RHETORIC AND THE CASE OF LINEARISATION IN POST GRADUATE STUDENTS' ESSAYS

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Abstract

This study pertained to analysis of rhetoric, linearization, and grammaticality within essays. The data were gathered from 24 essays that were written by English post graduate students of Mataram University in academic year 2015. The essays were taken from the subjects of ELT Curriculum and Materials Development and Teaching English for Young Learners (TEYL) as the final assignments. The research approach used qualitative method in which the entire findings were spelled out in form of writing (words). The purpose of study was to find out rhetorical problems, linearization problems, and grammatical errors which appear in English post graduate students' essays. There were 10 rhetorical problems, 12 linearization problems, and 158 grammatical errors found based on data analysis as the result of study. Rhetorical competence, linear structure of idea, and grammatical competence are required by English post graduate students in order to be highly literate English learners properly, so that they could produce the outstanding essays particularly in English.

Keywords: *Rhetoric, Grammatical Competence, Linearization Problem, Essay*.

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Abstrak

Penelitian ini berkaitan dengan analisa retorik, linierisasi, tatabahasa di dalam esai. Data dikumpulkan dari 24 esai yang ditulis oleh mahasiswa Bahasa Inggris program pascasarjana Universitas Mataram tahun ajaran 2015. Semua esai diambil dari mata kuliah *ELT Curriculum and Materials Development* dan *Teaching English for Young Learners (TEYL)* sebagai tugas akhir. Pendekatan penelitian menggunakan metode kualitatif dimana semua temuan dijabarkan dengan menggunakan kata-kata. Tujuan penelitian ini untuk menemukan masalah retorik, masalah linearisasi, dan kesalahan tatabahasa yang muncul di dalam esai mahasiswa Bahasa Inggris pascasarjana. Ada 10 permasalahan retorik, 12 permasalahan linierisasi, dan 158 permasalahan tatabahasa yang ditemukan di dalam semua esai berdasarkan data analisa sebagai hasil penelitian. Kemampuan retorik, susunan ide yang linier, dan kemampuan tatabahasa yang dibutuhkan oleh mahasiswa Bahasa Inggris supaya menjadi pembelajar Bahasa Inggris yang mampu membaca dan menulis dengan baik dan benar, sehingga mereka bisa menghasilkan esai yang bagus khususnya di dalam Bahasa Inggris.

Kata Kunci: *Retorik, Kemampuan Tatabahasa, Permasalahan Linierisasi, Esai.*

INTRODUCTION

Discourse consists of spoken and written texts. Analyzing them, as a means of communication is very important, let alone in academic communities where people have to transfer information from a speaker to a hearer or from a writer to a reader, so that communicative interaction can be accomplished. The objects of discourse analysis cover writing, conversation, communicative event.

Canale and Swain (1980: 47) postulate that there are four dimensions of communicative competence, namely: (1) *grammatical competence* is pertinent to rules of phonology, orthography, vocabulary, word formation, and sentence formation. (2) *Sociolinguistic competence* (pertain to rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts). (3) *Discourse competence* (rules of both cohesion how sentence elements are tied together via reference, repetition, synonymy, ect) and (coherence how texts are structured). (4) *Strategic competence* (a repertoire of compensatory strategies that help with a variety of communication difficulties.

Grammar is substantial component of language by which it creates an accurate and effective communication. As Widdowson (1988: 32) cites that "language learning is essentially grammar learning and it is a mistake to think otherwise". In short, grammar is very useful to enhance skill of language learner, since it can signal linguistic correctness or incorrectness in formal written English. Then, the roles of grammar are to transfer idea effectively and to correct error in writing. By contrast, ungrammaticality is able to misguide readers' comprehension within written discourse. Accordingly, grammaticality is necessary to cope with the violation in contextual discourse.

Nevertheless, as highly educated and literate English learners, English post graduate students of Mataram University often confront some undue mistakes in light of rhetoric, linearization and grammatical error in writing their essay. For instance, they violate some grammatical rules particularly unparallel structure, problem with agreement, problem with article and many more. Therefore, I conjure up to address and to analyze learners' grammatical errors that faced by English post graduate students of Mataram University.

REVIEW OF LITERATURE

The preceding study was conducted by Syopiana (2011). The aim of the study was to find out the correlation between students' parallel structure mastery and their ability in writing narrative paragraph. In this

research, there were 223 students as population and there were 32 students as sample. Then, proportional random sampling technique was employed to take the sample. In collecting the data, the writer used test for both of the variables in this research. The test for students' parallel structure mastery was given after the try out, and then the writer gave the test of students' ability in writing narrative paragraph. The result of her study, she found that there was a significant correlation between students' grammar mastery (parallel structure) and their ability in writing narrative paragraph at the second year of SMAN 1 Kuantan Hilir.

