

# **CHAPTER I**

## **INTRODUCTION**

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#### 1.1. Background of the study

Most people think that writing is difficult. In writing, they face similar problems : they need to decide who their audience is and how to connect their writing with the audience; they need to decide what goal they want their writing to achieve and how to make sure the writing achieves that goal; they need to decide what to say and how to say it.

Speaking is a spontaneous talk that is unprepared, unwritten and unrecorded. In the speaking process, the speaker and the listener directly communicate with each other. If something is unclear, the listener can say, "What do you mean?". And if the listener understands, the speaker can usually tell from the expression on the listener's face.

On the other hand, a writer can not tell when the reader misunderstands, so the writer has to use many devices to ensure that the reader understands. Therefore, writing requires us to use different skills from speaking, in order to make the writing clearer.

There are many kinds of writing. We

can narrate if we want to tell something, we can describe if we want to represent the characteristics of something, we can argue if we do not agree on something, or we can expose if we want to explain something.

Based on the writer's experience, the most difficult kinds of writing that she has ever had is developing an argumentative writing. Because in an argument, we have to argue about our belief and assumptions, we clarify for ourselves what we stand for, and we articulate the ideas to which we have a commitment. In these processes, the students get many comments from the teachers when their papers are given back. This situation also happened to the writer. She got a lot of comments from her teacher, for example : "State your argument clearly", "Do not start a sentence with *because*", "You don't develop your paragraph according to your topic sentence", "Don't use *always* it's too strong".

According to the explanation above, we can say that writing is more difficult than speaking. Since writing is more difficult than speaking, and writing can present many problems in developing its idea especially in an argumentative writing. the writer of this study is interested in analyzing the argumentative compositions. She is especially interested in the

argumentative fallacies of the sixth semester students of the English Department of Widya Mandala Catholic University.

#### 1.2. Statements of the problem

In accordance with the background of the study, this study is designed to answer these questions :

1. What kinds of fallacies are mostly made by the students?
2. What kinds of words lead the students to make fallacies?

#### 1.3. Objectives of the study

This study is to analyze :

1. The kinds of fallacies which are mostly made by the students.
2. The kinds of words which lead the students to make fallacies.

#### 1.4. Significance of the study

The finding in this study hopefully will help the English department students especially the sixth semester students of Widya Mandala Catholic University in writing or composing a good argument and avoid fallacies.

### 1.5. Limitation of the study

In carrying out the study on the analysis about fallacies on an argumentative writing which are made by the sixth semester students of the English Department of Widya Mandala University, the writer only focuses on the kinds of fallacies which are mostly made by the students and what kinds of words which lead to fallacies. The writer analyzes only the sixth semester students of the English Department of Widya Mandala University since argumentative writing is taught in the sixth semester.

### 1.6. Theoretical framework

The writer uses the Theory of Writing. According to Lannon ( 1992:9 ) whether your writing succeeds will depend on *what* you decide to say and *how* you decide to say it. Secondly, she uses the Theory of Writing An Argument. In a fair argument, you encourage your readers to understand your point of view and to come closer to acknowledging your position ( Ford 1992:333 ). The most important ones, the writer uses the Theory of Fallacies. Fallacies are statements that appear to be logical but actually reflect errors in the reasoning process ( Ford 1992:345 ). The other is the

Theory of Discourse Analysis. It refers to either spoken or written language.

### 1.7. Definition of key terms

To avoid misunderstanding about this paper, the writer would like to define some terms. The terms to be defined are as follows:

An analysis is a separation into parts with comment and judgement ( Oxford Dictionary ).

A fallacy is a statement that appears to be logical but actually reflects error in the reasoning process ( Ford, 1992:345 ).

An argument is the process one goes through in stating and defending a position on a particular issue ( Lutz and Brent, 1990:449 ).

An argumentative writing is a composition which discusses the various points of view or a speech or a piece of writing intended to convince or persuade ( Seale, 1978:76 ).

### 1.8. Organization of the study

. This paper consists of five chapters. The first chapter is the Introduction. The writer explains about the background of the study, the statement of the problem, the

objectives of the study, the significance of the study, the limitation of the study, the theoretical framework, and the definition of key terms.

The second chapter is the Review of Related Literature. It explains about the previous study which supports this study and some related theories which are used by the writer.

The third chapter is Research of Methodology. It explains about the nature of the study, the subject of the study, the instruments, the procedures of data collection and the procedures of data analysis.

The fourth chapter is Data Analysis and Interpretation of The Findings. It includes the finding in analyzing the sixth semester students' works.

The fifth chapter is the Conclusion and Suggestions of this study.