

**ARGUMENTATIVE TEXT ELEMENTS ON NATIVE AND NON-NATIVE
WRITING IN THE NEWSPAPERS**

THESIS

By

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ENGLISH LANGUAGE AND LETTERS DEPARTMENT

FACULTY OF HUMANITIES

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
OF MALANG**

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Presented to:

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This is to certify that Rima Ayu Annisa Octavia's thesis entitled **"Argumentative text elements on Native and Non-native writing in the Newspapers"** has been approved by the thesis advisor. For further approval by the Board of Examiner

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Hereby, I certify that the thesis I wrote to fulfill the requirement for Sarjana Sastra (S.S) entitled *Argumentative text elements on Native and Non-native writing in the Newspapers* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicate quotations and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, June 21th, 2016

Rima Ayu Annisa Octavia

MOTTO

"Say what is true, although it may be bitter and displeasing to people." (Baihaqi)



DEDICATION

This thesis is dedicated to:

My beloved father, my beloved mother, my brother, family and all of my teachers.



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Alhamdulillah, all praises belong to Allah for his mercies and blessing which guide me to finish this thesis entitled *Argumentative text elements on Native and Non-native writing in the Newspapers* as the requirement for the degree of Sarjana Sastra. Sholawat and Salam are delivered to the Prophet Muhammad SAW who becomes a great model of muslim around the world.

First of all, my sincere gratitude goes to my thesis advisor, Dr. Rohmani Nur Indah, M.Pd, who patiently helped and guided me in writing this thesis. Also, the deep thanks to my lecturer Mira Shartika, M.A who helped in discussing about the data in this thesis.

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Finally, as the human being, I cannot deny that there must me mistakes in writing this thesis. Therefore, I do really hope the suggestion from the reader in order to make this thesis is better. Thus, this thesis can give benefits for the next researcher to conduct in the same topic.

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Rima Ayu Annisa Octavia

ABSTRACT

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Key Words: Argumentative Text, Claim, Data, Warrant, Backing, Qualifier, Rebuttal

This study investigates the elements of argumentative text based on Toulmin theory (1958) in native and non-native writing in the Opinion column of The Jakarta Post and Washington Post newspapers. The aim of this study is to find the elements of argumentative text on both native and non-native writing, considering that both have different culture.

This research is a descriptive qualitative. The data are in the form of argumentative texts which are taken from the opinion column in The Jakarta Post and Washington Post newspapers. The data are collected from sentences that are categorized into elements of Toulmin's argumentative text. The data are analyzed by selecting the potential sentence which is divided into each elements of argumentation. Afterwards, it analyzed the similarity and distinction between both native and non-native in order to get deep discussion related to their each identity.

The data analysis revealed some findings covering the formulated research question. It is found that native writer tends to place the *claim* in the first paragraph and *rebuttal* as the last elements of argumentative in the text. Native writer also tends to be direct in performing the main idea in the text which directly show the reader what the writer going to tell. In the other hand, non- native tends to place different elements of the first and the last paragraph. Non-native also tends to be indirect in performing the main idea in the text, since the writer commonly placed some illustrations before stating the main idea.

مستخلص

اوكتافيا ، ربما أبو أنيسة . 2016. عناصر النص جدلية الكتابة الأصلية و غير الأصلية في الصحيفة: أطروحة ، قسم اللغة الإنجليزية وآدابها ، كلية الآداب ، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج . المشرف : د. رحمن نور انداه ، المجستير كلمات البحث: جدلية النص والمطالبة بها ، البيانات ، مذكرة ، بدعم ، تصفيات ، نقض

وتستعرض هذه الدراسة عناصر النص جدلية الذي يقوم على أساس نظرية تولمين (1958) . في التحقيق هذه الحالة كان يكتب ل أصلي و غير أصلي وجدت في مقال رأي في صحيفة جاكارتا بوست و اشنطن بوست

وكان الغرض من هذه الدراسة هو إيجاد عناصر النصوص الجدلية في كتابات الأصلي وغير أصلية . من المسلم به أن لديهما ثقافة مختلفة ، فمن الممكن للباحثين لإيجاد نتائج البحوث المثيرة للاهتمام في مجال التأليف . وتقدم هذه الدراسة شرح مفصل من عناصر النص جدلية و بالطبع توفر المعرفة للقارئ في كتابة النص جدلية الذي يقوم على أساس نظرية تولمين (1958)

استخدمت هذه الدراسة المنهج الوصفي النوعي . يتم أخذ البيانات في شكل النص جدلية من عمود رأي في صحيفة جاكارتا بوست و اشنطن بوست . يتم أخذ البيانات من الجمل التي تقع في عناصر النص جدلية . وعلاوة على ذلك ، فإن البيانات في تحليل عن طريق اختيار الجمل التي يحتمل أن ندخل العنصر الذي سيتم تقسيمها إلى العناصر الفردية الحالية . مرة واحدة يتم تقسيم البيانات في عناصر فقا موجودة بالفعل ، سوف تجد أوجه التشابه والاختلاف بين المشاركات ل أصلي و غير أصلي الذين يهدفون إلى مزيد من الدراسة على هوية كل الكتابة .

من هذه الدراسات وجدت وقد اقترحت بعض النتائج التي تلبي مشاكل الصياغة . ووجد الباحثون أن الكتاب الأم في كثير من الأحيان وضعت المطالبات في بداية الفقرة و الطعن كعناصر وضعت في نهاية النص جدلية . الكتاب الأم تنقل الفكرة الرئيسية في النص تهدف بصورة مباشرة بحيث يمكن للقراء العثور على الفور ما يريد الكاتب أن ينقل . من ناحية أخرى ، الكتاب غير الأصلية في كثير من الأحيان وضعت تلك العناصر في أماكن مختلفة . الكتاب غير الأصلية ينقل الفكرة الرئيسية في النص بشكل غير مباشر . الكتاب في كثير من الأحيان وضعت العديد من الرسوم التوضيحية قبل مشير إلى الأفكار الرئيسية للنص .

ABSTRAK

Octavia, Rima Ayu Annisa. 2016. Elemen dari Teks Argumentatif dalam Tulisan Native dan Non-native di Koran. Skripsi, Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Rohmani Nur Indah, M.Pd

Kata Kunci: Teks Argumentatif, Claim, Data, Warrant, Backing, Qualifier, Rebuttal

Penelitian ini mengkaji tentang elemen dari teks argumentatif yang berdasar pada teori Toulmin (1958). Dalam hal ini yang diteliti adalah tulisan native dan non-native yang ditemukan pada kolom opini di koran Jakarta Pos dan Washington Pos. Tujuan dari penelitian ini adalah untuk menemukan elemen dari teks argumentatif dalam tulisan native dan non-native. Hal ini mengingat bahwa keduanya mempunyai budaya yang berbeda, maka memungkinkan bagi peneliti untuk menemukan hasil penelitian yang menarik dalam bidang kepenulisan.

Penelitian ini menggunakan metode deskriptif kualitatif. Data yang diambil dalam bentuk teks argumentatif dari kolom opini di koran Jakarta Pos dan Washington Pos. Data tersebut diambil dari kalimat yang dikategorikan masuk kedalam elemen dari teks argumentatif. Selanjutnya, data tersebut di analisis dengan memilih kalimat-kalimat yang berpotensi masuk kedalam elemen tersebut yang nantinya akan di bagi ke dalam masing-masing elemen yang ada. Setelah data terbagi sesuai elemen yang telah ada, akan ditemukan persamaan dan perbedaan antara tulisan native dan non-native yang bertujuan untuk mengkaji lebih jauh mengenai identitas dari masing-masing penulisan.

Dari penelitian tersebut ditemukan beberapa hasil yang menjawab rumusan masalah yang telah diajukan. Peneliti menemukan bahwa penulis native lebih sering menempatkan *claim* di awal paragraf dan *rebuttal* sebagai elemen yang ditempatkan di akhir teks argumentatif. Para penulis native menyampaikan ide pokok dalam suatu teks secara langsung yang bertujuan agar pembaca dapat langsung mengetahui apa yang penulis ingin sampaikan. Di sisi lain, penulis non-native lebih sering menempatkan elemen-elemen tersebut di tempat yang berbeda. Penulis non-native menyampaikan ide pokok dalam sebuah teks secara tidak langsung. Penulis lebih sering menempatkan berbagai ilustrasi sebelum mengacu pada ide pokok dari teks tersebut.

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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, definitions of the key terms, and research method.

1.1 Background of the Study

People have their own way in writing the text. It is probably based on their knowledge or influenced by the pattern of the culture. Kaplan (1966) stated that the rhetorical pattern of writing is based on the writer's culture. It is caused that the writer from different culture might have their own value of beauty or richness. For instance, the culture holds by the US writer pretends to be direct in writing their academic paper. Cahyono (2000), found that US writers that consider into native writing tend to introduce the topic immediately at the beginning of the sentence, while non-native were less likely to. He argued that non-native may have had only limited experience with English forms of persuasion. The persuasive convention of non-native may be quite different from those used in English.

