

**LOGICAL FALLACIES ANALYSYIS IN THE NOVEL *BULAN  
TERBELAH DI LANGIT AMERIKA* BY HANUM SALSABIELA RAIS AND  
RANGGA ALMAHENDRA**

**SKRIPSI**

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## ABSTRACT

**Putri Almas Fakhrana, 1502050315. “*Logical Fallacy in the Novel Bulan Terbelah di Langit Amerika by Hanum Salsabiela Rais and Rangga Almahendra*”. Skripsi : Faculty of Teachers’ Training and Education, English Education Program, University of Muhammadiyah Sumatera Utara. 2019. Medan.**

The research is dealt with logical fallacy in the novel *Bulan Terbelah di Langit Amerika*. The purpose of this research is to analyze logical fallacy in the novel. The source of data of this research is taken from *Novel Bulan Terbelah di Langit Amerika*. The technique for analyzing the data is done reading the novel carefully, analyzing the statement by using Charles. L. Hamblin (1970) and late, select and identify the statements. From the data analysis, it is acknowledged that the logical fallacy statements have explained the fallacies in the mind of American societies towards Islam and Muslim regarding to the 9/11 WTC attack. The conclusion of this research is the logical fallacy are able to make people getting misunderstand into several substantial or thought because of their big disappointment or pain, the logical fallacy has the aim of reflecting and expressing the desire, thought, mindset and point of view of people. Moreover, the statements had the intention to lead to potential effects that the speaker wanted to achieve on the listeners that may affect their psychology. As stated by Maftoon and Shakouri (2012), Psycholinguistics is simply defined as the study of the relationship between human language and human mind

**Keyword : *Psycholinguistic; logical fallacy, social cognitive approach.***

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# CHAPTER I

## INTRODUCTION

### **A. The Background of Study**

Literature is the result of human work both oral and non-verbal that uses language as a medium of instruction and has a dominant esthetic value. Literary examples are poetry, short stories, novels, drama. Literature commonly divides into two types, they are Oral Literature and Writing Literature. Oral Literature is a literary work that is still alive in society, for instance: Myth, Legend, and Fairy Tales. While Writing Literature is a literary work that has been printed or documented. Such as: poetry, rhymes, novels, and short stories. The used sentences have close correlation with linguistic. In general, linguistics is commonly interpreted as linguistics as the object of study. If it is said that linguistics is a science whose object of study is language, while language itself is a phenomenon that is present in all activities of human life, then linguistics becomes a very broad study. Therefore, there are various branches of linguistics that are made based on various criteria or views.

In relation to psychology, linguistics is commonly interpreted as a science that tries to learn the nature of language, language structure, how language is acquired, how language works and how language develops. In this concept it appears that the name psycholinguistics is considered a branch of linguistics, while linguistics itself is considered as a branch of psychology. Psychology is one of the fields of science and applied science that studies human behavior, mental

functions, and mental processes through scientific procedures. Someone who practices clinical science in psychology is called a psychologist. Psychologists try to improve a person's quality of life through certain interventions both on mental functions, individual and group behavior, which are based on physiological and neurobiological processes.

*Psycholinguistics is incorporated from the words psychology and linguistic words, namely two different fields of science, each of which stands alone with different procedures and methods. However, both of them research the language as their formal object. Only the material objects are different, linguistics examines the structure of language, while psychology examines the behavior of language or the structure of language, while psychology examines language behavior or language processes. Thus ways and objectives are also different.* A fallacy is reasoning that is evaluated as logically incorrect and that undermines the logical validity of the argument and permits its recognition as unsound. Regardless of their soundness, all registers and manners of speech can demonstrate fallacies. Because of their variety of structure and application, fallacies are challenging to classify so as to satisfy all practitioners.

Logical fallacy, is a defect or misguided reasoning, which is not only often (accidentally) used by people whose reasoning abilities are limited, but also often (intentionally) used by certain people, including the media, to influence others. The following are some examples of logical fallacy that may be familiar to us. Hopefully we don't get caught up in propaganda, or even make a mistake in reasoning, intentionally or unintentionally. Faulty inferences in deductive

reasoning are common formal or logical fallacies. As the nature of inductive reasoning is based on probability, a fallacious inductive argument or one that is potentially misleading, is often classified as "weak". The conscious or habitual use of fallacies as rhetorical devices are prevalent in the desire to persuade when the focus is more on communication and eliciting common agreement rather than the correctness of the reasoning. The effective use of a fallacy by an orator may be considered clever, but by the same token, the reasoning of that orator should be recognized as unsound, and thus the orator's claim, supported by an unsound argument, will be regarded as unfounded and dismissed.

Novel *Bulan Terbelah di Langit Amerika* by Hanum Salsabiela Rais and Rangga Almahendra. This book tells about The world was shaken by unforgettable events on Tuesday, September 11, 2001. This event was called Black Tuesday or a dark Tuesday, because at that time two planes were hijacked by two people called Muslims to destroy the WTC (World Trade Center) building in New York, United States of America. Since that incident many people condemned Islam, and stamped terrorists to Muslims. There is a figure named Fatma Pasha of Turkish descent who finds it difficult to find work in Vienna simply because in a Muslimah and carrying out his obligations to cover the head. This is referred to Islamophobia, which until now has become increasingly prevalent, one of them due to the September 11 incident. The researcher will analyse the novel to describe the logical fallacies that are contained in the novel.

## **B. The Identification of the Problem**

The identification of the study were identified as the following:

1. The used of language created misconception at some social issues in society.
2. Psychology affected the way human think and their social life interaction
3. The misunderstandings led the thought into logical fallacy
4. The misinterpretation of thought established wrong guidance to society's thought

## **C. The Scope and Limitation**

Based on the statement above, the scope of this research was about American society's view towards Islam in *Novel Bulan Terbelah di Langit Amerika*. The researcher would focus on the statements of American society's which consist of logical fallacy.

## **D. The Problem of the Study**

The problems of the study are identified as the following:

1. What kinds of logical fallacy which exist in the Novel Bulan terbelah di Langit Amerika ?
2. What statements which referred to the relationship between social cognitive approach and psycholinguistic of the American Society in the Novel Bulan Terbelah di Langit Amerika ?

**E. The Objective of the Study**

The objective of the study were identified as the following:

1. To identify the kinds of logical fallacy in the Novel Bulan Terbelah di Langit Amerika
2. To analyze the relationship between social cognitive approach and psycholinguistic of the American society in the Novel Bulan Terbelah di Langit Amerika.

**F. The Significance of the Study**

The finding of this study were expected to be useful for:

1. Theoretically, The result of this study could be used as an information and reference material in acquiring knowledge and understanding about the study of logical fallacies and could be used as a reference in learning activities.
2. Practically, for english teacher, would be useful as a contribution for them to enrich the number of studies about logical fallacies. For Readers, it was expected to give scientific understanding about the very basic principles of cohesive, devices, and would give them clear information about the logical fallacies and other researcher, it was expected that the finding of the study would provide further information to those who were interested in similar research related to this study.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Theory is necessary to gather some information, theories or comments dealing with the topic references and resource of the study. Explanation will be given in order to avoid misunderstanding between the writer and the readers.

##### **1. Psycholinguistic**

Psycholinguistics has provided numerous theories that explain how a person acquires a language, produces and perceives both spoken and written language. The theories have been used in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods. It is known as psycholinguistics approach. Psycholinguistic approach views learning as a cognitive individual process happening within the individual and then moves to the social dimension. Psycholinguistics is an integration of two disciplines; psychology and linguistics. Psychology is the study of mind and behavior; linguistics is the study of language. So, in general, psycholinguistics can be defined as the study of mind and language. It is concerned with the relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving language.

Psycholinguistics covers three main points; language production, language perception and language acquisition. Language production refers to the processes involved in creating and expressing meaning through language. Language perception refers to processes involved in interpreting and understanding both written and spoken language. Language acquisition refers to processes of acquiring a native or a second language. Psycholinguistics has provided numerous theories that explain the three points above. The theories have been very useful in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods. It is known as psycholinguistics approach. Psycholinguistic approach views that language and thought as related but completely independent phenomena. Learning is viewed as a cognitive individual process happening within the individual and then moves to the social dimension.

Psycholinguistics is simply defined as the study of the relationship between human language and human mind (Maftoon and Shakouri, 2012). In short, three important processes are investigated in psycholinguistics: (1) language production, (2) language comprehension, and (3) language acquisition. Psycholinguistics has developed rapidly and expanded into several sub-disciplines as cited in Chaer (2015) below:

### **1. Theoretical Psycholinguistics**

It focused on theories of language relating to human mental processes in language, such as phonetics, diction, syntax design, discourse, and intonation.



## **2. Developmental Psycholinguistics**

It is related to language acquisition, both first language acquisition (L1) and second language acquisition (L2). It examines phonological, semantic, and syntactic acquisition, process in stages, gradually, and integrated.

## **3. Social Psycholinguistics**

It is related to the social aspects of language, including social identity.

## **4. Educational Psycholinguistics**

It discussed general aspects of formal education at school, including the role of language in teaching reading teaching proficiency, and improving language ability to express thoughts and feelings.

## **5. Neuro Psycholinguistics**

It focused on the relationship between language, language production, and the human brain. Neurology experts have managed to analyze the biological structure of the brain and analyzed what happens with the input language and how language output programmed and set up in the brain.

## **6. Experimental Psycholinguistics**

It covered and experimented in all language productions and language activities, language behavior, and language outcome.

## **7. Applied Psycholinguistics**

It concerned with the application of the findings of six sub-disciplines of psycholinguistics explained before in certain areas that require it, including psychology, linguistics, language learning, neurology, psychiatry, communications, and literature.

According to Lightbown and Spada (2006:58-74) mention some factors affecting language learning. They are:

### **a. Intelligence**

The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between intelligence and second language learning has sometimes been reported.

### **b. Aptitude**

Specific abilities thought to predict success in language learning have been studied under the title of language learning 'aptitude'. Research has characterized aptitude in terms of the ability to learn quickly. Thus, we may hypothesize that a learner with high aptitude may learn with greater ease and speed but those other learners may also be successful if they persevere.

### **c. Learning Style**

The term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new

information and skills. Some people say that they cannot learn something until they have seen it. Such learners would fall into the group called 'visual' learners. Other people, who may be called 'aural' learners, seem to learn best 'by ear'. For others, referred to as 'kinesthetic' learners, a physical action such as miming or role-play seems to help the learning process. These are referred to as perceptually-based learning styles.

#### **d. Personality**

A number of personality characteristics have been proposed as likely to affect second language learning. It is often argued that an extroverted person is well suited to language learning. Another aspect of personality that has been studied is inhibition. It has been suggested that inhibition discourages risk-taking, which is necessary for progress in language learning. Furthermore, learner anxiety—feelings of worry, nervousness, and stress that many students experience when learning a second language has been extensively investigated. Recent research investigating learner anxiety in second language classrooms acknowledges that anxiety is more likely to be dynamic and dependent on particular situations and circumstances. Several other personality characteristics such as self-esteem, empathy, dominance, talkativeness, and responsiveness have also been studied. However, it has been not easy to empirically demonstrate the effect of personality in language learning.

**e. Motivation (Intrinsic)**

Motivation has been defined in terms of two factors: learners' communicative needs and their attitudes towards the second language. If learners need to speak the second language in a wide range of social situations or to fulfil professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have good attitudes towards the speakers of the language, they will desire more to learn it.

**f. Motivation (Extrinsic)**

Teachers also influence on students' behavior and motivation in language learning. Teacher is one of students' reasons for studying the second language or having good attitudes toward the language learning. Teachers can give a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive.

**g. Culture and Status**

There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress. Social factors at a more general level can affect motivation, attitudes, and language learning success. One such factor is the social dynamic or power relationship between the languages.

### **h. Age**

Second language learning is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation. Research found that age distinguishes children and adults in learning second language in certain aspects such as phonology, morphology, and syntax.

