

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

Concluding this study, Chapter 5 gives some relevant conclusions based on the findings presented in Chapter 4, and also gives some suggestions for teaching writing to Indonesian students and the next research.

5.1. Conclusion

This study was concerned with the rhetorical patterns frequently found in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya. It was a documentary study that was done with the students of the English Department of Widya Mandala Catholic University Surabaya as the subject and their argumentative compositions that they wrote during the final examination were used as the data of this study.

After analyzing sixteen argumentative compositions, the writer found that some argumentative compositions written by Indonesian students actually had been linear but they were not as perfect as the compositions written by Western students. It is shown by the result that from all sixteen compositions made by the students, only two compositions were truly linear. The other seven compositions were linear but with incomplete evidence in the conclusion, and the rest were those which were linear with indirect conclusion.

The findings and the discussion above lead to the conclusion that the rhetorical patterns among various languages are different because of cultural

difference. As mentioned in the previous chapter that actually the Indonesian students tend to construct an argumentative composition in a zigzag pattern, while the pattern of writing that is taught by the lecturers is the Plato-Aristotelian pattern; that is the linear straight-line pattern. This can make a problem occur when, for example, the students try to adapt to the Western pattern of writing while they used to make a composition by using zigzag pattern or may be spiral pattern. So, no matter how good their compositions, the compositions are still not as perfect as the compositions written by American students.

This fact was also stated by some researchers for example Kaplan. Based on his investigation on six hundred compositions written by foreign students in the U.S., Kaplan (1980: 400) presents strong evidence about the above phenomenon. His study showed that each language and each culture has its preference or taste in organizing ideas. The typical characteristic of English rhetoric, for example, is that it is dominantly linear in its development. While Semitic, the Oriental, and the Romance language groups deviate from preferred English paragraph development. Those of the Semitic language group tend to use excessive parallel construction instead of subordination; those of the Oriental group are marked by what is called an approach by indirection and those of Romance group prefer to use excessive digression to a linear flow of thoughts or ideas.

Besides, Bander (1981) also states that ideas do not fit together in the same way from language to language. A Russian, an Egyptian, a Brazilian, and Japanese tend to arrange their ideas on the same subject in quite different ways.

They do this because each culture has its own special way of thinking and preference or taste in organizing ideas.

5.3. Suggestions

Based on the findings previously presented, some suggestions for teaching writing to Indonesian students and future research are given. This section is then devoted to those suggestions.

5.3.1. For Teaching Writing to Indonesian Students

The aim of teaching writing to the students of the English Department of Widya Mandala Catholic University Surabaya is to teach the students how to write a composition which is good according to the Plato-Aristotelian writing style. In fact, the result of this study showed that the students hadn't mastered it quite well. Although some of them had made linear compositions, some of their compositions were still not truly linear. It means that they still need to learn more about how to write an argumentative composition by using the Plato-Aristotelian writing style.

This time, the teacher has a big role in helping the student. It is suggested that the teacher should keep training the students to make a composition based on the American style by always giving exercises to them, and also ask the to read lots of argumentative composition so that they can improve their knowledge about the Plato-Aristotelian style of writing.

5.3.2. For Future Research

Since writing is the skill which can cover the three other skill, it shows that writing skill is a big matter so there are also many aspect in writing that can be investigated. The researchers can investigate so many things in writing, whether in the surface or inside writing. Some aspects had been investigated before by the previous study such as: the reasoning, the logical error in writing, the rhetorical pattern, etc. Still, there are other aspects that have not been investigated.

For the future research who will probably concern with writing especially argumentative writing, it may investigate about the differences and similarities in argumentative composition in English and its Indonesian translation, or it may investigate about the rhetorical pattern in students' descriptive composition.

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