Investigation of rhetorical strategies in writing English argumentative essay by Indonesian EFL and native English students

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Abstract

This investigation meticulously explores the intricate challenges faced by learners of English as a Foreign Language (EFL) in Indonesia in their quest to master the genre of argumentative text. Employing a comprehensive mixed-methods descriptive methodology that integrates both qualitative and quantitative research paradigms, this scholarly inquiry rigorously examines the difficulties associated with understanding and implementing the structural and textual functions characteristic of argumentative discourse. The empirical foundation of this study is established through an analytical examination of 17 essays authored by native English speakers from the United Kingdom, alongside 119 essays composed by Indonesian EFL students majoring in social sciences at the university level. The findings of this investigation reveal that individuals from both cohorts adhere to specific argumentative structures; however, significant variances are observed in the articulation of key elements such as Thesis, Argumentation, and Conclusion. Further analysis uncovers disparities in textual organization, notably in the utilization of Macro-Theme, Hyper-Theme, and Clause-Theme, as well as in the patterns of thematic progression. This study contributes significant insights into the divergences in academic composition across cultures and advocates for innovative pedagogical approaches aimed at enhancing the argumentative writing skills of Indonesian EFL students. These enhancements are imperative for enabling these students to engage more effectively in academic discourse and international communicative exchanges, thereby facilitating their integration into the global scholarly community.

Keywords: Argumentative Essay, Generic Structure, Macro Text Structure, Textual Function.

Declaration

I hereby affirm that the submission presented is solely my own work and, to the best of my knowledge, does not comprise any material previously published or written by another person. I further assert that the intellectual content of this thesis is the result of my own efforts, except where assistance received in the form of stylistic, presentational, and linguistic refinement has been duly acknowledged.

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Chapter 1: Introduction

This investigation aims to scrutinize academic writing, with a specific focus on the analysis of the text structure of argumentative essays authored by Indonesian students who are learning English as a Foreign Language (EFL). It concentrates on their methodologies for constructing arguments and articulating thoughts in a non-native language, given the unique dynamics present in second language acquisition. Employing a comparative analytical approach, the study juxtaposes the argumentative essays of Indonesian students with those penned by native English speakers at equivalent educational levels. The objective is to delineate differences and similarities in writing structure and style, and to uncover how linguistic backgrounds and educational experiences influence argumentative writing capabilities within the EFL context. The aim is that this research will provide novel insights into the cultivation of argumentative writing skills in the realm of foreign language education.

Argumentative essays, as described in this study, transcend the role of mere academic assignments; they act as vital conduits linking students to academic discourse and broader societal discussions. By engaging with pertinent and contemporary issues, these essays compel the authors to not only forge coherent and persuasive arguments but also to critically engage with a multitude of ideas and perspectives. Crowhurst (1988) unequivocally states, "no other type of writing offers more opportunities to engage with real-world issues than argumentative writing" (p. 35). This assertion emphasizes that argumentative writing is crucial not only for academic expression but also as a mechanism for critical thought and active involvement in wider social and cultural dialogues.

Consequently, this study not only augments the body of knowledge concerning argumentative writing in the EFL context but also underscores the significance of adept persuasive writing. According to Crowhurst's implications, such proficiency is essential for success across academic domains as well as in various professional and practical arenas. Therefore, through comprehensive and

comparative analysis, this study aims to shed light on how Indonesian students, as learners of a second language, refine and exhibit their abilities in crafting argumentative essays in English. It is hoped that this contributes significantly towards our comprehension of academic literacy on an international scale.

In the academic domain, the canonical structure of argumentative essays, encompassing the introduction of a thesis, the development of arguments, and the presentation of conclusions, is recognized universally as a foundational element for persuasive writing. This framework, endorsed by several pivotal academic inquiries (Hyland, 1990; Derewianka, 1990; Veel, 1997; Lock & Lockhart, 1998), accentuates the necessity for a structured methodology in essay composition. Each component, with its distinct characteristics manifested through a variety of lexical and grammatical expressions, facilitates exploration into writing variations (Hyland, 1990).

Moreover, the composition of argumentative essays reflects not merely technical proficiency in language mastery but also the extent to which authors can incorporate the cultural norms and predominant writing practices of their communities (Flowerdew, 1994; Kachru, 2009). This aspect is especially pertinent when examining Indonesian students who draft essays in English as a foreign language within their academic curriculum. The variability in structural preferences of argumentative essays by these EFL Indonesian students, as compared to conventional frameworks, warrants a thorough investigation to identify such potential disparities.

Hyland (1990) suggests that learners of a second language (L2) frequently encounter challenges in adapting to discursive conventions that are unfamiliar to them, reinforcing the significance of this study's objective to identify the strategies utilized by Indonesian EFL learners in composing argumentative essays in English. This research concentrates on an in-depth analysis of specific textual attributes that enable the coherent organization of essays, aiming to

elucidate the Indonesian EFL learners' comprehension of argumentative text structures.

The goal of this study is to significantly contribute to the development of pedagogical strategies by understanding more deeply how Indonesian EFL students navigate and grasp the structure of argumentative essays in English. It highlights the complexities encountered by students in adapting to and interpreting traditional conventions of argumentative essays, along with their efforts to integrate effective cultural norms and writing practices. Accordingly, the outcomes of this study are anticipated to enhance pedagogical approaches in the teaching of second language (L2) writing, particularly within the context of English as a foreign language education. It seeks to establish more inclusive and effective pedagogical interventions that support students in surmounting the adaptation challenges to the discursive conventions of the target language and in amplifying their argumentative writing skills. This encompasses the advancement of textual cohesion and coherence, as well as the adaptation to discursive conventions and the efficacious integration of cultural norms in L2 writing.

To furnish a comprehensive backdrop for this investigation, the ensuing discussion is organized into several sections: (1.2) elucidates the problem context faced by Indonesian students regarding argumentative texts; (1.3) outlines the research objectives and questions; and (1.4) describes the thesis structure.

1. 1. THE CONTEXT FOR THE PRESENT STUDY

The instruction of English as a Foreign Language (EFL/ESL) within Indonesia has emerged as a pivotal element of the formal educational framework, spanning from secondary education to tertiary institutions. This emphasis is rooted in the broadly held belief that proficiency in both oral and written English is

indispensable for effective participation in global communication. Alwasilah (2001) and Tsui & Tollefson (2007) underscore the critical nature of this competency, given English's role as the lingua franca in international discourse. Therefore, the aspirations for students transcend mere communicative proficiency, aiming instead for their capacity to engage competitively and collaboratively on a global scale.

Nevertheless, recent scholarly inquiries reveal persistent, significant obstacles in the pursuit of these objectives. Floris (2008), Mahmud (2014), Andi & Arafah (2017), Poedjiastutie & Oliver (2017), Renandya et al. (2018), Sulistiyo (2016), and Marzulina (2019) have all pointed out that, notwithstanding innovations in the pedagogy of EFL/ESL, the level of English mastery among university students requires considerable enhancement. The challenges encountered by these students frequently relate to stringent academic standards and the expectation to produce outputs that parallel the quality of native speakers, especially in the realm of argumentative essay writing.

In this milieu, argumentative essays serve as a critical measure for evaluating students' English linguistic proficiency, with the benchmark for success being the extent to which their submissions mirror those of native speakers. Although this methodology is devised to elevate students' linguistic capabilities, it oftentimes places them at a distinct disadvantage. A notable number of students are confronted with lower than anticipated grades, stemming from their struggles to grasp and implement the specific competencies associated with the argumentative genre—a dilemma acknowledged by scholars such as Hyland (1990), Freedman & Medway (1994), Berkenkotter & Huckin (1995), and Paltridge (1997).

Consequently, this investigation endeavors to delve deeper into the predicaments confronted by EFL learners in Indonesia, with a particular focus on their comprehension and implementation of the argumentative text genre. By conducting a thorough analysis, this inquiry aims to unearth the deficits in

knowledge and competencies that act as impediments to students attaining the anticipated standards of argumentative writing prowess. Through an exhaustive understanding of the challenges encountered by these learners, the aspiration is to forge teaching strategies of enhanced efficacy, thereby facilitating their advancement in English linguistic capabilities. This endeavor is imperative not solely for aiding their academic accomplishments but also for equipping them more adeptly for engagements in international communicative and collaborative realms. It is anticipated that this scholarly pursuit will unveil novel insights, thereby contributing to the innovation of teaching methodologies that are both innovative and attuned to the distinct needs of EFL students in Indonesia. This would assist them in surmounting obstacles not just in the realm of argumentative essay composition but across various facets of English language proficiency.

In a rigorous quest to better understand how EFL students in Indonesia confront and maneuver through the intricacies of composing argumentative essays, this study embraces three cohesive methodologies that, in unison, illuminate the complexities and distinctiveness of the argumentative text genre. Argumentative essays, as a genre, transcend their role as mere vehicles of academic discourse to act as mirrors to culturally encapsulated communicative norms. Thus, a comprehensive grasp of argumentative essays goes beyond simple textual structure analysis; it necessitates an acknowledgment of the linguistic and cultural backdrops that mold the articulation and presentation of ideas.

In pursuit of augmenting students' comprehension of the argumentative text genre, this investigation employs three synergistic analytical methodologies aimed at providing an exhaustive understanding of the operational and perceptual nuances of argumentative essays within diverse academic and cultural contexts. These methodologies acknowledge the argumentative essay not merely as a form of textual expression but as a genre endowed with distinct functions and bound by conventions that vary across linguistic and cultural spectrums.

The primary methodology, Contrastive Rhetoric, concentrates on the impact of the source culture and language on the modalities through which individuals articulate arguments in a secondary or foreign language. Grounded in the theoretical constructs propounded by Kaplan (1966), this methodology provides a scaffold for deciphering the manner in which rhetorical norms and practices inherent to one language may shape compositional efforts in another linguistic context. Within the framework of this study, the Contrastive Rhetoric methodology is deployed to probe into the comprehension and construction of argumentative essays by Indonesian students engaging with English as a Foreign Language (EFL). This analytical lens posits that discernible disparities in rhetorical organization and stylistic preferences between Indonesian and English exert a formative influence on the structuring of argumentative essays by native speakers of Indonesian.

Moreover, this methodology affirms that argumentative essays transcend mere syntactical or paragraphical arrangements to encompass intricate structures of argumentation, encapsulating the thesis (articulating the author's principal stance or claim), supporting arguments (buttressing the thesis via evidence or logical reasoning), and the conclusion (synthesizing the arguments to reaffirm the thesis). Scholars such as Hyland (1990), Derewianka (1990), Veel (1997), and Lock & Lockhart (1998) have underscored the imperative of mastering these structural components for the creation of cogent argumentative texts.

The Contrastive Rhetoric paradigm thus provides a pivotal theoretical foundation for this scholarly inquiry, enabling an extensive examination of the manner in which EFL learners in Indonesia confront and surmount the intricacies involved in grasping and applying the norms of the argumentative genre within the ambit of academic English composition. By taking into account the divergences in rhetorical practices between Indonesia and the United Kingdom, this investigation endeavors to delineate the potential knowledge and skill deficits encountered by students. Additionally, it seeks to elucidate strategies

through which the pedagogy of EFL in Indonesia might be refined to more efficaciously mitigate these challenges.

The English for Specific Purposes (ESP) methodology, as integrated into the architecture of this research, signifies a critical phase in the thorough exploration of Indonesian EFL students' strategies in tackling the assignment of composing argumentative essays within an academic milieu. This methodology concentrates on deploying in-depth text analysis to decode how conventional linguistic usage facets are operationalized within an academic domain, consonant with the perspectives propounded by Swales (1990) and Bhatia (1993, 1997). It is predicated on the understanding that proficiency in English, particularly within an academic context, necessitates a deep-seated comprehension of the established conventions and expectations, which markedly deviate from those prevalent in non-academic linguistic settings.

Pursuant to the ESP framework, the analytical lens is trained on the rhetorical architecture of arguments, perceived not simply as an aggregation of mechanical elements but as a concatenation of rhetorical maneuvers, each instrumental in forging and conveying persuasive arguments. This approach facilitates the dissection of argumentative texts into more granular analytical constituents, thereby enabling a meticulous investigation into how Indonesian EFL students select and employ specific linguistic elements in the crafting of their essays. This aspect is indispensable, as such linguistic predilections can yield insights into the modalities through which students navigate the linguistic and rhetorical adversities encountered in academic writing in a second language.

The application of English for Specific Purposes (ESP) in this investigation is aimed at identifying potential patterns of language use that may be prominent among students of English as a Foreign Language (EFL) in Indonesia, encompassing aspects such as choice of words, sentence construction, and organization of text. By concentrating on the conventional facets of language utilization within an academic milieu, this study endeavors to elucidate whether

and to what extent these norms are comprehended and implemented by students in their composition of essays. This endeavor, consequently, has the potential to guide the formulation of teaching strategies that are more effective, tailored to augment the understanding and employment of these conventions, thereby ameliorating the students' comprehensive academic writing capabilities.

Hence, the ESP approach not only provides a framework for the analysis of argumentative texts within the domain of this study but also proffers directions for the development of pedagogical interventions deemed essential to bolster EFL learners in Indonesia. The analytical outcomes could potentially yield pragmatic recommendations for the enhancement of curricula and pedagogical methodologies, with the ultimate aim of advancing students' capabilities in academic writing, thereby better equipping them for success in their academic pursuits and beyond.

Adopting the tradition of Systemic Functional Linguistics (SFL) constitutes the third methodology employed in this research, purposed to more profoundly explore the challenges encountered by EFL students in Indonesia in crafting coherent and persuasive argumentative texts. This methodology, supplementing insights accrued from Contrastive Rhetoric and English for Specific Purposes (ESP), bestows a distinctive perspective on the structural composition and macro-organization of academic writing. Through the SFL paradigm, a text is not merely perceived as an aggregation of stages or structures in isolation but as an intricate mesh of semantically interwoven relationships, endowing the text with meaning and coherence.

Rooted in the seminal work of Michael Halliday and his collaborators, the SFL approach perceives language as going beyond a mere communicative tool; it is envisaged as a mechanism for organizing, interpreting, and disseminating experiences and knowledge. Within the realm of academic writing, and specifically in the crafting of argumentative essays, SFL accentuates the significance of linguistic selections—from lexical choices to syntactical

arrangements and the comprehensive organization of the text—in contributing to the articulation of arguments that are both compelling and persuasive. Additionally, this approach underlines the criticality of semantic interrelations among disparate textual elements, thereby enabling authors to present their arguments with coherence and facilitating readers in comprehending the presented logic and thought processes.

In this investigation, the application of the Systemic Functional Linguistics (SFL) methodology facilitates the identification and scrutiny of specific textual facets that may create difficulties in crafting texts characterized by coherence and logicality. This encompasses an examination of the manner in which connections between ideas or concepts are articulated, mechanisms of cohesion and coherence within texts are employed, and a register congruent with the academic milieu is adopted. Concentrating on semantic interrelations, the SFL methodology endeavors to elucidate not merely the manner in which arguments are structured, but also the process through which positions are endowed with significance within academic discourse.

The analyses conducted employing the SFL framework within this study proffer insights into the challenges confronted by scholars in the composition of argumentative essays and also articulate practical directives for the refinement of pedagogical strategies capable of aiding the writers in surmounting these challenges. Through an appreciation of the criticality of semantic relationships in textual compositions, educators are positioned to mentor scholars in the development of competencies for crafting texts that are not solely structurally sound but are also semantically cohesive, thereby augmenting their proficiency in engaging effectively within the sphere of academic communication.

1. 2. PURPOSES OF THE STUDY AND RESEARCH QUESTIONS

This study endeavors to examine the rhetorical preferences exhibited by EFL (English as a Foreign Language) students in Indonesia when crafting

argumentative essays in English. The selection of the argumentative genre as the central subject of analysis is predicated on the recognition that this genre constitutes one of the academic writing forms that is extensively acknowledged and frequently encountered by students within higher education institutions. However, the complexity involved in mastering this genre should not be trivialized, as highlighted by Scribner & Cole (1981), May (2006), and Kachru (2009), who have noted that this genre is categorized among those that are challenging to master.

The principal objective of this research is to conduct a comparative investigation of the rhetorical structures found in argumentative essays authored by Indonesian student writers in comparison to those composed by native English student writers. This endeavor aims to ascertain whether there exists a discernible disparity in the rhetorical structures employed by the two cohorts of writers. Moreover, this study seeks to elucidate the presence of cross-linguistic influences that might be evident in the texts generated by Indonesian student writers.

To fulfill these objectives, the study will gauge the variations in the deployment of rhetorical strategies, taking into account the macro structure of the argumentative essays and the rhetorical movements within the structural units that constitute the macro structure. This methodology is congruent with the analytical framework promulgated by Swales (1981, 1990) and Hayland (1999), which encompasses the examination of linguistic realizations and the internal linkages that shape the structure of the text. It is anticipated that through this analytical approach, the research will yield a more profound comprehension of the pertinent textual characteristics and delineate how these elements facilitate the construction of argumentative texts by Indonesian EFL students.

In the pursuit of elucidating the textual characteristics previously delineated, this dissertation is poised to solicit responses to the ensuing inquiries:

1. To what extent does rhetorical variation exist in the manner in which Indonesian students compose argumentative texts in English?
   This inquiry acknowledges the potential discovery that not all facets of essay composition within an academic milieu may display cross-linguistic rhetorical variations in terms of occurrence frequency and the diversification of rhetorical strategies employed by authors. This revelation prompts a further question:
2. Which particular aspects of the scrutinized strategies reside within the confines of the conventional norms of the argumentative genre, thereby tending to exhibit a universal character, and which aspects are subject to the influences of socio-cultural factors and, consequently, bear characteristics peculiar to specific cultures?

These questions are crafted to steer the exploratory trajectory of this dissertation towards an evaluation of how genre conventions and socio-cultural influences converge within the practice of composing argumentative essays by Indonesian students. Accordingly, this investigation not only seeks to catalogue the extant rhetorical variations but also to delineate the dichotomy between elements that are of a universal purview and those that are culturally specific within the context of EFL writing in Indonesia. By adopting this analytical lens, the research aspires to provide insights into the intricacies of cross-cultural academic composition and its implications for the advancement of English as a Foreign Language (EFL) pedagogical methodologies.

1. 3. THE STRUCTURE OF THE THESIS

The structure of this thesis is organized into the following chapters, each serving a distinct purpose within the broader context of the investigation:

- **Chapter 2** focuses on the essence of argumentative essays in academic discourse, emphasizing that they extend beyond mere text to reflect the norms of scholarly communities. It points out the diversity of these practices across languages and cultures, particularly between Indonesia

and the United Kingdom. The chapter seeks to lay a solid theoretical groundwork for exploring these differences and their academic significance.

- **Chapter 3** is dedicated to presenting essential contextual information and delineating the research gap. It examines the conventions of argumentative essay writing prevalent in the United Kingdom and Indonesia, in addition to reviewing extant research on argumentative essay writing within these regions.
- **Chapter 4** outlines the theoretical framework that underpins this research. It clarifies the concept of Systemic Functional Linguistics (SFL), its application in previous studies of argumentative essay writing, and its implementation in the current study.
- **Chapter 5** addresses the methodological aspects of the research, detailing the approaches and procedures employed in data collection and analysis.
- **Chapter 6** offers an analysis of the generic structures of argumentative essays produced by native English speakers (BrNES), employing an English for Specific Purposes (ESP) perspective with Hyland's canonical model as the analytical tool.
- **Chapter 7** presents an analysis of the macro-textual organization of argumentative essays by native English speakers (BrNES), utilizing a Systemic Functional Linguistics (SFL) perspective with Martin's model as the framework for analysis.
- **Chapter 8** reveals the analysis of the generic structures of argumentative essays by Indonesian EFL students (InNNES) from an ESP perspective, utilizing Hyland's canonical model for the analysis.
- **Chapter 9** provides an analysis of the macro-textual organization of argumentative essays by Indonesian EFL students (InNNES), adopting a Systemic Functional Linguistics (SFL) perspective and employing Martin's model as the analytical framework.
- **Chapter 10** concludes the thesis, synthesizing the findings from the preceding chapters. It discusses the implications of these findings and

offers recommendations for future research, aiming to contribute to the academic discourse on argumentative writing and pedagogy in the context of English as a Foreign Language (EFL) within Indonesia and beyond.

Chapter 2: Argumentative Essay Writing

2. 1. INTRODUCTION

This chapter will provide the theoretical background of this research. Starting by discussing what an argumentative essay is, its important position in the academic world, that argumentative essays are not just a form of text, but are associated with the practices of a certain group of people and these practices can vary across languages and cultures, and the benefits of studying practices in different contexts such as Indonesia vs UK.

2. 2. ARGUMENTATIVE ESSAY AS A PARTICULAR GENRE OF TEXT

2.2.1. Genre concept

The concept of "genre" has been widely applied across various disciplines, including literature, art, film, music, rhetoric, and folklore, serving as a foundational tool for classification, as highlighted by scholars such as Swales (1990), Breure (2001), and Bawarshi & Reiff (2010). In literature, genres categorize works into distinct types like poetry, novels, dramas, and essays. In rhetoric, genres refer to specific rhetorical forms, namely description, narrative, exposition, and argumentation. Linguistic studies, particularly those with an ethnographic (e.g., Hymes, 1972) or functional approach (e.g., contributions by Malinowski in Hasan, 1985; Martin across several works from 1985b to 1992a), consider genre in a broader sense. This encompasses not just literary or rhetorical forms but also the cultural and social contexts that shape and are shaped by language use, leading to the creation and interpretation of various text types within human activities.

Labeling, then, is embedded and grouped according to countless social activities, for example: the literary field (novels, short stories), the educational field

(lectures, theses), the media field (editorial, opinions), or even in social activities in everyday life (buying and selling, gossip). In other words, narrowly genre refers to a type of text, and more broadly, genre refers to the cultural context that is the background to the emergence of that type of text.

Each type of text has a social purpose and function according to the existing cultural context. It includes “each type of linguistically realized activity that encompasses most of our culture” (Martin, 1985a: 250), so that genres embody holistic insights into cultural context. These various types of texts do not just appear out of thin air, but are present in certain cultures through long social processes; and this only appears in certain cultures and is not found in other cultures.

According to Hasan, as detailed in works by Halliday & Hasan (1985/1989), Ventola (1988), and Martin (1986, 1992a), genre is defined as a framework or system that prescribes specific linguistic forms for carrying out social functions or tasks. Martin (1992a) further clarifies that social processes are designed with objectives in mind and are accomplished in various phases. The term "social" is applied to genres because they serve as mediums through which individuals communicate with one another. They are described as "goal-oriented" because genres are employed to fulfill communicative objectives. Additionally, the process is considered "gradual" because reaching these objectives typically involves multiple steps of socialization within the genre, as explained by Martin & Rose (2003/2007) and Wiratno & Dzakiria (2016).

Based on the definition above, the genre of a text can be identified from the structure of the text, i.e., the description that shows how the text is organized; and how the organization can be understood, i.e. from the configuration of meaning (ideational, interpersonal and textual) (Halliday, in Halliday & Hasan, 1985 /1989: 38) which is identified from its internal elements. These differences linguistically lead to differences in the social function of the genre as a whole.

Genres can be static and dynamic at the same time. Genre is static because genre as a type of text is a linguistic convention accepted in society. One of the characteristics of a convention is that a text has an organizational structure in the form of a staging or schematic structure (Martin, 1992a: 546-562), such as "Introduction ^ Contents ^ Conclusion". Genre is dynamic because genre as a type of text changes and develops according to shifts in social functions that

occur in society. The development of genres is marked by changes in conception, so that a number of types of texts belonging to the same genre allow for different variations, even though it can be predicted that the main structure is relatively the same. Hasan calls it a potential generic structure (Hasan in Halliday & Hasan, 1985/1989). In fact, the dynamism of genres not only shifts away from discourse conventions held together across different fields (e.g., academic and professional), but there is a tendency that expert writers typically create their own text structures as their expertise progresses and the field at hand develops (Bhatia, 2004).

2.2.2. Defining an argumentative essay

It has been mentioned that the genre of a text can be identified from its purpose, social function, and structure. Culturally argumentative essays have a social purpose and function to influence other people so that other people follow ideas or take actions in accordance with those proposed in the text. Social goals and functions are achieved by making special use of grammatical forms, and grammatical forms are nothing but linguistic characteristics that exist internally in them. Because different texts have different goals and social functions, the grammatical forms used in them are also different.

Essays can be seen as persuasive texts, which aim to influence readers to accept their arguments, by defending points that assimilate reasoning, credibility and effectiveness (Connor & Lauer, 1988; Derewianka, 1991; Hyland, 1990). Similarly, Chittleborough and Newman (1993) stated that arguments persist after propositions are advanced. The points made in an argument arise from opinions, values or perspectives that can be challenged, not from axioms (Perelman, 1982). The aim of the argument is to initiate action, or to foster a disposition to act at the right time, and not its aim simply to obtain an intellectual exchange. Characteristics of the conclusion can indicate whether the intent of the argument is to suggest an action or a statement. The writer has the opportunity to increase the acceptability of the argument by including supporting statements. In terms of supporting evidence, Chittleborough and Newman (1993) described argumentation as a method of psychological manipulation used to provide support for a conclusion. This means that writers need to be careful about the claims they make, and they need to ensure that they appear as capable members of society by demonstrating mastery of the rhetorical conventions commonly used by members of a particular disciplinary society (Hyland, 2000).

2.2.3. Macro organization of argumentative essays

The organization of argumentative texts reflects the chronology of idealized argumentation procedures. Several argumentative text macrostructures have been proposed, for example, Toulmin (1958). This is the earliest model proposed for argumentative writing analysis purposes. The Toulmin model consists of six components: Claim ^ Data ^ Warrant ^ Backing ^ Rebuttal ^ Qualifier. The first three components are the most important components in the argument. Meanwhile, Derewianka (1991) comes with a five-stage model: (Background) ^ Thesis ^ (Preview) ^ Argument (n) [Point ^ Elaboration] ^ Restatement of thesis / Recommendation (s). In this model, Derewianka explained that some stages can be optional - Background and Preview - and can be repeated like Arguments.

Another model with three core stages of argumentation has also been proposed, for example by Condit (1985), Lock & Lockhart (1998), Veel (1997), Feez & Joyce (1998) and Hyland, (1990). The current research employs the Hyland Model for argumentative essay analysis given its inclusive and comprehensive framework. Hyland not only presents the three-stage structure characteristic of argumentative text, but also includes the structure of each stage expressed in the term “move”. Opportunities for variations to arise in the “Move” section are manifested in various lexical and grammatical choices. Therefore, this provides a sufficient model for the comparative analysis of argumentative rhetorical structures of texts.

Hyland's (1990) model is presented in tabular form below:

Table 2.1 Elements of structure of the Argumentative Essay

(Hyland, 1990)

STAGES	MOVE
1. Thesis.	1.1 (Gambit) Attention Grabber – Controversial statement or dramatic illustration.
	1.2 (Information) Presents background material for topic contextualization.
	1. 3 Proposition Furnishes a specific statement of position.
	1. 4 (Evaluation) Positive gloss – brief support of proposition.
	1. 5 (Marker) Introduce and/or identifies a list.
2. Argument	2.1 Marker Signals the introduction of a claim and relates it to the text.
	2.2 (Restatement) Rephrasing or repetition of preposition.
	2.3 Claim States reason for acceptance of the preposition.
	2.4 Support States the grounds which underpin the claim.
3. Conclusion	3. 1 (Marker) Signals conclusion boundary.
	3.2 Consolidation Presents the significance of the argument stage to the proposition.
	3.3 (Affirmation) Restates proposition.
	3.4 (Close) Widens context or perspective of proposition.

Hyland's model consists of three 'Stages' which carry certain functions related to the overall purpose of the argumentative text: Thesis ^ Argument ^ Conclusion.

The first stage, **Thesis**, introduces the topic of discourse and proposes propositions that are realized in five movements. There is only one move that is mandatory, namely Move 3-Proposition, and several other steps are optional: Move 1, 2, 4 and Move 5. This is where the variation gap in this type of text will appear.

Move 1.1, **Gambit**, is intended to attract the reader's attention. Hyland (1990) mentions that special skills are needed to impress readers. Incorrect presentation will only leave a bad impression on the reader.

Move 1.2, **Information**, aims to provide a background for the topics discussed. This movement is a very common feature that appears in the text which is realized in several ways such as describing, defining, classifying, even criticizing or arguing against the current phenomenon.

Step 1.3, known as the **Proposition**, is an essential and obligatory phase within the Thesis stage. This step acts as a declaration that establishes the author's stance on the subject matter and sets the direction for the entire document. Occasionally, the methods by which authors present their propositions can be incorporated within Move 1 (Gambit) or Move 2 (Information). Moreover, the technique of situating information can also be included within the proposition.

Move 1.4, **Evaluation**, is an optional step that follows a proposition, and this provides additional explanations to reinforce the proposition.

The final step in the stage Thesis is Move 1.5, **Marker**. This is intended to introduce a list or further discussion details at the Argument stage.

Next, the second step: **Argument**. This stage presents the infrastructure of the reasons that characterize Genre and consists of four steps. Three mandatory steps are Move 1, 3, and 4, and one optional Move is the second step. This four-step cycle may be repeated indefinitely in the text.

Move 2.1, a **Marker** that is a marker that frames the sequence and connects it to both steps in arguments and propositions. Shifting to a new sequence may be implicit in changing topics embedded in claims. In some cases, this can be explicit to guide the reader through the argument stage. Hyland (1990) mentions that there are two main tools to achieve this. First use signal properties like firstly, next, etc. which is very liked by students. Second is to use transition signals from adverbial connectives, conjunctions and comments to show, such as addition, contrast, conditions, specificity, etc.

Move 2.2, termed **Restatement**, involves reiterating propositions to serve as reminders about the topic at hand. Following this, Step 2.3, known as Claim, marks a pivotal point in the argumentation sequence. Authors have three main strategies at their disposal. Firstly, they may employ assertions that appeal to common understandings or expectations concerning the topic's background, anticipating the reader's agreement with their premises and acknowledging the reasonableness of their stance. Alternatively, authors might engage their audience by offering generalizations grounded in empirical evidence or authoritative opinions. The third approach involves the author making a bold declaration of their viewpoint to achieve maximum impact, while minimally addressing contrary perspectives.

Move 2.4, known as Support, is a crucial phase closely connected to Step 2.3. It serves to strengthen the claims with detailed evidence, often spanning multiple

paragraphs that draw on various sources. Thus, the Support step is intrinsically linked to the Claim, aiming to showcase the claim's significance to the proposition. The effectiveness of pairing support with a claim hinges on clearly demonstrating this connection. This stage demands a deep understanding of the audience due to its length and complexity.

The interaction between support and claim usually entails insights or warrants, which vary widely in their acceptance (Peters, 1985: 8). The author's awareness of the audience's knowledge is vital, as the depth and intricacy of the support step often mirror the author's perception of the deviation from shared understanding. When a common knowledge base with the reader is presumed, the likelihood of opposition to certain claims decreases, and the author may leave more assumptions unexplained.

The final phase, the Conclusion, integrates all elements of this genre to solidify the discourse and retrospectively validate the communicated ideas. This strategy includes one mandatory step and three optional ones.

Move 3.1, Marker, utilizes signals such as 'thus,' 'therefore,' 'to conclude,' etc., indicating a transition to concluding remarks. Move 3.2, Consolidation, ties back to the argument's content, linking the argument's theme with the proposition and forming the essence of the conclusion. Move 3.3, Affirmation, offers optional restatements of propositions, a technique that, while uncommon in journalism, is notably rare in examination data. Move 3.4, Close, diverges from the retrospective nature of consolidation by providing a forward-looking perspective, anticipating aspects of the discussion that remain unaddressed by broadening the context.

2. 3. THE PLACE OF ARGUMENTATIVE ESSAYS IN ACADEMIA

The essay is known as the most common genre of academic writing written by college students (Scribner & Cole, 1981; May, 2006; Kachru, 2009 ; Wu, 2006: 330; Hewings, 2010; Andrews, 2009; Mäntynen, 2009; Wolfe, 2011; Wingate, 2012), especially in the arts, humanities, and social sciences. Being able to develop arguments in an essay is considered a key characteristic of success by academics across disciplines (Lea & Street, 1998).

The ability to craft argumentative essays is deemed essential for the attainment of success in higher education, as highlighted by researchers such as Barrie (2006), Shavelson (2010), and Hyytinen et al. (2019). From their initial enrollment in college through to their graduation, students engage in argumentative essay writing, a practice supported by findings from Wolfe (2011) and Wingate (2012). Beyond serving as a mere academic requirement, argumentative writing plays a pivotal role in enhancing learning processes, as evidenced by studies from Asterhan and Schwarz (2016), Iordanou et al. (2019), and Kuhn (2019). Such writing activities are not only beneficial for fostering creativity among students but also critical in encouraging them to engage in critical thinking, according to Nesi and Gardner (2006). It is crucial for students to be proficient in presenting their insights, underpinned by evidence, through argumentative frameworks.

