Rhetorical Patterns of Questions Asked by Indonesian Graduate Students in Class Discussion

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Abstract—**This article contains the analysis of rhetorical patterns of questions asked by graduate students of Indonesian Department in discussion class. The discussion is formed based on Scollon and Scollon theory of inductive pattern. This study used descriptive method. The data was taken from Indonesian Department student in graduate program at State University of Padang. The population was taken from PEMDA classes in which all of the members are teachers of Senior and Junior High school. The classes in which the data was taken were chosen randomly from six classes. Moreover, the data were collecting by using purposive sampling because the data were in the form of questions. The result of the research shows that Indonesian department students use complete form of rhetorical pattern which consists of Thanking, Restate summary, Rehearsal information, Giving opinion, Question, Rehearsal information, and Closure. Question, as the main idea of the utterance, was stated almost at the last of the pattern.**

Keywords—rhetorical pattern of question, class discussion, Indonesian Department students

I. Introduction

Every language has their own unique pattern of utterances. This uniqueness is very much influence by the culture which is different depend on the place. This statement is agreed to Fox opinion that language is the reflection of the user, so it covers culture and society of the speakers of reconstructed language over the language study [2]. Furthermore, previous researchers found a pattern to formulate the language utterances purposes that was rhetoric. Researcher regards rhetoric as persuasive discourse [1], and rhetoric formulas deal with rhetoric patterns.

Rhetorical patterns are the pattern of an expressive speech art in literacy composition. They are used to create good organized sentences and usually find in spoken and written materials. Those patterns based on the communicative functions of the words and the cultural background of the speakers.

In general, Scollon and Scollon[8] divided the differences into western and asian types of conversation. Small talk in asian conversation uses inductive pattern which put topic after the facework or at the end of the conversation together with the conclusion, the pattern is call-answer-facework-

(topic). While, small talk in western conversation uses deductive pattern which introduced the topic at the beginning of the conversation and if there are any facework, they follow the topic. Moreover, inductive method is define as a way of reasoning to present general laws of facts which can be labelled as implicit, intuitive or indirect [3]. However, in the term of rhetoric, the deductive are commonly utilized logical arguments in which the purpose is to show the reader or listener how one gets previous conclusion [9].

Question is used to ask something to someone in order to know or to test someone's knowledge of one material. There are some ways to form questions based on the situation and to whom the question is addressed. One solution is by using rhetorical pattern to form simple and understandable questions. However, because the uniquesness structure of every language is different, it is important to know the rhetorical pattern of question to avoid misunderstanding in communication. Therefore, the research on Rhetorical Patterns of Questions asked by Indonesian Graduate Students in Class Discussion has been done to prove whether Indonesian pattern of utterances adopt inductive pattern.

There are several researches which had been conducted regarded to this rhetorical pattern. First, Uysal [10] discussed about the use of rhetorical pattern in students writing essay. He examined whether culture took an active role on rhetorical patterns and bidirectional transfer in L1 and L2 essays of Turkish writers in relation to educational context. In collecting the data, he used questionnaire, essay and audiotaped stimulated recall interview. The texts were analyzed qualitatively and by using frequency counts of certain patterns. No significant difference was found in the patterns and their transfer among participants according to gender, previous history of ESL versus EFL writing instruction, writing order, writing on computer versus by hand, or subjects' graduate programs of study.

Second, Rusdi [5] stated that the Australians used direct type which eliminated the proverb and honorable word and direct the point into the topic or title. On the opposite, the Indonesia used proverb and honorable words in complete order. The rhetorical pattern of Indonesian students conducted in Indonesian and English language used the following pattern the Moslem greeting-thinking-restating what was said earlier-rehearsing old information-specific

question-closure the difference is only in the use of the communicative function before the specific questions.

