

CHAPTER II

LITERATURE REVIEW

This chapter presents a brief discussion of the literature related to this research. All relevant issues in this research are discussed based on these theories.

2.1 Definition of Rhetoric

Rhetoric is the art of expressing opinions and effectively conveying information to others through oral and written language(Oktapiani et al., 2021). Typically, this relates to how a person can convey their message to an audience with a specific purpose and intention. In an academic configuration, rhetoric is understood as effective and structured language use(Purnawan et al., 2024). Based on this information, it can be concluded that rhetoric is a way of persuading or influencing others through language. Listeners can understand the message to be conveyed only if the speaker succeeds in delivering his speech well, while the classical perspective implies the meaning of rhetoric as an art of public communication, which means that a speech can be said to be successful if it is delivered completely(Rahayu et al., 2018).

Some figures developed rhetorical theory, the first of which was Aristoteles (384-322 SM). Aristotle was a Greek philosopher born in 384 BC in Stagira, a city in Macedonia, Greece. He is known as a scholar who first studied the theory of rhetoric and defined it as a persuasive medium(Abed, 2024). His father was a physician and Aristotle grew up with a strong education. At 17, he went to Athens to study at Plato's Academy. During his time at Plato's Academy, Aristotle became

Plato's best student and showed great talent in thinking and applying logic to his work. After Plato's death in 347 BC, Aristotle left the Academy and spent some time in various places in Greece (Irawan & Pratama, 2023).

The second figure is Cicero (106-43 SM), Marcus Tullius Cicero was a renowned Roman statesman, philosopher, orator, and writer, living in a time of political turmoil from civil wars to Triumvirate coups that further emphasised the importance of the art of wise and decisive speech. At the midst of this situation, Cicero wrote "*De Oratore*", a dialectical work that elaborates on rhetoric in depth; his work is not just abstract theory but is woven with real experiences in political and legal arenas. Cicero successfully transformed rhetoric from an operational art of persuasion to an ethical and philosophical practice, the influence of his thought continues to remain relevant as principles of ethical and effective communication today (Mudeng & Wahyudi, 2012).

The third figure is Quintilian (35-100 M), Marcus Fabius Quintilianus, a great Roman teacher of rhetoric, who is best known for his work, *Institutio Oratoria* (Education of Orators). In contrast to his predecessors, who emphasised speaking techniques, Quintilian stressed that a true orator must possess a good moral character. He defined the ideal orator as "vir bonus dicendi peritus" a good man who is adept at speaking. For Quintilian, rhetoric is not merely the art of persuasion but rather the art of speaking grounded in truth, wisdom, and ethics. Quintilian's thoughts discuss many aspects of general education, rhetorical training, language styles, and the role of morality in communication. His views make rhetoric not only

a technical skill but also a means of forming a virtuous personality and benefiting society.

Quintilian's thought was very influential on the development of rhetorical education in Europe, especially during the Renaissance, when the *Institutio Oratoria* was restudied by humanists. By emphasising the integration of knowledge, language skills, and ethics, Quintilian elevated rhetoric to be the foundation of leadership and character education. For this reason, he is regarded as one of the most important figures in the classical rhetorical tradition, and his legacy remains relevant today.

2.2 Definition of Aristotelian Perspective

The Aristotelian perspective is a rhetorical style developed by a scholar named Aristotle (384-322 BC) intended as an instrument of persuasion. According to (Aminuddin, 2022), Aristotle developed rhetorical style into several parts: *Ethos* (credibility of the speaker), *Pathos* (emotion of the audience), and *Logos* (logical evidence or facts).

Ethos refers to the personal image of the communicator, it is in the form of credibility and trust to convince the wider audience who become communication partners, this is necessary because in an ideal life, a leader or stakeholder must be honest and serve the good of the audience (Valiene et al., 2019). According to Higgins & Walker (2012). There are several characters attached to *ethos* as an element of rhetoric will be elaborated below:

1. Similitude

Similitude in rhetoric is a powerful, often subtle, ethos-building technique that creates persuasion by establishing a sense of shared identity, shared values, and common ground between the speaker/writer and the audience

2. Ingratiation

Ingratiation in ethos-driven rhetoric is a strategic, often linguistic, effort by a speaker to foster goodwill, admiration, or a sense of shared identity with their audience to enhance their own credibility.

3. Deference

Deference is a strategic, often subtle, mechanism where a speaker or writer lowers themselves or highlights their limitations to increase trust, likability, or authority in the eyes of the audience.

4. Expertise

Expertise is a rhetorical appeal to credibility, authority, and trustworthiness, designed to persuade an audience by highlighting the speaker's character or expertise.

