RHETORIC STRATEGY IN CLASSROOM DISCUSSION

Eva Eri Dia, Suyono, Widodo Hs., Sunaryo
Program Doktor Pendidikan Bahasa Indonesia, Fakultas Sastra, Universitas Negeri Malang, Indonesia
Jalan Semarang 5, Malang, Indonesia
Corresponding Author: evaeridia@gmail.com

Abstract: This article aims to describe the pattern of question strategies and strategies for answering in class discussion activities. The documentation technique is used in collecting data sourced from verbal data, namely the speech of students who present the role as presenters and discussion participants, and lecturers who respond to the results of the discussion. The results of the analysis show that there is a pattern of rhetorical strategies generated in the speech of students in class discussion presentations. The pattern includes question strategies and answer strategies. In the question strategy in class discussion there are four formulas, among others; (1) *description + question + marriage* is there in the speech of the audience and questioner, (2) *description + question + explanation* is in the lecturer speech, (3) *question + description is in the questioner's speech*, (4) *question + explanation + question* is in the speech questioner. Whereas in the strategy of answering in class discussions there are two strategies found, among others; (1) the direct answer strategy is found in the answering speech and (2) the indirect answer strategy is found in the answering speech.

Keywords: rhetorical strategies, question strategies, answer strategies

Selecting learning strategy determined by the lecturer can illustrate the activity in the class-room that (1) the lecturer always gives question to provoke the students' critical thinking in each learning activity, (2) the lecturer uses various learning methods, (3) the lecturer gives the task and the feedback, (4) the lecturer gives chance to the students to use more language, and (5) the lecturer gives the claim to the students to give the language product in the form of students' ability and creativity in using the laguage, for instance the paper, article, popular writing, and many others. The language characteristics used by the students in the learning process is influenced by the learning model chosen and used by the lecturer and also the social background owned by the students.

The discussion related with rhetorical study in the classroom discussion is different from the research which focuses on rhetorical research

on speech discourse or other written discourses. The research conducted by Mujianto (1998), the research describes Indonesian scientific oral discourse presented in the scientific forum in 5 public universities in East Java, which focuses on ideational structure, descriptive structure, and language structure used. The same research related with the rhetorical problem in speech, namely the research with the title Rhetorical Speech of Regent in East Java with textual approach written by Harumi (2008), different from Mujianto, Haru-mi's research subject focuses on speech text of the regent in East Java. Research conducted by Harumi has been almost same with Mujianto who discusses about rheto-rical message structure, descriptive structure, rhetorical structure, rhetorical discourse, and linguistic rhetorical structure in the regent's speech text in East Java. Different from Mudjianto and Harumi, the same research focuses on rhetoric research conducted by Anwar (2010) and Harmowati (2013). Anwar describes the pattern in language journal articles namely TEFLIN. The research focuses on 3 items, na-mely (1) rhetorical pattern in the background of the article, (2) rhetorical pattern in the discussion of the article, (3) the characteristics in writing the article. While Harmowati focuses on: (1) rhetorical pattern in writing speech text, (2) rhetorical writing in speech text based on *top-down* analysis, (3) rhetorical writing in speech text ba-sed on *bottom-up* analysis.

Rhetorical problem in the discussion becomes the main point in this research because it is a must to do in the discussion. The speaking activities happen in the discussion to solve the problem through question and answer process, giving information, and justification among the speakers, the discussion members and the lecturer. The question and answer process in the discussion gives answer for the question or serious conversation about objective problem discussed in the small or big group. The discussion has strong relation with the process of creating thoughts or opinions. It often happens in the discussion not to find the deal. The technique in delivering opinion through various question and answer can cause the misunderstanding in accepting the information.

The classroom discussion in the university involves speaking skill or students' speaking art. The classroom discussion is a speaking activity conducted with the purposes, namely (1) to find

the scientific truth, and (2) to improve the truth quality. There are some parts in the discussion, namely presentation of the speakers, question answer, and conclusion. The question-answer session happens between the speaker and the audiences to solve a problem. In delivering the question, the audience uses various question forms and some forms of delivering questions. The focus of this research is in the rhetorical strategy in classroom discussion included the pattern of questioning and answering strategy.

