Students' Reaction on Operating Rhetorical Strategies in Promoting Linguistic Skills and Cultural Diversity at Islamic Multicultural Classrooms

Dwi Astuti Wahyu Nurhayati
English Education Department, UIN Sayyid Ali Rahmatullah Tulungagung
dwiastuti507@gmail.com;dwiastuti@iain-tulungagung.ac.id

Abstract

This research was motivated by some multicultural classroom students' reactions to practicing writing argumentative text including the fact that Indonesia's adult literacy rate of 95% is not accompanied by the ability to recognize and adopt composed facts, which on average is very little. This research was formerly aimed to depict how multicultural classroom students react to deploying rhetorical strategies to write and advance their linguistic skills as well as cultural diversity The research approach adopted in this research was qualitative. The types of data sources in this study are documents in the form of various thesis manuscripts from a multicultural classroom of Masters's Study programs at UIN SATU Tulungagung. The data collection technique applied to the main data source in the form of archives or written documents is to rely on the note-taking technique and administrating one online questionnaire survey to thirty-two students as well as attending an interview. In the thesis of multicultural classroom deployed seven strategies counting definition, comparison, cause-and-effect, problem-solution, means-end, listing, partition strategies were applied by students in argumentative text units which they compiled at various levels, both at the sentence unit level, paragraph unit, and essay unit; several facets of appealing the students experience in writing argumentative text also appeared promoting linguistic and cultural diverse in composing argumentative text counting 5 linguistics facets and 2 cultural diverse such as argumentative state/disputatiousness, probing and assortment criticism, adopting composing typical, recognized arrangement, pondering on preceding insight, instructors' concentrating on awareness development, indigenous upbringing; experience of deploying rhetorical strategies in order to enhance linguistic skill counting conceptual and procedural knowledge to the same degree

credibility, logic and emotion mainly deploying cognitive, social, search and metacognitive strategies.

Keywords: Cultural Diversity, Linguistic skills, Multicultural Classrooms, Rhetorical Strategies, Writing Argumentative Text

1. Introduction

Writing skills have been shown to become adequate to encourage every progress of pupils' overview and practical intelligence as delivered by several linguists such as (Hameed, 2021; Mardianti, et.al., 2021) and exchanging information or ideas competencies (Alkodimi & Al-Alhdal, 2021; Golparvar & Khafi, 2021), likewise experimental or objective inference or interpretation (Zhang & Zhang, 2021; Cheung & Hennebry_Leung, 2020; Shao, et. al., 2020a,) and demanding reasoning or rational competences (Wutherick, 2020). The findings of education experts about the positive influence of writing ability on other soft skills variables have also inspired policymakers and stakeholders of higher education in Indonesia. Through Permendikbud Number 23 of 2015, the government has launched a literacy culture through the habit of reading for 15 minutes before lessons start in order to foster a reading culture in students.

In the realm of reading literacy, for the process of information and knowledge intake, Indonesian people have a less than encouraging literacy level. The adult literacy rate of 95% is not accompanied by the ability to comprehend and deploy composed intelligence, which on average can be considered very small. Even PISA (2015) revealed that more than 86% of Indonesian children aged 15 years are capable of reading PISA Level 2 or lower and cannot consistently achieve Level 3 skills, which are important skills for secondary and higher education, such as locating and recognizing the connection enclosed by multiple bits of intelligence in the content. This low reading skill level is reinforced by previous PISA findings, and confirmed by the OECD Adult Skills Survey, which reveals that the literacy levels of higher education learners in Indonesia are below global standards. It also relates to the pivotal role of critical reading abilities were one required activity in the situation of current globalization. It is assumed that several of knowledge is promoted in the form of composition. This study was also supported by surveys related to Indonesian students 'literacy as well as the International Student Assessment Program (PISA), during three academic year surveys, ranked Indonesia in the bottom 10 of 70 countries in 2015 (Chrispayana, 2020). Nevertheless, it could be considered that literacy, mathematics, and science of Indonesian pupils were feeble, and hesitant as well as cultural dilemmas (Zhu, 2022). Definite claims or assertions and frames of reference were maintained or received in individual performance and the content of intelligence displayed in the text generally demonstrates definite communal habits (Asnawi, et.al., 2022).

In response to the various explanations of the research results above, it is necessary to make every possible effort to find out what and how the obstacles to literacy development in Indonesia are to then seek strategic solutions in order to increase literacy levels in Indonesia through various policies and academic activities as well as empirical investigations. Research on the stage of having the ability to read culture in Indonesia, specifically appertaining to particular comparably low broadcasting of experimental review essay or composition which is inspected from one cognitive mindset or viewpoint, specifically the encouragement theory of Abraham Maslow and Alderfer (Altymurat et.al., 2021; Bowen,2021). This investigation found every impulse or desire to compose

articles in publication was not entrenched to require corporeal necessities and everyone needs to be safe to the same degree in Maslow's ranking coming from demands, not any is it possessed through every demand in Alderfer's approach but was further encouraged through communal demands also individual-achievement in Maslow's theory, or entrenched circumstances to match or satisfy every demand through communal connection along with individual-advancement equally initiated in Alderfer's approach (Al-Obayidi, 2020; Desmet & Fokkinga, 2020).