Native and non-native writing that is analyzed in this research are taken from newspapers. In this case, newspaper as the media for the citizens in writing their arguments becomes interesting field to be investigated. Since, both native and non-native have different culture that might give potential findings for this

study. Therefore, this study tries to prove whether the elements of both writings in the newspapers are different or not. It is based on the pattern of writing by the Toulmin's theory (1958). His theory is used in order to measure how the elements of each paper are arranged in the text. There are six elements in the Toulmin's theory (1958) cited in Verheij (2006); claim, data, warrant, backing, qualifier, rebuttal. Those elements become the measurement of the researcher in conducting this study.

Toulmin's theory (1958) is not the newest theory. This theory is commonly used in some researches. It means, this theory is still acceptable and valid to be used in order to analyze the argumentative text. By using Toulmin's theory (1958) to analyze the argumentative text, researcher will know how deep the understanding of the writer in writing a particular issue (Setyaningsih, 2008).

The argumentative texts that analyzed are from the opinion column in The Jakarta Post and Washington Post. This study uses The Jakarta Post and Washington Post because of some considerations. First, The Jakarta Post is published in Indonesia, while Washington Post is published in United States. There are various writers from different culture either native or non-native that contribute their writing in those newspapers. Second, opinion column in both The Jakarta Post and Washington Post are the media of citizen to voice argument about some common issues in each country that remain debatable. As a result, the researcher is really interested in observing both The Jakarta Post and Washington

Post in each column of opinion text. The analysis tries to find out each element of both by using Toulmin's Theory (1958).

There are several relevant researchers that have conducted studies dealing with argumentative features. Ben (2012) explored argumentative Normativity in the English medium newspaper editorials in Kenya. Lum'ah (2013) analyzed about the argumentative statements in the debate of some groups in the competition. Winahyu (2011) investigated the opinion news in the Tempo magazine

Based on the previous studies, this research stands on the study of argumentative text based on both native and non-native writing that has not been explored yet. Also, native and non-native is related to writing identity that gives more detail information in comparing those two newspapers. This study also gives understanding whether the element of each different or still the same. This study wants to prove that the culture could change the writing style or not.

1.2 Research Questions

1. How are argumentative elements formulated on native writing?
2. How are argumentative elements formulated on non-native writing?

1.3 Objectives of the Study

1. To describe the formulation of native writing in the newspaper
2. To describe the formulation of non-native writing in the newspaper

1.4 Significance of the Study

The researcher hopes that this study gives some contributions for those who are interested in this topic, especially for students, teachers, and the next researchers. Practically, the findings of this study give understanding in formulating a good writing text. Therefore, the writer is more critical in giving their arguments by following the elements of argumentative writing based on Toulmin's theory (1958). This study also gives knowledge whether the elements in writing of native and non-native are different or not.

Besides, this study also gives contributions for teachers or students of writing class. For teachers, this study helps to assess the work of students in writing the argumentative text with the guidance of Toulmin theory (1958). For the students, this study helps in making critical writing. Students will know what kinds of aspect that should be written in the argumentative text.

1.5 Scope and Limitation

In order to focus on the proposed research question, this research mainly investigated the formulation of native and non-native writing in the newspaper based on the elements of Toulmin's theory (1958).

However, there are some limitations in this study that bring so far from the perfection. First, this research only focuses on the opinion news in the The Jakarta Post and Washington Post. For more specific, the researcher takes the data on opinion news which are published during January until May 2016. Those up to date data on this year cover some argumentative articles that are quite sufficient to

be taken as the data. This research only takes the topic about social issue that is about LGBT (Lesbian, Gay, Bisexual, and Transgender). This topic is debatable during this year.

Second, the study only focuses on the formulation of the writing text based on Toulmin's theory (1958). This research put aside some errors that may occur in that opinion news.

The last, the researcher could not confirm to the writer about the writing text. The researcher only takes the data from the newspaper without knowing the exact reason of the writer in writing that news. By some limitations above, this study might leave any potential research finding.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation of the key terms used among this research and the readers, the definitions of those terms in the context of this study are given:

1. *Argumentative text* is the text that consists of the argument and the opinion of the writer.
2. *Claim* is the statement being argued (a thesis)
3. *Warrants* is the general, logical statements that serve as bridges between the claim and the data.
4. *Qualifiers* is statements that limit the strength of the argument or statements that propose the conditions under which the argument is true.

5. *Rebuttals* is counter-arguments or statements indicating circumstances when the general argument does not hold true.
6. *Backing* is statements that serve to support the warrants

1.7 Research Method

This topic contains of some sub topics that gives more information in the method that is used in this research. Those are research design, data sources, research instrument, data collection, and data analysis.

1.7.1 Research Design

In conducting this study, qualitative method is applied to analyze the data. Creswell (2009), stated that one of the characteristics of qualitative research is trying to find the deepest understanding and explain particular issue. In that case, the issue that is analyzed is about the formulation of argumentative elements on the writing text of opinion news in the The Jakarta Post and Washington Post newspaper. This research tries to find the richness of the data to get the understanding about this issue. Moleong (2012) also stated that qualitative study does not need any statistical procedure. Qualitative study involves rich interpretation of the researcher, for instance, the interpretation on the use of each element in the writing text of The Jakarta Post and Washington Post.

This research is categorized as qualitative descriptive since the goals of this study are to describe and understand how argumentative elements including claim, data, warrants, backing, rebuttal, and qualifier are formulated in the writing

text. Then, the data are described descriptively based on the Toulmin's theory (1958).

1.7.2 Data Sources

The data is the argumentative text in the newspaper. In this case, the text is taken from The Jakarta Post and Washington Post. The data are sentences that categorized into elements of Toulmin's argumentative text.

The data sources are taken from the original, credible, and official source that is online newspaper at <http://www.thejakartapost.com> and <https://www.washingtonpost.com/> from January until May 2016. There are ten news are taken from the opinion column in that newspaper. Then, it reduced into eight texts, consist of four native texts and four non-native texts.

1.7.3 Research Instrument

The instrument used in this study is the researcher itself. It is also called as human instrument. It does not need interview or observation since the object of this study is from the official website of the The Jakarta Post and the Washington Post. The researcher finds the best topic in that newspaper and reads the articles. The researcher also marks the potential sentences that may include into the elements of argumentative. Then, the researcher identifies each elements of the argumentative text. Therefore, the main instrument of this study is the researcher herself.

1.7.4 Data Collection

In collecting the data, the researcher did several steps. First, the researcher finds the social topics on that newspaper in the official website. Second, the researcher did the triangulation in order to absorb the suitable text. The text was reduced from ten texts become eight texts. After doing the triangulation, the texts are divided into two, namely native and non-native. Then, the researcher start to analyze it.

1.7.5 Data Analysis

After collecting the data, the researcher starts to analyze the elements of the sentences held in some stages. First, the researcher marks the potential sentences that may become the elements of argumentative text. Second, identifies which one is claim, data, warrant, rebuttal, qualifier, and backing. Third, draws the pattern of elements in each text. Fifth, discuss the finding of the analysis which identifies the similarities and distinctions of native and non-native writing. The last, draws the conclusion of both native and non-native.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about theoretical frameworks of the research and details of the theory also exploration of the related previous studies including its gap with the research.

2.1 Argumentative Text

People may have their own assumptions about particular issue. They try to give their own argument in many ways such as writing an argumentative text. Argumentative text is the text that consists of the argument and the opinion of the writer. Giving arguments is usually imagined as fight or debate. However, according to Ramage and Bean (2010), giving arguments means the person does not having fought, but that person doing creativity and productivity that engages into high level of inquiry and critical thinking. Giving argument is also different from debate. In the debate, there are pro and cons side. However, giving argument aims to find the best solution to complex problem. It does not mean that giving argument do not passionately support their own point of view or expose weakness in views they find faulty. The purpose does not win the one side, but find the best solutions.

According to Ben (2012), in giving reason for claim in argumentation, people will not only place the claim to make the addressees accept it, but also sometimes manage to cause certain beliefs in our addressees in order to persuade

them of our claim. The purpose of argumentative text is to persuade the reader that the writer positions have merit. The way to convince the reader is strengthen the writer's idea by presenting evidence, fact, and example, not only by shouting the opinion. Then, the writer addresses the opposing ideas and acknowledge it if the idea is strong enough. However, if the writer's evidence is solid and the logic is sound, the writer should present convincing argument (Kirsznner, 2009).

Writing an argumentative text is one of language skills besides reading, listening, and speaking (Lotherington, 2004). According to Kirsznner & Mandell (2009, 132), there are some guidelines in writing the argumentation paragraph. Those are :

First, an argument paragraph should begin with a topic sentence that states your position. Using words i.e should, should not, or ought to in your topic sentence will make your position clear to readers. The federal government should lower the tax on gasoline. The city should not build a new sports stadium.

Second, an argument paragraph should present points that support the topic sentence. For example, if your purpose is to argue in favor of placing warning labels on unhealthy snack foods, you should give several reasons why this policy should be instituted.

Third, an argument paragraph should support each point with evidence (facts and examples).

Fourth, an argument paragraph should address and refute(argue against) opposing arguments. By showing that an opponent's arguments are weaker or inaccurate, you strengthen your own position.

Fifth, an argument paragraph should end with a strong concluding statement that summarizes the main idea of the paragraph.

