"An Analysis of Logical Fallacies in Argumentative Writing at the Fifth Semester of English Education Department in IAIN Bukittinggi "

THESIS

Submitted in Partial Fulfillment of Requirement for Getting Strata One (S1) Degree

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2019

ABSTRACT

Ambriana Shauda (2314.013). An Analysis of Logical Fallacies in Argumentative Writing at the Fifth Semester of English Education Department in IAIN Bukittinggi. Faculty of Tarbiyah and Teacher Training, Islamic State Institute of Bukittinggi.

In argumentative writing, there is a logical fallacy, that can be defined as error in reasoning or informal fallacy, show invalid arguments or irrelevant points that will damage the strenght of the statement. although it has an important role in determining the quality of an argument, the topic of logical fallacy has not been explored in learning, the possible reason is the fact that there are other aspects that require faster intervention, such as grammar, mechanics or organization which aspects were called formal fallacy. The purpose of this research is to identify and find out the type of informal logical fallacy used by students' in writing argument text at the fifth semester of English Education Department in IAIN Bukittinggi. To get the data the researcher asked the results of the students' writing in the form of text arguments and the title of the text of each student that have been rated by the writing subject lecturer.

The results of this study indicate that students produce a number of logical fallacies in their writing, such as word ambiguity, misleading euphemism, appeal to fear, hasty generalization, false cause, and slippery slope. Some of the fallacies were very simple and basic so that can actually be avoided through simple instructions. As many as 9 students out of a total of 28 students made a fallacy in the type of hasty generalization in inductive fallacy, this was caused because the

students draw conclusions without providing evidence from experts and the sample of their conclusions is insufficient

Key words : logical fallacies, argumentative writing

ABSTRAK

Ambriana Shauda (2314.013). Analisis Kesalahan Logical dalam Penulisan Argumentatif di Semester Kelima Departemen Pendidikan Bahasa Inggris di IAIN Bukittinggi. Fakultas Tarbiyah dan Pelatihan Guru, Institut Agama Islam Bukittinggi.

Dalam penulisan argumentatif, ada kekeliruan logis, yang dapat didefinisikan sebagai kekeliruan dalam penalaran atau kekeliruan informal, menunjukkan argumen yang tidak valid atau poin yang tidak relevan yang akan merusak kekuatan pernyataan tersebut. Meskipun memiliki peran penting dalam menentukan kualitas argumen, topik kesalahan logis belum dieksplorasi dalam pembelajaran, alasan yang mungkin adalah kenyataan bahwa ada aspek lain yang memerlukan intervensi lebih cepat, seperti tata bahasa, mekanik atau organisasi yang aspek-aspek itu disebut fallacy formal. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan mengetahui jenis kesalahan logika informal yang digunakan oleh siswa dalam menulis teks argumen pada semester kelima Departemen Pendidikan Bahasa Inggris di IAIN Bukittinggi. Untuk mendapatkan data peneliti meminta hasil tulisan siswa dalam bentuk teks argumen dan judul teks masing-masing siswa yang telah dinilai oleh dosen mata pelajaran menulis.

Hasil penelitian ini menunjukkan bahwa siswa menghasilkan sejumlah kesalahan logis dalam tulisan mereka, seperti ambiguitas kata, eufemisme menyesatkan, menarik bagi rasa takut, generalisasi tergesa-gesa, penyebab salah, dan kemiringan yang licin. Beberapa kesalahan itu sangat sederhana dan mendasar sehingga sebenarnya bisa dihindari melalui instruksi sederhana. Sebanyak 9 siswa dari total 28 siswa membuat kekeliruan dalam jenis generalisasi tergesa-gesa

dalam kekeliruan induktif, ini disebabkan karena siswa menarik kesimpulan tanpa memberikan bukti dari para ahli dan sampel kesimpulan mereka tidak cukup.

Kata kunci: kesalahan logika, penulisan argumentatif

ACKNOWLEDGEMENTS

Alhamdulillahirrabil'alamin, in the name of Allah SWT, the Most Gracious and Merciful, who always gives health and all of things to the writer in accomplishing this thesis. Shalawat and Salam to the most honorable Prophet Muhammad SAW, messengers, and his followers who has opened our mind to study until now.

The researcher would like to express the deepest gratitude to the people who give their contribution and helps to the researcher in conducting this thesis:

1. Dr. Ridha Ahida, M.Hum as the Rector of IAIN Bukittinggi and also her first, second and third assistants.
2. Dr. H. Nunu Burhanuddin,Lc, M.Ag as the Dekan of Tarbiyah Faculty IAIN Bukittinggi.
3. Dr. Veni Roza, S.S., M. Pd, as the Head of English Education Department of IAIN Bukittinggi
4. Syahrul M.Pd and Leli Lismay., M.Pd as advisors for their care, time, attention, guidance, valuable advices, suggestions, critics and patience in accomplishing this thesis. Their suggestions and contributions are highly appreciated
5. The Librariants of Iain Bukittinggi who have sincerely helped and allowed the writer in collecting the references.
6. All of the lectures who have given their knowledge, ideas, and contributions to the completion of this thesis and educated his precious things in many fields during his study.

7. All of the lectures in English Department of Tarbiyah Faculty of valuable knowledge, guidance and advices during the years of my study.
8. The writer also shows her thanks to her beloved mother and father, Mita and Antos . Also for her beloved sisters, Putri and Erin, who have given their endless love, pray, and supports to accomplish this thesis soon.
9. The writer also shows her thanks to her beloved friends (rahmi, erin, dhani, dyna, suci, fadly, gion,). Thanks for their supports, motivate, and give her suggestion to finish this thesis.
10. All of her friends at English Education Department pf 2014' generation, especially PBI A's for their sweet memories, wonderful friendship,helps, suuports, and inspirations that have encourage her to have good spirit in studying and accomplishing this thesis.

The writer hopes Allah SWT always blesses all of the people those helped her, who have been mentioned or not. The writer honestly believe that this thesis might still have some weakness. Therefore, her really hope that there will be some criticism and suggestions from the reader to make this thesis better.

Bukittinggi, 7 Januari 2019

The Researcher

AMBRIANA SHAUDA

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CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is one of language skill that students acquire in learning English besides listening, reading, and speaking. Writing is a skill that required in written communication. A good writing is not always easy and be a challenge even for the best student. According Oshima and Hogue writing particularly academic writing is not easy. It takes study and practice to develop this skill.[1] Writing is a demanding skill because the learners have to think in their language then translate their thought or ideas into English. Moreover, mastering vocabularies and tenses become the main key to get a good writing. The students have to choose the appropriate vocabularies to arrange words, to make sentences and to develop them into paragraphs by using correct grammar, and punctuation.

As a skill in English, writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in students' daily life, because they do writing in order to complete many tasks of their studies. Writing practice can help the students to improve their vocabulary and of course increase their ability in grammar. In other word, writing is very important to increase the competent in English. Because writing is important to learn, students in the collage are expected to learn an master writing skill. Based on writing syllabus at the fifth

1. *Alice oshima and Ann Hogue. 1999, Writing Academic English Third Edition (New York : Longman) p.3*

semester in IAIN Bukittinggi, there are many materials that should be mastered by the students. One of those is argumentative essay.