From the review above, research on literacy has succeeded in uncovering various situational and sociocultural factors that cause literacy failure in Indonesia, there is one certain interrelationship in the mids of every changing of literacy, reading interest, and Indonesian language learning outcomes, as well as 'literacy impulse to compose essay or composition through publications that encouraged through communal demands as well as individual-achievement similarly in Maslow's approach or doctrine and aspects to match every demand about individual connection and individual-advancement similarly in Alderfer's doctrine (Bowen, 2021). As far as every researcher's reading, there are still rare studies that examine literacy from a theoretical-technical perspective of writing and the mental process variables of writing that are very likely to have a strong influence on literacy success such as the ability to reason and think critically (Ballester-Roca & Spaliviero, 2021; Guilherme & Sawyer,2021; Matos & Melo, 2020).

Argumentative writing papers could be considered single of the highest crucial category of composition, notably for pupils at the fundamental to the triennial stages of learning (Liang &Fung, 2021). This experience holds at the hand of several senses. Originally, creating a contentious rhetoric constrains the talkers or authors, especially to carry out binary accomplishments, particularly (1) deploying their claim or reason to resolve their point, (2) arranging or conferring rhetoric facets for contemplating the speakers' (receivers') views. By way of explanation, because the receivers' thinking could be affected by the authors' claims, a compromise could have been one complex enterprise in generating contentious ideas or paragraphs (Salmento, et.al., 2021;).

Diverse studies have been organized to reply to the pupils' dilemmas or issues by composing contentious paragraphs or passages. Arsyad, et al (2021) concentrated which belongs to an investigation of every depiction of opinionated composition, markedly on one crucial type of composed text and also one introductory eloquent scheme of its decorated construction. The next study is an investigation by another researcher (Sõdervick. et.al; Wei, et.al., 2020) who observed the pupils' failures in contentious composing. His investigation examined the kind of faults deployed by the students of the English study program in constructing contentious text. Then another investigator (Royani & Arwida, 2021) examined closely in what way practicing a claim would alter or change the progress of analytical or demanding reasoning and composing. The following study was supervised by other researchers (Sõdervick. et.al., 2022; Wei, et.al., 2020) who further examined the consequence of thought association, periodical printed composition instructing procedures, and pupils of analytical or demanding reasoning and composing. Furthermore, it should be a bit concerned disposed to the analyses of procedure permissive the pupils to broadcast pointedly and collectively with their partners in fewer annoying and piously instruction atmosphere.

Later, another research observed by some researchers (Muamaroh, et.al., 2020) disclosed academic composition like determining and critiquing EFL pupils' writing competence in Academic writing, their low competence in deploying suitable structures and implementing appropriate workings in their composition like reference marks, orthography, and capitalization. The coming

investigation issued by another examiner (Antonio &Prudente,2021) concentrated on the investigation of pupils 'competence in composing a research proposal and identifying the pupils' obstacles in composing and using the suitable structure, script system, reference mark, orthography, and capitalization. Respectively, a study observed by two researchers (Mulyati & Hadianto, 2023) examined the pupils 'skill in deploying a composition script system in creating argumentative text. Next, several investigations in the area of multiracialism academy display that successful training in multiracialism schoolrooms can be absolutely particular about the highest disputes the one in question every instructor deal with (Ofzidan & Mitchell, 2020). Other researchers also conducted related topics to determine the instructors' disputes in training multiracialism schoolroom mainly to supply or administer every suitable schoolroom circumstance and every great model of training which strengthen collegiate effort or deed of all pupils, main pupils of deceptive appearance against deficient socioeconomic culture or upbringing (Zhu, 2022; Arifin, 2020). Other investigators maintain that educating multiracialism schoolrooms contemporary expects and demands instructors further proficiencies, accomplishment, expertise also ingenuities through every standard about intercommunication, schoolroom mainframe also appraisal or evaluation (Chu, et.al., 2021; Benediktsson & Regnarsdottir, 2019). To fill the gap in theory building regarding the intricacies of literacy in the country especially the formal text, as well as pre-conditions for text creation, which are related to reasoning abilities and critical thinking has not been discussed deeply mainly in Islamic multiracialism schoolrooms. Even so, ascertaining what rhetorical strategies are operated for writing argumentative text, primarily in the third semester of master students of multicultural classrooms, probing the students' competence operating the rhetorical strategies, and pursuing the students' reactions on how they detect the rhetorical strategies are motives examining. Hence, the current inspection strives to depict (1) what rhetorical strategies the students engage in writing argumentative text; 2) What facets of appealing the students experience to promote their linguistic skills and cultural diversity in writing argumentative text; 3) how the students' proceed on operating rhetorical strategies in writing argumentative text scientific writing literacy skills among the graduate students at multicultural classrooms of UIN SATU Tulungagung in the process of writing a thesis.

2. Literature Review

Writing an argumentative essay is different from writing a description, narrative, or expository (Okono, 2020). His main concern is proving cause or effect, which is a fundamental subject in experimental explanations of cause-and-effect relationships. In this case, the writer treats certain situations or phenomena that are set as effects and concludes what causes the effects inductively. This inferred cause is a form of a hypothesis.

A typical outline of the points included in a causal argument, where sufficient causes are the principal supports of the argument's thesis (Widowati, et.al., 2023; Abu Bakar, et.al., 2022) can be given as follows:

1. The description of the effect is one of the important aspects of describing the effect at the very beginning of the essay. The effect here refers to a situation or phenomenon associated with sufficient causes that are inductively inferred.
2. The question of why the situation exists or how it can be accounted for. This question is triggered by the situation discussed earlier and therefore does not require explanation, but only declared after the situation is taken into account.

3. The background to the question is part of the argument that relates the situation to a broader, historical, or critical context. This can be done by summarizing hypotheses from previous research, which can be arranged in chronological order or in order of importance. The author may claim that the previous hypothesis of causes relating to effects in the discussion provided an insufficient explanation.

