Glosematic Rhetoric Expression as Indonesian Language Learning in Linguistic Discourse at School

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Abstract

Textual rhetoric is an approach based on the principles of (1) processibility, (2) clarity, (3) economics, and (4) expressivity in the form of using language effectively in a discourse with the aim of understanding the message contained in the discourse. The problem in this research is students have variations in the speed and fluency of expression in expressing different ideas and have a variety of speeds in capturing ideas so they produce varied discourses both in terms of expression and content. Furthermore, students in expressing ideas still use the discourse model, although writing learning skills cannot be separated from the experience factor and level of thinking ability in capturing ideas. Therefore, the expression rhetoric glosematic in the learning linguistic discourse of high school students needs to be researched. The purpose of this research is to find the expression of rhetorical glosematic in the writing learning discourse on a linguistic discourse of high school students. This research is a qualitative descriptive study and the object of research is the discourse of high school students. The data of this research are part of the linguistic discourse of 12th-grade students in the Indonesian language subject in terms of 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 the research on rhetorical expressions of a linguistic discourse of high school students found that (1) rhetorical principles included 29.31% of the probability principle, 20.80% of the clarity principle, 18.16% of the economic principle, 31.72% of the expressivity principle; (2) rhetorical aspects include 37.84 % ethos, 25.57 % logos, 34.59 % pathos; (3) types of rhetoric include 3.99% forensic rhetoric, 79.73% deliberative rhetoric. 5.98 % epideictic. In addition, students' linguistic discourse also found forms of word choice that have experiential, relational, and expressive values. The experiential values found used 18.64 % text classification patterns, 21.69 % lexical processes, 32.20% generalizations, 23.39 % relational meanings, 4.07% metaphors while the relational values found used 34.94% euphemisms, 43.73% formal, and 30.11% informal. The expressive value found used a 46.41% positive evaluation pattern and 53.59% negative evaluation.   At the level of syntactic structure more complex sentences (61.23%) are used than simple sentences (35.20%).

Keyword: Expression, Rhetoric, and Linguistic Discourse

Introduction

Textual rhetoric is an approach based on the principles of (1) processibility, (2) clarity, (3) economics, and (4) expressivity in the form of using language effectively in a discourse with the aim of understanding the message contained in the discourse. In relation to language, textual rhetoric relates to how to construct a discourse using language [1]. Language plays a crucial factor in molding linguistic behavior [2]. As Hansen, Littwitz, and Sczesny in Theresa R, etc.2021 argued are not only influenced by what is said or not said about them, but also by how it is said. Sexism in language is not an isolated social practice [2]. The typical languages 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 ([3] [4]). According to [5], writing skills will not be formed only with language skills but also need to be supported by knowledge of the rhetoric basics. The basics of rhetoric are an important component in producing linguistic discourse, especially in written texts ([5] [6]).

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. High school students have their own characteristics. As stated by [7] the language patterns owned and controlled by high school students are influenced by age, environmental conditions, intelligence factors, family socioeconomic status, and physical condition factors. Furthermore, [7] said that the difference lies in the level of human development. High school students are on average between 14-18 years old, which is called the puberty period. They are aware of the right life in their environment. They begin to know that everyone has their own direction and path in life. This period is called the period of mind formation ([7] [8])

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 speeds in capturing ideas so that they produce varied discourses both in terms of expression and content. Moreover, students in expressing ideas still use the discourse model even though their ability to write cannot be separated from the experience factor and 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. The aim of the language used by students is persuading, convincing, providing information, and entertaining [6].With informative, persuasive, and creative messages that are the domain of rhetorical studies, student discourse will be more interesting. Studies related to the linguistic discourse of students are not only seen in terms of content but also in terms of expression so that makes it interesting.

Glosematic rhetoric was chosen because a student's discourse not only prioritizes the substance and structure of the language contained textually but must pay attention to aspects of expression that are able to make the student's discourse acceptable to the reader and get a positive response. The form of glosematic rhetoric in students' written discourse contains the form of expression in it has the form of feelings of anger, surprise, fear, annoyance, and love.

