Artículos

Indonesian Structure in Style of Thinking: the Threat of Textual Rhetoric

Estructura Indonesia en el estilo de pensamiento: La amenaza de la retórica textual

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RESUMEN

El objetivo general de esta investigación es descubrir las características de las estructuras lingüísticas de Indonesia en los estilos de pensamiento. Este estudio utiliza un enfoque descriptivo. Se encontró que el estilo aleatorio de pensamiento abstracto (AA) era el más dominante en este estudio, seguido del estilo de pensamiento secuencial (SK) como el segundo dominante. Procesan la información de manera ordenada y lineal. Para la mentalidad del estudiante, la realidad es lo que se puede entender a través de los sentidos físicos, es decir, la visión.

Palabras clave: Amenaza de Retórica Textual, Estilo de Pensamiento, Estructura Indonesia, Idioma Indonesio

ABSTRACT

The general objective of this research is to discover the characteristics of Indonesian language structures in thinking styles. This study uses a descriptive approach. Random Abstract thinking style (AA) was found to be the most dominant in this study and followed by Sequential Thinking style (SK) as the second dominance. They process information in an orderly and linear manner. For this mindset student, the reality is what can be absorbed through the physical senses namely vision, contact, and pronunciation.

Keywords: Indonesian language, Indonesian Structure, Thinking Style, Threat of Textual Rhetoric

INTRODUCTION

A topic that preoccupies experts who study language and thought is the relationship between language and thought, especially the influence of language on thought. The relationship between language and mind is a fundamental and essential problem in psycholinguistics (Arsyad & Arono: 2016, pp. 315-330). In this case, it needs to be questioned (1) whether language is the same as mind, (2) if the two things are different, is there a relationship between them, (3) if there is a relationship, which one is the main? Regarding that, there are some differences of opinion from psycholinguists, that language and mind are (1) two different things (Lauricella et al.: 2015, 11-17), (2) very closely related, (3) can be considered as two kinds of the appearance of the same thing or activity or in other words is like "two sides of the same coin", (4) is not the same value, because the main problem, in the sense that we will not know there is a mind if we do not have language and that we can see or hear people speak without us knowing that he thinks (Sasanguie et al.: 2012).

A clear mind can easily be understood and translated into language, at least as clearly as it can be done with words and sentence structures contained in language. However, the mind which is still an embryo in our brain is very difficult to trace the base, and it takes a long time to understand it clearly (Abdurrahman et al., 2019). Only when traced little by little using language (Munifah et al.: 2019, pp. 363-383) the embryonic mind becomes clearer and clearer (Azhari et al.: 2019, pp. 351-362) and finally as bright as the words and sentence structure that can provide interpretations about the thought. Not only that, but even the use of language as a mind tracker also evokes thoughts embodied by that language (Diani et al.: 2019). Because of this, many people think that thought is synonymous with language and vice versa. Surely that is not true because language is only a vehicle of thought. That is also why that regarding the so-called "transfer speech" about objects, events, even about complicated abstractions can be done with the help of language because language is a mere vehicle.

Also, language can directly replace actions, language can also indirectly be the basis of action. This is caused by the language being a vehicle for thoughts and thoughts that are more clearly and precisely expressed in language, while an organized mind is the basis of regular actions so that it can be concluded that organized language by its rules, is very important for the distribution of actions - well-organized actions(Huda et al., 2019). Furthermore, student engagement (Fati et al.: 2019, pp. 134-147) is something when it comes to thinking, and action can be objectively infused through language skills.

Language skills have a very close relationship with the ability to reason or think. For this connection, the improvement of language skills, both oral and written, must also be able to improve students' ability to reason or think (Kasayanond et al.: 2019, pp. 465-473). Efforts to strengthen the ability to write to students will also be meaningful for the development of the ability to reason or think systematically and logically. Therefore, the development of writing skills can also be useful for the development of reasoning or thinking skills (Lestari et al.: 2019, pp. 15-32).

In general, students' ability to express ideas in written form is still weak. This ability still does not illustrate the ideal ability for students, even though this ability has a very big meaning for them. Quinto (Quinto: 2015, pp. 91-110) revealed the fact that in general language learners have not been able to express written ideas. The students found more difficulty in expressing written ideas than in oral form. Therefore, for learning to write does not only stop at the achievement of "literacy", but must also reach "proficient discourse", it needs to be followed up on (Pallant & Tennant: 2007, pp. 1-18).

