concerning with that, the claim of this essay is found in the second paragraph. In this element, the writer tries to take the position where she or he can stand on what she or he argues. This claim appears after the writer gave the definition about *congklak* game and its popularity. Then, the claim which has been proposed by the writer is in the following sentence bellow:

> *"Therefore, regarding to the cases, the primary students should practice congklak to enhance their English vocabulary and to preserve local culture."*

Depending on that claim, it can be seen that the writer shows his or her position by offering a medium to enhance the students' English vocabulary through *congklak* game. Moreover, by practicing *congklak* game the writer also invites the people to conserve one of local cultures

which slowly degraded by sophisticated technology. Additionally, this element is recognized as claim of value because this claim deals with effective or ineffectiveness method that had been proposed by the writer.

Element 2: Data

To build the credibility of the claim, the writer uses another element which can prove the truth of the claim. Thus, the writer utilizes this element in order to show that his or her claim is acceptable. In this essay, the data which used to strengthen the argument is proposed in the third paragraph as a following sentence:

> *"Thus, congklak learning media is one of creative, positive and innovative solutions from teachers in improving the mastery upon English vocabulary (Harbon, 2014)."*

Actually, the claim of this essay is formed as a quotation. Since, the writer of this essay takes one's opinion which has a same opinion towards enhancing English vocabulary through *congklak* game. From this claim, it can be said that there are several people that admit the effectiveness of *congklak* game as the method in enhancing student's English vocabulary. This is because, the data is taken from an annual book which presented at an international symposium of foreign language. Relating with that, this data is recognized as evidence because this claim is constructed from a result of observations. However, in this data the researcher does not find a

linguistic indicator which usually indicate the existence of this element (Copi and Cohen, 2002).

Element 3: Warrant

In order to strengthen the argument, there should be a bridge between claim and data. Thus, the writer of this essay uses warrant to connect the gap between claim and data. This element, has been found in the third paragraph in shape of sentence. Then, the warrant that appears in this essay is stated as a sentence below:

> *"Because the play role of congklak is passing the holes repeatedly, students are easy to memorize vocabulary unconsciously."*

Based on that warrant, it can be seen that the writer is trying to cement the opinion which had been represented through claim and data. This warrant explicitly clears the claim that through *congklak* game the students can memorize vocabulary unconsciously because the students are repeating each word for each hole. Thus, the writer confesses that *congklak* game is an effective and fun method for the students to master English vocabulary. Considering this, this warrant is clustered as authoritative warrant since it appears based on the credibility of the source. In other words, the data of

this warrant is acquired from the experience of participants in a culture that truly have information about *congklak* game.

Element 4: Backing

Utilizing backing to strengthen the other element is needed in way to support the warrant. Since every argumentative element is connecting for each other in defending the writer's opinion. Concerning with that, the writer of this essay also utilizes backing to strengthen his or her opinion towards enhancing students' English vocabulary through *congklak* game. Then, the backing which availed to support the opinion is stated as sentences below:

> *"Another advantage is students would not experience bored atmosphere in the class. Memorizing English vocabulary is known as a bored lesson since teachers use classic method, asking the students to memorize vocabulary in the given time."*

By proposing that backing, the writer really wants to show that *congklak* game brings an advantage because *congklak* can brush away a bored atmosphere while the students memorize the vocabulary. Thus, this backing helps the writer to stiffen the argument by giving an advantage of *congklak*. Even this backing is not derived from a statistical evidence, but this backing is strong enough to prove the validity of warrant since it derived from people's experience.

Element 5: Rebuttal

The role of rebuttal is same with the role of other elements. However, this element helps the writer to keep his or her position by anticipating a counter-argument which usually appears from the reader. This backing is found in the middle of the fourth paragraph and in form of a sentence. Then, the backing of this essay is proposed as a sentence below:

> *"The teachers who apply congklak as a fun media have anticipated the impact in the class, therefore, they use lesson plan to create effective learning."*

Regarding with that rebuttal, it can be seen that the writer tends to anticipate a counter argument by showing an opposite point of utilizing *congklak* game. Therefore, the writer implicitly assert that to make a *congklak* game becomes an effective method, the writer recommends the teachers to have a lesson plan since the situation in class in unpredictable.

Element 6: Qualifier

To maintain the writer's position the discussion of an essay should be straight on what the writer argued before. Therefore, the writer employs this

element to border the discussion upon traditional game and memorizing vocabulary. Then, the qualifier of this essay is stated as a sentence below:

> *"An influential significance in utilizing congklak for learning English vocabulary is preserving the local heritage in terms of folk game, Congklak."*

Concerning with that qualifier, it can be seen that the writer only focuses on *congklak* game rather that other traditional games. In other words, in giving an example to preserve a local heritage the writer only mentioned *congklak* game which considered brings an effectiveness in enhancing the students' English vocabulary. However, this qualifier is not arranged with a phrase which usually marked as an indicator of qualifier (Toulmin, 1979).

For the conclusion of this essay, the writer is trying to emphasize that *congklak* game is an effective and fun way for the students' in memorizing English vocabulary. However, in the concluding paragraph the writer only closes the argument by summarizing all of the discussions which have been argued. It means that the writer does not give a suggestion nor recommendation for the reader to take an action towards *congklak* game method. Furthermore, according to the argumentative elements which had been proposed by Toulmin, the writer of this essay employs all of the elements (claim, data, warrant, backing, qualifier, and rebuttal) to convey his or her opinion upon *congklak* game method.

3.2 Discussion

In this section, the researcher discusses the data analysis by virtue of findings on previous chapter. The following discussion refers to the problems formulated in the chapter one which refers to the argumentative elements usage. In all seven data, the six of argumentative elements which had been proposed by Toulmin are found in the students' argumentative essay. However, that six elements of argumentation are not applied in each of data. There is an essay which contains with claim, data, warrant, backing, and qualifier, but rebuttal is not involved (data 1). Then, to strengthen the writer's position, the possible rebuttal of data 1 is *"Alay language will not destroy Indonesian formal language unless they have much knowledge about Indonesian cultures and they know how to use Indonesian formal language and Alay language in appropriate way"*. That rebuttal supports the claim by showing another possible sides of the writer's opinion towards Alay language and Indonesian teenagers.

Then, there some essays that composed by claim, data, warrant, and backing, but the other two elements 'rebuttal and qualifier' are not included (data 2, 4, and 5). In (data 2), regarding with the claim the possible rebuttal of data 2 is *"applying literature will be an effective way in boosting students' interest if the teacher is capable to bring the class in pleasant atmosphere"*. This rebuttal means that boosting students' interest in

learning English is not only from the literature or media in teaching, but also the method in delivering the materials. If the students have a good mood, they will enjoy the materials that will be given by the teacher. In addition, the possible qualifier in (data 2) is *"Actually, there are many kinds of literary works. Therefore, the teacher should choose literature that is appropriate with the students. In other words, the teacher should decide the literature based on the students' class level. Moreover, in choosing the literature the teacher can choose the literature which contains with a good values and also fits with Indonesian culture."*

For the next data which does not contain with rebuttal and qualifier is (data 4). Then, to complete the argumentative elements the possible rebuttal for (data 4) is *"learning foreign language especially English language will not make the students to be smarter unless they get English subject from their school"*. This rebuttal relates with the claim which have been found by the researcher. From the statement of rebuttal above, it means that removing English subject from elementary school will not really help the students to be smarter and have a lot of knowledge since not all Indonesian students get informal education to improve their English skills. In another case, the possible qualifier for (data 4) is *"the government considers that English course in elementary school will decrease children's nationalism. However, deleting English subject from elementary school*

also does not guarantee the children in being proud of Indonesian or respecting Indonesian cultures. That qualifier guides the reader to border what kind of nationalism that should be owned by the children.