## **2. Logical Fallacy**

The history of fallacy theory, like the history of other theories, is rife with its own heroes and villains, landmark texts and authoritative authors. Although this essay is silent on who the heroes and villains might be, it does survey many of the significant works in fallacy theory, and it directly addresses a claim made by the most prominent historian of fallacies, Charles Hamblin. The claim in question, HC ('Hamblin's claim'), concerns the ubiquity of a certain definition of 'fallacy,' and the purpose of the present inquiry is to determine the extent of the support for the claim. Of course, the principle question, whether fallacies can be classified, depends on how "fallacy" is defined. However, the problem of finding a definition of "fallacy" to cover all things called "fallacies" remains open.

When Charles L. Hamblin (1970) studied the history of fallacies, he observed that, from antiquity until the emergence of modern logic, there seems to be consensus about the meaning of "fallacy". He identified and criticized the following *standard definition* of "fallacy" or "fallacious argument", "A fallacious

argument, as almost every account from Aristotle onwards tells you, is one that *seems to be valid but is not so*” (Hamblin, 1970, p. 12). In the standard definition “fallacious” is a property of an argument. In everyday life argumentation certain beliefs or assertions are sometimes called “argument” in the first sense. For an example consider the assertion,

(A1) There is a snow storm now.

(A1) may be an argument why I will not go skiing now. In logic, however,

“argument” (in the second sense) is defined as a triple consisting of (i) (a possibly empty set of) premises,

(ii) a conclusion indicator, and

(iii) a conclusion. For an example, consider the following argument (which has the form of the MODUS PONENS),

(A2) If there is a snow storm now, then I will not go skiing now.

There is a snow storm now.

Therefore, I will not go skiing now.

The “Therefore,” in argument (A2) is the conclusion indicator, the subsequent sentence is the conclusion, and the two sentences preceding the “Therefore,” are the premises. An argument in the first sense can serve as a premise in an argument

in the second sense. Fallacious arguments in the first sense are false beliefs or wrong assertions. For example, believing in the wrong assertion “all flammable materials contain phlogiston” is a fallacy (according to modern chemistry). In the

present chapter we deal with fallacious arguments in the second sense, that is, arguments as triples. In classical logic, *validity* is defined as a property of an argument. An argument, A is logically valid, if and only if, it is *impossible* that the conjunction of all premises of A is true and the conclusion of A is false.

Logical validity seems to be what “valid” in the standard definition of fallacies (SD) means. Hamblin (1970) criticized (SD), since most of the fallacies do not fall under this definition. That many textbook examples of fallacies do not seem to be valid is one reason. Another reason is that there are fallacies which are logically valid arguments. *Circular reasoning* (*petitio principii*), for example, consists of restating a premise as the conclusion, which guarantees logical validity. According to Walton (1995 : 255), the following five conditions are necessary conditions for a fallacy: “A fallacy is

- (1) an argument (or at least something that purports to be an argument);
- (2) that falls short of some standard of correctness;
- (3) as used in a context of dialogue;
- (4) but that, for various reasons, has a semblance of correctness about it in context;
- (5) poses a serious obstacle to the realization of the goal of a dialogue.”

According to James Creighton’s, *An Introductory Logic* (1905), holds that ‘In the strict sense of the word, a fallacy is to be defined as an error in reasoning’ Creighton, 1905, p. 153). However, he relents from this hard line and widens his sights to include non-arguments. Then Horace Joseph’s

(1916) appendix on fallacies in his *An Introduction to Logic* is a compact discussion of some of the key concepts in fallacy theory. ‘A fallacy is an argument which appears to be conclusive when it is not.’. This definition satisfies the argument and the appearance conditions of SDF. However, Joseph’s use of ‘conclusive’ in the definition allows him to count not only Begging the Question but also *ignoratio elenchi* as fallacies, the argument being ‘perfectly sound, the sole defect lies in the fact that the conclusion proved does not confute the thesis maintained’.

In responding to the definition above, Sellar (1917) stated that A fallacy is, broadly speaking, an error in reasoning. We may misinterpret our perceptions, or classify things wrongly, or work out bad definitions, or confuse ideas, or draw invalid conclusions from premises. According to this broad definition, a fallacy meets none of the conditions of SDF. But soon after this opening remark Sellar adopts a broad classification between deductive and inductive fallacies and then divides the former into fallacies of equivocation and fallacies of unwarranted assumption. The fallacies of unwarranted assumption include Begging the Question, Many Questions, some of the *ad-*arguments, as well as Irrelevant Conclusion.

In view of the subsequent classification it seems best to ignore Sellar’s broad definition of ‘fallacy’ and, instead, take him to be in favour of the argument condition of SDF. But the unwarranted assumption fallacies are not invalidities, so he cannot be read as holding the invalidity condition. Nor can he be charged with the appearance condition: some of his comments on some of the fallacies could be interpreted as inclining towards the view that false appearance is part of



fallacies, but they do not amount to an avowed view about fallacies in general. It will not be inappropriate to end this historical survey of conceptions of ‘fallacy’ with a work that appeared only three years before Hamblin’s book: John Mackie’s (1967) article, ‘Fallacies,’ in the *Encyclopedia of Philosophy*. Being an encyclopedia article, it presents not so much an account of Mackie’s own views as a survey of the subject, both historical and analytical.

However, the article begins, ‘A fallacy, in the strict sense, is an invalid form of argument’. We may take this to be Mackie’s view, and it meets both the argument and the invalidity conditions of SDF. However, although he acknowledges that fallacies are mistakes ‘into which people frequently and easily fall’, there is no indication that Mackie thinks the appearance component an essential part of the definition of ‘fallacies.’ Mackie’s own view may be separated from his comments on the larger field. He prefers the sense of ‘fallacy’ just given, but is obliged to mention non-deductive fallacies which cannot be compared to strictly valid arguments, and of fallacies in discourse (such as inconsistency and circularity) he says that they ‘are not mistakes in reasoning from premises, or evidence, to a conclusion but are to be condemned on some other ground’.

### **3. Types of Logical Fallacy**

Charles L. Hamblin (1970) studied the history of fallacies, he observed that, from antiquity until the emergence of modern logic, there seems to be consensus about the meaning of “fallacy”. He identified and criticized the following *standard definition* of “fallacy” or “fallacious argument” and classified the types of logical fallacy into 4 types, they are:

### **a. Fallacies of Relevance**

These fallacies appeal to evidence or examples irrelevant to the argument at hand. Fallacies of Relevance are divided into several types, here are they:

#### **1. Appeal to Force (Argumentum ad Baculum, or the “Might-Makes-Right” Fallacy)**

This argument uses force, the threat of force, or some other unpleasant backlash to make the audience accept a conclusion. It commonly appears as a last resort when evidence or rational arguments fail to convince. Logically, this consideration has nothing to do with the merits of the points under consideration.

**Example: “Superintendent, it would be a good idea for your school to cut the budget by \$16,000. I need not remind you that past school boards have fired superintendents who cannot keep down costs.”**

While intimidation might force the superintendent to conform, it does not convince him that the choice to cut the budget was the most beneficial for the school or community. Lobbyists use this method when they remind legislators that they represent so many thousand votes in the legislators’ constituencies and threaten to throw them out of office.

#### **2. Genetic Fallacy**

The genetic fallacy is the claim that, because an idea, product, or person must be wrong because of its origin.

**Example: "That car can't possibly be any good! It was made in Japan!"**  
**Or, "Why should I listen to her argument? She comes from California, and we all know those people are flakes."**

This type of fallacy is closely related to the fallacy of argumentum ad hominem.

### **3. Argumentum Ad Hominem (Literally, “Argument to the Man.” Also called “Poisoning the Well” and “Personal Attack”)**

Attacking or praising the people who make an argument rather than discussing the argument itself. This practice is fallacious because the personal character of an individual is logically irrelevant to the truth or falseness of the argument itself.

**Example: The statement "2+2=4" is true regardless if is stated by a criminal, congressman, or a pastor.**

There are two subcategories of Argumentum Ad Hominem, they are:

#### **3.1 Abusive**

To argue that proposals, assertions, or arguments must be false or dangerous because they originate with atheists, Christians, Muslims, Communists, the John Birch Society, Catholics, anti-Catholics, racists, anti-racists, feminists, misogynists (or any other group) is fallacious. This persuasion comes from irrational psychological transference rather than from an appeal to evidence or logic concerning the issue at hand. This is similar to the genetic fallacy.

#### **3.2 Circumstantial**

To argue that opponents should accept or refute an argument only because of circumstances in their lives is a fallacy. If one’s adversary is a clergyman, suggesting that he should accept a particular argument because not to do so would be incompatible with the scriptures is a circumstantial fallacy. To argue that, because the reader is a Republican, he must vote for a specific measure is likewise

a circumstantial fallacy. The opponent's special circumstances do not affect the truth or untruth of a specific contention. The speaker or writer must find additional evidence beyond that to make a strong case.

#### **4. Argumentum Ad Populum (Argument to the People)**

Using an appeal to popular assent, often by arousing the feelings and enthusiasm of the multitude rather than building an argument. It is a favorite device with the propagandist, the demagogue, and the advertiser. An example of this type of argument is Shakespeare's version of Mark Antony's funeral oration for Julius Caesar. There are three basic approaches:

##### **4.1 Bandwagon Approach**

"Everybody is doing it." This argumentum ad populum asserts that, since the majority of people believes an argument or chooses a particular course of action, the argument must be true or the course of action must be the best one.

**Example: "85% of consumers purchase Quarko computers rather than Hyperion; all those people can't be wrong. Quarko must make the best computers." Popular acceptance of any argument does not prove it to be valid, nor does popular use of any product necessarily prove it is the best one. After all, 85% of people possibly once thought planet earth was flat, but that majority's belief didn't mean the earth really *was* flat!**

Keep this in mind, and remember that all should avoid this logical fallacy.

## 4.2 Patriotic Approach

“Draping oneself in the flag.” This argument asserts that a certain stance is true or correct because it is somehow patriotic, and that those who disagree are somehow unpatriotic. It overlaps with pathos and argumentum ad hominem to a certain extent. The best way to spot it is to look for emotionally charged terms like Americanism, rugged individualism, motherhood, patriotism, godless communism, etc. A true American would never use this approach. And a truly free man will exercise his American right to drink beer, since beer belongs in this great country of ours. This approach is unworthy of a good citizen.

## 4.3 Snob Approach

This type of *argumentum ad populum* doesn't assert “everybody is doing it,” but rather that “all the best people are doing it.”

**Example: “Any true intellectual would recognize the necessity for studying logical fallacies.” The implication is that anyone who fails to recognize the truth of the author’s assertion is not an intellectual, and thus the reader had best recognize that necessity.**

In all three of these examples, the rhetorician does not supply evidence that an argument is true, he merely makes assertions about people who agree or disagree with the argument.

## 5. Appeal to Tradition (Argumentum ad Traditionem)

This line of thought asserts that a premise must be true because people have always believed it or done it. Alternatively, it may conclude that the premise has always worked in the past and will thus always work in the future.

**Example: “Jefferson City has kept its urban growth boundary at six miles for the past thirty years. That has been good enough for thirty years, so why should we change it now? If it ain’t broke, don’t fix it.”**

Such an argument is appealing in that it seems to be common sense, but it ignores important questions. Might an alternative policy work even better than the old one? Are there drawbacks to that longstanding policy? Are circumstances changing from the way they were thirty years ago?

## **6. Appeal to Improper Authority (Argumentum ad Verecundium)**

An appeal to an improper authority, such as a famous person or a source that may not be reliable. This fallacy attempts to capitalize upon feelings of respect or familiarity with a famous individual. It is not fallacious to refer to an admitted authority if the individual’s expertise is within a strict field of knowledge. On the other hand, to cite Einstein to settle an argument about education is fallacious. To cite Darwin, an authority on biology, on religious matters is fallacious. To cite Cardinal Spellman on legal problems is fallacious. The worst offenders usually involve movie stars and psychic hotlines. A subcategory is the:

### **6.1 Appeal to Biased Authority**

In this sort of appeal, the authority is one who truly is knowledgeable on the topic, but unfortunately one who may have professional or personal motivations that render that judgment suspect: “To determine whether fraternities are beneficial to this campus, we interviewed all the frat presidents.” Indeed, it is

important to get "both viewpoints" on an argument, but basing a substantial part of your argument on a source that has personal, professional, or financial interests at stake may lead to biased arguments. issue. While pathos generally works to reinforce a reader's sense of duty or outrage at some abuse, if a writer tries to use emotion for the sake of getting the reader to accept a logical conclusion, the approach is fallacious. For example, in the 1880s, Virginian prosecutors presented overwhelming proof that a boy was guilty of murdering his parents with an ax. The defense presented a "not-guilty" plea for on the grounds that the boy was now an orphan, with no one to look after his interests if the courts were not lenient. This appeal to emotion obviously seems misplaced, and it is irrelevant to the question of whether or not he did the crime.

