

# Performance of Writing Rhetoric in Student Thesis Indonesian Language and Literature Education Departement Universitas Negeri Padang

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## ABSTRACT

The research objective is to obtain a description of: written rhetoric in terms of paragraph development, which includes (1) written rhetoric in terms of developing the deductive paragraph used, (2) written rhetoric in terms of developing inductive paragraphs used (3) written rhetoric reviewed in terms of developing mixed paragraphs that are used, (4) written rhetoric in terms of developing full paragraphs that are used relevant for research purposes, there are four theoretical references used, namely: (1) rhetoric, (2) written rhetoric, (3) paragraph (4) the pattern of paragraph development The target of this research is to find out the performance of written rhetoric in student thesis to motivate students to write according to good grammatical rules, the research used is quantitative research, while the method is descriptive method. this is limited to the thesis of Education Study Program students Indonesian Language and Literature UNP. The instrument used was the thesis script of UNP Indonesian Language and Literature Education Study Program students. The Data processing is done by using tabulating data, identifying, describing, and analyzing based on determining percentages.

**Keywords:** *Rhetoric, Writing Rhetoric, Coherence, Reasoning*

## 1. INTRODUCTION

Rhetoric is the art of language skills both verbally and in writing. So, rhetoric is the art of the ability to express opinions, express ideas, convey information to others effectively by using language as a tool both verbally and writing. At the beginning of its development, many rhetoric studies discuss communication with the main study of the use of language orally. After humans recognize writing, rhetoric studies also discuss written language communication. The written language has deficiencies in presenting aspects of prosody and physical aspects in spoken language, but written language also has advantages in many ways when compared to spoken language.

The use of written language has greater leeway compared to spoken language. "Writing does not absolutely require talent" [1]. It's mean that someone like writing but does not mean that being a writer must have a talent for writing, because writing is a learned skill. Seriousness in learning to write more determines the success of being a writer. Nevertheless, both in oral and written communication, one must master the principles of rhetoric that make it possible to choose and use language in certain situations effectively so that the delivery and reception of communication messages

take place properly and correctly. One of the parties with an interest in mastering rhetoric in writing is a student at the Indonesian Language and Literature Study Program, FBS UNP. Based on the acquisition of student grades in rhetoric courses it turns out that most students are still under 70 (C). Ideally students in this course score above 70 (B / A). Another application of rhetoric mastery in writing is student thesis writing. Based on observations it was found that UNP Indonesian Language and Literature Education Study Program students who write theses are often mistaken in paragraph development.

Paragraphs is a group of sentences that discuss a topic [2]. Other than that. "The paragraph is the core of the pouring of thoughts in an essay and can also be said to be the shortest or the shortest essay" [3]. Paragraphs is a group of sentences that are arranged logically-systematically to discuss a single point of thought" [4]. Similarly, paragraphs is "unity of expression consisting of a set of sentences used by the author as a tool to express and convey their thoughts to the reader" [5].

Based on the explanation above, it can be understood several things about paragraphs, which are as follows: Paragraph is a unit of language used to express an idea in the form of a string of sentences. It mean that the concept of the sentence chain, the ideal paragraph consists of a number of sentences. Unclear

paragraphs will make it difficult for readers to capture the thoughts of the writer. Therefore, an essay will only be good if the paragraphs are well written and arranged in a clear sequence. A good paragraph must meet the conditions specified. A good paragraph must have the following conditions. Unity, meaning that all sentences that build paragraphs only state or discuss the same thing. 2) Coherence or union, meaning that each sentence has a good and regular reciprocal relationship. 3) Adequacy of development, meaning that a main idea is developed or explained sufficiently to achieve the goal of clarity of the main theme. 4) Patterned arrangement, meaning that ideas or topics are arranged in a good arrangement, whether according to chronological order, space arrangement, or logical arrangement, so that they are able to show unity or coherence [6].