Topic Sentence -----

Point #1-----

Point #2-----

Point #3-----

Opposing Argument #1 (plus refutation)-----

Opposing Argument #2 (plus refutation)-----

Concluding Statement-----

Figure 1. Argumentative text's arrangement (Kirsner&Mandell, 2009:133)

Argumentative text is the text that contains of the opinion based on the fact. The purpose of argumentative text is to persuade the reader of the writer's opinion. Therefore, the reader can accept the writer's opinion based on the fact that is served in the text. There are some criteria of argumentative text such as the writer tends to use the word should, ought to, or should not in order to suggest the

reader about particular issue that text, support the evidence, and giving counter argument.

2.2 Toulmin's Theory

Verheij (2006) argued based on the Toulmin's book *The Uses of Argument* that an argument cannot be seen as the traditional of formal logic which are distinguished premises and conclusions only. However, an argument needs to be analyzed using a richer format such what Toulmin's (1958) proposed. Those are analyzing the claim, data, warrant, backing, rebuttal, and qualifier.

Based on Toulmin (1958) perspectives, arguments include a claim, data that support the claim, warrants that provide a link between the data and the claim, backings that strengthen the warrant, and rebuttals that indicate the circumstances which the claim would not be true. Toulmin (1958) also considered qualifiers as statements that limit the strength of the argument or statements that propose the conditions under which the argument is true.

Based on those elements, there is a scheme that might be easier in order to analyze the argumentative based on Toulmin's (1958) model:

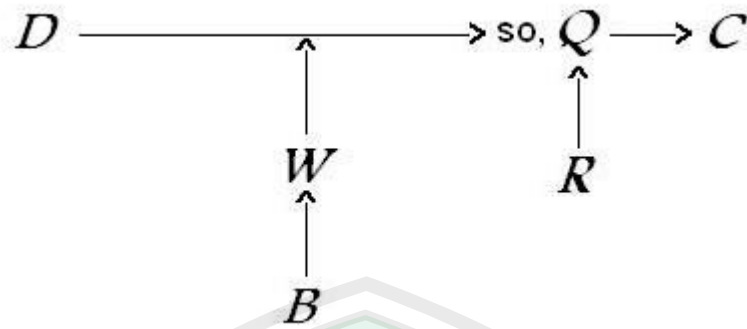


Figure 2. Toulmin's scheme of argumentative text (Ulrich, 2009)

Based on that scheme it shows that between claim, data, warrant, backing, qualifier, rebuttal are connected each other. The data comes as the support of the claim. Then, in giving the claim there is probability condition that might bring into support or against the claim. The opinion which is against the claim called as rebuttal. Afterwards, in giving the evidence of the claim, the writer should provide warrant as the bridge between data and the claim. Then, in order to make the arguments are strong enough, the warrant is also supported by backing in order to give more evidence. Those elements give the line how the argumentative text should be written in.

2.2.1 Claim

According to Winahyu (2011), claim is the conclusion or thesis statement that writers are agree about that. Claim as the central aspect that will be analyzed inside of the argument. In the Toulmin model of argument (2006) claim is the controlling idea. Claim can be directly stated or implied. Finding in the text will

be known by thinking about “What is the author trying to prove?” By answering that question, people will know what the major idea of that argumentative is.

2.2.2 Data

Data is the statement that is used as the evidence to support the claim (Manurung, 2012). In the Toulmin model of argument (2006) data can come in the form of facts and statistics, expert opinions, examples, explanations, and logical reasoning. In finding the data, people should ask about “What does the author say to persuade the reader of the claim?” Based on that question, it may occur some facts that support the claim in the argumentative text.

2.2.3 Warrants

Based on Toulmin (2003) data and warrant are quite similar. However, the data tends to explicitly stated, but warrants tends to be implicitly. Manurung (2012) states that warrants are the statement that explains the relationship of the data and the claim. In the Toulmin model of argument (2006, 1) warrants are assumptions or presuppositions that underlying the argument. “Warrants are generally accepted beliefs and values, common ways our culture or society views things; because they are so commonplace, warrants are almost unstated and implied”.

2.2.4 Backing

Backing is the evidence of the warrants. The purpose of backing is in order to make the argument believable and further back up the argument (The Toulmin Model of Argument, 2006) . Backing is commonly in term of fact or research. For example the result of the research of the average amount of gay people in some countries or the fact that being gay is dangerous.

2.2.5 Qualifier

Argument is not about certainty, but argument is about possibility and probability. Therefore, writer should use expression such as many, many times, some or rarely, few, or possibility in order to qualify (tone down) the claim (The Toulmin Model of Argument, 2006). In the other hand, qualifier is a statement that limit the strength of the argument or statements that propose the condition under which the argument is true (Toulmin, 2003).

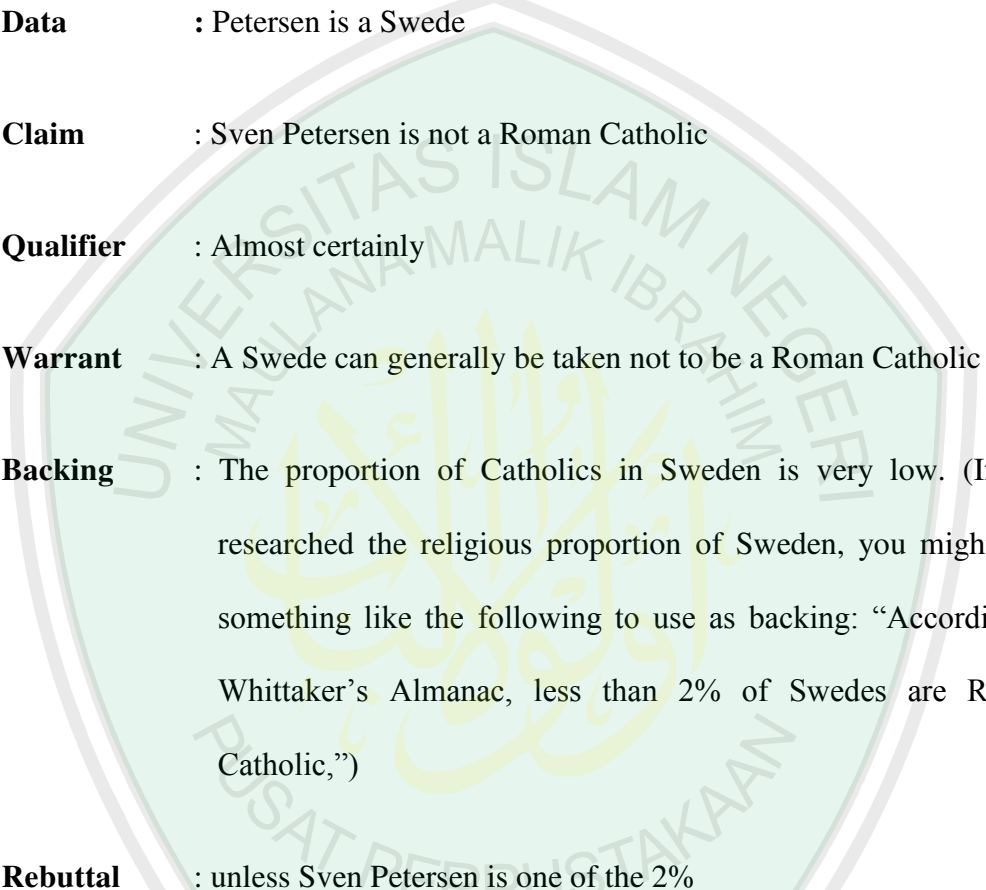
2.2.6 Rebuttal

Manurung (2012) argued that rebuttal is the opposing argument of the data, warrants, backing or qualifier argument. Rebuttal will be directed to opposing claim or sometimes will be directed at alternative interpretations of evidence. Rebuttal is also called as counter-argument

There is an example of those elements cited in Vesterman (2006 : 7).

“You claim that a person namely Sven Petersen is probably not a Roman Catholic. Then someone doubts your claim by asking, “What makes you say that?”. Then you reply , “I think Sven Petersen is almost certainly not Roman Catholic, because he is Swedish and very few Swedes are Catholics”.

Based on that simple arguments there are some elements :



Data	: Petersen is a Swede
Claim	: Sven Petersen is not a Roman Catholic
Qualifier	: Almost certainly
Warrant	: A Swede can generally be taken not to be a Roman Catholic
Backing	: The proportion of Catholics in Sweden is very low. (If you researched the religious proportion of Sweden, you might find something like the following to use as backing: “According to Whittaker’s Almanac, less than 2% of Swedes are Roman Catholic.”)
Rebuttal	: unless Sven Petersen is one of the 2%

Toulmin’s theory (1958) is used to analyze the argumentative text. There are six elements used in order to analyze the text. Those are claim (something that become debatable), data (fact that support claim), warrants (bridge between data and claim), rebuttal (counter-argument), qualifier (statement that limit the strength of the argument), backing (evidence of warrants). Those elements will build the organization of a good argumentative text.

2.3 Language and Identity

Languages are ways of expressing and recognizing many social identities that people have. Languages are also used to signal identities of the group of people (Byram, 2006). Afterwards, the interaction among people construct by the identity as the result of socialization. There are many factors that might affect it: race, ethnicity, gender, religion, occupation, physical location, social class, kinship, leisure activities, etc. Identity is created in dealing with such factors and in dealing with members of groups for whom these factors are their identifying characteristics (Wardhaugh, 2006).