4. Thesis is a hypothesis statement that serves as an answer to a question. This section is also a statement of the central idea or central generalization of the essay, and as such should be general enough to cover all the evidence and evidence presented to support the hypothesis.

5. The proof of this is support for the hypothesis, in the form of a presentation of evidence or facts that form the conclusion of the cause. A good proof is an explanation of the facts that are considered sufficient to be a phenomenon or a situation that is determined as a result. The adequacy of facts as a constituent of causation occurs because the reader is unable to think of contradictory facts that undermine the hypothesis and thus perceive them as persuasive.

The term reason is technically the same as cause, both have non-uniform meanings. Thus, the ability to formulate resonance is determined by the ability to infer sufficient causal hypotheses in causal relationships. To carry out the process validly, it can be done by (1) using inductive and deductive reasoning procedures, (2) using experimental inquiry methods, (3) avoiding mistakes in causal relationships, namely post hoc, ergo proper hoc (Wardani &Kusuma, 2020; Mateos, et.al., 2020).

Rhetorical strategy writing is one of the facets that is supposed to support the author to compose argumentative writing. Rhetoric can be assumed in the character of competencies to the same degree electing, administering, performing interpretation explanation definition, assertion, wording, remark, and discussion, treatise to actively signify information, intelligence, reveal meaning or notice adequately (Putri &Komara,2022). Then, talking about rhetorical tools relates to a procedure to collide which contended harmony in the middle to obtain the congregation to the author's position or hand, this one whereas demanding to assure them to achieve an object or seeking to obtain one contention or reasoning or configuration of expression, either alteration or adjustment of typical approach or form of verbal or nonverbal (Esther, et.al., 2020).

Several writing strategies deployed in the argumentative text are crucial or decisive to contribute and make the text easy to understand. Those are counting mechanism, process, classification, definition, comparison, partition, and situation-problem-solution-evaluation and cause-effect (Wang & Xie, 2022b; Rodriguez-Hernandez & Silva-Maceda, 2021). The first is the mechanism describes every structure or design and also frames one phenomenon within distance or scope. Aforesaid descriptions can be allowed associate motion or activity; intricate or complicated activities could be further directed along a series of actions to achieve results or development. Commonly, every component of a device or system replies to the coming inquiries chronologically similar, using questions words, what, and how. The second process describes the chronological arrangement of the sequence. In organizations, they could be comparable or identical to this extent one structure, excluding the one in question 'section by section' convert phase by phase deploying several inquires like 4 W and 1 H, next series of action counting sequences, directions also procedures; nonetheless, instruct entirely the book reviewer or one who

read habitually is expected that one may accomplish every action, step or development described (Wang & Xie, 2022a; Altakhaineh & Al-Jalad, 2018).

Classification involves grouping things (through likeness or closeness) and also distributing the things (through distinctness or discrepancies). Categorization helps using every entire deliberation about one argument. Partitioning could be every movement about distributing or breaking up an object in the direction of its basic details; much or really identical to categorization, also one certain r impending detail about the system or method as well as operation. Partitioning can be dimension as a choice practical or useful (in what way every detail operates). Definitions use talks to establish every message or context about the object - to create and make every message "clear or exact". Brief rationales (paragraphs as a choice of one clause) are crucial in professional composition. As an illustration, system or method as well as operation every start using one asks for interpretations. Every interpretation or explanation meets every inquiry such as asking explanation deploying 1 W. One clear explanation deploys further pattern, it comes from or arises from species = genus + difference. All of those could be determined as the cognitive view of the writers in the processing framework (Sundari & Febriyanti, 2022).

A comparison analyses binary or extra things, entrenched predefined principles. C/C was especially valuable in high-tech positions site the authors or the writers were finding out excellent contrary to certain issues or outcomes, as a choice determined contrary to evaluated principles. Sequences are one "catch-all" structure that the authors deploy such as at full length, at the same time emptiness extra efforts (Wambsganss, et.al., 2022). The indicated arrangement affects categorizing qualities in agreement with their relative corresponding are or environment inside several early definite ethics, similarly: significance, alluring, tempting, jurisdiction, rule, asset, expense, consignment, endurance, density, intensity, extent, adversity, and others. Then, case-complication-resolution-appraisal can be considered the main arrangement considering construction reasoning also composing. Composed documents are organised in sequential or chronological about every reasoning system by comprehending as well as specifying every scene, and circumstance that has been challenged, evaluating or figuring out every particular case have been focused on or given, organizing or creating one procedure conversely agreement about finding every dilemma or complication, create, figure out also clarify one result; appraise in what way adequately every expected answer sends every dilemma. Cause-Effect was one analytical arrangement deployed in order to construct and coordinate composition done using development, at the same degree analytical or investigative. These gains in order to meet one definite or unique appointed or arranged about issues: supposing, suppose that similarly how any event or phenomena occurs (Apridayani, et. al., 2021).

Linguistic skills assess the competency of each person to both discern and assert themselves, not only in written but also in spoken mode. Linguistic skill in writing plays an essential thing mainly in the lens of this reaction writing considered in the character of point of adjustment, of felicitous of considered opinion, wording, and passage toward recommended or arbitrary arrangement (Antonio & Prudente, 2021). One of the linguistics skills which are needed by authors or writers is metacognition. This concept was identical to one of the linguists, Flavel from the time of 1979, and this description was known commonly or directly characterized and described similarly as "reasoning as concerns reasoning" (Ramadhanti &Yanda, 2021). In agreement with Flavel as proposed by other linguists (Irsyad, 2019), every notion about metacognition, is a constituent of every vocabulary of academic psychoanalysts, and the indicated reverses on solitary are percipient involvements via instructing (Riki, 2021).