Based on these several things, glosematic rhetorical expression research on high school students is very important because it is the main basis for students to make linguistic discourse more interesting in learning Indonesian.

Theoretical Framework Glosematic Rhetoric

Rhetoric comes from the English "rhetoric" and [9] from the Latin quote "rhetorical" which means speech knowledge. Rhetoric as knowledge has rational, empirical, general, and accumulative properties ([9] [10] [11]). Rationale means that what is conveyed by a speaker must be arranged systematically and logistically. Empirical means facts that can be presented by the five senses. General means that what is conveyed is not confidential and is not kept secret because it has social value. Accumulative means the development of pre-existing knowledge,that is the use of spoken and written language.

Define the term "rhetoric" as the art of using words, both spoken and written [12]. With an emphasis on the artistic aspect, rhetoric means that the way of conveying ideas is more interesting (attractive), informative, entertaining (recreational), and influential (persuasive).

Meanwhile, [13] states that the notion of rhetoric can be seen from the philosophical and communication science concepts. Philosophically, rhetoric can be traced from the values contained there. The philosopher Aristotle emphasized that people are varied 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 genres 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 [14]. 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 [15]. 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 proof when their emotions are aroused. Listeners or writers judge differently when influenced by feelings of happiness, pain, hate, or fear [16]. Furthermore, Aristotle divides rhetoric into 3 types, namely forensic, epideictic, and deliberative rhetoric.

That rhetoric is the effective use of language in a very general sense [17]. In this sense, the use of language is first applied to everyday conversation, only then to the more formal and planned uses of language. [17] uses the term rhetoric as a countable noun, namely a set of conversational principles that are interconnected by their functions. Furthermore, Leech distinguishes this rhetoric into two types, such as the distinction made by [18] 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 set consisting of a number of principles that function as factors that control the text. [19] divides 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, and (3) try to keep the text short and concise. easy to understand, and (4) try to make the text expressive.

Slobin's reasons for postulating this principle differ slightly from those proposed by [19]. Slobin argues that these principles are adhered to by language, not by the speaker of the

language. Thus, under conditions of change, language always tends to change in the direction in which the principle is maintained and preserved. According to Slobin, this tendency does not occur only for diachronic development but for language acquisition in children or the process of credit between the languages that are achieved.

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, [17] divides 4 principles as follows (a) the principle of processibility, (b) the principle of clarity, (c) the principle of economics, and (d) the principle of expressivity.

Glossmatic Rhetoric Expressions

Expression is the disclosure or process of stating that is showing or stating intentions, ideas, feelings, and so on. In relation to discourse, expression is a verbal communication form and can convey the emotional state of a person to the person who reads it or hears it. Glossmatic rhetorical expressions are divided into the form of expression (a form of expression) and substance of expression (the content of expression). Expression form is a term that refers to the structure of language, language elements, or language formation, 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]. In relation to language use, the discourse of high school students is influenced by the choice of linguistic expression forms such as vocabulary, transitive 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 including experiential, relational, and expressive values and (2) modality covering.

According to [21] forms of vocabulary features that have experiential value include (1) text classification patterns, (2) generalizations, (3) lexical processes, (4) meaning relations, and (5) metaphors. 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.

The substance of expression (expression content) is how the 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 media or intermediary used in expressing or expressing intentions, ideas, feelings, and thoughts through language.