As an evaluation tool, writing argumentative essays plays a very important role in determining learning success. This can provide information on the extent to which students have achieved learning objectives. From the results achieved by students, they can later determine whether the learning was successful or not. In addition, teachers can use this information to evaluate their teaching and develop further learning. Through writing argumentative essays, student progress can be measured optimally. Students can answer questions openly and write them in their argumentative essays.

Compared to other forms (multiple choice, true false, etc.), this assessment format for writing argumentative essays is very flexible and easy to prepare. However, this requires quite a long process in assessing it. Many features must be clearly defined in measuring writing. The nature of the answers presented, to indicate which students have more or less ability, is rarely explicitly regulated further. The Odel (1927) scale in Ebel (1986) for assessing answers in essay writing shows that the length of a student's answer is related to the score he obtains. The longer the answer, the higher the score.

For students, a good evaluation system and maximum achievements will motivate them to improve the abilities. Argumentative essay writing usually provides clues about the form and quality of students' thought processes (Siswanto, 2006). Students can freely express their rational thinking so that the descriptions given can demonstrate their ability to think complexly.

Writing an argumentative essay challenges students to create a response rather than simply selecting a response. Writing argumentative essays has the potential to reveal students' abilities in reasoning, creating, analyzing, synthesizing, and evaluating. That is the reason why writing argumentative essays is used as a learning method as well as an evaluation tool compared to other forms of assessment.

Argumentative writing stands as a fundamental skill within higher education, yet students frequently struggle with the basics of constructing an argument. Newcomers to higher education often find themselves without sufficient orientation, and their prior schooling may not have laid the groundwork necessary for meeting the writing standards expected in higher education. Central to argumentative writing is the ability to assert a stance, yet students commonly exhibit reluctance in stating their viewpoints, alongside harboring misconceptions about the nature of arguments.

Research indicates that not just beginners but also more seasoned students exhibit deficiencies in essential argumentation skills, such as effectively linking claims with evidence or presenting diverse perspectives (Martunen, 1994; Ivanič, 1998; Andrews et al., 2006; Laakso et al., 2016; Hyytinen et al., 2017, 2021b; Breivik, 2020). Confusion about what constitutes an argument is widespread (Andrews, 2009; Wingate, 2012; Breivik, 2020), as is difficulty in recognizing rhetorical contexts and aligning their writing to fulfill specific task requirements (Zimmerman and Risemberg, 1997; Johns, 2008; Roderick, 2019).

Essay assessment and evaluation plays an important role in evaluating a student's knowledge and writing skills. Clarity of evaluation criteria during assessment is very important, such as the structure and development of the expected essay. By understanding the evaluation process, students can improve their essay writing skills and achieve better results in their academic journey.

2. 4. THE NOTION OF DISCOURSE COMMUNITY AND ITS RELATION TO ARGUMENTATIVE ESSAY WRITING

Academic discourse communities are often associated with current academic research and provide a method for communities to increase their understanding

of the nature of academic writing, particularly for novice academic writers. The term discourse community is used in composition studies and sociolinguistics to refer to a group of people who share certain practices of language use. Its members are characterized as having similar professional goals, educational backgrounds, beliefs, language and practices. (Kuhn, 1970; Flower Dew, 2000). The discourse is then believed to operate within the conventions established by the community.

Swales (1990a) characterizes six main characteristics of discourse communities. The first characteristic is the existence of a common goal that is mutually agreed upon. The goal should be easily accessible to anyone interested in it. For example, to see the goals of the academic community in a particular scientific discipline, they can be traced through various documents such as the curriculum and journals published by the community. The curriculum usually contains a program description, syllabus including tasks that students must complete, such as writing argumentative essays.

The second characteristic is the participatory mechanisms that exist among members of a particular community. Such participation may be formally recognized through membership of an association, perhaps through community subscription. Membership in a discourse community requires active participation, including the conveying and receiving of information and feedback. Membership in a discipline's research community can be established and maintained through the acceptance of an individual's writing (Berkenkotter & Huckin, 1995). For example, most college students are asked to write argumentative essays during their studies (Wolfe, 2011). Argumentation writing is said to be a method that supports the concept of critical thinking where students must be able to present diverse points of view in their arguments (Asterhan and Schwarz, 2016; Iordanou et al., 2019; Kuhn, 2019). Students must be skilled at demonstrating the beliefs, values and conventions of a particular discourse community to maintain their position as citizens of that community. Bazerman (1985) noted that members of a discourse community actively participate in sharing and acquiring knowledge throughout their membership.

The third characteristic is the method of exchanging information between members of a discourse community. In higher education, one way of exchanging information is through writing argumentative essays. This allows members to interact, and obtain and respond to the same information according to goals. The

determination of this communication method is controlled by institutional norms, which are generated by the discourse community and require texts to comply with accepted conventions in the discipline (Freed & Broadhead, 1987). Therefore, students as members of the higher education community are required to understand the values, beliefs, assumptions and norms that apply to argumentative essays (Zappen, 1989). This will help students successfully enter the community, and maintain membership by learning the relevant conventions (Berkenhotter & Huckin, 1995).

The fourth characteristic of discourse communities relates to the specific genres covered by a community. These features express discourse community processes (Swales, 1990a) and give a discourse community its status relative to other communities. These specific genres are influenced by organizational goals and the environment. Consequently, it can be understood that within certain limits the argumentative essays of undergraduate and postgraduate students, even across cultures and disciplines, may be different.

The fifth main characteristic of a discourse community is a specialized terminology formed from efficient communication exchanges between experts (Swales, 1990a). Typically, terminology consists of abbreviations and acronyms, resulting from "the inherent dynamic of increasingly general and specialized terminology" (Ibid.). It is important for writers to develop their knowledge of specific terminology, as this is shared among all members of a discourse community. This will include lexical items referring to the societal discipline. The selection of lexical items that are packaged in Argumentative essays will show the special characteristics of the discourse community.

A final characteristic of a discourse community is the level of expertise, and relevance of its content, among its members. The membership of a community will change, and the maintenance of a discourse community depends on the ratio of novice to expert members (Swales, 1990a). Therefore, an active discourse community will continually recruit new members to maintain optimal levels of disciplinary expertise. Argumentative essay writing, in this case, is used as a means to maintain the continuity of a community, usually at the beginner level.

The above aspects of discourse communities lead Swales to state that discourse communities are social groups, which use language to achieve work goals, as well as support and expand the group's knowledge. However, this explanation

has been criticized because it provides no explanation of how each characteristic of a discourse community is measured. This means that the theory behind discourse communities can be interpreted in different ways, and therefore will be applied differently. However, the concept of discourse community remains relevant to the current research, because it offers background knowledge to recognize the concepts that underlie the linguistic realization of argumentative essay writing in the community.

2. 5. CONTRASTIVE RHETORIC AS AN APPROACH TO STUDYING ARGUMENTATIVE ESSAY WRITING

2.5.1. The notion of rhetoric in academic discourse

Argumentative essays are set apart from other forms of writing by their unique rhetorical composition. However, the question arises: does the structure of an argumentative essay written in English by Indonesian EFL (English as a Foreign Language) students serve the same purpose as one penned by native English speakers, such as those from the UK? The investigation into the features of texts favored by different cultures falls under the scope of Contrastive Rhetoric Studies.

Rhetoric derives from the Latin word "rhetorica" which means the science of speech. Rhetoric, principally, includes all use of language, both spoken and written. It can be about the formal relationship between elements of language that is structured into a communicative message; it can also refer to the relationship between language elements and the object in question; or about a language element to its users. In other words, rhetoric can be associated with the efforts of language users to choose the form of expression that is considered the most effective to engage their audience (Purves, 1988).

In the classical period, the Renaissance and the early 20th century, rhetoric was not seen as a science but as a speaking skill, where activities focused on choosing words, terms, expressions, sentences that could attract the listener's attention. In the mid-20th century, the rhetorical perspective progressed. In the past, the ultimate goal of rhetoric was persuasion by relying on the ability to compose and present speeches to other parties. The pioneers of new rhetoric did not agree with

persuasion as the end goal: persuasion for them is seen only as a logical consequence of every well-organized speech. Because rhetoric is believed to have a purpose of more than just persuasion. On that basis, Rhetoric is said to contribute to providing instructions on how to use language in speaking activities.

Rhetoric recognizes that language can be used in various varieties (informal/formal) for its own specific purposes and that speakers make choices based on appropriate adjustments to the speech situation, form of speech, topic of speech, condition of the person responding to the speech, and the condition of the speaker of the speech according to the social and cultural environment of the parties involved in speaking activities. Therefore, language users need skills to be able to choose the most effective language for the appropriate context. The general characteristic of effective language is that it is able to accommodate the speaker's ideas well, and that it has sufficient capacity when used to re-express the interlocutor's ideas.

Rhetoric also refers to and emphasizes the ability to use good verbal language by giving a touch of style in its delivery with the aim of binding or arousing the listener's emotions and understanding the message conveyed. In higher education, for example, which is the current field of study, rhetoric can be traced to all communication and interaction processes both inside and outside the classroom carried out by members of the community. Writing argumentative essays that frequently test students' knowledge is a reflection of rhetoric; discourse that has a persuasive purpose. Discourse demands the author's ability to choose configurations to fulfill its communicative function. This type of text is considered the most complicated and difficult, especially for students who have to write in a foreign language (Crowhurst, 1988; Mohamed & Omer (2000); Zhu, 2001; May, 2006; Ferretti et al, 2007; Aertsealer and Dafouz-Milne, 2008). Various issues related to cross-language academic writing are discussed in depth in the development of contrastive rhetoric studies section below.

2.5.2. Development of contrastive rhetoric studies

The understanding of rhetoric as a means of intensifying efficiency in verbal presentations can be used as an analytical tool to uncover text structure problems in various scientific disciplines, including cross-cultural studies, known as

Contrastive Rhetoric (CR) Studies (Mauranen, 1993b). The current problems faced by Indonesian EFL students in writing argumentative essays in English which involve examining text structure are in the realm of CR. According to Swales (1996: p. 25), CR emerged as one of the best ways to understand why texts are the way they are. CR does not lie in proving the existence of rhetorical differences, but rather in articulating the origins of these differences. The following research has been carried out in the CR domain which can make a significant contribution in determining the direction of current study.

The concept of Contrastive Rhetoric (CR) traces back to Kaplan (1966), who introduced it to address the challenges non-native English speakers encountered in organizing their English writing. Over time, CR has solidified its position as a significant area of research within applied linguistics and the analysis of written discourse, as noted by scholars like Flowerdew (2001), Kaplan himself in 2001, and Kaplan & Grabe (2002). Kaplan (2001) elucidated that CR operates on the premise that linguistic differences extend beyond phonology, morphology, and syntax to include the variety of genres accessible for discourse organization and the rhetorical strategies that accompany these genres. Therefore, CR interprets both language and writing as phenomena deeply influenced by the cultural backdrop of the writer's initial learning experiences. It recognizes that various cultures cultivate distinct compositional forms—whether situational, overarching, or stylistic—to engage with diverse textual environments. These compositional practices not only differ across languages but also reflect the variances in literary traditions from one culture to another, as highlighted by Scollon (1997).

In his seminal work "Cultural Thinking Patterns in Intercultural Education," Kaplan (1966) presented the idea that individuals from different linguistic backgrounds employ distinct rhetorical strategies in their writing, a practice that often persists when they write in a second or foreign language. Kaplan articulated, The way a paragraph is structured, regardless of the language it's written in by someone who is not a native speaker, will predominantly reflect that person's cultural perspective on the world. This perspective is shaped by their experiences and is usually expressed through the linguistic resources of their first language (Kaplan, 1972).

Kaplan's foundational research analyzed 600 English paragraphs written by students from five major linguistic families: English, Semitic, Oriental,

Romance, and Russian. His analysis revealed distinctive rhetorical patterns among these groups. He observed that Anglo-American students tend to present their ideas in a straightforward, linear fashion. In contrast, students from Semitic linguistic backgrounds, such as Arabic and Hebrew speakers, often employ a complex web of parallel constructions. Those from Oriental language traditions (for example, Japanese, Korean, and Chinese) typically introduce their main points indirectly, saving the crux of their argument for the conclusion. Meanwhile, students hailing from Romance-speaking backgrounds (including French and Spanish) are prone to stay closely on topic but demonstrate a greater latitude in diverging or incorporating new ideas compared to their English counterparts (Kaplan, 1966).

Kaplan's (1966) work on cross-cultural rhetorical variation led to a number of further studies in this area. Research of this kind has shown that each language and culture has its own rhetorical patterns, which impact writing in the second language (Kubota, 1998). Jarvis and Pavlenko (2007) state that to explore this impact, research on contrastive rhetoric has primarily focused on uncovering "the way writers manage the information they present, the extent to which they contextualize it, and how and where they present their information." main idea" as will be done in this research. Martin (1992) stated to conduct research with two approaches: empirical and meta-rhetorical. Meta-rhetorical CR studies relate to methods of using rhetorical forms of certain languages to describe or analyze the rhetoric of other languages. Empirical refers to studies that analyze differences between languages by utilizing a number of analytical systems. This may include the use of large samples of written texts to investigate rhetorical characteristics or trends in research results (Hinds, 1987, 1990; Mohan & Lo, 1985).

Other empirical rhetorical studies concentrate on the analysis of L1 writing, for example Santana-Seda (1974) who compares English and Spanish texts. His research revealed various aspects of the number of sentence irregularities including the length and number of sentences in a paragraph. Other CR studies have examined differences between genres and classified texts, for example narrative, descriptive, and argumentative texts in a particular community context (Swales, 1990). During this time, the genre of cross-cultural research also progressed, as seen in the expanding literature base comparing English academic writing with other languages (See Taylor & Chen, 1991; Bloch & Li, 1995 for research in Chinese; Kobayashi, 1984; Kubota, 1998 for Japan; Duszak, 1997

for Poland; Melander, 1998 for Sweden; and Mauranen, 1993a, 1993b for Finland).

Other researchers have taken an interest in literacy and its role in preserving society's cultural values. Cultural values related to language structure are discovered and maintained in schools (Connor, 1996), when students are taught to use certain structures and patterns in their writing, and practice them in literacy (Purves, 1988). Kramsch (2004) asserts that preferred styles and assumptions regarding writing genres are transmitted through, and influenced by, the schools and educational systems of particular cultures. In turn, these styles and assumptions are not static, but are permeable and open to the influence of other cultures and subcultures (Daoud, 1991; Davis & Bistodeau, 1993; Moreno, 1998). As a result, academics have taken a special focus on examining methods of literacy practices in various societies and cultures, as well as how literacy practices spread, and the purposes behind their use (Clyne, 1987; Leki, 1991; Connor, 1996; Ostler, 2002). One example is Morales (2012), who analyzed the organizational conclusion section of research articles (RA), written by Japanese and Filipino speakers. The Filipino-language authors wrote their conclusions for the RA by presenting material to demonstrate the potential contribution to the current knowledge base of the research they conducted. On the other hand, authors from Japan use the 'Ketsu' cultural rhetorical pattern to format their conclusions. Retaining L1 rhetorical patterns is also common among Bulgarian speakers (e.g. Vassileva, 2001). Spanish speakers (e.g. Sheldon, 2011) maintain L1 writing traditions primarily aimed at promoting or emphasizing their written cultural traditions. (Duszak, 2006: 37; Lafuente, et al, 1996).

Stubbs (1997) posits that various communities have crafted unique semiotic norms to convey their favored modes of depicting reality. Thus, the manner in which meaning is construed and interpreted hinges on the deliberate grammatical selections of a discourse community. These choices mirror the community's distinctive traits, their preferred modes of writing and understanding, and encompass the role of grammatical decisions influenced by the cultural group.

Perhaps the most important influence evident from this brief summary of the development of CR is the acceptance and respect shown for the variations inherent in the discourse of speakers of different languages (Canagarajah, 2002). These differences are reflected in research as a welcome distinctiveness, and as a demonstration of linguistic and cultural aspects that are unique to a particular

society, and which cannot be generalized to other societies (Canagarajah, 2002). However, the uniqueness of these characteristics becomes difficult to differentiate if someone has or is a member of dual membership as explained by the scholar Canagarajah from Sri Lanka. They changed their local academic characteristics to a western style in which they published their findings.

Newer CR studies tend to be multidimensional by including various aspects of the study, for example contextual text, authorial intention, cultural and educational background. These factors can influence discourse and usually form complex active cultural patterns over time (Kellerman, 1995; Ellis, 1994; Odlin & Jarvis, 2004; Pavlenko, 2000).

The advancement of Contrastive Rhetoric (CR) holds significant interest in the realm of second language education, particularly within the fields of composition teaching and Language for Specific Purposes (LSP). Nonetheless, the practical implementation of CR insights in educational settings has faced critique, especially from advocates of the writing process and the sociocultural contexts of writing. Leki (1991) notably voiced concerns over the reductive tendencies and over-simplified interpretations of CR in educational environments. Contrary to CR's focus on textual analysis and the direct teaching of schemata, Leki advocates for a process-oriented approach. This method aims to foster schema development more indirectly, through students' engagement with reading materials from the target discourse community. Yet, Leki clarifies that the dichotomy between process and textual orientations in second language (L2) writing education doesn't merely boil down to form versus content. Instead, both approaches strive to develop suitable textual frameworks, integrate students into the target discourse communities, and emphasize meaning exploration, albeit through distinct methodologies.

Beyond shedding light on the preferred textual structures that facilitate effective intercultural communication, research in Contrastive Rhetoric (CR) also helps students recognize how certain challenges in writing in a second language (L2) are influenced by their native rhetorical practices. This insight proves particularly beneficial for novice writers. Leki (1991: 138) emphasizes the value of such studies in fostering metacognitive awareness among students, helping them understand that writing involves a series of choices—a crucial realization for emerging writers.

Contemporary CR research focuses on how knowledge is constructed within discourse communities, prompting inquiries into how students can learn about this dynamic process of knowledge construction without being active members of those discourse communities (Leki, 1991). Leki argues that it falls upon second language educators to bridge this gap by making L2 learners aware of the expectations of their target audience.

2. 6. CONCLUSION

Argumentative essays are known as the most common genre of academic writing written by college students. This focus was chosen because of the nature of argumentation, which can be used as a means of building students' critical thinking as well as a tool for measuring success in a program.

Argumentative essays have certain functions that differentiate them from other texts. An argumentative essay serves the purpose of presenting a point of view. Writers need to research a topic thoroughly, and collect, create, and present facts about a particular topic concisely.

Argumentative essays (in English) have a special structure that can help organize ideas well: introductory paragraphs, body paragraphs, and concluding paragraphs. The introductory part can be done by providing interesting facts or data, providing controversial quotes or statements, or providing a general overview of the topic to be discussed. In the introductory part, writers also need to provide a thesis statement. The thesis statement is a short sentence that summarizes the topic that will be discussed in the essay. The thesis statement must be clear and specific so that readers can understand what will be discussed in the essay.

The content section contains arguments and ideas that support the thesis statement. The content section must be well structured and organized into several interrelated paragraphs. Each paragraph should have a clear and coherent main topic or central idea. In the content section, writers can also strengthen the argument by providing references or relevant data.

The conclusion section is the last part of the essay which contains a summary of the entire content of the essay. The conclusion of the argument is conveyed by

providing a strong final statement. Conclusions can also be used to provide views or suggestions on the topics that have been discussed. It is important to make a strong impression on readers so that they can remember and understand the essay well.

Apart from these three main parts, there are several other things writers need to pay attention to when writing an essay, such as: Using correct grammar, Using appropriate references.

The use of good and correct grammar is very important in essay writing. Language is the main tool used to communicate thoughts and ideas, and proper use of language can make an essay easier to understand. Thus, when writing an argumentative essay, writers need to pay attention to diction (word choice) and the use of punctuation. It is also important to use appropriate and reliable references. References can help strengthen arguments and provide support for the ideas presented. The references used must be from trusted sources and relevant to the topic being discussed.

In the realm of argumentative writing, strategic choices encompass where to position claims or conclusions and how to present evidence. Such rhetorical tactics are often influenced by cultural norms, meaning that preferences for one strategy over another can vary across different genres and communities. Therefore, the features of argumentative essays are subject to varying interpretations among various disciplines and cultural backgrounds. The comprehension of an argumentative essay is deeply rooted in the specific culture and community of its authors.

Differences or shifts in structure are considered a welcome distinctiveness. These differences are a demonstration of linguistic and cultural aspects that are unique to a particular society, and which cannot be generalized to other societies (Canagarajah, 2002).

Chapter 3: Argumentative essay writing conventions in the UK and Indonesia

3. 1. INTRODUCTION

This section aims to illuminate the contextual backdrop and highlight research voids from the angle of argumentative essay writing norms both in the UK and Indonesia. The discourse culminates with an exploration of several studies, particularly within Indonesia, about crafting argumentative essays in English, which, in this setting, constitutes a foreign language.

As outlined in the preceding section, the Contrastive Rhetoric (CR) framework posits that writers from diverse linguistic and cultural backgrounds tend to organize their texts in distinct ways (Kaplan, 1966). Both language and writing emerge as cultural constructs, deeply influenced by the cultural milieu in which an individual first learns to write. As such, cultural and linguistic variances manifest in written work, leading to shifts in situational, general, or stylistic forms of composition.

According to Kaplan (1966), writers from different linguistic traditions employ varying rhetorical strategies, and these strategies often adapt when writing in a second or foreign language. The writing structure adopted by non-native speakers will thus reflect the cultural and rhetorical preferences inherent to their background.

Kaplan's foundational analysis of expository texts from students identified five distinct rhetorical patterns associated with English, Semitic, Oriental, Roman, and Russian language families (Refer to Figure 3.1). He observed that expository paragraphs by Anglo-American students (native English speakers) are characterized by a "linear" and "direct" approach to topics. In contrast, texts from Semitic language speakers (e.g., Arabic and Hebrew) feature complex coordinate constructions. Students from Oriental language backgrounds (e.g., Japanese, Korean, and Chinese) tend to address topics in an inductive or indirect manner, often concluding with the main subject. Meanwhile, writings from Romance language speakers (e.g., French, Spanish) are closely tied to the main topic but exhibit greater

"freedom to deviate or introduce new sources" compared to their English counterparts (Kaplan, 1966: p. 12).

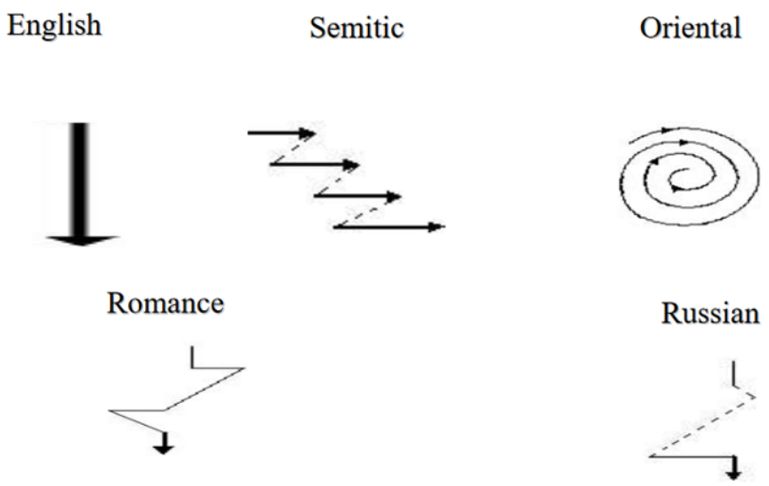


Figure 3.1: Kaplan's Cross-Cultural Thought Patterns (1996)

Indonesia, in this case, can be grouped into the oriental or eastern culture group. To provide a basis for this research, the next discussion is devoted to writing argumentative essays on native speaker culture (in the UK) and Indonesian-eastern culture (non-native speaker).

3. 2. ARGUMENTATIVE ESSAY WRITING IN THE UK

Kaplan (1966) has stated that the organizational orientation of native English writers' expository paragraph development is presented in a linear and direct manner, which is characteristic of deductive methods.

A deductive text is a text that places its ideas - which can also be called a thesis statement - at the beginning. Usually, a deductive thesis consists of a general statement followed by several explanatory sentences. Deductive texts will discuss something general first, then become specific (Adler and Rips, 2008). Taking a position in the form of a thesis statement is the core that is presented explicitly in the text (Perelman and Olbrechts-Tyteca, 1969; Mauranen, 1993; Kakkuri-Knuuttila and Halonen, 1998; Andrews, 2009; Mikkonen, 2010; Wolfe, 2011; Wingate, 2012).

McCabe and Liu (2017) explain that this deductive rhetoric is influenced by Anglo-European culture and the Platonic-Aristotelian mindset which prefers the development of linear and direct (deductive) paragraphs in writing. Wang (2012) also shows that native English academic argumentative essays are deductive. The application of deductive methods includes developing ideas linearly, using explicit discourse markers, and avoiding analogies and proverbs (Rahma, 2014).

The deductive pattern is preferred because it shows that the writer has thought about the argument first (Silverman and Rader, 2018). Although native English speakers prefer deductive types of arguments (Lloyd, 2020), they are also familiar with inductive patterns (Kroll, 2003).

Writers like deductive texts because they are thought to provide information about the entire writing at the beginning, thus providing a predictive effect. Text like this is easy to understand quickly by scanning the first sentence of each paragraph (Fudge, 2015; E Heit, 2010).

A thesis statement at the beginning of a paragraph is preferred by native English speakers to show the scope of the text (Bain, 2010). This can be analogous to a map or argument guide for the reader. In this method, readers are given objective information at the beginning. Then the reader can connect to the prediction of the next series of information.

3. 3. ARGUMENTATIVE ESSAY WRITING IN INDONESIA

The text organization orientation of Asians is said to be the opposite of Westerners - who prefer inductive or indirect text development methods (Scollon and Scollon, 1991; Kirkpatrick, 1995; Torres & R Medriano, 2020). According to Sugiharto (2001, 2004) and Rusdi (2015; 2016), Indonesian falls into the Asian categories in this regard, where writers tend to be indirect in conveying ideas and prefer to use inductive methods.

Inductive texts are characterized by the thesis statement being in the final position or even conveyed implicitly. Li et al (2020) stated that inductive text structures are common in East Asia. The author begins the text with a series of explanatory sentences or reasons which are set out before the author's thesis statement. The author then delays presenting the main idea until the background is deemed sufficient.

Similarly, Q Fang (2009) and Kaplan (1966) say that East Asian people present central ideas in a circular way. The thesis statement is presented indirectly or implicitly. Supporting statements or reasons surrounding an issue begin a text and usually have implications for a thesis statement that is not clearly stated or implied.

This arrangement is due to the cultural situation and the roles of the participants. In interacting, almost all East Asian people still consider the concepts of social position and age. People in lower social positions or younger people introduce topics in an indirect or delayed manner. The tendency to convey ideas indirectly or with delay is considered polite for Asians (Gundykunts et al, 1988). This kind of hierarchical relationship in Asia is more obvious than in the West.

One motivation for adopting an inductive writing approach is to offer readers a comprehensive introduction, enabling them to fully comprehend the topic or issue at hand (Chu et al., 2002). An author might choose this style if there's a concern that the readers could initially disagree with the proposed arguments. To mitigate potential conflicts with the reader's preconceptions, the thesis statement is strategically placed at the end, camouflaging its presence until the conclusion.

Collectively, research indicates a preference for inductive structures in texts originating from East Asian nations. Notable studies by Cheng (2005), Cheung (2010), and Xia (2007) have highlighted this pattern in Chinese writings; Hinds (1983) and Kimura (2003) have identified similar tendencies in Japanese texts, while Tran (2007) observed it in Vietnamese documents. These investigations universally affirm that an inductive text structure—beginning with a broad overview and culminating with specific opinions and assertions—is a characteristic feature of East Asian writing.

3. 4. PREVIOUS RESEARCH OF ARGUMENTATIVE ESSAY WRITING IN THE UK AND INDONESIA

3. 4. 1. Previous research of argumentative essay writing in the UK

Argumentative essays are by far the most common type of essay written by undergraduate students at universities (Wu, 2006; Andrews, 2009; Wolfe, 2011), and this is also the case in the UK. Writing argumentative essays in higher education is a mandatory task for students throughout their academic career. Upon registration

students will need to write a personal statement essay as part of their application to UK universities. In the personal statement, the student writes about what they hope to achieve, what they want to do after graduation, and why they are applying to that university. In addition to registration requirements, many university programs request students to submit argumentative essays as an assessment tool for their programs.

Assignments focusing on argumentation are recognized as effective educational instruments, particularly for delving into intricate subjects that present a variety of perspectives and demanding skills like critical thinking. Studies by Asterhan and Schwarz (2016), Iordanou et al. (2019), and Kuhn (2019) support this view. However, drafting argumentative essays often proves challenging for beginners (Wingate, 2012), mainly due to their insufficient understanding of the essay's requirements, such as the necessity to establish a personal stance in academic discussions (Bacha, 2010; Davies, 2008).

Key aspects of argumentative writing involve deciding on how to position claims, support them, and draw conclusions (Kuhn, 1991; Toulmin, 2003; Breivik, 2020). Thus, mastering argumentation's fundamental traits is crucial for students newly entering higher education. In their attempts to position claims, students frequently rely on research sources, summarization, and attribution (Lea and Street, 1998; Petrić, 2007; Mäntynen, 2009; McCulloch, 2012; Laakso et al., 2016; Lee et al., 2018), methods that are more about displaying knowledge than arguing a position, according to Petrić (2007). Such approaches may leave students feeling incapable of showcasing their abilities (Ivanič, 1998; Andrews, 2009; Mendoza et al., 2022). However, Hyland (2005) suggests that students can articulate their claims effectively by highlighting their personal connection to the text, even employing the first-person narrative to reinforce their presence.

The challenge intensifies in the argumentative "discussion" model, which demands a balanced exploration of both sides of an argument (Kuhn, 1991; Andrews, 2009; Wingate, 2012; Kuhn et al., 2016b). Here, both novice and advanced writers may struggle with confidently stating a position or introducing counterarguments (Laakso et al., 2016; Hyytinen et al., 2021b; Kuhn and Modrek, 2021). According to Kuhn (1991), crafting and then refuting an alternate stance is particularly challenging, a sentiment echoed by Perkins (1989), who attributes this to a failure in recognizing other possibilities. A writer's ability to adopt a clear stance, disregarding contradictory evidence, signifies a higher argumentation quality (Wolfe et al., 2009; Kuhn et al., 2016a).

The variability in stance-taking may stem from hesitation, uncertainty (Ivanič, 1998; Andrews, 2009; Lee et al., 2018), misconceptions about argumentation (Wolfe and Britt, 2008; Andrews, 2009; Breivik, 2020), or cultural norms within disciplines that sometimes discourage a prominent authorial voice in the text (Mauranen, 1993), though these practices are advised for less experienced writers (Hyland, 2005).

3. 4. 2. Previous research of argumentative essay writing in Indonesia

The previous research that will be discussed is in the context of writing argumentative essays in English written by Indonesian speakers. Just like students in the UK, Indonesian students consider writing argumentative essays to be a common and difficult genre (Bacha, 2010) especially if written in another language. The difficulties faced by Indonesian EFL students are not just a matter of good argumentation. They are also faced with the fact that the success of their argumentative essay writing is measured by how native-like their writing is (Ignatius, 1999).

As previously explained, the tendency to develop Indonesian rhetoric (which is inductive) is different from native English speakers who prefer a deductive style. Problems arise in Indonesian EFL students' texts, such as texts that are often found to be disorganized between paragraphs, lack of mastery of topics, and unfamiliarity with discourse conventions (Sugiharto, 2001; 2004). In the same vein, a tendency to convey indirect claims was also found in sixty essays written by Indonesian students who were about to study in the US (Marcellino, 2004). This tendency was described by Marcelino as a result of students' strategies in translating ideas from the source language to the target language. Indirectly, this reinforces the fact that Indonesian language style tends to be non-linear, in comparison to English academic discourse norms.

Usman et al. (2018) explored how Acehnese EFL students' cultural backgrounds influence their approach to writing introductions in English. They aimed to identify rhetorical patterns and assess the students' awareness of cross-cultural rhetorical norms by examining their introductory texts. Utilizing qualitative research methods, including content and document analysis, the study collected data from Islamic institutions in Aceh. The findings revealed that the Acehnese students preferred an inductive writing style and circular paragraphs, reflecting the influence of their

native language. This led to the identification of a distinctively oriental rhetorical pattern in their writing, suggesting a low cross-cultural rhetorical awareness among the students concerning English academic writing conventions.

Sulistyaningsih (1997) analyzed the rhetorical strategies in expository essays by English-major fourth-year students. Her study showed that 64% of the introductory paragraphs she examined featured a solid thesis statement, while the remaining 36% had a partial thesis statement. Of the 32 body paragraphs analyzed, 88% contained effective topic sentences, but only 78% aligned well with the thesis statement. In the concluding paragraphs, 82% effectively summarized the main points and provided additional commentary. However, the study did not specify whether the students' rhetorical approach was more deductive or inductive.

