

**LOGICAL INDICATORS ENCOUNTERED IN THE  
ARGUMENTATIVE COMPOSITIONS OF THE STUDENTS OF  
THE ENGLISH DEPARTMENT OF WIDYA MANDALA  
SURABAYA CATHOLIC UNIVERSITY**

**A THESIS**

**As Partial Fulfillment of the Requirements  
For the Sarjana Degree in English Language Teaching Faculty**



No. INDUK	2122/06
TGL. TERIMA	25-08-2006
REVISI	19
No. BUKU	
KEP. NE	

**By:**


**CHRISTINA SARI HUTAMA**  
**1213098182**

**UNIVERSITAS KATOLIK WIDYA MANDALA  
SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
APRIL, 2006**

## Approval Sheet

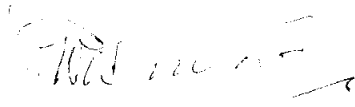
(1)

This thesis entitled **LOGICAL INDICATORS ENCOUNTERED IN THE ARGUMENTATIVE COMPOSITIONS OF THE STUDENTS OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY** prepared and submitted by Christina Sari Hutama has been approved and accepted as partial fulfillment for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor.

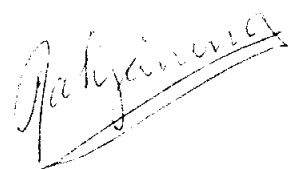
  
Drs. Stefanus Laga Tukan. M. Pd.  
Advisor

Approval Sheet  
(2)

This thesis has been examined by the committee of an Oral Examination with the grade of ..... on April 28<sup>th</sup>, 2006.



Dr. D. Wagiman Adisutrisno, M. A.  
Chairman



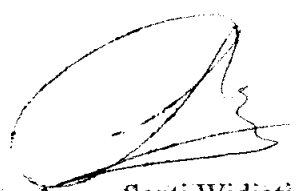
Dr. Tjahjaning Tingastuti S., M. Pd.  
Member



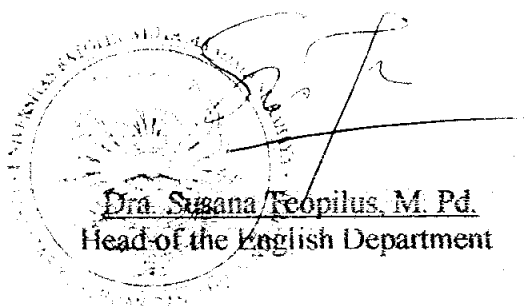
Dra. M.N. Siti Mina Tamah, M. Pd.  
Member

Drs. Stefanus Laga Tukan, M. Pd.  
Member

Approved by



Dra. Agnes Santi Widiati, M. Pd.  
Dean of the Teacher-Training Faculty



Dra. Sugana Teopilus, M. Pd.  
Head of the English Department

## ACKNOWLEDGEMENTS

Glory and honor be to God the Almighty for everything that the writer has obtained in her life through His Son, Jesus Christ. Being a social human being, the writer is also grateful to those who have supported and helped her making this thesis come to existence.

1. Drs. Stefanus Laga Tukan, M. Pd., the writer's advisor, who has given his expertise, suggestions, support and even his precious time in helping and guiding the writer in conducting this study and writing a report on it.
2. Dr. D. Wagiman Adisutrisno, M.A., for permitting the writer to analyze his students' argumentative compositions.
3. Drs. M.P Soetrisno, M.A., who initially guided the writer in doing this research.
4. All lecturers of the English Department of Widya Mandala Surabaya Catholic University, who have taught and guided the writer during her years of study at this Department.
5. The fifth-Semester Students of the English Department of Widya Mandala Surabaya Catholic University, especially group D students who took Argumentative Writing in the Academic Year of 2003/ 2004, for their argumentative compositions.
6. The librarians of Widya Mandala Surabaya Catholic University, for their patience in helping the writer find all the sources needed.
7. Her friends, (especially Yoviebiola K, S.Pd., Mira H., S. Pd., Kezia Christina, S. Pd., Lydia Kwan, S. Pd, Rika Wati, S.Pd, Natalie C, ST., Dewi Indayani, A.Md., Noella Bernardo, BA.) and others who cannot be mentioned one by one here, for their love, prayer, support, and great fun during and after the completion of this thesis.
8. Finally, the writer's special thanks to her beloved parents: Dwi Setio Irianto, S.H. and Yosidayani, her two loving brothers: Christian Surya Hutama and Gustaf Satria Hutama, and also her special person: Denny Heri Anto; for their love, prayer and support.