Language identity has been an interesting issue to be discussed. Since this study focuses on the difference in culture between native and non-native, therefore each of them will bring its own identity in representing their own characteristics. Begin with *Bahasa Indonesia* as the representation of non-native. *Bahasa Indonesia* is also known as a highly contextual language. It means that people tend to indirectly and implicitly tell others about their actual intention. In order to make others understand what person intends to say, she/he should consider many contextual factors surrounding the speakers, such as their relationship, how the person says it, and the setting. People argued that stating things directly and explicitly may sound too blunt or too aggressive. It can be considered as impolite. The problem comes when Indonesians have to write in English. EFL writers face difficulties in arranging the pattern of writing because in Indonesian schools do not really provide significant manuals in learning how to write Indonesian expository

text and that students hardly get sufficient information and practice in writing. Therefore, EFL writer commonly use the English pattern including introduction-body- conclusion. However, the EFL writer will commonly put the thesis statement more explicitly in the conclusion instead of stating it clearly in the introduction in their writing (Kuntjara, 2004)

In the other hand, American language tends to be direct rather than indirect. Many American believe that “honesty is the best policy” and their communication style reflect this. Honesty and directness in communication are strongly related (Levine, 1993). In the terms of written, American which have English pattern have the organizational topic stated or implied somewhere near the beginning of the text. Therefore, English pattern is commonly direct in giving the main idea rather that round and round of topic (Kuntjara, 2004).

Since English as the global language, the existence of this language makes a significant contribution to sustainable global development.

“By 2020, we forecast that two billion people will be using it – or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English. They are talking to each other more and more and English is the ‘operating system’ of that global conversation” (Robson, 2013:1)

Based on that fact, English plays central role in such globalizing system and practices especially in the world of academic writing since many participants in text production including scholars, reviewers, translators, editors are under considerable pressure to publish in English (Lillis, 2010). Therefore, the writers

around the world are commonly use English pattern as the guideline to write the academic writing or other type of written text.

The theory of language and identity is utilized as the approach analysis of this study. It is more concern on the writing identity between native and non-native writer. In most of countries, the variety of written language taught is the 'official' language and people learn to read and write the language of the state. They are also often encouraged to speak the language they write, to make their spoken language more like the language of the state (Byram, 2006). Therefore, it makes sense if both native and non-native have its own variety in written language.

According to Moussu (2006, viii), native (of English, in this case) is "someone whose main or first language or first language is English and who has learned it first as a child". Non-native is "someone who has learned a language other than English as a first language, and is learning or has learned English as an additional language."

In some cases, both native and non-native becomes the main object to some research. Both are commonly give potential findings that mainly based on the difference identity between native and non-native. In this case, the writing of both will be the main field that will be analyzed since both have difference identity in writing.

There are interconnections between writing, identity, and culture, Rohmah (2008, 25). It means that while people talking about writing, it cannot be separated from identity and culture, because Camp (2001) cited in Rohmah (2008) stated that writing always conveys a representation of the self of the writer.

Kaplan (1966) did a research related to the writing which has different culture. He found five types of organization of paragraph written by some people in different culture. The native of English write it orderly; begin with a topic statement with each sub topic supported by example and illustration, proceed to develop that central idea and relate that idea to all the other ideas in the whole essay, and employ that idea in its proper relationship with the other ideas to prove or argue something. Therefore, the organization is illustrated as vertical line to represent the linearity of the organizational pattern. The writing is also tends not to go out from the topic. If illustrated in the elements of argumentative text, it starts with claim and followed by other elements as supporting argument. The Semitic is illustrated as zig-zag because the paragraph development is based on a complex series of parallel constructions, both positive and negative. If illustrated in the elements of argumentative text, it might start from claim and followed by rebuttal. Each paragraph will have the same pattern which pro side and cons side. The Oriental is illustrated as spiral circle because the subject is not stated directly. A topic is not addressed head on, but is viewed from various perspectives, working around and around the point. If illustrated in the argumentative text, it starts from the explanation or the example which describe about the topic. After round and round in giving the explanation then we can find the main idea of the

text. The Romance is “often digresses. It is fine to introduce extraneous material, which adds to the richness of the communication”. If illustrated in the argumentative text, the text will have one or more claims which the topic is quite different then followed by other elements. The Russian is composed of three paragraphs which the first two are very short, while the last extremely long constitutes about three quarters of the paragraph. If illustrated in the argumentative text, it starts from claim then followed by other elements which have various explanations. Here are the illustrations of organization pattern in each paragraph:



Figure 3. Diagram of different cultural thought patterns for different language.
(Supraner, 2010)

Besides the research of Kaplan (1966), there is also Scollon (2000) found that there is distinction between Asian and Western rhetoric. The Asian tends to use “topic-comment” which the main point (or comment) is delayed until sufficient background of the topic has been done. On the other hand, Western tends to introduce the main point in the first, and then they try to develop arguments in support as they are needed. The illustration would be as follows:

Asian Pattern:

because of

Y (topic, background, or reasons)

X (comment, main point, or action suggested)

Western Pattern :

X (comment, main point, or action suggested)

because of

Y (topic, background, or reasons)

(Scollon, 2000:2)

Therefore, the writing cannot be separated from the culture of the writers. The writers are probably still influenced by the pattern of writing in its own countries. Those kinds of pattern in organizing paragraph above become evidence that each culture has its own way of writing.

2.4 Previous Studies

There are several relevant researchers that have conducted studies dealing with argumentative features. Lum'ah (2013) analyzed about the Argumentative statements in the debate of some groups in the competition. That study found that each group wants to explain to the audience which their projects are very useful and important by giving a good argumentation. The presenters give more data to support their claim and warrant to connect between the data and the claim. It

makes the claim straighten in the statement. The elements of Toulmin's argumentative features are used by the presenters.

Winahyu (2011) investigates the opinion news in the Tempo magazine. She used Toulmin's theory (1958) that is modified by Ramage and Bean in order to analyze the elements of argumentative text. She found that the writer uses complete elements. Those elements was arranged to be a good argumentative text. She also investigates the cohesion in that text to find the correlation of each sentences in the text.

Ben (2012) explores argumentative normativity in the English medium newspaper editorials in Kenya. The paper aimed at establishing whether the editorials meet the logical, dialectal and rhetorical demands as aspects of Normativity. Four editorial texts were analyzed from a Linguistic-Pragmatic approach. The Rhetorical Structure Theory and Text-Type Theory were used as descriptive tools. The findings show that editorials in the Kenyan newspaper discourse adhere to the classical structure of argumentation and that different clause relations signal the editorial structural components, opinion and arguments though implicitly. Interpersonal relations are preferred to ideational-textual relations.

Based on those previous studies, the present study will fill the gap in the native and non-native analysis in the argumentative text. The analysis will be in the newspapers of The Jakarta Post and Washington Post. The analysis is also

using Toulmin's theory (1958) as the guideline. Therefore, this study will fill up the argumentative analysis in broader way that has not been explored yet.



CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter presents the result of the research which is divided into two sections: findings and discussions. The first section, the findings sections, shows the data and the analysis on elements of argumentative text in the opinion news of Jakarta Post and Washington News. Afterwards, the second section, the discussion section, talks about the description of the findings and relates it to the theory which is used.

3.1 Findings

In this following explanation, there are eight texts that will be analyzed, consist of four native texts and four non-native texts. The analysis will be based on the elements of each text. In the first paragraph, there will be the finding of claim, followed by data, warrant, backing, qualifier, and rebuttal. After all elements have been mentioned, the next paragraph will be the explanation of how the elements placed in the paragraph in order to measure the different of each text.

Native Texts

3.1.1 Elements of Argumentative text in “All people deserve protection in Virginia”

In this opinion news the writer tries to discuss about the problem of laws in Virginia related to LGBTQ. Here, the writer raises the *claim* that can be found in the 1st paragraph line 1 up to 3. The sentences are as follows:

(1.1) *Virginians still lack essential protections under state-level hate-crimes laws.*

Then, the *data* here in order to gives the evidence of the *claim* that Virginia still lacks essential protection under state-level hate-crimes laws. It can be found in the 3rd paragraph line 1 up to 4 as follows:

(1.2) *After spending nearly a decade to accomplish the same efforts at the federal level through the law that bears the name of our son Matthew, who was killed for being gay,*

In the next, *warrant* comes as the bridge between *claim* and *data* which shows that between the claim (Virginia lack of laws) and data (the victim of LGBT) , there is a result that general assembly will give the bills to the victims. It can be found in the 1st paragraph line 3 up to 5 as follows:

(1.3) *The General Assembly will soon have an opportunity to correct this long-standing oversight, in the form of bills*

The *backing* here as the supporting sentence of the *warrant* that can be found in the 3rd paragraph line 4 up to 5, the sentences are as follows:

(1.4) *Passing these bills would ensure that these voluntary practices become mandatory.*

Afterwards, the *qualifier* as the probability condition that can be found in the 2nd paragraph line 1. The sentence as follows:

(1.5) *To some, this might seem like insignificant legislation.*

The counter argument or *rebuttal* can be found in the 4th paragraph line 1 up to 3. It shows the different argument from the claim, data, warrant, backing, and qualifier above. The sentences are as follows:

(1.6) *Unfortunately, we cannot rely solely on voluntary compliance if we want to combat hate crimes.*

Based on the element's analysis, the writer sets the elements in many ways. In this text, the writer sets the *claim* in the first line of the paragraph as the main idea of the text. After placing the *claim*, the writer places the *warrant* under the *claim*, that *warrant* here as the supporting sentence for the data in order to connect *claim* and *data*. Afterwards, the writer places the *qualifier* as the probability condition in the middle of the text. After placing the *qualifier*, this text is followed by data which support the claim. In the next, in order to support the *warrant* the writer places *backing* in the next paragraph. After placing the *claim*, *data*, and *warrant*, the writer tries to give counter argument which is called as *rebuttal* in the next paragraph. Finally, the arrangement of elements in this text covered *claim*, *warrant*, *qualifier*, *data*, *backing*, and *rebuttal*. The text tends to be direct since the claim as the main idea is placed in the first paragraph.