### **7. Argument from Adverse Consequences**

Asserting that an argument must be false because the implications of it being true would create negative results.

**Example: "The medical tests show that Grandma has advanced cancer. However, that *can't* be true because then she would die! I refuse to believe it!"** The argument is illogical because truth and falsity are not contingent based upon how much we like or dislike the consequences of that truth. Grandma, indeed, might have cancer in spite of how it might affect her or us.

## 8. Argument from Personal Incredulity

Asserting that opponent's argument must be false because you personally don't understand it or can't follow its technicalities.

**Example: One person might assert, "I don't understand that engineer's argument about how airplanes can fly. Therefore, I cannot believe that airplanes are able to fly."**

*Au contraire*, that speaker's own mental limitations do not limit the physical world so airplanes may very well be able to fly in spite of his or her inability to understand how they work. One person's comprehension is not relevant to the truth of a matter.

### b. Component Fallacies

Component fallacies are errors in inductive and deductive reasoning or in syllogistic terms that fail to overlap. Below are parts of Component Fallacies:

#### 1. Begging the Question (also called *Petitio Principii* and "Circular Reasoning")

If writers assume as evidence for their argument the very conclusion they are attempting to prove, they engage in the fallacy of begging the question. The most common form of this fallacy is when the claim is initially loaded with the same conclusion one has yet to prove.

**Example: Suppose a particular student group states, "Useless courses like English 101 should be dropped from the college's curriculum."**

The members of the group then immediately move on, illustrating that spending money on a useless course is something nobody wants. Yes, we all agree



that spending money on useless courses is a bad thing. However, those students never did prove that English 101 was *itself* a useless course--they merely "begged the question" and moved on to the next component of the argument, skipping the most important part. Begging the question is often hidden in the form of a complex question.

### **1.1 Circular Reasoning**

Circular Reasoning is a subtype of begging the question. Often the authors word the two statements sufficiently differently to obscure the fact that that the same proposition occurs as both a premise and a conclusion. Richard Whately wrote in *Elements of Logic* (London 1826): "To allow every man unbounded freedom of speech must always be on the whole, advantageous to the state; for it is highly conducive to the interest of the community that each individual should enjoy a liberty perfectly unlimited of expressing his sentiments." Obviously the premise is not logically irrelevant to the conclusion, for if the premise is true the conclusion must also be true. It is, however, logically irrelevant in *proving* the conclusion.

**Example: The author is repeating the same point in different words, and then attempting to "prove" the first assertion with the second one. An all too common example is a sequence like this one: "God exists." "How do you know that God exists?" "The Bible says so." "Why should I believe the Bible?" "Because it's the inspired word of God."**

The so called "final proof" relies on unproven evidence set forth initially as the subject of debate. Surely God deserves a more intelligible argument than the circular reasoning proposed in this example!

## 2. Hasty Generalization (also called “Jumping to Conclusions,” “Converse Accident,” and *Dicto Simpliciter*)

Mistaken use of inductive reasoning when there are too few samples to prove a point. In understanding and characterizing general cases, a logician cannot normally examine every single example. However, the examples used in inductive reasoning should be typical of the problem or situation at hand. If a logician considers only exceptional or dramatic cases and generalizes a rule that fits these alone, the author commits the fallacy of hasty generalization. One common type of hasty generalization is:

### 2.1 Fallacy of Accident

This error occurs when one applies a general rule to a particular case when accidental circumstances render the general rule inapplicable.

**Example: In Plato’s *Republic*, Plato finds an exception to the general rule that one should return what one has borrowed: “Suppose that a friend when in his right mind has deposited arms with me and asks for them when he is not in his right mind. Ought I to give the weapons back to him? No one would say that I ought or that I should be right in doing so. . . .”**

What is true in general may not be true universally and without qualification. So remember, generalizations are bad. All of them. Every single last one.

Another common example of this fallacy is:

## **2.1 Misleading Statistic**

Suppose an individual argues that women must be incompetent drivers, and he points out that last Tuesday at the Department of Motor Vehicles, 50% of the women who took the driving test failed. That would seem to be compelling evidence from the way the statistic is set forth. However, if only two women took the test that day, the results would be far less clear cut.

## **3. False Cause**

This fallacy establishes a cause/effect relationship that does not exist. There are various Latin names for various analyses of the fallacy. The two most common include these:

### **3.1. Non Causa Pro Causa**

It is a general, catch all category for mistaking a false cause of an event for the real cause.

### **3.2. Post Hoc, Ergo Propter Hoc**

Literally, "After this, therefore because of this." This type of false cause occurs when the writer mistakenly assumes that, because the first event preceded the second event, it must mean the first event must have caused the later one. Sometimes it does, but sometimes it doesn't. It is the honest writer's job to establish that connection rather than merely assert it.

The most common examples are arguments that viewing a particular movie or show, or listening to a particular type of music "caused" the listener to perform an antisocial act to snort coke, shoot classmates, or take up a life of crime. These may be potential suspects for the cause, but the mere fact that an

individual did these acts and subsequently behaved in a certain way does not yet conclusively rule out other causes. Perhaps the listener had an abusive home-life or school-life, suffered from a chemical imbalance leading to depression and paranoia, or made a bad choice in his companions. Other potential causes must be examined before asserting that one event or circumstance alone caused an event. Frequently, sloppy thinkers confuse **correlation** with **causation**.

#### **4. Ignorantio Elenchi (Irrelevant Conclusion)**

This fallacy occurs when a rhetorician adapts an argument purporting to establish a particular conclusion and directs it to prove a different conclusion.

**Example: When a particular proposal for housing legislation is under consideration, a legislator may argue that decent housing for all people is desirable. Everyone, presumably, will agree. However, the question at hand concerns a particular measure. The question really isn't, "is it good to have decent housing?" The question really is, "will that measure provide decent housing or is there a better alternative?"**

This type of fallacy is a common one in student papers when students use a shared assumption--such as the fact that decent housing is a desirable thing to have--and then spend the bulk of their essays focused on that fact rather than the real question at issue. It's very similar to begging the question, above. One of the most common forms of *ignorantio elenchi* is:

##### **4.1. Red Herring**

A red herring is a deliberate attempt to change the subject or divert the argument from the real question at issue.

**Example: “Senator Jones should not be held accountable for cheating on his income tax. After all, there are other senators who have done far worse things.”**

**Another example: “I should not pay a fine for reckless driving. There are many other people on the street who are dangerous criminals and rapists, and the police should be chasing them, not harassing a decent tax-paying citizen like me.”**

Certainly, worse criminals do exist, but that it is another issue! The question at hand is, did the speaker drive recklessly, and should he pay a fine for it? Another similar example of the red herring is the fallacy known as:

#### **4.2. *Tu Quoque*** (Latin for "And you too!")

Which asserts that the advice or argument must be false simply because the person presenting the advice doesn't always follow it herself.

**Example: "Reverend Jeremias claims that theft is wrong, but how can theft be wrong if Jeremias himself admits he stole objects when he was a child?" Or "Thomas Jefferson himself kept slaves, so we should dismiss his arguments in favor of freeing them."**

#### **4.3. Straw Man**

This fallacy is a type of red herring in which a writer creates an oversimplified, easy-to-refute argument, places it in the mouth of his opponent, and then tries to "win" the debate by knocking down that empty or trivial argument.

**Example : One speaker might be engaged in a debate concerning welfare. The opponent argues, "Tennessee should increase funding to unemployed single mothers during the first year after childbirth because they need sufficient money to provide medical care for their newborn children." The second speaker retorts, "My opponent believes that some parasites who don't work should get a free ride from the tax money of hard-working honest citizens. I'll show you why he's wrong.**

In this example, the second speaker is engaging in a straw man strategy, distorting the opposition's statement into an oversimplified form so he can more easily "win." However, the second speaker is only defeating a dummy-argument rather than honestly engaging in the real nuances of the debate.

#### **5. Non Sequitur (literally, "It does not follow")**

A *non sequitur* is any argument that does not follow from the previous statements. Usually what happened is that the writer leaped from A to B and then jumped to D, leaving out step C of an argument she thought through in her head, but did not put down on paper. The phrase is applicable in general to any type of logical fallacy, but logicians use the term particularly in reference to syllogistic errors such as the undistributed middle term, *non causa pro causa*, and *ignorantio elenchi*.

**Example: It would be an argument along these lines: "Giving up our nuclear arsenal in the 1980s weakened the United States' military. Giving up nuclear weaponry also weakened China in the 1990s. For this**

**reason, it is wrong to try to outlaw pistols and rifles in the United States today."**

Obviously a step or two is missing here.

### **5.1. Slippery Slope Fallacy ("The Camel's Nose Fallacy")**

is a *non sequitur* in which the speaker argues that, once the first step is undertaken, a second or third step will inevitably follow, much like the way one step on a slippery incline will cause a person to fall and slide all the way to the bottom. It is also called "the Camel's Nose Fallacy" because of the image of a sheik who let his camel stick its nose into its tent on a cold night. The idea is that the sheik is afraid to let the camel stick its nose into the tent because once the beast sticks in its nose, it will inevitably stick in its head, and then its neck, and eventually its whole body. However, this sort of thinking does not allow for any possibility of stopping the process. It simply assumes that, once the nose is in, the rest must follow hat the sheik can't stop the progression once it has begun and thus the argument is a logical fallacy.

**Example: If one were to argue, "If we allow the government to infringe upon our right to privacy on the Internet, it will then feel free to infringe upon our privacy on the telephone. After that, FBI agents will be reading our mail. Thenthey will be placing cameras in our houses. We must not let any governmental agency interfere with our Internet communications, or privacy will completely vanish in the United States."**

Such thinking is fallacious, no logical proof has been provided yet that infringement in one area will necessarily lead to infringement in another, no more

than a person buying a single can of Coca Cola in a grocery store would indicate the person will inevitably go on to buy every item available in the store, helpless to stop herself.

#### **6. Either/Or Fallacy (also called "the black and white fallacy" "excluded middle," and "false dilemma" or "false dichotomy")**

This fallacy occurs when a writer builds an argument upon the assumption that there are only two choices or possible outcomes when actually there are several. Outcomes are seldom so simple. This fallacy most frequently appears in connection to sweeping generalizations: "Either we must ban X or the American way of life will collapse." "We go to war with Canada, or else Canada will eventually grow in population and overwhelm the United States." "Either you drink Burpsy Cola, or you will have no friends and no social life." You must avoid either/or fallacies, or everyone will think you are foolish.

#### **7. Faulty Analogy**

Relying only on comparisons to prove a point rather than arguing deductively and inductively. "Education is like cake; a small amount tastes sweet, but eat too much and your teeth will rot out. Likewise, more than two years of education is bad for a student." The analogy is only acceptable to the degree to which a reader agrees that education is similar to cake. As you can see, faulty analogies are like flimsy wood, and just as no carpenter would build a house out of flimsy wood, no writer should ever construct an argument out of flimsy material.



## 8. Undistributed Middle Term

A specific type of error in deductive reasoning in which the minor premise and the major premise may or may not overlap. Consider these two examples:

**(1) “All reptiles are cold-blooded. All snakes are reptiles. All snakes are cold-blooded.”**

In the first example, the middle term “snakes” fits in the categories of both “reptile” and “things-that-are-cold- blooded.”