Metacognitive as one of linguistic competence is conducted by disseminating one more advanced contemplating stage; it could be deliberate and meditative in essence and maintains eloquent outside limits orderly disseminating in stylistic or practical the reasonable movement itself (Alpert, 2021). The current composition displays those techniques of instruction and the use of procedure or habit of demanding or analytical deliberating in secondary school allows pupils to enhance their collegiate achievement (Saleme & Thompson, 2020). The competence of pupils to practice analytical deliberating was equivalent to one gainful 21st-century growth readiness or experience (Ferretti & Graham, 2019). Then some linguists (Evagorou, et.al., 2020; Cervantes-Barraza, et.al., 2019) delivered explanations related to a high level of cognizance, they constantly exhibited that high-level analysis exists meaningful advancement of pupils' opinionated experience or competence. Several studies related to metacognition techniques and their effect on the pupils 'contentious competencies were continuously motivating, conducted by a linguist (Teng, 2020) announced the significance of instructing on metacognition and encouragement approaches likewise every mixture of the two together accomplish the maximal or highest benefits of metacognition to alter the convenient stage of composing abilities.

Regardless of several hypothetical and metalinguistic perceptions that authors or writers at this moment, might deploy to comprehend the types of conventional combative (Arsyad, et.al., 2021). Other perceptions were delivered by other researchers (Budjalemba & Listyani, 2020) further determined that the consequence of metacognition cannot be distorted while they advocate that each adequate printed composition organization is able to perform interpretation viewable modes all including their difficulties in deploying certain genre or composition certain themes which are uttered at the same time other linguists (Utomo, 2019) declared that all reported component in one contentious text is possibly intellectually expressed. Following, metacognition was originally determined in the character of intelligence on perceivable movement deploying perceivable movement for the reason that its perceivable matter as a choice which administers perceivable movement itself (Abu Bakar, et al., 2022).

Then to enhance pupils' analytical deliberating and metacognition of disputes or altercations, analytical or demanding education was particular every best basic or essential didactic concept as everyone knows it (Asy'ari & de Rosa, 2022). Then from the perspective of other linguists (Putri & Komara, 2022; Mateos, et.al.,2020) opinionated composition was not specifically one understandable or smooth assignment; it is not either one fundamental stage of a unit of language, expressions, clauses, or one more complicated stage or phase which counting extorting problem, argument, enhancing assertion, managing one consistency or continuity text and assuming view, ideology into composition or in other words, it could assumed that it required competence for deliberating analytically (Widowati, et.al.,2023)

All of those strategies deployed by the pupils who joined and participated in multiracialism or integrated school room, it is possibly defined being school room that embodies variety or diversification, and also absorb ideology, conversation, thinking, and faith as a choice community in distinction to dissimilarity or distinctness provinces along with developmental environment, experience or circumstances. Every action of multiracialism as a choice of process or approach negotiates with educational or enlightening variety about numerous positions (Longley, 2020). Every time, school rooms are getting further universe also being instructors, and most of them are necessities to embody diversification and then promote or advance one socially or humanly broad school room concentrating on similarity, balance, fairness, and impartiality (Dickinson, 2020).

Civilization and multicultural are interrelated. Civilization could be supposed broadly as a choice construed by academics to take away various subjects of interest. Other researchers (Schat, et., al, 2022; Wolhuter, 2020; Dolganove, 2019) further determined civilization is every settling on intelligence, circumstances, idea, benefit, valuation, point of view, mindset, context, content, social structure, pious, a conception of moment, troupe, dimensional connection, notion of every cosmos also substantial item and belongings gained by a pair of the community over line or development about youngsters by means of particular along with association attempt. Later, talking about multiracialism schoolroom does not only diversity of a person's individuality as a choice particular alternative; it is preferred opposing views connected to separate essentials as well as civilization, past events, and experiences including assumption scheme (Ramadhanti &Yanda, 2021). Later, multiracialism classrooms were described or expressed through one variety of identity, race, ethnic background, belief, first language, and educational custom (Heggerness, 2021; Al-Sumait, et.al.,20 22), also multiracialism academy assimilates every concept the one in question entire pupils disregarding about a gender-specific, group of society, also indigenous, tribal, genetic, artistic, educational belief or ethic.

3. Research Methodology

Here, the research approach deployed within the aforementioned investigation was qualitative. One qualitative method is familiar with replying to research questions about what rhetorical strategies are used by graduate students of UIN SATU Tulungagung in writing a thesis text. The qualitative approach here is used to examine a phenomenon of human communication behavior, namely the ability to write literacy, in the setting of natural situations and conditions.

The aforementioned descriptive qualitative investigation scheme could be adopted within the indicated investigation. It was delivered by some experts who clarified that descriptive concerning quality was presumably applicable and conducive to qualitative research (Vickie & Clinton, 2012). It fixates on circumstance or reality in an outright or comprehensive model than partly (Ary *et. al.*, 2010). In designated inquiry or analysis, the evidence was attained by offering a questionnaire, attending interviews, and interpreting the document as the form of a thesis that contained rhetorical strategies in argumentative text. The prompt scrutiny was supervised in multiracialism schoolrooms at the graduate school of the State Islamic University of Sayyid Ali Rahmatullah Tulungagung in term 2021/2022 mainly every graduate student who had accomplished their thesis.

The selection of data sources in the form of a thesis was determined using a random sampling technique of 32 manuscripts. The part of the thesis manuscript which is mainly used as the unit of analysis is the background part of the problem, which the researcher believes is a text unit with an argumentative genre. The participants were 32 graduate students of multicultural schoolrooms who had accomplished their thesis.

