

Negative Reasoning Entities In Bahasa Indonesia As The Third Language Of Foreign Learners

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Abstract: *A study of negative reasoning entities in Bahasa Indonesia as the third language found statements containing the breaking of the truth based on propositions. If a proposition stated in the writings of a foreign speaker does not correspond to the truth, it is called negation. The word used in negation is the word tidak, bukan. The results show that negative reasoning entities are found in single sentences, negative sentences, and compound sentences. They are processed through learners' social interactions, both in classroom teaching, activities to gather information from various sources, and the use of language in everyday life.*

Keywords: *negative reasoning, target language, BIPA Learners*

I. INTRODUCTION

Many foreign speakers come to Indonesia to learn Bahasa (Indonesian language). For foreign speakers, learning Bahasa was formally conducted in the BIPA class. BIPA is a place for learning Bahasa as a third language which is the target language learned after mastering the first language (L-1) and second language (L-2). When someone learns another language, after mastering the first and the second one, the language is categorized as the third language (L-3) (Hammarberg, 2001, Khotimah et al., 2021).

As the second language, English is the language used to facilitate BIPA learning. During the learning process of Bahasa (L-3), foreign speakers often experience constraints to compile sentences in narrative and descriptive texts. Especially, they have difficulty conveying ideas to be developed and performed actively and naturally.

In the L-3 writing produced by foreign speakers, there is a phenomenon of negative reasoning. Reasoning is an activity of thinking that results in understanding, consideration, truth, and logic which is reflected in writing (Wetson, 2007). In writing, learners do the process of thinking to express ideas through sentences. Therefore, the sentences produced often indicate

negative reasoning. This current research reveals the forms of negative reasoning produced by the BIPA learners. The results are important to understand the characteristics of L-3 learners' language during the learning process.

II. THEORETICAL REVIEW

A. REASONING

There are several definitions of reasoning according to experts. According to Copi (1982), the reasoning is a thinking activity to conclude or construct a new statement based on premises: a known statement is considered true. Meanwhile, according to Warnich and Inch (1994), the reasoning is the activity of linking facts (known and accepted truths) with convictions (debatable matters). Meanwhile, Kelley (2014) explains that the purpose of reasoning is to connect evidence and convictions to get a conclusion. The conclusion is obtained through the process of providing truth or artificial evidence which is then logically linked to another proposition. Based on these three definitions, it can be understood that a conclusion is constructed through evidence and reasoning.

These two substances are subjects for abstract thinking activities. Mental activity that involves manipulating the information given to teach new conclusions is called reasoning (Goswami, 2011, p. 401).

B. NEGATIVE REASONING

According to KBBI (Big Indonesian Dictionary), the term negation refers to the process of denial. In Bahasa, the words that are often used in denial are the words *tidak*, *bukan* (mean "no"). On that basis, the reasoning entity of the negation is a break of truth based on a proposition. A proposition that is stated not in accordance with the marked truth is called a negation. Negation is a compound statement whose truth value is the opposite of the statement component (Kelley, 2014, Fanani et al., 2020a, Aini et al., 2021).

C. ACQUISITION OF THIRD LANGUAGE

Third Language Acquisition (TLA) is a process of acquiring language after mastering L-1 and L-2. Studies of TLA have been widely carried out. For example, Cenoz (2001) examined how L-1 and L-2 influence TLA. He found that TLA could not be separated from the language distance between L-1 and L-3. Language distance is defined as the level of closeness of the L-1, L-2, and L-3 in the case of L-3 acquisition. Language distance has a positive effect on L-3 participants especially for those whose language history is close to each other. Kellerman (in Cenoz, 2001) states that the language distance factor is a psychotypological concept of language.

Studying foreign language acquisition has always been of great interest to specialists in the field of applied linguistics. However, the phenomenon of multilingualism has become a major concern in the last twenty years. This occurs when the difference between mastery of a second language and mastery of a third language becomes very clear and is supported by a different theoretical approach: neurolinguistic education or formal linguistics (Garcia, 2012, Fanani et al., 2020b).