3.1.2 Elements of Argumentative text in “GOP candidates swim against the tide on gay marriage”

In this opinion news the writer tries to discuss about the position of the GOP candidates in facing the gay marriage. Here, the writer raises the *claim* that can be found in the 1st paragraph line 1 up to 2 as follows:

- (2.1) *No one can be certain which way the Supreme Court will rule on gay marriage, but the direction of history’s arrow is plain for all to see except, apparently, the Republican candidates for president.*

Then, there are six *data* as the evidence of the GOP candidates that is still confused about gay marriage. The sentences are as follows:

First *data* in the 4th paragraph line 1 up to 2

- (2.2) *Wisconsin Gov. Scott Walker says he firmly opposes gay marriage. But he’s no bigot — he attended a relative’s same-sex nuptials.*

The second *data* in the 6th paragraph line 1 up to 4

- (2.2) *Sen. Ted Cruz (Tex.) — who, like Walker, hopes to do well among social conservatives in the first-in-the-nation Iowa caucuses — is typically vocal and uncompromising in his opposition to gay marriage, maintaining that the “traditional” definition is “ordained by God.”.*

The third *data* in the 9th paragraph line 1 up to 3

- (2.2) *Sen. Marco Rubio (Fla.) is also trying to split the difference. Like Walker and Cruz, he says he opposes gay marriage but argues it should be left to the states — which is, when you think about it, more of a cop-out than a solution.*

The fourth *data* in the 12th paragraph line 1 up to 2

(2.2) *Sen. Rand Paul (Ky.) says he supports “traditional marriage,” but he also favors “the neutrality of the law that allows people to have contracts with another.*

The fifth *data* in the 13th paragraph line 1 up to 2

(2.2) *Rick Santorum, Mike Huckabee and Louisiana Gov. Bobby Jindal are at least unambiguous and consistent in their opposition to same-sex marriage.*

The sixth *data* in the 14th paragraph line 1 up to 3

(2.2) *Jeb Bush: With several prominent supporters of gay marriage on his staff, might his views be evolving? I think he should call a news conference and announce full support for marriage equality.*

In the next, the *warrant* comes as the bridge between *claim* and *data* that is still related to the opinion of GOP candidates about gay marriage. It can be found in the 3rd paragraph line 5 up to 7 as follows:

(2.3) *For much of the country, gay marriage is becoming old news. But you would never know that from listening to the GOP presidential hopefuls, who play rhetorical Twister whenever the issue is raised.*

The *backing*, tries to support the *warrant* about opinion in some states about gay marriage. 2nd paragraph line 2 up to 4. The sentences are as follows:

(2.4) *Prior rulings have been read by lower courts as a mandate to throw open the courthouse doors, with the result that same-sex marriage is now legal in 36 states and the District of Columbia.*

Afterwards, the *qualifier* can be found in the 2nd paragraph line 4 up to 5

(2.5) *The main arguments against gay marriage, always as thin as tissue paper, have become irrelevant.*

The counter argument or *rebuttal* shows that although GOP candidates still in puzzle deciding which side that they will follow, but the news inform that 61 percent of Americans are truly support gay marriage. It can be found in the 3rd line 2 up to 4. The sentences are as follows:

(2.6) *A recent Washington Post-ABC News poll showed that 61 percent of Americans now support same-sex marriage — meaning no one can claim the nation is somehow unprepared to see two men or two women walking down the aisle.*

Based on the element's analysis, the writer sets the elements in different ways. In this text, the writer sets the *claim* in the first line of the paragraph as the main idea of the text. After placing the *claim*, the writer places the *backing* under the *claim*, that *backing* here as the supporting sentence for the *warrant*. Afterwards, the writer places the *qualifier* as the probability condition in the middle of the text. After placing the *qualifier*, this text is followed by *rebuttal* as the counter argument of the claim. In the next, the writer places *warrant* next to *rebuttal* as the bridge between *claim* and *data*. In this text, the writer places the data in some paragraph. There are many data that support the claim which the writer wants to show. Finally, the arrangement of elements in this text covered *claim*, *backing*, *qualifier*, *rebuttal*, *warrant*, and *data*. The text tends to be direct since the claim as the main idea is placed in the first of paragraph.

3.1.3 Elements of Argumentative text in “The new argument against gay equality: Same-sex marriage kills”

In this opinion news the writer tries to discuss about controversy within legalizing same-sex marriage. Here, the writer raises the *claim* that can be found in the 1st paragraph line 4 as follows:

(3.1) *They’re saying that legalizing same-sex marriage will cause 900,000 abortions.*

Then, the *data* gives the evidence of the claim that same-sex marriage will cause 900,000 abortions. It is found in the 5th paragraph line 1 up to 6, the sentences as follows:

(3.2) *To wit: Legalizing same-sex marriage devalues marriage and causes fewer heterosexual couples to marry, which leads to a larger number of unmarried women, combined.”*

In the next, the *warrant* as the connecting sentence between *claim* and *data* that related to same-sex marriage. It is found in the 2nd paragraph line 1 up to 3. The sentences are as follows:

(3.3) *The logic is about as obvious as if they had alleged that raising the minimum wage would increase the frequency of hurricanes. If anything, you’d think that more same-sex marriages would mean more adoptions.*

The *backing* tries to support the logic idea about more same-sex means more adoption as mentioned in the *warrant* above. It can be found in the 6th paragraph line 1. The sentence as follows:

(3.4) *Case closed! Or at least it would be, if Schaerr’s “causal chain” were real.*

Afterwards, the *qualifier* can be found in the 4th paragraph line 1 as follows:

(3.5) *On the surface, abortion and same-sex marriage may seem unrelated.*

The counter argument or *rebuttal* which is disagrees about the relation of same-sex marriage and abortion. It can be found in the 9th paragraph line 1 up to 4. The sentences are as follows:

(3.6) *Utah argued that legalizing same-sex marriage would lead to lower birth rates, pointing out that some of the states with the lowest birth rates, did not.*

Based on the element's analysis, the writer sets the elements in different ways. In this text, the writer sets the *claim* in the first line of the paragraph as the main idea of the text. After setting the *claim*, the writer places the *warrant* under the *claim*, which *warrant* here as the connecting sentence between *claim* and *data*. Afterwards, the writer places the *qualifier* as the probability condition in the middle of the text. After placing the *qualifier*, this text is followed by *data* as the main evidence which support the *claim*(.) In the next, the writer places *backing* next to *data* as the supporting sentence of the *warrant*. The last, the writer places *rebuttal* as the counter argument of the claim. Finally, the arrangement of elements in this text covered *claim*, *warrant*, *qualifier*, *data*, *backing*, and *rebuttal*. The text tends to be direct since the claim as the main idea is placed in the first paragraph.

3.1.4 Elements of Argumentative text in “Yes, we should protect transgender people but we’re going about it in a dangerous way”

In this opinion news the writer tries to discuss about protecting transgender people by giving special facilities for them. Here, the writer raises two claims in this text.

First, *claim* can be found in the 2nd paragraph line 1 up to 2

(4.1) *As a compassionate society, we believe that transgendered people should be protected from discrimination.*

Second, *claim* can be found in the 2nd paragraph line 2 up to 3

(4.1) *We also believe that women and children should be protected from sexual exploitation and assault.*

Then, there are two *data* that give evidence of the claim. The data here provides some examples of the victims caused by transgender people.