The data collection technique applied to the main data source in the form of archives or written documents is to rely on the note-taking technique (Soetopo, 2016). Next, the other two kinds of instruments were further adopted in the prevailing investigation. In the aforesaid study, the evidence or input was attained via circulating one online questionnaire survey and handling interviews. The investigator employed open-ended interviews to reach the data forward master graduates. Every participant examined or interrogated consisted of three (3) master graduates being the delegate concerning the term. The investigator achieved every document or evidence

through by inspecting and resolving applicable or admissible evidence or archives to the same degree every outcome questionnaire and transcription of the interview's outcome.

The data gained from the results of the data collection tool deployed in the research were analyzed through the note-taking technique, it was carried out on a number of theses written by graduate students at the Islamic multiracialism schoolroom of UIN SATU Tulungagung. The following, data were scrutinized document concentration, document presentation, and result illustration/document authentication (Miles, *et. al.*, 2014). In document concentration, the investigator attended stages concerning bolstering, absorbing, grouping or categorizing, eliminating or ditching, and formulating to generate the last authentication. Next, the researcher carried on to one mechanism called data array, which determines starring the array or the compressed and disposed of assortment of knowledge from data compression or abridgment. Then, the last is selecting and authenticating a conclusion or denouement.

4. Results

Rooted the students' reaction concerning their stages in creating their argumentative text, especially in accomplishing their thesis, the students manipulated various types of writing rhetorical strategies related to seven (7) types of rhetorical writing strategies, namely: strategy definition, comparison strategy, cause-and-effect strategy, problem-solution strategy, means-end strategy, listing strategy, partition strategy.

4.1 The Students' Rhetorical Strategies Deployed in Writing Argumentative Text

Figure 1. Students' Rhetorical Strategies Deployed in Argumentative Text
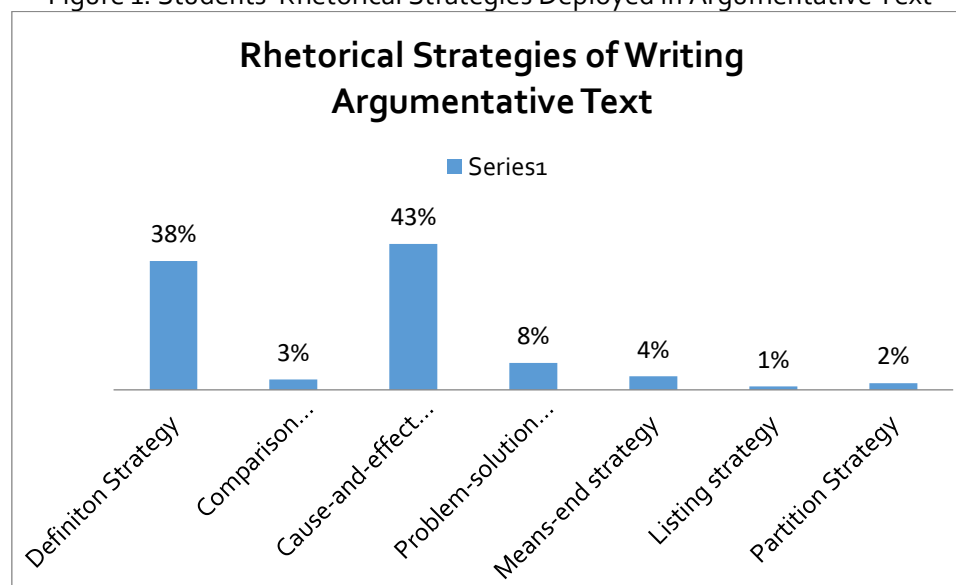
It was found that students tend to apply seven types of writing rhetorical strategies. In their thesis, these strategies were applied by students in argumentative text units which they compiled at various levels, both at the level of sentence units, paragraph units, and essay units. Students faced several obstacles in composing an argumentative text, mainly when they were writing a thesis. Then they are trying to overcome this using certain rhetorical strategies. There are a few strategies deployed by them in finishing their thesis. The first is deploying cause and effect

strategies in constructing their thesis. The students prefer deploying the definition strategy to others nearly 43%. This rhetorical writing strategy focuses on replying to a series of investigations suppose that? or how an unspecific thing happened. Then, the later strategy is the definition strategy expanded by the students approximately 38%, in the data corpus; it was found that the use of this strategy was used by students at the sentence or paragraph level. Following the next strategy set up by the students in composing an argumentative text is problem solution strategy roughly 8%, the problem-solution strategy is used by graduate students to present or analyze a problem that exists in social life accompanied by proposed solutions that the author believes are a way out of the problems presented. In the data corpus, it was found that the use of this strategy was used by students at the paragraph level written in English. Later the means-end strategy was operated by the students in creating argumentative text for almost 4%, and then the coming strategy was partition strategy handled by the students relatively 2%. The last strategy exploited by the students in drafting the argumentative text was almost 1 %.

4.2 The students' experience of appealing rhetorical facets in promoting their linguistic skills and cultural diversity in writing argumentative text

Instead of the rhetorical strategies deployed by the students of multiracialism schoolrooms, several facets of appealing to the student's experience in writing argumentative text also appeared promoting linguistic skill in composing argumentative text. Those were 5 facets that might be countered by them including (a) argumentative state/disputatiousness; (b) probing and assortment criticism; (c) adopting composing typical; (d) recognized arrangement; (e) pondering on preceding insight, then 2 items related the cultural diverse counting (a) lecturer's concentrating on awareness development in multiracialism schoolroom; (b) indigenous upbringing. The detailed analysis could be pondered in the figure below.