In pragmatic view, Leech (1993:22-24) defines the rhetorical as the study in using the language effectively in communication. The rhetoric must use the efficient language, official language and planned structure to produce certain effects on thoughts. Its relation with pragmatic is that it is the speaking art or deliver-ing opinion art, giving opinion, giving information to other people effectively by using language in written or oral way, Wallace in Syafi'ie (1988:4-6) makes in detail the main rhetorical study, namely: (1) good rational, (2) ethics and moral values, (3) language, (4) knowledge.

According to Churchill (1978) as one of basic unit in interactional activity, the question has characteristics, namely (1) distributing questions, namely followed with the normal remarks called the answer, (2) syntactical question structured, namely using the question words, the question particle or the order reversal, (3) questioning to-ne, namely high tone or increasing tone in the end of remark, and (4) has questioning expression (gesture), namely physical move or sign to show the question then differs the answers into three kinds, namely (1) not the answer, is the answer meant cannot answer or cannot give the information, (2) pre-answer, is the reverse answer no to mean to answer but it aims to fulfill the condition given with the answer, and (3) answer, is a communication in verbal or nonver-bal form to give the information asked.

Theoretically, the research about rhetorical learning is hoped to give additional knowledge in pragmatic theory, psycholinguistic, semantic, and speaking art (rhetoric). In speaking art itself, this research can give knowledge about the language style used by the speaker and the receiver in managing the opinions and thoughts. Practically it is for lecturers or teachers because this research gives additional knowledge about how to use rhetorical learning in classroom discussion or in question answer discussion. The

benefit for the students is giving knowledge that in the delivering opinions must notice on the diction or vocabulary mastery and see the suitable speaking topic to get suitable facts.

METHOD

This research uses qualitative approach by using inductive thinking. Moleong (2005) states that qualitative research is the research meant to understand the phenomena happened in the research subject, for example the behavior, the perception, motivation, action, and many others holistically and with the way of description in words and in language in specific natural context and by using various natural methods. This research focuses on the Indonesian study in interactive and communicative dialog among students in the classroom discussion.

In this research, the researcher acts as the key instrument to collect the data. As the key instrument, the researcher always attends in each classroom discussion to get the data as the full observer. This research takes the data related with the rhetorical tools and students' rhetorical pattern in Malang State University. The research subject is the bachelor students and post graduate students in all departments where the researcher records the classroom discussion in 79 times of recording in different departments.

The research data is in verbal data, namely the students' speaking which represents the role as the speaker and the audience of the discussion, and also the lecturer who gives response in the result of the discussion. The data source is the lecturer's and students' remarks in the classroom discussion. The data collection is done with observation technique and documentation. The observation technique is used to observe the phenomena in classroom discussion, while documentation technique is used in the recording process in the classroom discussion in each question and answer session in each discussion.

The researcher does three stages in data analysis, namely (1) preparing and organizing the data by collecting the data related with the research focus in communication between lecturer and the students, between student and another student in the classroom discussion by the researcher, (2) reading and making short message by reading the transcript many times by the researcher to identify and understanding the

meaning by giving sign in the data and making note in the side of the transcript, and (3) presenting the data by presenting the selecting data to get the data analysis based on the rhetorical tools and patterns in giving question and answer in classroom discussion. To guarantee the scientific research, various ways are done, for example keeping the trust through data validation. The credibility test is done by having longer duration of observation, having an effort to create perseverance and accu-racy in observation, and having triangulation. The test of reliability is done by exploring the data and the contexts in detail and in regular way.

FINDINGS AND DISCUSSION

Findings

Questioning Strategy in Classroom Discussion

Questioning Pattern "description + question + -kah particle"

The description is found that one data consists of questioning strategy with the pattern *(description + question + -kah particle)*, where the first sentence to the third sentence have the description pattern, while the second has two points namely *question + -kah particle.*

> Data (1)
> As we know, this is general knowledge that everybody ever listens and learns it that there are some kinds of assessments. I don't think that it is necessary for me to explain one by one but I will describe one of the examples of model aspect assessment where in this kind of assessment, we can take some assessment *samples* such as attitude aspect, thinking pattern, thought pattern, and many others. My question is whether there isn't same assessment such as aspect model assessment in peer assessment?