Latief (1990) assessed the rhetorical quality of argumentative essays by Indonesian English majors across various year levels, setting a benchmark for acceptable discourse. He found that most essays met the basic criteria, including a clear position, relevant evidence, and a logical link between the two. Notably, essays from fourth-year students stood out for their quality.

Ignatius (1999) examined the English academic writing of Indonesian language students at the Postgraduate School of the State University of Malang during the 1995-1996 and 1996-1997 academic years. The study found that while the essays generally mirrored the structure of English academic writing, they often lacked key components and did not adhere to the linear progression of ideas preferred by English-speaking audiences, featuring instead circular and varied approaches.

Arsyad (2000) compared the argumentative writing structures of Indonesian students to those of native English speakers, noting differences in organizational patterns, especially in how the introduction, evaluation, and conclusion sections were structured, as well as the presence of refutations, sub-claims, and problem subsections.

Budiharso (2006) investigated the rhetorical practices in English and Indonesian essays by EFL undergraduates, highlighting issues stemming from the transfer of native cultural norms into their second language. By examining general thought patterns, idea development, and coherence, the study found that students exhibited similar rhetorical strategies in both languages, characterized by a mix of linear and non-linear idea progression, idea development throughout the essay, and coherence quality.

Several potential factors for the absence of significant disparities in the study could include:

1. **Predominant Influence of Comparable Educational Cultures**: Learners of English as a Foreign Language (EFL) in Indonesia frequently encounter parallel pedagogical strategies across both languages, particularly regarding the architecture of essays and the cultivation of arguments. This phenomenon may lead learners to adopt analogous methodologies when composing texts in both languages.
2. **Globalization and Enhanced Information Accessibility**: The contemporary era of globalization affords students more extensive access to a plethora of English learning resources, encompassing examples of essays and pedagogical content. This availability may foster the adoption of a more globally recognized style of writing, thereby diminishing the rhetorical distinctions between the two languages.
3. **Selection Bias in Sample**: An additional plausible explanation might be that the selection of the sample does not adequately represent the broader population. Should the research sample be confined to students from particular institutions or academic disciplines, the outcomes may not accurately reflect the wide range of abilities and educational backgrounds present among EFL students.
4. **Uniform Approach to Second Language Instruction**: The methodologies and approaches employed in the instruction of English within Indonesia might stress conformity regarding essay configuration and progression, leading to a reduction in the variation of rhetorical features between essays written in English and Indonesian.
5. **The Influence of Psycholinguistics**: Psycholinguistic elements, such as learners' attitudes and their motivation towards language acquisition, may

also play a critical role in how individuals adapt and implement rhetorical conventions across languages. Learners with a heightened motivation to excel in English are potentially more disposed to exploring and adopting rhetorical conventions distinct from those prevalent in their native language.

These potential explanations not only elucidate the intricacies involved in comprehending the transfer of rhetorical conventions across languages but also accentuate the significance of educational methodologies that take into account the linguistic and cultural backgrounds of learners. Consequently, further research that broadens the scope of the sample and investigates additional variables could yield more profound insights into the manner in which cultural and linguistic conventions of a first language influence the composition process in a second language.

3. 5. CONCLUSION

The construction of argumentative essays within the United Kingdom and the Republic of Indonesia presents distinctive characteristics, which are profoundly influenced by the respective educational frameworks, cultural imperatives, and linguistic conventions inherent to each nation. In the milieu of the United Kingdom, the prevailing methodology frequently hinges upon the robust utilization of empirical evidence and the depth of critical analysis. Conversely, in Indonesia, there is an apparent predilection for ensuring the coherence of the narrative and the incorporation of the prevailing social context within the discourse of argumentation.

The corpus of antecedent research elucidates a notable variation in the prioritization of specific elements within argumentative essays attributable to the disparate pedagogical approaches and the entrenched academic mores of each country. The insights gleaned from such scholarly inquiries yield substantial conclusions which promise to be instrumental for pedagogues and academicians in their ongoing endeavors to comprehend and ameliorate the caliber of argumentative writing within these two diverse educational cultures. The emergent necessity for a pedagogical paradigm that champions adaptability and flexibility is incontrovertible, compelling the adoption of a pedagogical stance that is both inclusive and cognizant of the multifarious contextual landscapes that characterize contemporary global education.

Chapter 4:
The Systemic Functional Linguistics as An Approach to Studying Argumentative Essays

4. 1. INTRODUCTION

In the previous chapter, Hyland's canonical model analysis (1990) was discussed which contributed significantly to analyzing the structure of argumentative essays. Hyland himself focused his attention on academic genres, including the argumentative essay, and identified structural features commonly found in this type of writing. The analytical model helps writers understand how to structure arguments effectively and structure essays correctly.

However, there are some potential drawbacks to be aware of, especially for non-English writers. Hyland bases his analysis on a deep understanding of the English language and cultural particularities that may not resonate with non-English speaking writers. The authors' ability to determine the relationship between generics and systematic and predictive lexicogrammatical thinking may be hampered by differences in linguistic sensitivity and cultural understanding.

The SFL (Systemic Functional Linguistics) account of the relationship between language and culture highlights the importance of cultural context in the formation of language structure. SFL suggests that the functional structure in language is reflected in texts and is related to cultural context, social interaction, and language relationships. Therefore, the SFL approach can provide a deeper understanding of how cultural context influences the structure of argumentative essays. In this Chapter 4 we will explain (4.1) what SFL is, (4.2) how SFL has previously been used in argumentative essay writing research and (4.3) how SFL will be used in this research.

4. 2. INTRODUCTION TO THE SYSTEMIC FUNCTIONAL LINGUISTICS

Systemic Functional Linguistics (SFL) is believed to be a very applicable theory in assisting discourse analysis in relation to language use. This theory was developed by Halliday (2004) and other SFL experts, such as Martin (2003), Halliday and Matthiessen (2001) and Kress (2002).

SFL (Systemic Functional Linguistics) examines language from a functional perspective, viewing language as a communication tool used to achieve certain goals in a social context. SFL identifies three functions of language that together form a language system and contribute to making meaning. These functions are known as metafunctions. The following is a brief explanation of the three metafunctions in SFL:

Ideational Metafunction. This metafunction is related to conveying referential meaning or content. Ideational metafunction includes the way language is used to represent the physical and social world, including descriptions of objects, events, and the relationships between them. At the lexicogrammar level, ideational metafunction involves the choice of lexicon and grammatical structures to convey information about the world around us. Examples can be seen through clause analysis, which is the main unit in language consisting of a subject, predicate and object (if any). The following is an example of a clause with a focus on Ideational Metafunction:

Sentence: “The child ate cake in the living room.”

Process: Process is an action or event that is manifested in a clause. In this example, the process is “eating.” This process provides an overview of the activities that occur.

Participants: Participants are those involved in the process. In this clause, the main participants are “the child” (subject) and “the cake” (object). They are involved in the feeding process.

Qualifications: Qualifications add additional information about the process or participants. In this example, “in the living room” is a qualifier that provides information about the place where the eating process occurs.

By analyzing the lexicogrammar level in these clauses, we can see how Ideational Metafunction creates a linguistic representation of an event in the physical world (the child eating cake in the living room).

Interpersonal Metafunction. This metafunction is related to the role of language in building and maintaining social relationships between participants in communication. Interpersonal metafunction includes the way language is used to express attitudes, emotions, desires, or provide instructions. At the lexicogrammar level, interpersonal metafunction involves the choice of lexicon and grammatical structures that reflect the role of participants and interpersonal relationships in an utterance. The following is an example of Interpersonal Metafunction at the lexicogrammar level through clause analysis:

Sentence: "Please open the door."

Illocutionary Force: Illocutionary Force shows the action carried out by the speaker. In this example, the illocutionary force or desired action is a request or plea, which is manifested through the word "please."

Modality: Modality indicates the speaker's level of certainty or desire regarding the spoken action. In this clause, modality is expressed through the word "please," which shows the nature of a request or desire for the listener to open the door.

Mood: Mood reflects the interpersonal relationship between the speaker and the listener. In this clause, the mood is imperative, which expresses a direct instruction or request to the listener.

By analyzing the level of lexicogrammar in this clause, we can see how Interpersonal Metafunction is manifested in the use of words and sentence structures to create a relationship between the speaker (who asks) and the listener (who is asked to open the door).

Textual Metafunction. This metafunction is related to the way language is organized to form coherent and cohesive text or discourse. Textual metafunction includes the way language is used to form relationships between language units in the text. It involves selecting and arranging elements such as references, conjunctions, and sentence structure to form text that is understandable and follows a certain pattern.

The following is an example of Textual Metafunction at the lexicogrammar level:

Paragraph:

> "The sunny weather illuminates the blue sky. Birds chirp happily in the green trees. Colorful flowers bloom in the garden. Today is a beautiful day to enjoy nature."

Cohesion: Cohesion includes the way language elements are connected to each other in the text. In this example, words like "clear weather," "blue sky," "birds singing," and "green trees" create cohesion by referring to the interrelated elements of nature and weather.

Coherence: Coherence includes the impression of wholeness or interconnectedness of meaning in a text. In this paragraph, the elements that present a picture of natural beauty together form coherence and give the impression of a beautiful day.

Text Structure: Text structure involves organizing and arranging ideas in a logical sequence. In this example, there is a sequence of ideas that describe the weather, bird activity and natural beauty sequentially, forming a coherent text structure.

Through analysis of the lexicogrammar level in the paragraph, we can see how Textual Metafunction creates cohesion, coherence, and structure in the text to convey a well-organized message or image.

In every linguistic expression, three metafunctions converge, and their involvement varies based on the communicative intent and the surrounding social setting. The interplay between a text and its social environment is characterized by a reciprocal shaping mechanism, highlighting that both elements influence and define one another.

This dynamic indicates that the relationship isn't linear, with clear causes and effects; instead, it showcases a bilateral influence where the social context can shape the creation of texts, and conversely, texts can mold the social context. This cyclical interaction underlines that text and social context are continuously in flux, mutually influencing and defining each other's existence and characteristics.

Social context includes cultural values, norms, and social situations, considered as determining factors in the formation of texts. The text reflects and is influenced by its social background. For example, the cultural norms and values held in a society will be reflected in the texts produced by that society. On the other hand, texts are also considered to have a role in shaping and changing social contexts. Texts can be a tool to convey certain ideas, views, and values, which in turn can influence people's thoughts and actions. Texts can be a means of changing or reinforcing social norms.

This understanding highlights the complexity of the interactions between language, culture, and society. In this context, texts are not only products that reflect the social context, but also as agents that play a role in shaping and re-perceiving the social context.

The social context that influences language in SFL theory consists of situational (register) and cultural (genre) contexts including ideology. Cultural context is related to what humans do with language, and also how humans organize language events through known stages of development to achieve their goals. This goal-oriented language activity is known as genre. Because genre refers to a cultural context, the names of genres or types of texts appear in accordance with the social activities that exist in a culture.

Texts emerge from a prolonged societal process that is linguistically enacted, encompassing much of our cultural landscape (Martin, 1985a: 250). In this light, genres reflect a comprehensive understanding of cultural contexts. Martin further delineates genre as a series of steps aimed at achieving specific objectives within a social framework (Martin, 1992a). The term "social" pertains to the use of genres as a means

of communication among individuals; "goal-oriented" refers to their function in accomplishing communicative objectives; and "gradual" indicates that achieving these goals often requires navigating through various stages of genre development (Martin & Rose, 2003/2007: 7-8; Wiratno & Dzakiria, 2016). The distinctiveness of any text's genre compared to others is identifiable through its structural differences.

Meanwhile, the situational context (register) is the closest context in which the text functions. Register is reflected internally in the lingual characteristics of a text, which are constructed through field, tenor, and mode. (1) Field, that is what is discussed in the interaction, (2) Tenor, explicitly who is involved in the interaction, and (3) Mode, specifically how the interaction occurs.

Variations in Field, Tenor, and Mode are projections of the metafunction of language. According to Martin (1986: 236; 1992a: 536) Field is a projection of ideational meaning, so that Field is mainly realized through ideational metafunctions. Field deals with what is going on and who is doing what with whom, so ideationally the realization of Field in a text can be seen from various existing systems, both at the clause level and at the discourse level. At the clause level, things that can be analyzed include transitivity, verb groups, and noun groups; Meanwhile, at the discourse level, things that can be analyzed include references (reference chains), lexical links (lexical strings), and activity sequences. In short, terrain is what is discussed or written in the text, including the goals that the text will achieve, both short and long term.

Tenor can simply be said to be the relationship between writer and reader or speaker and listener. Tenor is seen in relation to the negotiation of social relations between language users contained in the text. Tenor is a projection of interpersonal meaning, so Tenor is realized mainly through interpersonal metafunctions. In the configuration of interpersonal meaning, Tenor is concerned with social semiotic distance which includes three types of relationships, such as status, contact, and affect. **Status** is the position of each participant in the text, whether one participant is more dominant than another participant, or whether they are equal or unequal. For example, in the relationship between parents and children, parents are placed in a higher position than

children. Otherwise, the relationship between parents and children is more permanent than the relationship between teachers and students, but the relationship between teachers and students is more permanent than the relationship between sellers and buyers in the market. **Contact** is the intensity of the relationship or degree of involvement between participants (i.e. whether the participants are "involved" or "close" and "not involved" or "distant"). For example, the relationship between two participants can be a direct face-to-face relationship, or an indirect relationship, or a one-way/two-way relationship. **Affect** is related to the emotional content in the relationship between participants, so that affect can show positive/negative assessments or justifications between participants regarding the problems revealed in the text. For example, in scientific texts, the author's assessment and attitude towards the subject being discussed can be seen through his position whether he agrees or disagrees with an idea.

Mode is a selection of choices within the framework of a text system (Halliday, 1978: 144), which deals with the role played by language in realizing social action (Martin, 1992a: 508). That is, using language in a particular mode, people can achieve desired social goals or communicative actions. Mode is basically related to the way text is created according to its types. For example, the way we write formal letters is different from the way we speak in everyday conversations. The type of text and communicative purpose influence how language is used. Mode is a projection of textual meaning, so its realization can be seen primarily from textual metafunction. Mode is a medium, that is a device for whether the text is expressed orally or in writing. On the other hand, Moda is also a channel, whether a text is published, for example in newspapers, television, and scientific journals.

Mode includes two ranges, that is the interpersonal sphere and the experiential sphere. Interpersonally, Moda deals with the semiotic distance created between the writer/speaker and the reader/listener. In this scope, texts can be divided into monologue texts and dialogue texts. As for experiential, Moda is related to the level of abstraction of a text, and in this setting, a text reflects the distance between the text

itself and the issues presented in it. The modes in the text can be seen from the way the themes are realized and the interdependence of the relationships between these themes.

Based on the brief explanation above, the SFL theoretical framework can be used to analyze and understand the relationship between language structure and its communicative function. In argumentative essay writing, SFL can be used to analyze how the language structure used in the text supports its argumentative goals.

Through this approach, argumentative essay analysis focuses not only on the content of the text, but also on how language is used to achieve certain communicative effects. The following is an explanation of how SFL has previously been used in argumentative essay writing research.

4. 3. SYSTEMIC FUNCTIONAL LINGUISTICS AND THE STUDY OF ARGUMENTATIVE ESSAYS

Systemic Functional Linguistics (SFL) is a linguistic approach that views language as a tool of social communication and examines the relationship between linguistic structure, communicative function, and social context. In argumentative essay writing research, SFL can be used to analyze how language and text structure can achieve specific argumentative goals.

Identification of how the text (argumentative essay) as a whole is organized according to its structure (opening, argument development, and conclusion) can be studied through textual metafunction analysis. Although metafunctions are conceptually differentiated as three different metafunctions (ideational, interpersonal, and textual), textual metafunction analysis can include elements from both ideational and interpersonal metafunctions. These elements are often related and influence each other to convey overall meaning.

Textual metafunctional analysis pays attention to sentence structure and the way the author organizes the text. However, syntactic choices and the use of modifications can

also help convey ideational meaning and express interpersonal relationships. For example, the choice of adjectives or adverbs can provide an emotional (interpersonal) nuance, while complex sentence structures can be used to convey more detailed ideational information.

When writers use certain argumentative strategies, such as building arguments through deductive reasoning or the use of comparative analysis, this involves elements of the ideational metafunction. The use of tactics like these affects the way information is conveyed and can have an interpersonal impact depending on the way the information is placed and organized in the text.

The introduction and conclusion of the text are aspects of textual metafunction that establish the framework and connect the essential parts of the text. However, this section also serves to summarize ideation (through the thesis statement and conclusion statement) and can have a strong interpersonal impact.

Thus, although each metafunction has its own focus, they are often interrelated and influence each other in the structure and use of language. Textual metafunctional analysis can encompass these elements holistically to provide a richer understanding of how language is used in a text.

In describing the configuration of textual metafunctions, there is one main system involved, viz. Theme/Reme. The following is an explanation of how the thematic structure reflects the tripartite metafunctional structure of language and its contribution to the development of a cohesive text.

4. 3. 1. THEME AND RHEME SYSTEM

Terminologically, Theme refers to "the starting point; that is what the clause means" (Halliday, 1994, p. 37). Theme functions as a universal component in language to pinpoint the content of a clause (Forey, 2002). In addition, Halliday (1994) argues that theme functions to give special status to a clause. In the same vein, Eggins (2004) postulates that theme is the initial part of a clause. Likewise, McCabe (1999) added

that theme is defined as the grammatical point of a clause that connects the surrounding text with the speaker's thoughts. In short, Theme is considered as the starting point of a clause which represents the importance of information.

On the other hand, Rheme is defined as the remainder of the clause and the remainder of the message (Halliday, 1985; Matthiessen, 1995; Forey, 2002; Bloor & Bloor, 2004; Halliday & Matthiessen, 2014). Thompson (2004) revealed that Rheme functions to provide dominant information to the speaker or writer. Furthermore, Halliday (1994) emphasized that Rheme is represented by everything outside the Theme in the clause whose Theme is expanded.

Example:

a. Haykal sold the house last year.
b. Last year, Haykal sold the house.

Theme becomes the organizing basis for text development. Thus, differences in themes result in differences in the texts being developed. If two clauses with different Themes are developed, the resulting text will be different.

The examples of the two clauses above have the same elements based on experiential and interpersonal functions such as the clause Haykal sold the house last year and last year Haykal sold the house in. Because the themes of the two clauses are different, textually the meaning of the two clauses is different.

First, the two clauses in (a) and (b) have different Themes. As a realization of textual function, Theme becomes the basis or link for forming text or discourse.

Second, the Rhemes of each clause (a) and (b) are also different. In clause (a) Haykal functions as Tema and sold the house last year as Rhema. In clause (b) Theme is last year and Rhema is Haykal sold the house. Each clause is developed using the same development pattern, textual development of the Theme, but the text formed is different, as in the following example. The conclusion drawn is that the textual meaning

of the two clauses is not the same. In other words, due to the different Themes of the two clauses, the resulting Rhemes are also different.

aa. Haykal sold the house last year. He was forced to sell the house because his son needed college funds.

bb. Last year, Haykal sold the house. At that time, he was forced to sell the house because at that time his son needed college funds.

The text in (aa) consists of three clauses, namely (1) Haykal sold the house last year, (2) he was forced to sell the house, and (3) because his son needed college funds. The development pattern used is to repeat the Theme of the first clause in the second and third clauses, such as (1) Haykal... (2) he ... , and (3) because his son... In the three clauses the themes have similarities, namely the three Themes in the three clauses are related to the Participant Haykal. With the same pattern, the text in (bb) has a sequence of Themes such as (1) last year..., (2) that time, and (3) because at that time..., all three of which are related to Circumstan time, explicitly related with last year.

The following is a more specific explanation regarding Theme-Rheme in representing language functions.

4. 3. 2. THEMES REPRESENTED IN IDEATIONAL, INTERPERSONAL AND TEXTUAL LANDSCAPES

4. 3. 2. 1. Ideational (Topical) Theme.

The ideational or topical Theme is identified as the first word group or phrase serving a role within the experiential framework of a sentence (Halliday, 2004, p.66). This framework aims to depict various processes as part of ongoing human experiences (Halliday, 2004; Halliday & Matthiessen, 2014). Specifically, the clause's meaning, as a representation of a process, consists of three main parts: the process itself (such as the action described by a verb), the participants involved, and the contextual circumstances (like adverbials and prepositional phrases) (Halliday, 2004; Al-Jayrudy,

2011). These components are considered experiential elements of the sentence. To distinguish between elements of the ideational metafunction (process, participant, and circumstances) and ideational or topical Themes, the latter are often identified as Subjects, verbs, Complements, or Adjuncts at the start of a sentence (Halliday, 2004). For example, in the sentence “you I blame for this, that they don’t tell us,” the initial Complements "you" and "that" in the phrases “you I blame for this” and “that they do not tell us” are examples of topical Themes (Halliday, 2004; Al-Jayrudy, 2011; Halliday & Matthiessen, 2014). Meanwhile, an Adjunct is defined as a single word or a word group added to a sentence to provide additional details about time, place, or manner (Sinclair 1990; Al-Jayrudy, 2011). An Adjunct typically appears as an adverbial group (e.g., "last year") or a prepositional phrase with a Complement (e.g., "until the arrival of that remittance"), as shown in the examples provided.

Last year, He sent me an invitation last year.

Until the arrival of that remittance, I am cut off from my house until the arrival of that remittance.

The term topic to Theme is considered as “aboutness” (McCabe, 1999). Similarly, Schlobinski and Schutze-Coburn (1992) emphasize that the term topic refers to the most employed word for “aboutness” either in the clause or discoursal level. Dik (1980) argues that the topic offers about the entity where the predication establishes something. Meanwhile, the Theme is a constituent located in outer predication. It emerges in the initial position of the clause and is separated by intonation. For this reason, Theme has been defined as the “main idea” or “central thread” of discoursal levels (Jones, 1977). Conversely, another view appears from the non-linguists framing theme as “subject” and “topic” (McCabe, 1999).

Further, viewed from Thematic progression analysis, Butt, Fahey, Feez, Spinks & Yallop (2001) delineate that prevalent Themes as Topical Thematic alternatives have become the most reliably applied in a text.

4. 3. 2. 2. Interpersonal Theme

Theoretically speaking, Interpersonal Theme is inherently derived from Interpersonal metafunction functioning to construct a social relationship among speakers and hearers (Forey, 2002; Bloor & Bloor, 2004; Halliday & Matthiessen, 2014; Kunst, 2016). Technically, Interpersonal Theme is realised by mood adjuncts, vocative adjuncts and comment adjuncts (Bloor & Bloor, 2004; Kunst, 2016). More specific elucidation about such aspects of Interpersonal Theme are outlined subsequently.

4. 3. 2. 2. 1. Mood Adjuncts

Mood adjuncts convey interpersonal meanings and are represented in Mood structure, notably Mood elements (e.g. subject and finite elements) (Gerot and Wignell, 1994). Eggins (2004) adds that Mood adjuncts are associated with modal operators to support Thematic structure in adding judgements or probability to a proposition. In particular, Mood adjuncts are closely related to the meaning of principal items, such as finite verbal operators, expressions of probability, usuality, obligation, inclination or time (Gerot & Wignell, 1994). The overview of each principal item of Mood adjuncts is briefly elicited below:

Adjuncts of polarity and modality

Polarity	:	Not, yes, no, so
Probability	:	Probably, possibly, certainly, perhaps, maybe
Usuality	:	Usually, sometimes, always, never, ever, seldom, rarely
Readiness	:	Willingly, readily, gladly, certainly, easily
Obligation	:	Definitely, absolutely, possibly, at all cost, by all means
Adjuncts of temporality		
Time	:	Yet, still, already, once, soon, just
Typicality	:	Ocassionally, generally, regularly, mainly
Adjuncts of mood		
Obviousness	:	Of course, surely, obviously, clearly
Intensity	:	Just, simple, merely, only, even, actually, really

Degree	:	Quite, almost, nearly, scarcely, hardly, absolutely, totally, utterly, entirely, completely.

Tabel 4.1. Mood Adjuncts as Theme

(Gerot & Wignell, 1994; Eggins, 2004; Halliday & Matthiessen, 2014; Kunst, 2016)

4. 3. 2. 2. 2. Vocative Adjuncts

Vocative adjuncts have a function to manage a discourse by referring to a next speaker. They are represented by names functioning to address a person's name not as a Subject or a Complement (Eggins, 2004). Vocative adjuncts are able to complement a clause consisting of various moods, particularly in interrogatives and imperatives (demanding clauses) rather than in declaratives (giving clauses) (Halliday, 2004; Halliday & Matthiessen, 2014). More detailed illustrations are displayed as follows:

Dearly beloved,	we	are gathered here today
Vocative Adjunct	Topical	
Theme		Rheme

Mary,	we	decided to wait until next week
Vocative Adjunct	Topical	
Theme		Rheme

America,	we	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Vocative Adjunct	Topical	
Theme		Rheme

John	they	don't expect Democratic solutions or Republican solutions – they expect American solutions.
Vocative Adjunct	Topical	

Theme	Rheme

Tabel 4.2. Vocative Adjuncts as Theme

(Gerot & Wignell, 1994; Kunst, 2016)

When *vocative adjuncts* are exerted, the speakers are engaging with an addressee or addressee exchangeably. In other words, such adjuncts enable them to locate the particular person being addressed, to call for the person's attention, to delineate the interpersonal relationship, to claim superiority or to indicate a text signal (e.g. in a telephone conversation) (Halliday, 2004; Halliday & Matthiessen, 2014).

4. 3. 2. 2. 3. Comment Adjuncts

Essentially, *comment adjuncts* convey the speaker's comment on a particular topic being discussed or communicated (Gerot & Wignell, 1994; Halliday & Matthiessen, 2014). Eggins (2004) adds that *comment adjuncts* has functions to communicate an evaluation of a clause comprehensively. They regularly take place in the initial position of a clause or immediately appear after the Subject. Commonly, they are represented by adverbs. In addition, they are recognised as a part of interpersonal components in a clause due to its functions providing an expression of attitude and evaluation (Kunst, 2016). As an illustration, Halliday (1994) categorised comment adjuncts into a number of types, namely *admission* (e.g. frankly), *assertion* (e.g. honestly, really), *how desirable* (e.g. luckily, hopefully), *how constant* (e.g. tentatively, provisionally), *how valid* (e.g. broadly speaking, generally), *how sensible* (e.g. understandably, wisely) or *how expected* (e.g. as expected, amazingly). More detailed elucidation is depicted below:

Frankly,	we	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Comment Adjunct		
Broadly speaking,	they	don't expect Democratic solutions or Republican solutions –they expect American solutions

Comment Adjunct		
Luckily,	congress	Has passed my economic recovery plan – an ambitious plan at a time we badly need it.
Comment Adjunct		
Theme		Rheme

Tabel 4.3. Comment Adjuncts as Theme

(Kunst, 2016, p. 46)

4. 3. 2. 3. Textual Theme

Textual Theme refers to the clause incorporated to its context (Gerot & Wignell, 1994). Textual Theme puts a heavy emphasis on interpersonal meaning instead of experiential one since it functions as a cohesive component connecting the content (meaning) of the text (Kunst, 2016). In other words, Textual Theme establishes unity in a text and relates it with the whole structure. This Theme has an extremely constrained alternative in a position in the text located in the initial position of a clause. Eggins (2004) contends that such components do not communicate either interpersonal or experiential meanings but perform pivotal cohesive functions related to the clause in its contexts. Technically, Textual Theme is analysed through these steps, namely Continuity Adjuncts and Conjunctive Adjuncts as presented subsequently:

4. 3. 2. 3. 1. Continuity Adjuncts

Continuity Adjuncts are a kind of *Textual Adjuncts* encompassing *continuative* and *continuity*. They do not indicate strong logical connection and merely function to continue to what has been stipulated formerly. In this case, they signify that the speaker will continue discussing the topic as a response to a new-fangled potential move in a discourse (Eggins, 2004). As an example, the most frequent types of *Contituative Adjuncts* are *yes*, *no*, *well*, *oh*, and *now* (Kunst, 2016). More specific illustrations on the existence of *Continuative Adjuncts* (e.g. *well*, *now* and *yes*) are depicted as follows:

Well,	we	Begin this year and this administration in the midst of an unprecedented action.

Continuative Adjunct		
Now,	they	don't expect Democratic solutions or Republican solutions – they expect American solutions
Continuative Adjunct		
Yes,	congress	Has passed my economic recovery plan – an ambitious plan at a time we badly need it.
Continuative Adjunct		
Theme		Rheme

Tabel 4.4. Continuative Adjuncts as Theme

4. 3. 2. 3. 2. Conjunctive Adjuncts

Conjunctive adjuncts are described as adverbial groups or prepositional phrases shaping a correlation between a text which comes out previously and relates to another one (Kunst, 2016). Generally, they occur in the initial position of a clause. However, they can also emerge in other positions of a clause (Halliday and Matthiessen, 2004).

Characteristically, Conjunctive Adjuncts are categorised into two types, namely paratactic and hypotactic clauses (Gerot & Wignell, 1994; Eggins, 2004; Halliday and Matthiessen, 2014). Paratactic clauses or parataxis refer to a combination of two independent clauses equally connected to each other. To illustrate, they are manifested in and, *or, nor, either…or, neither…nor, but, yet, so, then, for* (Kunst, 2016). On the other hand, hypotactic clauses or hypotaxis is defined as clauses as being either dominant or dependent (Gerot & Wignell, 1994, p. 92). For instance, hypotactic clauses are characterized by conjunctive adjuncts *when, while, before, after, until, because, if, although, unless, since, that, whether, by, with, despite, as* (Kunst, 2016).

More specific examples of paratactic clauses are outlined as follows:

But	they	Don’t expect Democratic solutions or Republican solutions- they expect American solutions
Paratactic conjunctive adjunct		
And	Congress	has passed my economic recovery plan- an ambitious plan at a time we badly need it.
Paratactic conjunctive adjunct		
Theme		**Rheme**

Tabel 4.5. Paratactic examples as Theme

The hypotactic clauses are depicted subsequently:

Because of the previous years	we	Begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Hypotactic conjunctive adjunct		
Despite your party affiliation,	they	don’t expect Democratic solutions or Republican solutions- they expect American solutions
Hypotactic conjunctive adjunct		

While I was in California,	congress	had passed my economic recovery plan- an ambitious plan at time we badly need it.
Hypotactic conjunctive adjunct		
Theme		**Rheme**

Tabel 4.6. Hypotactic examples as Theme

4. 3. 2. 4. Multiple Theme

Multiple Theme is a simultaneous occurrence of Ideational, Interpersonal and Textual Themes in the thematic structure (Kunst, 2016). As an illustration, the following clause is started with *and* as a conjunctive adjunct (Textual Theme), followed by, *well*, a continuative adjunct (Textual Theme). Also, it is followed by *America*, a vocative adjunct (Interpersonal Theme) and complemented by the participant, *we* (Topical Theme). A more obvious description is outlined as follows:

And	well	America	We	Begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Conjunctive Adjunct	**Continuative Adjunct**	**Vocative Adjunct**	**Participant**	
Textual Theme	**Textual Theme**	**Interpersonal Theme**	**Topical Theme**	
Theme				**Rheme**

Tabel 4.7. Multiple Theme

4. 3. 3. THEMATIC PROGRESSION

Thematic progression (hereafter, TP) initially generated by Daneš (1974) denoting how the texts cultivate their presented notions in Theme-Rheme structure (Daneš, 1974; Ghadessy, 1995; Hasan & Fries, 1995; Eggins, 2004; Esser, 2006; Paltridge, 2012; Jing, 2014; Jing, 2017). Theme is the departure of a message in a clause and Rheme belongs to the rest of it in which Theme is cultivated (Daneš, 1974; Halliday & Matthiessen, 2014). The correlation between Theme and Rheme shapes TP patterns representing the way speakers produce their messages contextualised to a particular language setting (Thompson, 2014). Wang (2007) reports that the information flow in a clause established by the incorporation between Theme and Rheme remains indispensable to communicate a message effectively. TP functions to foster the cohesion of a text. For instance, a text is justified as a cohesive one if the allocation of *Given* and *New* information pursues a particular pattern (Wang, 2007). Further, it contributes to the coherence of text (Ma, 2001; Wang, 2010). Briefly stated, the successful delivery of a message in a clause is determined by a clear pattern of TP.

4. 3. 3. 1. THEMATIC PROGRESSION PATTERNS

Theoretically, the patterns of Thematic Progression (TP) were pioneered by Daneš (1974) analysing scientific and professional texts. Then, he categorises TP into three types, namely *simple linear progression* (*simple linear* TP), *constant theme progression* (*constant TP*) and *derived theme progression* (*derived TP*). On the other hand, Eggins (1994) and Fries (1995) prefer to propose the *zigzag*, *reiteration* and *multiple theme* patterns. Though the labels of each TP, the essential forms and functions of them are relatively the same.