From observations in the writer's college environment, there are always problems with language structure regarding thinking patterns. The chaos between the structure of language and thought patterns was found in the writings produced by students including some of the teachers. The author's thirty years of experience in mastering syntactic courses (sentence structure) (Prastowo et al.: 2019, pp. 165-175) also always encounters difficulties faced by students in determining sentence elements. Is this the result of Indonesian language learning, specifically sentence learning or writing learning, which took place from elementary to high school

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which has not been effective? Or is it a representation of the student's thinking style that is reflected in the structure of the language? That is what according to the writer deserves to be studied.

Based on the theoretical background and empirical background as described above, the author was inspired to study further about the structure of language in thinking styles, especially the structure of Indonesian language in students' thinking styles which is studied based on the textual rhetorical approach which is a form of representation of thought expressions, perceptions, ideas and feelings (Villalobos et al.: 2018,pp. 1012-1587; Rahmawati.: 2019, pp. 233-240; Villalobos et al.: 2020, pp. 984-1018).

Style of thinking to convey the desired intent by using language from one culture that is different from other cultures. Even in one culture, that style of thinking can differ from time to time. Regarding the problem of thinking styles that are not universal or very bound by this culture, (Ramadhani et al.: 2019, pp. 219-231) suggest that there are four main types of thinking styles that apply among the cultures that exist on this planet. The thinking style is the Anglo-Saxon model, the Semitic model, the Asian model, and the Franco-Italian model.

The results of Hudson's study (Ramadhani.: 2019, pp. 137-158) by selecting the subject of adult children who attend sixth level grammar lessons conclude that students majoring in physics such as physics tend to have convergent or linear thinking styles, whereas students majoring in art prefer to present themselves diverging or holistic thinking styles. These two thinking styles are thought to be present in a person, but with different levels of quality, depending on the quality of involvement of the left or right hemisphere brain function. The more involvement of left hemisphere brain function, the more inclined the convergent thinking style to stand out, and conversely the more involvement of the right hemisphere brain function (Hartinah et al.: 2019, pp. 799-814) the more likely the divergent thinking style to stand out.

(Sagala et al.: 2019, pp. 753-763) generally divides thinking styles into four different styles. The four thinking styles are concrete sequential thinking styles (SK), concrete random (AK), abstract random (AA), and abstract sequential (SA). People who fall into the two "sequential" categories tend to have left-brain dominance, whereas people who think "randomly" usually fall into the right brain dominance.

Regarding the thinking style of the Indonesian people, (Maskur.: 2019) on the papers presented at the 5th Indonesian Congress and the HISKI III National Scientific Meeting stated that the Indonesian people's thinking style is currently undergoing a shift, namely a shift from ways of thinking that are not directed to the direct way, from non-linear ways of thinking too linear ways of thinking. It was also further stated that the way of thinking of Indonesian people is currently experiencing confusion, or perhaps with a rather subtle statement, experiencing a mixture of non-linear thoughts and linear thoughts.

Language and mind

Thinking can be formulated as 'talking to yourself'. When people talk using words, people think using 'concepts' or meanings. The thinking goes on inside. One cannot see what other people are thinking. However, if what other people think is about to be told to someone, then the contents of that thought must be stated, born, expressed. There are various ways to express the contents of that thought, for example by signs or cues, paintings, music, or with words. Thus, language is one tool for expressing thoughts.

The contents of the mind cannot always be expressed perfectly. For example, it is difficult for someone to make an essay on a particular topic. One can not understand how other people feel, if other people do not say, do not say, do not formulate with certain expressions or sayings. Likewise, if other people want to understand what someone is thinking/experiencing/feeling, then other people must understand the signs and words that they use.

So, between thought and language, there is a reciprocal relationship. Thinking clearly and precisely requires the use of the right words; conversely, the use of the right words helps someone to think 'straight'. Language is like a tool of thought that, if truly mastered and used correctly, is very helpful in gaining 'straight thinking skills'. Thinking straight requires the use of the right words.

Broadly speaking, there are two theories about the relationship between language and mind, namely the theory of instrumentalism and the theory of determinism. The theory of instrumentalism sees language as a tool to express thoughts, perceptions, and feelings (emotions), whereas determinism theory holds that humans can only think, perceive, and feel because of the presence of language. In other words, according to the theory of language instrumentalism is a tool, whereas for the theory of language determinism is a condition for thinking, perceiving, and feeling. The theory of instrumentalism seems to be very strong in mastering daily experiences in the use of language, and also felt in (mostly) the practice of scientific thought. Therefore, the theory of instrumentalism was chosen as a theoretical foundation in the framework of this study.

