Glosematic Rhetoric Construction on the Language Discourse of High School Students

Sri Wahyuni*, Ida Zulaeha, Subiyantoro Subiyantoro, Hari Bakti Mardikantoro

Doctoral Program in Indonesian Language Education Studies, Postgraduate Semarang State University
*Corresponding Author: sriwahyuniarticle@gmail.com

Abstract. The purpose of this study was to find out the formula for the expression and content of glosematic rhetoric of linguistic discourse of high school students and the factors behind the expression and content of rhetoric. This research is qualitative descriptive research and the object of research is student discourse Senior High School. The data of this study are fragments of the linguistic discourse of students in grades X, XI, and XII in Indonesian subjects in terms of the construction of glossary rhetoric, while the data sources are linguistic texts in the form of expositions, arguments, explanations, editorials, and articles. Data collection is done by listening techniques and advanced techniques in the form of note-taking techniques. The results of this study are the formulas of glosematic rhetorical expressions of linguistic discourse for high school students in the form of processability principles, principles of clarity, economic principles, expressivity principles, appreciative principles, ethos logos, pathos, forensic rhetoric, experiential values, relational, expressive, dynamic modalities, intentional, epistemic. , and deontic. The formula for the content of the glossary rhetoric found is in the form of exposition and argumentation to inform. Expression and content in essay discourse are influenced by linguistic factors 88.6% and non-linguistic factors 45.7%. The linguistic factor is influenced by morphology 74.3% and syntax 68.6%. Morphological factors occur because of the affixing process 74.3%, compounding 71.4%, and repetition 51.4% while the syntactic factor occurs due to the use of active sentences 68.6%, complex sentences 57.1%, simplex sentences 48.6%, and passive voice 42.9%. Non-language factors are influenced by time 65.7%, environment 62.9%, social 42.9%, place 40%, and connotation 28.6%. 4% while the syntactic factor occurs because of the use of active sentences 68.6%, complex sentences 57.1%, simplex sentences 48.6%, and passive sentences 42.9%. Non-language factors are influenced by time 65.7%, environment 62.9%, social 42.9%, place 40%, and connotation 28.6%. 4% while the syntactic factor occurs because of the use of active sentences 68.6%, complex sentences 57.1%, simplex sentences 48.6%, and passive sentences 42.9%. Non-language factors are influenced by time 65.7%, environment 62.9%, social 42.9%, place 40%, and connotation 28.6%.

Key words: glosematic rhetoric; expression; and content of language; linguistic discourse.

INTRODUCTION

Textual rhetoric is an approach based on the principles of (1) processability, (2) clarity, (3) economics, and (4) expressivity in the form of using language effectively in discourse to understand the message in the discourse. Concerning language, textual rhetoric relates to how to construct a discourse using language [1]. The language peculiarities of each type of discourse are intended so that the discourse is effective and can arouse the interest of the reader to continue reading it [2].

Writing skills will not be formed only with language skills but also need to be supported by knowledge of the basics of rhetoric [3]. The basics of rhetoric are an important component in producing linguistic discourse, especially for high school students.

In this regard, the linguistic discourse of high school students needs to be investigated because the language in the discourse of high school students is different from the language of elementary, junior high, college students, and other common languages. The language of high school students has its peculiarities. Language patterns owned and controlled by high school students are influenced by age, environmental conditions, intelligence factors, family socioeconomic status, and physical condition factors [4]. Furthermore, Yusuf (2008:5) said that the difference lies in the level of human development. High school students on average are between 14-18 years old, which is called puberty. At this time they begin to realize their personality as a responsible person. They are aware of the rights of all life in their environment. They begin to know that everyone has their direction and way of life. This period is called the period of mind formation [5] [6].

The basic problem is that high school students in expressing ideas in written form have different variations in speed and fluency of expression and have a variety of speed in capturing ideas so that they produce varied discourses both in terms of expression and content. In addition, there are still students in expressing ideas who use discourse

modeling even though the ability to write cannot be separated from the experience factor and the level of thinking ability in capturing ideas. Every student always tries to find the most effective ways in writing so that it can be understood by readers through the use of language in written discourse [7]. The language used by students has the purpose of persuading, convincing, providing information, and entertaining. With a touch of informative, persuasive, and creative messages that become the domain of rhetorical studies, the discourse of students will be more interesting [8]. Studies related to the linguistic discourse of students are not only seen in terms of content but also in terms of expression so that it creates interest.

Glossmatic rhetoric was chosen because a written discourse of students not only prioritizes the substance and structure of the language contained textually but must pay attention to aspects of expression that can make students' written discourse acceptable to the reader and get a positive response. The form of the glosematic rhetoric of students' written discourse that contains the form of expression (forms of expression) has the form of feelings of anger, surprise, sadness, fear, irritation, shame, and love.

Based on these several things, research on glosematic rhetoric on a linguistic discourse of high school students needs to be carried out to analyze and find the formula for the expression and content of the linguistic discourse of high school students in glosematic rhetoric and explain the factors behind the expression and content of the linguistic discourse of high school students.

THEORETICAL STUDIES

Definition of Discourse

Discourse is the most complete language unit. In the grammatical hierarchy is the highest or largest grammatical unit. Discourse is the most complete language unit. In the grammatical hierarchy is the highest or largest grammatical unit. This discourse is realized in the form of complete essays (novels, books, and encyclopedic series), paragraphs, sentences, words that carry a complete mandate [9]. It can be seen from this definition, what is important in discourse is the completeness or completeness of its meaning. The concrete form can be anything (words, sentences, paragraphs, or a complete essay) that is important in its meaning, content, and complete mandate.

This opinion removes the old view that the most complete unit of language is the sentence so that language analysis stops at the sentence. Meanwhile, with the view that discourse is the most complete unit of language, an analysis of discourse begins.