Oya ozagac state that in this kind of argumentative writing not only give information but also present an argument with the pros (supporting ideas) and cons (opposing ideas) of an argumentative issue.[2] It means that argumentative writing is written text with the aim of convincing or persuading the reader or listener. According to E. Wishon and M. Burks, argument is designed to convince or persuade somebody that something is true or should be done.[3] In the argumentative we must persuade and convince the reader or listener to agree with our opinion.

In argumentative writing, the students learn how to share opinions, ideas or arguments in form of writing. The students are required to have the sufficient knowledge to support their ideas about the given topic. This condition encourages the students to be able to develop or elaborate their arguments in order to strengthen their explanation. Sometimes the student did not know what their write, so their have a fallacy. In argumentative writing, the presence of logical fallacy, which can be simply defined as error in reasoning, shows either illegitimate arguments or irrelevant points that will under mine the strength of a claim.

Armstrong and Fogelin state that logical fallacies can simply be defined as defective conclusion.[4] Interestingly, these mistakes in reasoning may be

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2 . Oya Ozagac, *argumentative essay*, *printable version.* September 2004.

3 . George E. Wishon, & Julia M.Burks, *let's write English*., revised edition, p147

4 Sinnott-Armstrong, W., & Fogelin, R. (2010). *Understanding arguments: An introduction to informal logic*. Belmont, CA : Wadsworth Cengage Learning.

intentional or unintentional. The knowledge on this logical fallacy is important for students to prevent them from making the mistake as well as to make them more alert to the flaws in other people's argument. A fallacy classification presented by Mayfield, tries to classify common fallacies into four broad categories: fallacy that manipulates through language, fallacy that manipulates through emotions, fallacy that manipulates through distraction, and inductive fallacy.[5]

Based on the preliminery research on October, 10th, 2018, at English education department in IAIN Bukittinggi the researcher conducted interview to the lecturer and some of students. The first came from the students themselves, they were got difficulties in developing their idea. They did not know what to write. Then, they were not confidence with their statement. The second information came from the lecturer. The lecturer said that she faced the students who had writing difficulties, as follows : first, developing idea, because their writing influenced by their reading skill. Second, the lecturer found the fallacies in the students argumentative writing. Third, the fallacies of the students argumentative writing not related with format essay, but related with the way students write, developing ideas and language patterns.

Based on the phenomena above, the researcher focus the reasearch with the title " ***An Analysis of Logical Fallacy in argumentative writing at the fifth semester of English education department in IAIN Bukittinggi "***

5 Mayfield, M. (2007). *Thinking for yourself: Developing critical thinking skills through reading and writing* (7th ed). Boston, MA: Thomson Wadsworth.

B. Identification of the problem

Based on the pre liminery research, there were some problems found at English education department of IAIN Bukittinggi :

1. The students could not develop their idea. Then they did not know what to write and they were not confidence with their statement.
2. The lecturer found the fallacies of the student's argumentative writing. Than the fallacies of the student's argumentative writing related with the student's write, developing ideas and language patterns.

Based on the problem above the researcher will focus the research with title *An Analysis of Logical Fallacy in argumentative writing at the fifth semester of English education department in IAIN Bukittinggi "*

C. Limitation of the problem

In this research, the researcher limit the research to identify of informal logical fallacy in writing skill specially in argumentative writing at the fifth semester of english education department in IAIN Bukittinggi.

D. Formulation of the research

Based on the problem above, the reseacher formulates the question of the research is what type of logical fallacies are used by students' in writing argument text at the fifth semester of English Education Department in IAIN Bukittinggi ?

E. Purpose of the research

In accordance with the formulation of the problem above, the purpose of the research is to find out the type of logical fallacy used by students' in writing

argument text at the fifth semester of English Education Department in IAIN Bukittinggi.

F. Significance of the research

Academically, it is hoped that the research is expected to give information for the college. Next, for the collage students, it can be used as the references for next researcher. Practically, it is hoped that research is expected to give advantages for lecturer, it can give the information about the logical fallacy of the students' argumentative essay. Then, for the researcher, it is submitted as a partial fulfillment of the requirement to obtain strata 1 degree on English education section in IAIN Bukittinggi.

G. Definition of the key term

To avoid misunderstanding, it is necessary for the researcher to define some key terms as follows :

1. Argumentative writing means that we must persuade and convince the reader to agree with our opinion.
2. Logical fallacy means that mistakes in reasoning. Logical fallacies have four categories which is classified by Mayfield : fallacy that manipulates through language, fallacy that manipulates through emotions, fallacy that manipulates through distraction, and inductive fallacy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into 3 parts. They are the nature of writing, argumentative writing and logical fallacies. The discussion of each part is going to be presented below.

1. The Nature of Writing

Brokes and grundy state that the study of language in the twentieth century has tended to concentrate on spoken language. Written language was thought by some to be spoken language.[6] It means that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape. Writing is not an easy job. With regard to its nature, many opinions emerge asserting that writing is considered to be more difficult than the other skills. This is due to the process of composing that requires many things to do.

a. Definition of writing

Writing is progressive activity. Oshima and Hogue explain that progressiveness in writing is when students want to start the first step to write about a certain topic. After that, they read over their writing, then they will do some corrections and changes.[7] In short, in order to

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6 Arthur brooks and Peter grundy, *beginning to write, writing activities for elementary and intermediate learners.* Cambridge university.

7 Alice Oshima and Alin Hogue, writing : *Academic English*, Third Edition

have better writing, the students should never stop only in one step. This is what the most college students face in their writing tasks such as essays and final projects which become the requirement for them to finish their study in a university.

Writing becomes one of the most important aspects of the language skills because the students are helped to develop the other language skills through the teaching of writing skill by the teacher. There are several aspects which students can learn from writing, such as the learning of idioms, grammatical structures, and vocabulary. To do the procces of writing, the students have to struggle in terms of how to put idea or argument on a paper, so they will find their needs of using the correct and appropriate words which are relevant to the context.

Besides that, writing is also commonly known as a productive skill that carries the nature of communication.[8] The real model of such communication is what comes up between a writer and a reader. The writer wants to explain something while the reader wants to read to something, the writer has a communicative purpose and the reader gets interested in the communicative purpose, at last, the writer selects from language store to finally express what want to be delivered through written language and the reader processes a variety of language to interpret the writer's ideas or minds.

8 Jeremy Harmer, The Practice of English Language Teaching, (New York: Longman Publishing, 1991), p.48

As writing is a means of communication different from speaking, in which it is unable to provide direct feedback from the reader, then it is really important to think how to communicate effectively with readers. To achieve such goal, it comes to be crucial to utterly comprehend that the main difference between writing and speaking as what Langan stated in his book that a writer should equip the writing with detailed and precise points or reasons which can encourage the ideas to properly deliver.[9] By presenting trusted evidence of ideas, readers can finally consider the writer's views or ideas and in this stage, the communication process is taking place.