For the last data which does not contain with rebuttal and qualifier is (data 5). Based on the claim, the possible rebuttal for (data 5) is *"Indonesian language should not be taught more intensively if the students get Indonesian language score better than English language score".* This rebuttal supports the claim which asserts that Indonesian language should actually be taught more intensively than English language. In addition, to border the discussion in (data 5), the possible qualifier for (data 5) is *"Considering the problems above, Indonesian language definitely should be taught more intensively than English language at schools. It is mainly because schools are the right place to handle these problems. As we know, schools are place where the students can learn about Indonesian formal language and practice it. Then, the students can apply Indonesian formal language in speech, formal letter, or scientific report".* This qualifier is trying to border the discussion towards formal language since it becomes a problem that has been wrote by the writer.

Furthermore, after find four data which contain with incomplete elements, the researcher also finds that there are three students'

argumentative essay that built by complete argumentative elements which proposed by Toulmin (data 3, 6, and 7).

Claim is a shape of writers' opinion which aimed to lead people to be in the writers' point of view. For this element, Rottenberg (1997) asserted that there are three types of claim, those are claim of fact, claim of value, and claim of policy. That three types of claim are found in all students' argumentative essay or data. However, in convincing the reader, each of essay contains different claim. In this case, the most applied claim is claim of value. It happens because most of the writers argue about the effectiveness of utilizing Indonesian traditional treasure as the medium of learning and reinforcing national identity. For instance, boosting students' interest in learning English through literature (data 2); national identity reinforcement through Indonesian literature (data 6); the importance of *congklak* folk game in improving primary students' mastery upon English vocabulary (data 7).

The claims of fact found in the data 1 and 3. They appeared when the writers discuss about the phenomenon of Indonesian language which encounter into dangerous condition. For example: the fate of Indonesian formal language through Alay phenomenon (data 1); and Bahasa promotes Indonesia language towards endangerment (data 3). They are considered as a claim of fact since the writers attempt to prove that the phenomenon is

true and which can be validated by reference to the data. In the other hand, claim of policy are utilized when the writers debate about social issue. For instance: English vs. nationalism: the urgency among elementary school students (data 4); and Indonesian language needs to be studied more (data 5). They are considered as claim of policy since they assert the solution to the problem and certain policy should be reconstructed.

Sometimes, the warrant are not clearly stated if the claim and data have clear correlation. That condition also happens when the claim is accepted by most of people or it is in form of general truth. Thus, the warrant is not appeared but it is understood. While, the warrant will be stated if the claim and data need a statement to bridge and support them. Regarding with that, almost all of the data contain a stated warrant which aimed to make the argument more reasonable.

In addition, all of the essays utilize backing to support the data given. It means that, the writers consider the essays do not have strong and acceptable data, so that it needs backing to defend the argumentation. Then, the other elements (qualifier and rebuttal) are rarely used to build the writer's opinion. That both elements are required when the writers want to limit the discussion and also anticipate the counter argument which potentially can weaken the writers' argument.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to conclude the study based on the data findings and discussion which is presented in previous chapter.

4.1 Conclusion

Based on the results of discussion in the previous chapter, it leads the researcher to conclude that the students' argumentative essays are presented in various ways. In this study, the researcher finds that some students' argumentative essays are constructed with the six of argumentative elements which have been proposed by Toulmin. It means that, all of the elements (claim, data, warrant, backing, rebuttal, and qualifier) are used to defend the students' argument. In the other hand, there are certain essays which contain with several argumentative elements such as claim, data, warrant, and backing. In other words, there are two of argumentative elements which are not used to strengthen the students' opinion. Furthermore, there is an essay that consists of five argumentative elements which are claim, data, warrant, and qualifier. Regarding with that, there is only one element that is not utilized by the student in arguing his or her opinion.

In conveying the reader, most of the students arrange their opinion based on ordinary method. It can be showed from the way how they take the

position for what they will argue. The researcher finds that all of the students take the position in the beginning of their essay. Then, in defending their position all of the students give pro and counter argument towards their topic. Furthermore, in the concluding paragraph, the students end their discussion in the final paragraph of their essay. However, in providing their concluding paragraph, the students have their own way to close their argumentative essay. In this case, there are several students who close their discussion by giving a suggestion to the reader. Then, some students end their discussion by giving a command for the reader to do what they have argued. And the other students prefer to simplify their argumentation into a statement which emphasizes that their argumentation is acceptable.

Generally, all of the essays contain the base elements which are claim, data, and warrant. The other elements such as backing, rebuttal, and warrant only used when the writers consider that the data given is not sufficient to convince the readers. Moreover, the linguistic indicator that usually used to indicate certain elements is rarely utilized by the writer. Overall, the argumentative elements that have been utilized to build the argument can reflect how the student's thought.

4.2 Suggestion

The writer of this thesis is fully aware that this research is still far from excellence and perfection on its methodology, theories adequateness, procedures of analyzing, and data interpretation. Therefore, constructive critic and improving suggestion from the readers are widely welcome.

From this study, there is suggestion for the next researcher in order to improve the study about argumentative elements with different method or research problem. Regarding with that, the next researcher is expected to analyze argumentative elements using different method and other data sources such as debate or news.

Furthermore, regarding with some data which do not contain with complete elements, it may be caused by difficult topic which have been given by the lecturer. Therefore, the researcher suggests that the topic given should be easier to discuss. Moreover, in order to achieve a good arrangement in argumentative essay the students may share their idea to their friends or to lecturer to monitor the development of their essay.

For the last, this study is expected to give contribution for the readers and the next researchers. Hopefully, it can give more knowledge about argumentative elements for the linguistics learners. Additionally, this study is

expectantly being useful as the additional references for those who want to conduct studies in the same field.

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Data 1

Tittle: THE FATE OF INDONESIAN FORMAL LANGUAGE THROUGH ALAY PHENOMENON

Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
Data 1	Available (Claim of fact) *"the existence of Alay language dangers Indonesian teenagers"*	Available (Authoritative warrant) *"the use of Indonesian formal language in our daily life or even in educational interaction is replaced by Alay language"*	Available *"As Gracella who has done a small research in her class in SMAN 3 PALU, especially XI IPA 1. She found that 80,6% students in her class use Alay language and 19,4% students do not use it (2013)…"*	Available *"The fact is that, almost teenagers in this world use this kind of language everywhere such as at markets, homes, public places, malls even schools".*	Available *"The emergent of Alay language is a serious menace toward Indonesian language. It brings bad ability of young generation in using Indonesian formal language such as to walk, write, read even pay attention in Bahasa that suitable with EYD rules."*	Not available **-**

Data 2

Tittle: BOOSTING STUDENTS' INTEREST IN LEARNING ENGLISH THROUGH LITERATURE

Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
Data 2	Available (Claim of value) *"literature as a media in learning English"*	Available (Substantive warrant) *"the various teaching method through literature can improve students' skills"*	Available *"The present study has shown that various teaching method of English through literature is available for English as Foreign Language learner, especially for senior high school"*	Available *"(1) Using drama in English classroom is a good resource for English teaching; (2) The advantage of using drama is able to sharpen their creativity, fluency, teamwork, and examination of moral attitudes, while communication skills and appreciation of literature are developed (Mengu, 2002: 1-4); (3) Through novel,*	Not available -	Not available -

Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
			the students can develop spoken and written language skills (Asamani and Thomas, 1995: 1-5)…"			

Data 3

Tittle: BAHASA PROMOTES INDONESIAN LANGUAGE TOWARDS ENDANGERMENT

Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
Data 3	Available (Claim of fact) *"Unwittingly, the widespread use of it kills off the local languages in various parts of Indonesia".*	Available (Authoritative warrant) *"Teachers apply Bahasa to deliver instructions to their students."*	Available *"Education which requires the use of Bahasa to be the medium language constitutes a factor jeopardizing Indonesian*	Available *"The language endangerment in Indonesia is mapped as the following statistics. 1 of more than 50 Kalimantan's local language is endangered. From 13 languages in*	Available *"Beside all those facts, the pride of utilizing Bahasa rather than local languages constitute a case endangering*	Available *"On the different thinking, some people argue that the use of Bahasa as the medium language in education does not endanger indigenous languages because children still acquire them*

				local languages (Lauder, 2007)".	Sumatera, 2 of them are endangered…"	local languages."	beyond the education process at school, from informal education, their families, and communities."