RESEARCH METHOD

The present study has potential issues to analyze rhetorical problem, linearization problem, and grammatical error that are faced by English post graduate students of Mataram University in writing their essays. Definitely, this study takes qualitative method in analyzing the data in a more detail description which will be described by using words but not numbers.

Population

The population of the study refers to twenty four essays written by English post graduate students of Mataram University including my essays as the researcher. They consist of twelve essays from assignments of ELT Curriculum and Material

Development and twelve essays from assignments of Teaching English for Young learner in which all essays were written by students of Mataram University in academic year 2015 as source of data. So, there is no sample in this study, since the entire essays as the object of research.

Data Collection Procedures

I formulate some steps to collect the content analysis at which I have to:

1. Skim document analysis dealing with rhetorical problem, linearization problem and grammatical error from twenty four essays that are confronted by English postgraduate students of Mataram University in academic 2015..

2. Read twenty four essays in order to correspond the core issues of the research.

3. Examine and interpret prominent documents from the entire essays in order to elicit meaning, obtain understanding, and extent the insight or knowledge, so that content analysis can be conducted.

Data Analysis Procedure

1. I identify the major issues regarding rhetorical problem, linearization problem, and grammatical errors within essays of English post graduate students.

2. I, then, classify the findings based on their category.

3. Furthermore, I describe the findings concerning the major issues in this study.

4. I discuss the content analysis that pertaining to rhetorical problem, linearization problem, and grammatical error in a more detail explanation.

FINDINGS AND DISCUSSION

Rhetorical problems

In this research, I found 10 problems of rhetoric within 24 essays. They comprise 5 cohesive problems and 5 coherent problems.

Linearization Problems

Almost <u>every teacher</u> the first one that <u>they</u> do before <u>they</u> do teaching is motivating their students.

In this respect, the linearization problem can be discerned from the unparallel structure based the example above. The dissimilarity of the antecedent "every teacher" and the anaphor "they" which is called the case of linearization in the written discourse. Thus, the correct sentence is that "almost every teacher, he or she motivates his or her students before he or she teaches.

Grammatical Errors

Number	Data Findings	Total Items
1.	Definite Article	12
	Indefinite Article	9
2.	Subject-Verb Agreement	20
3.	Capitalization	15
4.	Diction	18
5.	Gerund	11
6.	Missing Subject	14
	Missing Conjugated Verb	15
	Extra Noun and Pronoun	10
7.	Redundancy	11
8.	Spelling Error	10
9.	To Infinitive	13
Total Numbers of Grammatical Errors		158

CONCLUSION

Rhetorical Problems

As highly educated and literate English students, they have the constraints in writing their essays especially rhetorical problems. There are 10 rhetorical problems found within 24 essays. The problematic cohesion consisted of 5 problems and 5 problems are pertinent to cohesion.

Linearization Problems

Pertaining to linearization problems, there are 12 linearization problems uncovered from the entire essays. These problems are encountered by English post graduate students in writing their essays. The occurrences of linearization problems emerge within the essays, since English post graduate students do not represent their ideas appropriately. They violate the grammatical rules in which the preceding subjects are not synchronized with the following subjects in a certain

paragraph. Moreover, they override linear order of words or equal attributes of words which are conjoined by coordinate conjunctions such as (but, and, or) in the sentential structure. Consequently, the linearization problems appear within their essays.

Grammatical Errors

This study focuses on finding out grammatical errors within the whole essays. Further, the main problems relates to nine grammatical errors as the scope of the study. They consist of article (definitive and indefinite article), subject-verb agreement, capitalization, diction, gerund, missing and extra words (missing subject, missing conjugated verb, missing extra noun and pronoun), redundancy, spelling error, and to infinitive. There are 158 grammatical errors found from nine grammatical categories that are analyzed in this study.

Suggestions

1. English post graduate students require rhetorical competence in order to maintain cohesive and coherent links of each paragraph, so that a remarkable essay can be attained.

2. The linear arrangement of ideas is the essential component in writing. The intended meaning cannot be elicited by a reader, if the representations of ideas are not linear within paragraph. Thus, English post graduate students must expand their understanding of linear structure.

3. For the people, the three components such as rhetorical competence, linear structure, and grammatical competence are very necessary to be taken into account by them in order to monitor their fault in terms of writing.

4. English post graduate students also have to expand their grammatical competence in order to minimize their mistakes or errors when they produce language both in spoken and written discourse, so that they are able to write and to speak English properly.

5. This research has a lot of weaknesses in analyzing rhetorical problem, linearization problem, and grammatical error within the essays. Therefore, rhetorical devices such as lexical selection, alliteration, repetition, use of metaphor, and markers of emphasis can be conducted researches for further studies.

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