The term discourse was first introduced by Kridalaksana in 1978 through his paper entitled Keutuhan Discourse at the Indonesian Language and Literature Conference in Jakarta. Since then, the term discourse has been widely used in Indonesian studies.

That discourse is a series of sentences that form a harmonious and integrated understanding both in meaning and in its phonetic manifestations [10]. According to this limitation, the constituent elements are sentences. These elements build a harmonious and integrated form. Harmony and coherence are about understanding and phonetic form.

Another thing that needs to be said regarding the Longacre limitation is that by looking at the elements of discourse in the form of sentences, it can be interpreted that Longacre does not distinguish between discourse and text. Such an attitude differs from the English tradition which distinguishes it from the text. Distinguish discourse from text based on the length and brevity of the form of the linguistic unit that discourse tends to be long and texts can be short [11].

So, based on existing opinions, it can be concluded that discourse is a complete language unit composed of sentences, paragraphs, or units consisting of some paragraphs so that in the grammatical hierarchy it is the highest or largest grammatical unit. As a complete language unit, it means that in the discourse there are complete concepts, ideas, thoughts, or ideas that can be understood without hesitation by the reader (in written discourse) or listeners (in spoken discourse).

Types of Discourse

There are several basic classifications of discourse including (1) in terms of means of delivery including oral and written discourse, (2) in terms of the form of delivery including prose discourse, poetry discourse, lyrical prose discourse, and drama discourse, (3) in terms of the role of the speaker. and speech partners include monologue discourse and dialogue discourse, (4) based on packaging the material to be delivered includes exposition discourse, description discourse, argumentation discourse, narrative discourse, persuasion discourse, (5) in terms of its structure includes basic discourse and derivative

discourse consisting of from broad discourse and complex discourse [12]. The explanation of the classification of discourse is only on the distribution of discourse based on the packaging of the material presented and in terms of its structure.

Exposition discourse is a discourse that describes something objectively and globally (as a whole). What is important in expository discourse is thorough exposure. The presentation of the material is not analyzed in depth from various forms. Discourse that describes something objectively down to the details in depth and systematically according to the actual situation about the thing being described is called descriptive discourse. Likewise, discourses that express opinions accompanied by arguments about the truth of opinions are called argumentative discourses. For argumentation, exposition, description, or narration is used. Narrative discourse is a discourse that tells events chronologically or from one time to another. The incident can be factual (really happened), can also be fictitious. Therefore, there are fictional narrative discourses and non-fiction narrative discourses. The discourse of exposition, description, argumentation, and narration can also be used for the preparation of persuasion discourse. Meanwhile, persuasion discourse is a discourse that states an invitation, appeal, hope, suggestion, request, or persuasion. For the persuaded (the reader) to be affected, the reader needs to be convinced. To ensure that, discourses of exposition, description, argumentation, or narration are often used. Although the discourse is narrower in scope, it is part of the discourse of persuasion [12].

In terms of structure, discourse can be divided into two, including (a) basic discourse (simple discourse) and (b) derivative discourse which includes (1) broad discourse and (2) complex discourse. The explanation of each discourse is as follows. According to Ekowardono (1994:16), basic discourse is a discourse that is composed of a sentence or more. If the discourse is composed of more than one sentence, the sentences must be related to one another so that the whole convey one main idea or topic. This basic discourse becomes the basis for the formation of derivative discourses. Derived discourses which are composed of some basic discourses (so that the discourses have direct elements of basic discourse) are called broad discourses. In this case, the basic discourse is a paragraph or paragraph forming the broad discourse.

Furthermore, Ekowardono (1994: 17) suggests that a discourse consisting of several broad discourses is called a complex discourse. The elements that make up a complex discourse are topics, broad discourses, verbal and nonverbal contexts. Topic development in two or more levels of complex discourse.

A discourse of students is a broad discourse because its direct formation is in the form of basic discourse. For this reason, from the several classifications that the researcher mentions, the researcher uses the division of discourse based on the structure and packaging of the material presented. This is because the division is more in line with the field of study that the researcher is doing, namely research on student discourse.

Glossmatic Rhetoric

Rhetoric comes from the English "rhetoric" and comes from the Latin word "rhetorica" which means the science of speech. Rhetoric as science has rational, empirical, general, and accumulative properties [13]. Rationale means that what is conveyed by a speaker must be arranged systematically and logically. Empirical means presenting facts that can be verified by the five senses. Public means that the truth conveyed is not confidential and is not kept secret because it has social value. Accumulative means the development of pre-existing knowledge, namely the use of spoken and written language.

Rhetoric was systematically and methodologically studied, researched, and practiced by Socrates and his successors. There is also an understanding of rhetoric as the art of using language effectively.

Define the term "rhetoric" as the art of using words impressively both orally and in writing [14]. With an emphasis on the artistic aspect, rhetoric means that the way to convey ideas is more interesting (attractive), valuable information (informative), entertaining (recreational), and influential (persuasive).

That the notion of rhetoric can be seen from a philosophical review and a review of the science of communication [15]. Philosophically, rhetoric can be traced from the values contained therein. The philosopher Aristotle emphasized that human emotions vary and this can be used by a speaker or writer to influence his audience.

Aristotle stated that rhetoric is an art that has certain values. The value is truth and justice that has power and strength in society. One of the well-known schools of rhetoric is the work of Aristotle, who explains that rhetoric is part of the

ways of persuasion. According to him, there are three important things in doing rhetoric, namely ethos, pathos, and logos. Ethos refers to the perceived character, intelligence, and goodwill of a speaker or writer when these things are shown through his writing. That ethos refers to the mutual influence that speakers/writers and listeners/readers have on one another [16]. Logos is logical evidence used by the speaker or writer in expressing his ideas while pathos is related to the emotions that arise from the listener and or writer. Aristotle argues that listeners and/or readers become tools of proof when their emotions are aroused.