As what have been discussed previously, writing is much more than an activity to write. It is not merely about demonstrating ideas to the readers, but it is much more than that. Somehow, writing is capable of altering one's life. In some ways, it can deepen one's understanding towards herself and broaden the relationship as writing is able to become a facilitation to communicate effectively with other.

Furthermore, writing for some people are uneasy since it is generally known as an activity that requires a combination of some such sub-skills such as spelling, grammatical knowledge, punctuation, and so on. Yet, as some students face an assignment in which they have to compose pieces of academic writing, it becomes broader and more complex than merely producing and choosing the suitable ideas

9 John Langan, *English Skills,* (New York: McGraw-Hill, 2006), p. 4.

for the writing task, it further requires the students as the writers to translate their ideas into text and polish it up to be a presentable document. Thus, academic writing is viewed as a difficult task.

However, there are two common problems that are capable of making writing difficult for some people such as spelling and handwriting. Besides, writing also requires the writer to be able to integrate some abilities needed to produce an effective writing product like, the ability to construct the paragraphs with clear and appropriate transition signals and to design obvious topic sentences that can lead the readers into the main idea.

b. Component of writing

In writing, the students have to know the component of writing. There are five categories of components in writing. Those are grammar, vocabulary, mechanic, fluency, and form.

1. Grammar

   It includes the employment of grammatical forms and syntactic patterns

2. Vocabulary

   In content includes the substance of writing and ideas expressed, and how the ideas are expressed and develop into writing.

3. Mechanic

   It includes the use of the graphic conventions of the language.

4. Fluncy

   It includes the choice of structure vocabulary and lexical items to give a particular tone or flavor to the writing.

5. Form

   It includes the organization of the content, and how to organize the content of writing into form that has been set such as introduction, body and conclusion.

In conclusion, each component of writing has function to guide the students when they write a written being a good form.

c. The processes of good writing

Writing, particularly academic writing, is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of english, it is important to note that writing is a process, not a product. It is always possible to reviewed and revised, and review and revise again. There are three main stages in the writing process proposed by Oshima, they are:[10]

1) Prewriting

In this stage the first that should be done is to show and to narrow the topic into specific focus. The seconds is to generate the idea by doing brainstroming which consists of some technique such as listing, freewriting, and claustering.

2) Planning (outlining)

10 Alice Oshima and Alin Hogue, writing : *Academic English*, Third Edition, ...p.3-12

The second stage is to plan or also know as outlining. The first is making sublists, it means we need to any related kind ideas then cross out unrelated items. Next steps is writing the topic sentence that is the most general sentence in paragraph.

3) Writing and revising drafts

After finishing the two stage above, we come to the third stage that begin with writing the first though draft from the outline, after that we need to revise its content and organization, the next step is proofreading of the text by checking the grammar, sentence, structure, spelling, punctuation, and final step is writing the final copy.

According to Oshima, Harmer also stated four steps in writing process.[11] They are started from planning what they are going to write. After writing the first draft, the next stage is editing that consist of reflecting and revising, and last is finishing.

In short, the process of writing by the students is a big deal where the task might not be completed in a short time or in face to face meeting in the classroom. The students need to use the cognitive activity as they should think hardly for the topic and form a title as well as accomplish well-written texts. Moreover, they also should integrate the connection between the language form and its appropriateness to the meaning and cultural context in order to make their writing acceptable and easy to read.

11 Jeremi Harmer, How to Teach Writing, ...p.6

2. Argumentative writing

a. Definition of argumentative writing

Oya ozagac state that in this kind of argumentative writing not only give information but also present an argument with the pros (supporting ideas) and cons (opposing ideas) of an argumentative issue.[12] It means that argumentative writing is written text with the aim of convincing or persuading the reader or listener. According to E. Wishon and M. Burks, argument is designed to convince or persuade somebody that something is true or should be done.[13] In the argumentative we must persuade and convince the reader or listener to agree with our opinion.

In argumentative writing, the students learn how to share opinions, ideas or arguments in form of writing. The students are required to have the sufficient knowledge to support their ideas about the given topic. This condition encourages the students to be able to develop or elaborate their arguments in order to strengthen their explanation. Sometimes the student did not know what their write, so their have a fallacy. In argumentative writing, the presence of logical fallacy, which can be simply defined as error in reasoning, shows either illegitimate arguments or irrelevant points that will under mine the strength of a claim.

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12 . Ozagac Oya, *argumentative essay, printable version.* September 2004.

13 . George E. Wishon, & Julia M.Burks, *let's write English.,* revised edition, p147

b. Generic structure of argumentative writing

There are three generic structures of argumentative writing by rusmanhaji.[14]

1. Thesis

   Thesis is a containing topic and brief statement of the writer's position related to the topic. Thesis has a statement or announcement of issue concern.

2. Argument

   Argument that describe the reality according to the writer's opinion. In Argument has a con or pro, and reason.

3. Conclusion

   Contains the conclusions that reinforce the description in the argument that what is being thought is true

   In conclusion, each structure of argumentative writing has function to guide the students when they write a written being a good statement.

c. Learning Targets of argumentative writing

a. Write arguments to support claims with clear reasons and relevant evidence.

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14 . rusmannhaji Simple Genre for student of senior high school, Published by ESS Bekasi 2013.

b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
c. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
d. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
e. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
f. Use knowledge of language and its conventions when writing, speaking, reading or listening.
g. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing your own clearly.

3. Logical fallacy

a. Definition of logical fallacy

Fallacies are errors in your logic that should be avoided within your paper. The best way to avoid these is to provide strong support for your argument and not to use information out of context. Vleet state that the word fallacy comes from the latin word *fallacia,* meaning “trick,” ”deceit,” or “fraud.” A logical fallacy is an argument containing faulty reasoning.[15] It means that logical fallacy is argument containing a defective conclusion or the authors intended to mislead their audiences and deliberately distorted the reasoning, or manipulate the language use to create a certain response.

There are two types of logical fallacies : formal and informal. A formal logical fallacy is an argument that is flawed due to an error pertaining to the structure of the argument. An informal logical fallacy is an argument that is flawed due to an error pertaining to the content of the argument.[16] According Harvey Bluedorn A formal fallacy is one which involves an error in the form, arrangement or technical structure of an argument. The question in view is not whether a conclusion is true or false, but whether the form of the argument is correct or incorrect, valid or invalid. An informal fallacy involves such things as: the misuse of language such as words or grammar, misstatements of fact or opinion, misconceptions due to underlying presuppositions, or just plain illogical sequences of thought.[17] We

15 . Jacob E.Van Vleet. *A Brief Guide : Informal Logical Fallacies.* University Press of America.

16 Loc.cit

17 Harvey Bluedorn. *Formal and informal fallacies.*

encounter both formal and informal fallacies every day, but unlike formal fallacies, we cannot reduce informal fallacies to symbolic formulas. We can, however, compile a list of characteristic profiles of informal fallacies, and arrange them into general categories. So, The researcher focuss of the study is informal logical fallacy, because the researcher want to analyze of logical fallacy are used by students' in writing argument text.