Third, Purwati [5] conducted the research about cultural pattern of rhetorical move in Indonesian students' speeches. This research discussed about the schematic structure which consists of organizing the rhetoric. It covers the macro and micro stages of the moves which could be found in the speech. The macro stages are classified into introductory stage, body stage and concluding stage. Then each of the utterances in each stages then categorized into 'opening marker', 'gambit', 'narration', and 'marker' in the introductory stage; 'claim', 'confutation', 'confirmation' and 'concession' in the body stage; 'marker', 'appeal/recommendation' and 'closing' in the body stage.

II. METHOD

Basically, this study was conducted to discuss the typical of rhetorical pattern which was used by Indonesian Department students in forming question in their class discussion. The data were taken from Indonesian Department student in graduate program at State University of Padang. The population is taken from six classes of PEMDA class, in which the members consisted of 20 to 23 students, with age 27 to 40 years old. For the sample, three classes were chosen randomly, that were A, B, and F. For collecting the data, tape recording and field note were using during the discussion session. The data were in the form of questions, therefore, they were taken by using purposive sampling. 50 (fifty) questions were collected to be analyzed. The data were analyzed by categorizing them into their function of communication [4] to get the exact pattern, then identify whether they were included into deductive and inductive [7] and standard rhetorical pattern formulated by Rusdi [6].

III. RESULT AND DISCUSSION

The data is analyzed after the utterances being classify into specific type of rhetorical pattern of question by using Rusdi's [6] formula. The analysis also supported by the detail that is taken during the data collecting by using field note.

Indonesian Department students who showed high eagerness to ask questions in the discussion used similar inductive pattern with some variations on the uttarances. They used long rhetorical pattern before jump to the questions. In addition, they used direct question type only to react or respond toward others command. The intention to ask the question directly in the first place had never been showed during the discussion session.

From the 50 data which had been analyzed, the rhetorical pattern of the questions can be classify as follow:

TABLE I. THE RHETORICAL PATTERN OF QUESTIONS ASKED BY INDONESIAN DEPARTMENT STUDENTS

Pattern	Type of Rhetorical Pattern of Questions	Frequency
1	Opening statement-rehearsing information-example-giving opinion-giving example-giving opinion-question	9 (18%)
2	Thanking-{address the question}-restate summary-giving opinion-question-{closure}	6 (12%)
3	Restate summary-question-{rehearsal	10 (20%)
	information}	
4	Critics-question-{example}	3 (6%)
5	Giving opinion-question	10 (20%)
6	Direct question	12 (24%)

Form five patterns above could be seen that most of the questions come after some rhetorical of utterances. It means 76% of the question put after some faceworks. These results are agreed with the opinion from Scollon and Scollon [7] and Kirkpatrick [3] in which Asian favor to delay the introduction of the topic until even spend some duration compare to first utterances (opening statement). The question preceded by either opening statement, thanking, restating summary, critics, or giving opinion. The utterance mostly closed by the question but two persons use closure to end it.

Direct question also part of the utterances which is included into rhetorical pattern. In this case, the direct question was rarely found at the beginning of the utterance. It functioned only to argue or to strengten the previous question. It was never used directly at the beginning of the utterance.

The detail of the data and analysis of the six patterns were discussed bellow.

TABLE II. **PATTERN 1**: OPENING STATEMENT-REHEARSING INFORMATION-EXAMPLE-GIVING OPINION-GIVING EXAMPLE-GIVING OPINION-QUESTION