**(2) “All snails are cold-blooded. All snakes are cold-blooded. All snails are snakes.”**

In the second example, the middle term of “snakes” does not fit into the categories of both “things-that-are-cold-blooded” and “snails.” Sometimes, equivocation (see below) leads to an undistributed middle term.

## 9. Contradictory Premises (also called a "Logical Paradox")

Establishing a premise in such a way that it contradicts another, earlier premise. For instance, "If God can do anything, he can make a stone so heavy that he can't lift it." The first premise establishes a deity that has the irresistible capacity to move other objects. The second premise establishes an immovable object impervious to any movement. If the first object capable of moving anything exists, by definition, the immovable object cannot exist, and vice-versa. Closely related is the fallacy of Special Pleading, in which the writer creates a universal principle, then insists that principle does not for some reason apply to the issue at hand.

**Example: “Everything must have a source or creator that caused it to come into existence. Except God.”**

In such an assertion, either God must have his own source or creator, or else the universal principle must be set aside the person making the argument can't have it both ways logically.

### **c. Fallacies of Ambiguity**

These errors occur with ambiguous words or phrases, the meanings of which shift and change in the course of discussion. Such more or less subtle changes can render arguments fallacious.

#### **1. Equivocation**

Using a word in a different way than the author used it in the original premise, or changing definitions halfway through a discussion. When we use the same word or phrase in different senses within one line of argument, we commit the fallacy of equivocation. Consider this

**example: “Plato says the end of a thing is its perfection” I say that death is the end of life hence, death is the perfection of life.”**

Here the word *end* means *goal* in Plato's usage, but it means *last event* in the author's second usage. Clearly, the speaker is twisting Plato's meaning of the word to draw a very different conclusion.

##### **1.1 Amphiboly** (from the Greek word “indeterminate”)

This fallacy is a subtype of equivocation. Here, the ambiguity results from grammatical construction. A statement may be true according to one interpretation

of how each word functions in a sentence and false according to another. When a premise works with an interpretation that is true, but the conclusion uses the secondary “false” interpretation, we have the fallacy of *amphiboly* on our hands. In the command, “Save soap and waste paper,” the amphibolean use of the word *waste* results in the problem of determining whether “waste” functions as a *verb* (Should I save the soap but *waste* all the paper?) or as an *adjective* (“Is that a pile of *waste* paper I should save along with the soap?”).

## **2. Composition**

This fallacy is a result of reasoning from the properties of the parts of the whole to the properties of the whole itself, it is an inductive error. Such an argument might hold that, because every individual part of a large tractor is lightweight, the entire machine also must be lightweight. This fallacy is similar to Hasty Generalization, but it focuses on parts of a single whole rather than using too few examples to create a categorical generalization.

## **3. Division**

This fallacy is the reverse of composition. It is the misapplication of deductive reasoning. One fallacy of division argues falsely that what is true of the whole must be true of individual parts. Such an argument concludes that because Mr. Smith is an employee of an influential company, he must be an influential individual. Another fallacy of division attributes the properties of the whole to the individual member of the whole. “Microtech is an immoral business incorporation

that engages in unethical trading schemes. Susan Jones is a janitor at Microtech. She must be an immoral individual."

#### **4. Fallacy of Reification (Also called "Fallacy of Misplaced Concreteness" by Alfred North Whitehead)**

The fallacy of treating a word or an idea as equivalent to the actual thing represented by the word or idea, or the fallacy of treating an abstraction or process as equivalent to a concrete object or thing. In the first case, we might imagine a reformer trying to eliminate illicit lust by banning all mention of extra-marital affairs or certain sexual acts in publications. The problem is that eliminating the words for these deeds is not the same as eliminating the deeds themselves. In the second case, we might imagine a person or declaring "a war on poverty." In this case, the fallacy comes from the fact that "war" implies a concrete struggle with another nation. "Poverty," however is an abstraction that cannot surrender or sign peace treaties, cannot be shot or bombed, etc. Reification of the concept merely confuses the issue of what policies to follow.

#### **d. Fallacies of Omission**

These errors occur because the logician leaves out material in an argument or focuses exclusively on missing information.

##### **1. Stacking the Deck**

In this fallacy, the speaker "stacks the deck" in her favor by ignoring examples that disprove the point, and listing only those examples that support her case. This fallacy is closely related to hasty generalization, but the term usually

implies deliberate deception rather than an accidental logical error. Contrast it with the straw man argument.

## **2. No True Scotsman Fallacy**

Attempting to stack the deck specifically by defining terms in such a narrow or unrealistic manner as to exclude or omit relevant examples from a sample. For instance, suppose speaker #1 asserts, “The Scottish national character is brave and patriotic. No Scottish soldier has ever fled the field of battle in the face of the enemy.” Speaker #2 objects, “Ah, but what about Lucas MacDurgan? He fled from German troops in World War I.” Speaker #1 retorts, “Well, obviously he doesn’t count as a true Scotsman because he did not live up to Scottish ideals, thus he forfeited his Scottish identity.” By this fallacious reasoning, any individual who would serve as evidence contradicting the first speaker’s assertion is conveniently and automatically dismissed from consideration. We commonly see this fallacy when a company asserts that it cannot be blamed for one of its particularly unsafe or shoddy products because that particular one doesn’t live up to its normally high standards, and thus shouldn’t “count” against its fine reputation. Likewise, defenders of Christianity as a positive historical influence in their zeal might argue the atrocities of the eight Crusades do not “count” in an argument because the Crusaders weren’t living up to Christian ideals, and thus aren’t really Christians, etc.

### 3. Argument from the Negative

Arguing from the negative asserts that, since one position is untenable, the opposite stance must be true. This fallacy is often used interchangeably with Argumentum Ad Ignorantium (listed below) and the either/or fallacy (listed above).

**Example: One might mistakenly argue that, since the Newtonian theory of mathematics is not one hundred percent accurate, Einstein's theory of relativity must be true. Perhaps not. Perhaps the theories of quantum mechanics are more accurate, and Einstein's theory is flawed. Perhaps they are all wrong. Disproving an opponent's argument does not necessarily mean your own argument *must* be true automatically, no more than disproving your opponent's assertion that  $2+2=5$  would automatically mean another argument that  $2+2=7$  must be the correct one.**

### 4. Argument from a Lack of Evidence (Argumentum Ad Ignorantiam)

Appealing to a lack of information to prove a point, or arguing that, since the opposition cannot disprove a claim, the opposite must be true. An example of such an argument is the assertion that ghosts must exist because no one has been able to prove that they do not exist.

### 5. Hypothesis Contrary to Fact (Argumentum Ad Speculum)

Trying to prove something in the real world by using imaginary examples, or asserting that,

**if hypothetically X had occurred, Y would have been the result. For instance, suppose an individual asserts that if Einstein had been aborted *in utero*, the world would never have learned about relativity, or that if Monet had been trained as a butcher rather than going to college, the impressionistic movement would have never influenced modern art.**

Such hypotheses are misleading lines of argument because it is often possible that some other individual would have solved the relativistic equations or introduced an impressionistic art style. The speculation is simply useless when it comes to actually proving anything about the real world. A common example is the idea that one "owes" her success to another individual who taught her.

**For instance, "You owe me part of your increased salary. If I hadn't taught you how to recognize logical fallacies, you would be flipping hamburgers at McDonald's right now."**

Perhaps. But perhaps the audience would have learned about logical fallacies elsewhere, so the hypothetical situation described is meaningless.

## **6. Complex Question (Also called the "Loaded Question")**

Phrasing a question or statement in such a way as to imply another unproven statement is true without evidence or discussion. This fallacy often overlaps with begging the question, since it also presupposes a definite answer to a previous, unstated question. For instance, if I were to ask you "Have you stopped taking drugs yet?" my supposition is that you have been taking drugs. Such a question cannot be answered with a simple yes or no answer. It is not a

simple question but consists of several questions rolled into one. In this case the unstated question is, “Have you taken drugs in the past?” followed by, “If you have taken drugs in the past, have you stopped taking them now?” In cross-examination, a lawyer might ask a flustered witness, “Where did you hide the evidence?” The intelligent procedure when faced with such a question is to analyze its component parts. If one answers or discusses the prior, implicit question first, the explicit question may dissolve. Complex questions appear in written argument frequently. A student might write, “Why is private development of resources so much more efficient than any public control?” The rhetorical question leads directly into his next argument. However, an observant reader may disagree, recognizing the prior, implicit question remains unaddressed. That question is, of course, whether private development of resources really *is* more efficient in all cases, a point that the author skips entirely and merely assumes to be true without discussion.

#### **4. Social Cognition**

Very few studies of social cognition actually spell out the contents and the organization of social schemata, nor do they formulate the processing steps that lead to or from such representations in memory. In other words, despite this cognitive return in social psychology, the study of social cognition needs a more explicit cognitive framework. More serious, however, is the neglect of the other face of the Janus head of social psychology, *viz.*, the embedding of individuals and cognitive processes within the frameworks of social interaction, social groups and social structure.



It would have been desirable if social psychology had taught a few things about this social 'context' of the mirad to the cognitive scientist, but for this, an orientation not only to the cognitive, but also to the (other) social sciences is necessary. One of the arguments for this state of affairs, namely, that information about people, groups, actions, and communication is processed much like information about any other object of cognition may be true, but it is not the whole truth. What social psychology could have contributed is a more explicit insight into how exactly knowledge, beliefs, or other (social) cognitions are acquired and used, and how mental representations and processes systematically develop and operate as a function of social constraints. More interaction with micro and macro sociologies could have provided some new ideas and more impetus to such a specific role of social psychology. In sum: the theory of social cognition should not only be about cognition, or about people as information processors, but also about society, and about people as social members. We focus on a few more specific issues, which by themselves, however, cover a lot of ground.

The first angle for this specific focus is language and discourse. Language use and its various types of discursive manifestation, whether spoken or written, typically embodies both dimensions of the social cognition approach. Meaning, interpretation, understanding and production of text and talk cannot be seriously analyzed outside a cognitive framework (van Dijk and Kintsch, 1983). To be sure, many linguists and psychologists have tried to do so, but their failure, especially in its behaviorist excesses, has been exemplary in the field. At the same time, two decades of sociolinguistics have shown that language is also and essentially a

social phenomenon, and that discourse is a crucial form of social interaction. Text and talk in many ways exhibit their social embedding, through the social positions or categorizations of language users as social (group) members, and through the contextualization of language use in specific social situations and institutions. Also these statements have become obvious, if not trivial.

However, the gap between the cognitive and the social is not bridged here either. Socio and psycholinguists seldom meet, and seldom speak to or about each other. In this respect, they reproduce the biases of their 'mother' disciplines. Cognitive processes of language use are seldom analyzed in the perspective of what these 'uses' amount to from a social point of view. Conversely, few sociolinguists or microsociologists dealing with verbal interaction and conversation show *how* group membership or social situations can affect, or be affected by, properties of discourse. Obviously, group, class or institutions by themselves cannot directly be connected to such linguistic or textual features. Indeed, interpretation, understanding, categories, common sense, procedures, strategies, and similar structures and processes are involved, and these are not merely of a social nature but are also cognitive, and so their cognitive analysis is also necessary.

In this paper, then, the social nature of discourse is approached within the framework of social cognition. To further focus our discussion, and to balance the cognitive bias of social cognition, we have added the essentially social dimension of power. We want to analyze some of the mechanisms of how social power is manifested, enacted, represented, or legitimated by means of text and talk. During the last decade, some branches of sociolinguistics have paid attention to this

problem (Fowler, Hodge, Kress and Trew, 1979; Kramarae, Shulz and O'Barr, 1984; Mey, 1985). The power of speakers who are members of dominant groups or classes, or who occupy institutional positions, has thus been studied in terms of specific forms of language use, such as particular speech acts, turn-taking dominance in conversation, or the control of topic and style. In this important way, insights are being contributed also to the micro enactment and organization of social power, and not only to the linguistic or discursive variation and functionality of language use.