Data 4

Tittle: ENGLISH VS NATIONALISM: THE URGENCY AMONG ELEMENTARY STUDENTS

Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
Data 4	Available (Claim of policy) *"Learning foreign language will make the student to be smarter."*	Available (Motivational warrant)	Available *"Indonesian people must remember the phenomenon happened in this country recently, where there is a child comes from Ambon named Gayatri who was mastering languages*	Available *"Moreover, as has been shown (Chraik, Bialystok, & Freedman, 2010) that learning more than one language will decrease the probability of suffering*	Not available -	Not available -

			(detikNews/23/10/2014).”	Alzheimer disease.”		

Data 5

Tittle: INDONESIAN LANGUAGE NEEDS TO BE STUDIED MORE

Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
Data 5	Available (Claim of policy) *"Taking this problem into account, Indonesian language should actually be taught more intensively than English at schools".*	Available (Substantive warrant) *"It can be said that Indonesian language is endangered since English is viewed more important in education environment".*	Available *"Oloan (2012) reports that the average grade, based on the calculation of the whole scored that the students have got during the process of their study at schools, achieved by the students of senior high schools in 7,97 for Indonesian language subject and 8,20 for English language subject."*	Available *"The spoken Indonesian language is constructed informally regardless its structure. Also, Indonesia has many local languages which influence the construction of the Indonesian language."*	Not available -	Not available -

Data 6

Tittle: NATIONAL IDENTITY REINFORCEMENT THROUGH INDONESIAN LITERATURE

| Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
Data 6	Available (Claim of value) *"Therefore, to reinforce national identity, the ministry of education should encourage children in early childhood education to read Indonesian traditional literary works."*	Available (Authoritative warrant) *"Indonesian traditional literary works is a place vast value for example; respecting parents in the story of Malin Kundang and respecting friends in the story of Jaka Tingkir."*	Available *"(Anderson cited in Lisa, 1992, p.5) proposes that "nationalism has to be understood by aligning it, not with self-consciously held political ideologies, but with the large cultural systems that preceded it, as well as came into being".*	Available *"Since, all norms and cultures in Indonesian are born by the existence of religion, learning the story of Cinderella will unintentionally erode the basic believe in knowing cultural system."*	Available *"Considering the readiness, nature of copying something new and unique, brain and learning development, all basic value and culture must be placed in the early education (Henry et al., 2007)."*	Available *"Even in today's Educational sheet has provided the story of Malin Kundang under the lesson of Bahasa Indonesia this is still considered as insufficient because they are back to learn international literary works under the Bahasa*

						Inggris lesson. That case is considered useless in teaching national value and culture."

Data 7

Tittle: THE IMPORTANCE OF CONGKLAK FOLK GAME IN IMPROVING PRIMARY STUDENTS' MASTERY UPON ENGLISH VOCABULARY *)

Element	Claim	Warrant	Data	Backing	Qualifier	Rebuttal
Data 7	Available (Claim of value) *"Therefore, regarding to the cases, the primary students should practice congklak to enhance their English vocabulary and*	Available (Authoritative warrant) *"Because the play role of congklak is passing the holes repeatedly, students are easy to memorize vocabulary unconsciously."*	Available *"Thus, congklak learning media is one of creative, positive and innovative solutions from teachers in improving the mastery upon*	Available *"Another advantage is students would not experience bored atmosphere in the class. Memorizing English vocabulary is*	Available *"An influential significance in utilizing congklak for learning English vocabulary is preserving the local heritage in terms of folk*	Available *"The teachers who apply congklak as a fun media have anticipated the impact in the class, therefore, they use lesson plan to create*

			English vocabulary (Harbon, 2014)."	known as a bored lesson since teachers use classic method, asking the students to memorize vocabulary in the given time."	game, Congklak."	effective learning."
to preserve local culture."						
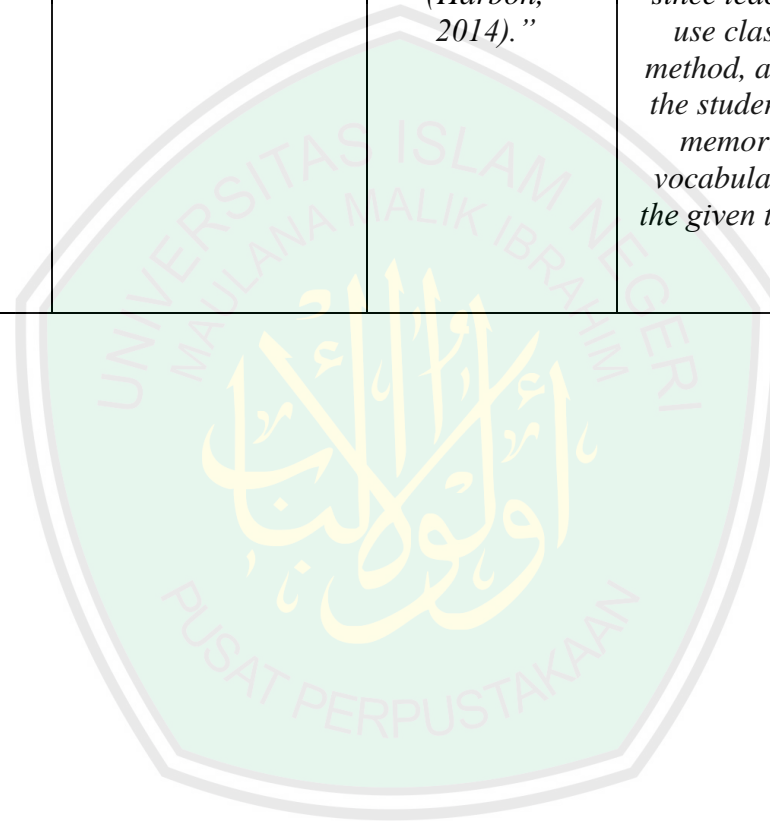
CURRICULUM VITAE

1. Name : Nurul Faiqoh
2. Place & Date of Birth : Gresik, May 21st 1993
3. Home address : Jl. KH. Sa'id RT: 02 RW: 01 Campurejo Panceng
   Gresik
4. Home address in Malang: Jl. Sunan Kalijaga Dalam 18B Lowokwaru Malang
5. Telephone Number : +628563595523
6. Marital Status : Single
7. Email address : f2mn.faii@gmail.com
8. Education:
   a. Graduated from Elementary School (MI. TARBIYATUL WATHON GRESIK) in 2005
   b. Graduated from Junior High School (MTs. TARBIYATUL WATHON GRESIK) in 2008
   c. Graduated from Senior High School (MA. TARBIYATUL WATHON GRESIK) in 2011
   d. Student of English Language and Letter Department in UIN MALIKI MALANG (2011-now)
9. Organization:
   a. PERMAGRES (Persatuan Mahasiswa Gresik) in 2012-2013
   b. DEMA (Dewan Eksekutif Mahasiswa) in 2014-2015
   c. SRIKANDI (Sanggar Tari Fakultas Humaniora) in 2012-now