III. RESEARCH METHOD

This study applies a descriptive qualitative approach to describe the negative reasoning entity in the target language (Bahasa) as L-3. The research data is in the form of Bahasa sentences contained in descriptive and narrative text writing. The two text types were determined based on the BIPA Graduate Competency Standards (2016, p. 73). In these writings, foreign speakers used Bahasa as the medium to convey ideas on different topics.

The data were collected in the following steps: 1) giving assignments, 2) reading and observing the written results of descriptive and narrative texts of foreign speakers. 3) Sorting and classifying sections of sentences from each text, and 4) documenting research data. The data analysis procedures are: 1) reducing data, 2) presenting data, 3) concluding/verification, and 4) validating data findings.

The technique of analyzing data applied the content analysis techniques. The technique was used to 1) interpret the

contents of Bahasa sentences as L-3, 2) group them into several negative reasoning entities, and 3) interpret each reasoning entity. The analysis results obtained were based on reliable data, which can be applied in different contexts (replicable), and are valid.

IV. RESULTS

It is identified that the negative reasoning entities are in the form of single sentences, negative sentences, and compound sentences. The following is an explanation of each type of sentence.

No.	Negative Reasoning Entities	Data
1.	Negative sentence	<p>(1) <i>Saya tanya. Kapan menikah? Artinya pertanyaan adalah kapan mbak D akan menikah? Atas jawabannya bukan hari ini. Lucu sekali.</i> (I asked, when did you get married? This means that the question is when will Ms. D get married? The answer is not today. Very funny) (WPngs/SP-3/11)</p> <p>(2) <i>Saya mau tahu kenapa orang-orang mau foto dengan bule? Apakah mereka mengirim foto ke teman-teman mereka? Untuk apa saja, saya tidak mengerti. Apakah mereka mau foto dengan bule yang mereka lihat?</i> (I want to know why people want to take photos with foreigners? Do they send photos to their friends? For whatever, I don't understand. Do they want to take photos with the foreigners they see?) (WPngs/SP-3/10)</p> <p>(3) <i>Kami pergi ke Florence untuk hanya hari? Kami tidak tahu betapa indahnya Florence sebelum kami mengunjungi itu. Kami jalan-jalan diseluruh Florence. Florence memiliki banyak sejarah</i> (We went to Florence for only a day? We didn't know how beautiful Florence was before we visited it. We traveled all over Florence. Florence has a lot of history) (WPngs/SP-1/11)</p>
2.	Single Sentence	<p>(4) <i>Saya tidak mengerti ini, teknologi menjadikan sulit untuk orang-orang bersosialisasi. Semua orang akrab dengan teknologi.</i> (I don't understand this, technology makes it difficult for people to socialize. Everyone is familiar with technology) (WPngs/SP-1/14)</p> <p>(5) <i>Untuk kelas pilihan, saya kembali di kelas pencak silat untuk kelas kedua, sekarang tidak ada banyak orang di</i></p>

		<p><i>kelas, mungkin lima mahasiswa masih di kelas pencak silat, dan tutor-tutor tidak bermain pencak silat. (For the elective class, I returned to the pencak silat class for the second class, now there aren't many people in the class, maybe five students are still in the pencak silat class, and the tutors don't play pencak silat) (WPngs/SP-2/09)</i></p> <p>(6) <i>Saya berpikir untuk belajar agama, harus berbicara dengan orang, tidak bisa membaca saja. (I thought to study religion, I have to talk to people, I can't just read) (WPngs/SP-2/2)</i></p>
3.	Kalimat Majemuk	<p>(7) <i>Ketika saya melihat "pantulan" saya. Saya mengambil foto "Narassus Harden" berbicara kepada budaya "selfie". Kapan budaya "selfie" mengembangkan? Saya belum tahu (When I see my "reflection". I took the photo of "Narassus Harden" talking to the "selfie" culture. When did the "selfie" culture develop? I do not know). (WPngs/SP-1/05)</i></p> <p>(8) <i>Ada banyak topik yang mau saya tulis mengenai artikel. Saya menampik? Menulis tentang budaya swafoto di Malang atau industri rumahan (There are many topics I would like to write about articles. I refuse? Writing about selfie culture in Malang or home industry). (WPngs/SP-1/33)</i></p> <p>(9) <i>Dia bisa pintar berbicara bahasa Indonesia. Karena saya sudah beberapa hari tidak berbicara dengan suara di dalam bahasa yang bukan Indonesia (He can speak Bahasa well. Because I haven't spoken in a voice in a non-Indonesian language for several days). (WPngs/SP-3/20)</i></p>