But again, there is an important theoretical and empirical gap in such studies. Power, no less than other dimensions of social structure and process, does not and cannot affect discourse directly, but does so through language users, and therefore through cognitive processes, that is, through social cognitions. Social cognitions allow language users to form and use their representations of social groups, classes, institutions and their relationships, also those of dominance and power. It is not power itself, but rather its shared or contested representations in social cognitions of group members which provide the link that connects social power with social discourse. From the point of view of cognitive sociology this may again be trivial, but what matters is that we draw the right conclusions and opt for the adequate approaches that follow from such a statement of principle.

## **5. Language Characteristic**

Descriptions of language often appeal to Charles Hockett's (1960) design features. Let's focus on a subset of these features, because some of his proposed design features are not necessary for language, for instance: using the vocal

channel for sending and receiving messages sign language users do just fine without it, while others are not specific to language, such as: cultural transmission learning to make perogies or knit sweaters is also culturally transmitted. A set of central, possibly necessary, design features could include the following: semanticity, arbitrariness, discreteness, displacement, duality of patterning, and generativity. Let's consider each of these in turn.

- a. Semanticity refers to the idea that language can communicate meaning, and that specific signals can be assigned specific meanings. This occurs at multiple levels in languages, as individual words can be assigned particular meanings, and so can longer expressions that contain more than one word.
  
- b. Arbitrariness refers to the fact that there is no necessary relationship between actual objects or events in the world and the symbols that a language uses to represent those objects or events. For example, the word that goes with an object need not resemble the real object in any way. One result of arbitrariness is that names for objects can be completely different across languages (koshka, gato, chat, neko, and mao are all words for cat). The name could be changed as long as everyone agreed, and the name change would not affect the ability to express the concept in the language. Tomorrow, we English speakers could all start calling cats "lerps," and as long as everyone agreed, this would work just fine. Sometimes, people point to onomatopoeia (words like "moo" and "oink") in English as an example of a non-arbitrary relationship between sound and meaning.

Sometimes people argue that the words for large objects have deep-sounding vowels made with the vocal cavity opened up to be big (ocean, tower), while words for small objects have high-sounding vowels with the vocal cavity closed down to be small (pin, bitsy). But onomatopoeia is not as systematic as people assume (the Dutch equivalent of “oink” is “knorrknorr”), and there are plenty of counter examples to the “big concept—big vowel” hypothesis (e.g., infinity).

- c. Discreteness refers to the idea that components of the language are organized into a set of distinct categories, with clear-cut boundaries between different categories. For example, every speech sound in English is perceived as belonging to one of about 40 phoneme categories (e.g., a sound is either a /p/ or a /b/; it’s either a /t/ or a /d/). For Pirahã speakers, every speech sound made by another Pirahã speaker will be recognized as one of 11 phonemes.<sup>4</sup> Think of how many different speakers a language has, how different all of their voices are, how their speech can vary from occasion to occasion in how fast they talk, whether they speak clearly or not, and so on. Despite all of the vast differences between speakers, and differences within speakers over time, people who speak the same language will fit every sound made by every speaker into one of the available categories.
- d. Displacement refers to a language’s ability to convey information about events happening out of sight of the speaker (spatial displacement), about

events that happened before the moment when the person speaks, and events that have not yet taken place as the person is speaking (temporal displacement). Different languages accomplish displacement in different ways. English has a system of auxiliary verbs (e.g., will, was, were, had) and affixes (e.g., pre- in predated; -ed in dated) to signal when an event occurred relative to the moment of speaking or relative to other events. Other languages, such as Mandarin, lack these kinds of tense markers, but use other means, such as adverbial expressions, to achieve the same means (so you would say the equivalent of, “Yesterday, the man goes” rather than “The man went”). Displacement is a ubiquitous feature of human languages, although the degree and scope of displacement may be more limited in some languages than others (Everett, 2008), but it is largely or completely absent in animal communication systems. Primates may call to one another to signal the presence of predators or food, as will bees, but these behaviors have more the flavor of a reflex, rather than being the result of a controlled, intentional desire to convey information (Tomasello, 2007).

- e. Duality of patterning refers to the fact that we simultaneously perceive language stimuli in different ways; for example, as a collection of phonemes and as a set of words. The word wasp consists of four basic speech sounds or phonemes – /w/, /o/, /s/, and /p/. Normally, we “see through” the phonemes and the individual word-sounds to the meaning that a speaker is trying to convey, but each of these kinds of patterns,

speech sounds (phonemes) and words, can be detected if we decide to pay attention to the form of the speaker's message, rather than its meaning.

- f. Generativity refers to the fact that languages have a fixed number of symbols, but a very large and potentially infinite number of messages that can be created by combining those symbols in different patterns. English has about 40 phonemes, but those 40 phonemes can be combined in an infinite number of ways. Similarly, the average high school graduate knows the meanings of about 50,000 different words, but can combine those words in new patterns to produce an unlimited number of meanings.

## **6. Novel Bulan Terbelah di Langit Amerika**

Novel *Bulan Terbelah di Langit Amerika* by Hanum Salsabiela Rais and Rangga Almahendra. This book told us about The world was shaken by unforgettable events on Tuesday, September 11, 2001. This event was called Black Tuesday or a dark Tuesday, because at that time two planes were hijacked by two people called Muslims to destroy the WTC (World Trade Center) building in New York, United States of America. Since that incident many people condemned Islam, and stamped terrorists with Muslims. There was a figure named Fatma Pasha of Turkish descent who found it difficult to find work in Vienna simply because in a Muslimah and carrying out her obligations to cover aurat (berhijab).

This was referred to as Islamophobia, which until now has become increasingly prevalent, one of them due to the September 11 incident. To counter

this baseless hatred, Hanum published a new work entitled, *The Moon Split in the Sky of America*. This novel still told the life of Hanum and Rangga in the Overseas. This time focused on Hanum's life as a newspaper reporter in Vienna named *Heute ist Wunderber* and Rangga was busy with continuing his S3 and research activities. Hanum got the job from his boss - Gertrude Robinsun, to cover the warning of Black Tuesday in America with the theme *Would world be better without Islam?*

Initially, Hanum refused this task. Because, of course, as a Muslim, she did not want to do something that even corners and denigrates her religion. However, Gesturd forced her that by doing this coverage, she could also try that it would be better with Islam in the world. Hanum tried to ponder, she thought, that this could be her agenda as a good Muslim agent, until finally she agreed with her assignment plan. As it turned out, Rangga also got a job from Reinhard to go to Washington DC, to present the results of his research on alms and his main task to meet Philipus Brown.

So they flew to the United States with their respective duties, also the desire to have time for fun together. Hanum covered a demonstration on the construction of the Mosque at Ground Zero. She managed to meet Jonas, the leader of the demonstration. However, the demonstrators were unmanageable, resulting in clashes with the police. Hanum was in the midst of a riot, her cellphone was destroyed, and she was injured. Meanwhile, Rangga was still waiting and could not contact Hanum. Hanum then met her angel, Julia Collins the curator of the September 11 museum. She gave Hanum a ride home to stay. Not only that, this was the beginning of a miracle for Hanum. It turned out Julia



Collins is a Muslim descendant of the Melungeon. Even what surprised Hanum, Julia was one of the victims of Black Tuesday.

Julia has an Islamic name, namely Azima Hussein. However, the name was not liked by her mother. Her mother was angry because Julia converted to Islam when she married Ibrahim Hussein (Abe). Especially since the pastor's father died, her mother became increasingly angry with Julia. Since Abe's death, Julia's mother wanted Julia to return to Christianity and take off her hijab. However, in reality Julia claimed to be Christian in front of her Alzheimer's mother, and remained Muslim in her heart. As for the hijab, Julia wore a wig and put it to cover her head as an effort to still cover the aurat on her head. She also wore closed clothes. Initially, Julia did not want to be a speaker for Hanum. However, after rethinking, Julia finally agreed. In fact, by becoming a guest speaker this was finally what she has been looking for so far to become a curator at the September 11 museum, she found. Abe became a hero for famous and wealthy people in America.

Was Philipus Brown, boss of Joanna wife Jones. Joanna recommended Abe as a new employee at the Brown company. Well, this was where the story went together. On September 11, 2001, Brown, Joanna and Abe. The three tried to get down and get out of the company. People rushed out, Abe proposed an alternative to using an elevator, but finally only Brown could survive. At this point Brown found new ways and views. The wealth he has been searching for all this time was endless if he followed his passions. Finally, he became a philanthropist for the disadvantaged community especially in the Middle East.

Although Brown did not embrace Islam, Abe was able to change Brown's view of Islam as well as the life he lived.

## **B. Conceptual Framework**

In this study , the researcher would conduct the research based on the logical fallacy and the relationship between the social cognitive approach and psycholinguistic to analyze the novel *Bulan Terbelah di Langit Amerika*. The researcher took the theory about logical fallacy, social cognitive approach and psycholinguistic. The logical fallacy would show whether the Novel *Bulan Terbelah di Langit Amerika* had the kinds of fallacy or not.

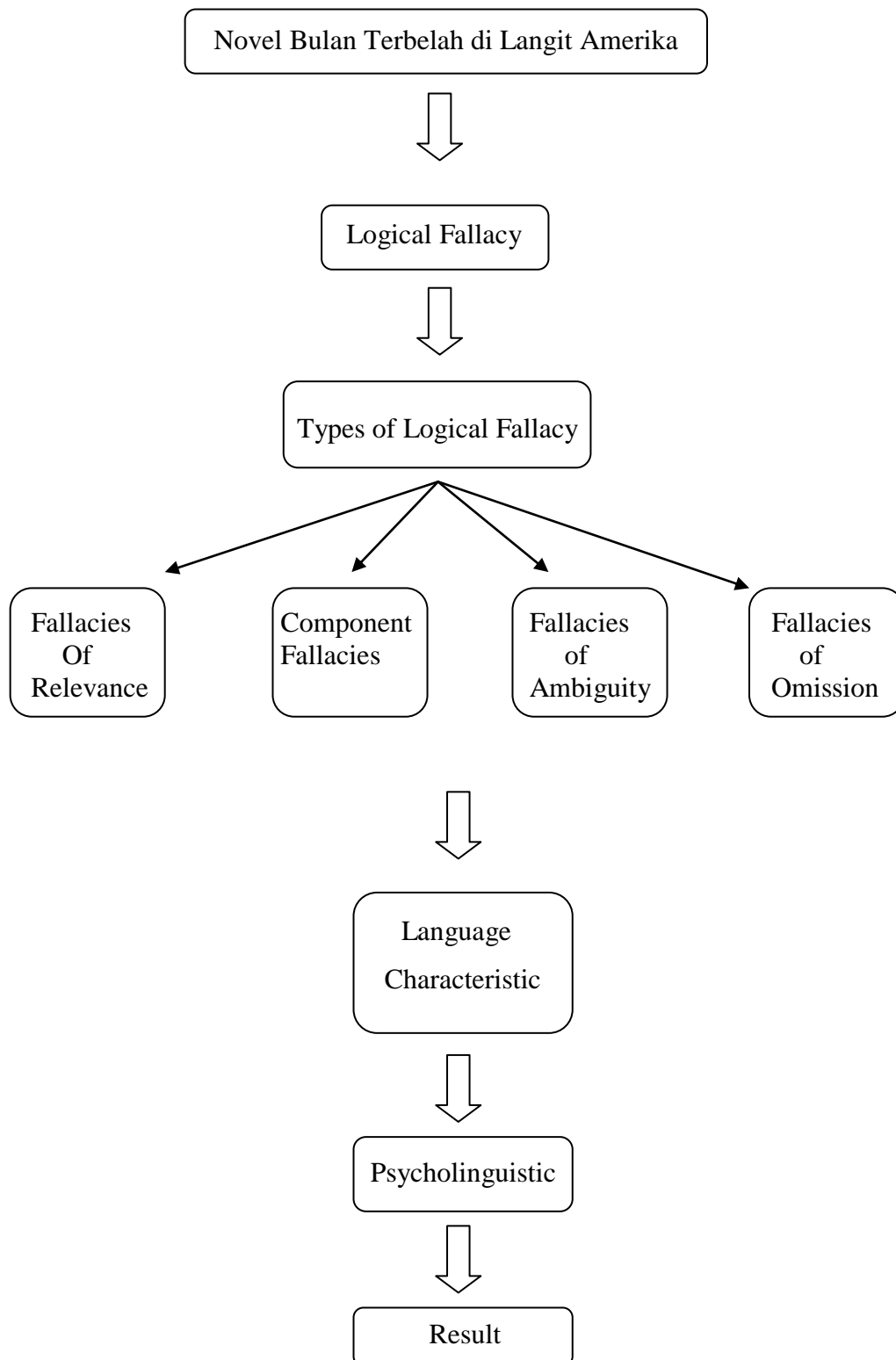


Figure 2.1 Conceptual Framework

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

In this research descriptive qualitative method was designed by applying content analysis to describe the data. This method was used in order to discover, identify, analyse and describe logical fallacies in the Novel *Bulan Terbelah di Langit Amerika*. Qualitative data is used for descriptive and histories research. The qualitative data is clarified in the form of sentences and analysis.