Data 1

Title: THE FATE OF INDONESIAN FORMAL LANGUAGE THROUGH ALY PHENOMENON

Teenagers are dynamic. They are in the stage of searching for self-identity from their environment. They tend to distinguish themselves from others to compose their own unique identity to be their own "world" or subculture. Felix argued that they are receptive to change their style in clothes, look and also in speech (1994). Yet, the most easier to be diffused is the language, because language do not need a fund to imitate. For that reason, the young generation have their own way to communicate with their own community commonly known as slang language which is in Indonesian context, it is called as *Alay* langue. According to Oxford dictionary "Slang is a type of language consisting of words and phrases that are regarded as very informal. Are more common in speech than writing, and are typically restricted to a particular context group of people. For example: grass is slang for marijuana". Another example is "nyokap-bokap" is Alay for ibu-bapak, means "mother-father". Alay phenomenon was famous from early 2004 as a result of social network called Friendster which becomes a hit recently is one of factor which makes the young generation will have negative abilities in using and even destroy Indonesian formal language. Despite Alay language enrich language lexicon (Felix, 1994), the negative impacts of that language cannot be neglected.

Alay is popular in young generation in today's world. The use of Indonesian formal language in our daily life or even in educational interaction is replaced by Alay language. The fact is that, almost teenagers in this world use this kind of language everywhere such as at markets, homes, public places, malls even schools. As a matter of fact, Senior High School students are obliged to speak formally to the teacher. Yet, slang language is also used by the teachers to build a closer relationship with their

students. Besides, it is a good way to have a good relationship with the students, it shall not make the student have a good skill to use Indonesian formal language.

Some reasonable statements are considered as the factors toward the use of slang language. Firstly, it is to show their own native local identity. This language is commonly used among youngsters in urban areas such as Jakarta as Indonesian capital city and Bandung or Malang which are considered as trend setter city for young generation. For example, in Jakarta usually teenagers say "elo-gue" refers to "kamu-saya" means "you and I". Likewise, in Malang the words "friends" and "ayas" for "saya" conveys "I". As mentioned by Anthony (2008) "language is an identity marker. It marks the identity of its speakkers in at least two ways. First, speakers use it to encode and conceptualize their interpersonal relationships (take for example the kinship terms of a language that are used to one another and others). Second, speakers use language to reflect the social conditions and practices sanctioned by them".

The popularity of Alay language is the second reason teenagers use this language. In Indonesia, teenagers speak using Alay to be popular in their community. If the young generation did not use this language they will be marked as "old teenagers". In Alay language is called as "*cupu*" means "*culun punya*" in English is known as "conservative". This case impede the growth of Indonesian formal language. "This language helps them to develop a sense of solidarity and to become involved in similar style of (communal) life" (Felix, 1994). For instance, in the past children called their brother or sister "kakak" but now they usually call their brother "bro or bray" means "brother". Yet, although Alay language is beneficial for teenagers to compose a comfortable conversation, which is considered to be impolite because it is identical with humorous, taboo an informal language (Felix, 1994). If this phenomenon continuously grows in our country, worried that culture and language which is identical as our identity will be withered in teenagers even in children.

Additionally, Alay language is part of morphological term which is identical with the creativity and innovation of teenagers by creating or borrowing new vocabulary from another language, which can enrich the language lexicon (Ignacio, 2011; Martin and Andrea, 2002; Felix, 1994). On the contrary, even though the creativity of teenagers show when they can create new lexeme, we have to be cautious that the impacts is also ghastly. First, Alay language will destroy Indonesian formal language. This language is impolite, instead of colliding the Indonesian formal rule. Those impacts make teenagers will have their unpredictable future because they live already state in *"sumpah pemuda" 28 October 1928 "kami putera dan puteri Indonesia mengaku bertnah air satu, Tanah air Indonesia. Kami putera dan puteri Indonesia mengaku berbangsa yang satu, Bnagsa Indonesia. Kami putera dan puteri Indnesia menjunjung bahasa persatuan, Bahsa Indonesia".* Hence, in UUD 1945 mentioned that *"Bahasa Negara Adalah Bahasa Indonesia."* (pasal 36) means "National language is Indonesian"

The emergent of Alay language is a serious menace towards Indonesian language. It brings bad ability of young generation in using Indonesian formal language such as difficult to talk, write, read even pay attention in Bahasa that suitable EYD rules. As Gracella observed, she did a small research in her class in SMAN 3 PALU, especially XI IPA 1. She found that 80,6% students in her class use Alay language and 19,4% students do not use it (2013). Subsequently, the frequent of using this language will make teenagers difficult when they do presentation in their class. As an illustration, when they are in their school, they will get many difficulties in their learning process because obstructed by trouble with their Bahasa writing, talking, and reading skills. For a result they will get bad score in their school. Hence, they will difficult to communicate with another people, especially adult because they will rather difficult to understand Alay language.

Indonesian formal language has already undergone many tranformations. Indonesian people especially teenagers often face many problems in using Indonesian

formal language in communication. This alteration is caused by the using of the new language (Alay) that they believe as creativity. They use it to make popularity and to show their identity. If this pleasure are in long progress and increasingly loved, surely they entomb enthusiasm of "Sumpah Pemuda" having one language, Indonesian. The main core is that teenagers should be smart, so they can divide where they have to use formal language where they can use Alay language. Therefore, a lot of reading books will help teenagers to have a good skill in Indonesian formal language.

Data 2

Title: BOOSTING STUDENTS' INTEREST IN LEARNING ENGLISH LANGUAGE THROUGH LITERATURE

The debate on teaching English through literature still prevails among teachers. Some teachers claim that it will not help students to reach their English proficiency and will not promote their academic goal (McKay, 2015: 530). Others assert that there is still assumption 'literature is bewilderingly complex and unreachable for the foreign language learner and can even be lack of preparation that is detrimental for the process of language learning' (Khatib, Derakhsan, Rezaei, 2011:2014). The failure of teaching English is carelessness of the students in developing their competence. However, the present study has shown that a various teaching method of English through literature is available for English as Foreign Language learner, especially for Senior High School. Therefore, the successful teaching in using literature is that when the activity of English classroom is designed as effective as possible through a literary work that maximally can facilitate them to practice speaking, reading, writing and listening interestingly and enthusiastically.

Teachers still pay a little attention towards using literature for teaching English. They claim that it demands 'the students to have a greater effort to construe literary works, like poetry, since the meaning is simplicity disentangled' (Khatib, Derakhsan, Rezaei, 2011:2014). The students may have a various interpretation. Consequently, it can lead the students to have a little interest and feel uncomfortable toward learning English. The difficulty of using literature in learning English starts from the aims of teaching. Teaching English focus not only on the goal of a particular skill, but the goal of four basic skills; reading, writing, speaking and listening. In this case, teaching English through literature offers a various method in classroom activities. How the classroom will be interesting and lively is obtained through the attractive teaching method. Through novel, the students will see how idiomatic expression are used in

real-life, for example. They are expected not only to study the pattern of English structure like conversational teaching method often delivered by common teacher, but also how English language is implemented as native-like communication. Another literary work like song will improve the students' comprehension on how their pronunciation is correct. It aims to provide the students an exciting leaning instead of compounding them.