Based on data (1) above, it can be explained that the pattern found has the description before it goes to question. It has–kah particle shown with "*there isn't same assessment such as aspect model assessment in peer assessment?*" and the pattern supports states that there are three characteristics of questioning, namely (1) using question intonation, (2) using question words, and (3)

using *–kah* particle. The data shows that there is question word and –kah particle. The question is differentiated in some parts, namely (1) common question which is the question which needs the answer in description, (2) rhetoric question which doesn't need the answer, and (3) command question which belongs to the command in the form of question. Alisjahbana (1969) differentiates the questions in three kinds, namely (1) the question formed by using question intonation, (2) the question formed by using question words, (3) the question formed by using particle –kah or –tah. In this data, it is common question, namely question which needs the answer in the form of explanation. Seeing from the pattern found, the person who asks tries to explain what he wants to ask before asking and using particle –kah.

Questioning Pattern "description + question + explanation"

The description has one data uses questioning strategy by using pattern *(description + question + explanation),* where in the first sentence has the description point then in the second sentence, it has question point, then the third sentence to the last sentence have the explanation point.

> Data (2)
> At last, how we can assess to give the score is the way. Generally, how can be the attitude assessed? By observing, so it is the statement. This is the score scale by using scales 1 to 4 or 1 to 5. Why do we use 5? The students usually tend to choose the mid, right? So it becomes doubtful. Many people agree with 4 choices with 4 statements: strongly agree, agree, disagree, and strongly disagree.

Based on the data (2), it can be described that the pattern found has the description before the question. The description is shown with the data "*By observing, so it is the statement. This is the score scale by using scales 1 to 4 or 1 to 5*". The description is always followed with the question. In the end of the question, there is explanation about what is being questioned. The pattern supports Rofi'uddin's theory (1990) that states that interaction consists of basic units. The interactional structure consists of transaction sets of topics. The transaction consists of exchange

set with sub topics. The exchange consists of closest pair in the form of *question–response, greeting-greeting, command-action, etc.* The closest pair consists of action or sentences as the smallest unit in interactional activity. The question is divided into some parts, namely (1) general question, namely the question which needs the answer in explanation, (2) rhetorical question, namely the question which does not need the answer, and (3) command question, namely the question with its purpose to command. Differentiates the Indonesian questions in two kinds, namely (1) yes-no question which needs answer yes or no, and (2) question which needs answer with explanation. The data is included in the question which needs answer.

Questioning Pattern "question+description"

The description consists of one data which uses the questioning pattern (*question+ description*), where in the first sentence consists of question point and then the second one to the last sentence has description point.

> Data (3)
> Why do you have this monopoly media? In delivering material, there must be the strength and the weakness, so I think it will be better to show the weakness of this media. For example, media of *Power Point* has the strength to attract students' attention than only the explanation but there is also weakness in the blackout of electricity where we cannot use this media. That is what I mean.

Based on data (3), it can be explained that the pattern shows that the question is found first. The question form above is related with the pattern of asking question then directly answering it. The pattern is same with Churchill's theory (1978) as one of basic units of interaction, the question has characteristics, namely (1) distributing question, namely followed with general form called the answer, (2) question syntactic structure, namely by using question words, question particle or reverse order, (3) questioning intonation, namely high tone or increasing tone in the end of the remark, and (4) has question expression (gesture) tanya, namely physical move or sign which shows the question. The question is divided into some parts, namely (1) general question, namely the question which

needs the answer in the form of explanation, (2) rhetorical question, namely the question which does not need the answer, and (3) command question, namely the question with its purpose to command. Ramlan (1981) differs the Indonesian question in two kinds, namely (1) question yes-no which needs answer yes/no, and (2) the question which needs the answer in the form of explanation. The question form is included in the rhetorical question because it has already had the answer.

Questioning Pattern "question+ description + question"

This description consists of one data uses the pattern of asking strategy *(question + description + question)* where the first sentence consists of question point, the second sentence consists of description, and the last point is question point.

> Data (4)
> I want to ask whether the speech is included into the kind of oral one because from the theory I get from the discussion today that I can conclude that the oral language is the language delivered orally while the written style is in the written form. The example of oral language is talking on telephone, radio, and interview. The written type is newspaper, magazine and many others. Then, is the speech oral or written because we speak it orally but we write it first?