#### **B. Source of Data**

The source of data of this research was taken from the Novel *Bulan Terbelah di Langit Amerika*. The researcher took paragraphs which discussed the logical fallacies, analyzed the paragraph and classified them into types of logical fallacies.

#### **C. The Techniques for Collecting Data**

This study accordance with descriptive qualitative inquiry in which the researcher itself play role as the instrument as stated by Lincoln and Guba (1985) that only human instrument is capable play in qualitative inquiry. The data of this study was collected by doing the following steps:

1. Reading the Novel *Bulan Terbelah di Langit Amerika* carefully.

2. Identifying the paragraph which closed to the types of logical fallacies in the Novel Bulan Terbelah di Langit Amerika by using the theory of Charles L. Hamblin (1970) which discussed the logical fallacies.
3. Examined the relationship between social cognition approach and psycholinguistic through the selected statement of logical fallacies in the Novel Bulan Terbelah di Langit Amerika.

#### **D. The Technique for Analyzing Data**

The data was analyzed through qualitative analysis. The activities of qualitative analysis consists of data reduction, data display and conclusion /drawing/verification (Analysis of Hales and Hubberman in Sugiyono, 2017).

Based on the following theory, the research applied the following steps:

##### **1. Data Reduction**

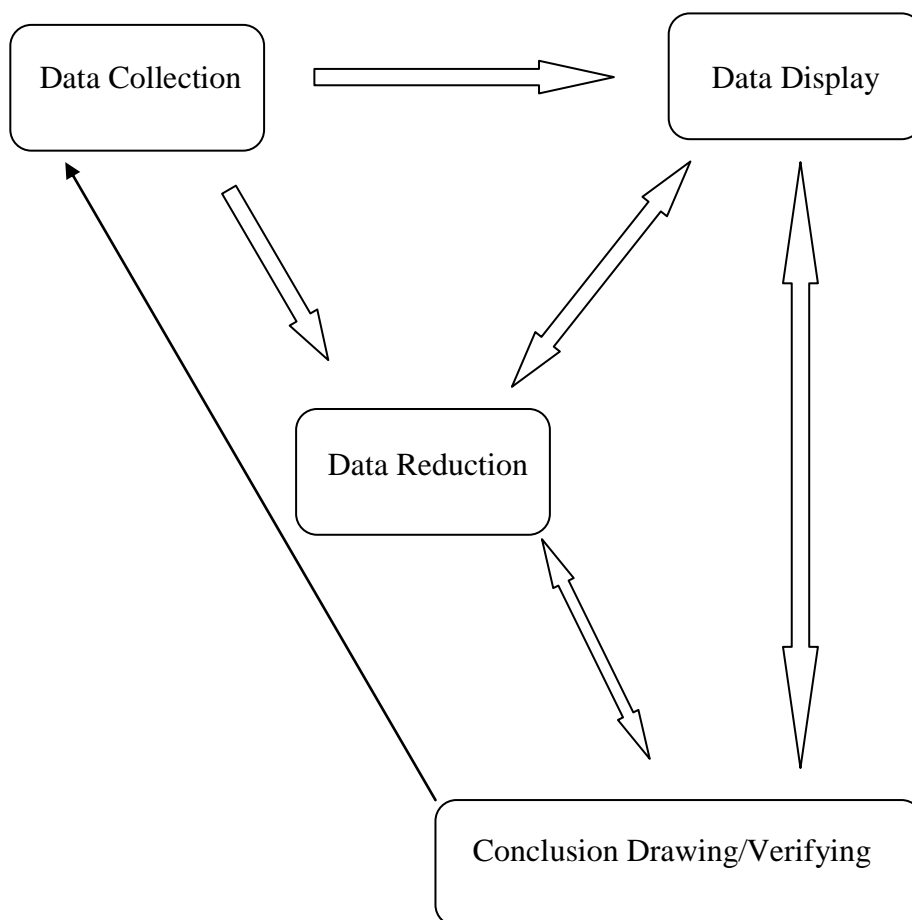
In the first step, the researcher reduced all of the data obtained from the first step to focus on the certain problem. Not all of the obtained data of this research were important. It meant that logical fallacies only would be taken and which were not included was ignored. Based on the considerations, so logical fallacies were setted as the focus of the research.

##### **2. Data Display**

In this step the researcher described what she read, analyzed and identified. The researcher had just known all of the informations obtain were many enough and were not arranged clearly.

##### **3. Conclusion**

The third activity was conclusion/drawing. In this research, the last step was conclusion drawn continuously through the course of the research. The research record was not only what the researcher saw each day but also what the research interpreted based on the observations. So the researcher could find the theme by constructing the data obtained to be a knowledge and hypothesis.



## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

As already mentioned in the previous chapter, the data were collected from the Novel Bulan Terbelah di Langit Amerika. There are 72 chapters in the Novel. The researcher took only sentences and paragraphs which contained logical fallacies from the chapters in the Novel Bulan Terbelah di Langit Amerika and analyzed them.

#### **B. Data Analysis**

Having analyzed the collected data, it was found out some logical fallacies in the Novel Bulan Terbelah di Langit Amerika. The sentences and paragraphs were analyzed and classified into logical fallacies.

##### **1. Kinds of Logical Fallacies in the Novel**

In the novel Bulan Terbelah di Langit Amerika, the researcher found out kinds of logical fallacies in the novel, there were 24 logical fallacies found from 21 chapters, as it was clearly enough stated that only chapters which contained logical fallacies would be analyzed. The following table was the analysis of kinds of logical fallacies identified in each chapters in the novel.

The argument was started in the very first beginning by Rangga to Hanum regarding to the pessimistic sense of Hanum for sending her CV to get a job as a

journalist. The data below was analyzed according to the theory of Charles L. Hamblin (1970) that defined logical fallacies.

**Table 1.1**

**Data of Logical Fallacies in the Novel**

No.	Chapter	Data	Kinds of Logical Fallacies	Elaboration
1.	Chapter 1	<p>“Kau tahu kan berapa kali Thomas Alva Edison membuat rangkaian hingga menemukan lampu ? “Apa maksud mas bertanya begini ? Beda kali mas, Thomas Alva Edison itu sudah yakin akan teorinya, hanya masalah waktu dia bisa menemukan lampu.” Nah, itu kau jawab sendiri. hanya masalah waktu kau mendapat pekerjaan disini.”</p>	Ad Populum (Bandwagon Approach)	<p>On that statement, Rangga tried to push his thought towards Hanum based on the sight he had on a familiar figure, because Thomas Alva Edison was a successful man, that’s enough to assist, he took him as a role model in order to make Hanum switch her thought and believed in what Rangga was trying to figure out. This argument is a type of logical fallacies which is called as Ad Populum (Bandwagon Approach). Under the definition of Ad Populum (Bandwagon</p>



			<p>Approach), this type of logical fallacies discussed about using an appeal to popular assent, often by arousing the feelings and enthusiasm of the multitude rather than building an argument. This argumentum Ad Populum (Bandwagon Approach) asserts that, since the majority of people believes an argument or chooses a particular course of action, the argument must be true or the course of action must be the best one. Therefore, as the practice which was done by Thomas Alva Edison successfully happening then Rangga took his practice/tactic as the example for Hanum. By that meant, Ad Populum (Bandwagon</p>
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				Approach) talks about things that happen generally.
2.	Chapter 2	“Aku bilang pada managernya, aku punya pengalaman yang sama, diculik ketika masih kecil di Indonesia. Jadi aku bisa merasakan bagaimana trauma Kampusch. Lalu aku pun bercerita bahwa penculikku juga akhirnya bunuh diri.	Ad Populum (Bandwagon Approach)	Hanum supposed to tell what she has experienced would similarly look the same like hers when other people experienced it too. By that means, she implied people would have the same trauma and pain. She exaggerated the point to make other people believe it, this is Ad Populum (Bandwagon Approach) type of logical fallacies. Since the Ad Populum (Bandwagon Approach) logical fallacies dealt with the things that generally often happen to people, and due to the situation another people who knew this would assume that everyone would face the same

				<p>thing as they did. Therefore, this type of logical fallacies were talking about things happened in common where people would also think that was true.</p>
3.	Chapter 3	<p>“Khan, kenapa tidak kau tulis saja stempel ‘haram’ daripada kau tulis ‘halal’ ? “Seperti kita melihat gelas yang terisi setengahnya.” Kau mau bilang gelas itu kosong sebagian atau terisi sebagian ? Yang mana perspektifmu ? Kalau jadi muslim, aku lebih senang melihat makanan yang tidak boleh dimakan ditempel ‘haram’ daripada makanan yang boleh dimakan ditempel ‘halal’. Jika memilih yang pertama, kau melebarkan cara berpikir, jika pilih yang kedua, kau</p>	Ad Populum (Snap Approach)	<p>Stefan was uttering his perspective to Khan’s Workshop Paper talked about ‘Halal or Haram Label’ to applicate on food. Both of these people were smart in delivering their thought. They could understand and gain response in order to make more discussion, Ad Populum (Snap Approach) is a type of logical fallacies which characterize that only person with a brilliant thought would understand what was talked about. This type of <i>argumentum ad populum</i> doesn’t</p>

		menyempitkan umat islam sendiri.”		assert “everybody is doing it,” but rather that “all the best people are doing it. Any true intellectual would recognize the necessity for studying logical fallacies. The implication is that anyone who fails to recognize the truth of the author’s assertion is not an intellectual, and thus the reader had best recognize that necessity. Therefore, this type of logical fallacies deals with people who are having the same standard of thinking, smart people would be automatically able to understand another people’s thought.
4.		“Kasihannya sekali menjadi perempuan muslim di timur tengah. Hidupnya seperti dipenjara. Tidak boleh sekolah, tidak boleh bekerja,	Misleading Statistic	Those arguments has exactly shown us the type of fallacies called Misleading Statistic. It is a type of fallacies which suppose to take a

		<p>tidak boleh pakai baju terbuka, tidak boleh menyetir mobil, tidak boleh keluar rumah sendirian, tidak boleh...”</p> <p>“Siapa bilang Stefan ?” Di negara ku, oh di negara Rangga juga ku kira, perempuan boleh jadi presiden. Coba di negaramu, sudah pernah ? balas Khan.</p> <p>“Itu perkecualian”, kelit Stefan.</p>	<p>standard according to the statistic or majority and generalize it as something wrong, untrue, or incompetence. By generalizing the current situation of women in Middle East Countries were oppressed. Stefan was having a misleading statistic type of logical fallacies, for instance : Suppose an individual argues that women must be incompetent drivers, and he points out that last Tuesday at the Department of Motor Vehicles, 50% of the women who took the driving test failed. That would seem to be compelling evidence from the way the statistic is set forth. However, if only two women took the test that day, the</p>
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				<p>results would be far less clear cut. According to the example, it was true that Stefan assumed the women in Middle East Country was oppressed based on the general perspective that he had and found in the mind of majority.</p>
5.		<p>“Khan, kau ingat kan restoran All You Can Eat, Pay As You Wish di daerah Schottentor itu ?” Ya, itu restoran yang menjadi andalan anak-anak beasiswa seperti kami karena bisa makan sepuasnya dan bayar sesuka hati. Restoran muslim, lagi! Jawab Khan”</p> <p>“Deewan, pemiliknya, yakin bahwa bisnisnya itu bisa berkembang karena kedermawanannya. Konsep terbalik dari bisnis yang selama ini kita pelajari.” Tambah</p>	Appeal to Tradition	<p>They were debating on the business concept of Deewan which considered uncommon to happen. They took one conclusion that doing a business with Deewan’s concept was totally strange and unusual as he didn’t apply the businessman concept or rituals. They all thought that something should be done as the way it is, or as the way it was determined a long time ago. And</p>