In a common case, the difficulties in selecting the literature material are the cause of a little interest among teachers to teach English through literature. A classical literature that contains old English text, like *thou* and *thee*, compounds the teaching learning process, confuses the teacher to convey the materials land fearfully these contribute to aversion. It is believed that actually literature can contribute the improvement of students' skill. Literary work has a various sort. It is vitally essential that each literary work, like novel, drama, and song, contribute to English skill. Using drama in English classroom is a good resource for English teaching. The advantage of using drama in English is able to sharpen their creativity, fluency, teamwork, and examination of moral attitudes, while communication skills and appreciation of literature are developed (Mengu, 2002: 1-4). Through novel, the students can develop spoken and written language skills (Asmani and Thomas, 1995: 1-5). While, listening skill can be increased by through providing them a recording or video of literary work or reading literature to read aloud themselves (Hismanoglu, 2005:59). Speaking ability can be improved by giving them a story then make them to retell it by their own way (Yeasmin, Azad and Ferdous, 2011: 289). In delivering the material, of course, the selection of literary work is importantly considered. Teacher should correctly select the material which is best to be served. According to Collie and Slater (1990: 6-7):

> "Choosing books relevant to the real-life experience, emotions and dreams of the students are important. And language difficulty needs to be considered. If the language of literary is simple, it may

facilitate them to easy understanding and comprehension of English."

In teaching process, these materials are able to be applied in classroom as interesting and effective as possible to increase the student's enthusiasm and interest in learning English. Therefore, materials also need to be considered because teaching's goal is reached when student can feel comfortable with the materials delivered well.

The failure of teacher in delivering the materials is proven when they cannot make the classroom alive. Hismanoglu claims, 'there is a lack of preparation in the area of literature teaching in classroom' (2005: 65). Their teaching method is assumed as ineffective way because the students are not involved in learning process. The students only receive what is delivered by teacher. Consequently, it does nothing toward the increase of students' English skills. The student should be an active learner in classroom. Teacher only facilitate them with the appropriate method to be applied. To get optimum output, classroom activities should be effective to boost the students' interest and the materials to be delivered should be attractive. Moreover, it is wiser and more efficient if the students are provided with one literary work but it can facilitate them to improve their English skill; speaking, listening, reading and writing.

Short story is a correct choice as literary work to improve the productive and receptive skills of students. It can assist them to sharpen their skills. The teachers can exploit a book entitled "Artemis Fowl" by Eoin Colfer that contains many short stories. In this book, the students are provided with many chapters that have simple topics like "The Book and Translation". These different topics also give them a native-lie conservation. It also provided in shape of recording.

The first thing to assign the students is to improve their reading sill through this short story. They read aloud in front of the class. It helps them to work on their pronunciation and know how idiomatic expression are used in real-life. Besides, each student does mean they do nothing, they should pay attention toward their friend who

reads in front. They should notice that each word which uttered or pronounced by their friend. After reading it, they are asked to guess the little to kindle their curiosity as warm-up activity. In addition, this method is also beneficial for the students who listen their friend's voice to improve their listening skill.

After reading it, they should work in pair of group. It teaches them to have an ability in teamwork. They discuss one of the short stories for fifteen minutes. They might be able to relate it to their experience that makes them fell it more real. After that, each of them should write it down on a paper with their own language. It aims to improve their writing skill. The teachers also ask them to list a new word that they just find in the passage. And words that they have found should be written with using separate color for nouns and verbs. After the time is over, each of group should present it by their own way. The way they retell the story makes an improvement in speaking skill. In the end of class, the teacher gives the feedback about all components of English, either grammar or pronunciation and play the recording to know how the correct pronunciation and the real accent of English are. These activities are strategies to boost the students' interest in learning English. In addition, they are engaged and involved in the classroom activity as a result of teaching. In addition, they will not feel bored as long as teaching learning process is running. Therefore, activities in the classroom should be designed more alive and interesting.

Literature obviously plays important role in teaching English for English as Foreign Language learner, especially for Senior High School. Through literature, the students can be improved their English proficiency, such as speaking, reading, writing and listening. The argument toward literature and the difficulties of selecting literature encountered by the teacher are actually the lack of preparation of teacher itself. It truly provides teachers a various sort for English materials to be delivered in classroom and they can teach the students with a various technique that can make them interest and comfortable in learning English and create classroom more highly amusing,

motivating, and lively. Therefore, literature really takes important palace in teaching English.

Data 3

Title: BAHASA PROMOTES INDONESIAN LOCAL LANGUAGES TOWAARSA ENDANGERMENT

Needless to say that the Indonesian language which is locally best known as Bahasa Indonesia, has a very significant role as the Indonesian national language. The diversity of cultures, races, and ethnics is embraced and unified through Bahasa. People can easily interact with other people who belong to different races and ethnics by means of Bahasa. Nonetheless, the valuable function of Bahasa is supposed to be deeper than local languages. It triggers people to give more concern to Bahasa and less to their own local language. Less concern will lead people to abandon those langauges. It signifies that they throw their mother tongues into langaue endangerment.

A language is endangered when it is running on the track towards extinction. It happens when the speakers of a certain language stop to utilize their language, hardly ever communicate it in its domains, and stop passing it to their descendants. (UNESCO, 2003: 3). Krauss (1992) maintained that endangered language is a language which is, even if it is still learnt and acquired by the children, but it will not have been applied anymore in the next centuries. Indonesian, with the enormous local languages as one of its nation's identities reveals the wealth of its invaluable cultures. 742 languages (Kompas 2011, Multamia: 2013) position it in the world's second largest language after Papua New Guinea. Now, the problem of language endangerment comes befalling those local languages. The common issue on that is usually by the reason of English as the global language which takes more roles in every part of the world and erodes the existence of local and indigenous languages. Howevef, the discussion is no longer about the destruction caused by English but more crucial, by the country's own national language, Bahasa Indonesia. *Unwittingly, the widespread use of it kills off the local lanaguages in various parts of Indonesia.*

Education which requires the use of Bahasa to be the medium language constitutes as factor jeopardizing Indonesian local languages (Lauder, 2007). Bahasa overwhelms mother tongues through education that enforces it as the medium of instruction. Teachers apply Bahasa to deliver instructions to their student. They elaborate the teaching materials as well as having conversation in that way. It forms the students to communicate in Bahasa since the first time they enrolled at school. Schooling is counted in an activity which takes a very long period in people's lives. They initiate schooling by spending a couple of years at kindergarten. Afterwards, continuing six years at elementary, three years for junior high and senior high. Then, higher education encompassing undergraduate, master's degree, and doctorate degree employs them for, at least, ten years. All those long periods grant them a considerable influence in applying Bahasa and being indifferent to their own local languages. Communication, recently, happens through Bahasa in most place even though within intra-race. That condition eventually makes them be passive native speakers in their own local languages. They probably figure out what is spoken in those languages but feel awkward to speak.

Furthermore, not only in the case of speaking but also writing in which people are being passive in their local languages. Formerly, there are still many literatures written in local languages, but at his very moment, it is exceedingly difficult to find them. This is not due to all the knowledge, science or literature is extremely ought to be inscribed in Bahasa, yet the capability of people to write in local languages is extremely poor and rare. One of the reasons is that teaching of Bahasa is much more intensive than local languages. In terms of the status, Bahasa has official status in Indonesia educational curriculum, and is also encompassed as national examination subject. On the contrary, local languages have no such a status and are merely as a local additional subject. In terms of teaching frequency, Bahasa overwhelms local languages by taking longer hours and more meetings. In fact, students are taught twice a a week based on Bahsa curriculum as it has 4-5 credits while local langauges, if it is included, are only

given once a week with only 2 credits. Those are all the way Bahasa see local languages off endangerment thorough education.