Table 1: Reasoning Entities in Indonesian (Target Language) as the Third Language of Foreign Speakers

A. A NEGATIVE REASONING ENTITY STATED IN A NEGATIVE SENTENCE

Negative reasoning can be expressed in the form of a negative sentence. The negative sentence has the predicate "verb" which begins an interrogative sentence. The truth of the meaning of the interrogative sentence is stated by the logical relationship between the constituent propositions, as exemplified in data (1), (2), and (3) below.

In (1), there are two interrogative sentences, namely *Kapan menikah?* (when to get married?) and *Artinya pertanyaan adalah kapan mbak D akan menikah?* (the

meaning of the question is when Ms. D will get married?). The first question is still general while the second refers to a particular subject, namely "Mbak D". The two interrogative sentences are negated by a single negative sentence, namely *Atas jawabannya bukan hari ini* (the answer is not today). The word "bukan" in the sentence serves as a denial regarding the timing of the marriage. The denial sentence includes a conclusion which is preceded by two interrogative sentences. The sentence is used to question the truth of the topic of conversation, even though the topic has not been negated. The negation form in (1) is expressed in a single negative sentence with the predicate semitransitive verb *menikah* (married), which is written in the sentence *Saya tanya. Kapan menikah?* (I asked. When was married?).

In line with (1), in (2) there are two interrogative sentences. The first, *Saya mau tahu kenapa orang-orang mau foto dengan bule?* (I want to know why people want to take photos with foreigners?) And the second, *Apakah mereka mengirim foto ke teman-teman mereka?* (Do they send photos to their friends?) The negation form in the second interrogative sentence is expressed in a single negative sentence because it uses the transitive verb *mengirim* (to send). On the other hand, the second interrogative sentence also contains an object *foto* (a photo) and a complement *ke teman-teman mereka* (to their friends). Furthermore, the two interrogative sentences are negated in the negative sentence *Untuk apa saja, saya tidak mengerti* (For whatever, I don't understand). Even though the sentence serves as a conclusion, the word *tidak* (no) is used in the sentence as a denial. Denial is expressed by the writer to question the truth of the topic of conversation regarding photos with foreigners. This can be seen in the major premise in the form of a question sentence, *Apakah mereka mau foto dengan bule yang mereka lihat* (Do they want a photo with the foreigners they see?) The interrogative sentence precedes the form of negation.

The same is also found in (3) where the negative form is expressed by the interrogative sentence *Kami pergi ke Florence untuk hanya hari?* (We went to Florence for only the day?). The sentence was then negated through the next sentence, namely *Kami tidak tahu betapa indahnya Florence sebelum kami mengunjungi itu* (We did not know how beautiful Florence was before we visited it). The word "tidak" is used by speakers to deny that he was not at the destination. There is a contradiction in the form of this negation. The contradiction resulted in the minor premise *Kami jalan-jalan diseluruh Florence* (We travel all over Florence) and the major premise *Florence memiliki banyak sejarah* (Florence has a lot of history). These two premises illustrate that the city of Florence has many tourist attractions. Thus, the negative single sentence in (3) uses the intransitive verb *pergi* (go). The verb does not require an object in the sentence.