A fallacy classification presented by Mayfield, tries to classify common fallacies into four broad categories: fallacy that manipulates through language, fallacy that manipulates through emotions, fallacy that manipulates through distraction, and inductive fallacy.[18]

Table 2.1 : Type of fallacies

Type of Fallacies	Definition
Manipulation through language	
1. Word ambiguity	Uses vague or undefined words
2. Misleading euphemism	Hides meaning by creating words which make less acceptable idea seems positive
3. Prejudicial language	uses loaded words that convey bias
Manipulation through Emotions	
1. Appeal to fear	Seeks to persuade by arousing fear
2. Appeal to pity	Seeks to persuade by arousing pity
3. Appeal to false authority	Seeks to persuade by citing a fake or inappropriate

18 Mayfield, M. (2007). *Thinking for yourself: Developing critical thinking skills through reading and writing* (7th ed). Boston, MA: Thomson Wadsworth.

	authority
4. Appeal to bandwagon	Seeks to persuade by appealing to the wisdom of popular momentum
5. Appeal to prejudice	
a. Personal attack	Attacks a person's character on matters irrelevant to the issue
b. Poisoning the well	Seeks to prejudice others against a person, group or idea so that their arguments will not be heard on their own merits
Manipulation through distraction	
1. Red herring	Diverts attention to other issues
2. Pointing to another wrong	Claims that similar actions went unnoticed and unpunished
3. Straw man	Attacks a minor point in an argument, then claims this maneuver invalidates the whole argument
4. Circular reasoning	Repeats the same conclusion in different words
Inductive Fallacy	
1. Hasty generalization	Draws conclusion from insufficient sampling
2. Either-or fallacy	Asserts there are only two (extreme) choices while actually there are many
3. Questionable statistics	Presents unknown or unsound statistics
4. Inconsistencies and contradictions	Uses claims that contradict one another

5. Loaded questions	Uses a biased question
6. False analogy	Ignores significant differences when comparing two things
7. False cause	Presents unreasonable claim of causal connection
8. Slippery slope	Presents unwarranted claim that one event would lead to chain reaction

The method of evaluating argument using the list of fallacy like the one presented above is what is often referred to as fallacy approach. In such an approach, the assessment focuses on the identification of specific fallacies that weaken the strength of an argument. Using this approach, assessment of argument works by determining if an arguments contains fallacies.

b. The Importance of Studying Informal Logical Fallacies

Khoiri and widiati state that the knowladge of this logical fallacy is important for students to prevent them from making the mistake as well as to make them more alert to the flaws in other people's argument.[19] According to vleet there are three main reason for studying informal logical fallacies. First, by becoming aware of fallacies, one will be able to detect poor arguments. Second, by studying informal logical fallacies, one's analytical capabilities will increase. This means that one will not only be able to recognize erroneous reasoning but will also be able to think more critically in

19 Niamika El Khoiri and Utami Widiati. *Logical Fallacies In Indonesian EFL Learners' Argumentative Writing : Students' Perspectivs.*

general. Finally, by studying informal logical fallacies, one can gain the confidence to challenge lazy assumptions and unquestioned beliefs.[20] It means that informal logical fallacy can make the student to prepare their opinions about something, so, they do not make mistakes and when they think it is in accordance with the reality.

B. Related of the studies

Some researchers had been conducted related to the use logical fallacy in their research. The first is "*logical fallacies in causal patterns made by debaters in the eight Indonesian varsities English debate championship 2005"*. The results of the analysis showed there were two kinds of causal relationship used by debaters : cause to effect reasoning (17 times) and effect to cause reasoning (17 times). There was only one type of logical fallacy committed in those reasoning that was non cause pro cause 8 times occurred in cause to effect reasoning and 5 times were found in effect to cause reasoning.

The second is "*an analysis of logical fallacies in Tom Boellstorff's the gay archipelago concerning LGBT and its arguments"* by Salmi Rahmawati. In this research the writer analyzes the logical fallacy (fallacies of irrevalance appeal) in the argument that consisted of appeal to belief, appeal to emotion, appeal to tradition, appeal to authority, appeal to self-interest and appeal to force or threat. The result of this study showed that all of the fallacies of irrevalance appeal is used in the Gay

20 Jacob E.Van Vleet. *A Brief Guide : Informal Logical Fallacies.* University Press of America.

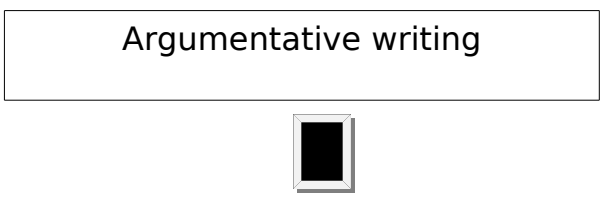
Archipelago book. There are 5 appeal to belief in the argument, 6 appeal to emotion, 4 appeal tradition, 3 appeal to authority, 2 appeal to self-interest and 1 appeal to force or threat in the argument.

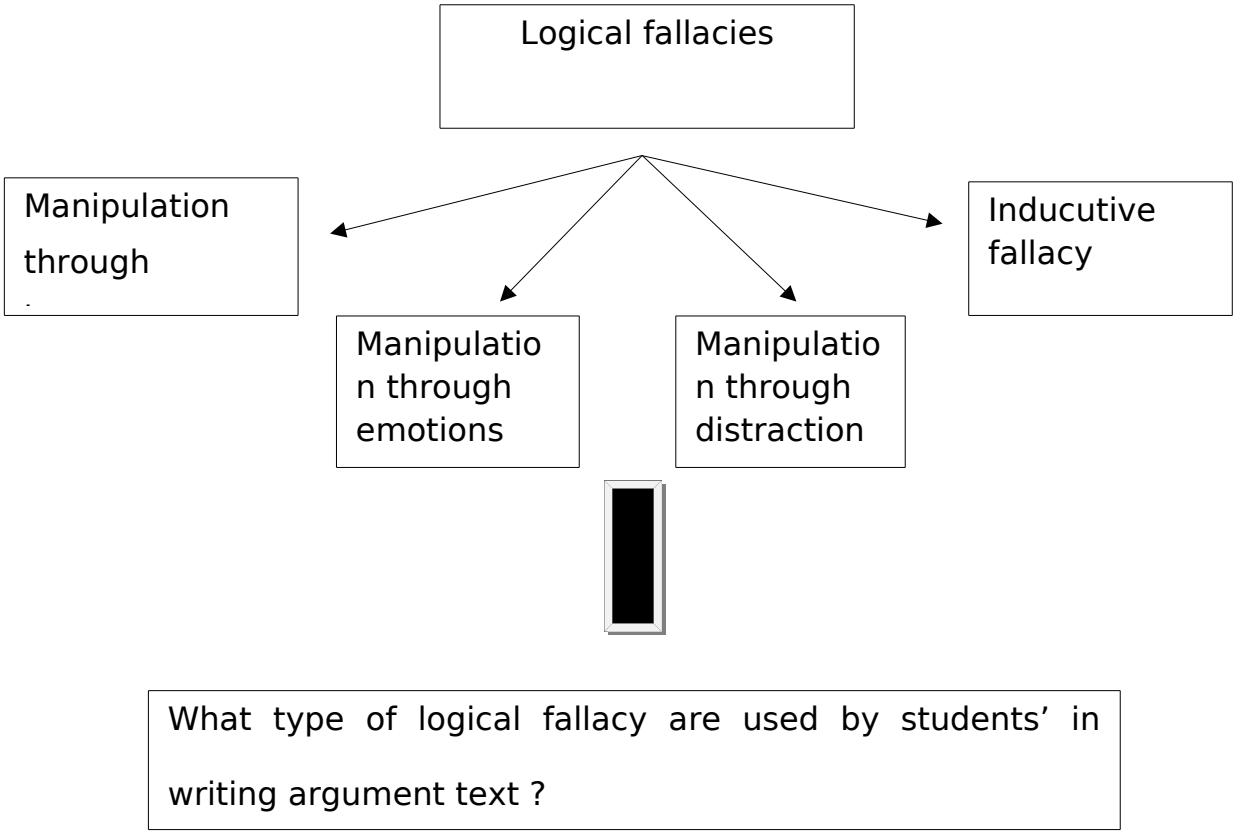
The last is "*Logical fallacies in Indonesia EFL learners' argumentative writing : student' perspective.*" In this research the researcher choose 40 students from the fourth semester in English department majoring in ELT were involved in the study. The study was successful in identifying a number of fallacious statements in the students essay, reffering to the classification by Mayfield. The results of the study showed that students still produced a number of logical fallacies in their work, some of which were very basic they can actually be avoided through simple, explicit instruction.