First, a *simple linear* TP or *zigzag pattern* (Eggins, 1994; Fries, 1995) occurs in which the Theme incorporates the Rheme of the previous remark (Daneš, 1974; McCabe, 1999; Jiang, 2014). In this pattern, the Rhemes of each clause will be the Themes of the following clauses. For this reason, Daneš (1974) assumes that this type of TP

pattern as the most elementary (basic) pattern of TP as exemplified in the following clauses:

The above mentioned examples specifically represent *simple linear* TP are outlined as follows:

> *The diversity in ipRGC signal generation (T1) / does not appear to divide among ipRGCs that project to different brain regions that control distinct functions (R1); ipRGCs that project to the hypothalamus (T2 = R1) / have diverse physiological properties that are highly overlapping with the ipRGCs that project to the pretectum (R2). (Emanuel 2016) (Zhang & Lee, 2019, p. 671).*

Mapping of Simple Linear Progression (Zigzag)

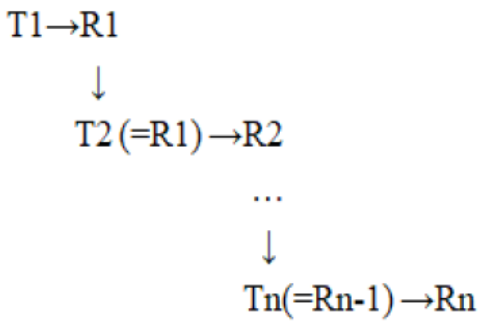


Figure 4.1. *Simple linear pattern* (*zigzag*)

To conclude, the thematic content of the second clause originates from the first rhematic one. As a result, the patterns can be delineated graphically as a *simple linear* or *zigzag* pattern.

Second, *the constant theme progression* or *reiteration* (Eggins, 1994; Fries, 1995) refers to "The Theme enters into relation with a number of different Rhemes, or the same element occurs regularly as Themes" (Emilia, p. 92). In other words, the Theme

in this thematic pattern emerges in a range of expressions (Jing, 2017). To illustrate, *the constant theme progression* (*reiteration*) is manifested in the following clauses:

> *Additionally, a previously undefined subset of T cells (T1) / was identified that express intermediate levels of CX3CR1 (R1). Flow cytometric analysis of the subsets migrating through murine peripheral tissues in the memory phase (T2 = T1) / established CX3CR1int cells as the dominant subset*. (Loughhead 2016) (Zhang & Lee, 2019, p. 672).

The pattern of such clauses in the *the constant theme progression* (*reiteration*) is outlined as follows:

Mapping of the Constant Theme Progression (Reiteration)

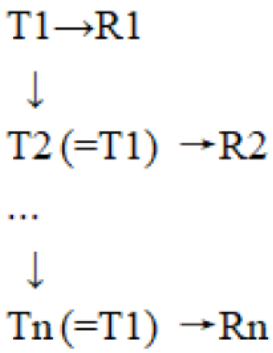


Figure 4.2. Constant Theme Pattern (Zigzag)

Constant Theme Progression (*Reiteration*) potentially builds a *static* style of texts rather than a *dynamic* one commonly taking place in *simple linear* TP (*zigzag*) (Enkvist, 1974). Moreover, *Constant Theme Progression* (*Reiteration*) generally emerges in narratives (Fries, 1995; Wang, 2007) and news stories (Francis, 1989, 1990; Gomez, 1994). Conversely, *simple linear* TP (*zigzag*) can be discovered in expository and

argumentative texts (e.g. editorials) (Francis, 1989; Hawes & Thomas, 1996) and popular medical texts (Nwogu & Bloor, 1991).

The last, *Derived Theme* (Daneš, 1974) or *Multiple Theme* (Eggins, 1994; Fries, 1995) refers to distinctive themes derived from similar hyper theme (Kim, 2015). In this type of Theme, the Theme of consecutive T- unit is derived from the Theme or the Rheme (Zhang & Lee, 2019). Broadly speaking, this type of thematic progression commonly occurs in legal and medical texts (Kurzon, 1984; Bloor, 1991). In this case, the clause is viewed as a whole relating to a sole broad idea and the Themes from miscellaneous aspects basically derive from a general idea although they are not indistinguishable to each other (Emilia, 2006) as exemplified in the following clauses:

> *(R → Tn+1): As the learning process proceeds (T1), / the response pattern of serotonin neurons becomes clearly different from that of dopamine neurons (R1 = R2' + R3). Serotonin neurons (T2 = R2') / gradually develop a slow ramp-up response to the reward-predicting cue, and ultimately remain activated to the sucrose (R2). Dopamine neurons (T3 = R3'), / in contrast, gradually increase their response to the reward-predicting cue* (R3). (Zhong, 2017) (Zhang & Lee, 2019, p. 674).

Mapping of the Derived Theme Pattern (Multiple Theme Pattern)

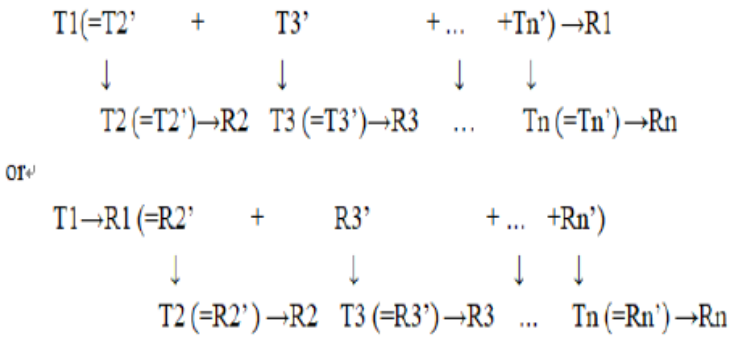


Figure 4.3. Derived Theme Pattern (Multiple Theme Pattern)

Given these facts, deploying appropriate TP will enable the readers to notice from the *Given* information to the *New* one. As a result, they can gain the general notions and prominent points of a cohesive text. Besides, it facilitates the writers in producing the organization of information in single clauses to establish the organization of a larger text.

4. 3. 4. THE INFORMATION STRUCTURE: GIVEN AND NEW

Information structure is defined as the organization of information units within the dialogue between speakers (Halliday, 1967, as mentioned in Kunst, 2016). According to Halliday (1967), the purpose of information structure is to segment discourse into units, which include mandatory New information and optional Given (or not-New) elements. New information is regarded as significant from the speaker's perspective, highlighting what they intend for the listener to focus on (Fries, 2000; Moore, 2016, p.3). In oral communication, the structure of information is signaled through intonation, with the intonation pattern serving as a tool for conveying information (Halliday, 1967; 1976; Halliday & Matthiessen, 2014). For instance, the tonic foot signifies New information, whereas Given information constitutes the remaining part of the information unit. The interaction between what the speaker emphasizes and what the listener discerns forms the core of the communicated message through sound (Moore, 2016). Moreover, tone units reveal how ambiguity in spoken language can be resolved by the mutual understanding of the information unit. In terms of notation, “double slashes // denote a tone unit, a single slash */ marks the pre-tonic, and the tonic foot is indicated by bold text.” (Moore, 2016, p. 3). Examples of both types of information units, Given and New, are provided below:

A. //*/Wanted://
//a */nurse for a baby//
//about */twenty years old//
B. //*/Wanted://
//a */nurse for a baby about twenty years old//

(Moore, 2016, p. 3)

In type A, there are three information units and three News. On the other hand, in type B, there are two information units and if it is feasible to be similar to a scenario.

Essentially, *information structure* in the spoken discourse is free of grammatical structure since its emphasis is on prosody rather than grammar and realized concurrently with lexico-grammar (Deacon, 1997). Halliday (1967) argued that even though there exists a correlation between intonation contour and the grammatical clause, it is not regarded as a unit. As a matter of fact, in the spoken discourse, intonation contour works in a clausal structure. It probably designates multiple information units with a clause or a unit can consist of two or more clauses (Moore, 2016). To exemplify, Moore (2016) stipulates that "The exclamation "Fire!" when used to clear a building realizes *New* but not *Given* information, although it does not conform to clausal structure (p. 3). With this in mind, the speaker will consider choosing a unit of information and frame it to be more pivotal than another one.

In the written discourse, *information structure* is sketched as a discourse essentially containing information units or message blocks (Kunst, 2016). In this case, an information unit embraces the entire clause, less or more than a clause or a combination of them. The allocation and arrangement of such information units in which they commence and terminate are decided by the speaker's utterances. As an example, a sentence "*John went to the pictures yesterday"* can be categorized into three types based on the speakers' selection, either in one, two or three units of information, such as:

//John went to the pictures yesterday//

(a) //John// went to the pictures yesterday//

(b) //John// went to the pictures//yesterday//

The abovementioned examples display that they denote the unmarked information structure and the rest of clauses belong to marked one (Halliday, 1967). Chafe (1976) argues that *giveness* is determined by the consciousness of the addressee. Grounded in such a notion, *Given information* refers to what the speaker presupposes to be received consciously by the hearers being communicated (Chafe, 1976). Meanwhile, *New information* is ascribed as what the speaker presumes about familiarizing the addressees with what he/she verbalizes consciously (Chafe, 1976). On the one hand, Baker (1992) affirms that considering information as *Given* means that the information has existed and been agreed by both speakers and listeners as common sense (non-negotiable). On the other hand, *New* information is framed to reveal that the speakers have dissimilar viewpoints with the listeners (Baker, 1992).

Overall, in spoken discourse, the information units are manifested by phonological elements (e.g. tonality, stress and connected speech). On the contrary, recoverability, predictability and saliency become the features in written discourse to determine either the information units belong to *Given* or *New* information. However, although spoken and written discourses have different perspectives in justifying the status of information units (*Given* and *New*), they equally agree that positions of the clauses play an inevitable role to decide whether the information units are classified into *Given* or *New*.

4. 4. SYSTEMIC FUNCTIONAL LINGUISTICS IN THIS STUDY

The previous section discussed themes and rhemes as messages at the clause level, from which the two clauses were developed into text or discourse. In reality, text or discourse can reach tens to hundreds of pages in book form. In other words, one text or discourse can appear hundreds to thousands of clauses. Thus, the development pattern of themes and themes cannot reach a wider text. To be able to formulate texts that are

larger than clauses, the Theme-Rheme concept is expanded. In linguistic units larger than paragraphs, the term Macro-Theme is used. Below is a complete explanation of the concept of Theme and Rhema at the clause level which can be applied to form a larger text or discourse such as argumentative essays.

4. 4. 1. MACRO ORGANIZATION OF AN ARGUMENTATIVE ESSAY

The concepts of macro-theme, hyper-theme, and clause-theme are very useful strategies in arranging text so that it has a clear and cohesive structure (Halliday: 1981, 1982; Martin, 1992).

The macro theme is the main idea or main idea that forms the basis of the entire text. It includes the general message or purpose that the author wants to convey to the reader. Macro themes provide overall unity to an essay or piece of writing and help readers understand the main problem or argument being discussed.

Hyper-theme is a concept that helps organize the main parts of a text. These can be subthemes or main topics that support the macro theme. Hyper-themes help create a hierarchical structure in the text, making it easier for readers to follow the author's train of thought from one section to another.

The clause theme is the focus of each sentence in the text. Each clause or sentence is directed at one particular idea or concept that supports the macro theme and hyper-theme. By having a clear clause theme, the text becomes more structured and easier for readers to understand.

When these three concepts are used together, they create a solid framework for organizing text. Readers can easily identify the main idea, important parts, and focus of each sentence. This not only makes the text easier to understand, but also improves the overall quality of communication.

The relationship between Macro-Theme, Hyper-Theme, and Theme in the Text is that the Macro-Theme predicts the hyper-Theme, and the hyper-Theme further predicts the Theme clause. The relationship is summarized in the Figure below.

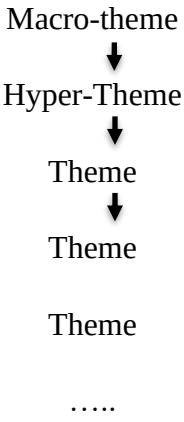


Figure 4.4. Macro-Theme Structure

Macro themes in argumentative essays must display the following features (Martin, 1992):

1. Position at the start. It serves as an introduction that introduces the reader to the author's topic and views. This starting position can be one or more sentences, or even an entire paragraph, depending on the complexity of the topic and the length of the essay. By having a strong starting position, the writer can provide a general overview of the main issues that will be discussed in the essay, provide a basis for the argument that will be presented, and attract the reader's attention.
2. Use of grammatical metaphors. This can occur when words or language structures are used in unusual contexts or beyond their literal meaning to create rhetorical effect or deeper understanding. Examples include the following:

   In the silence of the night, the stories of the stars form a mystical curtain in the sky.

- Metaphor: "the stories of the stars form a mystical curtain in the sky"

- Analysis: The stars are considered a story that forms a mystical curtain in the sky. In this context, the stars are likened to a story, and the sky is likened to a curtain.

3. Use of Nominalization. This is the process of changing a verb or verbal phrase into a noun. In this context, events or processes are represented by noun entities resulting from nominalization.
4. Demonstrate intertextual relationships with other texts with reference to the current state of knowledge or previous research activities in the field of study. Each of these themes provides space to connect the essay to other texts, be they previous research, policy, or critical thinking. This is important in providing a strong point of view to support the argument.
5. Macro themes must be able to provide an overview or predict various hyper themes that may emerge or develop beneath them.

Likewise, Hyper-Theme should feature as follows:

1. The hyper theme statement is placed at the beginning of the paragraph. A Hyper-Theme may include one or more clauses, although it does not have to be identical to the paragraph graphic unit. In other words, Hyper-Theme can organize one or more paragraphs. This means that readers can find the main idea or dominant topic at the beginning of the paragraph and can include other parts that support or explain the hyper theme.
2. Like macro themes, hyper theme statements can be grammatical metaphors, which are reflected in lexical elements.
3. The hyper-theme statement must be able to explain a certain relationship between the Hyper-Theme and the Macro-Theme. The relationship between the two is generally elaborative, meaning the Hyper-Theme can expand or explain further the topics introduced by the Macro-Theme. These relationships can be indicated lexically by using lexical cohesive devices such as repetition and synonymy. Repetition and synonyms are used to maintain consistency and continuity in conveying information. In other words, similar or synonymous lexical elements can be used to detail or provide variations in the presentation of the same concept, creating a connection between Hyper-Theme and Macro-Theme.

4. The relationship between the hyper theme and the previous hyper theme can be expressed in various ways, either explicitly through the conjunctive or implicitly as part of the nominal group. In this context, the use of conjunctive or nominal group structures helps establish continuity and cohesion between the hyper theme and the previous hyper theme.
5. The hyper theme statement must be able to predict the method of clause development and the choice of a particular thematic pattern

4. 5. CONCLUSION

This chapter has discussed the SFL approach involving two types of contexts, manifested in the elements of genre and register, especially in terms of how genre and register influence the macro-organization of the text and choices in making meaning and realization in language.

In addition, this chapter has discussed textural elements, such as thematic structure as part of the text scaffolding. These ideas are then used to investigate the textual features of argumentative essays in English written by Indonesian students and native English speaker students. Texture analysis and findings are presented in Chapter 7 and 9.

Chapter 5:
Research Data and Methodology

5. 1. INTRODUCTION

This study aims to investigate how Indonesian EFL (English as a Foreign Language) students use rhetorical strategies in writing argumentative essays in English. This is important to explore because rhetoric in writing is the most common type of English writing that such participants undertake, and it is often influenced by the speaker's language and cultural background. By understanding these differences, we can gain insights into how Indonesian EFL students construct arguments and present their ideas in English, which may differ from native English speakers.

The study focuses on analyzing the rhetorical structure of argumentative essays written by Indonesian EFL students, comparing them with essays written by native English speakers. The goal is to identify whether there are cross-linguistic variations in rhetorical approaches. These variations are measured through the rhetorical strategies used in the macro-structure of argumentative essays, the Moves within the structural units that form this macro-structure, including linguistic realization and internal relationships among elements in the text.

Identifying rhetorical variations in how Indonesian EFL students write argumentative texts in English will provide insights into the extent to which certain aspects of the rhetorical strategies used are universal (i.e., the same across different languages and cultures) or to what extent they are influenced by socio-cultural factors and are therefore culturally specific.

This chapter will detail the methodology applied in this study. Section 5.2 describes the methods used, covering a description of participants, data collection techniques, data analysis methods, and ethical considerations. Section 5.3 will discuss the two analysis approaches used: firstly, 5.3.1 analysis based on generic structure according to Hyland's canonical model, and secondly, 5.3.2 analysis using Systemic Functional Linguistics (SFL), focusing on how texts organize and convey meaning according to their communicative purposes.

These two analytical frameworks are not used separately but are integrated to provide a more comprehensive understanding of how Indonesian EFL students construct arguments in their English essays. Through this approach, the study hopes to reveal how factors such as linguistic and cultural backgrounds influence the use of rhetorical strategies in writing argumentative essays in English by Indonesian EFL students.

In the pursuit of elucidating the textual characteristics previously delineated, this dissertation is poised to solicit responses to the ensuing inquiries:

1. To what extent does rhetorical variation exist in the manner in which Indonesian students compose argumentative texts in English?
   This inquiry acknowledges the potential discovery that not all facets of essay composition within an academic milieu may display cross-linguistic rhetorical variations in terms of occurrence frequency and the diversification of rhetorical strategies employed by authors. This revelation prompts a further question:
2. Which particular aspects of the scrutinized strategies reside within the confines of the conventional norms of the argumentative genre, thereby tending to exhibit a universal character, and which aspects are subject to the influences of socio-cultural factors and, consequently, bear characteristics peculiar to specific cultures?

These questions are crafted to steer the exploratory trajectory of this dissertation towards an evaluation of how genre conventions and socio-cultural influences converge within the practice of composing argumentative essays by Indonesian students. Accordingly, this investigation not only seeks to catalogue the extant rhetorical variations but also to delineate the dichotomy between elements that are of a universal purview and those that are culturally specific within the context of EFL writing in Indonesia. By adopting this analytical lens, the research aspires to provide insights into the intricacies of cross-cultural academic composition and its implications for the advancement of English as a Foreign Language (EFL) pedagogical methodologies.

5. 2. METHODS

In data collection, predefined references encompass several key aspects, including text types, disciplinary considerations, practical implementation, and the appropriateness of analysis in line with research objectives. Here is a further explanation of these aspects:

Text Types - This study focuses on argumentative texts written by Indonesian EFL students in English. This text type was chosen to explore students' rhetorical preferences in the context of writing argumentative essays in academic field.

Argumentative essays in English epitomize persuasive discourse. These texts adhere to specific conventions that mirror the underlying text type. The predominant and distinguishing argumentative structure encompasses three principal stages: Thesis, Arguments, and Conclusion. This structure is affirmed by scholars such as Hyland (1990), Derewianka (1990), Veel (1997), and Lock & Lockhart (1998). The analysis of generic structures within student texts provides a foundational basis for exploring potential variations.

It is important to understand that this text type is not only found within academic contexts but also holds significance in fulfilling program requirements at

universities (Mei, 2006; Kleemola et al., 2022) and in communication contexts beyond academic activities. Argumentative texts are assumed to bridge academic contexts with students' real-life experiences, creating relevant and meaningful connections.

Furthermore, argumentative text types are intriguing because they are identified as complex and challenging texts at various educational levels, even for native-speaking students (Crowhurst, 1988; Ferretti, Andrews-Weckerly, & Lewis, 2007; Neff-van Aertsealer & Dafouz-Milne, 2008). Their complexity involves aspects of deep thesis understanding, cohesive argument development, and convincing conclusions.

Disciplinary Considerations - In this research context, it is important to determine the disciplinary focus of data collection. Choosing the same discipline, namely social sciences, aims to ensure the consistency and relevance of collected data.

Involving various disciplines in analysis has significant benefits as it can facilitate breadth in generalization and make substantial contributions to determining these generalizations. However, decisions regarding the abundance of data variations need careful consideration. One consequence to consider is the potential difficulty in achieving valid generalizations.

Differences in writing norms between disciplines can pose challenges, considering certain principles may not easily apply to other fields of study. Based on these considerations, this research decides to limit data collection to only one discipline.

Practicality - The methodology of data collection in this study is fundamentally oriented towards practical applicability, with a specific focus on the endeavor to gather data emanating from a cohesive social domain. The sole pertinent field of

social science that can be pragmatically accessed for this purpose is identified as English as a Foreign Language (EFL).

Aligned with efforts to present variations in text structures with their respective functional purposes, this research faces analysis challenges. Questions regarding the appropriateness of analysis arise from research objectives aiming to explore various variations in text structures. The diversity in functional purposes adds complexity to the analysis, and therefore, a careful analytical approach is needed to ensure the validity of findings.

5. 2. 1. Participants

The chosen approach for participant selection in this study is the purposive sampling technique. This decision is based on the need to obtain a sample that accurately reflects specific characteristics relevant to the scope of the research, in line with predetermined criteria.

The study aims to explore the use of rhetorical strategies by EFL (English as a Foreign Language) students in Indonesia in writing argumentative essays in English. As part of the methodology, this research compares essays written by EFL students in Indonesia with essays from native English speakers. In this analysis, language is regarded not only as a means of communication but also as a reflection of values and culture. These cultural aspects, when integrated into writing, influence how ideas are presented or discussed. By dissecting these differences, this study aims to reveal profound insights into how EFL students in Indonesia construct arguments and express their ideas in English, which may contrast with techniques used by native speakers. Below are the details of the participant selection and data collection techniques.

Participants in this study are divided into two groups of students. The first group consists of native English-speaking students who are studying in the social sciences domain at the University of York. Their involvement in this research is

voluntary, and they joined after receiving information through brochures distributed around York University, where I am pursuing my doctoral program. This group includes 17 second-year undergraduate students, comprising 4 males and 13 females. These students, hereinafter referred to as BrNES (British-Native English Speaker) for the purposes of this research, contribute their information and perspectives to aid understanding within the scope of the study.

The secondary cohort comprises individuals who are non-native speakers of the English language. These participants are engaged in the English as a Foreign Language program at Siliwangi University, Indonesia. For the purposes of this study, they shall be referred to as InNNES (Indonesia-Nonnative English Speaker). This cohort encompasses 119 students, delineated by their academic year: nine students are in their first year, seventy-three in their second year, twenty-three in their third year, and fourteen in their fourth year. All participants have consented to engage in this study voluntarily.

Despite being at different levels, all InNNES students acknowledge that they have the ability to write in the form of argumentative essays. They have acquired this experience during their program at the university. For example, first-year students have completed writing course 1, while second to fourth-year students have successfully completed writing courses 2-3.

It is worth emphasizing that despite the variation in educational levels, every student in the InNNES group has undergone an English language examination, including oral and written tests, at the time of their enrollment in the university. This suggests that they have a comparatively homogeneous base of English language proficiency at the onset of their academic pursuits. However, as time passes and learning experiences accumulate, their English language abilities, including writing, have the potential to undergo significant development. This development, of course, can impact the quality of the essays used as samples in this study.

5. 2. 2. Data collection

The data acquired in the context of this study consists of argumentative essays written in English by students from two different demographic groups, namely native English-speaking students (BrNES) and non-native English-speaking students (InNNES). The process of data collection from BrNES students involved distributing flyers around the University of York area. Additionally, proactive steps were taken by submitting requests via electronic mail to administrators in the Education Department to forward the request to students in social programs. This approach was taken to ensure the participation of students from the targeted demographic group, thereby creating a cohesive and relevant data foundation for argumentative analysis in the context of higher education environments.

Students willing to participate were invited to contact the researcher via email. Subsequently, once communication was established between the researcher and the students, a time and place were agreed upon where the essay samples would be collected. The data collection process took place at the University of York's library, which was deemed a conducive and neutral environment. The researcher provided detailed information about the purpose and intentions of collecting their essay samples through an attached information sheet (see Appendix 1).

BrNES students involved in this study were given three essay title options, which were drawn from academic writing practice sources, particularly for the IELTS (International English Language Testing System) test. The essay title references could be accessed through provided links below.

https://writing9.com/text/5f4520f9b66d150018c2f727,
https://writing9.com/search/some-people-prefer-to-live-in-a-small-town-others-prefer-to-live-in-a-big-city-which-place-would-you-prefer-to-live-in-/0,
https://writing9.com/search/some-people-prefer-to-eat-at-food-stands-or-

restaurants-others-prefer-to-prepare-and-eat-food-at-home-which-do-you-prefer-/0.

Students were given the freedom to choose the essay title they found most intriguing. To complete the task, they were given a 60-minute time limit.

Before starting the sampling, a comprehensive explanation regarding the rights and responsibilities of the students in this research was given, including the option to withdraw their participation at any time during the research process. This process concluded with the filling out and signing of a Consent Form (see Appendix 2) by the BrNES students, affirming their willingness to participate.

The total data successfully collected from the participation of BrNES students reached a count of 17, collected over a research period of two months. The alignment in the implementation of data collection methods and the students' understanding of the research procedures provided a strong foundation for the validity and reliability of the obtained data.

In the effort to collect data from InNNES students, reseacher collaborated with a colleague at Universitas Siliwangi, where reseacher had previous work experience. Researcher sent a series of documents identical to those reseacher had provided to the BrNES students via email. These documents involved an information sheet (see Appendix 1), a consent form (see Appendix 2), and essay titles (see Appendix 3). Subsequently, reseacher meticulously explained the necessary steps to my colleague.

In response to this assistance request, my colleague responsibly disseminated this information verbally at every teaching opportunity to students across all grades. This action was taken with the goal of ensuring comprehensive understanding and optimal participation from the students involved in this data collection. In this context, our collaborative efforts were expected to

significantly contribute to the success and quality of the data collection conducted.

The collection of InNNES text data was carefully conducted at the English Department of Universitas Siliwangi in Indonesia, involving cooperation with a fellow researcher. The entire data collection process was completed within a span of two months, considering the significant variation in the availability of the research participants' time.

Before involving the students in data collection, both the fellow researcher and the students involved were given a comprehensive briefing and a deep overview of the nature and purpose of this research. It is important to note that the students' participation in this research was explicitly explained to have no impact on their academic assessments, an aspect accommodated to ensure comfort levels and reduce psychological burden during the writing process.

During the essay writing phase, students were informed that they would not receive any assistance, including the use of dictionaries. This was intended to evaluate the students' ability to develop ideas and arguments without reliance on external sources. They were also given the freedom to choose one of the three provided topics (see Appendix 3) to expand upon in their essays.

The designated duration for the completion of this assignment is 60 minutes, accompanied by a stipulation that the essay should not exceed 500 words. Nonetheless, a significant portion of the submissions from InNNES students fell short of this 500-word benchmark. Subsequent to the aggregation of all student compositions, these specimens were dispatched to the researcher via post for advanced analytical examination. It is crucial to underscore that every document from the BrNES and InNNES corpus underwent thorough transcription to enable an in-depth analytical procedure.

5. 2. 3. Ethical considerations

The importance of ethics in the context of research is paramount, as this aspect has the potential to disrupt and even manipulate the feelings and behaviors of participants in a study. In relevant literature, Dörnyei (2007) and Neuman (2003) have emphasized the urgency of paying attention to ethics as a fundamental cornerstone in conducting scientific research. Ethics, in this context, encompasses a series of norms and moral principles that must be upheld by researchers.

Scientific inquiry necessitates vigilance against the potential for misinformation or manipulation of research participants. Therefore, researchers have an ethical responsibility to ensure that participants are not only fully engaged but also involved with the utmost integrity and caution. Ethical principles involve honesty, transparency, and respect for the rights of participants, as well as ensuring that no activities may harm them physically, emotionally, or psychologically.

Ethical violations can undermine public trust in the results of such research and even create doubts about scientific integrity in general. Therefore, an emphasis on strict ethical standards is imperative. Research conducted in adherence to ethical standards contributes positively to knowledge development and ensures that the findings generated are reliable and beneficial in both academic and practical contexts.

Thus, it is crucial for researcher to internalize and practice ethical principles at every stage of the research. Engaging participants with integrity and maintaining the trust bestowed by them are the mainstays to ensure that scientific research is conducted responsibly and yields sustainable contributions to knowledge.

In executing this study within the context of reality, special emphasis is placed on data management with the primary goal of ensuring that each data collection

site endeavors not to adversely affect any group members. The success of a study is determined not only by the quality of the applied methodology but also by the precision in managing the locations where data is collected.

Ensuring that data collection is conducted with integrity and without causing negative impacts on participants is a top priority. In this context, full attention is given to identifying and reducing potential risks or disruptions that may arise from different locations. Therefore, the entire research process is directed towards ensuring that no group is adversely affected, while strengthening the validity and reliability of data gathered from various locations.

Thus, the focus on protecting participant groups and meticulous data management forms the foundation to ensure that this research not only meets academic standards but also upholds ethics in the context of field data collection.

Ethical considerations within the framework of this study encompass not merely the safeguarding of data integrity but also the protection of participants' rights and privacy. As a fundamental component of this ethical framework, each student participating in the research is required to render voluntary consent through the execution of an informed consent form. This document delineates comprehensive details regarding the research aims, methodologies to be employed, and possible repercussions.

The sustainability of student participation in this study depends entirely on their willingness to grant participation consent after fully understanding these aspects. Through the informed consent form, students have the freedom to express their consent and clearly state their voluntary involvement in the research.

To maintain confidentiality and privacy of students, in any references or writings referring to participants, a coding system is implemented. Thus, the identity of each individual is strictly guarded, and data collected is organized to ensure that participant-related information remains anonymous. These measures not only

align with research ethics principles but also create a safe and trustworthy environment for participants in supporting the continuity and quality of this research.

No form of individual data will be disclosed or published as a constitutive element of the final research report. Identification of students participating in this study will be limited solely to the use of anonymous Student IDs. All steps and procedures implemented in the study will be carried out in accordance with the current policies regarding data collection and handling established by the educational institution under study, in line with the provisions of applicable Data Privacy Laws.

The meticulous review and observation of every phase of this study are imperative to guarantee adherence to legal statutes and ethical standards pertinent to data management. The utilization of confidential and encrypted Student IDs for the identification of participants is designed to uphold the confidentiality of personal information and honor the privacy rights of individuals involved in the research.

All actions taken will fully comply with the policies of the educational institution under study, while upholding the principles of privacy protection and data confidentiality. The implementation of these policies is not only to meet regulatory requirements but also as a concrete step in preserving academic integrity and research ethics. It is firmly stated that no procedures will exceed the researcher's authority in using students' personal data for routine academic administration purposes.

5. 3. ANALYTICAL FRAMEWORK

This section will explore two essential aspects for understanding and analyzing the data from this study in depth: Rhetorical Structure Analysis and Development Method Analysis in argumentative essays.

Firstly, Rhetorical Structure Analysis focuses on dissecting the rhetorical framework employed by the author in crafting the text's structure. This involves identifying argumentative strategies following Hyland's canonical model, including the use of language and other rhetorical elements shaping the essay's construction. This approach aims to deconstruct how arguments are organized and presented, enabling users to comprehend the persuasive techniques employed by the author.

Secondly, the Procedural Analysis of text Development, adhering to Martin's (1992) framework as established in Systemic Functional Linguistics (SFL), scrutinizes text evolution by discerning the construction of meaning within texts. This aims to uncover meaning constructions within the text, focusing on word choices, sentence structures, and the interaction of elements to create coherent meaning. In SFL, text is considered a network of semiotic choices reflecting the author's experiences, attitudes, and social contexts.

By combining these two analyses, this research endeavors to present a holistic view of the key components involved in text production. This comprehensive analysis not only aids users in understanding the rhetorical framework underpinning the writing but also provides a deep understanding of the content development methods adopted by the author."

5. 3. 1. Analysis of The Rhetorical Structure of Argumentative Essay

The framework employed in this research is a mixed descriptive approach, integrating both qualitative and quantitative methodologies. The selection of the descriptive approach was considered in light of the research's aim to depict the potential variations in strategies adopted by writers in composing argumentative essays. The descriptive method is viewed as an effective means to outline and analyze the characteristics of differences among various writing strategies employed.

This approach aims to present data in such a way that allows researchers to identify and describe differences as well as similarities in the observed writing strategies. The use of simple quantification in this analysis is a step towards creating more measurable dimensions of identified differences trends. It is hoped that this measurement can provide indications of patterns of regularity that may exist in both groups of texts analyzed.

Once quantitative data has been successfully collected, a qualitative approach is then applied to deepen the understanding of the writers' tendencies in creating regularity. This qualitative analysis aims to interpret the meaning and significance of the patterns found, enabling researchers to understand the context and motivations behind the observed writing choices. The combination of qualitative and quantitative methods in a descriptive manner is expected to provide comprehensive and holistic insights into the writing strategies employed by authors, as well as exploring their tendencies in creating regularity within texts.

The initial procedure implemented in this research involves the identification of generic text structure features in the BrNES and InNNES corpus based on Hyland's Canonical Model (Refer to Chapter 2, subsection 2.2.3). This model outlines the macrostructure of the text into three main elements: Introduction, Argument, and Conclusion. In this identification stage, the main focus is on analyzing and noting the presence of these three elements in the investigated texts.