Based on data (4), it can be explained that based on the pattern that the question is mentioned first however with the higher intonation. The question form in the quote above is suitable with the pattern which explains directly what has been asked. There is another question after explanation but it goes directly to the question. The pattern is same with that states three characteristics of questions, namely (1) using questioning intonation, (2) using question words, and (3) using *–kah particle*. The question is divided into some parts, namely (1) general question, namely the question which needs the answer in the form of explanation, (2) rhetorical question, namely the question which doesn't need the answer, and (3) command question, namely the question with its purpose to command. Ramlan (1981) differs the Indonesian questions into two kinds, namely

(1) question yes-no which needs the answer yes or no, and (2) the question which needs the answer in the explanation form. The question form is included in the rhetorical question because there has been an answer.

Answering Strategy in Classroom Discussion

The Answering Pattern of Direct Answer

The description consists of one data which uses the pattern of answering strategy (direct answer) where the sentence delivered by the speaker consists of direct answer.

> Data (5)
> In general, the phrase is the combination of two or more words which has meaning and is included in one of functions in a sentence or clause. So, it can be concluded that if there is only one word then it is not a phrase and if there are two or three, or more words but they have more than one function in the sentence, they are not phrase either.

Based on data (5), it can be explained that the pattern determined is the direct answer. The direct answer is known when there is the answer for the main problem. The data explains directly about "phrase". This pattern is in line with Sacks, et.al theory (1974) which states that the response is not differed with the answer. The answer can be the verbal or non verbal action. In this view, the action assumed to be the answer is based on the position in the conversation, namely after the question. Poggi et.al. (in Rofi'uddin, 1990) classifies the answer into two kinds, namely (a) the answer with the main goal (*goal*) and (b) the answer for the additional goal (*supergoal*). The answer form is included in the main goal.

The Answering Pattern of Indirect Answer

The description consists of one data which uses the pattern (indirect answer) where the sentence is presented by the speaker which consists of indirect answer.

> Data (6)
> Please you can conclude yourselves if there is misspelling in written language so there will be mistake in giving meaning or

the meaning will be different. It also happens to the oral language so I think it is not necessary to explain in detail.

Based on data (6), the pattern found can be in indirect answer. The indirect answer can be known if it does not focus on the main problem. The indirect data explains the main problem discussion. It has been clear enough in the quotation "so I think it is not necessary to explain in detail" does not accept the direct answer. This pattern is in line with theory of Poggi et.al. (1981) which states that the remark which follows the question cannot be directly answered. Poggi et.al in Rofi'uddin, 1990 classifies the answer into two kinds, namely (a) the answer with the main goal (*goal*) and (b) the answer for the additional goal (*supergoal*). The answer is included in the answer for the additional goal.

Discussion

Based on the research result, the rhetorical strategy found can be classified into two kinds, namely: questioning strategy and answering strategy. The form of questioning strategy found in the classroom discussion has four patterns of questioning strategy while the answering strategy has two patterns of answering strategy. As one of basic units in interactional activity, the question has characteristics, namely (1) distributing question, namely followed with the general remark named the answer, (2) structuring the syntactic question, namely by using the question words, question particle or reverse order, (3) question intonation, namely the high tone or raising in the end of the remark, and (4) has question expression (gesture), namely the physical move or sign which shows the Churchill's question (1978).

In the discussion activity, there are some steps done by the lecturer and the students. The discussion stage is started from the learning opening begun by the lecturer then continued with the speaker presentation to deliver the content of the paper then it is continued with the question and answer session. The questions related with the problem are delivered by the member of the discussion. The discussion implemented in the university does not part from the lecturer's role in class management in the learning process. The classroom discussion activity chooses one lecturer to train the students to think critically. Thinking critically in bachelor degree is different from the post graduate students significantly. The bachelor students uses discussion in the limitation of speaking ability with the standard, namely being able to ask questions and answer while the postgraduate students has a unique itself that can cause the smart speaking ability. In other words, the postgraduate students can use speaking art or rhetorical speaking in the classroom discussion.