In other words, good paragraphs have conditions of unity, completeness, coherence, and order [7]. As a form of expression of ideas, a good paragraph should be able to fulfill three characteristics, namely, as follows: [1] having unity, meaning that the whole description is centered on just one idea, [2] having equality, meaning that the sentences in it are related to each other, and [3] has sufficient content, which has a number of details to support the main idea [8]. A good paragraph must have unity (cohesion) and cohesion [9]. A good paragraph must meet the requirements of unity, cohesiveness, completeness, complication, and consistency in the use of point of view [10]. Two paragraph requirements are good paragraphs, (1) unity, a paragraph is said to have unity if all the sentences in the paragraph only talk about one point of thought or one problem. (2) cohesiveness, Like the requirements of effective sentences that require cohesiveness, in paragraphs also known as cohesion or coherence. Paragraph coherence can be achieved through a logical arrangement and interconnection linkages, so as to create cohesion. For this purpose, pronouns, conjunctions and conjunctions can be used [11].

In addition to a paragraph must meet the requirements specified, a paragraph must also pay attention to its structure, based on the location of the topic sentence. The type of paragraph based on the location of the sentence topic is divided into, deductive, inductive, mixed, and paragraphs without topic sentence. (1) Deductive paragraph, the main sentence is placed at the beginning of the paragraph, namely the method of decomposition that presents the subject matter first, then follows a detailed description of the problem or idea of the paragraph (general-specific order). (2) Inductive paragraph, the main sentence is placed at the end of the paragraph, in this paragraph, the author describes the explanation first, then ends with the main subject (special-general order). (3) Deductive-Inductive paragraphs, the main sentence is placed at the beginning and end of the paragraph will form a mixed

paragraph. The sentence at the end of a paragraph is repeating or reaffirming the main idea contained at the beginning of the paragraph. (4) Full paragraphs of topic sentences, all sentences that construct paragraphs are equally important so that none of the sentences that specifically become topic sentences. Such conditions can occur due to the difficulty of determining the topic sentence because sentences with each other are equally important. Such paragraphs are often found in descriptive and narrative descriptions. Here is an example paragraph [11]. The fourth type of paragraph, the topic of the discussion is expressed by the whole explanatory sentence which also means that the topic of the paragraph is implied in paragraph [12].

## **2. METHODS**

The research used is descriptive research that is research based on quantitative paradigm. In this study, a survey method is used because this research is intended to obtain facts based on existing symptoms and to seek actual information. That fact is the rhetoric written in the student thesis of the Education Department of Indonesian Language and Literature, FBS UNP. The technique or method used to obtain this research data is the documentation technique. With this technique the data is taken from pre-existing documents because this student's thesis has been documented in the Indonesian and Regional Language and Literature Department. Data collection techniques in this study consisted of the following stages: (1) collecting theses of UNP Indonesian Language and Literature Education Study Program students, (2) reading sentences and paragraphs in each thesis of UNP Indonesian Language and Literature Education Study Program students theses, (3) mark and record data into a data collection format in accordance with the problem and research objectives. The main instrument of this research is the researcher himself. Researchers are the main data collection tools. The researcher himself will collect each student's thesis Indonesian Language and Literature Education Study Program.

## **3. RESULT**

Based on the implementation of data collection thesis data obtained by students of Indonesian Language and Literature Education Study Program. The data is tabulated in accordance with the formulation of the research objectives and data description and analysis needs. The general description of the data of this study is the thesis of 77 respondents consisting of: (1) 632 deductive, (2) 77 inductive, (3) 78 mixed, (4) 27 full. Judging from the development of the deductive paragraph used, it was concluded: the level of clarity of the respondents' deductive paragraphs was 447 with a percentage of 70.72% and the level of obscurity of the deductive paragraphs 185 with a percentage of 29.28%. in terms of the development of the inductive paragraphs

used, it was concluded: the level of clarity of the respondents' inductive paragraphs was 40 with a percentage of 51.94% and the inducibility of the inductive paragraphs 37 with a percentage of 48.06%. Judging from the development of the mixed paragraphs used, it was concluded: the clarity of the respondents' mixed paragraphs was 67 with a percentage of 85.89% and the level of obscurity of the mixed paragraphs 11 with a percentage of 14.11%. Judging from the development of the full paragraph used, it was concluded: the level of clarity of the respondent's full paragraph was 11 with a percentage of 40.74% and the level of obscurity of the full paragraph 16 with a percentage of 59.26%.