No	Utterances	Communicative Functions
1	Saya dari uraian bapak tadi muncul dalam pemikiran saya.	Opening statement
2	Di. . . di minang kabau itu nampaknya perempuan itu dalam berbahasa itu a. . .jadi orang yang nomor sekian dari laki-laki.	Rehearsing information
3	Kenapa pak, kalau ada kegiatan yang berikatan dengan adat, disitu kita lihat bahwa perempuan itu a. .cendrung tidak mencatat karena kalau di katoan ndak cadiak padusi tu bara buah tu ndak, jadi tidak ada yang bisa di putuskan oleh seorang perempuan, misalnya dalma menyatakan suatu keputusan seorang perempuan menyatakan," kecek mamak giko"," kato mamak "	Example
4	Berarti segala sesuatunya itukan bersumber dari laki-laki juga.	Giving opinion
5	Apa namanya . . punya power. Laki-laki lebih berdominasi, penngunaan bahasa di bandingkan dengan perempuan terutama dalam konteks adat di minangkabau ini,	Giving opinion
6	Jadi kalau misalnya kita liat apa namanya, suaranya yang berbeda bukan dengan lafal atau ucapan kalau di indonesia kitakan tidak mengenal itu jadi mungkin kemarin sudah di bahas mengenai choosing kode itu.	Example
7	Di Amazon sebab laki-lakinya tidak boleh kawin dengan perempuan di lingkungannya, harus kawin dengan perempuan yang ada di luar lingkungannya yang menggunakan bahasa yang berbeda.	Example
8	Jadi mungkin disitu akan dilihat perbedaan dalam hal pelafasan atau semacamnya.	Giving opinion
9	Saya pikir gini jadi apa sebenarnya kharakteristik berbahasa tersebut ?	Question

In this example, the speaker started with a kind of opening statement. He didn't use any signpost, but gave

much contribution to the discussion by giving opinion and give the example. After gave one example, he gave his own opinion complete with the example and than gave another opinion before the main question. This pattern is the completest and longest pattern among the whole pattern that is found on this study.

TABLE III.   PATTERN 2 : THANKING- {ADDRESS THE QUESTION}- RESTATE SUMMARY-GIVING OPINION-QUESTION-{CLOSURE}

No	Utterances	Communicative Functions
1	Terima kasih	Thanking
2	Dari judul penjelasan munculnya istilah enterprenuer itu ada pada konteks masa kini melawan masa depan kan gitu.	Restate summary
3	Dengan demikian apakah menurut pandangan anda hal ini tidak mengancam tidak merupakan ancaman dalam sebuah manajemen apakah itu sebuah perusahaan, dalam pendidikan ?	Question
4	Dikatakan demikian maksudnya kalau mereka sudah ahli di bidangnya apakah manajer tidak terancam oleh bawahannya ?	Retell the question
5	Mungkin dengan enterpreneur ini apakah nanti apabila bawahannya sudah tahu apa nantinya tidak menjadi ancaman	Retell the question
6	Terima kasih	Closure

In this example, before asking specific question, the speaker firstly *thanking,* but didn't address *thanking* to specific person. Then he restated the presentation summary by one sentence. The speaker retold the question twice, he really wanted the addressee sure about what she was going to ask. He also used 'terima kasih' to ended the question, similar with the first *thanking* clearly. He used the word "ancaman" quite often to strengten his intention.

Of the six questions followed this pattern, one used the pattern of address the question and 3 didn't use any closure.

TABLE IV.   PATTERN 3: RESTATE SUMMARY-QUESTION-(REHEARSAL INFORMATION)

No	Utterances	Communicative Functions
1	Padahal hal yang telah di bahas tadi, ada anak yang bermasalah yang membutuhkan bimbingan, kita tidak tahu bagaimana caranya.	Restate summary
2	Yang ingin saya tanyakan adalah. . .	Signalling for question
3	Sebenarnya bagaimana peran kita dalam membimbing anak-anak kita ?	Question
4	Dalam mengingatkan setelah anak berumur 13 tahun dan berada di SMP a. . . kan berbaur dalam dunia yang lebih kompleks.	Rehearsal information

The rhetorical pattern of the question showed that, the speaker restated the summary before asked the question. She used one signpost before asking the question. After asked the question, she gave her opinion about the fact which have strong relation to the reault of the question. She didn't use any closure. This pattern was much more simpler than the ones before.

From nine same pattern two of it used rehearsal information after asking the question.