Language structure

According to its function, language is a unique structure of speech sounds chosen and arranged arbitrarily to be used by a society as a means of communication. According to its structure/form, language has been defined by (Syazali et al.: 2019) as an unlimited number of sentences, ie each sentence has a limited length and consists of a limited number of elements or elements. Language is a behavior that is governed by rules. The two definitions above, according to their function and structure/form, must be addressed as a whole. According to its function, a language is a communication tool, whereas according to its structure/form, language consists of sentences. Humans communicate or express their thoughts using sentences.

When examined further the definition of language according to the form proposed by Chomsky above, it is clear that the language is possible to produce an unlimited number of sentences because language is a system (Purnama et al.: 2019, pp. 899-913). What is meant by a system is that language is a complex network consisting of elements or elements that are interconnected according to certain rules. The rules governing the elements of language is a system that allows the production of sentences that are not limited in number.

If each structure of a sentence pattern is formed by a set of rules, and likewise each structure changes, each structure is embedded by two types of sentences and each structure is dense with two or more sentences, it can be illustrated that the grammar will consist of several rules together form a system because between one with another there is a close relationship. Grammar which is a system of this kind of rule will be able to calculate the "flow" of sentences or in other words, which can take into account the ability of the language user.

Thinking style

The term thinking style used in this study is taken from the term cognitive style. According to (Munifah et al.: 2019, pp. 363-383) a person's thinking style can be divided into two groups namely convergent thinking styles and divergent thinking styles. Convergent thinking is thinking of going in one direction, whereas convergent thinking is thinking in various directions. The quality of divergent thinking is assessed in terms of the quantity, diversity, and authenticity of the answers. Convergent thinking is also related to logical thinking. In this case (Sumarni et al.: 2019, pp. 384-404) explains that the ability to think logically based on facts is an expression of convergent thinking. Convergent thinking includes thinking systematically linearly, and predictably because thoughts that solve a problem only lead to one answer (convergent).

Another category of thinking style put forward by (Irwan & Indrasari: 2019, pp. 11-21). Post distinguishes two general categories of mental competence that are reflected in individual thinking styles, namely the serialist and holistic thinking styles. In the serialist thinking style, the material learned is arranged in sequence or a series of cognitive structures together. Serial type people will digest or assimilate a long series of information that is linear and does not accept any confusion. In other words, the serialist style of thinking is linear in one direction without confusion. On the contrary, in a holistic style of thinking material is seen as a whole and does not emphasize detailed information. In terms of the order of relations between the detailed information, holistic thinking has a higher relationship, whereas serialist thinking has a low relationship.

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Meanwhile (Barnette: 2017, pp. 192-204) proposed the concept of higher-order thinking as a function of critical thinking and creative thinking. Each of these ways of thinking supports one another. This happens when people who think critically, find new propositions or criteria, and people who think creatively give a new style to the prevailing thinking habits. Critical thinking tries to find the truth or tries to find the right answer, while creative thinking tries to find something meaningful. This truth and meaningfulness govern higher-order thinking. The characteristics of each style of thinking both critical thinking and creative thinking by Lipman are explained as follows. Critical thinking is controlled by criteria, and sensitive to context, whereas creative thinking is sensitive to criteria, and is controlled by context.

Linear thinking style and holistic thinking style according to Destaria & Rini (Destaria & Rini: 2019, pp. 34-48), have bipolar characteristics. The bipolar characteristics of the two thinking styles appear in the characteristics of each thinking style. The linear thinking style shows the flow of ideas in a straight, systematic, orderly, logical, and one way. Conversely, holistic thinking shows the flow of ideas is not linear, refers to various directions, and focuses on the variable as a whole. These two thinking styles are thought to be present in a person, but with different levels of quality, depending on the quality of involvement of the left or right hemisphere brain function. The more involvement of left hemisphere brain function, the more likely the linear thinking style to stand out, and conversely the more involvement of the right hemisphere brain function, the more likely the holistic style of thinking stands out.

Textual rhetoric

Textual rhetoric deals with how to structure texts or discourse using language. Textual rhetoric is a set of principles consisting of four principles in language. The four principles are summarized as follows: (1) try to make the text clear, (2) try to make the text can be processed within the time limit of human ability, (3) try to make the text short and easy to understand, (4) try to make the text expressive.

Reasons for postulating this principle differed somewhat from those proposed by Arsyad & Arono (Arsyad & Arono: 2016, pp. 315-330).

METHODS

This study uses a descriptive approach because language research that bases its approach on the description of language is known as a descriptive approach. This threat is based on analyzing language data, and the data is language as it is heard or seen. The language data in this study are the languages that are expressed or written by native speakers.