Figure 2. Students experiencing of Appealing Rhetorical Facets &Cultural Diversity
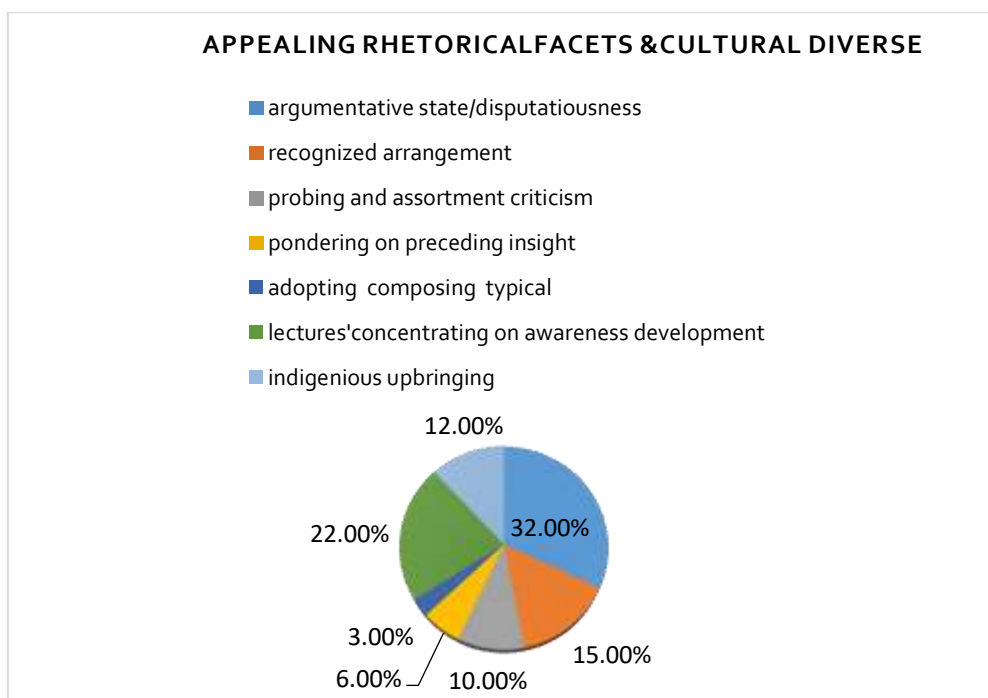
After accomplishing constructing argument texts using rhetorical strategies in promoting linguistic skills and cultural diversity in a multicultural classroom, the researcher encountered statements from students appertaining to their assumption around the experience of appealing rhetorical facets in promoting their linguistic skills and writing argumentative text. In agreement with the student's reaction, generally, 32% of the students get obstacles in presenting an argumentative state. Following, it seems that about 15 % of students recognized the arrangement, then around 10 % of students face difficulties in probing and assortment criticism. Next, the further the students deal with adopting composition type more or less 6%. The ultimate one is exclusively 3% of the students confront pondering on preceding insight. Later lecturers need to concentrate on awareness development in multiracialism schoolrooms about 22%. Finally, they further consider the pupils of multiracialism schoolrooms related to indigenous upbringing around 12%.

4.3 The students' proceeding on deploying rhetorical claims in writing argumentative text

Predominantly, the participants bring up diverse stages of establishing an argument in writing text counting operating credibility, logic, and emotions. Further exploration is admitted to developing into the numeric value beneath.

Figure 3. Master graduates' proceeding on Deploying Rhetorical claims
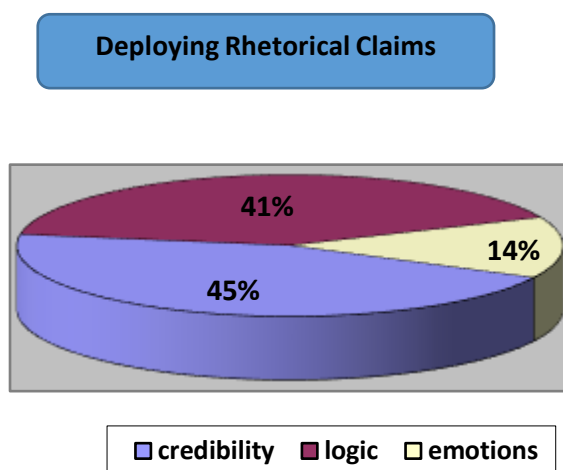
The students are proceeding on operating rhetorical claims likewise alter in writing argumentative text. Those are a few of the rhetorical claims that could be deployed by students in composing argumentative similar credibility, logic, and emotion counting cognitive, social, search, and metacognitive strategies. The former is credibility deployed by students closely 45% as the biggest presentation. Next, the logic of deploying such as building facts and proof of an argument was more or less 41%. For the following was an exploiting rhetorical claim further involving practicing emotion in creating argumentative, stirring emotions was just about 14%.

In relation to the students' reply to deploying the rhetorical claims, the representative of the students address and declare several equitable and feasible impression or consideration to the realistic and constructive in exploiting the rhetorical claims in creating writing text. The proceeding on operating rhetorical claims in composing argumentative text brings up some impact for them to explore their competence in composing discourse. The rhetorical strategies are any combination of

activities acted by the pupils in enhancing their composition competence. Every forthcoming seemed the value of the interview outputs.

Initial, the students affirmed and defended that operating and exploring various types of writing rhetorical strategies related to seven (7) types of rhetorical writing strategies, namely: strategy definition, comparison strategy, cause-and-effect strategy, problem-solution strategy, means-end strategy, listing strategy, partition strategy support their competence to compose argumentative text and help them to figure out their thought in accomplishing thesis.