5. Self-criticism

Self-criticism in ethos rhetoric is a strategic, often sophisticated, use of self-doubt, humility, or acknowledgment of error to enhance a speaker's credibility (ethos) by appearing honest, relatable, and authentic to an audience.

6. Inclination to succeed

Inclination to succeed is a specific, strategic component of ethos in rhetoric, where a speaker or writer refers to past achievements, demonstrates competence, or predicts future success to gain the trust and confidence of their

audience. It functions as a form to allowing the communicator to appear proactive, capable, and worthy of respect

7. Consistency

Ethos refers to the character that the communicator wants to display. Nonverbal messages such as physical appearance, reputation, and manner of speech fall under the *ethos* strategy (Priatna, 2022).

Aristotle explains that in the context of rhetorical appeals, *ethos* becomes the most convincing category for audiences during a speech because of its implications for the morality of the speaker *argumentum ad auctoritatem*. Furthermore, *ethos* can be developed by choosing diction, language levels, and contexts appropriate for the audience. These considerations are important because different audiences require different approaches. In addition, another important factor besides language and topic mastery is self-control and self-confidence, which is important because it represents commitment in front of the audience (Valiene et al., 2019).

Pathos is derived from the Greek words for "suffering" and "experience" This word refers to the sadness and empathy that the audience will feel, thus meaning that sadness can be an emotional appeal, but not only that. Pathos can also be defined as a method used to influence an audience through emotional appeals, appealing to sympathy, capitalizing on feelings of pity, and encouraging the audience to take action. It makes the audience feel what the speaker wants them to feel (Valiene et al., 2019). According to Higgins & Walker (2012), there are several characters attached to *pathos* as an element of rhetoric that focusing on the emotional side of the audience as a persuasive target, it will be elaborated below:

1. Happiness

Happiness in pathos rhetoric is the strategic use of joy, hope, and positive emotions to connect with an audience, making them more receptive to a message. It often employs vibrant, uplifting imagery and storytelling to foster feelings of safety, love, or community.

2. Sadness

Sadness in pathos rhetoric is an emotional appeal designed to persuade an audience by evoking feelings of sympathy, pity, sorrow, or guilt. It moves listeners by connecting on a personal level, often through storytelling, vivid descriptions of suffering, or by highlighting the tragic consequences of an issue.

3. Satisfaction

Satisfaction, in the context of pathos rhetoric, refers to the emotional state of contentment, fulfillment, or gratification that a speaker or writer aims to evoke in an audience to validate a claim or persuade them to take action.

4. Empathy

Empathy in pathos rhetoric is the strategic use of emotional connection to make an audience feel understood, transforming abstract arguments into personal experiences. By aligning with the audience's values and emotions, it fosters trust and receptivity, making messages more memorable and persuasive, often using storytelling to evoke sympathy or shared feeling.

5. Feelings of fear

Fear in pathos rhetoric is a powerful, manipulative, or persuasive tool designed to evoke intense emotional responses by highlighting potential dangers, threats, or negative consequences.

To do so, speakers usually use metaphorical diction. In this case, pathos is represented as the "life" of the audience (Higgins & Walker, 2012). Typically, communicators evoke audience emotions and empathy through positive expressions such as fairness, honesty, passion, friendliness, and wisdom.

Logos refers to the clarity and integrity of the argument. The word *logos* comes from the Greek word which means “the inward thought is expressed” and “the inward thought itself.” *Logos* reflects public oration based on clear facts and data, as well as the expression of thought and language. This category includes the intellectual aspects of persuasion, rational methods of proof, facts, examples, statistics, figures, and other arguments based on truth and justice (Valiene et al., 2019). According to Priatna (2022), *logos* is identified by several indicators such as:

1. Argumentation

Argumentations in rhetoric is a method of persuasion based on logic, reason, and evidence, appealing to the audience’s intellect. It constructs arguments using facts, data, statistics, and clear, structured reasoning to validate a position and move the audience toward a logical conclusion.

2. Logic

Logos is a rhetorical appeal to reason, using logic, facts, data, and structured arguments to persuade an audience. It focuses on the coherence and strength of

the argument itself rather than the speaker's character (ethos) or the audience's emotions (pathos). Common tools include deductive/inductive reasoning, cause-and-effect, and evidence.

3. Warrants

warrant is the underlying, often unstated, assumption or logical connection that links a claim to its supporting data/grounds.

4. Justifications

Justifications in logos rhetoric are the logical, evidence-based, and rational arguments used to persuade an audience by appealing to their intellect.

5. Claims

Claims are assertions supported by logic, evidence, and reason, aiming to convince an audience through rational argument.