Listeners and/or writers judge differently when influenced by feelings of happiness, pain, hate, or fear [17]. In addition, Aristotle divides rhetoric into 3 types, namely forensic, epideictic, and deliberative rhetoric. hate, or fear [17]. In addition, Aristotle divides rhetoric into 3 types, namely forensic, epideictic, and deliberative rhetoric. hate, or fear [17]. In addition, Aristotle divides rhetoric into 3 types, namely forensic, epideictic, and deliberative rhetoric.

States that rhetoric is the effective use of language in a very general sense. In this sense, the use of language is first applied to everyday conversation, and then to the more formal and planned uses of language. Uses the term rhetoric as a countable noun, which is a set of conversational principles that are interconnected by their functions [18]. Furthermore, Leech distinguishes this rhetoric into two types, such as the distinction made by Halliday (1978), namely interpersonal rhetoric and textual rhetoric. Interpersonal rhetoric is concerned with how the attitude and speech of a speaker affect the attitudes and thoughts of the listener. Meanwhile, textual rhetoric is concerned with how the choice of words and the arrangement of written sentences affect the minds of the readers. In other words, Textual rhetoric is concerned with how to structure a text or discourse using language.

Textual rhetoric is explained by Slobin as a device consisting of some principles that function as factors that control the text. This textual rhetorical tool into four principles 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 keep the text short and easy to understand, (4) try to make the text expressive [19].

Slobin's reasons for postulating this principle differ slightly from those proposed by Leech (1983). Slobin argues that these principles are adhered to by language, not by the speaker. Thus,

under conditions of change, language always tends to change in the direction in which these principles are maintained and preserved. According to Slobin, this tendency does not only apply to diachronic development but to language acquisition to children or the borrowing process that occurs between languages in contact.

Leech has no reason to question the validity of the evidence presented by Slobin to support his opinion above. Slobin's arguments are in line with Leech's opinion that functional grammar is influenced by pragmatics. However, Leech's attention was more focused on the operation of Slobin's principles.

To summarize Slobin's principles, Leech (1983:96-107) divides 4 principles as follows (a) the principle of processibility, (b) the principle of clarity, (c) the principle of economics, (d) the principle of expressivity.

Glossmatic Rhetoric Expressions

Expression is the disclosure or process of expressing that is showing or stating intentions, ideas, feelings, and so on. Concerning a discourse, expression is a form of verbal communication and can convey the emotional state of a person to the person who reads it or hears it.

Glossmatic rhetorical expressions are divided into a form of expression (a form of expression) and substance of expression (the content of expression). Expression Formis a term that refers to the structure of language, language elements, or language forming, such as lexicon (vocabulary), syntax, speech acts, and language style. Language as a substance of expression (a form of expression) is a part that coincides with the form of content (form-content) [20].

Concerning language use, the discourse of high school students is influenced by the choice of linguistic expression forms such as vocabulary, transitivity systems, syntactic transformations such as passivation and nominalization structures, modalities, speech acts, metaphors, and information structures [21]. However, this research will be limited to the analysis of the form of expression in terms of (1) vocabulary includes experiential, relational, and expressive values and (2) modality includes

Forms of vocabulary features that have experiential value include (1) text classification patterns, (2) generalizations, (3) lexical processes, (4) meaning relations, and (5) metaphors [22]. The forms of vocabulary features that have relational values include (1) euphemistic expressions, (2) formal words, and (3) informal words. The form

of vocabulary features that have expressive values is (1) positive evaluation and (2) negative evaluation.

Modality is a statement in a sentence that states the speaker's attitude towards the thing being discussed, namely regarding actions, circumstances, events, or attitudes towards the interlocutor [23]. This attitude can be a statement of possibility, desire, or permission. In Indonesian, modality is stated lexically. The modalities into four parts, namely (1) intentional modalities, (2) epistemic modalities, (3) deontic modalities, and (4) dynamic modalities [24].

The substance of expression (expression content) is how speech sounds occur or are called articulation phonetics. The concept of the substance of language as the substance of expression is the sound system and the main ontological basis for the description of language. Thus, the substance of expression is a medium or intermediary used in expressing or expressing intentions, ideas, feelings, thoughts through language.

Contents of Glosematic Rhetoric

The content of glosematic rhetoric consists of form content (content form) and content substance (content-meaning). According to Hjelmslev, form content (content form) describes as a common sign factor for different languages. form content (a form of content) is a classification of thoughts and objects/objects or the core form of discourse.

In this case, the form of content (a form of content) in a discourse is divided into two parts, namely linguistic discourse, and literary discourse. Linguistic discourse includes observational report text, explanatory text, complex procedure text, exposition text, argumentation text, editorial text/opinion text, while literary discourse is in the form of narrative text which includes folklore text, anecdotal text, short story text, novel text, historical story text. , biographical texts, negotiation texts, and so on. However, in this study, students' discourse analysis is only limited to a linguistic discourse that has essential material including observational report text, explanatory text, argumentative text, exposition text, and editorial text.

Substance content is an area that appears as a result of a particular language that forms this intent. Therefore, content depends on the formation process in language. Hjelmslev (1963:51) emphasizes that the content features of the content are related to the form of content (a

form of content). The substance is dependent on form and cannot be said to have an independent existence at all.

Thus, the substance of the content is a medium or intermediary used to express the main or core of a discourse. In this case, a student's discourse is implied and explicit about the essence of the discourse or the main things contained in the discourse. The substance of this content can be related to the purpose of rhetoric, namely a discourse can have the aim of convincing, influencing, convincing, and informing.

METHOD

This study uses a qualitative descriptive method, namely describing and finding the construction of glossary rhetoric in the form of formulas for the expression and content of glossary rhetoric and the factors that influence the discourse of glosematic rhetoric on high school students. This study also describes the formulated categories of rhetoric, namely the principle of rhetoric, aspects of rhetoric in the form of ethos, pathos, and logos, types/types of rhetoric, purposes, and functions of rhetoric, while from the glossary aspect of expression and content.