In line with the analysis of macrostructure, this research also involves further analysis of lower-level functional units, namely Move analysis (See Table 2.1, Chapter 2-Section 2.1.3). These Moves refer to important sections in the text that present specific steps or stages in text composition. This analysis aims to understand the internal structure of the text in more detail, thereby allowing for the identification of patterns and characteristics that can provide insights into the author's writing strategies.

Subsequently, after these analysis stages, specific cases that emerge are carefully identified, and each case is labeled according to the relevant functional part of the text. This process involves meticulous research into the micro aspects of the text, allowing researchers to associate each analytical unit or element with its function and contribution to building the overall text structure.

Examples of the analysis can be further elaborated in the table presented below. This table serves as a visual aid to demonstrate the correlation between structural features and the labels assigned to specific cases, which in turn supports a deeper understanding of the variability in the use of Hyland's Canonical Model in the context of the investigated texts.

Table 5. 1: The Excerpt of paragraph 1

Students	**Excerpt**
InNNES1	Some people like to work independently, while others would prefer to work in a team. Is it more important to be able to work with a group of people on a team or to work independently? Depending on different personality traits and working environments, people will have a different answer to this question. I think being able to work in a team more important for me.

As depicted in the example in Table 5.1, references are linked to the Thesis Stage. Based on Hyland's model, the introduction paragraph is often divided into several Moves that aid in constructing context. The following are some important Moves identified in the introduction paragraph of the thesis stage:

1. Gambit: "Some people like to work independently, while others would prefer to work in a team."

This is an opening statement designed to capture the reader's attention and introduce the topic of discussion. This gambit succeeds because it directly

addresses a common and relevant issue, piquing the reader's interest to learn more.

2. Information: "Is it more important to be able to work with a group of people on a team or to work independently?"

This section typically contains information or context supporting the gambit. In the above text, the second sentence is a continuation of the gambit and provides further context on the topic to be discussed.

3. Thesis Statement: "I think being able to work in a team is more important for me."

This is a clear thesis statement, where the author expresses their viewpoint on the topic. In this case, the thesis can be seen at the end of the paragraph. This thesis is important as it sets the direction for the entire essay; readers now understand that the main focus of this writing will address why working in a team is considered important by the author.

4. Evaluation: "Depending on different personal traits and working environments, people will have different answers to this question."

Evaluation often contains the author's assessment or reflection on the topic. In this paragraph, the evaluation section is not explicitly stated, but it can be inferred from the statement "Depending on different personal traits and working environments, people will have different answers to this question." This provides an assessment that the approach to teamwork or independent work depends on individual characteristics and work environments.

5. Marker to the Next Text: Not explicitly present in this paragraph.

A marker to the next text is usually a sentence or phrase that directs the reader to the next section of the text, such as "In the following paragraphs, I will..." or

"This essay will explore...". In this case, the author has not provided a clear transition statement to the next section of the essay. However, it can be interpreted that the thesis "I think being able to work in a team is more important for me" might serve as an introduction to further arguments or discussions on the importance of teamwork.

Therefore, in this Introduction paragraph, there are uses of Gambit, Information, Thesis, and Evaluation. However, there is not yet a clear marker to the next text."

Table 5. 2: The Excerpt paragraph 2

Student		Excerpt
InNNES1	-	First, modern society and industry is a complicated system which requires team work, communication and cooperation between companies and individuals. Take a computer system for example, it comparises of hardware, operating system and software, which are manufactured separately by different companies. No one single company can accomplish a computer system without using products and technology from other companies. Similarly, in a company, communication and teamwork is more and more important because I can not do my homework properly without interacting with my supervisor and my colleagues.

In Table 5.2, there is an illustration relevant to the Argument Stage in the second paragraph. In the argument provided, the Move structure can be analyzed as follows:

1. Marker to Introduce Claim: "First, modern society and industry is a complicated system which requires teamwork, communication and cooperation between companies and individuals."

The argument commences with a statement serving as an introduction to the main claim. The statement, "First, modern society and industry is a complicated system which requires teamwork, communication and cooperation between companies and individuals," acts as a marker setting the tone for the argument and introducing the topic regarding complexity in modern society and industry.

2. Restatement: There is no explicit restatement in this argument.

In this text, although there is no sentence explicitly functioning as a restatement, there is an implied restatement through the elaboration of an example. Although not directly reiterating the initial idea or claim, the use of the example (computer system) enriches our understanding by demonstrating the need for collaboration among companies, thus indirectly supporting and deepening the initial claim regarding essential cooperation in creating a complex system.

3. Claim: "No one single company can accomplish a computer system without using products and technology from other companies."

The main claim of this argument highlights the importance of collaboration and communication among industries and companies, albeit not stated directly. The statement, "No one single company can accomplish a computer system without using products and technology from other companies," explicitly underscores the need for intercompany collaboration. This claim can be classified as a shared assumption, which is an idea or statement assumed by the author to be understood and accepted by the reader without requiring much evidence or additional elaboration. Through the use of the example of a computer system—including hardware, operating systems, and software—the author demonstrates that no company can achieve the development of a computer system

independently without leveraging products and technology from other companies. This reaffirms the commonly accepted assumption in the industry that intercompany dependence and collaboration are standard practices.

4. Support: "Similarly, in a company, communication and teamwork is more and more important because I can not do my homework properly without interacting with my supervisor and my colleagues."

The statement above provides additional support based on the author's personal experience, indicating the necessity of communication and teamwork.

In conclusion, this Argument Stage exhibits a sequential flow of ideas in terms of introducing the topic and providing support, but lacks a clear restatement, and its claims are more implicit than explicitly stated. The analysis of Moves in the Argument Stage is conducted iteratively, following the number of argument cycles present in the essay. Next is the analysis of the Conclusion Stage.

Tabel 5. 3: Excerpt paragraph 5

Student		Excerpt
InNNES1	-	In conclusion, I think the most important quality for me in my work environment is the ability to work with others in a team.

Table 5.3 serves as an exemplar of the Conclusion Stage. Within the concluding paragraph provided, various Moves can be observed forming an effective closing structure, in accordance with the sequence: signal conclusion boundary, consolidation, affirmation, and close statement.

1. Marker Conclusion Boundary: The phrase "In conclusion" is a classic example of a signal conclusion boundary. It explicitly informs the reader that the author is summarizing or drawing conclusions from the arguments previously discussed in the text.

2. Consolidation: Following the signal boundary, the author immediately engages in consolidation by stating, "I think the most important quality for me in my work environment." This is the consolidation part where the author summarizes or consolidates their views on the topic.

3. Affirmation: The phrase "the most important quality for me" is part of the affirmation. Here, the author reaffirms their belief or conviction about the importance of the quality discussed, viz. the ability to work in a team.

4. Close Statement: At the end of the paragraph, "is the ability to work with others in a team" serves as the close statement. This closes the argument by stating the key point the author wishes to emphasize, namely the value of teamwork.

In the presented concluding paragraph, the author condenses all essential Moves—which include the initial Conclusion Boundary Marker, consolidation of main ideas, affirmation of the author's viewpoint, and closure with a clear statement—into a single sentence. The author may aim to ensure that readers can grasp the essence of the discussion without needing to parse through extensive text.

The use of specific Moves in the text is identified through the use of phrases, clauses, or paragraphs that serve particular functions within the overall text structure. It is important to remember that recognizing these Moves, marked by prominent phrases and distinctive text structures, is key to understanding the dynamics of text composition. Exploring these variations is not merely an experimental step, but also a systematic analytical method for uncovering the

reasoning behind each choice and its implications. This process of discussion and evaluation continues through the analysis of text development methods, which will be further discussed in the subsequent subsection (5.3.2).

5. 3. 2. Analysis of Text Development Methods

Initial analysis using the Hyland model has proven its usefulness in uncovering the generic structure of argumentative essays in English. However, demonstrating adherence to conventional constraints alone is insufficient to provide a comprehensive overview of how functional structure is translated into complete texts. Especially for non-native writers, difficulties may arise in synthesizing the relationship between generic structure and lexico-grammatical thought, which requires a different level of sensitivity to the use of a foreign language.

In this context, a supplementary macro-level analysis of text organization, adhering to Martin's (1992) model within the framework of Systemic Functional Linguistics (SFL), is undertaken. The objective is to enhance the comprehension of particular strategic selections or cultural facets constrained by the conventional norms of argumentative essay composition. This methodology anticipates expanding and intensifying the analytical scope, thus furnishing more profound insights into the structural and cultural intricacies entailed in the craft of essay writing.

Furthermore, emphasis on macro analysis can also provide deeper insights into understanding the global context involving readers, including how non-native authors may need to navigate the complexities of structural and semantic aspects in the context of the English language.

Thus, through a combination of canonical Hyland analysis and Martin's (1992) macro text analysis, this research aims to achieve a more holistic and in-depth understanding of the structure of English argumentative essays, considering

linguistic complexity, writing strategies, and cultural aspects involving authors from non-native backgrounds.

This section outlines the analysis of macro-level organizational structure in argumentative essays from the perspective of Systemic Functional Linguistics (SFL), based on Martin's (1992) thematic structure analysis model as discussed in Chapter 4. Research on essay development methods reveals a tendency in texts to adopt organizational strategies marked by the use of Macro-Theme and Hyper-Theme as elements of macro text organization. This analysis covers various aspects, such as: Characteristics of Macro Themes (5.3.2.2.1), Relationship between Macro Themes and Hyper-Themes (5.3.2.2.2), Characteristics of Hyper Themes (5.3.2.2.3), the relationships between Hyper-Themes (5.3.2.2.4), Clause attributes as Themes (5.3.2.2.5), and Interaction between theme-clauses (5.3.2.2.6). The overall aim of this analysis is to deepen understanding of how argumentative essays are organized at the macro level, with a specific focus on the use of themes to strengthen coherence and text continuity.

5.3.2.1. Selection Data Subsets

The selection of a data subset constitutes the initial step in the analysis process, wherein researchers determine the data or text samples to be analyzed. This step is crucial to ensure that the analyzed data is relevant to the research objectives and can support the development of effective arguments. The procedures applied in text development analysis offer a structured approach, focusing on theme analysis as elucidated in Chapter 4, Subsection 4.3.1. A crucial preliminary phase involves the delineation of the thematic unit of analysis, termed the T-Unit, which, within the ambit of this study, encompasses independent clauses, hypotactically connected clauses, and lexemes associated with independent clauses. Paratactic clauses, conceptualized as entities comprising two or more analytical units, facilitate an enhanced examination of structural and semantic intricacies in the evolution of the text.

Precision in defining the unit of analysis prior to engaging in further analytical endeavors is imperative for the construction of a solid and structured framework that facilitates a nuanced comprehension of text structure. By designating independent clauses as the foundational unit, this research aspires to attain an enriched understanding of meaning construction and the interrelations among textual components. The incorporation of hypotactically linked clauses and pertinent lexemes augments the capacity to unearth concealed or implicit significances within the text, thereby making a substantial contribution to a more profound comprehension.

The acknowledgment of paratactic clauses as entities composed of two or more T-units of analysis underscores the initiative to embrace the interactive dynamics among textual components. This methodology enables the investigation of intricate relationships between two or more elements, thereby augmenting the potential to disclose more elaborate and profound structures in text evolution. These methodological strides are anticipated to epitomize a meticulous and methodical approach in textual analysis, aiding researchers in cultivating a more exhaustive understanding of the internal and structural dynamics in discourse development.

In continuation of elucidating text structure and dynamics, Table 5.4 offers detailed exemplifications of the T-unit analysis, established as the primary foundation for the exploration of theme/topic notions. This table specifically provides instances of sentences or text segments, accentuating how these components demarcate known information (Theme) from information that is newly introduced (Rheme) within the realm of communication.

Table 5.4: Excerpts from Students' Argumentative Essays

Students	Excerpts	T-Unit
InNNES2	- When we work in a team, the job will be faster to solve with many hands (C12, P2)	- 1 Unit Hypotaxis
InNNES23	- In a big city, the facilities must be better than in a small town (C3, P1)	- 1 Unit
InNNES5	- Some people live in a small town and the others live in a big city.	- 2 Unit Parataxis

In constructions displaying a hypotactic relationship between clauses, special focus on the Thematic aspect is given to the arrangement between the main clause and the subordinate clause. The subordinate clause typically follows the main clause, as illustrated in the example text from InNNES2. However, when the dependent clause is placed at the beginning before the main clause, the dependent clause serves as the Theme in the sentence structure, providing particular emphasis on how the sequencing of clauses affects the Thematic function in the sentence.

Tabel 5.5: The main clause be preceded by the dependent clause

<table>
<tr><td>when</td><td>we</td><td>work in a team,</td><td rowspan="4"></td><td>the job</td><td>will be faster to solve with many hands</td></tr>
<tr><td>Textual</td><td>Topical</td><td></td><td>Topical</td><td></td></tr>
<tr><td colspan="2">Tema</td><td>Rema</td><td>Tema</td><td>Rema</td></tr>
<tr><td colspan="3">Tema</td><td colspan="2">Rema</td></tr>
</table>

However, when the main clause is preceded by and followed by a subordinate clause, this indicates the presence of two layers of Thematic structure working simultaneously. Each clause, whether main or subordinate, possesses a unique Thematic structure that requires detailed analysis. The following examples illustrate this phenomenon.

Tabel 5.6: The main clause be followed by the dependent clause

the job	will be faster to solve with many hands		when	we	work in a team,
Topical			Textual	Topical	
Tema	Rema		Tema		Rema

5.3.2.2. The Procedure for Analyzing the Method of Essay Development

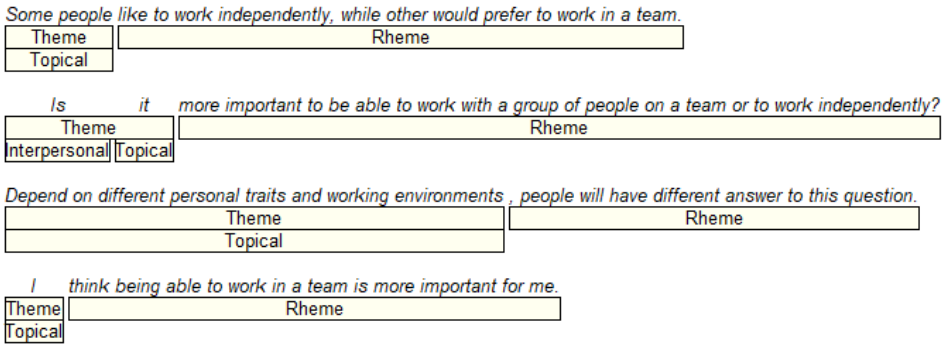
After establishing the T-unit of analysis, the method of analysis involves employing a series of structured steps to delve into the development of argumentative essays in depth. This process utilizes the UAM Corpus Tool version 3.1, which facilitates the annotation of Theme and Rheme schemes, supporting multi-layered analysis of texts. This method proves highly effective in analyzing texts within large volumes, encompassing various features. However, the primary challenge lies in the need for grammatical accuracy in the annotated texts to produce precise annotations. Grammatical errors within the source texts can lead to erroneous annotations, although these can be rectified through manual encoding via the provided menu. Furthermore, interpreting the annotated results still requires specific expertise from the researcher.

The UAM Corpus Tool version 3.1 is available for free download on the website: http://www.corpustool.com/. Comprehensive usage instructions, available in various languages, can also be found on the website.

5.3.2.2.1. Macro Theme Features

The Macro Theme feature, as outlined in Section 4.4.1, encompasses placement at the beginning of the text, intertextuality, the use of grammatical metaphor and nominalization, as well as its ability to provide prediction. Its significance lies in three main functions: establishing intertextual relationships, introducing topic, and predicting text organization structure. The following discussion will delve deeper into the Macro Theme features found in the InNNES1 text, as displayed in Figure 5.1.

Figure 5.1 Macro Theme of InNNES1 from SS UAM CORPUS TOOLS Version 3.1



The InNNES1 text demonstrates that the Macro Theme is identified in the first paragraph, which consists of four clauses. The macro theme, which is the main message of the InNNES1 essay, is T/R 4: "I think being able to work in a team more important for me." The Macro Theme of this essay, emphasizing the importance of teamwork over working independently, is not explicitly stated at the beginning of the paragraph. However, the essay starts with a statement describing two different approaches to work—independently and in a team—mentioned in Rheme clause 1 before stating the author's personal preference for teamwork. The author seems to intend to provide context for the reader about the topic to be discussed.

The initial statement of the essay, "Some people like to work independently, while other would prefer to work in a team," serves as a general introduction that prepares the reader for further exploration of this topic. Although this is not an explicit thesis statement, this opening effectively establishes the groundwork for the argument to be developed—namely, the importance of working in a team.

Additional features of the Macro Theme in InNNES1 include intertextual aspects, which refer to a text's relationship with other texts, both directly and indirectly. This intertextuality is manifested lexically and grammatically. Lexically, InNNES1 does not directly quote theories from other sources but uses complex nominal phrases that refer to teamwork capabilities. For example, the use of "being able to work in a team" as the subject of the clause indicates nominalization, where "being" (the nominal form of "be") turns the verbal phrase "able to work in a team" into the subject of the sentence. This emphasizes the concept of teamwork ability more than just the activity itself.

Nominalization, the process of turning verbs or adjectives into nouns, allows for the efficient and formal conveyance of complex and abstract ideas. In the InNNES1 essay, this technique is used to highlight the importance of teamwork ability in an abstract manner, not just the activity of teamwork itself.

An important feature of the Macro Theme in the InNNES1 text is the absence of using grammatical metaphor to convey its main message. Unlike conventional metaphors that directly compare two different objects, grammatical metaphor changes meaning through grammatical structure, often used in academic or formal texts to present abstract processes as nouns, such as "decision-making" derived from "decide". However, in the Macro Theme of the InNNES1 text, the message is conveyed directly without using grammatical structures as a means to transfer meaning from its original context to another context, indicating a more straightforward approach in conveying its message.

Overall, the macro theme of InNNES1 uses direct and explicit language to convey its message, without leveraging grammatical metaphor. The use of language tends to focus on direct comparison and explanation, rather than borrowing meaning through manipulation of grammatical structure.

The last feature in the Macro Theme of the InNNES1 text is its ability to predict text organization, marked lexically in various ways. The provided initial paragraph has elements that provide predictability about the development of the argument. This paragraph begins with an acknowledgment of different work preferences among people—some prefer to work independently, while others prefer to work in a team. Then, the paragraph reaffirms that the answer to this question will depend on different personal characteristics and work environments, thus preparing the reader to expect further discussion on the importance of adaptability and flexibility in working styles.

The final part of the paragraph, where the author states their personal preference for teamwork, provides a strong indication of the direction of the argument to be developed. This suggests that the subsequent part on the Hyper Theme of the text is likely to focus on the benefits or reasons why working in a team is considered more important or valuable to the author compared to working independently.

This predictability helps readers in several ways:

1. **Setting Expectations**: Readers now have a framework of what will be discussed, namely the value of teamwork compared to working alone.

2. **Directing Attention**: By knowing the author's focus on teamwork, readers can pay more attention to arguments supporting this view.

3. **Facilitating Understanding**: Understanding the initial context and direction of the argument helps readers follow the logic and flow of the author's thoughts more effectively.

Overall, this one-paragraph Macro Theme is effective in preparing readers for the argument to be developed, i.e. supporting the importance of teamwork, and does so in a way that provides predictability about the structure and focus of the upcoming discussion. In the next section, the relationship between the Macro-Theme and the rest of the text, especially the Hyper Theme, will be discussed.

5.3.2.2.2. The Relationship Between Macro Themes and Hyper Themes

The analysis of the relationship between Macro-Theme and Hyper-Theme in the text InNNES1 aims to reveal how the Macro-Theme navigates the direction in the organization of the Hyper-Theme. The following presents the results of the analysis regarding the relationship between Macro-Theme and Hyper-Theme in each paragraph, as well as the method of its development:

Table 5.7: Excerpts from Students' Argumentative Essay

Function	Text	No of Clause & Paragraph
MT	Some people like to work independently, while other would prefer to work in a team. Is it more important to be able to work with a group of people on a team or to work independently? Depending on different personal traits and working environments, people will have different answer to this question. **I**	C4, P1

	think being able to work in a team is more important for me.	
HP1	**First**, **modern society and industry** is a complicated system which requires team work, communication and cooperation between companies and individuals.	C5,P2
HP2	**Second**, there are many **advantages of working in a group** than working alone.	C9, P3
HP3	**Third, the ability of working independently doesn't contradict with the ability to work in the team.**	C15, P3

*) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays

*) Key: MT=Macro-Theme HP=Hyper-Theme

In the text InNNES1, the Macro-Theme that is addressed is the importance of the ability to work collaboratively in a team compared to working independently. This theme is presented in a main paragraph and then developed through a series of elaborations that enrich and sharpen the main argument with various evidence and examples.

HT 1: **Modern Society and Industry Requires Teamwork**

This Hyper-Theme expands the Macro-Theme by explaining how the modern industry and society require teamwork, communication, and collaboration.

HT 2: **Advantages of Working in a Group**

This Hyper-Theme further connects to the Macro-Theme by outlining why working in a team is considered more valuable, highlighting specific advantages of this approach.

HT 3: **Complementarity of Independent and Team Work**

This Hyper-Theme integrates the concept of working independently with working in a team, showing that these two abilities are not mutually exclusive but complementary. Through personal examples of significant contributions in team projects, the author illustrates how working independently within a team framework can enhance overall performance and provide satisfaction. This demonstrates that the ability to work independently enriches team dynamics, rather than detracts from it.

The transition from Macro-Theme to Hyper-Theme in each paragraph is achieved through detailed elaboration and careful integration of related concepts. Each paragraph contributes to building a broader and deeper understanding of the importance of teamwork, incorporating various layers of argumentation, evidence, and relevant examples. This process not only solidifies the Macro-Theme but also explores the multidimensionality and relevance of teamwork in diverse contexts.

The relationship between Macro-Theme and Hyper-Theme in each paragraph is not woven through the use of anaphora in the strict linguistic sense—that is, the explicit repetition of a word or phrase. Instead, the text utilizes thematic cohesion elements, which logically link ideas through consistent argument development about the importance of teamwork.

Macro Theme:

"I think being able to work in a team is more important for me."

This Macro-Theme states the importance of the ability to work in a team for the author.

Hyper Theme 1: "First, modern society and industry is a complicated system which requires team work, communication and cooperation between companies and individuals."

Although anaphora is not explicitly used to connect the Macro-Theme with Hyper-Theme 1, there is an implicit linkage through "team work" referring back to "being able to work in a team" from the Macro-Theme. Lexically, "team work" in Hyper-Theme 1 is related to "work in a team" from the Macro-Theme. Both phrases contain the same verb ("work") and the concept of team work.

Hyper Theme 2: "Second, there are many advantages of working in a group than working alone."

As before, anaphora is not directly used, but the concept "working in a group" implicitly refers to the concept "work in a team" from the Macro-Theme. Lexically, "working in a group" is related to "work in a team". Both express the benefits of collaboration over solo work.

Hyper Theme 3: "Third, the ability of working independently doesn’t contradict with the ability to work in the team."

This theme contains an implicit anaphora where "the ability to work in the team" refers to the Macro-Theme about the importance of working in a team. From a lexical perspective, the phrase "ability to work in the team" is directly related to the Macro-Theme. The use of "work in a team" and "working independently" shows lexical relationship through contrast between working alone and in a team.

Overall, although there is no explicit repetition of words or phrases linking the Macro-Theme with the Hyper-Themes, the presence of thematic cohesion and the repetition of the "teamwork" concept provide a form of anaphoric cohesion in a broader sense. This demonstrates how the Macro-Theme guides and is

developed through the Hyper-Themes with strong logic and argumentative elaboration, without relying on linguistic repetition. Instead, cohesion is achieved through logical thematic development and the use of sequential conjunctive adjuncts ("First," "Second," "Third,") to string together arguments. This approach opts for content-oriented connectors and logical sequence over linguistic repetition, enriching the text with deeper and more meaningful connections.

5.3.2.2.3. Hyper Theme Features

This section outlines the analysis of Hyper-Theme found in the text InNNES1, covering three paragraphs. The analysis connects the Hyper-Theme to features discussed in Section 4.4.1. The aim is to examine text organization strategies at a more specific paragraph level, exploring various choices in linguistic resources used to express its functions. Features identified through the Hyper-Theme analysis include its position in the text, the use of grammatical metaphor, its relation to other parts of the text, and predictions about the clause development methods that will be employed.

In the following table, one of the most notable characteristics of the Hyper-Theme in each paragraph is its strategic placement at the beginning. This means that each Hyper-Theme is positioned at the start of each paragraph, effectively establishing the focus and direction of the paragraph's discussion. This approach facilitates the reader's immediate recognition of the main idea to be explored and understanding of how each paragraph contributes to the development of the Macro-Theme.

Table 5.8: Excerpts from InNNES1 Argumentative Essay

Function	Text	No of Clause & Paragraph
HP1	**First**, **modern society and industry** is a complicated system which requires team work, communication and cooperation between companies and individuals.	C5,P2
HP2	**Second**, there are many **advantages of working in a group** than working alone.	C9, P3
HP3	**Third, the ability of working independently doesn't contradict with the ability to work in the team.**	C15, P3

The next step is the analysis of the use of grammatical metaphor in the Hyper-Theme. The manifestation of this grammatical metaphor is seen through the selection of abstract lexical items derived from the process of nominalization. This phenomenon is specifically identified in Hyper-Theme 1.

Examples of nominalization in Hyper-Theme 1 include:

- "team work" (from the verb "to work in a team"),

- "communication" (from the verb "to communicate"),

- "cooperation" (from the verb "to cooperate").

These terms are nouns derived from processes or activities described by verbs. By using nominalization, the sentences abstract these processes into concepts or entities that can be discussed as part of a larger "system," that is "modern society and industry."

In the context of Hyper-Theme 1, the use of nominalization helps convey the idea that modern society and industry consist of various interrelated elements, where teamwork, communication, and collaboration between companies and individuals are seen as essential components. This transforms actions or processes into concepts that can be analyzed or discussed as objects or parts of a system, which is a hallmark of grammatical metaphor in the form of nominalization.

Next is the predictive quality feature of the Hyper-Theme. Hyper-Themes in each paragraph possess a predictive nature in the context that they prepare the reader for upcoming information, directing the focus of the discussion specifically. Prediction in this context refers to the theme's ability to indicate or forecast the main focus of the discussion in that paragraph. Here's how this predictive quality is explained in each paragraph:

- Hyper-Theme 1: The complexity of the modern system that requires teamwork.

The initial statement of the paragraph about the complexity of modern society and industry immediately sets the expectation that the discussion will revolve around the need for team cooperation to tackle this complexity. An example of a computer system requiring collaboration between hardware, operating systems, and software specifically shows how teamwork is necessary.

- Hyper-Theme 2: The advantages of working in a team compared to working alone.

The initial statement about the benefits of working in a group immediately prepares the reader for details on how a cooperative, friendly, and enjoyable team working environment can enhance efficiency and learning. This directly predicts a focus on the specific benefits of teamwork that will be explained.

- Hyper-Theme 3: The complementarity between working independently and in a team.

By stating that working independently does not conflict with the ability to work in a team, this paragraph immediately sets the expectation that there will be a discussion on how individuals can significantly contribute to their teams through independent tasks. The personal example provided reinforces this prediction by demonstrating the integration between independent performance and team collaboration.

In conclusion, each hyper-theme in the text acts as an effective predictor for the information and arguments outlined in each paragraph. By setting such expectations, readers become more capable of following the argument path and understanding the contribution of each text section to the Macro-Theme, namely the importance of teamwork capabilities.

5.3.2.2.4. Interrelationships Among Hyper Themes

This section discusses the types of relationships among Hyper-Themes themselves and how these relationships are marked in the text. Hyper-Themes in a text function as the main ideas that direct the development of arguments or narratives in the following paragraphs. In the context of the given text, the hyper-themes from the second paragraph onwards serve to support and develop the Macro-Theme stated in the first paragraph, that is the importance of the ability to work in a team compared to working independently.

Hyper-Theme 1 here is the complexity of the modern industrial system that requires cooperation between companies and individuals. The function of this hyper-theme is to provide concrete evidence that teamwork is an intrinsic need within the current industrial and technology structure. The relationship signal used is a direct transition from the main thesis by using a real example (a

computer system) that requires work integration among various entities. Words like "Take a computer system for example," serve as lexical markers linking the argument to specific evidence supporting it. The relationship markers used are lexical, such as "team work," "communication," and "cooperation," which underline the theme of collaboration.

Hyper-Theme 2 here is the advantages of working in a group compared to working alone, highlighting aspects of a cooperative work environment, increased efficiency, and learning from experiences. The function of this hyper-theme is to expand the argument by showing the concrete benefits of teamwork in a professional context. The relationship signal is the use of "Second," which explicitly marks the transition to a new point of argumentation, while implicitly linking back to the main thesis through the presentation of teamwork benefits.

Hyper-Theme 3 is the complementarity between working independently and in a team, affirming that the two are not mutually exclusive but rather complementary. The function of this hyper-theme is to address potential counter-arguments stating that teamwork might reduce independence or individual contributions. The relationship signal here is "Third," which marks the next point of argument, as well as the use of personal examples that provide evidence on how independent work can enhance team performance.

Hyper-Themes in these paragraphs function to strengthen and develop the main thesis through the provision of evidence, examples, and specific explanations. Lexical and grammatical relationship signals (such as "First," "Second," "Third," and specific examples) are used effectively to guide the reader through the argument flow and ensure the text's coherence and continuity.

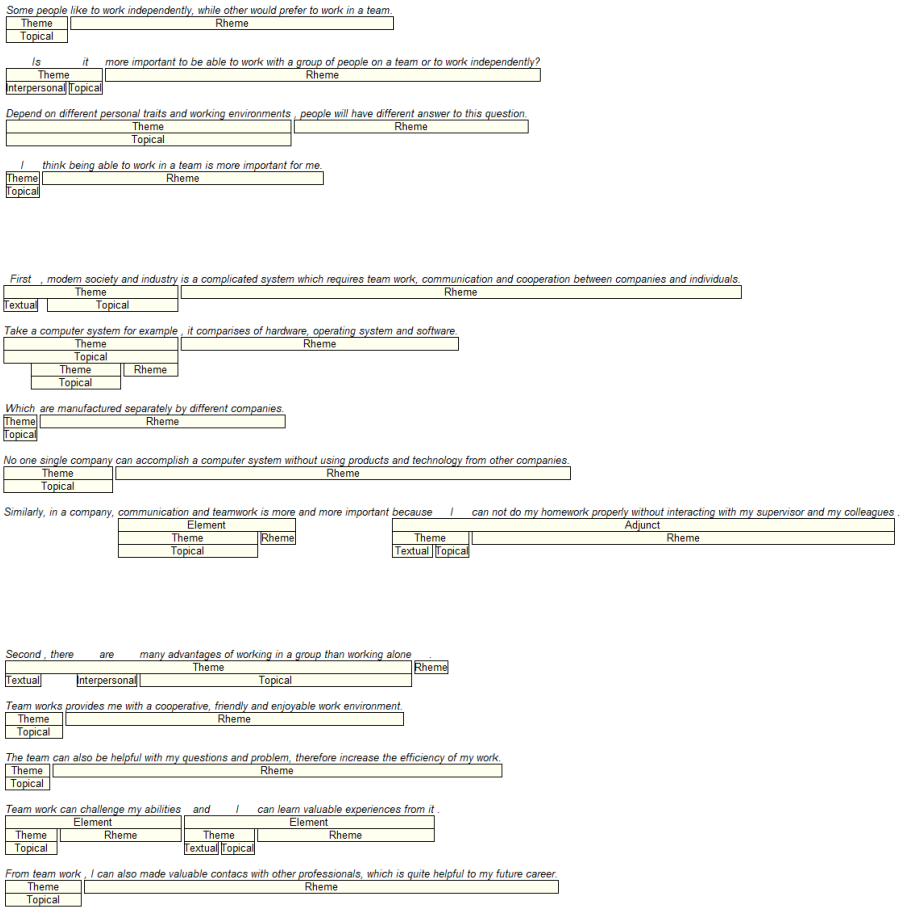
5.3.2.2.5. Clause Theme Features

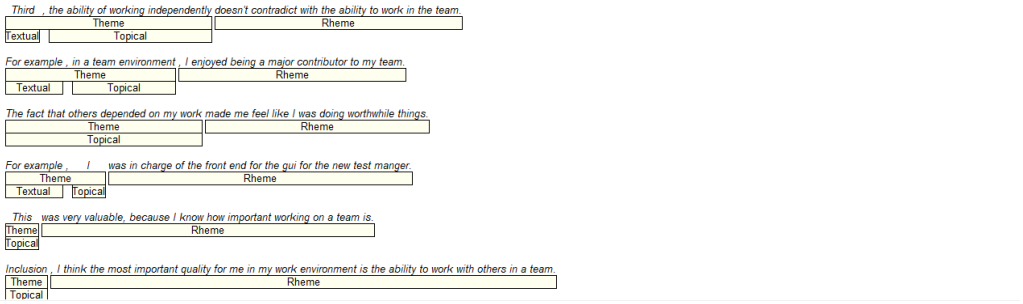
This section reviews the Theme clause analysis in the text InNNES1, encompassing 19 T-units analysis from five paragraphs. The discussion on the

Theme clause focuses on the characteristics of nominal groups, thematic features both marked and unmarked, as well as the use of special constructions like the 'It' and 'There' clauses that also form the theme. The aim of this analysis is to explore how these features contribute to the text's structure and organization.