Indonesian Language Learning in Senior High School

The purpose of learning Indonesian in high school is directed to increase the ability of students to communicate in Indonesian properly and correctly, both orally and written, as well as emerging an appreciation of Indonesian literary work. By learning Indonesian, students can understand the knowledge, skills, and positive attitudes towards the Indonesian language and literature. It is intended to help students understand and be responsive to local to global conditions. Students can grow their abilities according to their needs so that they can increase their appreciation of the essays they have made. The specific objectives of teaching the Indonesian language for students are to communicate effectively and efficiently with applicable ethics, both orally and written. Indonesian language teaching is also intended to practice

listening, speaking, reading, and writing skills which are closely related. Indonesian language learning is directed to improving students' ability to communicate in Indonesian both oral and written. Writing learning at the secondary education level can be divided into three stages, the first stage is initial writing skills, the second stage is advanced writing skills, and the third stage is factual writing skills. Reading and writing are interrelated activities.

Language Discourse Writing

Writing is a skill that needs to be mastered by students. Learning to write in high school is very important. This is because writing is a language skill that is used to communicate indirectly, not face to face with other people [22]. Furthermore, writing skills can explore students' potential to develop further skills [23]. Writing is a productive and expressive activity. In this activity, the writer skillfully uses graphology, language structure, and vocabulary [24]. In addition, the author must also master glossematic rhetoric. The scope of glossematic rhetoric includes the ability to master the principles of rhetoric, rhetorical aspects of the author, vocabulary values, and linguistic rules. [23] suggests that writing skills are very complex because they require students to master the components in it, for example using correct spelling, choosing the right vocabulary, using effective sentences, and compiling good paragraphs. Writing is a motor activity that involves mental because it is a medium for conveying ideas by the author [25]. In the end, writing is a productive language activity because it can produce products in the form of writing containing the results of creative and critical ideas [26]. In the senior high school context, writing lessons are integrated with Indonesian Language subjects so a practical approach is needed to improve the writing skills of senior high school students [27]. Students' writing has 4 stages of development, that is the prephonemic stage, the initial phonemic stage, the letter name stage, and the transition stage [28] [29]. Related to linguistic discourse, senior high school students have received learning in the form of writing article texts, exposition texts, editorial texts, observational report texts, and explanatory texts. These texts are called linguistic discourse. This linguistic discourse needs to be taught to senior high school students because it is used as a provision when these students continue to college.

Research Method

This study uses a qualitative descriptive method that is to describe and find expressions of glossary rhetoric in the discourse of high school students. This study also describes the categories formulated from rhetoric, namely the principle of rhetoric, rhetorical aspects in the form of ethos, pathos, and logos, types of rhetoric from the glossary aspect of expression. The data collection method used in this study is the listening method and an advanced technique in the form of note-taking techniques. Data collecting using the listening method and tapping technique was carried out by giving assignments through editorial essays and articles. The assignment in the form of an essay is used to obtain data on the expression of glossary rhetorical discourse on linguistic discourse for high school students. The data analysis technique used in this study is the distribution method with basic techniques and advanced techniques. The agih method is used to analyze the form of expression in the language discourse of high school students

Result and Discussion

Glossmatic Rhetoric Expression Analysis Results Language Discourse
Results of the Analysis Language Discourse Rhetoric Principle

The results of the analysis of glosematic rhetorical expressions on 62 linguistic discourses based on rhetorical principles can be seen in the following table 1.

Table 1. *Linguistics Discourse Rhetoric Principle*

Component 1		Total	Percentage
Rhetoric Principle	Processability	255	29,31%
	Clarity	181	20,80%
	Economy	158	18,16%
	Expressivity	276	31,72%

Table 1 shows that the results of the analysis of glosematic rhetorical expressions on 62 linguistic discourses based on the principle of processibility rhetorical 255 sentences (29.31%) mean that high school students have similarities in their views of expressing the main idea or main sentence at the beginning of the paragraph so that readers can understand more easily and quickly in any conditions. Students' linguistic discourses tend to use heavy (important) syntactic structures before light syntactic structures.