The data collection method used in this study is the listening method and an advanced technique in the form of a note-taking technique. Data collection using the listening method and tapping technique was carried out by giving assignments through editorial essays and articles.

RESULTS AND DISCUSSION

Glossmatic rhetoric is the use of language to persuade and influence others by trying to understand the rules of language and various socio-cultural fields in general (in the context of language).

Ways to influence people. First, the writer must be able to have extensive knowledge, a trustworthy personality, and respectable status (ethos). Second, the writer must touch the hearts of the audience: their feelings, emotions, hopes, hatred, and affection (pathos) or what can be called emotional appeals. Third, the author convinces the audience by presenting evidence or appearing as evidence by approaching the audience through their brains (logos) [25].

Glossmatic Rhetoric Expression of Language Discourse for High School Students

Glossmatic rhetorical expressions of a linguistic discourse of high school students have 6

points of view, namely based on rhetorical principles, rhetorical aspects, rhetorical types, vocabulary, and syntax.

RESULTS AND DISCUSSION

Glossematics rhetoric is the use of language to convince and influence others by trying to understand the rules of language and various socio-cultural fields in general (in the context of language).

Ways to influence people. First, the writer must be able to have extensive knowledge, trustworthy personality, and respectable status (ethos). Second, the writer must touch the hearts of the audience: their feelings, emotions, hopes, hatred, and affection (pathos) or what can be called emotional appeals. Third, the author convinces the audience by presenting evidence or appearing as evidence by approaching the audience through their brains (logos) [25]

Glossematics Rhetoric Expression of Language Discourse for High School Students

Glossematics rhetorical expressions of linguistic discourse of high school students have 6 points of view, namely based on rhetorical principles, rhetorical aspects, types of rhetoric, word choice, and syntax.

Glossematics rhetorical expressions of linguistic discourse for high school students based on rhetorical principles include the principles of processibility, clarity, economy, and expressiveness.

1. Processibility Principle

This principle recommends that the text be presented in such a way that it is easy for the speaker to decode the message in time. For this reason, the principle of probability in students' linguistic discourses is found to be constructed in the form of light-weight syntactic structures, subordinate relationships, and processes. Almost all linguistic discourses of high school students use the construction of light-weight syntactic structures, subordinate relationships, and processes.

The construction of the light-weight syntactic structure can be seen in the following paragraph.

(1) *The source of energy that we usually know, and use is a source of electrical energy. Almost all modern equipment that we have utilizes electrical energy. Our dependence on electrical energy sources is very large, therefore, it is not surprising that current*

sources of electrical energy are considered increasingly expensive because of their use the more the competitiveness of the users increases.

Example (1) consists of three sentences. The first sentence of an energy source that we usually know, and use is a source of electrical energy which is the main sentence or states an important message with a heavy (deductive) structure. The second sentence Almost all modern equipment that we have utilizes electrical energy with a light structure and is an explanation of the main sentence. The third sentence Our dependence on electrical energy sources is very large, therefore, it is not surprising that current sources of electrical energy are increasingly expensive because of their increasing use, the competitiveness of the wearer increases, the structure is light and is an explanation of the main sentence. With such a syntactic structure, the reader can understand the message.

Subordination relationship construction is done by combining two grammatical elements so that one is bound to the other, for example between a bound clause and an independent clause in a sentence. The subordination relationship is found in the following paragraph.

(2) *Almost everyone knows what a flood is. This natural phenomenon seems to be a subscription for several regions in Indonesia when it enters the rainy season. In scientific review, flooding is a natural phenomenon in the form of rising water to the mainland to cover part of the entire area. Basically, flooding is part of the hydrological cycle that takes place on this earth scientifically.*

Example 2 consists of 4 sentences. In the second sentence there is a subordination relationship of words as if stating comparisons and words when expressing time. Then, in the third sentence, there is a subordination relationship that states attributive, namely the word yang and the word until it states the result or ending time.

2. The principle of clarity

With this principle, students will write essays by avoiding ambiguity because essays that use single meaningful words will be easier and faster to understand than those using multiple meaning words (taxa and ambiguous). The following fragments of paragraphs are often found in the type of linguistic discourse of high school

students.

(3) *The crowd became increasingly out of control, so the police fired tear gas into the crowd. The tear gas shot dispersed the demonstrators until they finally dispersed. And in the end the police arrested 50-100 demonstrators who became rioters.*

In example (3) of sentence 1, the crowd became increasingly out of control, so that the police fired tear gas into the crowd without any sense of power. However, in sentence 2, the tear gas shot dispersed the demonstrators so that they finally dispersed. The conjunction seems to be forced into existence. Third sentence and in the end the police arrested 50-100 demonstrators who became rioters. The ambiguity or ambiguity is in the phrase police rioters or demonstrators' rioters.

3. Economic Principles

Economic principles require that the linguistic discourse made by students is short but easy to understand without destroying the meaning. To construct a short text, it was found that students' linguistic discourses used reference and shortening in the form of acronyms and abbreviations. The data can be seen in the following paragraph.

(4) *Currently in Indonesia there are demonstrations from the community, especially from workers due to the existence of the Omnibus Law. Various responses continued to emerge after the ratification of the Omnibus Law on the Draft Law (RUU) on Job Creation into the Job Creation Law (UU) in a plenary meeting. The business community welcomes and gives appreciation to the government and the DPR who have agreed to ratify the Job Creation Bill as a law because it can answer problems in the business world, especially related to overlapping rules in licensing. On the other hand, the Centre for Anti-Corruption Studies (Pukat) Universitas Gadjah Mada (UGM) considers that the Omnibus Law on the Job Creation Bill has defects, both formally and materially. Head of Pukat UGM, Oce Madril, said that the process of forming the Job Creation Bill was very fast, closed, and minimal public participation.*

In example (4) there are abbreviations of UU, RUU, and UGM and the acronym trawl.