As outlined in Section 4.3.2, themes can be classified into several types, including topical themes (which are the subject of the sentence), interpersonal themes (which include mood and evaluations of attitude or modality), and textual themes (which function as text organizers, such as the use of conjunctions). Meanwhile, the rheme refers to the sentence segment that presents new information from that sentence. The following illustration displays the Theme/Rheme structure found in the text InNNES1.

Figure 5.2 Theme/Rheme of InNNES1 from SS UAM CORPUS TOOLS Version 3.1





Theme/Rheme 1. **"Some people like to work independently, while others would prefer to work in a team."**

- **Theme:** "Some people" (Topical-Unmarked)

- **Rheme:** " like to work independently, while others would prefer to work in a team."

This sentence uses a Topical Theme, "Some people", as the subject, indicating a common approach in English sentence structure where the subject is followed by the predicate. In this context, the Topical Theme serves as an unmarked theme, aimed at directly and inclusively introducing the topic of discussion. It is effective in presenting two differing work perspectives, serving as a constructive starting point for discussion.

Theme/Rheme 2. **"Is it more important to be able to work with a group of people on a team or to work independently?"**

- **Theme:** "Is it" (Interpersonal-Marked)

- **Rheme:** " more important to be able to work with a group of people on a team or to work independently?"

This sentence begins with a direct question, placing focus on the consideration of importance between working independently or in a team. Utilizing a marked and interpersonal theme through a question invites readers to ponder and

evaluate their own preferences, deepening engagement with the topic and encouraging personal reflection.

Theme/Rheme 3. **"Depending on different personal traits and working environments, people will have different answers to this question."**

- **Theme:** "Depending on different personal traits and working environments," (Topical-Marked)

- **Rheme:** "people will have different answers to this question."

In the sentence "Depending on different personal traits and working environments," the author uses a marked topical theme, indicating a cause or reason (causal circumstance) for the variance in individual responses. This marked theme deviates from the usual "unmarked" sentence pattern, where the subject or actor is typically placed at the beginning. Instead, the author places the causal element at the start to emphasize the factors influencing individual responses, providing clear context before presenting the rheme of the sentence.

Theme/Rheme 4. **"I think being able to work in a team more important for me."**

- **Theme:** "I think" (Interpersonal-Unmarked)

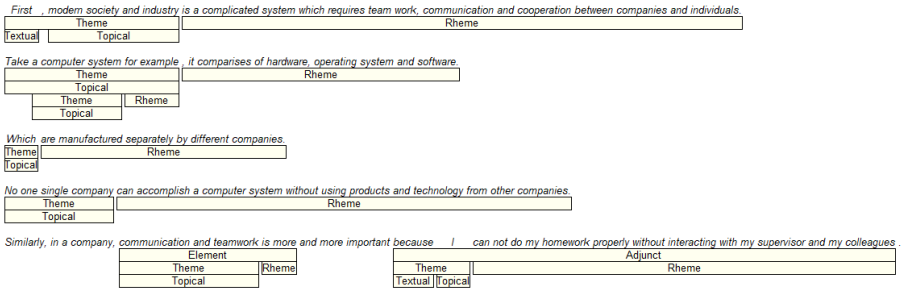
- **Rheme:** "being able to work in a team more important for me."

Although this sentence begins with the expression of opinion "I think" (Interpersonal Theme), this structure is still considered an unmarked theme in the context of conversation or argumentation, as it places the subject (speaker) and their opinion as the focus of the sentence.

Overall, the application of Themes/Rhemes 1-4 in this text not only organizes the presentation of information but also contributes to reader engagement with

the text. By leveraging techniques such as contrast, questioning, acknowledgment of variability, and the conveyance of personal opinion, the text successfully constructs a complex and diverse discussion about work preferences. This allows readers to explore the topic from multiple perspectives.

Figure 5.3: Extract from the First Paragraph of InNNES1
Argumentative Essays Utilizing SS UAM CORPUS TOOLS
Version 3.1



Here is the Theme/Rheme of the second paragraph.

Theme/Rheme 5. **"First, modern society and industry is a complicated system which requires teamwork, communication, and cooperation between companies and individuals."**

- **Theme Type:** Textual ("First,") and Topical ("modern society and industry")

- **Rheme:** "is a complicated system which requires teamwork, communication, and cooperation between companies and individuals."

"First," as a Textual Theme, marks the order or priority in the discussion, while "modern society and industry" serves as the Topical Theme, the main focus of the sentence. The placement of "First," at the beginning of the sentence makes it a "Marked Theme," deviating from the neutral or "unmarked" sentence structure (subject-predicate-object), marking an organized information structure in a lengthy discussion. This theme emphasizes the importance of order in conveying

information. The Rheme, on the other hand, develops the Theme with specific details, reinforcing the main idea and adding depth to the narrative. The interaction between Theme and Rheme makes the text communicative, coherent, and engaging, ensuring comprehensive understanding of the discussed topic.

Theme/Rheme 6. **"Take a computer system for example, it comprises of hardware, operating system, and software, which are manufactured separately by different companies."**

- **Theme:** Textual ("Take a computer system for example,")

- **Rheme:** "it comprises hardware, operating system, and software, which are manufactured separately by different companies."

A Topical Imperative Theme like "Take a computer system for example," aims to provide instruction or suggestion to the reader to consider the given computer system example. This can be considered an example of a marked theme, as its sentence structure deviates from standard independent sentence patterns in English. Typically, imperative sentences like "Take for example" are used to draw attention and direct the reader or listener to a specific example that will be further elaborated, showcasing the characteristic of a marked theme.

Theme/Rheme 7. **"No single company can accomplish a computer system without using products and technology from other companies."**

- **Theme Type:** Topical ("No single company")

- **Rheme:** "can accomplish a computer system without using products and technology from other companies."

This sentence has an "unmarked" Topical Theme (subject-predicate-object) that directly conveys the necessity for collaboration among companies, reinforcing

the previously discussed theme of interdependence and making the argument easier to follow.

Theme/Rheme 8. **"Similarly, in a company, communication and teamwork are becoming increasingly important because I cannot do my work properly without interacting with my supervisor and my colleagues."**

- **Theme Type:** Textual ("Similarly,") and Topical ("in a company, communication and teamwork")

- **Rheme:** "is more and more important because I cannot do my work properly without interacting with my supervisor and my colleagues."

The use of a textual theme ("Similarly,") indicates a comparison with the previous point, extending the argument to within organizations. The topical theme sets the focus on internal communication and teamwork, while the rheme explains this necessity through personal experience, adding anecdotal evidence to support the claim. The use of an "unmarked" theme facilitates a logical transition to the next point, emphasizing the importance of communication and teamwork in a new context.

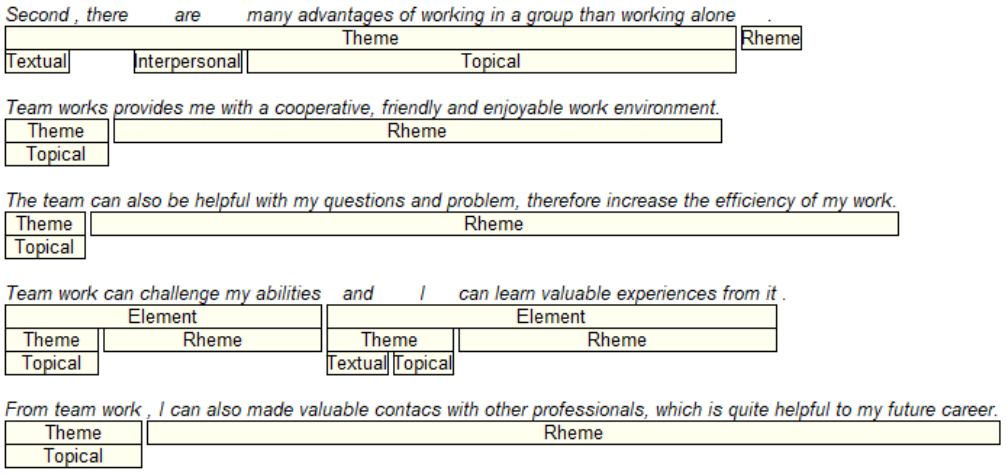
Each usage of themes 5-8, whether textual, topical, or a combination of both, along with the rheme, strategically shapes the structure and development of the argument in the text. Textual themes like "First," and "Similarly," organize information and guide the reader through the argument. Topical themes introduce the subject to be discussed, while rheme provides information, explanation, or evidence supporting it. This creates a logical flow that strengthens.

Following is Figure 5. 4, Theme/Rheme 9-13 in the third paragraph.

Figure 5.4: Extract from the Third Paragraph of InNNES1

Argumentative Essays Utilizing SS UAM CORPUS TOOLS

Version 3.1



Theme/Rheme 9. "Second, there are many advantages to working in a group than working alone."

- Theme Type: Textual and Marked Theme ("Second,") as it indicates sequence and organization in the text. Topical (“There”)

- Rheme: "are many advantages to working in a group than working alone."

In this sentence, "Second," serves as a Textual Theme. As an adverbial marker, "Second," indicates order in a series or argument, providing initial context or background for the information to be conveyed next. This positions "Second," as a Marked Theme, because in English structure, Theme elements not directly related to the subject are often considered marked. This Theme marking is intentionally used by the writer or speaker to highlight certain aspects of their message, namely the order or priority of information being emphasized.

The Topical Theme ("There") refers to the subject or topic to be discussed in the Rheme of the sentence. "There" is used not in a locative context but as a way to introduce or announce the existence of something, in this case, "many

advantages of working in a group than working alone." Although not the main focus in this sentence, the use of "There" still plays a crucial role in conveying information to be further explained.

The Rheme of this sentence is the entire portion after the Theme, providing new information or commentary about the Theme, concerning the benefits of working in a group compared to working alone.

Theme/Rheme 10. "Teamwork provides me with a cooperative, friendly, and enjoyable work environment."

- Theme Type: Topical Theme ("Teamwork")

- Rheme: "provides me with a cooperative, friendly, and enjoyable work environment."

The Topical Theme "Teamwork" is an "unmarked" theme, as it is the subject of the sentence and follows the expected subject + predicate pattern. As an "unmarked" theme, this sentence directly conveys information about the benefits of teamwork, providing a clear and direct statement that reinforces the main argument of the text.

Theme/Rheme 11. "The team can also be helpful with my questions and problems, therefore increasing the efficiency of my work."

- Theme Type: Topical Theme ("The team")

- Rheme: "can also be helpful with my questions and problems, therefore increasing the efficiency of my work."

"The team" is also an "unmarked" theme, acting as the subject of the sentence. The use of an "unmarked" theme makes it easier for the reader to understand the

benefits of teamwork in the context of work efficiency, adding to the concreteness of the argument by presenting the positive effects of teamwork.

Theme/Rheme 12. "Teamwork can challenge my abilities and I can learn valuable experiences from it."

- Theme Type: Topical Theme ("Teamwork")

- Rheme: "can challenge my abilities and I can learn valuable experiences from it."

"Teamwork" is an "unmarked" Topical Theme, consistent with the expectation that the subject of the sentence initiates discussion. Directly conveying how teamwork contributes to personal development, the use of an "unmarked" theme here ensures that the reader's focus remains on the core benefits of teamwork without distraction.

Theme/Rheme 13. "From teamwork, I have also made valuable contacts with other professionals, which is quite helpful to my future career."

- Theme Type: Topical Theme ("From teamwork,")

- Rheme: "I have also made valuable contacts with other professionals, which is quite helpful to my future career."

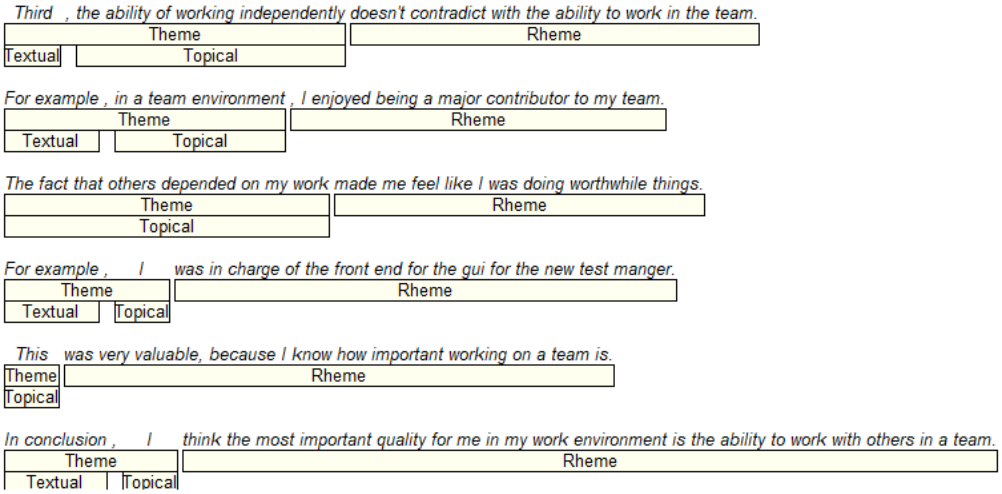
The theme "From teamwork," can be considered a "marked" Topical Theme because it starts the sentence with a preposition that sets context before delivering the subject and predicate. This draws the reader's attention to a specific aspect of teamwork, namely the creation of professional contacts, and helps emphasize the importance of this aspect for future careers, directing readers to consider the value of networking in the context of teamwork.

The use of various theme types in this text influences the development of the argument in a way that helps the reader follow the structure and organization of information. Textual themes facilitate transitions and structure, while topical themes highlight the main focus of each argument section. This allows the text to effectively communicate various aspects and benefits of teamwork, making the argument more coherent, persuasive, and easy to follow.

The use of "marked" and "unmarked" themes in this text contributes to the argument development in different ways. "Unmarked" themes present information directly and clearly, facilitating reader comprehension. Meanwhile, the strategic use of "marked" themes draws the reader's attention to important points or transitions in the argument, helping to organize information and emphasize certain aspects of the discussion. The combination of both ensures that the text remains focused and engaging while facilitating a coherent and organized flow of argument.

Next, an analysis will be conducted on the positions of Theme/Rheme 14-18 in the fourth. paragraph and Theme/Rheme 19 in the last paragraph, which is the conclusion paragraph.

Figure 5.5: Extract from the Fourth Paragraph of InNNES1 Argumentative Essays Utilizing SS UAM CORPUS TOOLS Version 3.1



Tema/Rema 14. **"Third, the ability to work independently does not contradict the ability to work in a team."**

- **Type of Theme**: Textual ("Third,") and topical ("the ability to work independently").

- **Rheme**: "does not contradict the ability to work in a team."

The Textual Theme ("Third,") marks this sentence as part of a sequence or series in an argument. Using "Third," at the beginning of the sentence explicitly places it as the third point, providing context and order for the reader or listener.

The Topical Theme ("the ability to work independently") is the subject or main focus of the sentence. Here, "the ability to work independently" is established as the topic of discussion, asserting that independent work and teamwork are not mutually exclusive concepts, strengthening the argument by demonstrating balance. This is a "marked" theme because it directly creates a relationship between two concepts and refers to the relationship between them.

Tema/Rema 15. **"For example, in a team environment, I enjoyed being a major contributor to my team."**

- **Type of Theme**: Textual ("For example,") and topical ("in a team environment, I").

- **Rheme**: "enjoyed being a major contributor to my team."

This is also a "marked" theme because it links concrete experience with the ability to work in a team. Providing concrete evidence to support the previous claim adds credibility to the narrative.

Tema/Rema 16. **"The fact that others depended on my work made me feel like I was doing worthwhile things."**

- **Type of Theme**: Topical ("The fact that others depended on my work").

- **Rheme**: "made me feel like I was doing worthwhile things."

This sentence highlights how the writer feels about their responsibility in the team and its positive impact on their work. It is a "marked" theme because it explicitly explores the writer's feelings in the context of teamwork ability.

Tema/Rema 17. **"For example, I was in charge of the front end for the GUI for the new test manager."**

- **Type of Theme**: Textual ("For example,") and topical ("I").

- **Rheme**: "was in charge of the front end for the GUI for the new test manager."

Using "For example," as a Textual Theme, this sentence clearly indicates the intention to provide supporting examples. Choosing "I" as a Topical Theme

directs attention to the speaker's personal experience, while the Rheme provides specific details about that role or contribution. This underscores the importance or relevance of that experience in the broader context being discussed.

Tema/Rema 18. **"This was very valuable, because I know how important working on a team is."**

- **Type of Theme**: Topical ("This").

- **Rheme**: "was very valuable, because I know how important working on a team is."

This is an "unmarked" theme because it starts with a clear and direct subject, directing the reader's focus to the discussed topic, that is, the value or worth of something.

Tema/Rema 19. **"In conclusion, I think the most important quality for me in my work environment is the ability to work with others in a team."**

- **Type of Theme**: Textual ("In conclusion,") and topical ("I think the most important quality for me in my work environment").

- **Rheme**: "is the ability to work with others in a team."

In this sentence, the theme is divided into several components. The clause "In conclusion," serves as a textual theme, marking that the writer is concluding the argument or discussion previously outlined. Next, "I think the most important quality for me in my work environment" is a topical theme that highlights the debated subject, namely the most important aspect of the work environment for the writer. The phrase "I think" introduces an interpersonal theme element, indicating that the writer is conveying a personal opinion or viewpoint. This theme structure is considered "marked" because it adopts a more complex configuration, integrating elements that go beyond the simple subject function

in a sentence, thus providing clearer emphasis and structure to the message being conveyed.

Based on the Tema/Rema analysis of the five paragraphs above, the text InNNES1 tends to be more "marked" than "unmarked":

1. **Use of Specific Examples and Details**: The writer uses specific examples, such as computer systems involving cooperation between companies, to emphasize the importance of teamwork. The use of specific examples demonstrates a more "marked" approach, as it directly highlights the importance of cooperation.

2. **Assertion of Personal Values**: The writer explicitly states their personal preference for working in a team, which is a "marked" approach as it directly communicates a particular point of view or value.

3. **Theme Contrast**: Although the writer mentions that the ability to work independently does not conflict with teamwork, the main focus of the text is on the advantages of teamwork. This shows a choice to emphasize certain themes (teamwork) over others (independent work), which is characteristic of a "marked" approach.

4. **Argumentative Structure**: The text's structure, divided into an introduction, several supporting arguments, and a conclusion, is designed to build a case for why working in a team is important. This argumentative structure, aimed at persuading the reader, signifies a "marked" approach because it specifically focuses on a persuasive goal.

In conclusion, the dominance of "marked" themes in this text plays a crucial role in developing a strong and persuasive argument about the importance of teamwork, as well as in enhancing reader engagement and understanding.

5.3.2.2.6. The Relationship Between Clause Themes: Thematic Progression

In the previous discussion, the analysis reviewed various theme options in clauses. This segment aims to outline the analysis regarding the relationship between those clause themes using the Thematic Progression Pattern (TP) approach. This study seeks to identify and understand the predominant thematic development strategies in the text InNNES1. The analysis explores how message units are organized and interconnected through the concept of Hyper-Theme, which has been detailed in Section 5.3.2.2.3.

Below is a Thematic Progression diagram, which illustrates how themes and rhemes evolve throughout the text. Each blue point represents the theme of each sentence, and the red point represents the rheme, or new information about that theme. Coincidentally, 1 T-Unit in the InNNES1 text is equivalent to 1 sentence.

Figure 5.6: Linier Thematic Progression in Paragraph 1

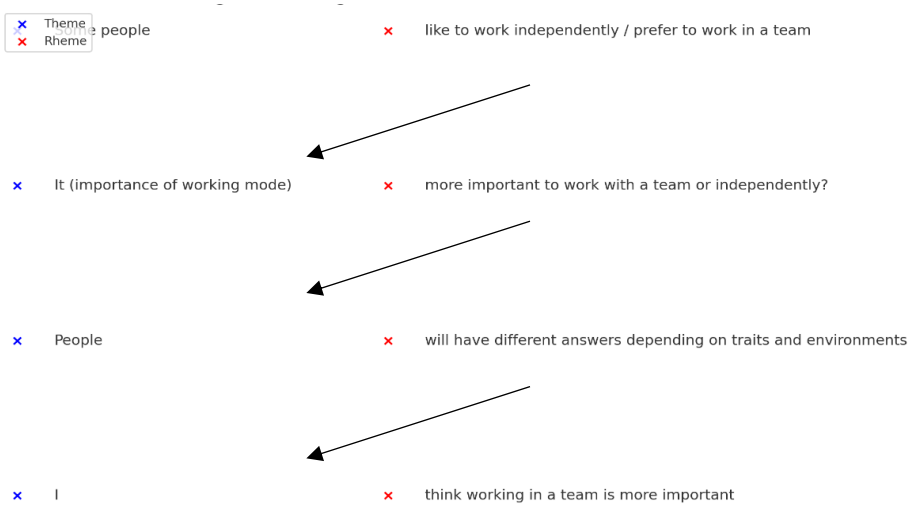


Figure 5.6 represents the Thematic Progression in Paragraph 1, which is linear. The theme development pattern is called linear when each successive sentence

or information unit builds upon the previous in a direct and orderly manner. The diagram illustrates the linear thematic development pattern as follows:

1. "Some people" is the initial theme followed by a rheme that explains their preferences in working.

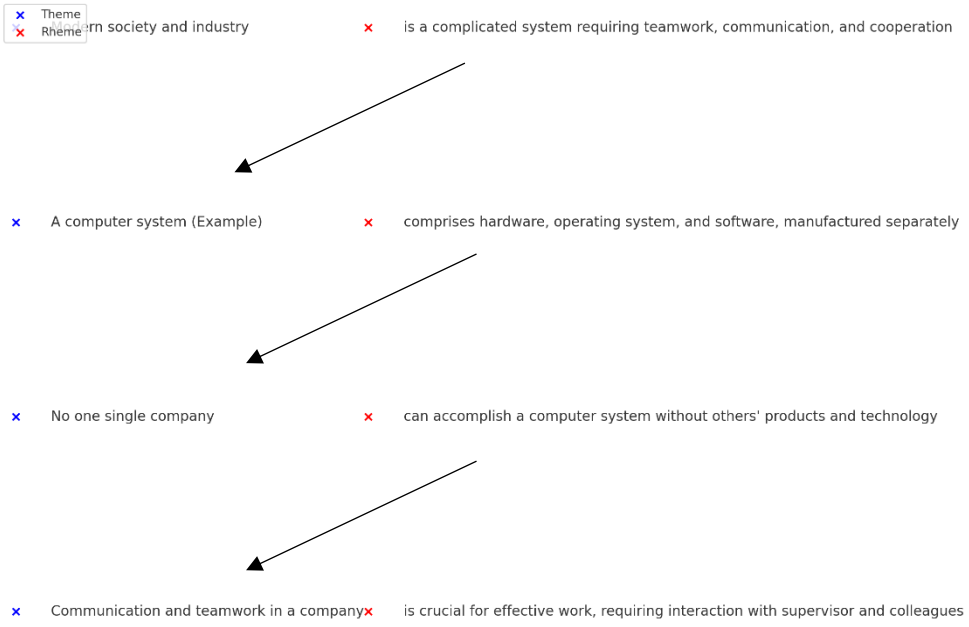
2. "It" then takes the theme from the previous rheme and adds a question related to the importance of work mode, which remains related to the initial context of "some people" and how they work.

3. The theme "People" reappears followed by a rheme stating that people will have different answers based on their characteristics and environment.

4. Finally, the statement "I" takes the theme from the previous rheme and concludes with a personal view on the importance of working in a team.

Each step in the diagram takes information from the previous one and builds upon it, creating a cohesive and logical sequence. The initial theme remains the focus, yet each rheme advances the discussion further, maintaining clear relevance and a sequential flow. This is characteristic of linear thematic progression, where the theme persists throughout and there is a clear connection between propositions.

Figure 5.7: Linear Thematic Progression in Paragraph 2



The thematic development pattern of Paragraph 2, as shown in Figure 5.7, is called linear when there is a theme that is consistently followed by a rheme (new information) from one information unit to the next in a logical and orderly sequence.

In Figure 5.7, the pattern of thematic development is considered linear because:

1. The initial theme is about "modern society and industry," described as "a complicated system requiring teamwork, communication, and cooperation."

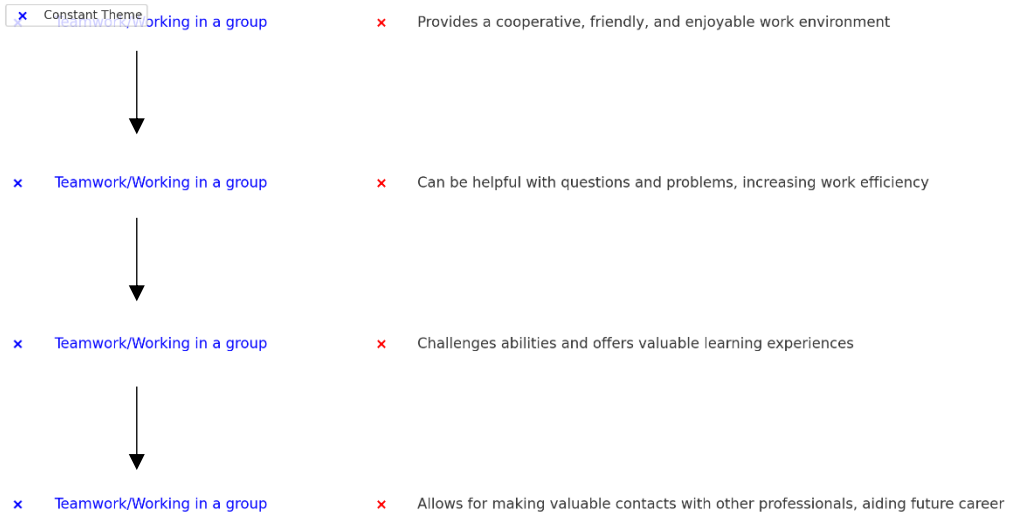
2. The next theme is "A computer system," which is an example of such a complex system, and its rheme explains its components.

3. Then, the following statement "No one single company" takes the theme from the previous rheme and explains that no single company can achieve a computer system without the products and technology of others.

4. Finally, "Communication and teamwork in a company" returns to the initial theme about teamwork and communication, and its rheme posits that this is important for effective work.

Each stage in the diagram takes elements from the previous one and expands or develops that information, creating a sequential and logical narrative that maintains the main theme from start to finish. This demonstrates a linear thematic progression, where there is a clear and continuous relationship between theme and rheme in the narrative order.

Figure 5.8: Constant Thematic Progression in Paragraph 3



The thematic development pattern in Paragraph 3, as depicted in Figure 5.8, is called constant when the same theme is repeated in every sentence or information unit, while the rheme (the part of the sentence conveying new information) changes.

In Figure 5.8, this can be observed as follows:

1. The theme "Teamwork/Working in a group" is repeated at every stage. This is the constant theme discussed in each point.

2. The rheme in each point provides new information or different aspects of the theme:

- "Provides a cooperative, friendly, and enjoyable work environment"

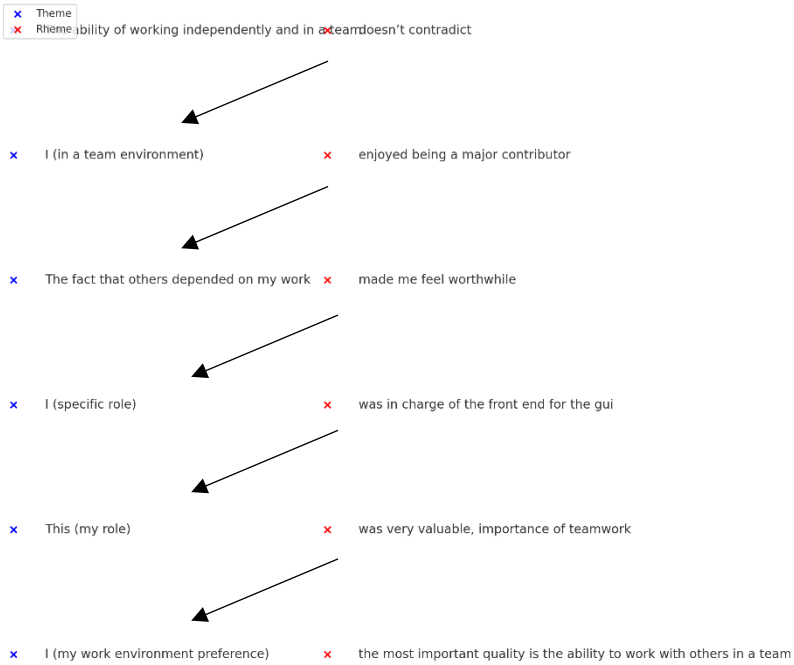
- "Can be helpful with questions and problems, increasing work efficiency"

- "Challenges abilities and offers valuable learning experiences"

- "Allows for making valuable contacts with other professionals, aiding future career"

Since the theme "Teamwork/Working in a group" remains unchanged from beginning to end, while each rheme presents a different aspect or benefit of working in a group, this indicates a constant thematic development pattern. Each successive information unit maintains the same theme and adds new details or perspectives on that theme. This aims to reinforce and deepen the understanding of the theme from various viewpoints.

Figure 5.9: Linear Thematic Progression in Paragraph 4



The thematic development pattern in paragraphs 4 and 5 (Conclusion) is called linear when each successive sentence or proposition builds upon the theme from the previous proposition by adding a rheme (new information) that directly relates to that theme.

Here are the reasons why its development is considered linear:

1. The initial theme relates to the ability to work independently within a team context, and the rheme states that this is not contradictory.

2. The next theme takes the aspect of "myself" within a team context, and the rheme adds that enjoying being a primary contributor.

3. Then, "The fact that others depend on my work" becomes the theme, and the rheme develops this by stating a sense of value.

4. Subsequently, the theme becomes more specific about the role of "myself," with the rheme explaining responsibilities in that role.

5. Next, the theme remains on the role of "myself," and the rheme emphasizes the value and importance of team collaboration.

6. Finally, the theme focuses on "my" work environment preference, with the rheme concluding that the most important quality is the ability to work with others in a team.

Each stage of the diagram takes elements from the previous rheme and uses it as the theme for the next statement, while adding new information related to that theme, demonstrating a continuous and cohesive flow. This pattern supports the definition of linear thematic development, where each proposition systematically develops the previous theme through new rhemes that directly relate.

The thematic development described in the essay—with the opening paragraphs, the second paragraph, and the conclusion showing linear progression, while the third paragraph shows constant thematic development—creates a structure that balances gradual idea development and emphasis on certain key concepts.

The impact of such thematic development on the overall text can be explained through several aspects:

1. Alignment and Cohesion

The linear development in the opening, second, and concluding paragraphs helps to form a coherent and logical narrative structure, allowing readers to follow the flow of argumentation or narrative from the introduction of ideas, through development and examples, to the conclusion.

Meanwhile, the constant thematic development in the third paragraph serves as a focus or emphasis on a particular aspect of the argument or narrative, providing additional depth and nuance to that theme without deviating from the text's outline.

2. Balance between Exploration and Consistency

This structure creates a balance between the exploration of various aspects of the topic (through linear development) and emphasis on consistent values or principles (through constant development), ensuring that readers not only gain a broad insight but also understand the core of the argument or message.

3. Reading Dynamics

Variations in thematic development—from linear to constant and back to linear—help to maintain the reader's attention, providing a dynamic reading rhythm. Readers are introduced to new ideas or aspects of the topic in linear

paragraphs, while their understanding is deepened in paragraphs with constant thematic development.

4. Comprehensive Approach to the Topic

This structure allows the author to explore the topic comprehensively, offering various perspectives or aspects related to the topic (through linearity), while ensuring that certain key aspects receive sufficient emphasis (through constancy).

In the overall context of text development, this approach is effective for presenting complex and layered arguments or narratives, where readers are led to understand the topic from various viewpoints while remaining focused on the main message or values the author wishes to highlight. This creates a rich and satisfying reading experience, where important aspects of the topic are explored in depth, and the relationships between ideas are constructed in a logical and compelling manner.

5. 4. CONCLUSION

This study embarks on an exploration of the structure and development of argumentative essays through a meticulous analytical lens. By adopting a systematic methodology encompassing participant engagement, data acquisition, and adherence to ethical standards, this research delineates a comprehensive analytical framework for the scrutiny of argumentative essays.

