AN ANALYSIS OF FALLACIES ON ARGUMENTATIVE COMPOSITIONS
WHICH ARE MADE BY THE SIXTH SEMESTER STUDENTS OF
THE ENGLISH DEPARTMENT OF WIDYA MANDALA
CATHOLIC UNIVERSITY

A THESIS
In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching

By
REGINA LOURENSIA AGUSLINA
1213092063

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY 1997
This thesis entitled **AN ANALYSIS OF FALLACIES ON ARGUMENTATIVE COMPOSITIONS WHICH ARE MADE BY THE SIXTH SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC UNIVERSITY** prepared and submitted by Regina Lourensia Aguslina has been approved and accepted as partial fulfillment of the requirement for the Sarjana Pendidikan degree in English Language Teaching by the following advisors.

Dra. Susana Teopilus, M Pd.

First Advisor

Rm. Drs. Anton Kedang, SVD.

Second Advisor
APPROVAL SHEET

(2)

This thesis has been examined by the Committee on Oral Examination with a grade of 80 (A) on February 5, 1997.

Drs. M.P. Soetrisno, M.A.
Chairman

Dra. Siti Mina Tamah
Member

DR. Veronica L. Diptoadi
Member

Dra. Susana Teopilus, M.Pd.
Member

Rm. Drs. Anton Kedang, SVD.
Member

Approved by

Antonius Gurito
Dean of the teacher training College

Mengaletena I. Kartio, MA
Head of the English Department
ACKNOWLEDGEMENTS

Above all, the writer would like to thank God. Without His blessing, it is impossible for the writer to finish this thesis. Besides, she would like to express her thanks to the people who have helped, guided, and encouraged her to finish this thesis. The people are mentioned below.

First, the writer would like to express her deepest gratitude to Dra. Susana Teopilus, M.Pd, her first advisor, and Rm. Drs. Anton Kedang, SVD as her second advisor. Both of them have given their knowledge, suggestions, and even time in order to help and guide the writer in finishing her thesis.

Second, she also would like to thank the writing lecturers of the sixth semester and also the sixth semester students, who have helped the writer in collecting the data.

Third, she would like to thank all lecturers of the English Department of Widya Mandala Catholic University Surabaya, who have taught her during her academic years, so that she can finish her study.
Fourth, she would like to thank her friends who have already help her in analyzing the students' works.

And last, she would like to thank her family, who have supported, encouraged, and prayed for the finishing of this thesis.

The Writer
ABSTRACT


Key Words: fallacies, argumentatives compositions, The sixth semester students

Writing is more difficult than speaking. In speaking, the participants directly communicate with each other while in writing, the writer and the reader do not directly communicate with each other. As a result, the writer has to use many devices to ensure that the reader understands.

There are many kinds of writing, such as narration, description, exposition, argumentation, etc. But based on the writer's experience, the argumentative writing is the most difficult because in an argument, we have to argue about our belief and assumptions, we clarify for ourselves what we stand for, articulating the ideas to which we have a commitment. These can confuse the students in writing an argument. Therefore, the students often make mistakes in a reasoning process.

Because of this problem, the writer of this study is interested in analyzing the fallacies (errors in reasoning process) in argumentative compositions of the sixth semester students of Widya Mandala Catholic University. And she finds out that the kind of fallacies which are mostly made by the students is Hasty Generalization. It shows that most of the students express their ideas or opinions in the wrong way. They express them without enough evidences and they use the word 'always' and 'must' too often. These two words are sometimes too strong to express an idea. The students even connect the cause and the effect of something wrongly. So there are so many conjunctions which are wrongly used, such as because, as a result, therefore, etc.

After looking at the findings, the writer suggests that before the argumentative writing is taught, the students are expected to read many theories about fallacies, and the writing lecturers are expected to help
the students by giving them exercises in making statements that do not reflect errors in reasoning process. The writer also suggests that it is better for the students to have the "Logika" subject which is presented in English and also to use books in logic which are written in English. These may help the sixth semester students of Widya Mandala Catholic University in writing an argumentative composition better.
# TABLE OF CONTENT

| APPROVAL SHEET (1) | i |
| APPROVAL SHEET (2) | ii |
| ACKNOWLEDGEMENT    | iii |
| ABSTRACT           | v  |
| TABLE OF CONTENT   | vii|
| LIST OF TABLE      | ix |

Chapter I: Introduction ........................................ 1

1.1. Background Of The Study ............ 1
1.2. Statement Of The Problem ........... 3
1.3. Objective Of The Study ............. 3
1.4. Significant Of The Study ........... 3
1.5. Limitation Of The Study ............ 4
1.6. Theoretical Framework ............... 4
1.7. Definition Of Key Term .............. 5
1.8. Organization Of The Study .......... 5

Chapter II: Review Of Related Literature ............ 7

2.1. Previous Related Study .............. 7
2.2. Some Related Theories ............... 8
   2.2.1. Writing ........................... 8
   2.2.2. Argumentative Writing ........ 12
   2.2.3. Fallacies ....................... 22
   2.2.4. Discourse Analysis .......... 30

vii
Chapter III: Research Methodology .................. 38
  3.1. The Nature Of The Study ...... 38
  3.2. The Subjects Of The Study .... 38
  3.3. The Instruments .................. 39
  3.4. The Procedures Of Data Collection 39
  3.5. The Procedures Of Data Analysis 40

Chapter IV: Data Analysis And Interpretation Of The Findings .................. 42
  4.1. Data Analysis ..................... 42
     4.1.1. Analysis Of Fallacies In Logic Encountered ...... 43
     4.1.2. Analysis Of Words Which Lead To Fallacies ...... 54
  4.2. Interpretation Of The Findings 59

Chapter V: Conclusion And Suggestions ............. 61
  5.1. Conclusion ......................... 61
  5.2. Suggestions ....................... 61

Bibliography
LIST OF TABLE

TABLES

4.1 Frequency Of Fallacies Which Are Made By The Sixth Semester Students Of The English Department Of Widya Mandala Catholic University ............ 53

4.2 Frequency Of Words Which Lead To Fallacies ...... 59