B. A NEGATIVE REASONING ENTITY STATED IN A SINGLE SENTENCE

In this research, it is found out that the form of negative reasoning is not only stated in negative sentences, but also single sentences. There are three types of single sentences which are found to be in the negative reasoning: dual

transitive, single transitive, and intransitive. The following is an explanation of the three types of single sentences produced by SP-1 and SP-2.

In (4), *Saya tidak mengerti ini, teknologi menjadikan sulit untuk orang-orang bersosialisasi. Semua orang akrab dengan teknologi.* (I don't understand this, technology makes it difficult for people to socialize. Everyone is familiar with the technology) (WPngs/SP-1/14) The word "tidak" which is used by the speaker in the first sentence is intended to deny that he doesn't really know that technology is the main cause for people to socialize. The fact becomes a justification, which is negated by the second single sentence, *Semua orang akrab dengan teknologi* (Everyone is familiar with the technology). The sentence is a certainty based on the facts conveyed by the speaker.

Data (5) is also a form of negative reasoning that is expressed in a single sentence. In (5) there are several statements that have truth value as in *Untuk kelas pilihan, saya kembali di kelas pencak silat untuk kelas kedua* (For the elective class, I am back in the pencak silat class for the second class). However, the sentence is followed by a denial sentence, *sekarang tidak ada banyak orang di kelas, mungkin lima mahasiswa masih di kelas pencak silat, dan tutor-tutor tidak bermain pencak silat* (Now there are not many people in the class, maybe five students are still in the pencak silat class, and the tutors are not playing pencak silat). The word "tidak" is used to negate some of the statements expressed by the speaker. This means that at first, the speakers convey the truth, but the truth then becomes reversed.

The same also happened in (6). The speaker's understanding is disclosed regarding religious learning. According to the speaker, the correct way of studying religion is through a teacher, as in *Saya berpikir untuk belajar agama, harus berbicara dengan orang* (I think to study religion I need to talk to people). This sentence is then negated by *tidak bisa membaca saja* ((I) can't just read). The word *tidak* is used to reinforce the truth in the first sentence. The speakers emphasized that learning religion can not only be through reading but requires a teacher to define the interpretation of religious principles.

C. NEGATIVE REASONING STATED IN COMPOUND SENTENCES

The form of negative reasoning is also expressed through compound-complex and coordinative compound sentences. In compound-complex sentences, the relationship between time and effect is found. In the coordinative compound sentence, the relationship includes resistance, election, and conflict. The following is an explanation of each form of negation expressed by compound-complex and compound coordinative sentences.

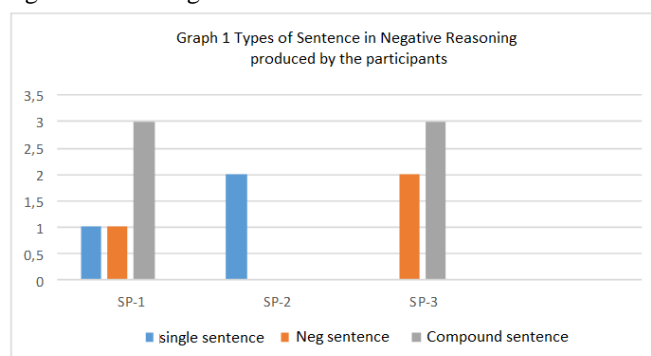
Data (7) shows a compound-complex sentence with a time relation, whose correct meaning can be expressed by a semitransitive verb. Data (7) consists of the sentence [1] *Saya mengambil foto "Narassus Harden" berbicara kepada budaya "selfie"* (I took a photo of Narassus Harden talking to selfie culture) and the sentence [2] *Ketika saya melihat "pantulan" saya* (When I see my reflection). The two sentences do not match the rules of complex sentence structure because they

contain a conjunction *ketika* (when) which is used at the beginning of the sentence and followed by an interrogative sentence *Kapan budaya "selfie" mengembangan?* (When did the culture of "selfie" develop?) The sentence asks about time but is denied by the clause *Saya belum tahu* (I haven't known). The clause is a form of negation that is equivalent to the word *bukan*. Furthermore, the clause *Saya belum tahu* is used to negate sentences [1] and [2]. Based on these two sentences, an answer is obtained about when the selfie culture started.