As stated above, logical fallacy can stimulus the students in developing idea when create a statement. The similarities this research with previous research are talk about logical fallacy. The difference this research is the researcher analysis of informal logical fallacies in teaching argumentative writing, because the researcher found the some problems from the lecturer and some of students in English Department at IAIN Bukittinggi.

C. Conceptual Framework

Conceptual framework of this research can be created as follow:





From the conceptual framework above, researcher will conduct the research to analyze of logical fallacy in argumentative writing. The researcher will use a logical fallacy which is classified by Mayfield to collect the data. After getting the data, researcher will analyze it. Last, the researcher will find the purposes of this research as the finding.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research had been done at the fifth semester students of English Education Department in IAIN Bukittinggi Academic Year 2018/2019. The researcher chose this semester because they had learned Writing II subject.

The design of this research was descriptive quantitative research, because the researcher want to analyze of logical fallacy in argumentative writing made by the students. Descriptive research is the process to give more describing about a phenomenon.[21] According to Margono, quantitative research is a process to get knowledge or information by using numeral data as the tool to get what information which is intended to be known.[22] Descriptive quantitative research is a descriptive research which is use numeral and statistic in describe the data.

B. Population and sample

1. Population

Margono state that the population is the totally of research object as a source of the data that have spesific characteristic in research.[23] The population of this research was the fifth semester English Education IAIN Bukittinggi. There were four classes of the fifth semester with one hundred and eleven (111) students.

Table 3.1 :

21 Bambang Prasetyo, *Metode Penelitian Kuantitatif: Teori dan Aplikasi,* (Jakarta: PT Raja Grafindo Persada, 2007), p.42

22 Margono, *Metodologi Penelitian Pendidikan, Komponen MKDK,* (Jakarta: Rineka Cipta, 2007), p. 105-106

23 Margono, *Methodelogy Penelitian Pendidkan,* Jakarta : Rineka Cipta, 2007),P. 118

The Total Population of fifth Semester Students at English Education Department in IAIN Bukittinggi

Class	Amount of students
A	30 students
B	28 students
C	30 students
D	23 students
Total	**111 students**

2.Sample

In doing the research, the researcher should determine the sample of population. According to Sugiyono "sample is part of population which has certain characteristic.[24] In addition, Arikunto states that the sample is the part or representative of the population which is going to be researched. Therefore, it can infered that sample is part of the population which is going to be researched by researcher to find the data.[25]

In this research the researcher use random sampling. The researcher use random sample technique because the population is homogenous. It could be seen from the lecturer has the same syllabus and materials to teach the member of population in this research. According to Arikunto, the random sampling technique is a technique which is used by the researcher randomly to give the same chance and rights for subjects who the samples can be taken[26]. Arikunto also states that if the participants of the research less than one hundred respondents, it will be taken as the sample. On the other case, if the participants of the research more than one

24 Sugiyono, Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D, (Bandung: CV. A lfabeta, 2009), p. 81

25 Suharsini Arikunto, *Prosedur Penelitian*,.....p.134

26 Suharsimi Arikunto, 2013, *Prosedur Penelitian; suatu pendekatan praktik*, Jakarta: Rineka Cipta. p.174

hundred respondents, the researcher will take 10% to 25% as the sample.[27] So, The total of this research was 25% from 111 of the students which is 28 studetns which consist 7 students per each class.

C. Instrument of the research

Instrumentation is one of important side in a research. Instrument is the tool are used by the researcher in collect the data. In this research the researcher use documentation to collect the data. Sugiyono states that the documentation is the record of events that have already passed. The document can be a form of writing, drawing, or the monumental work of someone[28]. Arikunto also state that documentation is search the data about circumtances or variable which is like notes, transcripts, books, newspapers, megazines, etc.[29] Documentation is a unit of information that can be written or in form of picture and video. In this research the researcher use the results of student assignments that have been collected to the lecturer. her name is Absharini Kardena, M.Pd.

D. Technique of The Data Collection

The steps of researcher to get the students' document from the lecturer:

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27 Suharsimi Arikunto, 1998, *Prosedur Penelitian; suatu pendekatan praktik*, Edisi Revisi IV, Jakarta: Rineka Cipta. p.120

28Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: Alfa Beta Bandung, 2010, P. 240.

29 Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ... p.236

1. The researcher met the lecturer who teaches writing to the students at fifth semester in English Education Department of IAIN Bukittinggi, her name is Absharini Kardena, M.Pd.
2. The researcher asked the argumentative material that had been taught by the lecturer.
3. The researcher asked for the results of student assignments given by the lecturer about the argument text.
4. The researcher made the conclusion about the students' document and made the percentage about the students logical fallacy.