The examination of rhetorical structures corroborates that argumentative essays are underpinned by a well-defined framework, wherein each segment plays a pivotal role in forging a cohesive and compelling discourse. Through the scrutiny of methods employed in essay development, this investigation unveils diverse strategies harnessed by authors to fortify their arguments, encompassing

the judicious selection of pertinent data subsets and the application of stringent analytical protocols.

In the study of essay development methods, this study scrutinizes the attributes of macro themes and their interplay with hyper themes, whilst accentuating the impact of elaboration on the efficacy of argumentation. The analysis of hyper theme characteristics, and their synergistic interactions, affords insights into the formulation of logical and methodical arguments. Moreover, this research probes the significance of coherence and cohesion via the examination of inter-theme clause relationships, underscoring the criticality of lexical choice and syntactic organization in crafting persuasive and robust arguments.

The culmination of this segment enhances the comprehension of the structure and progression of argumentative essays, augmenting the scholarly corpus pertaining to the analysis of argumentative texts and proffering empirical guidelines for authors aspiring to elevate the caliber of their essays. An analysis of BrNES and InNNES essays is methodically articulated in Chapters 6 and 7.

Chapter 6:
An Analytical Examination of Rhetorical Strategies in Argumentative Essays by British Native English Students (BrNES): Investigating the Generic Structure

6.1. INTRODUCTION

This chapter starts with a comprehensive exploration into the distinct characteristics and the generic structural framework of essays authored by British Native English Speakers (BrNES). The analysis aims to deepen the understanding of the writing conventions employed by BrNES, with a particular emphasis on the argumentative essay. This genre is selected due to its pivotal role as a principal medium of academic discourse, frequently engaged in scholarly communication.

The methodological approach employed herein adopts the canonical model proposed by Hyland in 1990, within the ambit of English for Specific Purposes (ESP). Hyland's model, which is the culmination of extensive research and observation of a diverse range of texts within the ESP domain, offers a robust framework for the identification and comprehension of the generic structures of academic texts, especially essays. The application of this model to the works produced by BrNES is anticipated to elucidate the distinctive attributes and

writing patterns that set them apart from analogous texts in other languages or other variants of English.

The preliminary application of Hyland's canonical model has demonstrated significant efficacy in delineating the generic structure of argumentative essays in the English language. This reinforces the model's stature as an efficacious tool for analytical endeavors in the fields of applied linguistics and textual analysis.

Moreover, this chapter will delve into the implications of understanding the generic structure of essays within the context of English language teaching and learning, particularly in the realm of ESP. It posits that an intricate comprehension of the unique structural and conventional writing norms of BrNES can afford considerable advantages to learners of the English language in refining their academic writing capabilities, especially those targeted towards a global academic or professional audience.

Integrating theoretical analysis with practical application, this chapter aims to offer insightful and innovative perspectives on the generic structure of argumentative essays by BrNES. It is envisaged to make a substantive contribution to the advancement of ESP studies and the pedagogical practices of English language teaching worldwide. Through this scholarly endeavor, the research aims to significantly enhance the global comprehension of the intricacies and uniqueness of academic communication in the English language.

6.2. GENERIC STRUCTURE LAYOUT OF BRNES ARGUMENTATIVE ESSAYS

Based on the data analysis conducted on 17 argumentative essays by BrNES, it has been identified that these essays adopt a specific argumentative essay structure, as outlined by Hyland (1990). This structure encompasses three main stages: Thesis, Argumentation, and Conclusion. This indicates that BrNES

adheres to the three universal stages considered essential in the composing of argumentative essays.

However, despite following the universal framework introduced by Hyland, within each of the elements of Thesis, Argumentation, and Conclusion, several BrNES texts exhibit a unique arrangement that distinguishes them from the aforementioned universal structure. To provide a deeper understanding of these structural elements, a detailed exposition is as follows.

6.2.1. THESIS

Thesis stage commences the examination of the subject matter by presenting the foundational proposition or assertion posited by the author. The structural framework potentially identified consists of five components, of which only the Proposition is deemed obligatory. As explicated in Chapter 2, Subsection 2.2.3, this thesis structure is segmented into five discrete phases: Gambit, Information, Proposition, Evaluation, and Marker. Upon analyzing seventeen texts, the Proposition Move (P) emerges as the most prevalently encountered phase within the argumentative essays crafted by British native English speakers (BrNES), manifesting a frequency of occurrence of sixteen times. This prevalence is understandable, considering the Proposition Move stands as the singular essential phase within the Thesis Stage. Following this, the Gambit Move (G) records fourteen appearances, positioning it second in frequency, while the Information phase (I) registers thirteen instances, thereby securing the third position. The Evaluation phase (E) is documented six times, ranking it fourth in frequency, whereas the Marker phase (M) is observed five times, rendering it the phase least utilized by BrNES. The accompanying table delineates the distribution of each component within the thesis stage, providing a quantitative overview of their respective occurrences. The discussion of the findings is presented in a separate subsection below.

Table 6.1: Categories of Rhetorical Moves in the Thesis Stage

Thesis stage	Frequency of appearances
Proposisi (P)	16
Gambit (G)	14
Informasi (I)	13
Evaluasi (E)	6
Marker (M)	5

6.2.1.1. Gambit

In the analysis of 17 texts, it has been revealed that not all BrNES texts implement a Gambit at the beginning of their texts. Instead, Gambit often appears as the second step in the Thesis stage. Through 14 appearances, BrNES writers demonstrate an understanding of the importance of capturing the reader's attention. This effort is executed by presenting dramatic illustrations in their argumentative essays. For instance, BrNES2 successfully captures the reader's attention with the opening, "Growing up, I have lived in both small towns and big cities," serving as a gambit to engage the reader's interest. This opening sentence is effective as a gambit because it combines elements that evoke curiosity, introduces the topic in an engaging manner, and guides the reader towards the essay's structure and objectives. It sets the tone for the forthcoming discussion and prepares the reader for more in-depth arguments and analysis.

Tabel 6.2: Extract of Gambit in the BrNES Thesis

Student	Extract
BrNES2	Growing up I have lived in both small town and big cities. (C1, P1).

According to Hyland (1990) and Pramoolsook & Qian (2013), to produce a Gambit, authors must possess certain skills beyond their awareness and capacity. Hyland (1990) categorizes Gambit as an optional step in writing. Gambits play a crucial role in capturing the reader's attention (Hyland, 1990). Keller and Warner (1988) add that gambits enable writers to effectively communicate their initial ideas into the discourse. This practice is often undertaken given the difficulties encountered in formulating ideas for writing or speaking. Nonetheless, applying the Move Gambit remains a challenge, particularly for novice writers (Graff and Birkenstein, 2006).

Nikmehr & Farrokhi (2014) assert that Gambits allow writers or speakers to communicate effectively because they serve as a semantic introduction, social context indicators, cues to the students' state of awareness, and communicative control (Keller, 1979). Although Hayot (2014) focuses more on writing in the humanities, he provides insights on how the essay structure can be used to strengthen arguments and clarify thoughts. The discussion on essay openings and information arrangement can be applied in the context of using gambits.

6.2.1.2. Information

In the context of argumentative writing, the "Information move" refers to the author's efforts to convey information or knowledge to the reader. This characteristic is considered universal in this type of writing, with the primary aim being to persuade or convince the reader through the presentation of arguments, evidence, and relevant information.

The implementation of the "Information move" largely originates from the class of illocution, a concept from speech act theory in linguistics, which categorizes utterances based on their social or psychological function, such as asserting, questioning, or commanding. In this context, argumentative writing often utilizes a limited number of these illocutionary classes to construct its arguments.

This analysis indicates that while there is variability in the presentation of arguments, such variability is constrained by the structure and function of the utilized illocutionary classes. This suggests that although authors may have unique styles or approaches, the way they construct and present arguments tends to follow recognizable patterns in argumentative writing, encompassing definitions, classifications, descriptions, criticisms, or "straw man" arguments.

In the analysis of 17 BrNES introductory paragraphs, there are 13 instances of the information move. As an example of visualizing how information is presented to the reader, the following table shows an excerpt from the BrNES3 thesis:

Tabel 6.3: Extract of Information in the BrNES Thesis

Students	**Extracts**
BrNES3	I can say **I have a large amount of experience** of this bind of living environment (C2, P1). Once I started university I moved to York, a small city… (C3, P1).

In the table above, the first sentence is considered informational because it provides context and background about the author's experience, supporting the main discussion of the text. The second sentence lays the groundwork for the reader to understand the context of the author's experience and the perspective from which the author speaks.

This sentence directly informs the reader that the author has spent a significant amount of time in the environment being discussed, offering insights and real-life examples that support the main discussion of the text.

Therefore, these sentences are considered informational because they are directly relevant to the topic being discussed, not just as biographical details, but as a foundation that allows the author to explore and evaluate the topic with greater authority and depth.

Presenting information at the beginning of the text facilitates the reader's understanding of the discussion context, supporting the argument in a way that facilitates a holistic and critical understanding of the issue being discussed. This aligns with the views of Golder & Coirier (1996), Kanestion, Singh, & Shamsudin (2017), and Al-Haq & Ahmed (1994) on the importance of early information placement in constructing an effective thesis and engaging the reader's attention.

Challenges in creating argumentative essays, as explained by Kurfiss (1988) and Crasnich & Lumbelli (2005), often relate to critical thinking and discourse negotiation with the reader. Overcoming these requires a deep understanding of how information is presented and debated in an argumentative context.

6.2.1.3. Proposition

A proposition is the most prevalent move in BrNES argumentative essays, represented by 16 out of 54 instances. One text (BrNES3) does not overtly delineate the Proposition in a singular, clear sentence. With respect to the Proposition, distinctive features were identified in BrNES Propositions: Simultaneous Proposition and Gambit and Implicit proposition.

Table 6.4: Extract of Simultaneous Proposition and Gambit in the BrNES Thesis

Students	Extracts
BrNES16	I would prefer to live in a big city than a small town (C1, P1).

In the scenario of Simultaneous Proposition and Gambit, 10 occurrences out of 16 were observed. As delineated in Table 6.4 above, the thesis statement (Proposition) of BrNES16 is found in the opening sentence, "I would prefer to live in a big city than a small town." This sentence straightforwardly articulates the author's stance regarding their preference, which is to be elaborated and substantiated further within the essay.

This opening sentence is regarded as a gambit because it functions to captivate the reader's attention and introduce the discourse topic, albeit not being explicitly stated. Despite the absence of a gambit in the form of an anecdote, rhetorical question, or startling statement that is frequently encountered in various other essay introductions, this sentence remains effective as a gambit due to its directness, clarity, and its role in preparing the reader for the ensuing detailed discussion.

Table 6.5: Extract of Implisit Proposition in the BrNES Thesis

Students	Extracts
BrNES3	… as such I feel I would prefer to live in a smaller town, but there are many other reasons for this. (C5, P1).

Following this, the implicit proposition, exemplified by BrNES3, where the thesis statement is situated in the midst of the text and conveyed in a somewhat indirect manner. The statement that approaches the thesis statement is: "as such I feel I would prefer to live in a smaller town, but there are many other reasons for this."

In this context, the thesis statement serves to unveil the author's personal preference for residing in a small town over a big city, predicated upon their own life experiences. However, the mode of delivery and the structure of the sentence diminish its efficacy as a thesis statement. Below is a more elaborate explanation of this thesis statement's components:

1. Declaration of Personal Preference: The author declares their predilection for living in a small town. This constitutes the essence of the argument they intend to construct throughout the text.

2. Implicit Support: The author alludes to "there are many other reasons for this," suggesting that their argument is not merely based on personal sentiment or subjective experience but will be buttressed by additional concrete reasons that are not yet explicitly revealed.

3. Deficiency in Clarity and Detail: As a thesis statement, this assertion fails to provide specific details or an overview of the argument that will be discussed. Ideally, a thesis statement should present a more discernible perspective on the essay's primary direction and focus, including specifying particular aspects that will serve as reasons or evidence in support of the stated preference.

4. Role as a Transitional Statement: While it functions as a thesis statement, this sentence also serves as a transition, signaling that there will be further discussion about "many other reasons" supporting the author's preference. This indicates that the essay will encompass a more extensive evaluation of life in a small town in comparison to a big city.

Based on the implicit presentation of the thesis statement and the argument structure developed from personal experience towards general conclusions, the text BrNES3 can be regarded as an exemplar of the inductive approach. In this instance, the preference for living in a small town is presented as a conclusion derived from an inductive reasoning process, based on the author's personal experiences. This is in contrast to the deductive approach, wherein the thesis statement is typically positioned at the commencement of the text and followed by supporting evidence or arguments.

This concurs with the observations made by Rosenwasser & Stephen (2000) on how the inductive approach is frequently relied upon in the writing process, with

the thesis statement being implicitly presented, thereby enabling authors to refine their understanding and arguments throughout the progression of the writing process. In this methodology, the thesis statement does not invariably appear at the beginning of the text; rather, it emerges from research and ideational exploration.

Graff & Birkenstein (2006) also discussed how the thesis statement can be developed and reinforced throughout the essay, not merely articulated at the outset. This offers insights into the functionality of an implicit thesis statement within a broader argumentative framework.

Booth et al. (1995) noted that in certain instances, the thesis statement or principal claim may evolve gradually and be stated in a more implicit manner. This underscores the notion that in writing, particularly when employing an inductive approach, the unfolding of an argument can lead to a deeper comprehension and presentation of an implicit thesis statement.

6.2.1.4. Evaluation

Evaluation, as delineated as the fourth quintessential element within the architectural framework of thesis composition, occupies a pivotal role in the meticulous analysis and rigorous assessment of the subject matter being scrutinized. Within the corpus of seventeen BrNES texts subjected to analytical review, it has been discerned that a mere sextet of these texts explicitly incorporates this evaluative component, which is signified through the employment of specific clauses designed to articulate judgements or observational insights. An exemplary manifestation of this evaluative practice is observed in the text denoted as BrNES8, wherein the author elucidates a pronounced predilection for opting to dine out as opposed to partaking in meals prepared within the domestic confines, citing the complexity and impracticality associated with the latter's preparatory processes as the driving rationale.

Table 6.6: The Extract of Evaluation in the BrNES's Thesis

Students	Extracts
BrNES8	I prefer to eat out, although in fact I rarely do so. To prepare a meal from scratch at home takes a great deal of preparation. **The time involved can be anything from several minutes of slicing vegetables to many hours for marinating in a sauce** (C4, P1)

Expounding further, the author meticulously details, 'The temporal investment required for the preparation of meals within the domestic sphere can exhibit a significant variance, extending from a mere handful of minutes necessitated for rudimentary tasks such as the slicing of vegetables, to the protracted durations spanning several hours for more intricate processes such as the marination of foodstuffs in sauce (C4, P1).' This particular clause serves to illuminate the author's evaluative perspective on the adverse ramifications associated with in-home meal preparation, accentuating not solely the temporal variability entailed but also the considerable exertion implicated in these preparatory undertakings.

By correlating the intricacies of meal preparation with the resultant implications, namely the prodigal expenditure of time and the substantial exertion of energy, the author methodically articulates the argument in favor of the substantial merits inherent in the choice to dine externally. These merits encapsulate the virtues of temporal efficiency and the mitigation of laborious exertion, thereby buttressing the assertion that the alternative of dining out represents a pragmatically superior and beneficial proposition. Consequently, the author's emphatic endorsement of dining out transcends mere personal inclination, being robustly underpinned by a comprehensive evaluation of factors encompassing convenience, efficiency, and the judicious conservation of resources.

In summation, the evaluative dimension encapsulated within the text BrNES8 proffers profound insights into the manner in which a critical appraisal of quotidian scenarios, such as the preparation of meals, can exert a formative influence on an individual's decision-making paradigms and preferences. Through this assiduous analysis, the author not only underscores the integral significance of evaluation within the structural composition of a thesis but also elucidates how its adept application can engender a compelling and empirically substantiated argumentation in support of the deduced conclusions.

In the realm of academic writing, the significance of conducting evaluations subsequent to the proposition of an argument is of paramount importance. This underscores the imperative application of critical thinking skills for the purpose of scrutinizing the validity and reliability of the sources and arguments presented. The seminal contribution by Perelman and Olbrechts-Tyteca in 2017 lays down a theoretical framework elucidating the role that evaluations assume within argumentative discourse, furnishing profound insights into the mechanisms enabling evaluations to fortify the propositions posited. Despite its initial publication in 1958, the enduring relevance of this theoretical framework is sustained through its discussion, application, and further elaboration within the digital and contemporary milieu, as expounded in the literature that has ensued.

The investigation conducted by Rahwan & Moraitis in 2017 introduces an additional dimension to this discourse by delving into the integration of argumentation within the spheres of artificial intelligence and multi-agent systems. This inquiry reflects on the modeling of the evaluation process within computational environments, accentuating the pivotal role that positive evaluations post-proposition play in the dynamics of negotiation, decision-making, and the cultivation of consensus within digital communication platforms. Consequently, this body of work not only accentuates the cruciality

of evaluation in the context of academic writing but also broadens our comprehension of the application of such evaluations in more expansive and technologically sophisticated contexts.

Through the amalgamation of theoretical insights and practical applications, this study presents an all-encompassing perspective on the indispensability of evaluation in buttressing cogent arguments, both within the sphere of academic discourse and in the application of cutting-edge technological innovations. It reaffirms that the faculties of critical thinking and diligent evaluation constitute indispensable elements in the formulation of persuasive arguments and in the execution of decisions informed by valid and reliable data.

6.2.1.5. Marker

In the realm of thesis composition, Markers stand as pivotal components that bolster the efficacy of the writer's communication with their audience. These Markers act as signposts or cues, aiding readers in navigating through the writer's elaboration of ideas, arguments, or narratives. The quintessential role of markers lies in their ability to distill the discussion's architecture, enabling readers to effortlessly discern the core arguments, ancillary points, and the writer's conclusions. Markers may manifest as transitional phrases such as "Firstly, ...", "This indicates that ...", "furthermore," "conversely," "to conclude," or as phrases signaling shifts in discourse, elaborative discussions, or the reinforcement of an argument.

The judicious selection and placement of markers emerge as critical determinants in forging a narrative that is both coherent and compelling in its argumentation. It behooves authors to meticulously consider the deployment of markers to refine the structure and progression of their exposition. This not only augments the reader's comprehension but also amplifies the scholarly communication's overall integrity and efficacy.

Within the introductory segments of academic compositions, the strategic employment of markers to foreshadow ensuing discourse garners significant attention in scholarly studies. Fraser's (1999) expansive delineation of discourse markers (DMs), complete with an intricate taxonomy, positions DMs as lexical entities primarily delineating the interconnection between subsequent (S2) and preceding (S1) discourse segments. Such an analytical framework is invaluable for deciphering the utility of markers in steering readers through the argumentative or narrative scaffolding inherent in scholarly writings.

Further examination by Harwood (2005) and Ivanic (1998) into the explicit articulation of authorial identity through academic texts underscores the utilization of markers to captivate readers and signify affiliation with specific epistemic communities. Employing first-person pronouns in tandem with argumentative verbs (e.g., "I/we assert that...") exemplifies how authors may overtly demarcate their viewpoints or the trajectory of their discourse.

Collectively, these inquiries illuminate the criticality of a profound comprehension of marker varieties and their adept application within academic introductions to guide readers, sculpt the author's identity, and substantiate claims. The astute application of markers can significantly elevate text clarity and persuasiveness, streamline the ideational exchange, and assist readers in tracing the argumentative path.

This study's analysis of seventeen texts from the BrNES corpus has elucidated five instances of particular marker utilization, revealing a minimal employment relative to other Move types within Thesis stages. For instance, BrNES2 articulates: "In this short essay, I will explore the reasons for and against residing in a small town...". This declaration not only seamlessly transitions readers to subsequent discussions but also prefaces a deeper exploration into the dichotomy of small town versus urban living, culminating in the author's personal preference revelation.

Such articulation signifies the author's dedication to an exhaustive investigation of the chosen theme, methodically outlining the essay's blueprint to probe arguments across the spectrum—rural versus urban living. Consequently, the author not only shepherds readers through a contemplation of diverse life facets but also prepares the groundwork for a more nuanced discourse. This exemplifies the strategic deployment of markers as a mechanism for calibrating reader expectations and enhancing comprehension of the essay's structural and thematic objectives.

Tabel 6.7: Extract of Marker in the BrNES Thesis

Student	Extract
BrNES2	**In this short essay I will explore** the reasons for and against living in a small town and compare it with reasons for and against living in a city (C6-7, P1).

6.2.2. ARGUMENT

The stages of argumentation in argumentative texts are a dynamic process involving the use of various rhetorical strategies to persuade or influence the thinking of readers. In the context of analyzing 17 BrNES texts, we identified a consistent pattern in argument construction consisting of 73 argument paragraphs. This pattern is represented through four cyclical Rhetorical Moves that repeat, allowing flexibility in sequence yet following a recognizable structure. These four moves—Marker (M), Restatement (R), Claim (C), and Support (S)—appear with different frequencies, reflecting their various functions in forming an effective argument.

Marker (M) and Claim (C), each appearing 73 times, indicate their crucial roles in marking the beginning of an argument and stating the claim to be defended or proven. Markers function as signals informing the reader of an argument or a

significant point to be discussed. Meanwhile, a Claim is a statement or assertion that forms the core of the argument, expressing the position taken by the writer on an issue.

Support (S), with 71 appearances, is nearly as frequent as Marker and Claim, showing how crucial the provision of evidence or explanation is in supporting the claim made. Support can include data, examples, quotations from credible sources, or logical explanations that strengthen the validity of the claim.

Restatement (R), though appearing less frequently (39 times) compared to the other three moves, still holds a significant role in repeating or reaffirming important points in a different form to ensure understanding and emphasis to the reader. Restatement helps clarify and reinforce the argument by presenting information or claims in new words or from a different perspective.

This analysis reveals how the four Rhetorical Moves interact in argumentative texts to form a coherent and convincing argument. The frequency distribution of each move, as recorded in Table 6.9, provides insights into the dominant argumentative writing practices within the analyzed BrNES corpus. It demonstrates that, despite variations in use and frequency of each move, the basic structure of argumentation remains consistent, with a strong emphasis on stating claims and providing adequate support as the core of effective argument construction.

Table 6.8: Categories of Rhetorical Moves in the Argument Stage

Argument stage	Frequency of appearances
Marker (M)	73
Restatement (R)	39
Claim (C)	73
Support (S)	71

The explanation of each Move in the argument stage is presented sequentially in separate subsections below.

6.2.2.1. Marker

In the realm of academic discourse, the utilization of markers to delineate sequences and establish links to steps within arguments and propositions is of paramount importance. Such transitions into new sequences within a discourse or argumentation may be subtly indicated through topical shifts or encapsulated within the articulated claims. Nonetheless, for the sake of ensuring both clarity and fluidity in the presentation of arguments, authors often opt to overtly navigate readers through the meticulously constructed stages of argumentation. An examination of seventy-three argumentative paragraphs from seventeen BrNES texts reveals that each argumentative paragraph employs what is referred to as a "Move Marker" to signify the introduction of claims and to assimilate them into the broader textual context. Below is a tabulation representing the insights derived from the BrNES texts.

Table 6.9: The Extracts of Marker *(M)* in the BrNES's Argument

Students	Extracts
BrNES11	**Firstly**, it seems that people don't necessarily work near to where they live and they usually work for the whole day. (P2)
	On the other hand, restaurants don't really provide atmosphere where you can 'let loose' or be private, as there are other members of the public there with you. (P3)

To facilitate unambiguous navigation between argumentative segments, two principal tools are predominantly employed:

a) **Numbering Signals**: In the second paragraph of BrNES11 text, the phrase ‘firstly’ is employed. This signal is preferred by students in academic compositions for its ability to provide a finite inventory of elements utilized to denote sequence or priority within an argument. However, the employment of numbering signals necessitates additional interpretative effort from the reader to discern the relationships among the various argumentative elements that are marked.

b) **Transition Signals**: The third paragraph of BrNES11 utilizes ‘On the other hand,…’ to denote a transition to a different argumentative step or sequence, thereby indicating a contrast. Transition signals, manifested through adverbs, conjunctions, and explicit commentary, signal a shift in the direction or focus of the discussion. They are instrumental in imparting structure and coherence to the text, thereby simplifying the reader's task of following the argument’s progression.

The deployment of numbering and transition signals not only eases textual navigation for the reader but also amplifies the clarity and persuasive power of the argument. By explicitly marking the introduction of new claims and their correlation to the text in its entirety, authors can ensure that readers more effectively follow their line of reasoning. This is instrumental in constructing a coherent and logical argument, aligning with the principal objectives of many forms of academic writing.

In relation to the aforementioned findings, Fraser (2009) categorizes discourse markers into three primary types: Contrastive Discourse Markers (CDMs) (for example, but, although, on the other hand, contrary to expectations, otherwise, even though, nevertheless, despite, etc.), Elaborative Discourse Markers (EDM) (for example, and, above all, also, alternatively, analogously, in addition, in the same way, simultaneously, similarly, for instance, further, additionally, in other words, particularly, likewise, etc.), and Inferential Discourse Markers (IDMs) (for example, so, however, all things considered, in conclusion, as a result of

this/that, consequently, for this/that reason, therefore, etc.). While students generally utilize these types of Discourse Markers, this study specifically highlights three examples as illustrated in the above quotations, namely Elaborative Discourse Markers (EDM) (e.g., besides, first, second, and lastly, and). The outcomes of this empirical inquiry closely align with Jalilifar's research on DM in descriptive writings by Iranian students (Jalilifar, 2008), which identified EDMs as the most prevalent DM among others (IDM and CDM). Correspondingly, Ali and Mahadin (2016) explored the application of DM in expository essays by Jordanian EFL students, focusing specifically on those at intermediate and advanced levels. They discovered that a majority of Jordanian EFL students incorporated EDM to structure their expository writings, with intermediate-level students exhibiting a lesser frequency of DM usage compared to their advanced-level counterparts. In a similar vein, Bazzanella (1985) bifurcated DM (Discursive Signals) into semantic and pragmatic perspectives.

Semantic DMs are concerned with the functionality of discourse markers in linking content to its essence and in organizing information from a hierarchical, logical, and conceptual standpoint (Palermo, 2013). They aid in the construction and maintenance of discourse structure by elucidating relationships among propositions or text segments, such as cause-effect, contrast, or addition. Semantic DMs are frequently utilized to clarify argument or narrative structures within texts.

Examples of semantic DM application in sentences include:

- "Therefore, we must contemplate alternative options." (The marker 'therefore' indicates a cause-effect relationship.)

- "On one hand, technology affords us convenience. On the other hand, it also introduces new challenges." (The markers 'on one hand' and 'on the other hand' denote contrast.)

Conversely, pragmatic DMs focus on the pragmatic facets of discourse, such as context, the intent of the speaker, and the impact of message delivery on discourse interpretation. These DMs reflect the speaker's worldview and their perception of the situation or context in which the utterance is made, beyond merely the content of the proposed proposition

(Bazzanella, 1985; Lubishtani, 2019; Al-Ghamdi, & Alrefaee, 2020). Pragmatic DMs encompass markers for politeness, turn-taking, agreement, or disagreement, and are predominantly employed to manage social interactions in conversational settings.

Examples of pragmatic DM application in sentences include:

- "Honestly, I find that opinion to be disagreeable." (The marker 'honestly' conveys personal stance and disagreement.)

- "Nevertheless, an immediate solution must be sought." (The marker 'nevertheless' indicates acceptance of the situation and a shift towards solution-seeking.)

The distinction between semantic and pragmatic DMs resides in their focus: semantic DMs concentrate on the structure and logical relations within the text, whereas pragmatic DMs emphasize the social and contextual aspects of communication. Both varieties of DMs are pivotal in comprehending the use of language to organize, build, and interpret meaning across diverse discourse contexts.

To encapsulate, Markers (M) in the stage of argumentation are designed to introduce the students' claims and associate them with the propositions of their argumentative essays. Hyland (1990) observed that Markers (M) assist students in delineating and connecting a series of propositions, thereby enabling readers to grasp their arguments with efficacy.

6.2.2.1. Restatement

Restatement in argumentation serves as a pivotal rhetorical technique, aimed at bolstering or reaffirming arguments through the rearticulation of principal ideas. Its primary objective lies in enhancing clarity or intensifying emphasis. This technique encompasses the repetition or paraphrasing of propositions, not solely to elucidate the author's stance but also to act as a compelling tool in fortifying the arguments presented.

An analysis of seventy-three argumentative paragraphs extracted from seventeen texts within the BrNES corpus identified thirty-nine instances of restatement, signifying its prevalence and efficacy within argumentation structures. For instance, BrNES8, which addresses the concepts of 'food-miles' and the adoption of local products by restaurants, clearly demonstrates the utilization of restatement to reinforce arguments concerning the environmental advantages and food quality benefits derived from selecting restaurants that source locally.

Restatement can manifest through the employment of examples, experiences, or the presentation of concepts in a novel manner. This underscores the versatility of restatement within argumentative discourse, enabling its integration into narratives that bolster the primary claim without necessitating explicit repetition.

Table 6.10: The Extracts of Restatement *(R)* in the BrNES's Argument

Students	Extracts
BrNES8	One thing that concerns many people these days is 'food-miles' and I find it more likely that a good restaurant uses locally sourced produce for its menu... (C1, P4).

Beyond the purpose of argument clarification, restatement also plays a crucial role in augmenting the writer's or speaker's credibility. By rearticulating arguments in diverse ways, authors exhibit their comprehensive understanding

of the material and their capacity to examine the issue from multiple perspectives, thereby enhancing the trust of the reader or listener.

Nevertheless, the application of restatement requires judicious consideration to prevent excessive redundancy without contributing new value or insight, which could diminish the effectiveness of the argument. Authors must strike a balance between employing restatement for emphasis and preserving narrative innovation and attractiveness.

In summation, restatement emerges as a formidable instrument in rhetoric and argumentative writing. When aptly utilized, it has the potential to amplify arguments, clarify propositions, and elevate persuasive efficacy. This practice, as demonstrated through the analysis of BrNES texts, highlights the significance of restatement in enhancing both clarity and persuasive capacity in communication.

To interlink and refine the ideas articulated, an analysis of the argumentative essay genre crafted by students underscores the necessity of explicit instruction in aiding them to comprehend the structure and organization of essays, alongside the linguistic forms characteristic of various genres. This is imperative for fostering a coherent relationship between the core and satellite components of an argument, thereby augmenting the persuasive force of an essay.

A pivotal aspect in reinforcing argumentation within argumentative essays is the application of Restatement. Its primary role is to reaffirm crucial points within the argument, thus accentuating and strengthening the propositions advanced. According to Feez & Joyce (1998), alongside subsequent research by Emilia (2005) and Emilia & Hamied (2015), Restatement significantly contributes to the emphasis of argument propositions, facilitating the maintenance of argument consistency.

Conversely, a study conducted by Imtiaz & Mahmood (2014) on EFL students' argumentative essays in Pakistan revealed a scant utilization of Restatement, with a mere fifteen percent of essays employing it. This reflects a deficiency in students' comprehension and implementation of an effective argumentative framework. The inability to integrate Restatement proficiently may lead to weakened and less persuasive argumentation, given the criticality of establishing a coherent relationship between the core and satellite parts of an argument to bolster the proposition.

Furthermore, Mann & Matthiessen (1991) highlighted the essentiality of a coherent relationship between the core and satellite components in argumentation to enhance an essay's persuasive power. Hence, it is imperative to offer explicit instruction to students on the comprehension and construction of argumentative essays, including acquainting them with essay organization and linguistic forms emblematic of various genres, as well as instructing them on the efficacious use of Restatement to fortify their argumentation.

6.2.2.2. Claim

The pivotal step in constructing an argumentative sequence is the articulation of a claim. This constitutes a rationale that bolsters the legitimacy of a proposition. Serving as the essence of an argument, the claim furnishes a foundation for readers or listeners to endorse the veracity of assertions made by the speaker or author. In the crafting of a compelling argument, the precision in selecting an appropriate modality to advance a claim is imperative. Three persuasive tactics can be employed in the phase of claim articulation, namely Perceived Shared Assumptions (PSA), Generalization based on Data or Evidence (GDE), and Conviction (Cv). These methodologies provide distinct avenues for persuading the audience regarding the truthfulness or validity of a proposition.

Perceived Shared Assumptions pertains to a strategy wherein the speaker or author posits a claim predicated on assumptions that are broadly accepted by the

audience. Such shared assumptions may encompass values, beliefs, or collective experiences presumed to be shared by both the speaker and the audience. Utilizing PSA as a foundation, an argument is constructed on mutual perspectives or experiences, rendering the claim more pertinent and readily acceptable to the audience.

Generalization based on Data or Evidence embodies an approach that leverages tangible proof, such as statistical data, research findings, or tangible examples, to substantiate a claim. This modality emphasizes the provision of objective, verifiable information to convince the audience of a proposition's veracity. By presenting data or evidence, the argument is fortified and becomes more challenging to contest, as it is anchored in facts that are accountable.

Conviction entails a tactic that harnesses the fervor of the speaker or author's personal belief in promulgating a claim. It involves employing emphatic language, emotional expressions, and resolute determination to influence the audience. This method is frequently effective because it can stir emotions and engender a personal connection between the audience and the advanced claim.