4. The Principle of Expressivity

Baryadi (2002: 53) explains that the principle of acclivity can also be called the principle of iconology. This principle recommends that the text is constructed in harmony with the aspects of the message.

The linguistic discourse of high school students adheres to this principle. In linguistic discourse, for example, messages that are causal are presented according to the message structure, namely the cause is stated first and then the result. Likewise, if there are two events that occurred first will be presented first and events that occurred later will be presented later.

The following is an example of a message that is causal in nature as shown in example (5).

(5) *Floods are also caused by humans who are not wise in clearing land for settlements without reforestation or replanting plants that have been cut/burned and disposing of garbage improperly. Due to the lack of plants that can absorb water and high rainfall and the drains are covered with garbage, the water overflows into the road because it cannot be dammed. Floods can cause damage to public facilities, houses, and shops. Severe flooding can also cause casualties.*

In example (5) it appears that the first sentence states the cause, and the second sentence states the effect. Similarly, the third sentence shows a cause-and-effect relationship.

Glossematics rhetorical expressions of linguistic discourse of high school students based on rhetorical aspects include aspects of ethos, logos, and pathos.

Writers must be able to have extensive knowledge, trustworthy personality, and respectable status (ethos).

Several linguistic discourses made by students have broad knowledge, attitudes, and skills about what has been experienced and learned so far. This has an impact on the ethos in the discourse. The data can be seen in the following paragraph.

(6) *The corona virus outbreak continues to be a hot topic for discussion later. Because it's not only scary because it can cause death and 'destroy' a country's economy, but this virus can also trigger social chaos. Undeniably, the global coronavirus pandemic has hit heavily on many sectors, including the wheels of the world economy.*

In example (6) there are ethos, pathos, and logos. The ethos is that students share their experiences and knowledge about the causes and effects of covid 19. The pathos is in the form of the author's expression in describing the scary situation and atmosphere about covid 19 so that it has an impact on economic destruction. The logos in the discourse is on how the author expresses the frightening corona virus outbreak that causes death and destroys the country's economy and triggers social chaos.

Glossematics rhetorical expressions of linguistic discourse of high school students based on rhetorical types include forensics, epideictic, and deliberative (politics).

In the linguistic discourse of high school students, most of them are in the form of linguistic discourse with forensic and deliberative types. This can be seen in the following data.

(7) *Corruption seems to have become a common thing in the country. What's more, the representatives of the people who are sitting in the official seats. The KPK noted that it had handled 36% or 347 corruption cases involving political officials from 2004 to 2020.*

Example (7) is a fragment of a forensic type of paragraph that is convincing the audience about the right or wrong of a case in the form of a corruption case handled by the KPK.

(8) *During the administration of President Susilo Bambang Yudhoyono, Indonesia was involved in a dispute over the issue of determining territorial boundaries with Malaysia. The Camar Wulan area in Sambas Regency, West Kalimantan has become a bone of contention between Indonesia and Malaysia to become part of Indonesia but is claimed by Malaysia to be part of the country even though the government admits that the land and sea boundary issues between Indonesia and Malaysia have not been resolved.*

Example (8) is a deliberative type of paragraph, which is persuasion so that the audience can assess something that will happen in the future, whether it is good or bad. In this case, students do persuasion so that readers make an assessment about parts of Indonesia that are claimed by Malaysia.

Glossematics rhetorical expressions of linguistic discourse of high school students based

on word choice. Word choice is divided into three forms of value, namely experiential value, relational value, and expressive value.

Language Expression Sample Data in terms of Word Choice

No.	Data	Value		
		Experiential	Relational	Expressive
D/1	factor	v		
D/2	Nature	v		
D/3	Human	v		
D/4	Village	v		
D/5	Ground Fire	v		
D/6	gadget	v		
D/7	laptop	v		
D/8	Money politics	v		
D/9	lower middle class		v	
D/10	reduce		v	
D/11	reuse		v	
D/12	recycle		v	
D/13	know		v	
D/14	Can		v	
D/15	Safe			v
D/16	effective			v
D/17	not executed properly			v

Experiential Value

In the linguistic discourse of high school students, there are experiential values that can be described. Experiential values relate to values, knowledge, and beliefs.

Text Classification Pattern

Text classification patterns are used to describe certain realities. The following is the text classification pattern depicted in the linguistic discourse of high school students.

(9) *There are two kinds of factors that cause forest fires, namely natural factors, and human factors. Forest fires that occur due to natural factors are usually caused by a prolonged dry season or lightning strikes. The fire underground or commonly called 'Ground Fire' is also a natural factor because it is in peat soil areas that can ignite above ground fires during the dry season when the weather is hot.*

In Indonesia, almost 95 percent of forest fires are caused by human activities. The human factor that causes this disaster is often carried out intentionally by humans such as throwing cigarette butts carelessly in the forest, burning forests for new land clearing, burning garbage, and various other human activities.

In the fragment of the paragraph, the producer of the text submitted by the students said that the

forest fires were caused by natural factors and human factors. The word factor is used to classify or classify something. What is described in the text of the paragraph is that natural factors and human factors are the causes of fires. The text generator tries to build the reader's image to do the right thing or the right thing after knowing the factors that occur in forest fires.

Generalization

The following is a form of using word choice with a generalization process.

(10) Dusun Semilir is a tourist spot located in the city of Semarang, Central Java. During viral, this recently opened destination is stunning through its uniquely designed building style. Semilir village name. If you like to travel, this place can be a place that you must visit. Located at Jalan Soekarno Hatta No. 49, Bawen, Semarang, this hamlet is a tourist area that combines culinary riches, a gift centre for Indonesian cultural heritage, and local crafts.