Data (8) are expressed in coordinative compound sentences. The relationship is indicated by *atau* (or) conjunction. The use of the conjunction is found in sentence [2] *Saya menampik? Menulis tentang budaya swafoto di Malang atau industri rumahan* (I refuse? Writing about selfie culture in Malang or home industry). The sentence is categorized as an active sentence. The category of interrogative sentences indicates a contradictory relationship between the two. The interrogative *Saya menampik? (I refused)* functioned to negate sentence [1] against sentence [2]. The negation is in the form of speaker's denial. This means that speakers refuse to write things that are not in accordance with their wishes, as shown in sentence [2].

The same is found in (9) where it is found a negation in the form of a causal relationship whose true meaning is stated by a semitransitive verb with the affix "ber-". In (9), the form of negation is different because it is indicated by the conjunction *karena* (because). The use of the conjunction exists in *Karena saya sudah beberapa hari tidak berbicara dengan suara di dalam bahasa yang bukan Indonesia* (Because I haven't spoken in a voice in a language that is not Indonesian for several days). This sentence includes a compound-complex sentence related to cause and effect relation. The relationship begins with the word "karena" which can be seen in sentence [1] *Dia bisa pintar berbicara bahasa Indonesia* (He can speak Bahasa well). Sentence [1] is then negated by sentence [2]. The negation is in the form of denial using two words, namely *tidak* and *bukan*. These two words are used by the speaker to state that he rarely communicates using bahasa, which is the speaker's expression of his language ability. In other words, the speaker is not yet fluent in Indonesian, unlike his fellow speakers.

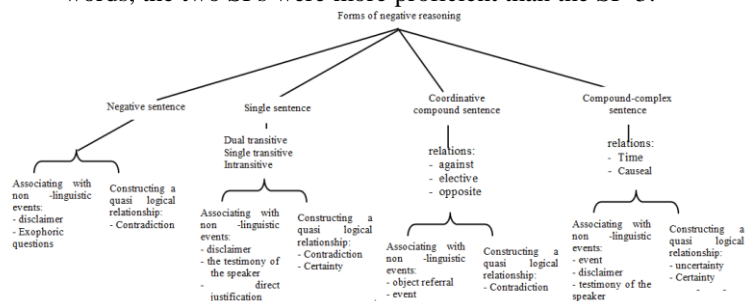
Graph 1 below illustrates the types of sentences with negative reasoning.



Graph 1

As seen in Graph 1, three types of sentences are found, namely single sentences, negative sentences, and compound

sentences. SP-1 produced all three types of sentences. SP-2 only mastered one type of sentence, while SP-3 mastered two types of sentences. The same number of compound sentences is obtained from SP-1 and SP-3. From SP-3 and SP-2, it was found that they were related to negative sentences and compound sentences. Furthermore, there were also single sentences and negative sentences with the same number, especially from SP-1. This shows that the form of negative reasoning is more controlled by SP-1 and SP-2. In other words, the two SPs were more proficient than the SP-3.



Negation Reasoning Entities in the Target Language (Bahasa Indonesia) As the Third Language of Foreign Speakers

Chart 1

Chart 4.1 illustrates the form of negation in Bahasa as the third language of BIPA learners. In this case, four types of sentences are found: negative sentences, single sentences, coordinative compound sentences, and compound-complex sentences. Negative sentences relate to non-linguistic events, namely disclaimer and exophoric questions, which relate to constructing a quasi-logical relationship of contradiction. For a single sentence, there are three types, namely dual transitive, single transitive, and intransitive. The three types of single sentences relate to non-linguistic events, namely disclaimer, speaker testimony, and direct justification. These three things constitute a quasi-logical relationship of contradiction and certainty. Furthermore, in a coordinative compound sentence, there are three relationships, namely resistance, election, and contradiction.