On the different thinking, some people argue that the use of Bahasa as the medium language in education does not endanger indigenous language because children still acquire them beond the education process at school, from informal education, their families, and communities. In Java, for the fact, families still uphold their local language, parents speak Javanese to their children, children speak it to their peers and olds. As well as Javanese, Sundanese, Madurese, and Blinese are also upheld by their native speakers to use in their communities. In spite of the fact that education system applies Bahasa much more than local language, in communication among the students intra-ethnics at school, especially in informal atmosphere, they do get used to speaking their local languages. Thus, the frequency of speaking local languages is yet higher than Bahasa. With the speakers 75,2 million Javanese, 27 million Sundanese, 13,7 million Madurese, and 94,1 other various local languages. It is still guaranteed that Indonesian local languages are well-preserved.

Indeed, none of local languages in java is endangered in as much as their speakers are over million. However, that arguments does not see the language situation in overall the cities and towns in Indonesia, including Java. That is, local languages are very rarely applied as the first language acquired by the children, Bahasa instead. According to Darwis (2011), this languages shifting is brought on three reasons, and one of them is complex communities. Families who live in the cities, primarily the big and metropolitan cities, are assimilating to the diverse races and ethnics with the exact different languages. This circumstance forces them to apply the national language, Bahasa in that assorted communities. Parents, in order that their children get no difficulties in interaction with various racial societies, pass Bahasa to their children as mother tongue and could place their local languages as the second one. Moreover, when the diverse ethnics are owned by a couple of parents. To them, there are no other

options to bequeath mother tongue except shifting onto Bahasa. For that reason, this certainly endangers local languages along important and populated areas.

Then, the assumption of the people that local languages will be well-preserved as then number of the speakers considered high, is ignoring the high the number of the local languages in the era of endangerment. The language endangerment in Indonesia is mapped as the following statistics. 1 of more than 50 Kalimantan's local language is endangered. From 13 languages in Sumatera, 2 of them are endangered and 1 was extinct. Meanwhile in Sulawesi, 36 of 110 languages are endangered, 11 were extinct. In Timor, Flores, Bima, and Sumba, 8 of 50 languages are endangered. 56 languages are endangered, of 271 languages in Papua and Halmahera (Rachman, 2007).

A region in Indonesia where are the language endangerment and the language extinction are highly potential to happen in Papua. Other data reported by Rumbrawer (2006) are more shocking in this in this province, that 9 languages were pronounced dead, 32 languages are about to be extinct, and 208 languages are endangered. Plenty of Papuans do not pass their indigenous languages to their descendants anymore. They shift onto Bahasa Indonesia in transferring first language. For example, the Tobati tribe, there are only six people who can speak Tobati fluently, and they are all over sixty years old, while the youth and children speak Bahasa. The language situations are really complicating for Tobati people seeing that some traditions and customs must be presented in Tobati language, such as performing dances and ceremonies. Likewise, the Kayu Pulau tribe in Jayapura and the Nafri community in Abepura increasingly abandon their local language and shift onto speak Bahasa. (Jakarta Post, 2007).

Beside all those facts, the pride and prestige of utilizing Bahasa rather than local languages constitute a case endangering local languages. Bahasa as the national language is deliberately set to be a prestigious language in order to be respond as a high valued culture (Darwis, 2011: 5). People assume that they will be considered to have high level social status when applying Bahasa. In contrast, local language are

marginalized in utilization. In other words, it is simplified that people put away their own local languages into endangerment by behaving positively towards Bahasa and negatively towards their local languages.

The high number of local languages regarded as priceless wealth of Indonesian cultural identity is being threatened by the prestige of Bahsa Indonesia. Seeing that Bhasa has the considerale role as the medium of langage in education, it unwittingly endangered the survival of Indonesian local languages. Further, the various languages as one of substantial elements of nations' culture are going to be gradually vanished. Therefore, the awareness of conserving nation culture, especially language, has to be enhanced right now in order to be as Mahatma Ghandi "A nation's culture resides in the hearts and in the soul of its people."
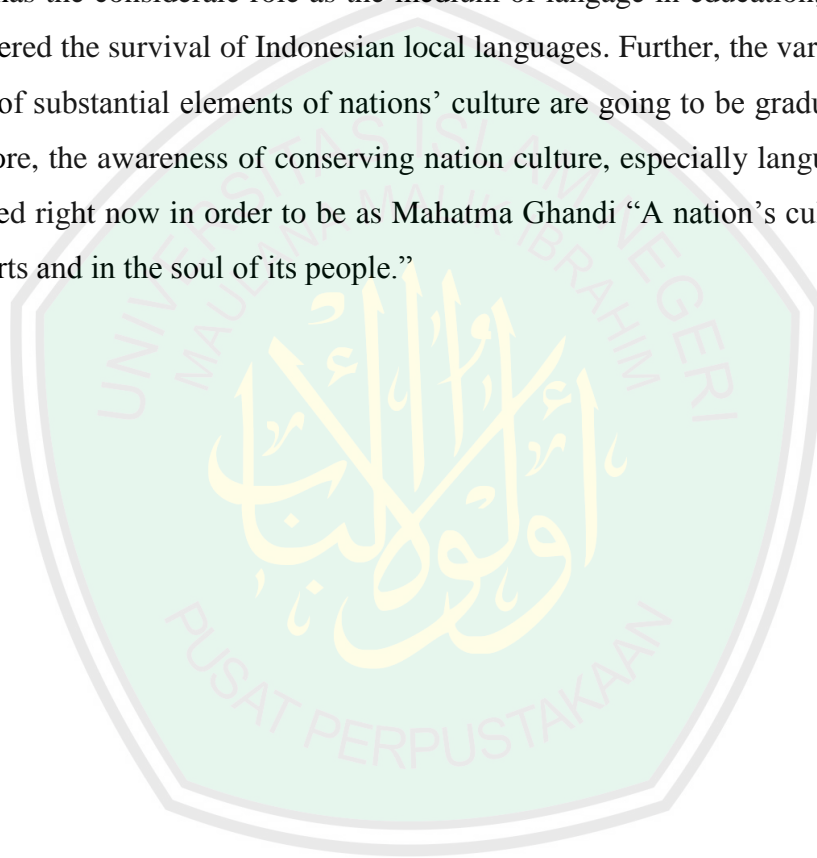
Data 4

Title: ENGLISH VS. NATIONALISM: THE URGENCY AMONG ELEMENTARY STUDENTS

Nowadays, English language is the most used language all around the world. According to Wikipedian (2012), there are more than 500 million people are using English as mother tongue. Uncountable web pages on the internet and any kinds of technology are also using English as a means of communication. In addition, English language has been *de facto* language more than 50 countries (Wikipedian, 2012; *Learn English Grammar online, 2014*), and it becomes official language of United Nation. Therefore, English language has been set as a global language. In the globalization era, which English as global language is the most important language throughout the world. Yet, our government has a new policy about the education in Indonesian related to the existence of English language as elementary school student's lesson. In the new education curriculum of Indonesia, the ministry of education had already deleted English language from the list of lesson schedule. This policy is taken in case of afraid of the decrease of 'nationalism' among students (detic.com, 13/12/2013). Even, the president of Indonesia Joko Widodo "Jokowi" as quoted (Tempo, 11/12/2013) declared his agreement of English language abolition in order to make the nationalism among students go stronger. Instead of agreeing the policy, in my opinion the government should maintain English language as elementary students' lesson.