> S1: ".... helping to deliver thought using the cause-effect strategy."
> S2: "We carry out the definition strategy to determine ideas in sentences."
> S3: "I tried to apply a problem-solution strategy to analyze a social problem and proposed solutions"

In addition, the students' replies to the experience of appealing rhetorical facets in promoting their linguistic skills and writing argumentative text, argumentative state/disputatiousness, probing and assortment criticism, adopting composing typical, recognized arrangement, pondering on preceding insight. The whole of the interviewed students, outright assert and declare that they are deemed by experiencing these rhetorical strategies mainly in enhancing linguistic skill and creating argumentative text. They acknowledged and discerned,

> S1: "... Getting stuck with the argumentative state needs more practice."
> S2: "I felt some obstacles related to recognized arrangement."
> S3: "We felt confused about probing and assortment criticism, increase logical and practice critical thinking, we also felt that lecturers need to concentrate on pupils' awareness development and indigenous upbringing."

Student 1 clarified that experiencing these rhetorical strategies required much better linguistic skills mainly related to cognitive knowledge, conversational access, modeling simplified, and organization of dialogue or rhetoric, conditioning matter, expression or interpretation, diction, the next higher-order thinking directive.

They confirmed,
> S1: "Everybody may be more aware of exploiting cognitive knowledge."
> S2: ".... grow into further competent language user, the following, we are challenged to operate conversational access, modeling simplified, and organization of dialogue or rhetoric."
> S3: "Chiefly concurrent we could enhance our critical thinking mainly thinking strategies, like independent and self-government in conveying ideas."

Student 1 argued that each person could be attracted to experience how to operate those rhetorical strategies suitably and set up them based on the factual and accurate linguistic skills like exploiting the cognitive knowledge; it implied and determined all those categories of rhetorical facets utilized in the acceptable and proper arrangement or organized well in composing argumentative text. Student 2 contributes to disclosing that he sets up and authorizes his competence as well as deploying conversational access, modeling simplified, and organization of dialogue or rhetoric in creating argumentative text actively as one of the attractive or tempting efforts and prerequisite stages. Student 3 asserted that expanding and disposing of conditioning

matter, expression or interpretation, diction, the next higher order thinking directive might advance and advocate his criticality or his thinking strategies on pupil's self-determination.

5. Discussion

From the results of the finding, it was raised that there are similarities and differences in several strategies which are deployed by the students organized to compose argumentative text in their theses; one of the reasons was the cultural diversity and linguistics background among the students of multicultural classrooms. This finding was in line with the study conducted by some researchers (Nasrullah & Alfulaila, 2021; Bisong & Ekanem, 2020; Evagorou, et.al., 2020; McKeown, et.al., 2019) who focused on finding the writing practice using several strategies brought positive effects to the language users and cultural disputes. First, the strategy definition was set up in the paragraph is marked by linguistic markers in the form of phrases *is typically* contained in the first sentence. The second is the comparison strategy is used by graduate students to analyze two or more points of theory or expert opinion related to the topics put forward in their research and based on predetermined criteria to compare or contrast two or more things on ideal and actual results, or calculated and measured values. In a thesis, two or more things that are compared are usually related to various previous research results cited by students. In the data corpus, it was found that the use of this strategy was used by students in their thesis in English as well as several paragraphs which were found to use a comparative strategy in their development. The third is a concatenation of events strategy is one logic or argument arrangement deployed to construct the composing of a series of ideas that have a cause-and-effect relationship such as the interplay of systems engineering or problem-solving. The fourth, the problem-solution strategy is used by postgraduate students to present or analyze a problem that exists in social life accompanied by proposed solutions that the author believes are a way out of the problems presented. The fifth, means-end strategy is used by students to construct arguments by proposing certain ways/means that are claimed to achieve certain goals. The sixth, the listing strategy is used by graduate students to mention several items that are a series or members of similar groups. The seventh, the partitioning strategy is used to break something down into its parts. The partitions described can refer to spatial aspect partitions, namely how each part looks in a certain spatial dimension, or functional aspect partitions, namely how each part functions as an integrated part in an overall system. All those strategies are in line with the study conducted by several linguists (Fakhriyah, F., & Masfuah, 2021; Garcia, et.al.,2021; Iordanou & Rapanta, 2021) who also found that composing practices using some techniques among multicultural pupils affect their argumentation ability and critical thinking mainly linguistics skill and considered cultural diversity.

In addition, findings or allegations bolster a few researchers (Ruiz-Martín, & Bybee,2022; Noordan &Yunus,2022; Sundari & Febriyanti, 2021; Ferretti & Graham, 2019) accomplished a completed one examination or scrutiny on creating argumentative text involving the obstacles, processes and exploring the strategies such as rhetorical facets of cognitive, social, search and the metacognitive strategies. This finding further reinforces another study investigated by another linguist (Ludji, et.al., 2022; Utomo, 2019) who engaged to ponder related to what degree the intelligible and understandable of the pupils' argumentative text seeing a few textual aspects of coherence and accuracy. Besides findings aid some researchers' research (Noordan &Yunus,2022) that exploring multicultural pupil's competence in deploying rhetorical strategies counting delivering model, instance, illustration, reality, evidence, case, verifiable truth, excerpt, reference,

citation through integration ICT and others so those strategies in composing contentious text could be deployed adequately and productively (Hoff, 2020).

