

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the finding and discussion of the research. There is a question which has to be answered in this research. It is what types of fallacy in argumentative essay of English students, with a few topics that were given by the lecturer namely Consequences of Plagiarism, Students Must Not be Forced to Learn a Foreign Language, Globalization, Increasing Gap Between Rich Students and Poor Students in Elite School.

A. Findings

In this section, the researcher would present the types of fallacy in argumentative essay produced by English students. The argumentative essays were written by English students who were taking essay writing subject, and wrote argumentative essay as its final task in the last meeting. There were 24 argumentative essays that have been analyzed by the researcher.

The researcher identified fallacious statements found in argumentative essays of English students by referring classification by Mayfield (2007), the main instrument used in this study is the researchers themselves who conduct the whole process starting with collecting the data covering the documents of students' essays, doing the analysis as well as drawing the research conclusion. The followings are some of the fallacies produced by students in their argumentative writings:

<i>Type of Fallacies</i>	<i>Sentences</i>	<i>Students</i>
Manipulation		
through language		
1. Word ambiguity	<p><i>“The other fact is has language skill look great in the CV.”</i></p> <p><i>“Language skill is something that very good for finding job.”</i></p> <p><i>“The point is that when we can master a foreign language, we have a great possibility of various relationship or financial opportunities, example is a president or leader of a business who will work with other countries or companies.”</i></p>	<p>MSK</p> <p>MSK</p> <p>M S</p>
Manipulation		
through Emotions		
1. Appeal to fear	<i>“Many parents have a desire for their children to speak a foreign language but the effect of making the child as a student will later become depressed most of them</i>	N

are forced to quickly master the language as follows the course (EF)."

"So, with holding foreign language MSK learning not only good to follow globalization era but also it was give infestation skill for our student to their futures. With the fact we can see learn foreign language have good impact."

"The teacher expects students to master RA foreign languages so students can keep abreast of the times, make it easier when they will study abroad, and easy to find work in the future."

"To succeed, students must use English RA as a medium for learning, thinking, and communicating."

Inductive Fallacy

1. Hasty
generalization

“All people from adults, adolescents, and children can now use technology such as cellphones and laptops/computers.” SLA

“Good students are students who do not steal the work of others.” NAS

“The plagiarists seemed to forget the consequences they would have if they did that.” EP

“...they rarely pay attention to the gaps in society. Most of them even pretended not to know and did not realize that the difference between rich and poor was very prominent in society. That is why they only prioritize the upper classes rather than those below. But unfortunately, wealth will still be defeated by intelligent people, because those who are intelligent and who excel everywhere will be opened the way to enter the school.” HN

B. Discussion

This part presented discussion of the research finding about fallacious statements produced by English student. The most frequent logical fallacies which were found in the argumentative writing were manipulation through emotion and inductive fallacy. The students draw a conclusion without provide sufficient evidence which turn it into a fallacy.

A. Manipulation through language

*“The other fact is has language skill look **great** in the CV.” (MSK)*

As can be seen from the sentence above, the student used the vague word (in bold), which is undefined. Mayfield (2007) stated that vague words convey a generalized, unclear, and unfelt experience instead of one that is concrete, specific, clear and sensory. Therefore, the sentence contains a fallacy that manipulates through language which turns into fallacious statement.

*“The point is that when we can master a foreign language, we have a **great** possibility of various relationship or financial opportunities, example is a president or leader of a business who will work with other countries or companies.” (MS)*

The student used an ambiguous word: **great**. It is unclear how great the possibility or opportunity they will get when they are expert at foreign language.

“...they rarely pay attention to the gaps in society. Most of them even pretended not to know and did not realize that the difference between rich and poor

was very prominent in society. That is why they only prioritize the upper classes rather than those below. But unfortunately, wealth will still be defeated by intelligent people, because those who are intelligent and who excel everywhere will be opened the way to enter the school.” (HN)

B. Manipulation through emotion

“Many parents have a desire for their children to speak a foreign language but the effect of making the child as a student will later become depressed most of them are forced to quickly master the language as follows the course (EF).” (N)

The fallacy produced by the student was appeal to fear and pity which is manipulate through emotion. The student stated that learners will become depressed if they are forced to quickly master the foreign language. Mayfield (2007) stated that some fallacies manipulate by seeking to arouse such emotions as fear, anxiety and pity, insecurity, hatred, and prejudice. Once a person is influenced by such emotions, the lack of a sound argument may not be noticed. Such fallacies seek to persuade by exploiting our weaknesses instead of inviting conscious consideration and consent. They can be insidiously effective in clouding rational study of an issue.

“However, students should not be forced to master a foreign language, if that happens it will cause frustration.” (RA)

The student (who believes that learners should not be forced to master a foreign language) produced a fallacy in her reason: appeal to fear. She claimed that students will get frustrated if they are forced to master a foreign language.

C. Inductive Fallacy

“All people from adults, adolescents, and children can now use technology such as cellphones and laptops/computers.” (SLA)

The fallacy produced by the student was hasty-generalization. It appears in the data where the conclusion jumps into generalization. In this case, the student believes that the fact will be exactly the same as she assumed through her claim.

“The plagiarists seemed to forget the consequences they would have if they did that.” (EP)

The claim assumed that plagiarists forget the consequences they would have if they plagiarized. According to Mayfield (2007) we get into trouble as we make wrong assumptions, however, meaning that we draw some conclusions too hastily, lack of some crucial information, or mistake some uncertainties for certainties.

“So, with holding foreign language learning not only good to follow globalization era but also it was give[n] infestation skill for our student to their futures. With the fact we can see learn foreign language have good impact.” (MSK)

“The teacher expects students to master foreign languages so students can keep abreast of the times, make it easier when they will study abroad, and easy to find work in the future.” (RA)

“Good students are students who do not steal the work of others.” (NAS)

This statement contains hidden assumption. It hangs on a stereotype which is assumed to be true, about good students do not steal the work of others. Mayfield (2007) stated that hasty generalizations are stereotypes about life that are assumed to be true and cherished for further use.

“To succeed, students must use English as a medium for learning, thinking, and communicating.” (RA)

As can be seen from the sentence above, the sentence contains hidden assumption. If we accept this statement, then, we must also swallow their hidden assumptions. When we think critically, we do not accept and believe statements that hinge upon unspoken, unproven ideas.

According to the findings, students' reasoning errors occur when the reason does not effectively support the claim in one of several ways. To begin with, hasty-generalization is frequently seen in data when the conclusion is based on a leap to generalization. In this situation, the writer assumes that the general truth will be the same as what he or she has assumed through his or her statements.