#### **4. RESULT AND DISCUSSION**

##### **The Development of Deductive Paragraphs**

The development of deductive paragraphs in the thesis of Indonesian Language and Literature Education Study Program students shows that: (1) the level of clarity of the respondents' deductive paragraphs is 447 with a percentage of 70.72% and the level of obscurity of the deductive paragraphs 185 with a percentage of 29.28%. If converted with the applicable guidelines at the State University of Padang, the percentage shows that respondents have a very high ability in determining deductive paragraphs. Even though the respondent who wrote the deductive paragraph, but the writing does not fit the criteria of a good deductive paragraph. The quotes show this.

(1) Indonesian language learning consists of four aspects of language skills that have a very important role. The four aspects of language skills are listening, speaking, reading and writing skills. These four aspects are integrated aspects in the implementation of the Indonesian language learning process.  
(Data 04IC08 / 56)

(1) Pembelajaran bahasa Indonesia terdiri atas empat aspek keterampilan berbahasa yang memiliki peran sangat penting. Keempat aspek keterampilan berbahasa itu adalah keterampilan menyimak, berbicara, membaca, dan menulis. Keempat aspek tersebut merupakan aspek yang terintegrasi dalam pelaksanaan proses pembelajaran bahasa Indonesia.  
(Data 04IC08/56)

The data above shows that the paragraph includes the development of a deductive paragraph but the paragraph written does not fit the criteria of a good paragraph. The criteria for a good paragraph, at least the explanatory sentence consists of 4 sentences, while the paragraph, only consists of two explanatory sentences. The explanatory sentence used is not complete. The

explanatory sentence should explain all four aspects of language skills. For example listening skills, the writer should provide an explanation of what is meant by listening skills. After the four aspects of language are explained, the writer should explain the role of these skills in language learning. To make the paragraph clear, the writer should write a paragraph like the following paragraph example.

##### **The Development of Inductive Paragraphs**

The development of inductive paragraphs in the thesis of Indonesian Language and Literature Education Study Program students shows that: (1) the level of clarity of respondents' inductive paragraphs is 40 with a percentage of 51.94% and the level of obscurity of the inductive paragraphs 37 with a percentage of 48.06%. If converted to the assessment guidelines applicable at Padang State University, the percentage shows that respondents have a very high ability in determining inductive paragraphs. However respondents who wrote inductive paragraphs on their writing did not suitable the criteria of a good paragraph. The quotes show this.

2 At present the development of science, technology and art (IPTEKS) is in line with the world of education. This is certainly very important in preparing human resources (HR) to be able to compete. Indonesian Language Education is one of the sciences used to realize these learning objectives.  
(Data 08IC08 / 16)

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(Data 08IC08 / 16)

The data above shows that the paragraph is included in the development of inductive paragraphs but the paragraphs written do not suitable the criteria of a good paragraph. The criteria for a good paragraph, at least the explanatory sentence consists of 4 sentences, while the paragraph, only consists of two explanatory sentences. The explanatory sentence used is not complete, because the information conveyed is not enough. The writer should add a reason why Indonesian language education is one of the sciences used to realize learning objectives. Complete inductive paragraphs like the following example.

##### **The Development of mixed paragraphs**

The development of mixed paragraphs in the thesis of Indonesian Language and Literature Education Study

Program students in the July-December 2019 Semester showed that: (1) the level of clarity of respondent's fluorescent paragraphs was 67 with a percentage of 85.89% and the inducibility of the inductive paragraphs 11 with a percentage of 14.11%. If converted to the assessment guidelines applicable at Padang State University, the percentage shows that respondents have a very high ability in determining mixed paragraphs. However respondents who wrote inductive paragraphs on their writing did not fit suitable criteria of a good paragraph. The quotes show this.