The use of the word hamlet in this paragraph is a generalization. The word hamlet in the paragraph above is an extension of the meaning of a tourist area which originally meant a remote place in a village. However, the meaning of the word hamlet was later expanded so that the word hamlet in the sentence is a tourist area. The impression that arises in this paragraph is that the hamlet is a beautiful tourist area and is visited by tourists.

Lexical Process

The lexical process in a discourse is important as an ideological shaper. The process of excess discourse (over lexicalization) is a lexical form that uses more than one word that has almost the same or similar meaning. The following is a selection of lexical excess words in paragraph fragments of students' linguistic discourse.

(11)   *Underground fires or commonly called 'Ground Fire' are also natural factors because in peat soil areas that can ignite above ground fires during the dry season when the weather is hot.*

In the text fragment, there is a choice of words that have similar meanings used together to describe an event. The text generator writes the phrase underground fire with the term Ground Fire. The two words have the same meaning.

Ground Fire means fire underground.

Meaningful Relation

In writing a linguistic discourse for students, the choice of words will be raised by text producers as a form of meaning relation. Meaning relation means having a meaning relationship. This can be seen in the following excerpt of the paragraph.

(12) *Problems that arise among parents and the community in this case are many parents who object, especially for the lower middle class where many of them do not have gadgets or laptops.*

The words gadget and laptop meant by the text generator have a meaning relation. This meaning relation is a synonym between the words gadget and laptop. Gadget has the meaning of a device or electronic device that is relatively small in size and has a special and practical function in its use. Meanwhile, laptop means a personal computer that is relatively small and light in size.

Metaphor

The use of word choice with metaphors is also used in the linguistic discourse of students.

(13) *The increased risk of money politics in the regional head election needs to be anticipated. Moreover, with the decline in people's income due to the Covid-19 pandemic, it is said that vote buying is increasingly vulnerable to occur.*

The use of metaphors as paintings based on similarities or groups of words not with the actual meaning in the passage of the text is money politics. Money politics is a metaphorical term that suddenly appears in the regional head election process. Money politics in question is that candidates give money or goods to prospective voters in order to cast their votes, which has a dilemma.

Relational Value

Euphemistic Expression

In conveying a text, one needs to choose polite words. The choice of these words can be done by using euphemisms.

(14) *Problems that arise among parents and the community in this case are many parents who object, especially for the lower middle class*

where many of them do not have gadgets or laptops.

In the text of the paragraph, it is explained that many parents object because they do not have gadgets or laptops, especially the lower middle class. This expression is a form of euphemistic expression made by the text producer. If the lower middle class does not experience euphemisms, it can be said that the meaning of the expression is poor and does not have anything. The text generator uses euphemisms to avoid negative perceptions to the reader.

Formal and Informal Words

Formal words are shown through the choice of foreign and scientific vocabulary that can bring out a formal tone. The following is an excerpt from the linguistic discourse of students who use foreign word choices and scientific word choices to produce a formal impression. Apart from that, there is a choice of foreign words that aim to generate social prestige as follows.

(15) *The government must also try to make waste management in Indonesia better and more optimal so that it does not cause problems. The government continues to campaign for the community to manage waste through the 3Rs (reduce, reuse, recycle). In addition, the government also establishes policies in waste management, by ensuring the implementation of good waste management.*

In the example (15) the use of formal words reduces, reuse, recycle to replace the words reduce, use, and recycle waste while non-formal words for text producers (students) are limited to using non-standard words such as tau, it can be used in the following excerpt of the text.

(16) *No one knows if COVID-19 has a tremendous impact on life in all sectors. The education sector is no exception, which has also been affected by COVID-19. Policies in the education sector are urgently needed so that the learning process is not disrupted. All government policies in the field of education must be able to bridge the needs of the learning process during the COVID-19 pandemic. Government policies must be accessible to all students in various circles, not only students of certain circles.*

Expressive Value

In linguistic discourse, expressive values express text-producing expressions in viewing events. Expressive value consists of positive evaluation and negative evaluation.

(17) *The Covid-19 vaccine is not an experiment. And has passed all the required clinical trial stages. Extensive testing and monitoring were carried out to prove the Covid-19 vaccine was safe and effective for use.*

The text generator seems to have a clear goal of expressive value in expressing the event. The choice of safe and effective words is used in unity of time. The choice of safe and effective words in this paragraph is used by text generators for positive evaluations of the Covid-19 vaccine.

(18) *This PPKM was carried out by the government because the number of Covid-19 had increased drastically. Policies that have been carried out by the government have been able to reduce the number of Covid-19 cases in several regions. Shops and crowd centres such as restaurants, shops, malls, and workplaces are closed by the government. This can reduce contact between individuals in the transmission of the Covid-19 virus. However, this policy has not been implemented properly. This is due to the high mobility of the population in some areas.*

The choice of words that have not been executed properly in the text fragment is used by text producers to provide a negative evaluation of the government's policy on PPKM because there is still a high population mobility in some areas.

Glossematics rhetorical expressions of linguistic discourse of high school students based on the syntactic level include simple sentences and complex sentences.

Sentences that make up a linguistic discourse as a text-producing thought expression, are analysed based on simple sentences and complex sentences, respectively.

The results of the data analysis at the syntactic level used in each discourse show that text generators use more compound sentences than single sentences.

The data analysis of simplex sentences and complex sentences contained in the linguistic discourse of students is presented as follows.