6. Data

Data such as statistics, research, and factual evidence in logos rhetoric used to persuade an audience. It transforms abstract arguments into tangible, credible, and verifiable points, often through charts, graphs, and surveys. Effective use of data in logos requires interpretation to connect facts directly to the conclusion

7. Evidence

Evidence like statistics, data, facts, and logical structure in logos rhetoric used to persuade an audience. It relies on verifiable information, research, and expert testimony to create a "logical proof" or a well-structured, credible argument

8. Examples

Examples of logos rhetoric are concrete instances where a speaker or writer uses logic, facts, data, and reasoned arguments to persuade an audience, rather than relying on emotion or credibility.

2.3 Definition of Persuasive

Persuasion is a communication process in which the communicator desires a response from the recipient. Persuasion is also a symbolic activity that aims to influence the voluntary acceptance of a new idea proposed by the speaker through message exchange. Persuasion can also be defined as the ability to change the beliefs or attitudes of others rather than power or authority (Rahayu et al., 2018). Charisma is a necessary element in persuasion; it is an interesting yet enigmatic element. Charismatic personality is one of the factors that can influence persuasion (Perloff, 2003).

2.4 Definition of Rhetoric in Language Teaching

Rhetoric in Language Teaching refers to an approach to language teaching that emphasizes the effective use of language to convey ideas, construct arguments, and influence audiences. This approach focuses not only on mastery of grammar and vocabulary, but also on the ability to use language strategically in real-life communication contexts. In language teaching, rhetoric helps students understand how a message is structured, how ideas are organized, and how language can be used to achieve specific communication goals, such as explaining, persuading, or influencing listeners or readers. The concept of rhetoric used in language teaching is largely influenced by the theory proposed by Aristotle. In his work, Aristotle

explains that rhetoric is the ability to find the most effective way to persuade an audience in a given situation. According to him, the use of language not only serves to convey information, but also to build relationships between the speaker and the audience and influence the way the audience understands a message. Therefore, rhetoric is one of the important foundations in communication learning and language teaching(Vukcevic, 2022).

In the context of language teaching, Aristotle's theory of rhetoric helps students understand how language is used to convey arguments clearly and in a structured manner. Language learning not only teaches how to form grammatically correct sentences, but also how to organize ideas logically and persuasively. By understanding the principles of rhetoric, students can develop critical thinking skills and the ability to convey ideas effectively in various forms of communication, both oral and written. Furthermore, Aristotle explains that the success of a rhetorical message is influenced by three main elements, namely ethos, pathos, and logos. Ethos relates to the credibility or character of the speaker, which can build audience trust. Pathos relates to the speaker's ability to evoke the audience's emotions so that the message conveyed becomes stronger and more meaningful. Meanwhile, logos relates to the use of logical arguments, facts, and rational evidence to support an idea. These three elements complement each other in creating effective and persuasive communication(Valiene et al., 2019).

In the context of language learning, these rhetorical principles can be applied through various learning activities in the classroom. Teachers can use speech or text analysis as a learning method, where students are asked to identify the use of ethos,

pathos, and logos in a speech or writing. Through this activity, students learn to understand how a speaker builds credibility, influences the emotions of the audience, and constructs logical arguments. In addition, rhetoric can also be applied through argumentative writing exercises. In this activity, students are asked to write essays or persuasive texts with clear argument structures, logical evidence, and language that can influence readers. Teachers can guide students to develop main ideas, provide strong reasons, and use examples or data to support the arguments presented. Another application can be done through presentations and class discussions. Students can be asked to express their opinions on a particular issue in front of the class. In this activity, students learn to build their confidence and credibility as speakers (ethos), use language that attracts the audience's attention (pathos), and deliver arguments supported by logical reasoning (logos). Activities such as debates, group presentations, and speech simulations can also help students develop their rhetorical skills. Thus, the application of rhetorical theory in language teaching not only helps students improve their linguistic abilities, but also develops their critical thinking skills, argumentation skills, and effective communication skills. Through this approach, students can learn to use language more strategically and persuasively in various academic and social communication situations(Purnawan et al., 2024).

2.5 Biography of Prabowo Subianto and Susilo Bambang Yudhoyono

Prabowo Subianto Djojohadikusumo is the 8th President of the Republic of Indonesia born in Jakarta on October 17, 1951, he is the first son of Soemitro Djojohadikusumo and Dora Marie Sigar, he also has two older sisters named

Biantiningsih Miderawati and Maryani Ekowati and a younger brother named Hashim Djojohadikusumo. Prabowo completed his secondary education at the Victoria Institution in Kuala Lumpur, the Zurich International School in Switzerland, and the American School in London, England(Setiawan, 2022).