E. Technique of The Data Analysis

After the data are collect, the researcher will analyze the data. The steps of data analysis of the students' logical fallacy in argumentative writing as follow:

1. Analyze the students' argumentative writing based on logical fallacy which is classified by Mayfield.
2. Tabulate students' answer based on writing of the students' and make their percentage.
3. Find out the percentage of items, the researcher use following formula:

$$P = \frac{f}{n} \times 100\%$$

P = the percentage of the result

f = the frequency of answer

n = total amount of the sample

4. Make the conclusion of the result

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter discuss the findings an analysis of data collection from documentation to answer the research question, “What type of logical fallacies are used by students’ in writing argument text?”. The samples were college students of IAIN Bukittinggi in fifth semester who learnt Writing III subject. The total of samples were 28 students. Student argumentative writing that will be analyzed are texts that have been validated and have been rated by the lecturers of writing III, namely miss Absharini Kardena, M.Pd

1. Description of the data

Types of fallacy	Sentences	Students
Manipulation through language 1. Word ambiguity	1. Discipline students. 2. In the context of society.	2316.039 Novia. G. C
2. Misleading euphemism	1. From parents is burden the physically and psychologically.	Desi K
3. Prejudicial language		
Manipulation through emotion 1. Appeal to fear	1.Full day school also provide bad influence for sons and daughters them, full day school also bad influence or physical condition or health them. 2.Full day school have bad impact for student, because full day school make student spent a lot time at school.	Putri. O Mona. A

2. Appeal to pity 3. Appeal to false authority 4. Appeal to bandwagon 5. Appeal to prejudice a. Personal attack b. Poisoning the well		
Manipulation through distraction 1. Red herring 2. Pointing to another wrong 3. Straw man 4. Circular reasoning		
Inductive fallacy 1. Hasty generalization	1. Teachers can create students interesting in the classroom, teachers can be more easier to present the lessons. 2. The teacher can teach the students more flexible, the teacher can teach the student using technology	Arino. S Serli ratna

	positively. 3. Technology is crucial tool that teacher's use to productively carry out ideas, acquire knowledge skill and solve problem, using technology in learning can give motivating to children it is compatible to expanding the learning experience. 4. Full day school provides plenty of time for students to learn and do activities at school. 5. Free education can make students many enjoy a longer education process. 6. Students can learn by using smart phone application. 7. To develop children psyche. 8. Many people say that childhood is the time where the memorize is good to save, many people believe that school earlier will make the children to prepare to ready go to school. 9. The teacher use technology make students is more comprehend, the teacher use technology make easy in the process of learning.	2316.062 Cici. W Nur aisyah Ari saputra Memi. C. N Sri yusra 2316.004
2. Either or fallacy		

3. Questionable statistics 4. Inconsistencies and contradiction 5. Loaded question 6. False analogy		
7. False cause	1. To require students uniform can improve students discipline. 2. To show discipline of the students . 3. Make grow discipline in students.	Asih sari. N Adek wulan Indah. P
8. Slippery slope	1. Free education is beneficial for the poor. 2. The children can use more time to learning than to playing. 3. Students can learn by using and reading the text book.	Nur aisyah Sri dewi. S Ari. S. R

	4. To retrench toddlers activity at home.	Memi. C. N

2. Analysis of the data

An analyze of data about the informal of logical fallacies in writing argument text at the fifth semester of English Education Department in IAIN Bukittinggi.

1. Asih Sari Ningrum,

Title : “Should school require student uniform?“.

Thesis statement : “school should require student uniform”.

First reason : “to distinguish students level of school”

Second reason : “to require students uniform can improve students discipline”.

The informal logical fallacy of first reason not have a fallacy, because student uniform of course distinguish level of school such us elementary school students wearing white and red uniform, junior high school white and blue uniform, and than senior high school white and gray uniform. So I am pro with her statement. Second reason is false cause in inductive fallacy, because students uniform can not improve student discipline, but the rules that train students to discipline

2. Adek Wulan Sari,

Title : “Should school require student uniform?“.

Thesis statement : “Thus school should require student uniform”.

First reason : “to show discipline of the students”

Second reason : “to avoid social gap”.

The informal logical fallacy of first reason is false cause in inductive fallacy, because students uniform can not improve student discipline, but the rules that train students to discipline.

Second reason not have a fallacy, because students uniform of course avoid social gap. So I am pro with her second statement

3. Arino Suasanto,

Title : “ Should teacher’s use in teaching?”.

Thesis statement : “ Teacher should use technology in teaching”.

First reason : “ Teachers can create students interesting in the classroom”.

Second reason : “teachers can be more easier to present the lessons”.

The informal logical fallacy of first and second reason is hasty generalization in inductive fallacy, because in the text is not explained along with evidence from the expert that technology can create the students interested in the classroom and teachers can be more easier to present the lessons. So, sample of her statement insufficient..

4. Laela Markhamah,

Title : “Toddlers should go to school earlier”.

Thesis statement : “ In Indonesia toddlers habitually go to school of kindergarten earlier on age 4/5 th years”.

First reason : “ Because toddlers more easier in memorizing in golden age about the lessons”.

Second reason : “parents more spent time for work and only rerepeat toddlers lesson in home with kindergarten direction”.

The informal logical fallacy of first reason hasty generalization in inductive fallacy, because there is no evidence from the expert that toodlers are aeasier to memorize and sample of her statement insufficient. Second reason is false analogy in inductive fallacy, because in the text of second paragraph is “most of the parents”, but she said “parents”, so all of the parents be the target.

5. Serli Ratna Amelia,

Title “Should teacher use technology in teaching”

Thesis statement : “Thus, technology is very important at school, because students can be know the development from time to time”.

First reason : “the teacher can teach the students more flexible”

Second reason : “the teacher can teach the student using technology positively”.

The informal logical fallacy of first and second reason is hasty generalization in inductive fallacy, because there is no evidence from the expert and sample of her statement insufficient.

6. 2316.039, PBI 5B

Title : “Should school require student uniform ?”.

Thesis statement : “Thus, school uniform are necessary for student and all students need to obey it”.

First reason : “discipline students”.

Second reason : “to avoid differential among student”.

The informal logical fallacy of first reason is word ambiguity in manipulation through language, because her first statement use undefined words. Second reason not have a fallacy, because of course the school uniform makes all students the same

7. 2316.062, PBI 5B

Title : “should teachers use technology in teaching”.

Thesis statement : “Using technology in teaching is the responsibility of each educator to provide an educational program that appropriately supports each child’s learning development an learning goals”.

First reason : “technology is crucial tool that teacher’s use to productively carry out ideas, acquire knowledge skill and solve problem”.

Second reason : “using technology in learning can give motivating to children it is compatible to expanding the learning experience”.

The informal logical fallacy of first and second reason is hasty generalization in inductive fallacy, because there is no evidence from the expert with her statement “technology is a crucial tool

that teacher's use", then how with teachers who teach in the remote area. So, sample of her statement insufficient.

8. Cici Wahyuni,

Titile : "The government should apply fullday school".

Thesis statement : "The government should apply full day school because there are two reasons to support full day school".

First reason : "Full day school provides plenty of time for students to learn and do activities at school".

Second reason : "Full day school can decrease the anxiety of parents".

The informal logical fallacy of first reason is hasty generalization in inductive fallacy, because there is no evidence from the expert, with statement that full day school provides plenty of time for the students, so sample of her reason insufficient and sometimes full day school can make the students bored and stress. Second reason not have fallacy, because the parents will trust the school more because their children will be safer if they are in a school environment, so I am pro with her second statement.

9. Risma Nofia,

Title : "should school require student uniform?"