(19) *The COVID-19 pandemic is still ongoing.*

(20) *Vaccination is the process of administering vaccines into a person's body.*

(21) *This PPKM was carried out by the government because the number of Covid-19 had decreased drastic increase.*

(22) *The implementation of PPKM has an impact on social and economic aspects Public.*

Sentence (19) and sentence (20) are simple sentences because they only consist of one sentence pattern. Sentence (19) only consists of "subject", "predicate", "adverb" (S – P – Adverb) while sentence (20) only consists of "subject", "predicate", "complementary", "adverb" (S – P – Com. – Adverb). The analysis of the sentence is based on the function of its constituent elements as follows

(19a) *The COVID-19 pandemic   is still   on going*.
        S   P   Adverb

(20a) *Vaccination is the process of administering*
        S   P   Comp.
vaccines into a person's body.
        Adverb

Sentences (21) and (22) are complex sentences because they consist of two or more sentence patterns. Sentences (21) and (22) include multilevel complex sentences. The sentence comes from a single sentence with the pattern S – P – O – Adv, one of the elements is adverb form new patterned sentences S – P – O. So, sentence (21) is a multilevel complex sentence with a pattern S – P – O – Adverb Conj. – S – P – O.

Sentence (22) is an equivalent complex sentence. This sentence is formed from two simplex sentences combined into one sentence. This sentence (22) has the pattern S – P – 0 – Note. + (S – P – 0 is erased) – Note. The analysis of sentences (21) and (22) based on the function of their constituent elements is as follows.

(21a) *This PPKM was carried out by the government*
        S   P   O
because the number of Covid-19 had drastic increase.
conj.   S   P   O

(22b) *The implementation of PPKM has an impact*
            S   P   O
on social and economic aspects community economy.
Ad   Con   Adv

Contents of Glossematics Rhetoric Language Discourse for High School Students

The content of the glossematics rhetoric of linguistic discourse for high school students has a point of view that is based on the purpose of the rhetoric, the type of essay, and the meaning.

The contents of the glossary rhetorical discourse of linguistic discourse of high school students based on the rhetorical objectives include to inform, to convince, to inspire, and to entertain. The purpose of rhetoric is always related to the type of essay made by the producer of the text. For this reason, the data in example (23) is a fragment of a paragraph that aims to inform and includes editorial text.

(23) *To reduce the number of spreads, several countries began to lock down after corona cases began to spread in their countries.* ***In Hubei Province, China, which was the beginning of the emergence of the Covid-19 case, it has been locked down since January 23, 2020.*** *As of March 30, 2020, there have been 23 countries that have implemented Lockdown. Thanks to the corona virus that spreads very easily, such as when someone coughs, sneezes, sings, talks, and breathes, the number of Covid-19 cases is increasing very fast every day.*

(24) *The living environment includes both living and inanimate objects. In general, the environment can be interpreted as a combination of various physical elements including natural resources of flora and fauna, water, soil, minerals, and solar energy. The environment is also a place where humans are in carrying out all their daily activities.* ***However, if it is not properly cared for, there will be damage to nature.*** *Therefore, the environment must be maintained so that the balance of the ecosystem and survival is maintained.*

Example (24) is a paragraph that aims to agree with the type of exposition essay. The producer of the text in expressing the utterance **if it is not treated properly will cause damage to nature to convince the reader.**

(25) *In this system, schools prioritize the environment in learning. Some supports such as* ***plants around the classroom, green areas, hydroponic areas, fishponds, live pharmacies, composting, and so on.***

All of that began to be applied in Adiwiyata-based schools that rely on the school environment for learning. This is beneficial for students. Students can learn about the environment outside their home environment. Students are also indirectly given an understanding of the importance of maintaining the surrounding environment.

The example (25) is a paragraph fragment that aims to inspire the type of exposition essay. The text generator reveals the story of **plants around the classroom, green area, hydroponic area, fishpond, living pharmacy, composting** providing inspiration for the readers.

The content of the rhetorical glossary of linguistic discourse of high school students has a point of view based on meaning which includes the presence or absence of referents, sense of value, and accuracy of meaning. The data can be seen in the following paragraph.

Example (25) there is a word that refers to the previous referent, namely the group of plant words around the classroom, green area, hydroponic area, fishpond, living pharmacy, composting. Similarly, this word refers to the referent, namely school.

The accuracy of the choice of words will affect the reader's mind about the content of the language, especially the accuracy of the meaning in the discourse (Keraf, (2008: 89-108). Furthermore, Enre (1988: 102) explains that the choice of words and the use of words correctly can represent thoughts and feelings. to be expressed in the pattern of a sentence.

(26) Leaving infection without a vaccine to achieve herd immunity is certainly not a smart choice in times of the covid-19 pandemic which will lead to profound severity and high mortality. Vaccination is the most humane option. The presence of a vaccine will be a solution to avoid corona virus infection and stop transmission when a cure has not been found.

Example (26) shows that the text generator chooses the correct diction to produce the correct meaning in the paragraph fragment. The words infection, vaccine, immunity, covid 19 pandemic, severity, death, vaccination, infection, corona virus, transmission, healing are words that are related to one another.

Based on the respondent's response about the factors that influence the glossematics rhetoric in linguistic discourse, it is necessary to discuss several factors that affect the expression and

content of language. The respondent's data is sourced from high school students who have produced linguistic discourse in the form of exposition text, argumentation, and persuasion. The following data are used as basic data for the need to conduct research on the construction of glossematics rhetoric of high school students.