Furthermore, the analysis on the principle of clarity amounted to 181 sentences (20.80%). This shows that there are still some high school students who do not understand the ambiguity of the core elements of the sentence, causing ambiguous meaning. Then, the analysis of economic principles totals 158 sentences (18.16). This shows that high school students in linguistic discourse have redundant prepositions, conjunctions, words, and word form inaccuracies. After that, the analysis of the expressivity principle of 276 sentences (31.72%) shows that high school students in linguistic discourse are more interested in the pattern of cause and effect or cause-effect so that it creates a distinct impression for the reader.

Results of the Analysis of the Rhetoric Aspects of Linguistic Discourse
Table 2. *Linguistic Discourse Rhetoric Aspect*

Component 2		Total	Percentage
Rhetoric Aspect	Ethos	210	37,84 %
	Pathos	192	34,59%
	Logos	153	27,57%

Table 2 shows the results of the analysis of glosematic rhetorical expressions on the linguistic discourse of high school students based on rhetorical aspects. The highest rhetorical aspect is found in ethos, which is 210 sentences (37.84%). This means that high school students have high credibility. In fact, credibility is earned because the student has the right to speak. According to [30] one of the credibility factors is competence, character, or how the reader refers to the sincerity of the author, can be trusted, and his attention to the goodness of the reader. A person is not affected only by the evidence disclosed but by whom the evidence is disclosed [31]. Moreover, the rhetorical aspect in the form of pathos amounted to 192 sentences (34.59%). This means that high school students persuade people emotionally more quickly than logically.

Then the next aspect is logos with 153 sentences (27.57%). This means that some high school students need to have reasoning skills in processing information accompanied by logical evidence. According to Lucas, the reasoning is important because, in human daily life, we are bombarded with persuasive messages [30]. High school students need to engage all abilities to connect and organize ideas. These abilities are realized into three, namely analysis, drawing conclusions, and evaluation [32]. For this reason, the logos aspect is still low compared to the other two rhetorical aspects.

Results Of Analysis Of Language Discourse Rhetoric Type

Tabel 3. *Linguistic Discourse Rhetoric Type*

Component 3		Total	Percentage
Rhetoric Type	Forensics	12	4,44%
	Epideictic	18	6,67%
	Deliberative	240	88, 89 %

Table 3 shows that the types of forensic rhetoric are 12 (4.44%), epideictic is 18 (6.67%), and deliberative is 240 (88.89%). This means that high school students in expressing their ideas in linguistic discourse are not interested in legal topics and prefer to take topics related to environmental and health problems. This is in accordance with the current situation during the COVID-19 pandemic.

The Results of the Analysis of Language Discourse Choices Value
The value of word choice in a discourse consists of experiential values, relational values, and expressive values. The results of the analysis of glosematic rhetorical expressions in 62 linguistic discourses based on the value of word choice can be seen in the following table.

Table 4. *Language Discourse Choices Value*

Component 4		Total	Percentage
Experiential Value	Text Classification System	55	18, 64 %
	Generalization	95	32,20 %
	Lexical Process	64	21,69 %
	Meaning Relation	69	23,39 %
	Metaphor	12	4,07 %
Relational Value	Euphemism	73	34,93 %
	Formal	122	43,73 %
	Informal	84	30,11 %
Expressive Value	Positive Evaluation	112	53,59 %
	Negative Evaluation	97	46,41 %

Table 4 shows that the value of experiential word choice consists of text classification patterns of 55 sentences (18.64 %), generalization of 95 sentences (32.20%), the lexical process of 64 sentences (21.69%), meaning relations 69 sentences (23 .39%), and 12-sentence metaphor (4.07%). This means that high school students in making linguistic discourses use generalization patterns more often because high school students tend to prefer more general sentence concepts to be first poured into a new idea accompanied by details. In addition, linguistic discourse with generalization patterns is easier and clearer to convey messages to readers. In addition, the use of word choices such as synonyms and antonyms is more prominent in varying sentences.

Furthermore, the value of relational word choice consists of euphemisms in 73 sentences (34.93%), formal in 122 sentences (43.73%), and informal 84 sentences (30.11%). This means that high school students in making linguistic discourses still need to increase their understanding of the use of the right choice of words in accordance with the general guidelines for Enhanced Spelling.