First, *data* can be found in the 3rd paragraph line 1 up to 7

(4.2) *Take the case of Taylor Buehler, a man who was arrested in 2012 after entering a women’s bathroom at Everett Community College in Washington state sexual gratification.”.*

Second, *data* can be found in the 4th paragraph line 1 up to 7

(4.2) *Or take the case of Norwood Smith Burnes, a 51-year-old Rome, Ga., man who was arrested for undressing in front of children public indecency.”.*

In the next, the *warrant* comes as the bridge between *claim* and *data* which is talking about the transgender problem. It can be found in the 1st paragraph line 3 up to 4. The sentences are as follows:

(4.3) *Creating a new “right” for biological men to use women-only facilities is an open invitation to sex predators pretending to be transgender in order to get access to victims at their most vulnerable*

The *backing* tries to support the *warrant*. It can be found in the 5th paragraph line 1 up to 8. The sentences are as follows:

(4.4) *Under the new norm that the Obama administration wants to establish, all either man would have had to say to avoid arrest was that he “identified” as a woman civil rights.*

Afterwards, the *qualifier* can be found in the 1st paragraph line 1 up to 2 as follows:

(4.5) *Allowing biological men to use women’s restrooms and changing rooms — what could possibly go wrong?.*

The counter argument or *rebuttal* can be found in the 6th paragraph line 1 up to 12 as another argument which provides the example of the country that gives the legal right to use women-only facilities. The sentences are as follows:

(4.6) *Don’t believe it? Just look to our neighbor up north, where in 2012, the province of Ontario changed its Human Rights Code to bar discrimination against anyone because of “gender identity” or “gender expression” “human rights.”*

Based on the element’s analysis, the writer sets the elements in different ways. In this text, the writer sets the *qualifier* in the first line of the paragraph as

the probability condition of the topic. This *qualifier* is also as the opening paragraph that raises the potential debatable among the reader. After placing the *qualifier*, the writer places the *claim* under the *qualifier*. The *claim* here as the side which the writer stands in and it is based on the *qualifier* above. After placing the *claim*, the writer places the warrant as the connecting sentence between *claim* and *data*. Afterwards, the writer places the *data* next to *warrant* which *data* here as the supporting argument to create the *claim* is acceptable by the reader. In the next, the writer places the *backing* next to *data*. The last, the writer provides the counter argument or it is called as *rebuttal*. Finally, the arrangement of elements in this text covered *qualifier*, *claim*, *warrant*, *data*, *backing*, and *rebuttal*.

There are two *claims* that the writer wants to raise in this text. Besides, there are also two *data* that the writer wants to provide in order to support the claim. It can be seen in the explanation above. However, for the *warrant*, *backing*, *qualifier*, and *rebuttal* there is only one of each. Then, those elements are followed by supporting sentences. In this text, the elements are placed completely which is based on Toulmin's theory (1958). Placing the *qualifier* in the first paragraph raises the brainstorming for the reader before coming to the argument of the writer. However, this text is still direct in performing the information.

Non- native Texts

3.1.5 Elements of Argumentative text in “We are hardliners on pornography and LGBT (only)”

In this opinion news the writer discusses about how if the member of the family facing the problem of LGBT. Afterwards, the writer places the *claim* in the 5th paragraph line 1 up to 2. The sentences are as follows:

(5.1) *It could happen to you or your family, credo in regard to the LGBT issue. Never make fun of transgender people.*

Then, after finding the *claim*, it has to be *data* that make the *claim* of the writer is acceptable by the reader. The *data* here wants to give the evidence of the family which one of the family members is LGBT. It can be found in the 7th paragraph line 1 up to 3. The sentences are as follows:

(5.2) *I still vividly remember when my two sons talked about their gay friends many years ago. Of how their parents were deeply saddened by the situation because their neighbors were gossiping about them.*

In the next, *warrant* shows the situation of the family that has LGBT member. It is found in the 10th paragraph line 1 up to 4. The sentences are as follows:

(5.3) *We can easily condemn or make fun of LGBT people. There are so many reasons and excuses to force them to “repent” and return to the “right path”. bear.*

Besides *data* and *warrant*, there should be *backing* that gives another supporting sentence toward *warrant*. It is found in the 11th paragraph line 2 up to 4. The sentences are as follows:

(5.4) *There is an overwhelming consensus that Indonesia is in a state emergency with these two social “diseases”. We are at war against them because our nation does not want the repetition of “Sodom and Gomorrah” because of our sins.*

There will be probability condition that could rise because of the *claim*. It is called as *qualifier*. The *qualifier* can be found in the 5th paragraph line 3 up to 4 as follows:

(5.5) *What if one day your own children faced the same orientation and difficulty?”*

It should be counter argument in the argumentative text. The counter argument called as *rebuttal*. In this *rebuttal*, the writer tries to compare between the issue of LGBT and corruption that sometimes people should be more concerning on corruption rather than make fun of LGBT person. It can be found in the 15th paragraph line 1 up to 3. The sentences are as follows:

(5.6) *Again, I have no intention of arguing one way or the other, I just wonder why we are so indifferent, if not extremely permissive and ignorant, about a much more devastating danger — rampant corruption.*

Based on the element's analysis, the writer sets the elements in different ways. In this text, the writer sets the *claim* in the middle of paragraph. In the first paragraph, the writer provides some illustration which related to LGBT issue. After placing the *claim*, the writer places the *qualifier* as the probability condition

of the *claim*. After placing the *qualifier*, there is *data* which provides example of the *claim*. In the next, there is *warrant* as the bridge between *claim* and *data*. Afterwards, to make the *warrant* acceptable, the writer provides *backing* next to *warrant*. The last, the writer places *rebuttal* as the counter argument in this text. Finally, the arrangement of elements in this text covered *claim*, *qualifier*, *data*, *warrant*, *backing*, and *rebuttal*. Although the *claim* placed before other elements, but this text tends to be indirect. It is caused by the illustration which is provided by the writer in the first paragraph that makes the writer round and round before stated the main idea.

3.1.6 Elements of Argumentative text in “Indonesian discourse on homosexuality, science and Islam”

In this opinion news the writer tries to discuss about the term homosexuality that is debatable. Here, the writer raises the *claim* that can be found in the 4th paragraph line 2 up to 4. The sentences are as follows:

(6.1) *How come common Indonesian people can understand homosexuality the way it should be understood while the means for spreading that understanding cannot be held publicly? .*

Then, the *data* here provides the supporting argument about the term of homosexuality. It can be found in the 6th paragraph line 1 up to 4. The sentences are as follows:

(6.2) *As far as the classical fiqh (Islamic jurisprudence) is concerned, there was no exact translation for the word “homosexuality”. century.*

In the next, the *warrant* comes as the bridge between *claim* and *data* in order to find the solution about homosexual terms that is debatable. It can be found in 3rd paragraph line 1 up to 2 as follows:

(6.3) *For this to happen, the government and educational institutions must provide a space for healthy, open discussion.*

The *backing* tries to support the *warrant* that still related to the terms of homosexuality. It can be found in the 8th paragraph line 1 up to 5. The sentences are as follows:

(6.4) *The modern Arabic term for homosexuality is al-jinsiyyah al-mithliyyah. The term used in classical fiqh is actually liwat classical fiqh.*

Afterwards, the *qualifier* here as the probability condition of Indonesian people's minds. It can be found in the 7th paragraph line 1 up to 2 as follows:

(6.5) *The problem is that, in the mind of many Indonesian Muslims, homosexuality and sodomy are considered one and the same.*

The counter argument or *rebuttal* can be found in the 5th paragraph line 1 up to 2 as follows:

(6.6) *Many Indonesian Muslims simply and quite often ignorantly say "homosexuality is haram.*

Based on the element's analysis, the writer sets the elements in different mode. In this text, the writer sets the *warrant* in the middle of paragraph which *warrant* here as the bridge between *claim* and *data*. Then, the writer places the *claim* next to *warrant*. Even though the *warrant* is placed before the *claim*, this

arrangement is still acceptable, because the writer places some explanation above the *warrant*. However, the main idea of this text is in the sentence next to *warrant*. After placing the *claim*, there is *rebuttal* as the counter argument of this text. In the next, after *rebuttal*, there is *data*. Afterwards, there is *qualifier* as the probability condition of this text. The last, the writer places *backing* and followed by other sentences as the supporting ideas. Finally, the arrangement of elements in this text covered *warrant*, *claim*, *rebuttal*, *data*, *qualifier*, and *backing*. This text tends to be indirect since there are some illustrations before directly stated the main idea. There are also many supporting sentences which give more information about this text.

3.1.7 Elements of Argumentative text in “What does the Indonesian LGBT movement want?”

In this opinion news the writer tries to discuss about LBGT that becomes debatable in Indonesia. Here, the writer raises the *claim* that can be found in the 2nd paragraph line 1 up to 3, which concludes that not all LGBT movement worldwide share the objective of legalizing same-sex marriage. The sentences are as follows:

(7.1) *These arguments neglect both the historical and cultural context of the Indonesian LGBT movement and assume that all LGBT movements worldwide share the objective of legalizing same-sex marriage*

Then, there are two data as the supporting argument that not all LGBT movement legalizing same-sex marriage.