Again, it was initiated that this present arraignment of the facets of rhetorical claims by the students is harmonious with the several linguists (Ruiz-Martin &Bybee, 2022; Wikara, et.al., 2022; Fajrina, et.al., 2022) who focused on deploying and creating argumentative text contends and maintains disputed, dubious, questionable area or the environment on appropriate and distinct argument or concern, controversy with preeminent or fundamental intention or objective of alluring literacy critic. This result further is obedient with other researchers (Wikara, et.al., 2022; Fajrina, et.al., 2022) probed a few facets or aspects in creating an ideal and commendable text. The aspect of argumentative state/disputatiousness; probing and assortment criticism and adopting composing typical are matched with another study examined by another linguist (Wikara, et.al., 2022; Fajrina, et.al., 2022) who delved into preparing composing and deploying listing, administering text, culling issue, constructing composition. Then this modern allegation of facets the adopting composing typical and recognized arrangement which must be prepared by pupils is obedient with another researcher (Sundari & Febriyanti, 2021) who surveyed the composition constituents and practical opinionated or contentious components, exploiting suitable structure and scrutinizing further by what means to coordinate and formulate their composition arrangement. Later, this discovery pondering on the preceding insight is in agreement with another study (Mulyati &Hadianto,2023) who investigated the operating the couple's position of the dispute and contradict all conflicting controversy. Then another finding is in line with a few researchers (Masito et al., 2022; El Majidi, et. al., 2021; Maharani, 2020; Pionera, et.al., 2020) who examined the acceptable and favorable composition required former such as expansive or conversational access, modeling simplified, and organization of dialogue or rhetoric, conditioning matter, expression or interpretation, diction, the next higher order thinking directive like the definite or specialized expertise of creating composition, assignment, and approach or scenarios the enhancement of their composition work. Two other features which were found support several researchers (Ong et al., 2021; Garcia et al., 2021; Lobczowski et. al., 2020; Rodriguez et. al., 2019) who examined several demands about multiracialism schoolroom was which instructors ought to reverse, shift also transform their crumbling or age-old mentality or ethos such as they should concentrate integrity, fairness, pupils ' aptitude, talent disregarding grammatical as a choice indigenous upbringing, it assists instructors or lecturers mainly concentrate the pupils' awareness development and the pupils 'talent to be developed their involvement, maturity and the instructors' further demand to fulfill some requirements as well as academy rectify.

Beyond, it was also erected that this ongoing discovery, in this case, diverse stages of establishing an argument in writing text counting operating credibility, logic, and emotions in multicultural classrooms. This supports several studies conducted by other researchers (Haddad, 2022; Szech, 2022; Heggerness, 2021) who examined that writing argumentative text as one of part academic writing. The logic aspect contributed to several studies conducted by a few researchers (Supriyatno, et, al., 2020; Noviyanti, et.al., 2019) require a few deliberate or thought-out specks, or aspects such as purpose, cognitive expertise L2 (learner outputs) and the competence to design a text that one may create their thought competently and skillfully. The credibility stage encourages other researchers (McKeown et.al.,2019) to focus on exploring one demanding or analytical concept such as the content, well-structured ground rule, and the supporting claim grounded in a few patterns of data or confirmation. Further, this discovery is also harmonious with several studies examined by a few linguists (Asserraji, 2022;) who concentrated

on the pivotal role of the pupils' competence such as being independent and productive, enhancing their excellent awareness of the delicacy, function, potential, charm and of style. Then, this discovery is also match with several researchers (Tristanti &Nusantara, 2022; Wijekumar et.al., 2019; Fajar & Agustina,2019) accomplished the main perceivable dispute counting examination recollection, style, and reasoning or rational competence. The emotion is further obedient by several researchers (Shao, et.al.,2023b; Widyastuti,2022; Teng &Zhang, 2020; Porto & Zembylas, 2020) who analyzed the opinionated composing competence involving comprehension competence, education concern, enthusiasm, common or gender-specific, indigenous style.

5. Conclusion

All resolves around the aforementioned were to pinpoint and pronounce three crucial cases, the first was the students' reactions or replies on the deploying of rhetorical strategies in composing a contentious text, especially in establishing their thesis. Modern research on the exploiting with respect to rhetoric strategies in coaching or training graduate students in delivering argumentation writing has a convincing and compelling impact or impression beneficial accomplishing argumentative text in their thesis based on the students' replies. Late discoveries imply deploying seven (7) types of rhetorical writing strategies, namely: strategy definition, comparison strategy, cause-and-effect strategy, problem-solution strategy, means-end strategy, listing strategy, and partition strategy. Nonetheless, the second case is several facets of appealing to the student's experience in writing argumentative text also appeared to promote linguistic skill in composing argumentative text counting 5 facets such as argumentative state/disputatiousness, probing and assortment criticism, adopting composing typical, recognized arrangement, pondering on preceding insight. In addition, most students are proceeding on operating rhetorical claims likewise alter in writing argumentative text. Then it brings up diverse stages of establishing an argument in writing text counting operating credibility, logic, and emotions.

Entrenched in the consequence of the research, some propositions are displayed mainly for instructors, educators, and forthcoming researchers. The logic and significance of this study are assembling alertness and experience of deploying rhetorical strategies in order to enhance linguistic skill counting conceptual and procedural knowledge such as cognitive, social, search, and metacognitive strategies. It possibly becomes an advice or approval for lecturers to instruct writing argumentative or composing contentious discourse among other things exploiting rhetorical strategies more. Afterward, the researcher is advised to exploit the rhetorical strategies so that one may figure out alternative courses, area, subject, competence, or match. Moreover, it is counted on that the discoveries in the aforesaid or preceding scrutiny would be adopted and operated being implication or clue for eventual researcher simultaneously.

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