During Soeharto's reemergence as President, Prabowo returned to Indonesia and chose to continue his education in defense at the Military Academy in Magelang. Prabowo spent four years at the Military Academy and graduated in 1974. After 2 years of graduation, Prabowo began to add to his experience by joining the Special Forces Command (Kopassus) corps where Prabowo's career began to take off and make a name for himself. The peak occurred between 1996-1998, when his father-in-law, President Soeharto, was also in office. Prabowo's military career continued to rise, and he became the Kostrad Commander in 1998. However, Prabowo was only in Kostrad for a short time due to the rampant demonstrations and the ouster of President Soeharto. Later, he was transferred and served as the Commander of the ABRI Staff and Command School for a short time(Triyogo et al., 2024).

After retiring from the military, Prabowo became an entrepreneur. He moved from Indonesia and settled in Germany and Jordan, where he began to learn business with his younger brother who was an entrepreneur. His desire to serve the country was also behind his participation in the election contest to elect a national leader who is not only devoted but also moral, has a strong leadership spirit, and a clear vision to improve the nation. President Prabowo eventually won the electoral contest on 20 March 2024 based on the national recapitulation results after several previous contests that he failed to win(Halawa et al., 2024).

Susilo Bambang Yudhoyono is the 6th President of the Republic of Indonesia who was born on September 9, 1949, Susilo Bambang Yudhoyono was born in Pacitan, his father is R. Soekotjo is a retired soldier and Siti Habibah is the daughter of a founder of Pondok pesantren Termas. With his father's background as a retired soldier, it is no wonder that Susilo Bambang Yudhoyono was already familiar with the military world since the fifth grade of elementary school. Then, in 1970 he was accepted into AKABRI, and his achievements during his education at AKABRI his achievements were very prominent, proven in 1973 when he was the best graduate at AKABRI who received the Adhi Makayasa award (Yusuf, 2022).

Susilo Bambang Yudhoyono was inaugurated as President of the Republic of Indonesia on 20 October 2004 until 20 October 2014. During his two terms of leadership, President Susilo Bambang Yudhoyono was known to be firm and a good communicator (Yusuf, 2022). During the leadership of President Susilo Bambang Yudhoyono, several important achievements were made, such as the existence of a social security organising agency (BPJS), 12 years of compulsory education, regional development, and the KPK dismantling various existing cases, one of which is a bribery or corruption case (Rahma, 2022).

2.6 Review of Previous Study

In this research, the researcher cited two previous studies conducted by Aminudin in 2022 entitled *“Comparative Analysis Of The State Speeches Of President Susilo Bambang Yudhoyono And Joko Widodo Using The Aristotelian Perspective”*. The results from his research suggested that SBY tends to use more ethos rhetorical strategies, with a percentage of 42%. SBY seems to be able to

present himself in conveying a message to most Indonesian people through various media. As someone who has an excellent personal ethos or character, most Indonesian people consisting of different tribes, religions, races, and factions, fascinated and sympathized with him (effect). Furthermore, this research found that SBY used logos with percentage of 38% and pathos with percentage of 19%. Meanwhile, Joko Widodo tends to use pathos rhetorical strategy with a percentage of 38%, logos with percentage of 53%, and ethos with percentage of 26%. From an emotional point of the state, Jokowi is not a person who speaks with passion and a high tone, but Jokowi's communication style is relaxed, clear, but firm and the point is direct. In addition to being rigid in speaking, Jokowi creates the emotional side of his listeners so that the atmosphere is not so tense.

The second previous research conducted by Inggrit Indrayani in 2016 entitled "*A Comparative Analysis on the Strategy of Impression Manage Public Diplomacy of Two Indonesian Presidents at APEC CEO Summit*". The results showed that both SBY and Jokowi applied impression management in their public diplomacy in different ways. SBY applied self-promotion more frequently than Jokowi. SBY tended to display his image informal and normative way as a systematic, charismatic and competent worldwide leader. Meanwhile, Jokowi displayed himself as a confident, straight forward and egalitarian as well as authoritative leader by using more aggressive, detailed and informal ways in order to gain foreign investment.

Based on the results of the two previous studies, striking similarities and differences were observed. Both studies highlight the comparison of rhetorical

styles between two Presidents. The first research of the two speeches of the Presidents that were the subject of comparison showed different tendencies in the rhetorical elements of the speeches, while the second research showed the Strategy of Impression Management and Public Diplomacy of the two Presidents.

However, the difference between these two studies lies in the emphasis of the research. The first research focused only on rhetorical style based on Aristotle's perspective, while the second research focused more on the strategy of impression management and public diplomacy in the political speeches of the two figures. Meanwhile, in this research, the author intends to compare the tendency in the use of the styles of rhetoric by the two Presidents of the Republic of Indonesia, Prabowo Subianto and Susilo Bambang Yudhoyono, based on the theory developed by Aristotle, specifically; ethos, pathos, and logos, from the speeches they delivered (Rorty, 2011).