First, *data* can be found in the 3rd paragraph line 1 up to 4

(7.2) *In Indonesia, the LGBT movement developed from the establishment of a male-to-female waria (transgender) organization, Himpunan Wadam Djakarta (Hiwad), in the late 1960s. To assist a “psychologically and socially disabled” group, the late Jakarta governor Ali Sadikin facilitated its establishment*

Second, *data* can be found in the 10th paragraph line 1 up to 6

(7.2) *Far from advocating same-sex marriage, the primary objectives of the first gay organization were to provide and encourage communication and contact with gay men living mental illness*

In the next, the *warrant* comes as the bridge between *claim* and *data* which is talking about the existence of gay movement. It can be found in the 14th paragraph line 1 up to 3 as follows:

(7.3) *Hence, gay emancipation, according to LI, could not be disassociated from the Indonesian historical context, in which homosexual practices were inherent parts of cultural traditions in some ethno-linguistic groups.*

The *backing* here, tries to support the *warrant* that is still related to the existence of gay movement in Indonesia. It can be found in the 15th paragraph line 1 up to 2 as follows:

(7.4) *LI was also intended to “restore the traditions of same-sex compassion that were respected in ancient Indonesia*

Afterwards, the *qualifier* can be found in the 28th paragraph line 1 as follows:

(7.5) *What is that, if not tyranny and bigotry?*

The counter argument or *rebuttal* which assume disagree about LGBT movement can be found in the 1st paragraph line 2 up to 4 as follows:

(7.6) *Most opponents argue that homosexuality is contagious and have accused the LGBT community, alongside the media, of converting young heterosexuals. Some are also afraid of the possibility of Indonesians demanding the legalization of same-sex marriage.*

Based on the element's analysis, the writer sets the elements in different ways. In this text, the writer sets the *rebuttal* in the first line of paragraph which *rebuttal* here as the counter argument of this text. Then, the writer places the *claim* as the main idea of this text in next to *rebuttal*. After placing the *claim*, there is *data* as the supporting argument of the *claim*. In the next, there is *warrant* as the connecting sentence between *claim* and *data*. Afterwards, there is also *backing* as the supporting statement of the *warrant*. The last, the writer places *qualifier* as the probability condition of this text. Finally, the arrangement of elements in this text covered *rebuttal*, *claim*, *data*, *warrant*, *backing* and *qualifier*. There are many supporting ideas that give another explanation for each element. However, this text tends to be direct stated the main idea in the first paragraph.

3.1.8 Elements of Argumentative text in “The LGBT debate and the fear of ‘gerakan’”

In this opinion news the writer tries to discuss about movement or *gerakan* that becomes debatable in Indonesia. Here, the writer raises the *claim* that can be found in the 2nd paragraph line 2 up to 3 as follows:

(8.1) *Entangled in these fears is another fear: the fear of gerakan (movement).*

Then, the *data* here gives the evidence that related to the fear of movement in order to give the evidence of the *claim*. It can be found in the 7th paragraph line 1 up to 4 as follows:

(8.2) *Activist Fahira Idris states that LGBT in Indonesia has metamorphosed from “individual acts” into “a massive and organized movement.” Similarly, Bandung Mayor Ridwan Kamil says he has no problem with the private matters of LGBT individuals. What concerns him is when LGBT communities promote their movement through social media.*

In the next, the *warrant* comes as the bridge between *claim* and *data* that is found in the 9th paragraph line 1 up to 3 as follows:

(8.3) *There are deceitful and conspiring ghosts that we cannot fully capture when we translate gerakan as “movement”. We have been trained to be suspicious of gerakan. Something is always lurking underneath, ungraspable, threatening there.*

The *backing* here, tries to support the *warrant* that is still related to movement. It can be found in the 12th line 2 up to 4 as follows:

(8.4) *Defense Minister Ryamizard Ryacudu calls the LGBT movement as a latent threat: “It’s dangerous as we can’t see who our foes are.” The fear of gerakan is therefore the fear of the unknown.*

Afterwards, the *qualifier* as the probability condition about LGBT movement can be found in the 22th paragraph line 1 up to 3 as follows:

(8.5) *LGBT movement might appear as a fight against discrimination, but something may be hidden underneath: a grand design that threatens national unity.*

.The counter argument or *rebuttal* which inform about anti-LGBT movement can be found in the 27th paragraph line 1 up to 2 as follows:

(8.6) *Unfortunately, anti-LGBT groups have failed to grasp what Dede Oetomo and his group GAYaNUSANTARA have done for decades.*

Based on the element's analysis, the writer sets the elements in different ways. In this text, the writer sets the *claim* in the second paragraph as the main idea of the paragraph. Then, it is followed by the *data* as the supporting argument of the claim. Before the *data*, there are some supporting sentences that give illustration which is related to the claim. However, it is not truly the exact data of this text. In the next, it is followed by the *warrant* as the bridge between *claim* and *data* . After *warrant*, there is also *qualifier* as the probability condition of this text. Afterwards, there is *backing* as the supporting sentence of the *warrant*. The last there is *rebuttal* as the counter argument of this text. Finally, the arrangement of elements in this text covered *claim*, *data*, *warrant*, *qualifier*, *backing*, and *rebuttal*. This text tends to be indirect since there are some explanations and examples before stated the claim as the main idea.

3.2 Discussion

This section presents the discussion of the finding. The identification of the elements of both native and non-native are discussed in order to answer the research questions as mentioned in the previous chapter.

There are some findings concerning that argumentative writing in Washington Post which all of the writers are native writers. First, all of them have the complete elements of argumentative proposed by Toulmin (1958) such as *claim*, *data*, *warrant*, *backing*, *rebuttal*, and *qualifier*. Second, the *claim* can be found in the first paragraph in the most of the text which analyzed. The *claim* is clearly stated in the first paragraph considering that the *claim* here as the main idea of the text that will lead the reader into the next information which is provided by the writer. Third, most of *rebuttal* are clearly stated in the last of others elements. The *rebuttal* here as the counter argument or the statement which is opposed from the claim. Fourth, the numbers of elements in each text are various. It can be one of each element in the text. It also there are two *claims* or even six *data* in the text. Fifth, the text tends to be direct in giving the information. It can be seen from the *claim* which is clearly stated in the first line of the paragraph.

There are some findings from the analysis of the argumentative writing in The Jakarta Post in which all of the writers are non-native writers. First, all of them have the complete elements of argumentative proposed by Toulmin (1958) such as *claim*, *data*, *warrant*, *backing*, *rebuttal*, and *qualifier*. Second, the arrangements of the elements are vary. It can be *claim*, *rebuttal*, or *warrant* first, afterwards followed by other elements. Third, there is only one of each element which is found in most of the text (i.e there is no two claims or two warrants in the text as found in the native text. There is only one of each element in the text). Fourth, because of some illustrations and some explanations, it makes the text

does not clearly stated the main idea. Most of the texts tend to be indirect in performing the idea. It makes the reader go around and around before finding the main idea. In addition, the finding of the non-native writing is also the similar with the previous study of Winahyu (2011) which investigated the elements of Tempo newspaper. She found that the elements of argumentative in that newspaper are arranged completely. Therefore, the finding is quite similar with this research.

After analyzing of both native and non-native writing, there is similarity that can be seen from the explanation above. The similarity is both have the complete elements of argumentative text which proposed by Toulmin (1958). It shows that the writer is quite critical thinking in serving the text. Although the placement of the elements are different, but since all of the elements are provided in the text, means the text can be called as a good argumentative text based on Toulmin theory (1958).

There are also some distinctions between both native and non-native writing. First, native tends to place the *claim* in the first paragraph as the main idea of the text. While non-native tends to place different elements in the first paragraph. It can be *claim*, *rebuttal*, or *warrant*. Second, the native tends to place the *rebuttal* in the last of the elements, while non-native tends to place *rebuttal*, *backing*, or *qualifier* as the end of the elements in the text. Third, the native tends to be direct in performing the main idea. There is no illustration as the opening of the paragraph. The native tends to clearly stated what the writer is going to discuss

in that text. While non-native tends to be indirect. There are some illustrations, example, or even explanation in the first of paragraph. It makes the reader cannot directly judge what the writer is going to discuss in that text.

Based on Kaplan (1966), there are five writing pattern that commonly comes in the writing of people with the different culture. Those are English pattern, Oriental pattern, Semitic pattern, Romance pattern and Russian pattern. Thus, by seeing those pattern and comparing of both native and non-native writing, it concludes that both native and non native writer have different pattern of writing. Native writer which tends to be direct in performing the main idea is included into English pattern. Considering that English pattern illustrates as vertical line which shows the linear of the text, and does not go out of topic. It exactly the same as the native pattern of writing that has been analyzed previously. Non-native writing which tends to be indirect in performing the main idea is included into Oriental pattern. Considering that Oriental pattern illustrates as the spiral circle which shows a topic is not clearly addressed, but is viewed from various perspectives, working around and around the point. It is exactly the same as the non-native pattern of writing that has been analyzed previously.