From the results of the student responses in graph 1, it proves that the influence of the expression and content of glossematics rhetoric is more influenced by linguistic factors (67%) than non-linguistic factors (33%). This means that there are several components that require attention from the teacher to be able to motivate students to produce their work in the form of an essay in accordance with the basis of glossary rhetoric. The percentage of each linguistic and non-linguistic factor can be broken down as follows
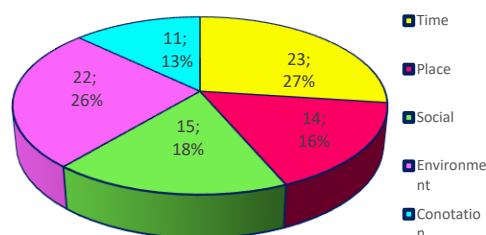

GRAPH 1.
INFLUENCE FACTORS OF GLOSEMATIC RHETORIC
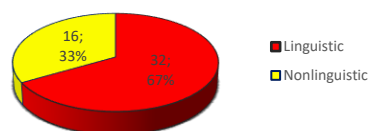
GRAPH 2.
GLOSEMATIC RETHORIC LANGUAGE FACTORS
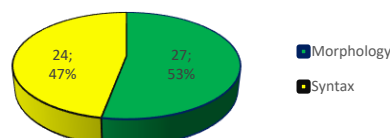
GRAPH 3.
GLOSEMATIC RHETHERIC NON-LANGUAGE FACTORS

From paragraph 2 shows that the syntactic linguistic factor (53%) is more than the morphological linguistic factor in influencing the essays produced by students. Furthermore, graph 3 shows that nonlinguistic factors that are influenced by time (27%) and environment (26%) have more influence on students essays than social factors (18%), place (16%), and connotations (13%).

Furthermore, linguistic factors due to morphology and syntax can be further detailed as follows.

GRAFIK 4.
FAKTOR KEBAHASAAN RETORIKA GLOSEMATIK
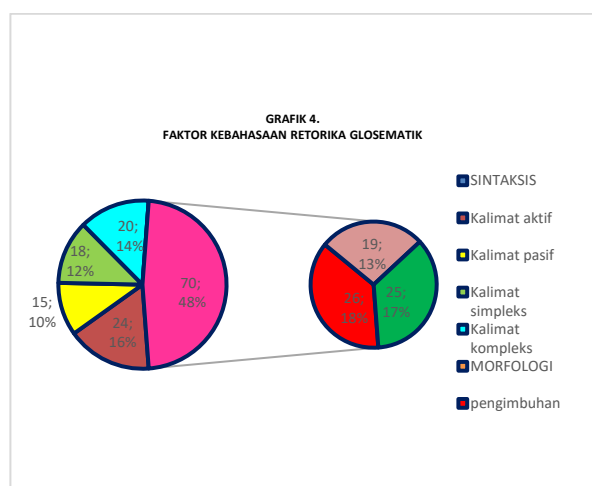
Based on graph data 4. It is stated that students in producing linguistic discourse are more influenced by syntactic factors, especially the use of active sentences (16%) than passive sentences (10%) and complex sentences (14%) than simple sentences (12%).

CONCLUSION

The construction of Glossematics Rhetoric needs to be in a discourse. This Glossematics Rhetoric construction is not only needed in linguistic discourse but also in non-linguistic discourse. This is intended to be able to attract interest and motivate other students to be creative and work so that they can realize student well-being in learning. In addition, if the test producer applies glossary rhetoric in his discourse, it will produce quality reading material for his readers.

REFERENCE

Baryadi P. Dasar-dasar Analisis Wacana dalam Ilmu Bahasa. Karanganyar: Pustaka Gondho Suli; 2002.

Wedhawati et. al. Wacana Naratif dalam Bahasa Indonesia. Yogyakarta: Balai Bahasa; 2007.

Keraff G. Argumen dan Narasi. Flores:Ende: 1998.

Yusuf S. Psikologi Perkembangan Anak dan Remaja. Bandung: PT Remaja Rosdakarya.: 2004.

Conner M. Health Behaviors. Int Encycl Soc Behav Sci Second Ed 2015;(December):582–7.

İnceçay V. Retorik desenleri karşılaştırma: Anadil ve ikinci dil yazı yazma düzenlerinin etkilerinin ortaya çıkarılması. Egit Arastirmalari - Eurasian J Educ Res 2015;15(61):137–54.

Yusuf S. Psikologi Perkembangan Anak dan Remaja. Bandung: Remaja Rosdakarya; 2004.

Korableva G, Gorelova L. Improving the teaching of rhetoric of students-philologists by text analysis. J Educ Gift Young Sci 2020;8(1):241–53.

Kridalaksana H. Pembentukan Kata dalam Bahasa Indonesia. Jakarta: 2002.

Longacre RE. The Grammar of Discourse. New York: Plenum: 1983.

Halliday MAK dan RH. Bahasa, Teks, dan Konteks: Aspek-Aspek Bahasa dan Semiotik Sosial. Yogyakarta: UGM Press.: 1976.

Ekowardono BK. Tata Wacana. Semarang: 1994.

Susanto A. Ilmu Komunikasi Teori dan Praktek. Bandung : Remadja Karya: 1988.

Hornby, A.S. dan ECP. An English Reader's Dictionary. London: Oxford University Press: 1961.

Sunarjo DS. Komunikasi Persuasi dan Retorika. Yogyakarta : Liberty: 1983.

Eugene Ryan. Aristotle and the tradition of rhetorical argumentation. Argumentation 1992;6:291–6.

West R dan LHT. Introducing Communication Theory: Analysis and Application. 3rd ed. Jakarta: Salemba Humanika: 2008.

Leech G. The Principles of Pragmatics. Jakarta: UI Press.: 1983.

Slobin DI. Principles of Textual Rhetoric in CakCuk Discourse. J Hum 2018;30(30):200.

Hjelmslev. Language: An Introduction. Madison: University of Wisconsin Press: 1963.

Fowler JW. Faithful change: The personal and public challenges of postmodern life. Abingdon Press: 1996.

Fairclough N. Language and Power. New York. Longman Group Limited.: 1996.

Chaer A. Linguistik Umum. Jakarta: Rineka Cipta: 1994.

Alwi H. Modalitas dalam Bahasa Indonesia. Yogyakarta: Kanisius: 1992.

Rahmah SF. Retorika Tekstual Dalam Novel Konspirasi Alam Semesta Karya Fiersa Besari. FKIP Unisma.: 2020.