The value of expressive word choice consists of a positive evaluation of 112 (53.59%) and a negative evaluation of 97 sentences (46.41%). This means that high school students tend to prefer sentences that give a good impression to the reader.

Results of the Syntactic Structure of Linguistic Discourse Analysis
Tabel 5. *Structure of Linguistic Discourse Analysis*

Component 5		Total	Percentage
Syntax Structure	Simplex Sentence	434	35,20%
	Complex Sentence	755	61,23%

Table 5 shows that the syntactic structures that are mostly used by students when making linguistic discourses are complex sentences of 755 sentences (61.23%) than simplex sentences of 434 (35.20%). Complex sentences use two clauses, three clauses, and four clauses.

Discussion Of The Analysis Of Rhetoric Expressions Of Glossematic Of Language Discourse

Glossematic 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). Steps to influence people. First, the writer must be able to have extensive knowledge, a trusted personality, and a 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 writer convinces the audience by presenting evidence or appearing as evidence by approaching the audience through their brains (logos) [33]

Glossematic Rhetoric Expression Of Language Discourse Of High School Students

The glosematic rhetorical expression of the linguistic discourse of high school students has 6 components, namely based on rhetorical principles, rhetorical aspects, rhetorical types, word choice, and syntactic structure. Glossmatic rhetorical expressions of a linguistic discourse of high school students based on rhetorical principles include the principles of processibility, clarity, economy, and expressiveness.

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 in constructions in the form of lightweight syntactic structures, subordinate relationships, and processes. Almost all linguistic discourses of high school students use the construction of lightweight syntactic structures, subordinate relationships, and processes. The construction of the lightweight syntactic structure can be seen in the following excerpt of the paragraph.

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 their use increases the competitiveness of the users.

Example (1) consists of the first three sentences, the source of energy that we usually know and use is the source of electrical energy in 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 in light structure and it 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 considered to be increasingly expensive because their use increases the competitiveness of the users are light structure and it is an explanation of the main sentence. With such a syntactic structure, the reader can understand the message.

Clarity Principle

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 paragraph fragments are often found in the types of the linguistic discourse of high school students.

The crowd was getting out of control so they fired tear gas toward the crowd. The tear gas shot dispersed the rows of demonstrators so that they finally dispersed. And in the end, the police 50-100 demonstrators became rioters. The police suspected that there were outsiders who rode the action until the riot ended.

In example (2) in the first sentence, the crowd was getting out of control so they fired tear gas towards the crowd there is no ambiguity. However, in the second sentence, the tear gas shot dispersed the rows of demonstrators so that they finally dispersed and got ambiguity from conjunction. The conjunction seems to be forced into existence in the third sentence and in the end, the police 50-100 demonstrators became rioters. The police suspected that there were outsiders who rode the action until the riot ended there was ambiguity. The ambiguity is in the phrase police rioters or protesters riot.

Economic Principle

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.

(3) 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 Law Draft **(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 regulations in licensing. On the other hand, the Center 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 (3) there are abbreviations of UU, RUU, and UGM and the acronym trawl.

Expressivity Principle

Explains that the principle of expressivity can also be called the principle of iconology [1]. This principle recommends that the text is constructed in harmony with the aspects of the

message. High school students' linguistic discourse 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 consequences.

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 (4).

(4) 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 (4) it can be seen that the first sentence states the cause and the second sentence states the effect. Similarly, the third sentence shows a cause-and-effect relationship. Glossematic rhetorical expressions of the 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, a trustworthy personality, and respectable status (ethos). Some 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 of the discourse. The data can be seen in the following paragraph.

(5) The coronavirus outbreak continues to be a hot topic for discussion lately. Because not only scary but also can cause death and 'destroy' a country's economy, this virus can also trigger social chaos. It is undeniable that the global coronavirus pandemic has hit many sectors, including the wheels of the world economy.