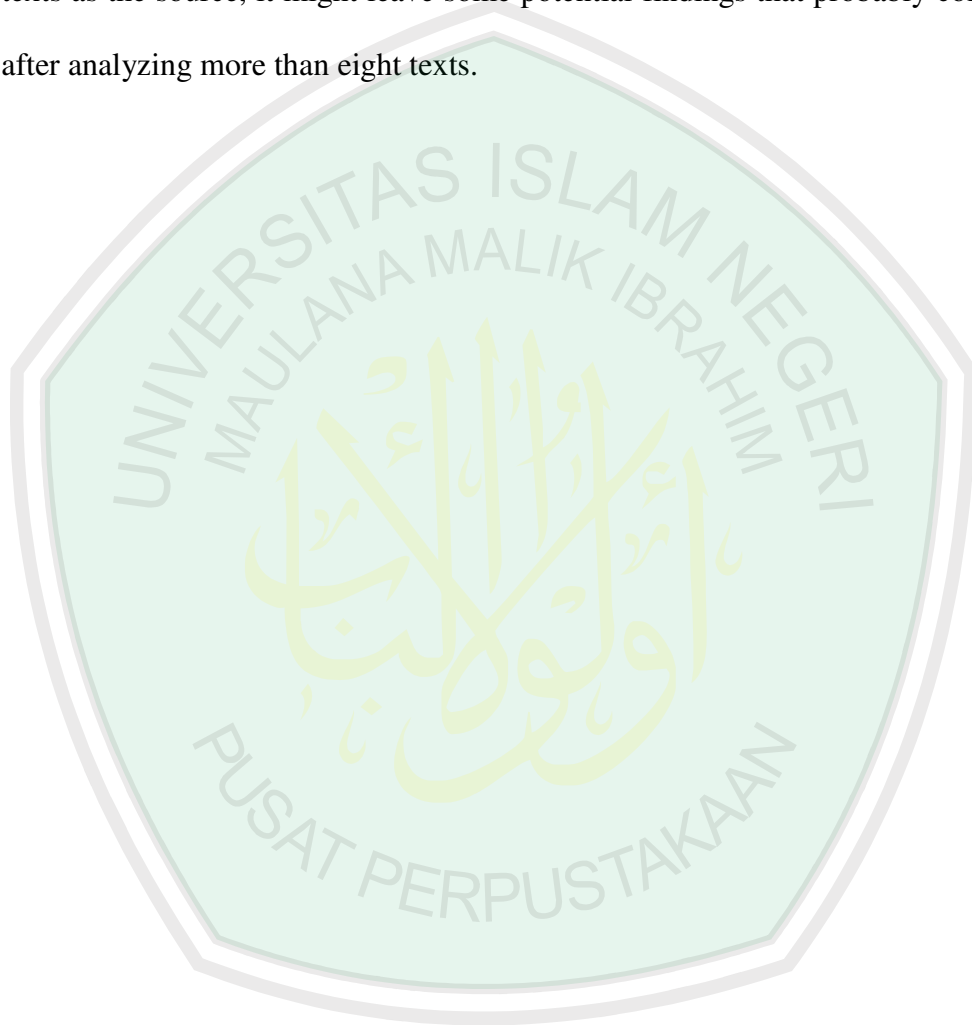
As proposed by Scollon (2000) there is distinction of the rhetoric between Asian and Western. It is also happen with this research. Considering that native is American (Western) and non-native is Indonesian (Asian) as shown in the data, there is exact different that can be seen in their writing. Native (Western) tends to introduce the *claim* in the first, followed by the development of arguments in

order to support the *claim*. On the other hand, non-native (Asian) tends to perform the background such as example, reason and etc in the first, followed by the main point. Kuntjara (2004) also stated that Indonesian tends to be indirect in performing the main idea. People argued that stating things directly and explicitly may sound too blunt or too aggressive. It can be considered as impolite. In the other hand, american language tends to be direct rather than indirect. Many American believe that “honesty is the best policy” and their communication style reflect this. Honesty and directness in communication are strongly related (Levine, 1993)

Based on Kaplan (1966), Scollon (2000), Kuntjara (2004) and Levine (1993) the culture of the writer influences the pattern of the written text. Byram (2006) also stated the variety of written language taught is the ‘official’ language and people learn to read and write the language of the state. As a result, it is proven that writing language of both native and non-native is influenced by the language of its state. Since, both have its own variety of written language which taught in their own state. As a result, it is proven that writing shows the identity of the writer.

This discussion leads the reader to focus on the elements which is used by native and non-native writing. After focusing on the elements, the reader is shown some similarity and distinction between both. The interesting point is the reader knows how commonly pattern which is used by both native and non-native writers. Since, both of them have different culture that might give different

finding. Finally, it is proven here. Both exactly have similarity and distinction which influenced by their own culture. Therefore, this research is good as knowledge and information for the reader that the culture has the important role in influencing someone's writing. However, since this study is only analyzed eight texts as the source, it might leave some potential findings that probably comes up after analyzing more than eight texts.



CHAPTER IV

CONCLUSION AND SUGGESTION

After presenting the research finding and discussion in the previous chapter, this chapter presents the conclusion and some suggestions for the readers. Especially, for those who concern to the topic and the next researchers who are going to study the related research in the same field.

4.1 Conclusion

After analyzing the data which are taken from The Jakarta Post and Washington Post, the researcher concludes that each native and non-native has different of finding based on the Toulmin theory (1958) about elements of argumentative text.

Native writer tends to place *claim* in the first paragraph as the main idea of the text and place *rebuttal* in the last arrangement of all elements. Native writer also tends to be direct in performing the main idea since the *claim* is placed in the first paragraph. Therefore, the reader can easily get what the writer is going to inform in that text.

On the other hand, non-native writer tends to write illustration or example before stating the main topic. The placements of elements are various. It can be claim, warrant, or rebuttal which is placed in the first arrangement then followed

by other elements. However, both native and non-native writing have the complete elements of argumentative text proposed by Toulmin (1958).

4.2 Suggestion

From the conclusion about the elements of native and non-native writing, it shows that those elements are placed differently. Thus, it might give potential finding to other objects. Therefore, in this part, the researcher suggest to the next researchers who concerned on this topic to analyze about gender identity in writing the argumentative text, considering that gender might also influence the pattern of people's writing. The next researcher can analyze it using Toulmin theory (1958) or other theories that is related to argumentative analysis. Afterwards, since this research only uses eight texts to be analyzed, hence it is also suggested that the next researcher should provide more texts that might give other potential findings.

The researcher also suggests to the teacher of writing to apply Toulmin theory (1958) in the writing class. This theory is sufficient in order to introduce the elements of argumentative to the students. As a result, the students know what they should write in their argumentative text.

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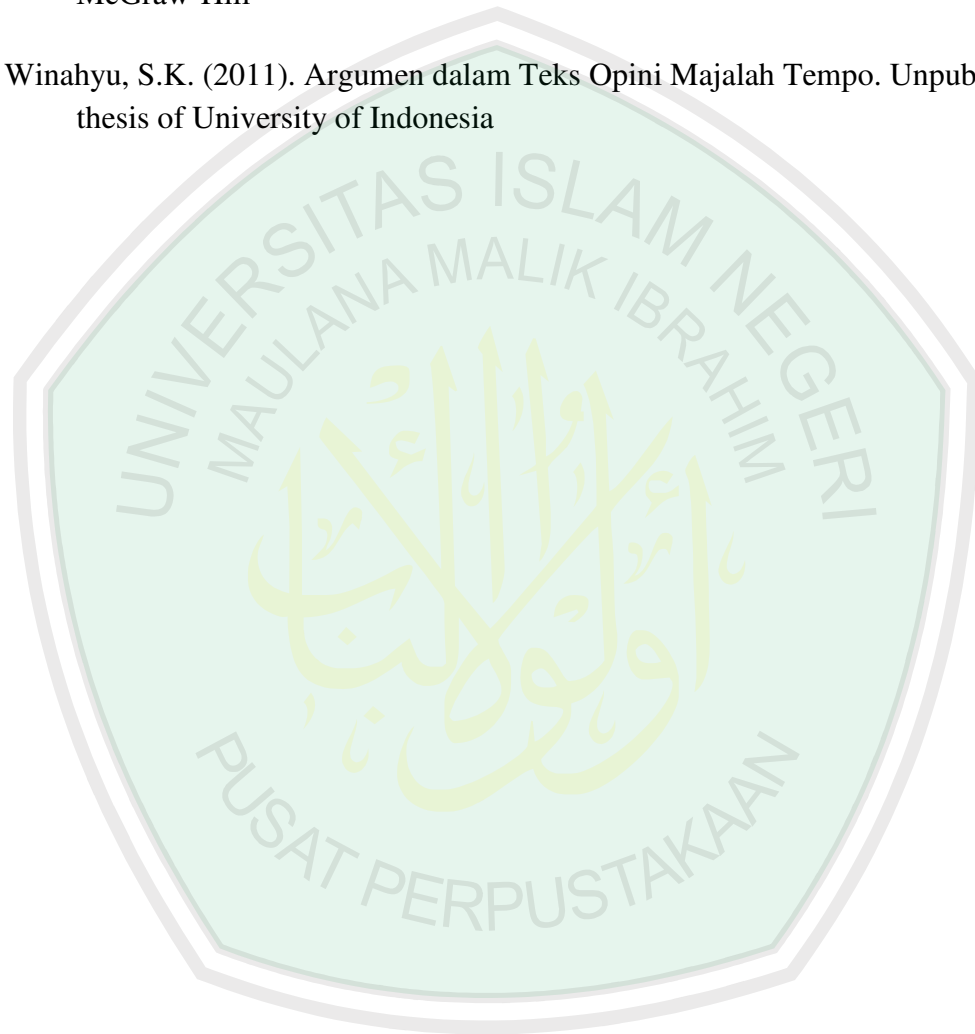
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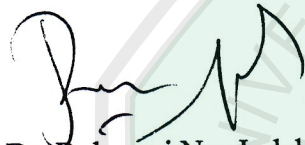
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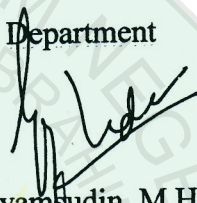
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Malang, June 21th, 2016




Rima Ayu Annisa Octavia

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