		<p>Rangga”.</p> <p>“Konsep yang sedikit aneh dan sinting, ku kira. Bagaimana dia bisa untung ? “Ujar Stefan</p> <p>“Kenyataannya dia tidak bangkrut, sudah sepuluh tahun dia menjalankan bisnis restoran Pakistan itu.</p>		<p>because of that, they couldn't believe what Deewan did. Their thought was exclusively categorized as Appeal to Tradition, because it sounded bad for them to believe as it was unusual. As Appeal to Tradition is defined about the line of thought asserts that a premise must be true because people have always believed it or done it. Alternatively, it may conclude that the premise has always work in the past and will thus always work in the future. Therefore, it was identified as logical fallacies for Appeal of Tradition type, due to the perspective owned by Khan, Rangga and Stefan.</p>
6.	Chapter 6	<p>“Seandainya islam tak ada, tragedi itu pasti</p>	Genetic Fallacy	<p>Gertrud implied a genetic fallacy in her</p>

		<p>juga tidak pernah terjadi. Kau tahu juga kan bom di London, bom Bali di negerimu, dan banyak lagi.</p>		<p>statement related to the current bombing occurred in London, Bali and America. She adopted genetic fallacy as she blamed islam as the religion which taught its believer about Jihad that was misleadingly performed into action such as killing, bombing and etc. It was identified as genetic fallacy because it dealt with a product/idea/thought was considered mistaken as its origin.</p>
7.	Chapter 7	<p>“Karena kau muslim, dan pelaku 9/11 itu terbukti muslim juga, koran ini ingin tahu persepsi orang muslim sekaligus non muslim tentang kejadian yang memilukan itu.”</p>	Genetic Fallacy	<p>As Gertrud said, the 9/11 tragedy was planned and set by muslim jihadist, as the world’s societies believed this bombing was acted by muslim, formed into terrorism action. It was not true that this tragedy actually was a conspiracy made by particular community</p>



				or people who wanted to create a negative towards Islam and its believer, it could not be justified as it was just assumption without any evidence to defend it
8.	Chapter 11	“Kau tahulah, mereka mungkin sebagian membenci islam. Lebih mudah mencari yang non muslim. Jadi aku pikir, aku harus mencari angle dari dua sisi.”	Genetic Fallacy	Islam is such a scary religion on the mind of each victim’s family of 9/11 tragedy. As the societies in America agreed that the bombing was done by muslims, then they blame islam as the origin or the source of any misleading action and thought. Blaming the origin of a product, thought or an idea as the cause of a mistake is closed to the definition of genetic fallacy.
9.	Chapter 12	“Saat-saat seperti ini bukan waktu yang tepat untuk membicarakan 9/11. Itu justru bisa menjadi	Ad Populum (Bandwagon Approach)	Bombing cases nowadays have been considered as a mission which was intentionally done or

		<p>bumerang dan mempersulit situasi kita. Kalau kau mau, besok ada peringatan di Ground Zero. Datang saja, siapa tahu ada perempuan berkerudung atau pria bermuka Arab yang bisa kau temui.”</p>		<p>created by Islam. As bombing was no longer unfamiliar among societies, and the ones who frequently considered involved in this action were muslim, therefore the majority thought that bombing would always be closed to Islam and Muslim. The tragedy which they admitted usual to happened automatically making them believe that Islam was truly teaching and justifying terrorism was part of it. This kind of logical fallacies is identified as Ad Populum (Bandwagon Approach).</p>
10.	Chapter 16	<p>“Save the soul of our loves, leave the soul of hatred. No mosques in Ground Zero! Now and forever.”</p>	Genetic Fallacy	<p>Since the day of bombing 9/11 in World Trade Centre, the land of the broken building was turned into a mosque</p>

				currently named Ground Zero, the 9/11 victim's family strictly rejected the existency of this mosque as they considered Islam was the executor for the souls of their family members, letting the mosque to stand was as same as assisting this religion to grow and would kill more people in the future. They believed that Islam was the cause of that chaos.
11.	Chapter 17	“Aku tak tau harus kemana mukaku diarahkan jika aku tak memprotes pembangunan masjid ini. Orang-orang itu telas membunuh istriku dengan keji!”	Genetic Fallacy	Jones blamed muslim for the death of his wife in 9/11 bombing tragedy, as terrorism frequently involved with muslim, he labelled islam believer as terrorists. This logical fallacies type was known as genetic fallacy.
12.	Chapter 18	“Hey! Your name is also Mohammed,	Genetic Fallacy	The drunk man's thought was a type of

		<p>Office! Are you muslim ? you don't belong to the United State of America! go away! Pergilah kembali ke negaramu Arab sana! Kau membuat ulah disini. Lihat berapa banyak orang yang kau buat mati!</p>	<p>Genetic Fallacy. He cursed the innocent people as he is a muslim. He judged people bad as he is a muslim. He supposed to make all muslim as the suspected of the 9/11 tragedy, in common sight of society every muslim was a terrorist, a part of those who has done those evil attacks on 9/11. The drunk man interpreted that every muslim is a terrorist and Islam taught terrorism to its believer. The genetic fallacy is the claim that, because an idea, product, or person must be wrong because of its origin. Therefore, Christian societies in America believed that muslim is a terrorist as Islam teaches Jihad to its believer, where the non muslim societies</p>
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				believed terrorism is a form of Jihad in Islam. They prejudiced something's wrong according to the origin.
13.	Chapter 31	<p>“Setiap aku memakai hijab, ibu langsung tak mau bicara padaku. Dia mengatakan aku anak durhaka. Yah, ayah dan ibuku adalah orang tua yang sangat religius. Ketika aku memantapkan diri menjadi seorang muslim, hati mereka laksana intan yang hancur”.</p>	Genetic Fallacy	<p>Azima's parent was a very obedient christian. They raised Azima very well. Hoping that their daughter could turn to be a person they wanted her to be but no, Azima met Abe, her husband. Azima decided to become a muslim and that really was disappointing her parents. Her parents considered Islam is an evil religion, Islam taught its believer to kill innocent people in the name of Jihad. Because of that, Azima's parent conducted a Genetic Fallacy. The genetic fallacy is the claim that, because an idea,</p>

				product, or person must be wrong because of its origin. As in the non muslim perspective, muslim is a bad believer because their belief is Islam. They blamed people based on the religion that they believed in.
14.	Chapter 34	<p>“Tentu saja, orang yang belajar matematika bukan berarti harus jatuh cinta pada matematika. Begitu juga dengan Jefferson yang bisa berbahasa Arab dan mempelajari Al-Qur’an; belum tentu dia jatuh cinta pada islam apalagi memeluknya.</p> <p>Ketidakadilan menjadi pangkal kerusuhan dunia, bukan agama”.</p>	Genetic Fallacy	<p>People hate muslim because they labelled muslim was the cause of 9/11 attacks. They said that, Islam is the only one religion which taught its believer to do murder, to kill people because they are christian, eliminate those who don’t belong to Islam. But the fact that, It was not true to claim that Islam is a bad religion just because their believer did a wrong things. Wasn’t it very unfair to blame religion for the believer’s behavior ?</p>

				<p>No, will always become the only one answer for this question. The genetic fallacy is the claim that, because an idea, product, or person must be wrong because of its origin. Those mindset is a kind of Fallacies called Genetic Fallacy.</p>
15.	Chapter 35	<p>“Aku mengingat terlalu banyak orang-orang yang mengaku muslim bersumpah mati bahwa mereka akan membela islam dan allah dengan jihad yang tak terukur relanya. Hingga mati bunuh diri dengan bom, meledakkan diri bersama orang-orang tak bersalah sebagai parameternya.</p>	Ad Populum (Patriotic Approach)	<p>Ad Ppopulum (Patriotic Approach) was found out in this chapter as logical fallacies was investigated from the idea of a muslim who loves allah and his religion would voluntarily doing a Jihad, Jihad could be formed in many ways, and one of them was justified from fighting those who insults islam. The muslim itself would not be considered as a patriot for Islam if he/she</p>

				doesn't do the Jihad.
16.	Chapter 43	<p>“Kekayaan telah membuat saya menderita. Saya tidak mau mengingatnya secara gamblang, tapi saya hanya bisa mengatakan kekayaanlah yang membuat saya bercerai dari istri saya dan kehilangan anak. Sejak itu hidup saya luluh lebur. Bahkan saya berpikir untuk bunuh diri.”</p>	Ad Populum (Bandwagon Approach)	<p>It was obviously happening in societies, rich people frequently lived unhappily and uncomfortably, compare to the other people with this type. As people with a rich condition was identified having a tendency of being unhappy in life according to the paradigm which exists in the societies. As it is common to happen, therefore it was justified as Ad Populum (Bandwagon Approach).</p>
17.	Chapter 45	<p>“Anna mengidap asma. Bisa kau bayangkan bagaimana mungkin gumulan asap pekat itu tidak membunuhnya ? berapa lama dia bisa bertahan menghirupnya ? Sungguh aku ingin</p>	Argument from Adverse Consequences	<p>The following sentences were identified having the kinds of logical fallacies from Argument from Adverse Consequences. Asserting that an argument must be false because</p>



		menggantikannyabern apas di kemelut api jahat itu.”		the implications of it being true would create negative results.
18.	Chapter 46	“Muslim, akhirnya kata itu terucap.	Genetic Fallacy	As bombing cases has been too often to bombarded muslim as the suspected, now jones also claimed it was true that islam was the source of the bombing cases in the entire world. This idea closed to the genetic fallacy, as the genetic fallacy is the claim that, because an idea, product, or person must be wrong because of its origin.
19.	Chapter 49	“Ayahku adalah penentang utama. Dia bahkan berdoa lebih baik tuhan mencabut nyawanya saat itu juga daripada harus menerima kenyataan anaknya masuk islam dan menikahi pria seperti Abe.	Genetic Fallacy	The hatred of societies towards muslim and islam have created a huge hatred in their thought too. As they claimed that the terrorism was once done by a muslim, then islam would be the creator of the terrorist and spread up terrorism.