The data in this study are written discourse which is the result of the expression of thoughts, perceptions, ideas, feelings, and experiences of respondents regarding a particular topic. The structure of language is the object of research, while the thinking style and principles of textual rhetoric are the context of the object of research. The context of the object of thinking style research is in the form of numbers of the results of the thinking style test which shows the dominance of the respondent's thinking style direction, while the context of the object of research is the textual rhetoric principles consisting of the principle of processibility, clarity principle, economic principle, and expressivity principle. The data source or respondents of this study were students at Pancasakti Tegal University.

This research was conducted by the stages of the method applicable to linguistic research. The method includes three stages, namely the provision of data, data analysis, and presentation of data analysis results. The method of providing data used in this study is the method of referencing. This method is used because the method used to obtain data is done by listening to the use of language. The term listening here is not only related to the use of language verbally, but also the use of written language. This method has a basic technique in the form of tapping techniques. The tapping technique is called the basic technique in the method of listening because essentially listening is realized by tapping.

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Provision of data by listening methods and tapping techniques in research carried out by assigning tasks and tests. The assignment referred to here is the assignment of expressing thoughts, perceptions, ideas, and feelings through essays or writing, while the tests intended here are tests of thinking style. Giving the task of expressing thoughts, ideas, perceptions, feelings, and experiences in the form of writing/writing (writing/writing) are used to obtain data (research objects) language structure, while thinking style tests are used to obtain data (research object context) thinking styles.

The success of research is largely determined by the instruments used because the data needed to answer research questions (problems) is obtained through research instruments. In this study, there are two data collection instruments namely Instrument A and Instrument B. Instrument A is an instrument giving the task of expressing the perceptions, thoughts, ideas, and feelings of respondents through essays/writings intended to tap data on language structure. Instrument B is a thinking style test instrument that is intended to tap the thinking style trends of research respondents.

Data analysis in this study uses the "intralingual equivalent method" and "the extra lingual equivalent method". An intralingual equivalent method is used to analyze data by comparing (research objects) the structure of language with (context of research objects) the principles of textual rhetoric, while the extra lingual equivalent method is used to analyze data by connecting (research objects) the structure of language with (context of research object) thinking style. The data analysis technique was carried out using the comparative linking technique to equalize the main thing (HBSP). It is a technique that aims to find the common points of difference and equalization that are done by applying the equalizing comparative relationship technique (HBS) and the differential relationship differentiation technique (HBB) because the final purpose of the appeal to equalize or differentiate is to find the main similarities between the data being compared. Presentation of the results of data analysis using the informal method represents the formulation of the results of the analysis using ordinary words, including the use of technical terminology.

RESULTS

Based on the results of measurement/thinking style tests on fifty respondents of this study found the results of measurements/tests with a balanced score between the predominance of SK and AA, as well as the dominance of SA and AA. Such respondents were identified as having a balance between SK and AA thinking styles, as well as SA and AA thinking styles. Therefore, researchers decided to find other types of thinking styles namely SK-AA thinking style and SA-AA thinking style in addition to SK, SA, AA, and AK thinking styles as stated by Arsyad & Arono (Arsyad & Arono: 2016, pp. 315-330).

From the analysis of the data, it was also found that the most dominant respondent's thinking style was Random Abstract thinking style (AA) with a percentage of 50%, followed by respondents with a Concrete Sequential Thinking style (SK) with a percentage of 32%. Other thinking styles, Abstract Sequential (SA), Random Concrete (AK), Abstract Concrete-Random Sequence (SK-AA), and Abstract-Random Abstract Sequential (SA-AA) are found with the number of respondents each with a percentage as below 10% This means that it is by what was stated by Kuntjara (Kuntjara: 2004, pp. 13-29) that this Random Abstract (AA) mindset is indeed quite numerous.

The principles of textual rhetoric, in general, have not been optimally applied in the expression of thoughts and feelings through essays. The principle of textual rhetoric that has the highest application in expressing thoughts and feelings through essays is the principle of clarity, which is as much as 70.4%, while the lowest is the principle of expressivity, as much as 9.9%.

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DISCUSSION

The best style of thinking in applying all the principles of textual rhetoric to the expression of thoughts and feelings through essays is the AK style of thinking. This style of thinking is qualitatively ranked first in the percentage of application of all principles of textual rhetoric when compared to other thinking styles. The style of thinking that is less good in applying the principles of textual rhetoric for the expression of thoughts and feelings through essays is the SK and SA-AA thinking style.