The language characteristics used by the students in the learning process are influenced by the learning model chosen, the language used by the lecturer and the students' social background. Speaking activity happens in the discussion to solve the problem through question and answer process, giving the information and justification among the speakers, the discussion audiences and the lecturer. It is same with Hendrikus' theory (1991:96-97) that states the question answer process in the discussion gives the answer for the question or serious conversation about an objective problem which is discussed in small and big group. The discussion has a close relation with the creation of thought or opinion. It often happens in the discussion not to find the deal. The delivering opinion technique through various can cause misunderstanding in receiving the information.

The questioning strategy in the classroom discussion which can be found in this research is the pattern of questioning strategy *(description + question + -kah particle)*, where the speaker uses questioning strategy started with the goal description so that the question will have clear description. Then, the speaker uses main question previously explained shortly. Then, the speaker uses the –kah particle as the question form so that the main point questioned is clearer.

Besides there is pattern *(description+ question+explanation)* where the speaker tells the description and question he then gives explanation to explain in detail about the previous question. There is also pattern of question *(question+description),* where the speaker only uses two points in questioning. It is started with giving question and then followed with the explanation of the question. The strategy in the fourth pattern is by using the pattern (*question + explanation+question*), where this pattern expresses two different questions to open, continued with the short explanation from the question then it is ended with the core question mostly asked.

The answering strategy in the classroom discussion which can be found in this research is the pattern of direct answer where the speaker uses the answering strategy in direct answer. The person who asks questions will be answered clearly and in detail related with the question given. The answer given is the direct answer with the purpose to give the knowledge related with the problem asked by the student who asks.

There is also the answering pattern (*indirect answer)* where the person who answers will explain the answer indirectly. It means that the person who asks question will make conclusion for the description given. Besides, the answer pattern (*indirect answer)* also has purpose namely the person who asks can think broadly and critically related with the explanation. The answer is actually implicitly delivered in the remarks but in the transparent form.

CONCLUSION

Strategy in the rhetorical classroom discussion described based on the questioning and answering strategy classification in the classroom discussion. In the questioning strategy in the classroom, there are four patterns: the first is *description + question + -kah particle*, the second is *description+question+explanation*, the third is *question + description* and the fourth is *question+explanation+question*. In the answering strategy in the classroom discussion, there are two strategies found; namely direct answer strategy and indirect answer strategy.

Each research has limitation. This research also limits on some rhetorical forms in the classroom discussion as the sample which has unfulfilled condition to be analyzed because it is not in the pattern of questioning strategy or the answering one. Besides, another limitation on this research is that it only takes less than a hundred classroom discussion so that the data is still less.

This research needs to be continued by the future researcher because there are many things to be analyzed such as the addition of sampling number, addition of references so that it can give better result and maximum result.

REFERENCES

Anwar, K. (2010). Rhetorical patterns of research articles in language teaching journals. *Dissertation*. Malang: Universitas Negeri Malang.

Churchill, L. (1978). *Questioning strategies in sociolinguistics*. Rowley: Newbury House Publiser Inc.

Harmowati. (2013). Pola retorika naskah pidato siswa kelas X SMA negeri 7 Kota Bengkulu. *Thesis.* Bengkulu: Universitas Bengkulu.

Harumi, E. (2008). Retorika pidato bupati di Jawa Timur: Pendekatan tekstual. *Dissertation*. Malang: Universitas Negeri Malang.

Hendrikus, D. W. (1991). *Retorika. Terampil Berpidato, Berdiskusi, Beragumentasi, Bernegosiasi*. Yogyakarta: Kanisius.

Leech, G. (1993). *Prinsip-prinsip pragmatik*. Penerjemah: M.D.D. Oka. Jakarta: Universitas Indonesia.

Moleong, J. L. (2005). *Metodologi penelitian kualitatif*. Bandung: PT Remaja Rosdakarya.

Mujianto.(1998). Retorika wacana orasi ilmiah bahasa Indonesia. *Dissertation.* Malang: Universitas Negeri Malang

Rofi'uddin, A. (1990). Studi tentang bentuk dan fungsi pertanyaan dalam interaksi kelas bahasa Indonesia dan dalam interaksi keluarga. *Dissertation*. Malang: IKIP Malang.

Syafi'ie, I. (1988). *Retorika dalam menulis*. Jakarta: Departemen Pendidikan dan Kebudayaan.