Learning foreign language will make students to be smarter. Indonesian people must remember the phenomenon happened in this country recently, where there is a smart child comes from Ambon named Gayatri who was mastering 14 languages (detik/NEWS/23/10/2014). Everyone in this country will be proud when they have a chance of having a child like her. Looking at that phenomenon, we can realize that learning more than one language is not a problem for children. It is the way which is going to teach the elementary students to be the smart children instead. Children in the

age of elementary school are in the period when they do not have any complicated problem of life on their brain. In this period, children seem to be easier in accepting any kinds of knowledge given in the class, included foreign language. In addition, being free of complicated problem of life will support their ability of remembering (kompas.com/17/7/2014). Moreover, as has been shown (Chraik, Bialystok, & Freedman, 2010) that learning more than one language will decrease the probability of suffering Alzheimer disease. Therefore, maintaining English language as foreign language taught in the elementary students' lesson is needed.

Besides supporting children to be smarter, learning English as foreign language for elementary students also helps them to develop their mindset as early as possible. When the children are being asked by their parents or teachers about what they want to be in the future, the answers of each student might be different. The most aspiration mentioned by children in the age of elementary students are the profession they had already known around their own environment like, teacher, doctor, army, policeman, or an actress. The students' aspiration in this period actually can be improved better than just thinking of those professions mentioned. Shala (2014) stated, "Sensitization to small children learning English is helpful and overall positive for student's formation, its identity…". That us to say that, by learning English language, children are possible to have a wider sight of aspiration. For example: rather than just imagining of studying inside the country, children learning English will start dreaming about studying overseas. While normally children are dreaming to have a job such as teacher, doctor, or policeman, they are who learning English will have a dream like becoming a translator, guide, ambassador and others. At least, students learning English will have more broad-knowledge than they do not.

Furthermore, they are many people assume that teaching language is considered will decrease the nationalism among elementary students. While nationalism included local language and culture, must be introduced and grown to the children since their childhood. However, almost all societies know that learning English at the school does

not mean the students will change their daily language in their home with English. Tarone (2005) posited that,

> The purpose of primary learning English for most Asian students is not for having conversation with their families and neighbors in their home or with the shop-keeper when they are buying a cloth. Asian students still use their native language and do not want to replace it with English.

In other words, learning English is not a factor of falling enthusiasm into the nationalism among students. The feeling of Nationalism cannot be tough only at the school, but it also must be tough by the parents at home. Therefore, once again learning English is not for elementary students.

In conclusion, introducing English as global language to elementary student is very good in scoring smarter children who have a broad knowledge and higher aspiration as early as possible, because they are in the age of being free of any problem of life. Therefore, they are easy in accepting any kinds of knowledge. Besides, increasing the feeling of nationalism among students is not by deleting English language from their schedule lesson, but continuing the teaching of local culture not only by the teacher in school but also parents at home. Finally, it is a must for the ministry of education to keep maintaining English language in Elementary student's lesson. While for the parents, they should lead their children to learn about culture knowledge at home in order to increase students feeling of nationalism.

Data 5

Title: Indonesian Language Needs to be Studied More

English is a language that is widely spoken all over the world. Even in the countries whose first language is not English, the language is frequently used in certain occasions. English also becomes the second official language in many countries. Considering this, many countries have decided to introduce English language by including it into the school subjects from primary to secondary levels of education. One of the countries which includes English as the educational subject is Indonesia. In this country, schools are obliged to introduce English language to students as early as possible since it is believed that to master English is very essential for students' future. As a result, students are focused too much on English that they start ignoring Indonesian language. Many Indonesians do not know how to speak Indonesian language correctly. Meanwhile, they are very good at speaking English. It can be said that Indonesian language is endangered since English is viewed more important in education environment. Taking this problem into account, Indonesian language should actually be taught more intensively than English at schools.

Students' mastery of the Indonesian language is very poor. Even though the Indonesian language is the official language which is widely used in the country for many educational occasions, students' capability of using the language is still defective. On the other hand, when it comes to English, it will not be that bad. It can be seen that students' mastery of the Indonesian language is somehow worse than that of English by considering the result of the national examination. The statistic shows that the average grade of the national examination that the students get in Indonesian language subject is always worse than that in English subject. Likewise, Oloan (2012) reports that the average grade, based on the calculation of the whole scores that the students have got during the process of their study at schools, achieved by the students of senior high schools is 7,97 for Indonesian language subject and 8,20 for English language subject. Therefore, Indonesian language subject should be given longer study duration than the English subject in order to form a better Indonesian language ability.

People might say that studying Indonesian language can be done everywhere and every time because it is spoken by many people in Indonesia. Nevertheless, English is not regularly spoken in Indonesia so that it should be taught at schools more greatly than Indonesian language. However, this notion cannot deal with the problem encountered by students towards the Indonesian language. Of course, people in Indonesia speak Indonesian, but they generally do not use the correct pattern of Indonesian language. The spoken Indonesian language is constructed informally regardless its structure. Also, Indonesia has many local languages which influence the construction of the Indonesian language. The Indonesian language is often blended with local languages and it, of course, leads to

grammatical errors and vocabulary inappropriateness. What is worse is that the language used on mass and social media. The Indonesian language used there is constructed arbitrarily. This, of course, is not good for the students because they will undergo a wrong language acquisition since the language which is used in the environment is not correctly formed. Krashen cited in Harmer (1991) remarks that the success of language acquisition is strongly influenced by the language input existing in the surrounding. Then, if the language used in fields is inappropriate, the students will not be successful in acquisitioning the correct Indonesian language. By contrast, English lesson such as grammar, vocabulary, pronunciation and so on can be easily found or accessed from the internet and most of them are using the formal English, unlike the Indonesian language spreading its wrong formation. Thus, schools as the formal educational institutions need to focus on the Indonesian language more than English.

Nowadays, in academic atmosphere, both teachers and students often use Indonesian loanwords which are originally taken from English. Meanwhile, original Indonesians words are actually available. In other words, they just prefer using loanwords to original Indonesian words which actually both mean the same. It can be assumed that this kind of diction preference might happen because English is very popular and likeable in Indonesia. As a result, the Indonesian language somehow sounds very English. Actually, to use loanwords is not a big problem because there are a number of productive morphological rules to restrict this morphological process. Productive here means that new words can be constructed based on the application of these morphological rules (Haspelmath & Sims, 2010). However, because of lacking the knowledge of morphological rules, teachers and students often use loanwords which are incorrect in terms of its morphological construction. Words such as *legalisir* 'legalize', *akamodir* 'accommodate', *organisir* 'organize' and so on are very popular in use. Prasetyo (2010) explains that the suffix *–ir* is not correct while the suffix *–sasi* or *–isasi* is the correct pattern. Another problem that occurs because of the popularity of using English words in Indonesia is that Indonesians often use English words regularly while they do not know the Indonesian terms of certain words, such as *online* and *contact person* which are *luring* and *nara kontak*.

Considering the problems above, Indonesian language definitely should be taught more intensively than the English language at schools. It is mainly because schools are the right place to handle these problems. In addition, linguistic capability is formed here since it is the first educational environment. Then, the popularity of English will hopefully not influence the acquisition of Indonesian language and finally the knowledge and the ability of using the Indonesian language can be taken back into the right tracks.

Data 6

Tittle: National Identity Reinforcement through Indonesian Literature

"To be rooted is perhaps the most important and least recognized need of the human soul," (Neil cited in Lisa, 1992) in wartime England in 1942. This link is the first birth of having national identity, which means the linkage between person and place then it may reform the value of place inside the person. Since, national identity is very crucial is that "postmodern" displacemnet phenomena. People have always moved whether through desire or through violence (Fustel de Coulanges, 1980). The problem of displacement, illegal logging, burglars and many other crime is the result of losing national identity. One of the reasons of loosing national identity occurs where educational institution especially in early school is now using international literature which tells another culture story and living perspective, such as Cinderella, Rapunzel, and Snow White. Therefore, to reinforce national identity, the ministry of education should encourage children in early childhood education to read Indonesian traditional literary works.