In example (5) 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 of covid 19 so that it has an impact on economic destruction.

The logos in the discourse is on how the author expresses the frightening coronavirus outbreak that causes death and destroys the country's economy and triggers social chaos. The rhetoric theory discusses ethos, logos, and pathos, normally the three parts (ethos, logos, pathos) occur simultaneously. Glossematic rhetorical expressions of the linguistic discourse of high school students based on rhetorical types include forensics, epideiktics, 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.

(6) Corruption seems to become a common thing in the country. Moreover, the representatives 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 (6) is a fragment of a forensic type paragraph, which is to convince the audience about the right or wrong of a case in the form of a corruption case handled by the KPK.

(7) During President Susilo Bambang Yudhoyono's government era, Indonesia was involved in a dispute over the issue of territorial boundaries with Malaysia. The Camaro Wulan area in Sambas Regency, West Kalimantan has become a bone of contention between Indonesia and Malaysia to become part of Indonesia, but Malaysia claims 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 (7) is a deliberative type of paragraph, which is persuasion so that the audience can make an assessment of something that will happen in the future, whether it is good or bad. In this case, the students persuaded the reader to make an assessment of the parts of Indonesia that were claimed by Malaysia.

Glossematic rhetorical expressions of the linguistic discourse of high school students based on word choice. The choice of words is divided into three forms of value, that is experiential values, relational values, and expressive values.

Experiential Value

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

Table 6. *Language Expression Data in Term of Word Choice*

No.	Data	Experimental	Mark Relational	Expressive
D/1	factor	v		
D/2	natural factor	v		
D/3	human factor	v		
D/4	village	v		
D/5	ground fire	v		
D/6	gadgets	v		
D/7	laptops	v		
D/8	money politic	v		
D/9	Lower middle class		v	
D/10	reduce		v	
D/11	reuse		v	
D/12	recycle		v	
D/13	tknow		v	
D/14	can		v	
D/15	safe			v
D/16	effective			v
D/17	Not executed properly			v

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.

(8) 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 done intentionally by humans such as throwing cigarette butts in the forest, burning forests for new land clearing, burning garbage, and various other human activities.

In this paragraph, the producer of the text presented 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 cause of fires. The text generator tried to build the reader's imagation 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.

(9) Similar **village** is a tourism destination located in the city of Semarang, Central Java. When it is going viral, this recently opened destination is stunning through its uniquely designed building style. Similar **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 **place** is a tourist area that combines culinary riches, a gift center for Indonesian cultural heritage, and local crafts.

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

Lexical Process

The lexical process in a discourse is important as an ideological marker. The process of excess discourse 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 fragments of students' linguistic discourse paragraphs.

(10) 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 the text fragment, there is a choice of words that have similar meanings used together to describe an event. Text producers write phrases underground fire with the term Ground Fire. The two words have the same meaning. Ground Fire has the meaning of underground fire.

Meaning Relation

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

(11) Problems that arise among parents and society, in this case, many parents feel reluctant especially in the lower middle class where there are still many who do not have **gadgets** or *laptops.*

Word gadget and laptop that is meant by text producer have meaning relation. This meaning relation is in synonyms between the word gadget and laptop. A gadget means a device or electronic device that is relatively small in size and has a special and practical function in its use. Meanwhile, a laptop means a relatively small and light personal computer.

Metaphor

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

(12) The rising money politics risk 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 depiction 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 goods to prospective voters in order to cast their votes, which has a dilemma.

The Relational Value of Euphemistic Expressions

In Conveying A Text, Someone Needs To Choose Polite Words. This Word Choice Can Be Done By Using Euphemisms.

(13) Problems that arise among parents and society, in this case, many parents feel reluctant especially for the lower the middle class where there are still many who 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, in particular the lower middle class. This expression is a form of euphemistic expression made by the text producer. In the lower middle class if not using euphemistic it can be said that the meaning of the expression is poor and have nothing. The text generator uses euphemisms to avoid negative perceptions of the reader.