Thesis statement : "school should require students uniform".

First reason : "school should require student uniforms for uninformity".

Second reason : “school should require student uniforms for neatness”.

The informal logical fallacy of first and second reason not have fallacy, because of course the students uniform needed for uniformity and neatness of students, and her s reason supported by expert opinion, so I am pro with her statement.

10. Nur Aisyah Merlin,

Title : “Education should be free for everyone”.

Thesis statement :”the government should make the education free for everyone”

First reason :“free education is beneficial for the poor”

Second reason :”free education can make students many enjoy a longer education process”.

The informal logical fallacy of first reason is slippery slope in inductive fallacy, because her statement unfair, the title is for everyone, but her argument is only for the poor, so argument of her would lead to chain reaction. Second reason is hasty generalization in inductive fallacy, because there is no evidence from the expert

11. Sridewi Sartika

Title : “should government apply full day school”

Thesis statement : “government should apply full day school”

First reason :”the teacher can control activity of students”

Second reason :”the children can use more time to learning than to playing”.

The informal logical fallacy of first reason not have fallacy, because of course the teacher have plenty of time to control their students. Second reason is slippery slope in inductive fallacy, because her statement would lead to chain reaction, students will get bored because all day they just study.

12. Afifah Mardhiyah,

Title :”should teacher use technology in teaching?”

Thesis statement :”technology has benefits for teachers and studens”.

First reason :”support the learning process”.

Second reason :”make student interest with a lesson

The informal logical fallacy of first and second reason not have fallacy because her statement about technology that provides benefits to students and teachers is right, so I am pro with her statement.

13. Nofia Gadisma Candra,

Title :”the full day school should be applied in Indonesia”

Thesis statement :”full day school should not be applied in Indonesia”.

First reason :”in the context of society”

Second reason :”full day school will add the burden of teachers and students”

The informal logical fallacy of first reason is word ambiguity in manipulation through language, because her statement uses undefined words. Second reason not have fallacy, because the teacher will spend more time in school and less time to take care of their family, so I am pro with her statement.

14. Nera Wita

Title :”should school require student uniforms?”

Thesis statement :”explained students uniforms”

First reason :”school the require uniforms look formal”

Second reason :”school uniform will eliminate separation social class”

The informal logical fallacy of first and second reason not have fallacy, because of course school uniforms look formal for the students and eliminate separation social class”

15. Mesri Afriani

Title : “Importance of school uniforms”

Thesis statement :”school are a symbol to know the students from where they school”

First reason :”without school uniform, students may form gangs and identify their group with same color clothes”.

Second reason :”helping to reduce social conflict in school”.

The informal logical fallacy of first and second reason not have fallacy, because school uniforms make students look the same and there will be no social disparity. So I am pro with her statement

16. Ari Saputra Ramadhani

Title : “Teacher should not be the center of learning”

Thesis statement :” Teacher should not be the center of learning anymore”

First reason :”students can learn by using and reading the text book”

Second reason :” students can learn by using smart phone application”.

The informal logical fallacy of first reason is slippery slope in inductive fallacy, The teacher must be the center of the students because the book is not effective enough to be the center of learning process. Second reason is hasty generalization in inductive fallacy, because what about students who don't have a smart phone so insufficient sampling of her statement.

17. Annisa Aditya

Title :”shouldn’t toddlers go to school earlier”

Thesis statement :”thus there are 2 reason why toddlers shouldn’t go to school earlier”

First reason :”the children should not be forced to learn too early”

Second reason :”the children under 7 years old has not yet reached concrete operational phase”.

The informal logical fallacy of first and second reason not have fallacy, because her statement was accompanied by expert opinion

18. Manal Chema

Title :”should teachers be the centered of learning”

Thesis statement :”what the effective about the teacher be the centered of learning”

First reason :”when the students learning in classroom teacher centered classroom remains orderly. Students are quiet and the teachers retain full control of the classroom and its activities”

Second reason :”because the teachers direct all classroom activities, the teacher don’t have to worry that students will mis an important topic”.

The informal logical fallacy of first and second reason not have fallacy, because of course teachers retain full control of the classroom and its activities. So I am pro with her statement.

19. Indah Paramitha

Title :”students should wear uniform”

Thesis statement :”thus, students should wear uniform”

First reason :”to avoid discrepancy among students”

Second reason :”to make grow discipline in students”

Third reason : “at identity of school”

The informal logical fallacy of first and third reason not have fallacy. Second statement is false cause in inductive fallacy, because students uniform can not improve student discipline, but the rules that train students to discipline

20. 2316.023, PBI 5A

Title :”why students should require uniform?”

Thesis statement :”three reason why students should require uniform”

First reason :”uniform does not disturb learning concentration when students study in the classroom”

Second reason :”uniform does not show between the rich and the poor students”

Third reason :”students don’t distinguish their friends”

The informal logical fallacy of first second and third reason not have fallacy, because if students wear free clothes it will disrupt their concentration, and if their uniforms are the same then there is no difference between them. So I am pro with her statement.

21. Memi Cahya Ningsih

Title :”should toddlers go to school earlier?”

Thesis statement :”thus, there are 2 reasons why children should go to school earlier”

First reason :”to retrench toddlers activity at home”

Second reason :”to develop children psyche”.

The informal logical fallacy of first reason is slippery slope in inductive fallacy because she present a statement does not make sense. Second reason is hasty generalization in inductive fallacy, because not accompanied by expert opinion, and insufficient sampling.

22. Desi Khairani

Title :”full day program shouldn’t be applied by the government”

Thesis statement :”there are the reason from same parents and teacher about fullday school”

First reason :”from parents is burden the physically and psychologically”

Second reason :”from teacher is the teacher cannot do better homework because of wearness after teaching all day”.

The informal logical fallacy of first reason is misleading euphemism in manipulation through language, because she hides meaning by creating words which make less acceptable idea seems positive. Second reason not have fallacy, because full day school will take up a lot of time when the teacher in the school. So I am pro with her statement.

23. Sri Yusra

Title :”toddlers should go to school earlier”

Thesis statement :”thus, parents should enter their children go to school earlier”

First reason :”their brain have many capability to memorize anything quickly”

Second reason :” will make them prepare to ready go to school”

Third reason :” increase the discipline’s children and attitude’s children”

The informal logical fallacy of first and second reason is hasty generalization in inductive fallacy, because insufficient sampling. Third reason not have fallacy, because in the school children are taught to discipline.

24. 2316.004, PBI 5A

Title :”should teacher use technology in teaching?”

Thesis statement :”the teacher should be use technology in teaching”

First reason :” the teacher should use technology in teaching because if using technology in classroom student more understand”

Second reason :” the teacher use technology make easy in the process of learning”.

The informal logical fallacy of first and second reason is hasty generalization in inductive fallacy, because what about schools in remote villages where technology is so difficult for teachers to use.