V. DISCUSSION

The reasoning entity in Indonesian negation can be classified into three sentences. The types of sentences identified are single sentences, negative sentences, and compound sentences.

Negation occupies an important position in the analysis of the truth value of the learners' expressions. The expressions are in the form of single sentences, negative sentences, and compound sentences. The three types of sentences show that learners can express the value of truth despite some denial or negation (Kelley, 2014. p. 297). In denial and negation, the words commonly used are the words "no or not". Basically, the negative sentences produced by the learners are negative sentences that include a) the speaker's testimony, b) exophoric questions that use contradictive/denial sentences and c) contradiction.

The results show that there are similarities with the opinions of Kelly (2014), Khemlani et al (2012). These four

opinions both determine the negative sentence in the form of denial. This is also in line with the opinion of Khemlani et al (2012, p. 67) that to formulate a rejection, it can be completed by using the word "no". The word is more accurate for disjunctive rejection than conjunctive rejection.

The negative reasoning entity expressed by a single sentence shows similarities with the results of Yulianti's (2008) research. She states that a single sentence to assert uses the negative marker "tidak". The "tidak" marker used for subtraction in coordinative compound sentences includes a) selection, b) contradiction, and c) resistance. These three statements, when responding to a disjunctive rejection, use the word "tidak". The word is used to describe the actual condition that is based on the verb phrase. Verbal phrases are used in three statements in the reasoning of compound-complex sentences with relationships that include time, consequence, and modifier. This is consistent with the results of Yulianti's (2008) research which states that compound sentences have a form of negation that negates a certain phrase with a certain marker as well.

In agreement with Yulianti's research, there are three negative reasoning stated in a single sentence, namely a) an intransitive single sentence stating a refutation, b) a double intransitive sentence that substantiates the student's testimony, and c) an intransitive single sentence stating direct justification. These three single sentences can be used to construct analytical inferences from the core constituents of a single sentence. The constituents of a single sentence that specify the truth of its meaning are a) verbal phrases in extransitive sentences whose meaning states a contradiction and b) adjective phrases in dual transitive and intransitive sentences that describe behaviors and situations. This result is in line with the results of Christensen's (2009) study which stated that behavioral data showed that negation significantly increased response time (but not performance level). Imaging results show increased activation in the left premotor cortex of negation, compatible with regulated memory processing, and increased activation in the right supramarginal gyrus of affirmation, as well as compatible with semantic processing (Christensen, 2009).

The above explanation shows the negative reasoning entity. The existence of a negation entity can be used to describe the nature or behavior and prejudice that learners describe the value of truth. Therefore, the value of truth found by students in this study is in line with the research of Finkenauer et al (2010) that explains that negation is often used to describe inconsistent stereotypical behavior rather than consistent. These findings suggest that the use of negation can implicitly communicate stereotypical expectations although negation plays a subtle, but powerful role in the maintenance of stereotypes.

The results of this study are consistent with the study of negation processing behavior, as presented in the example: "The door is not open". In the first step, the door is mentally processed as open. In the second step, the situational model is negated. The end result is "not opening the door" or semantically, the door is closed (Coso and Bogunovic, 2016).

VI. CONCLUSION

The reasoning entity of foreign speakers in Indonesian (target language) as the third language is reflected in the concept of using sentences: single sentences, negative sentences, and compound sentences. The three sentences are a language process tool. This language functions through the ability to reason in constructing negative reasoning entities. The negative reasoning entity is intended to cut off the truth based on propositions that lead to denial. This is processed through the social interactions experienced by learners, both in classroom teaching, activities to gather information from various sources, and the use of language in everyday life.

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