				<p>This idea became their parameter to determine something was false as its origin was false. As the genetic fallacy is the claim that, because an idea, product, or person must be wrong because of its origin.</p>
20.	Chapter 51	<p>Business is love made visible, membangun bisnis adalah perwujudan cinta yang sebenarnya.; cinta kepada manusia; cinta kepada alam semesta dan penciptanya. Business profit does not result from what we get but what we give. Ini tak hanya berlaku dalam dunia bisnis, tetapi juga merefleksikan sisi terbaik manusia. Ya, seni terindah dari sisi kemanusiaan adalah kedermawanan hati, yang tak menuntut di titik manusia lain.</p>	Ad Hominem	<p>Societies would have claimed that Business's growth was depended on the amount of our charity to people, nature and those who need it. Society would claim it was true and applicable in establishing Business because those mindset/sight was delivered by the most influential man in America at that time, Phillipus Brown. Because of his role, people would agree that being generous was the key to success in making business to</p>

				<p>be more develop and great. Ad Hominem is a type of fallacies which highlight this section. Attacking or praising the people who make an argument rather than discussing the argument itself. This practice is fallacious because the personal character of an individual is logically irrelevant to the truth or falseness of the argument itself. Under that definition, the paragraph was identified as Ad Hominem logical fallacies in general perspective.</p>
21.	Chapter 54	<p>“Baginya, hidupnya tinggal sejengkal lagi untuk bertemu dengan cinta matinya. Jadi Jones merasa there is nothing to lose sekarang. Tak perlu bunuh diri, toh hemodialisis akan</p>	<p>Argument from Adverse Consequences</p>	<p>Asserting that an argument must be false because the implications of it being true would create negative results is a kinds of logical fallacies for Argument from</p>

		merenggut nyawanya.”		Adverse Consequences as claiming having a hemodialysis doesn't mean Jones would die because of this disease.
22.		Jones was the one who blame Islam for the 9/11 attack. He cursed Islam. “Dia pikir satu-satunya cara untuk menunjukkan kesetiaan pada Anna adalah menentang semua atribut Islam di Amerika, termasuk Masjid Ground Zero. Islam, menurut dia, secara tak langsung membunuh Anna. Baginya, hidupnya tinggal sejengkal lagi untuk bertemu dengan cinta matinya. Jadi Jones merasa there is nothing to lose sekarang. Tak perlu bunuh diri, toh hemodialisis akan merenggut nyawanya”.	Genetic Fallacy	9/11 attack in World Trade Centre has taken up too much victims. Muslim, christian, children, women, men, parents, relatives, husband, wife, daughter, so and many more were becoming the victims. The victim's family cursed Islam and its believer, muslim, for this tragedy. They suspected Islam as the culprit, and muslim as the executors. Wasn't that too evil to blame particular religion for the incorrectness of human's behavior, too saddened but that was the reality, the reality that Islam was the one which should

				responsible for the chaos made by some people or community who intentionally wanted muslim to be their black goat. As defined. the genetic fallacy is the claim that, because an idea, product, or person must be wrong because of its origin. Genetic Fallacy was found in this chapter.
23.	Chapter 67	“Lihatlah diri anda, tuhan nyaris tak memberi anda luka yang berarti. Lihatlah saya sekarang. Ini pertanda baik bagi anda. Pergilah, selagi ada kesempatan! Go away! Go away! Leave me, sir!	Argument from Adverse Consequences	Asserting that an argument must be false because the implications of it being true would create negative results is a kinds of logical fallacies for Argument from Adverse Consequences, as switching the situation that having no injury would not be taken for granted that people would not die due to any other reason.

24.	Chapter 70	<p>“Ketika masjid Ground Zero New York itu dibangun, aku merasa akan mengkhianati Joanna jika aku tak menentanginya. Masjid itu takboleh dibangun selama aku masih hidup! Ya, Jihadis itu telah membunuh harapan dan pasangan jiwaku.</p>	Ad Populum (Bandwagon Approach)	<p>Again, action of terrorism was labelled to islam, terrorism commonly happened in this century and the conclusion for the tragedy claimed that it happened because of muslim jihadis. This argumentum ad populum asserts that, since the majority of people believes an argument or chooses a particular course of action, the argument must be true or the course of action must be the best one.</p>
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## **2. The Analysis of social cognitive approach and psycholinguistic of the American Society**

On the following statements, researcher found social cognitive approach which directly affected the psychological of American society, which significantly was the victim's family of 9/11 tragedy and the American Muslim, the tragedy told the world about American society's sight towards Islam and Muslim. It was found that the tragedy of 9/11 has already made Islam being hatred and Muslim oppressed by the judgement, oppression, insults and disrespect from all societies in America.

**Table 1.2**  
**Data of Social Cognitive Approach and Psycholinguistic of the American Societies in the Novel**

<b>No.</b>	<b>Social Cognitive Approach and Psycholinguistic of The American Society</b>	<b>Chapter</b>
1.	Fenomena Islamophobia adalah buncah kegamanan barat terhadap doktrin agama apapun. Sialnya lagi, saat orang-orang barat beranjak menerima islam di tengah-tengah mereka, tragedi 9/11 di Amerika terjadi. Lengkaplah sudah, tragedi itu membuat trauma 1.000 tahun yang belum tuntas sirna, seperti di gerojok 1.000 tahun lagi. Entahlah siapa dalang dibalik peristiwa memilukan itu.	Chapter 6
2.	Negeri ini harus memamah ribuan telepon kedaruratan tiap minggunya karena sesuatu yang terlalu sepele. Orang-orang yang menelepon mengabarkan banyak pesawat terbang rendah di atas rumah mereka, tas plastik yang tertinggal di tepi jalan, hingga listrik rumah yang tiba-tiba mati. Negeri ini tanpa protes atau melawan sudah mahfum bahwa paket barang sekecil apapun wajib digeledah di check point sebelum dan sesudah penerbangan.	Chapter 9
3.	“Muslim”, akhirnya kata itu terucap. Jones melihat tetes air mata jatuh menggenang di atas cangkir kopiku. Dengan mataku yang masih berkaca-kaca, ku lihat jones membuang wajahnya dariku.	Chapter 46

4.	Bapak-bapak dan ibu-ibu terhormat, jika masih ada yang berpikir di dunia ini lebih baik tanpa kehadiran islam didalamnya, merekalah para teroris sesungguhnya. Tanpa Ibrahim, mungkin saya akan sama setujuinya dengan mereka semua bahwa bunuh diri adalah peristiwa terbaik yang bisa memastikan kehidupan saya saat itu.	Chapter 68
5.	Izinkan aku menjadi saudara kalian semua di dunia ini. Itulah permohonanku. Tolong beritahu kapan kalian pulang ke New York. Kita harus bertemu, “ucap Jones mengakhiri pembicaraannya. Semua tahu siapa kalian yang dimaksud oleh Jones.	Chapter 70
6.	Ibrahim Hussein, aku tak pernah mengenalmu di dunia fana ini. Tapi aku merasa engkau berada dekat dengan kami semua. Engkau diciptakan tuhan untuk menunjukkan dunia ini lebih indah dengan kehadiran islam yang Rahmatan Lil Alamin. Rahmat bagi seluruh alam. Saat tuhan merasa cukup sudah tugasmu untuk itu., delapan tahun lau, Dia memanggilmu dengan cara yang luar biasa. Untuk menggugah dunia, bahwa seperti dirimulah seorang Jihadis sejati.	Chapter 72

The paragraphs above were the proof of social cognitive approach which directly affected the psychology of American society towards the tragedy of 9/11 attacks in World Trade Centre, America.



### C. Data Finding

Here are the kinds of logical fallacies found in the Novel Bulan Terbelah di Langit Amerika. There were 24 logical fallacies found from 21 chapters in the novel. They are:

1. Chapter 1 : Ad Populum (Bandwagon Approach)
2. Chapter 2 : Ad Populum (Bandwagon Approach)
3. Chapter 3 : Ad Populum (Snap Approach)
4. : Misleading Statistic
5. : Appeal to Tradition
6. Chapter 6 : Genetic Fallacy
7. Chapter 7 : Genetic Fallacy
8. Chapter 11 : Genetic Fallacy
9. Chapter 12 : Ad Populum (Bandwagon Approach)
10. Chapter 16 : Genetic Fallacy
11. Chapter 17 : Genetic Fallacy
12. Chapter 18 : Genetic Fallacy
13. Chapter 31 : Genetic Fallacy
14. Chapter 34 : Genetic Fallacy
15. Chapter 35 : Ad Populum (Patriotic Approach)
16. Chapter 43 : Ad Populum (Bandwagon Approach)
17. Chapter 45 : Argument from Adverse Consequences
18. Chapter 46 : Genetic Fallacy
19. Chapter 49 : Genetic Fallacy
20. Chapter 51 : Ad Hominem

- 21. Chapter 54 : Argument from Adverse Consequences
- 22. : Genetic Fallacy
- 23. Chapter 67 : Argument from Adverse Consequences
- 24. Chapter 70 : Ad Populum (Bandwagon Approach)

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

On the basis of the analysis of novel *Bulan Terbelah di Langit Amerika*, it could be concluded that the statements in the novel consist of several types of fallacies. Specifically, the uttered words serve the aim of reflecting and expressing the desire to push their thought, mindset, emotions and point of view to the people they were talking to.

The social cognitive approach and psychology of American societies towards Islam and Muslim has created many perceptions and people's perspective regarding to the tragedy of World Trade Centre attack on 9/11 that Muslim was the devil of this saddened terrible tragedy which took more than 3.000 thousands innocent people and blaming Islam as the a Mislaid religion that taught its believer to justify killing people in the name of Jihad. This was such a heart-breaking fact to know that American society hate and cursed muslim for that tragedy, in addition the societies gave too much terrorist label on muslim because their belief is Islam, oppressed the muslim society in and out America, judged muslim as the suspected of this tragedy, discriminate thousand innocent muslim society in America to not being able to go for a prayer in Mosque. But it was pretty clear in the end that the tragedy of World Trade Centre or 9/11 was a manipulative intention done by certain community who wanted to make Islam becoming Bad in the world's eyesight. And those clarification was delivered by

Philippus Brown, it changed what actually in the mind of American societies towards Islam and Muslim for years.

### **B. Suggestion**

After analyzing the novel *Bulan Terbelah di Langit Amerika* and found out several types of logical fallacy, the researcher hopes that the readers can improve their knowledge about logical fallacy by themselves.

The researcher also hopes by learning and applying logical fallacy in communication, it can help us to know how to make a difference among logical fallacy types. By learning logical fallacy, it can enhance the literary report and make a new literature creation.

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Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

**Dr. Hj. Dewi Kesuma Nst, SS, M.Hum**

Medan, 10 April 2019  
Hormat Pemohon,

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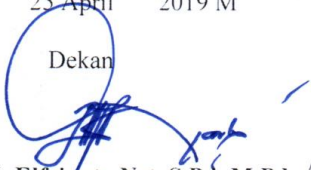
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Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20 April 2015	Cover, Table of content Revisi chapter I → Gachym 2, et. 11 Revisi chapter II Revisi chapter III References #enclos the appendix	
10 Mei 2019	- conceptual framework - technique of collecting data - source of data - References	
21 Mei 2015	- Revisi - Revisi complete	

Medan, 21 Mei 2019

Diketahui oleh:  
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Pada hari Kamis tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 26 Juli 2019

Disetujui oleh:

Dosen Pembahas

Rini Ekayati, SS, MA.

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Judul Proposal : Logical Fallacies Analysis in the Novel *Bulan Terbelah di Langit Amerika* by Hanum Salsabiela Rais and Rangga Almahendra

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 26 Juli 2019

Ketua,

**Mandra Saragih, S.Pd, M.Hum**

## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Putri Almas Fakhrana  
N.P.M : 1502050315  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Logical Fallacies Analysis in the Novel *Bulan Terbelah di Langit Amerika* by Hanum Salsabiela Rais and Rangga Almahendra

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 26 Juli 2019

Hormat saya

Yang membuat pernyataan,



**Putri Almas Fakhrana**

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**



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Nomor: ~~47.67~~/KET/II.10-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Putri Almas Fakhkana  
**NPM** : 1502050315  
**Univ./Fakultas** : UMSU/ Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris/ S1

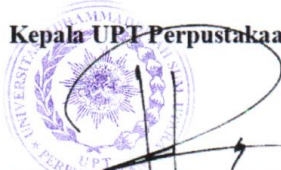
adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

***"Logical Fallacies Analysis in the Novel Bulan Terbelah Di Langit Amerika by Hanum Salsabiela Rais and Rangga Almahendra"***

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 12 Safar 1441 H  
12 Oktober 2019 M

**Kepala UPT Perpustakaan,**



**Muhammad Arifin, S.Pd, M.Pd**



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Nomor : 1944 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 24 Dzulqaidah 1440 H  
27 Juli 2019 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di-  
Tempat


Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Putri Almas Fakhra  
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Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Logical Fallacies Analysis in The Novel Bulan Terbelah di Langit Amerika by Hanum Salsabiela Rais and Ranga Almahendra.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

\*\* Penting \*\*





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**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
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Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Logical Fallacies Analysis in the Novel *Bulan Terbelah di Langit Amerika* by Hanum Salsabiela Rais and Rangga Almahendra

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
11 Sept 2019	- Mana acknowledgment ?? - check grammar - Data collector, tulislah data anda disini - Referensi ditambah	[Signature]
14 Sept 2019	- Acknowledgment - Source of data - Revisi chapter IV - Data & Data Analysis (Add more analysis)	[Signature]
24 Sept 2019	- Add more analysis	[Signature]
30 Sept 2019	- Revisi complete	[Signature]

Medan, September 2019

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, SS, M.Hum)