TABLE V.   PATTERN 4: CRITICS-QUESTION-{EXAMPLE}

No	Utterances	Communicative function
1	Tadi contoh hanya bahasa inggris sementara dalam bahasa indonesia tidak ada	Critics
2	Saya ingin menanyakan . . .materi kita. .	Signaling the question
3	Ada ndak hal-hal yang mempengaruhi rusaknya sapaan, rusaknya setiap gerakan kesopanan itu dari lingkungan ?	Question
4	Jadi dalam hal ini adanya rasa tidak senang, ada rasa tidak suka.	Example
5	Mempengaruhi ndak kesopanan bahasa yang kita gunakan?	Retell the question

From this example could be seen that the speaker criticize the presenter before asking the question. He used signpost before asking the question. He strengten the question by giving an example of issue than complete it by retteling the question. In this case, the speaker didn't use any closure.

From three pattern on this type only one of it used example after asking the question.

TABLE VI. PATTERN 5: GIVING OPINION-QUESTION

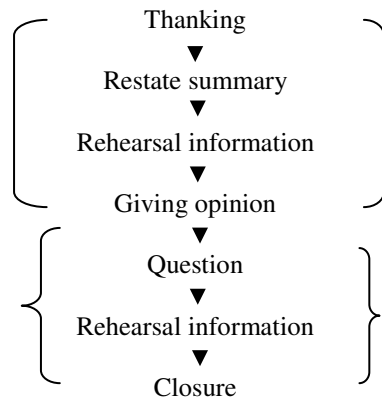| No	Utterances	Communicative function
1	Tapi hukum adat kuga termasuk hukum kan, kenapa tidak dimasukkan ke dalam contoh sedangkan di minang kita lebih cenderung menggunakan hukum adat dalam masyarakat.	Giving opinion
2	Apakah hukum adat termasuk berbicara secara hukum ?	Question

This pattern is simple as the function of giving opinion here only to introduce before come to the question. The pattern have no opening and closure, just some statement before the question. The opinion here have other function in the discussion, that is argue the answer from the presenter.

TABLE VII.   PATTERN 6: DIRECT QUESTION

No	Utterances	Communicative function
1	Gimana cara menjelaskan makna ucapan"mmm" itu tadi pak ?	Question

From the form of the question can be concluded that the question was used to respond the explanation of an example before.

The type of rhetorical patterns that the Indonesian Department students used has many variations. Many of them considered rhetorical as the important things so they arrange the question as rhetoric as possible. The summary of the rhetorical patterns of question as follow:

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        Thanking
           ▼
     Restate summary
           ▼
   Rehearsal information
           ▼
      Giving opinion
           ▼
        Question
           ▼
   Rehearsal information
           ▼
        Closure
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[ ] means that one of the function of within these brackets is obligatory, but both are possible and common { } means the function is optional.

Fig. 1. The summary of the rhetorical patterns of question

From the use of thanking and closure can be seen that most of the Indonesian Department students used thanking as the opening statement and few of them use closure. Indonesian Department students chose to use rehearsal information after the main question, the function was also optional. Indonesian Department students chose to use rehearsal information after the main question, the function was also optional which means not every statement used the same rhetorical pattern form. In addition, from the field note which was taken during the data collection, there was a tendency that age factor also took important role in the type of rhetorical pattern used in the utterance. Older people used more complete rhetorical pattern before uttering their question while the younger one use more simple pattern.

IV. CONCLUSION

The rhetorical pattern of questions that were used by Indonesian Department students have the components of thanking, restate the summary, rehearsal information, giving opinion, and direct question. Some of them even completed the rehearsal information type with example.

Indonesian department students mostly use complete pattern with many variations. They also use direct question but only on 24 % of all questions and the situation is only to argue the answer from the presenter but they use question form. They usually say thanking before start to ask the question. It seems that this fact occurs because Indonesian Department students learn Rhetoric subject as one of their obligatory subject in school. As the last statement is only the asumption of the writer, it can be an idea to conduct another research relate to this topic.

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