(Anderson cited in Lisa, 1992, p. 5) proposes that "nationalism has to be understood by aligning it, not with self consciously held political ideologies, but with the large cultural systems that preceded it, as well as came into being". The statement evokes the message that based on the social discourse research national identity can be born not in the way of understanding political ideologies but the cultural system. As from Cinderella and Snow White, there are nothing to be debated about its moral value but this value is not born within Indonesian cultural value. Those stories are beyond what is meant as struggling reality, because there is no such a fairy godmother who will help the children. In contrast, the view of Indonesian traditional literary works such as Malin Kundang and Tangkuban Perahu always deliberate the help of God. Indonesian traditional literary works is a place vast value for example; respecting parents in the story of Malin Kundang and respecting friends in the story of Jaka

Tingkir. Since, all norms and cultures in Indonesia are born by the existence of religion, learning the story of Cinderella will unintentionally erode the basic believe in knowing cultural system. As a result, students will never receive the feeling of being rooted with their country.

The question arises about delivering Indonesian traditional literary works in an appropriate student's level. Considering the readiness, nature of copying something new and unique, brain and learning development, all basic value and culture must be placed in the Early education (Henry et al., 2007). It has been believed that what is learned in early childhood education shape the character of the children. If children have been taught the story that maintains their own country's traditional value their emotion could tie to the soil they live. As a evidence, many children now are respecting their parents after reading about Malin Kundang and Batu Menangis. Even in today's Educational sheet has provided the story of Malin Kundang under the lesson of Bahasa Indonesia this is still considered as insufficient because they are back to learn international literary works under the Bahasa Inggris lesson. That case is considered useless in teaching national value and culture. One stated that to know another's language and not his culture is a very good way to make a fluent fool of one's self (Levine & Adelman, 1993, pg.35) however, it is really appropriate in placing children about to know what they should know first is that their own country's culture than somebody else's culture. What is then the use of learning somebody else's culture first if children do not even know what their own cultures.

In summary, in preventing such a criminal action done by society, we need to reinforce national identity through learning traditional literary works because its value could somehow ties the children with the soil. This national identity could only be gotten by having cultural learning in using traditional literary works. Furthermore, this literary works will be appropriate to be taught in early school under the consideration of readiness and character shaping.

Data 7

Title: THE IMPORTANCE OF *CONGKLAK* FOLK GAME IN IMPROVING PRIMARY STUDENTS' MASTERY UPON ENGLISH VOCABULARY[*)]

Recently, many primary students encounter boredom in memorizing English vocabulary. Whereas, memorizing vocabulary is one of the major manners in comprehending English. This phenomenon occurs due to the lack of interactive method conducted by English teachers in involving students thoroughly in English vocabulary learning (monotonous). Moreover, the method use in memorizing vocabulary should be correlated with something (such as game) which is used to engage with the students' habit in daily life in order to attract the students. However, this method discovers less attention among teachers. Therefore, the researcher here proposes *congklak*, Southeast Asian folk game which suits Elementary Students and could be a new English learning method in improving students' vocabulary. Schmitt (2000) states that memory connects closely with vocabulary learning and memory come in two basic types: short-term memory and long-term memory. *Congklak* game method is related to short-term memory in which students are able to memorize English vocabularies fast.

Congklak is a traditional game played by people in Southeast Asian Countries like Indonesia, Malaysia, Thailand, Singapore, and many others. However, each country has its own terms for *congklak*. *Congklak* is usually made of wood with ten, fourteen or eighteen small holes (Maryati & Hasanah, 2014). The method of memorizing English vocabularies through *Congklak* game uses the same way of playing as practiced by people in Southeast Asia. The additional thing is the form of vocabularies. Intended vocabularies are stuck on each hole of *congklak* board. However, *congklak* game is rarely practiced and enjoyed by recent generations due to sophisticated technology which provides children with electronic games. Therefore, regarding to the cases, the primary students should practice *congklak* to enhance their English vocabulary and to preserve local culture.

The first advantage of using *congklak* in learning Englih is students are able to master vocabulary easier and faster. Each word which is stuck on sixteen holes of *congklak* board (if each side of the board consists of seven small holes) should be pronounced appropriately when a student put each seed on the board. The students do it repeatedly till the last seed is put on an empty hole – it could be three or six rounds. Because the play role of *congklak* is passing the holes repeatedly, students are easy to memorize vocabulary unconciously. However, some people believe that easier and faster do not always guarantee the students' comprehension. Playing *Congklak* applies repetition game which recommends the player to mention each word many times. Hence, this game, automatically, is able to make the students memorize the vocabulary well. Regarding the appropriate pronounciation of the words, students have been taught to pronounce the words before they play it. Hence, when a student put a seed on a hole, he has to pronounce a word on it appropriately according to the teacher's previous explanation. It means that students' comprehension on English vocabulary by *congklak* is reliable. Thus, *congklak* learning media is one of creative, positive and innovative solutions from teachers in improving the mastery upon English vocabulary (Harbon, 2014).

Another advantage is students would not experience bored atmosphere in the class. Memorizing English vocabulary is known as a bored lesson since teachers use classic mehod, asking the students to memorize vocabulary in the given time. Thus, playing *congklak* will serve the students a fun condition that facilitates them to memorize English vocabulary easily without any burden. Conversely, an enjoyable class could affect student's ineffectiveness of understanding. The teachers who are able to create effective class condition, of course, are able to manage the class very well by a lesson plan. Teachers who apply *congklak* as a fun media have anticipated the impact in the class, therefore, they use lesson plan to create effective learning. In addition, utilizing *congklak* in learning vocabulary is a teacher way to provide students with an uncommon method in improving their English language achievement. As stated by

Albert Einstein "I Never teach students. I only attempt to provide conditions in which they can learn" (Nimmanit, 2014). Einstein emphasizes that teacher is as a provider not the one who merely 'teaches' students. It is important to persuade the students to learn the so-called boring particular language subject, for instance by using *congklak* or English song media (Subandini, 2014).

An influential significance in utilizing *congklak* for learning English vocabulary is preserving the local heritage in terms of folk game, *Congklak*. Preserving heritage, in this case is *Congklak* folk game, invests local identity and richness. Native people of Souteast Asia or Indonesia specifically know that *congklak* is a folk game which was just played in 1800s to 1900s. Lately, this game is hardly practiced by today's young generation. Due to the advanced technology in this modern era, folk game especially *congklak* is almost forgotten. For instance, the invention of smartphones provides children with various attractive games and social media. Due to the attractiveness, this tool spoils children to focus only on utilizing this tool and neglect the traditional game that they should put great attention on. Moreover, traditional game is one of culture and nation identity that should be preserved (Aziz, 2014). Dealing with this crucial case, this research comes up with a solution. In this research, students are not merely playing the game, *congklak* and do not achieve academic advantage from it. Yet, *congklak* is used as a media to facilitate the students in memorizing English vocabulary. Furthermore, students who apply this media, automatically, revive the existence of *congklak* folk game. In other words, students are also able to preserve the forgotten local identity, traditional game, *congklak*.

Congklak folk game is Southeast Asian traditional game which does not only amuse the children or players but also provide broad advantages especially in academic field as long as people and teachers intend to innovate it. In the field of English language teaching, in this case is memorizing English vocabulary, the use of *congklak* is able to create the effectiveness of memorizing, fun class condition and awareness of students in preserving local culture (*congklak* folk game).