- (3) One of the writing skills that requires students to express their ideas and ideas is news writing skills. News writing skills is one of the writing skills that functions to develop students' ideas and to explaining or presenting information that is logical, concise, concise, and clear. Therefore, for information to be conveyed properly, news writing skills need to be mastered by students. (Data 12IC06 / 70)
- (3) Salah satu keterampilan menulis yang menuntut siswa untuk menuangkan ide dan gagasannya adalah keterampilan menulis berita. Keterampilan menulis berita merupakan salah satu keterampilan menulis yang berfungsi untuk mengembangkan ide dan gagasan siswa dalam menjelaskan atau memaparkan suatu informasi yang logis, singkat, padat, dan jelas. Oleh karena itu, agar informasi tersampaikan dengan baik, keterampilan menulis berita perlu dikuasai oleh siswa. (Data 12IC06/70)

The data above shows that the paragraph includes the development of mixed paragraphs but the paragraphs written do not suitable the criteria of a good paragraph. The criteria for a good paragraph, at least the explanatory sentence consists of 4 sentences, while the paragraph, only consists of one explanatory sentence. The explanatory sentence used is not complete, because the information conveyed is not enough. The writer should add an explanation about writing the news so that the information becomes more complete. Complete mixed paragraphs such as the following example.

### **Development of Full Paragraphs**

The development of full paragraphs in the students' thesis of the Indonesian Language and Literature Education Study Program Semester shows that: (1) the level of clarity of the respondent's full paragraph is 11 with a percentage of 40.74% and the level of obscurity of the inductive paragraphs 16 with a percentage of 59.26%. If converted to the assessment guidelines that apply at Padang State University, the percentage shows that respondents do not have a low ability to determine the full paragraph. respondents who wrote the full

paragraph in their writing did not fit the criteria of a good paragraph. The quotes show this.

- 4) Based on an example of the results of the student's summary writing skills, it can be seen that the student has not mastered the concepts and techniques of writing a summary so that the resulting summary is not in accordance with the main idea of the paragraph.(Data 14IC08/14)
- (4) Berdasarkan contoh hasil keterampilan menulis rangkuman siswa tersebut, dapat diketahui bahwa siswa belum menguasai konsep dan teknik menulis rangkuman sehingga rangkuman yang dihasilkan tidak sesuai dengan ide pokok paragraf. (Data 14IC08/14)

The data above shows that the paragraph includes the development of the full paragraph but the paragraph is written in full, although the full paragraph is a conclusion, but the conclusions written should be complete. The paragraph above can be added to the sentence why the summary produced a lot of mistakes, explain the error in any terms. so information becomes more complete. Complete mixed paragraphs such as the following example. The complete full paragraph can be seen in the following example.

### **5. CONCLUSION**

Based on the results and discussion of the study, the following matters can be concluded. (1) The development of the deductive paragraphs of students' thesis in Indonesian Language and Literature Education Study Program shows that the level of clarity of students' deductive paragraphs is relatively high, this shows that respondents have a high ability to determine topic sentences at the beginning of paragraphs with a percentage of 70.72%. (2) The development of inductive paragraphs of students' thesis in Indonesian Language and Literature Education Study Program July-December 2016 shows that the level of clarity of the inductive paragraphs of students is relatively sufficient, this shows that respondents have sufficient ability to determine the topic sentence at the end of the paragraph with a percentage of 51.94% . (3) The development of mixed thesis paragraphs of Indonesian Language and Literature Education Study Program students shows that the level of clarity of the students' mixed paragraphs is very high, this shows that respondents have a very high ability to determine mixed topic sentences with a percentage of 85.89%. (4) The development of the full paragraphs of students' theses in Indonesian Language and Literature Education Study Program shows that the level of clarity of full paragraphs of students is low, this shows that respondents do not have sufficient ability to determine the full topic sentence with a percentage of 40.74%.

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