Formal and Informal Word

Formal Words Are Shown Through The Choice Of Foreign And Scientific Vocabulary That Can Bring Out A Formal Tone. The Following Excerpts From The Paragraphs Of 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.

(14) 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 3R (**reduce, reuse, recycle**). In addition, the government also establishes policies in waste management, by ensuring the implementation of good waste management.

In example (14) the use of formal words reduce, reuse, and recycle to replace the words while non-formal words for text producers are limited to the use of non-standard words such as the word tau, bisa in this text.

(15) Nobody **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 a bridge between the needs of the learning process in the midst of the COVID-19 pandemic. Government policies **must** be accessible to all students in various circles, not only students from certain circles

Expressive Value

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

(16) This PPKM was carried out by the government because the number of Covid-19 had increased drastically. The 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 centers such as restaurants, shops, malls, and workplaces are closed by the government. This is able to 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 population mobility in some areas.

The choice of words not been executed properly in the text fragment is used by text producers to provide a negative evaluation of government policies on PPKM because of the high population mobility in some areas. Glossematic rhetorical expressions of the 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 analyzed based on simple sentences and complex sentences, respectively.

The results of data analysis at the syntactic level used in each discourse show that text producers 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.

(17) Vaccination is the process of administering a vaccine into a person's body.

(18) This PPKM is carried out by the government because the number of Covid-19 has increased drastically.

(19) The implementation of PPKM has an impact on the community. Sentence (17) is a simple sentence because it consists of "subject", "predicate", "complementary", and "description". The analysis of the sentence is based on the function of its constituent elements as follows.

(17a) <u>Vaccination</u> <u>is the process of administering</u> <u>a vaccine</u> <u>into a person's body</u>.
         S   P   Pel.   Adverb

Sentence (18) is a complex sentence because it consists of two or more sentence patterns. Sentence (18) is a multilevel complex sentence with a pattern.
               S – P – 0 - <u>Adverb</u>

Conjunction – S – P - 0

Sentence (19) is an equivalent complex sentence. This sentence is formed from two simple sentences combined into one sentence. This sentence (19) has the pattern S – P – 0 – Note. + (S – P – 0 is erased) – Note. The analysis of sentences (18) and (19) based on the function of their constituent elements are as follows.

(18a) This PPKM is carried out by the government because the number of Covid-increased drastically.
      S   P   O   Adverb of Cause

(19a) The implementation of PPKM has an impact on the social and society
                 S   P   O   Adverb

Conclusion

Based on the results of the discussion above regarding the analysis and expression formulas of glossematic rhetoric in language discourse of high school students using rhetorical principles, rhetorical aspects, rhetorical types, and word choices. The four principles of rhetoric include processibility, clarity, economy, expressivity. Of the four principles, the most widely used rhetorical principle is expressivity while the least is the economic principle. This can be seen by using 276 expressivity principles, 255 processibility principles, 181 clarity principles, and 158 economic principles. In addition, the rhetorical aspects used are ethos, pathos, and logos. Of the three aspects, the ethos aspect is the most widely used while the logos aspect is the least. This can be seen by using 210 ethos, 192 pathos, 153 logos. Meanwhile, the types of rhetoric used are forensic, epedeictic, and deleberative. Of the types of rhetoric that is most widely used is deleberative while the least is forensic. This can be seen by using 240 deliberativ, 18 epedeictic, 12 forensic. The word choice values used include experiential values, relational values, and expressive values. Of the three values, word choice is widely used with experiential values while expressive values are used the least. This can be seen by using 295 word choices with experiential value, 279 word choices with relational value, and 209 word choices with expressive value. The sentences used are simplex sentences and complex sentences. Of the most used sentences are complex sentences while the least used simplex sentences. This can be seen by using 755 complex sentences and 434 simplex sentences.

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