The style of thinking that is classified as good in applying the principle of processibility for the expression of thoughts and feelings through essays is the AK thinking style, while the less good ones are the SK and SA-AA thinking styles. The other style of thinking is moderate. Thinking styles that are classified as good in applying the principle of clarity for expressing thoughts and feelings through essays are AK, AA, and SK-AA thinking styles, while those classified as poor are not found in the application of this principle. The other style of thinking is classified as moderate, namely the thinking style of SK, SA, SA-AA.

Thinking styles that are classified as good in applying economic principles to the expression of thoughts and feelings through essays are AK thinking styles, while those classified as unfavorable are AA, SK, SA thinking styles. In applying this principle, it is found that the thinking style that is classified as not good, namely the SA-AA thinking style. The other style of thinking, namely the SK-AA style of thinking is moderate.

Quantitatively, all types of thinking are found to be non-expressive in the expression of thoughts and feelings through essays. However, qualitatively with a comparison between thinking styles, AK thinking style is classified as the most expressive, and AS thinking style is classified as the least expressive.

CONCLUSION

AA thinking style was found to be the most dominant in this study and followed by SK thinking style as the second dominance. This shows that the thinking style of Pancasakti University students is generally AA and SK. This AA-style student has the characteristics of organizing information through reflection, developing rapidly in an unstructured environment, as well as being human-oriented. The 'real' world for AA students in the world of feelings and emotions. AA students' minds absorb various ideas, information, and impressions, then rearrange them through reflection. They can remember well if the information was made according to their taste. They feel restricted when placed in a highly structured environment.

The second predominant thinking style of students of Pancasakti Tegal University is SK thinking style. SK style thinking students have characteristics basing themselves on reality. They process information in an orderly, orderly, and linear manner. For this mindset student, the reality is what can be absorbed through the physical senses, namely vision, contact, pronunciation, taste, and smell. They pay attention and remember various details easily and remember facts, specific information, formulas, and various rules easily. The practice is the best way of learning for these mindset students.

The principles of textual rhetoric, in general, have not been optimally applied in the expression of thoughts and feelings through essays. The principle of textual rhetoric that has the highest application in expressing thoughts and feelings through essays is the principle of clarity, while the lowest application is the principle of expressivity.

The best style of thinking in applying all the principles of textual rhetoric to the expression of thoughts and feelings through essays is the AK style of thinking. This style of thinking is qualitatively ranked first in the percentage of application of all principles of textual rhetoric when compared to other thinking styles. The style of thinking that is less good in applying the principles of textual rhetoric for the expression of thoughts and feelings through essays is the SK and SA-AA thinking style.

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In applying the principle of processibility, AK's thinking style is considered good, while the unfavorable one is SK and SA-AA's thinking style. The other style of thinking is moderate. Thinking styles that are classified as good in applying the principle of clarity are AK, AA, and SK-AA thinking styles. No style of thinking is classified as less good in the application of this principle. The other style of thinking is moderate. In applying economic principles, AK's thinking style is good, while those classified as unfavorable are AA, SK, SA's. The style of thinking that is classified as not good is the SA-AA style of thinking. The other style of thinking, namely the SK-AA style of thinking is moderate.

Quantitatively, all types of thinking styles are not expressive in expressing thoughts and feelings through essays. However, qualitatively with a comparison between thinking styles, AK thinking style is classified as the most expressive, and AS thinking style is classified as the least expressive.

Suggestion

a) It should be understood that clear writing leads to critical thinking. Writing makes us responsible for every word that is written which in turn makes us responsible humans. He trains students to weigh evidence, generates ideas, integrates ideas, integrates knowledge, and express them with accuracy. Academic culture starts with a course or writing lesson which is then developed through continuous intellectual and academic writing.

b) .Good writing in Indonesian needs to be prioritized and supported by every lecturer or teaching staff in each class. Tests that are limited to multiple choice answers and fill in the dots, according to the standard, are antithetical to the development of writing skills. The shared commitment of all study programs and tertiary faculties towards writing programs can be categorized as what is called 'cross-curriculum writing' - a program that is worthy of praise for improving the progress of writing courses specifically and for tertiary education in general.

c) To facilitate learning, writing in tertiary institutions needs to be taught in the context of individual experiences, namely student courses. With this, writing presents a context that values critical and in-depth thinking on their field of study, which is very instrumental to the future of the profession and specialization of students. As a consequence, non-language study programs believe writing as a learning tool and not as a course for Indonesian or language study programs.

d) Compared to students in secondary schools, students are adult learners who are more concerned with the future of their profession and work. Learning writing skills, at some point, should facilitate their learning desires and meet the needs of their work in the future. Writing programs that become professions certainly need to be taught based on needs analysis.

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