25. Resma Winda

Title :”toodlers should go to school earlier”

Thesis statement :”thus toddlers are happier if they are in school”

First reason :”toddlers can play together with their friends”

Second reason :”go to school earlier can develop and train cognitive and psikomotorik”

The informal logical fallacy of first and second reason not have fallacy, because in the school toddlers can socialize and play with their friends and can develop their cognitive. So I am pro with her statement.

26. Putri Oktaviani

Title :”should government apply full day school?”

Thesis statement :”in part parents, society or student’s that own disagree with application full day school”

First reason :”full day school also provide bad influence for sons and daughters them”

Second reason :”full day school also bad influence or physical conditions or health them”.

The informal logical fallacy of first and second reason is appeal to fear in manipulation through emotion, because her statement only scared parents about the bad influence of full day school.

27. Mona Anggraini

Title :”the government shouldn’t apply full day school”

Thesis statement :”in short, the government shouldn’t apply full day school”

First reason :”full day school have bad impact for student”

Second reason :”full day school make the student not have many time with the parent”

The informal logical fallacy of first reason is appeal to fear in manipulation through emotion, because she said have bad impact for student, so that students and parents do not want full day school be applied. Second reason not have fallacy, because students will be more active in school, so that when students go home, the time is used only to rest

28. Aulia Sri Wulandari

Title :”government should not apply full day school”

Thesis statement :”thus, government should not apply full day school”

First reason : “students will be overwhelmed everyday”

Second reason :”students are less able to socialize in their environment”.

The informal logical fallacy of first and second reason not have fallacy, because full day school will take time for students in the school to study so they rarely socialize with their environment. So I am pro with her statement

It has been mentioned previously that the students involved in the data collection process had passed all writing III, including argumentative writing. Based on the syllabus of the fifth semester English education department, the argumentative writing III which has 2 credits, has the

objectives to “the students are expected to be able to write a good essay”. The fact that there was no logical fallacy material in the scheduled meeting in the course profile implies that the decision to include logical fallacy to the students was left to the discretion of the lecturers. Should the topic be delivered, it is also for the lecturers to decide whether it will be taught in an explicit fashion (e.g. by using fallacy taxonomy and discrete exercises) or it will be delivered implicitly as a part of the students’ writing process.

Table 4.1 total amount of the sample

Type of Fallacies	**F**	**P**
Manipulation through language		
1. Word ambiguity	2	9.09%
2.Misleading euphemism	1	4,54%
3. Prejudicial language		
Manipulation through Emotions		
1. Appeal to fear	2	9,09%
2. Appeal to pity		
3. Appeal to false authority		
4. Appeal to bandwagon		
5. Appeal to prejudice		
a. Personal attack		
b. Poisoning the well		
Manipulation through distraction		
1. Red herring		
2. Pointing to another wrong		

3. Straw man 4. Circular reasoning		
Inductive Fallacy 1. Hasty generalization 2. Either-or fallacy 3. Questionable statistics 4. Inconsistencies and contradictions 5. Loaded questions 6. False analogy 7. False cause 8. Slippery slope	**9** 3 4	**40,90%** 13.63% 18,18%
Total (n)	**22**	**100%**

Type of fallacy word ambiguity in manipulation through language there were (2) students was 9,09%. Type of fallacy misleading euphemism in manipulation through language there were (1) student was 4,54%. Type of fallacy appeal to fear in manipulation through emotion there were (2) students was 9,09%. Type of fallacy Hasty generalization in inductive fallacy there were (9) students was 40,90%. Type of fallacy False cause in inductive fallacy there were (3) students was 13,63%. Type of fallacy slippery slope in inductive fallacy there were (4) students was 18,18%.

From the percentage above, students were used many types of fallacy hasty generalization in inductive fallacy. Because the students draw conclusions without providing evidence from experts and the sample of

their conclusions was insufficient, so people will immediately think about their fallacy and their fallacy is logically.

B. Discussions

In this research, the researcher used documentation as the instrumentation. The documentation shaped of results the student assignment given by the lecturer about the argument text to the fifth semester students of English Education Department in IAIN Bukittinggi, they were 28 students for all classes (A, B, C, and D). After the students collect their task about argumentative writing to the lecturer. the researcher asked the task of the student to the lecturer. Then, after analyzed the data from students' task, it was indicated that the students made some of informal logical fallacy such as word ambiguity, misleading euphemism, appeal to fear, Hasty generalization, False cause and slippery slope.

The first and the most type of informal logical fallacy were used of the students is hasty generalization. In writing text arguments, 9 students from a total of 28 students made mistakes using the type of hasty generalization fallacy. The researcher assumed the reasons why students used hasty generalization in their argumentative writing, because the students draw conclusions without providing evidence from experts and the sample of their conclusions was insufficient. The statement above suppport by *Irving M. Copi/Carl Cohen/Kenneth McMahon explained that* hasty generalization which argument is based on a small number of events or facts but is brave to be generalized as the root of the problem or the

cause of a phenomenon. Or in other words the fact that has not been validated has become the basis of generalization[30].

The second is a small type and only 1 student out of a total of 28 students uses the type of fallacy misleading euphemism. The researcher assumed the reasons why students used misleading euphemism in their argumentative writing, Because students draw conclusions without mentioning the meaning of their argument, so that their arguments are less understood by the reader. The statement above suppport by Mayfield that misleading euphemism is hides meaning by created words which make less acceptable idea seems positive. in their argumentative writing[31].

Finally, based on the explanation of the research findings above, it was indicated that the most of the students draw conclusion uses informal logical fallacy in argumentative Writing. The main type of informal logical fallacies in the students argumentative writing was hasty generalization. The result of this research give valuable research information for the lecturer and especially for the students about logical fallacy in their argument.

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30 *Irving M. Copi/Carl Cohen/Kenneth McMahon (2014). Introduction to logic. Essex pearson education limited*

31*. Mayfield (2007). Thingking for your self : developing critical thingking skills through reading and writing. Boston, MA : Thomson Wadsworth.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings of the research about informal logical fallacy of the students in argumentative writing, the researcher concluded that there

are some types of students fallacy in argumentative writing. Based on the percentage, there were some types of students fallacy. The types are on fallacy word ambiguity in manipulation through language**,** fallacy misleading euphemism in manipulation through language**,** fallacy appeal to fear in manipulation through emotion, fallacy Hasty generalization in inductive fallacy, fallacy false analogy in inductive fallacy, fallacy false cause in inductive fallacy, and fallacy false cause in inductive fallacy

The highest percentage of the students' fallacy in argumentative Writing is hasty generalization in inductive fallacy. Because the students draw conclusions without providing evidence from experts and the sample of their conclusions is insufficient, so people will immediately think about their fallacy and their fallacy is logically.

B. Suggestions

Introducing logical fallacies through explicit instruction to students who are learning argumentative writing can be seen as a practical step to bridge the gap in their knowledge on logic. By observing examples of sentence containing logical fallacies, students will be made aware of several categories of logical fallacies and refrain themselves from making similar mistakes in their own writing. This approach, combined with the basic writing skill teaching, will result in better writing products which not only comply with all the conventions of argumentative writing but also display sound claim as the result of fallacy-free reasoning

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