Without all of those people, this thesis would not have been completed the way it is. Praise the Lord for making it possible for the writer and may God bless them all.

Surabaya, 1 April 2006

The Writer

## TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
ABSTRACT	vii
CHAPTER I: INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Objective of the study	4
1.4 Significance of the study	5
1.5 Scope and limitation of the study	5
1.6 Basic concept framework	6
1.7 Definition of key terms	6
1.8 Organization of the thesis	7
CHAPTER II: REVIEW OF THE RELATED LITERATURE	8
2.1 Underlying Concepts	8
2.1.1 Argumentative Writing	8
2.1.2 Argument	10
2.1.3 Logical indicators	13
2.2 The Previous Related Studies	17

CHAPTER III: RESEARCH DESIGN	21
3.1 The Nature of the Study and Its Design	21
3.2 The Subjects of the Study	22
3.3 The Source of the Data	23
3.4 The Instrument	23
3.5 Parameters	24
3.6 Procedures of Data Collection	24
3.7 Procedures of Data Analysis	24
CHAPTER IV: FINDINGS AND DISCUSSION OF THE FINDINGS	26
4.1 Findings	26
4.2 Discussion of the findings	31
CHAPTER V: CONCLUSION AND SUGESSTION	33
5.1 Summary	33
5.2 Suggestions	35
BIBLIOGRAPHY	37
APPENDICES	
Appendix 1	
Appendix 2	

## ABTRACT

Hutama, Christina Sari, 2006. **Logical Indicators Encountered in the Argumentative Compositions of the Students of the English Department of Widya Mandala Surabaya Catholic University.** Unpublished thesis, Program Studi Pendidikan bahasa dan Seni, Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya.

Advisor:

Drs. Stefanus Laga Tukan, M. Pd.

This study focuses on the uses of logical indicators in the argumentative compositions. Using a list of logical indicators (both premise and conclusion), the writer analyzed 30 argumentative compositions of the students of the English Department of Widya Mandala Surabaya Catholic University of the academic year of 2001/ 2002 and found:

1. 13 logical indicators, consisting of 6 premise indicators (because, firstly, secondly, the third reason is, the last is, for) and 7 conclusion indicators (so, as a result, hence, therefore, for this reason, which shows that, that is why).
2. The logical indicator used the most is **because (49, 81%)**.
3. The logical indicator used the least is **hence (0, 41%)**.
4. The premise indicator used the most is *because (66, 85%)*.
5. The premise indicator used the least is *for (1, 09%)*.
6. The conclusion indicator used the most is *so (76, 19%)*.
7. The conclusion indicator used the least is *hence (1, 59%)*.

In line with these findings, the writer would like to suggest that:

1. The teachers of Argumentative Writing teach their students various types of logical indicators and how to use them in shaping their arguments.
2. The students of the English Department who are taking Writing III (previously Writing D) be more active in doing a lot of writing practices given by the respective teachers and read a lot of argumentative texts to see how professional writers shape their arguments using various logical indicators. By so doing, they will automatically learn and know how to vary their logical indicators when writing an argumentative essay.
3. Students of the English Department taking thesis do researches on the same topic with more data and better analysis techniques to see whether it is true that the students of EFL, in this case, those taking Writing III, only master and use such as a limited logical indicators in shaping their arguments and why