

RHETORIC STYLES IN THE THEORETICAL DESCRIPTION OF STUDENTS' THESIS WRITING AT THE ENGLISH EDUCATION STUDY PROGRAM, FACULTY OF LANGUAGES AND ARTS, UNY

by Ari Purnawan, Margana, Nur Hidayanto Pancoro Setyo Putro, Ihtiara Fitrianiingsih, Rasman, Nur Mahsun A Ramadhan, Denna Ananda Yushinta

ABSTRACT

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The study started from the concerns over the weak rhetoric styles, including citation techniques and the development of theoretical bases, in the conceptual framework section of students' thesis reports at the English education study program of Yogyakarta State University. The study aims to reveal the weaknesses in expressing ideas in concise and structured argumentations. This leads to a set of recommendations which will serve as guidance for students and those who are interested in the academic writing domains. The research is a descriptive study reported both quantitatively and qualitatively. To do the study, 110 thesis reports written by students in the academic year of 2020/2021 were collected, and on the basis of purposive sampling, 76 reports were selected and analyzed. The frequency of occurrence of each of the standards was reported and then interpreted and discussed. The results of the study show that in general students of the English education study program of Yogyakarta State University do not seem to use ample elements of critical thinking skills in the theoretical description sections of their thesis reports. Generally, the rhetoric styles they use in their citation or quotation are mostly attributions (78%), followed by the establishment of links between sources (15%), and comparison of one's own findings or interpretation with other sources (4%). The elements of application, evaluation, and statement of use each only appear 1%.

Kata Kunci: *rhetoric styles, argumentation, critical thinking*