An analysis of 73 argumentative paragraphs from BrNES reveals a diverse distribution of tactics employed in claim-making across these three strategies. Each strategy possesses inherent strengths and limitations, and the selection of an optimal tactic is contingent upon the argument's context, the audience's characteristics, and the objectives pursued by the speaker or author. Herein lies a detailed exposition concerning the aforementioned discourse.

Table 6.11: Frequency of selected Claim Articulation within BrNES Texts

Claim categories	Frequency of appearances
Data or Evidence (DE)	34
Perceived Shared Assumptions (PSA)	25

and Conviction (Cv)	14

6.2.2.1.1. Data or Evidence (DE)

In the realm of argumentation, the articulation of claims frequently employs generalization underpinned by tangible data or evidence. This methodology leverages quantifiable and verifiable proofs, such as statistical figures, empirical research outcomes, or specific case exemplars, as the foundational bedrock to bolster a claim or argument. This tactic predominantly centers on the dissemination of information that is objective and subject to independent verification, with the aim of persuading the audience regarding the legitimacy and validity of the proposition put forth.

Moreover, the incorporation of concrete evidence within argumentative discourse not only amplifies the argument's credibility and persuasive power but also augments the overall discourse quality. It facilitates a more profound analysis and enables more precise conclusions regarding an issue, as the argumentation is constructed upon a systematic and critical data evaluation. In academic, professional, or public spheres, this approach is esteemed for its capacity to methodically navigate the intricacies of issues in a logical, structured, and evidence-grounded manner.

Hence, employing generalizations supported by data or evidence in argumentation emerges as an exceedingly effective strategy. It not only heightens the chance of the audience's acceptance of the claim through the presentation of verifiable and objective information but also fosters a discussion culture predicated on knowledge, where the truthfulness and validity of arguments can be assessed in a critical and objective manner.

Data analysis pertaining to BrNES selections positions the generalization based on data and evidence as the predominant claim within its argumentative paragraphs, with the most frequent occurrences being 34 out of 17 analyzed BrNES paragraphs. An exemplar from BrNES4 is provided below.

Table 6.12: The Extracts of Generalisation based on Data and Evidence (DE) in the BrNES's Argument

Students	Extracts
BrNES4	Due to the larger encompassed area, forms of entertainment, places of convenience etc. means there are more places work and thus make money. (P3)
	… the cities often offer more and technically 'better' choices of education. (P5)

The claim in the third paragraph posits that large cities offer an abundance of opportunities, including employment and economic growth. This assertion is evidenced by the statement, "Due to the larger encompassed area, forms of entertainment, places of convenience, etc., mean there are more places to work and thus earn money." This is deemed a generalization since the author makes a broad statement about large cities based on commonly assumed characteristics, namely, the greater availability of job and economic opportunities. The author does not explicitly endeavor to compel the reader's conviction with a robust argument or rely on an assumption mutually recognized between the author and the reader. Instead, this claim rests on a general observation or experience that large cities are widely regarded as offering more opportunities.

The claim in the fifth paragraph asserts that superior and more diverse educational opportunities are accessible in large cities. This is supported by the statement, "Not only specialized schools but cities also offer universities of higher academic reputation, having links with particular industries that are

invaluable to students looking to progress into work through their chosen degree." This claim, too, is a generalization. The author articulates a broad assertion that large cities provide a superior and more specialized educational selection, grounded on the population's diversity and their needs. There is no explicit attempt to coerce the reader's belief through aggressive argumentation, nor does this claim explicitly presuppose the reader's concurrence. Rather, it is a general observation likely concurred with by many, based on common knowledge regarding the availability of educational institutions in large cities.

In both instances, the author employs generalization to delineate the advantages of residing in large cities, including the availability of employment opportunities and education. This suggests that the author anticipates the reader will accept these statements as truths based on general knowledge or experience, rather than through forceful argumentation or explicitly shared assumptions.

Addressing issues related to claims of a general nature and grounded in data or evidence within the context of argumentative essays, the emphasis on argument evaluation becomes paramount. Alexander (2014) highlights that argument evaluation constitutes a fundamental element in cultivating critical thinking skills, aimed at appraising the argument's quality and rejecting those lacking a solid foundation. This viewpoint is corroborated by Neuman (2003), Walton (2010), and Alexander (2014), all of whom assert that argument evaluation plays a pivotal role in refining critical thinking capabilities.

Within the framework of fostering scientific rationality, the significance of a robust theoretical foundation, acquaintance with supportive data, and the capability to forge relationships among these components is underscored (Osborne, Erduran & Simon, 2004). Consequently, it is advocated that students be educated to integrate data or evidence into their argument construction. Technically, students might manipulate data—through adaptation, augmentation, or modification—to buttress their argumentation schemes with pertinent information, thereby generating new, valid evidences (Wiley & Voss,

1999). However, a deficiency in theoretical and conceptual understanding may impede students from generating efficacious reasoning (Osborne, Erduran & Simon, 2004).

Consequently, for the formulation of a cogent argument, it is essential to foster a synergistic alignment between empirical evidence (data) and the theoretical underpinnings (claim). Kuhn (1991) posits that the robustness and credibility of an argument are contingent upon the intricate interplay between these elements. To encapsulate, an extensive mastery in melding theoretical constructs with empirical evidence within argumentative discourse not only elevates the caliber of the argument itself but also markedly refines critical thinking competencies.

6.2.2.1.2. Perceived Shared Assumptions (PSA)

Submitting claims through the strategy of Perceived Shared Assumptions (PSA) constitutes an approach in communication wherein communicators, inclusive of speakers and writers, articulate arguments predicated on assumptions presumed to be mutually recognized by the audience. These shared assumptions might encompass values, beliefs, or experiences broadly deemed to be collectively held between the communicator and the recipient of the message. By leveraging PSA, the construction of argumentation is predicated on a foundation of shared views or experiences, thereby facilitating the proposition to be perceived as more pertinent and readily accepted by the audience.

Table 6.13: The Extracts of Shared Assumptions in the BrNES's Argument

Student	Extracts
BrNES1	When playing sports like football or rugby working alongside others in a team is vital to their success as

	everyone combines their skills to achieve a shared goal. (P2)

An examination of 73 argumentative paragraphs across 17 BrNES texts reveals that Perceived Shared Assumptions (PSA) ranks as a favored method subsequent to Generalization Based on Data or Evidence (GDE) for reinforcing propositions within BrNES argumentative essays, evidenced by PSA's manifestation 25 times. For instance, within the BrNES1 text, the statement, "When playing sports like football or rugby, working alongside others in a team is crucial to their success as everyone amalgamates their skills to achieve a common objective," suggests that success in these scenarios is deemed unachievable without collaborative team effort. Phrases such as "crucial to their success" and "amalgamates their skills to achieve a common objective" implicitly rely on the presupposition that the audience comprehends and concurs that teamwork and collective contribution in sports are pivotal for attaining a shared goal. This shared presumption binds the audience with a collective experience or belief, thereby enhancing the resonance of the argument and facilitating its acceptance.

Research conducted by Ferris (1994) and Hinkel (1999) identified disparities in approaches between native English speakers and ESL students in formulating arguments. Lux (1991) discovered that, in comparison to English-speaking students, native Spanish-speaking students exhibited a preference for a more complex style in composing argumentative tasks. Hyland (1990) observed that PSA is categorized under Claim Steps aimed at securing proposition acceptance. Similarly, Schneer (2013) elucidated that in formulating claims, authors essentially characterize their stance within the proposition as a crucial indicator of the step’s importance. Accordingly, it is imperative for students to recognize that furnishing adequate support for their claims is essential, as it potentially influences the readers' reception of the proposition in their essays. Rodríguez (2008) highlighted that rhetorical and persuasive opinion dispositions must be substantiated with evidence of the claim and its assessment. Consequently, it is paramount to accustom students to diverse strategies in generating credible and persuasive claims through authentic linguistic experiences (Bhatia, 2004).

Moreover, it was ascertained that the claim model frequently adopted is often a blend of Generalization Based on Data and Evidence (GDE) and Perceived Shared Assumptions (PSA), as observed in the examples of BrNES6 & BrNES11. This model comprises universally applicable declarations, predicated on extensive experience or observation (generalization), and capitalizes on understandings or beliefs widely acknowledged and embraced by the majority of individuals (shared assumptions).

Table 6.14: The Extracts of Combined Shared Assumptions and Generalizations in BrNES's Argument"

Student	Extracts
BrNES11	Therefore, they would probably agree unanimously to the fact that finding a restaurant or stand near them to grab a bite is definitely more convenient and practical than rushing home to prepare a meal and then having to rush back again. (P2)

For example, the assertion in the second paragraph of BrNES11, discussing the merits of dining out, especially at restaurants or food stands, centers around the convenience and practicality for individuals with demanding work schedules. This claim melds shared assumptions with generalization in a manner that conveys a comprehensive understanding of contemporary society's necessities and preferences regarding time efficiency and convenience.

**Example Sentence: "Therefore, they would likely concur unanimously on the fact that locating a restaurant or stand nearby to grab a bite is undeniably more convenient and practical than hastening home to prepare a meal and then having to rush back again."

The Shared Assumption within this sentence is predicated on the widespread understanding that the majority of individuals in contemporary society value

convenience and efficiency in their daily lives, often confronting time constraints due to work commitments, and exhibit a preference towards quick and easy food solutions. This sentence also embodies a generalization asserting that dining out is a more convenient and practical solution for individuals engaged in day-long work and residing far from home. This generalization is broadly applied, assuming this preference is applicable to everyone in similar circumstances, without considering potential variations in individual preferences or other conditions that may influence dining decisions.

In this context, the generalization and shared assumptions collaborate to convey the notion that, generally, dining out at restaurants or food stands is viewed as a more convenient option for those constrained by time due to work. This reflects a broad consensus that, given the demands of time and distance in modern work life, dining out presents a more practical alternative than returning home to prepare one's own meal. Thus, the author relies on a collective understanding of modern societal values—such as the appreciation for time, convenience, and flexibility—and generalizes this experience as normative. Although effective in communicating the author's perspective, this approach simplifies the complexity of individual dining decisions by presuming uniformity in preferences and living conditions.

Lunsford and colleagues (2022) expounded on how shared assumptions and generalizations can influence the efficacy of arguments, providing a comprehensive analysis of various dimensions of argumentation. They underscore the significance of audience comprehension, the employment of emotion, ethos, and logos in argumentation, and the avoidance of logical fallacies. By considering cultural contexts and incorporating actual examples from diverse sectors including politics, economics, journalism, and media, the publication aims to enlighten readers on the formulation of robust and effective arguments.

Regarding shared assumptions and generalizations, the importance of acknowledging values and beliefs mutually held between the speaker and audience to establish emotional connectivity and enhance credibility is emphasized. However, the publication also cautions against the perils of excessive or inaccurate generalizations, which can diminish the argument's efficacy by neglecting the diversity of individuals and situations. Through illustrations from a myriad of sources, including academic literature, magazine articles, blogs, and memes, the publication demonstrates how argumentation is manifested across different genres and contexts, equipping readers with the tools to evaluate and construct their own arguments within the broader context of public discourse.

6.2.2.1.3. Conviction (Cv)

The Conviction (Cv) methodology hinges on the intensity of belief exhibited by the speaker or author in the articulation of their argument. This strategy employs the utilization of fervent language, expressions rich in emotion, and profound determination to persuade the audience into concurring with the viewpoint being presented. This approach is frequently efficacious as it has the capability to stir emotions and forge a personal connection between the audience and the argument being proposed. An analysis of 73 argumentative paragraphs from 17 texts within the BrNES collection indicates that Conviction is among the methods often deployed to assert claims, identified in 14 instances. This figure is comparatively modest against the other two methodologies, namely Perceived Shared Assumptions (PSA) and Generalization based on Data or Evidence (GDE). Additionally, an amalgamation of Conviction (Cv) with Perceived Shared Assumptions (PSA) was also observed in the case of BrNES17.

Table 6.15: The Extracts of Conviction *(Cv)* In the BrNES's Argument

Students	Extracts
BrNES17	The high crime rates of my second home had a major influence on the fact that it was difficult for me to visit anybody, as did my youth in my first home. (P5)

For instance, the statement "The high crime rates of my second home had a major influence on the difficulty I experienced when attempting to visit anyone..." serves as an exemplar of generalization. This suggests that the author's experiences with elevated crime rates in their 'second home' (alluding to a small town) could be regarded as a universally applicable situation across other small towns. This statement also falls under the category of Force Conviction, wherein the author leverages the direct impact of crime rates on their social life as a foundation to advocate for a preference towards urban living. Through this statement, the author not only generalizes the impact of crime rates in small towns on socialization capabilities but also eloquently elaborates on the benefits urban life offers, particularly regarding safety and social accessibility. This delineates how personal experiences are utilized as evidence to bolster an argument and sway the reader towards embracing the author's perspective.

Biber and Finegan (1989) delineate stance as "The lexical and grammatical expression of attitudes, feelings, judgments, or commitments towards the propositional content of a message" (p. 93). Within the theoretical framework, the adoption of stance is deemed a significant discursive act, delineating the author's stance towards the thesis and evidence within their argument (Martin, 1989; Schleppegrell, 2004). This notion accentuates the role of stance adoption as a rhetorical strategy designed to convince the audience of the writer's viewpoint's validity (Chandrasegaran & Kong, 2006). The pivotal role of stance adoption, as an essential element in augmenting argumentation, is corroborated through an empirical study by Chandrasegaran & Kong (2006), which scrutinized the practices of stance adoption and its reinforcement in online forum discussions engaged by students. The findings elucidate that the adoption and reinforcement of stance are instrumental in the high school students' social interactions, affecting issue evaluations, attitude value expressions, the extent of

commitment to claim veracity, and the affirmation of evaluative values and attitudes. The conclusions underscore the students' proficiency in employing stance adoption strategies predicated on personal assumptions. Pursuant to these insights, emphasizing education on stance adoption is imperative to aid students in internalizing discursive practices they have yet to master in crafting argumentative essays.

6.2.2.3. Support

In the structure of argumentation, the component known as "Move Support" plays a crucial role. It not only acts as a support for the claim being made but also serves as a bridge connecting that claim to a larger proposition. In other words, Move Support functions to provide a solid foundation for the claim, ensuring that the claim does not stand alone but is logically and coherently integrated into the overall argumentation.

Specifically, Move Support offers explicit support for a claim in various ways. This can involve explicating assumptions, which means clarifying the assumptions underlying the claim. These assumptions are important because often a claim is based on premises that are not always clear or explicit. By elucidating these assumptions, readers or listeners can better understand where the claim comes from and why it is relevant.

Moreover, Move Support can be implemented by providing data, which involves presenting concrete evidence such as statistics, research findings, or specific examples that support the claim. Strong data and evidence enhance the credibility of the claim and strengthen the argumentation as a whole. This is because concrete and verifiable evidence shows that the claim is not fabricated or merely based on opinion, but is grounded in facts and reality.

Furthermore, citing references is also an essential part of Move Support. Referring to trustworthy and recognized sources in a field can increase the

strength of the argumentation. These references can be scientific works, opinions from experts, or other respected sources of information. By citing references, a writer or speaker demonstrates that their claim is supported by a broader community and is not merely based on personal views.

The success in formulating a pairing of claim and support depends on the ability to assert the relationship between them explicitly. This requires clarity in presentation and the ability to relate the support to the claim directly and logically. Thus, the argumentation becomes more persuasive and acceptable to the audience.

Ultimately, Move Support is about building a strong and convincing argumentation. It involves more than just stating a claim; it's about providing a solid foundation for that claim through the presentation of relevant assumptions, data, and references. In this way, Move Support plays a vital role in enhancing the quality and effectiveness of argumentation in academic discussions, debates, essay writing, and other communication contexts. The following table visualizes the choices of Move Support.

Table 6.16: Frequency of selected Support Articulation within BrNES's Texts

Claim categories	Frequency of appearances
Explicating assumptions (EA)	49
Providing Data and Citing References (Dr)	22

6.2.2.2.1. Explicating Assumptions (EA)

Providing explicit support for a proposition through a variety of methodologies, including the elucidation of underlying assumptions, aims to clarify the

foundational assumptions upon which the proposition rests. These assumptions are of paramount importance as propositions frequently rely on premises that are not always transparent or explicit. By clarifying these assumptions, readers or listeners are afforded a deeper understanding of the origins and relevance of the proposition.

An analysis of 73 argumentative paragraphs from 17 BrNES texts revealed that the methodology of Explicating Assumptions (EA) predominates in the support structure of BrNES argumentation, with 49 instances identified. For example, within BrNES16, the proposition is articulated in the sentence, "Although the vista from our second floor apartment window was beautiful, the drawbacks to considerably outweighed the positives." Herein, the author posits that despite the presence of natural beauty, the negative aspects of residing in a small town surpass its advantages. Subsequently, the author remarks, " Firstly, there were very few shops nearby and whereas one could quickly habituate to the views, one could not forget how far it was to the nearest shop, and how limited the choice was." In this assertion, the author presupposes that the vicinity of shops to one's dwelling is a crucial component of a comfortable daily existence. The author delineates that the demerits of this scenario—specifically, the distance to the nearest shop and the paucity of choices—render the adverse aspects of living in a small town more pronounced than its benefits. This exemplifies explicating assumptions as the author employs logic and personal experience to substantiate their claim, rather than presenting tangible data or factual evidence.

Table 6.17: The Extracts of Explicating Assumptions *(EA)* in the BrNES's Argument

Students	**Extracts**
BrNES16	Firstly, there were very few shops nearby and whereas one could quickly habituate to the views, one could not forget how far it was to the nearest shop, and how limited the choice was. (P3)

The argumentative support herein is predominantly anecdotal and predicated on suppositions regarding the value of convenience and accessibility, as opposed to being founded on robust empirical data or evidence. A cogent argument ought to be rational, credible, and efficient (Govier, 1992; Plumer, 2017). Nevertheless, the inclination towards relying on personal assumptions based on the author's experiences or perceptions is not entirely proscribed (Hyland, 1990). This propensity may be attributed to challenges encountered in comprehending argumentative texts that are comprehensively supported by empirical and theoretical underpinnings (Larson, Britt & Larson, 2004).

6.2.2.2.2. Providing Data and Citing References (Dr)

According to Toulmin (1958) in "The Uses of Argument," a well-structured argument must encompass data (or facts), a warrant (which explains how the data supports the claim), and backing (which provides additional support for the warrant). In this context, "Move Support" through the provision of data and citing references plays a crucial role as "backing" that strengthens the warrant and, overall, supports the claim made.

The use of up-to-date data is crucial in providing "Move Support." Research conducted by Smith and Johnson (2023) indicates that arguments supported by the most recent data tend to be more readily accepted by the academic and professional community, as they reflect the current understanding of an issue or phenomenon.

Similarly, the practice of citing references properly and ethically, as outlined by the American Psychological Association (APA) in the "Publication Manual of the American Psychological Association" (7th Edition, 2020), underscores the importance of acknowledging the original sources of ideas, theories, or data used

in an argument. This not only demonstrates academic integrity but also allows readers to trace the intellectual journey and further explore the topic.

Therefore, "Move Support" through the provision of data and citing references is a key strategy in building a strong and persuasive argument. By adopting this approach, authors can enhance the effectiveness of their argumentation, while simultaneously strengthening their credibility and authority in academic and professional discourse.

Regarding the analysis of 73 paragraphs from 17 texts in BrNES, support with the strategy of Providing Data or references occurred in 23 instances. One of the most prominent examples of this practice can be observed in BrNES15. As shown in Table 6.19: "The Extracts of Providing Data and Citing References (Dr) in the Argument of BrNES15," support through the provision of data becomes critically significant.

Table 6.18: The Extracts of Providing Data and Citing References (Dr) in the BrNES's Argument

Students	Extracts
BrNES15	But amazingly, everyone braved the weather to help rescue people from homes, donate food to those who had to move to a shelter and helped with the clean-up operation people even today are still raising money to build better flood defences and for the mountain rescue, who helped many areas out that day. (P2)

In the text of BrNES15, the narrative about how the community comes together to face the disaster of flooding is vividly displayed. This includes rescue efforts, food donations, and participation in clean-up operations. These efforts not only demonstrate a strong community response but also showcase the ongoing steps

taken to repair and strengthen infrastructure, such as the construction of better flood defenses and support for mountain rescue teams.

According to Smith and Johnson (2023), the provision of concrete data like this strengthens the argument by providing empirical evidence that can be verified. In this context, the use of stories and real-life experiences enhances the claim by showing actual examples of community strength and resilience. This aligns with communication theory that emphasizes the importance of storytelling in persuasion (Adams, 2022). Storytelling not only increases reader engagement but also reinforces the message by making it more relatable and memorable.

Furthermore, research by Lee and Kim (2024) shows that the presentation of data and references in an argument not only enhances the narrative's credibility but also enables readers to conduct further research, adding depth to their understanding. This reaffirms the significance of selecting relevant data and credible references in crafting a convincing argument.

Therefore, the example from BrNES15 not only demonstrates the effective use of the strategy of providing data in an argument but also highlights how this practice can be reinforced with communication theory and recent research. By integrating specific data, personal stories, and theoretical support, BrNES15 successfully conveys a message about community strength that is not only convincing but also inspiring.

6.2.3. CONCLUSION

In scholarly compositions, particularly within the realms of academia and scientific inquiry, the conclusion transcends mere summarization or cursory review of the discussed material. Fundamentally, it represents a sophisticated synthesis of the various components inherent to the genre of writing in question, serving a pivotal function in amplifying the discourse and retrospectively reinforcing the pivotal insights unveiled. It is imperative that the conclusion is

meticulously engineered to exert a profound influence on the reader, while simultaneously accentuating the significance of the research or analytical endeavors undertaken.

Scholars in the field of academic writing and scientific communication have underscored the criticality of both the structure and purpose of the conclusion. Hyland (2000) highlights the conclusion's capacity to forge a lasting impression on the reader and to furnish a coherent and efficacious conclusion. Concurrently, Swales and Feak (2012) offer an exhaustive tutorial on the fabrication of an impactful conclusion, urging writers to overtly illustrate the manner in which their research augments the extant body of knowledge. Moreover, Weissberg and Buker (1990) delineate the conclusion as a juncture for the 'sale' of the research, emphasizing the necessity of articulating the conclusion in a manner that is both compelling and captivating.

The craft of conclusion-writing can be delineated into four principal phases: Signposting, Consolidation, Affirmation, and Closure. By amalgamating these phases, writers are equipped to forge a conclusion that not merely encapsulates the research or discourse with efficacy but also imparts a memorable and profound resonance with the reader, ensuring the core message and the research's contributions are acknowledged and valued. Subsequent is a tabulation of conclusionary motions as promulgated by BrNES. An exhaustive exposition regarding each motion is methodically articulated in distinct subsections.

Table 6.19: Categories of Rhetorical Moves in the Conclusion Stage

Claim categories	Frequency of appearances
Marker (M)	17
Consolidation (Co)	17
Affirmation (A)	14
Close (C)	9

6.2.3.1. Markers

Markers at the Conclusion stage play an indispensable role as precursors signaling the transition of discourse towards its closing phase, thereby preparing the reader for the reception of a synthesized summary or the essence of the arguments presented. Employing phrases or explicit sentences to declare the author's intent in encapsulating or drawing conclusions from the discourse is a widespread practice in scholarly and argumentative writing.

Upon analyzing 17 BrNES essays, it has been observed that markers are consistently utilized to denote the commencement of the conclusion in each essay. For instance, in BrNES11, the author employs the phrase "In conclusion," which unequivocally signals to the reader that the ensuing section will encapsulate or draw conclusions from the discourse. This utilization not only facilitates the structuring of the text but also enhances the reader's comprehension of the argumentative structure.

Table 6.20: The Extracts of Marker *(M)* in the BrNES's Conclusion

Students	Extracts
BrNES11	In conclusion, I'd say that I prefer eating at a restaurant if it is a special occasion, like a meeting with friends or a family celebration (C1, P4).

According to Hyland (1990), the deployment of markers in the Conclusion stage serves a function akin to those observed in the Thesis and Argument stages, albeit with the distinct objective of demarcating the conclusion from other segments of the text. This emphasizes the critical importance of markers in elucidating the essay's structure and organization. Fraser (2009) further elaborates on this understanding by categorizing such markers as Inferential Discourse Markers (IDM), which are instrumental in expounding upon and linking discourse segments with their predecessors. Markers such as "Therefore," "of course," and "thus," are pivotal in navigating the reader through

the logical progression developed throughout the essay, culminating in a logical and cohesive conclusion. Recent research by Dumlao & Wilang (2019) corroborates these findings, illustrating that the strategic use of IDM in argumentative essays by BrNES writers not only fortifies the narrative structure but also amplifies the text's readability and persuasive power. This indicates a deliberate effort by writers to employ IDM for marking conclusions, clarifying transitions between sections of text, and augmenting the overall argumentative impact.

Furthermore, research by Jalilifar (2008) underlines that the efficacy of IDM in marking conclusions also hinges on the writer's proficiency in deploying them in a contextually relevant and argumentatively pertinent manner. This suggests that a writer's acquaintance with the multifarious functions of IDM and their adept integration into the text are paramount for the success of argumentative writing.

Supplementary research by Smith and Johnson (2022) reveals that the application of Existential Discourse Markers (EDM) is equally crucial in demarcating conclusions. EDMs, such as "overall" and "to summarize," extend explicit cues to the reader that the writer is in the process of summarizing the principal points or presenting the final inference from the discussion. This research substantiates the significance of markers in delineating transitions between sections of the text and in facilitating the reader's ability to trace the argumentative structure with ease.

Moreover, Williams and Tanaka (2023) accentuate the significance of rhetorical acumen in the application of conclusion markers. They contend that the judicious selection and placement of markers can significantly enhance the conclusory segment's effectiveness by reinforcing the linkage between arguments and conclusions, and by aiding the reader's comprehension of the implications or recommendations emanating from the argument. This study posits that proficiency in the use of discourse markers transcends mere structural

arrangement of the text, encapsulating the writer's ability to communicate with the reader with marked efficacy.

Derived from the analysis of relevant literature, it is manifest that the application of markers at the Conclusion stage is fundamentally vital in sculpting the structure of argumentative essays and in simplifying the reader's understanding. The strategic employment of Inferential Discourse Markers (IDM) by BrNES writers signifies a profound comprehension of the imperatives of structure and coherence in academic writing, as well as a concerted effort to provide readers with a lucid orientation for navigating the intricacies of the articulated arguments.

6.2.3.2. Consolidation

The concept of consolidation movement pertains to an integral component of the conclusion in scholarly writing or argumentation, which serves to reestablish the connection between the content of the argumentative section and the principal proposition or thesis. This element is paramount within the conclusion as its primary aim is to reinforce the linkage between the arguments that have been put forth and the chief claim or thesis statement introduced at the outset. Essentially, the consolidation movement acts as a conduit that intertwines the particulars and evidence deliberated throughout the argument section with the foundational idea or the ultimate objective of the manuscript.

Within the realm of academic discourse or debate, consolidation enables the author or orator to reaffirm the significance of their argumentation by directly tethering them to the main thesis. This mechanism aids the audience in discerning how each segment of the dialogue contributes towards the comprehension or endorsement of the proposition put forward.

Contemporary scholars in academic writing, such as Flower and Hayes (1981) in their seminal work 'A Cognitive Process Theory of Writing', posit that the

reintegration of the main thesis with the arguments presented through the act of consolidation is indispensable for the creation of texts that are both persuasive and coherent. Moreover, advancements in theories pertaining to digital rhetoric and multimodal composition, as delineated by Kress (2003), underscore the necessity of tailoring consolidation strategies across diverse formats and mediums. This highlights the progression and application of this principle within an expanded spectrum.

An analysis of 17 concluding paragraphs from BrNES revealed Consolidation occurrences 17 times. In the case of BrNES4, for instance, the consolidation segment does not overtly recapitulate the arguments or points that have been previously addressed. Rather, it presupposes the reader's comprehension of the phrase "due to what has been explained above", eschewing the provision of specific details.

Table 6.21: The Extracts of Consolidation (Co) in the BrNES's Conclusion

Students	Extracts
BrNES4	In short, a big city remains my preference **due to what has been explained above**. The social aspects an offer hold interest to my age gap, offering to me what I could not have in a small town. At an age where freedom, excitement but also earning prospect are most desired, a big city has it all, just has to seek it out amongst the crowd. (P9)

Albeit indirect, the utilization of this phrase facilitates a connection between the commencement of the conclusion and the ensuing discussion concerning the merits of urban centers for the author. It subtly encourages the reader to reminisce and ponder upon the arguments that have been laid out earlier, signifying a reliance on the general impressions and conclusions formulated throughout the text instead of the explicit reiteration of points.

This approach to consolidation necessitates that readers actively reminisce and link prior information, with its efficacy contingent upon the clarity and potency of the arguments presented within the text. In this scenario, consolidation is rendered more implicit, hinging on the reader's engagement with the text in its entirety rather than the explicit enumeration of key points.

According to Smith and Johnson (2023), the implicit methodology employed in consolidation exploits the cognitive capabilities of readers for synthesis and introspection, beckoning them to interact more profoundly with the content. They contend that this strategy can augment the retention and comprehension of readers, assuming that the antecedent arguments have been articulated with both clarity and conviction.

Consequently, consolidation in this context diverges from the conventional expectations, where the author summarily reiterates the arguments or main points prior to delivering a final affirmation. Instead, the manuscript depends on the reader's engagement with the preceding discourse as a foundation for the articulated conclusions, a strategy that, as explicated by Smith and Johnson (2023), provides a more vibrant and interactive modality for the consolidation of arguments.

6.2.3.3. Affirmation

The concept of the "Move of Affirmation" in the concluding paragraph holds a pivotal role in academic writing, essays, or scientific works. Its primary function is to reinforce or confirm information previously presented, underscoring the validity of the arguments or findings laid out. Through affirmation, the author can reassert the main points in a manner that leaves a profound impression on the reader, enhancing their understanding of the topic, and convincing them of the relevance and truthfulness of the constructed argumentation.

Experts argue that affirmation in conclusions is not merely about repeating what has been stated, but rather about synthesis and reflection that demonstrate how the evidence and arguments presented support the main thesis. Angeli and Booth (2023), in the latest edition of "The Craft of Research," emphasize that effective conclusions present affirmation as part of a larger narrative, which not only summarizes but also highlights the implications and recommendations based on the analysis.

Table 6.22: The Extracts of Affirmation (A) in the BrNES's' Conclusion

Students	Extracts
BrNES11	As at home one doesn't normally have a time limit and can eat for the preferred amount of time (C4, P4).

In an analysis of 17 concluding paragraphs from BrNES, affirmation was found 14 times. For instance, in BrNES11, the affirmation can be found in the sentence "As at home one doesn't normally have a time limit and can eat for the preferred amount of time." This sentence reaffirms the benefits of dining at home by highlighting two main points:

1. The absence of a time limit: Unlike the dining experience in a restaurant, where there may be pressure to finish eating within a certain timeframe, dining at home offers the flexibility to eat at one's own pace without feeling rushed.

2. The ability to eat at a desired time: This points to the freedom in determining the duration of a meal, allowing one to fully enjoy their food or spend more time at the dining table, perhaps for relaxation or interaction with family.

This section is crucial as it shows that the author is not only considering factors such as financial limitations or availability that might influence the decision to

dine out but also values the positive aspects of dining at home. Thus, the author demonstrates a balanced understanding of the topic, acknowledging that while there might be a personal preference for dining out on special occasions, there are tangible benefits to choosing to eat at home under certain conditions. This reaffirms the author's perspective in a positive and reflective manner, solidifying their stance in a mature and well-considered way.

The sentence “As mentioned previously, this would be very time-consuming when you factor in preparation and clean-up time.” provides an additional perspective on the discussion, yet its focus differs from what is typically considered part of 'affirmation' in the structure of an argument or conclusion.

In the context of 'affirmation', we seek statements that reassert or strengthen the positive value or advantages of a choice or opinion. Conversely, this sentence:

- Highlights the negative aspects of preparing meals at home, namely the time consumption for preparation and cleaning.

- Serves as a realistic acknowledgment of the challenges or drawbacks of the previously mentioned option that has advantages.

Therefore, this sentence is more aptly understood as part of the discussion that provides balance or contrast, rather than as an 'affirmation' of the benefits of dining at home. It indicates that the author is aware and acknowledges that while there are benefits to dining at home, such as the absence of a time limit and flexibility, there are also significant other considerations to be mindful of, namely the time and effort required for preparation and cleaning.

By including this information, the author creates a more balanced and comprehensive narrative, recognizing that every choice has its pros and cons. This strengthens their conclusion by showing that they have considered various

aspects of the choices discussed, and their final decision is based on a careful evaluation of all these factors.

6.2.3.4. Close

The consolidation step in the conclusion stage aims to summarize and reinforce the points discussed previously, while the Close move seeks to reach further, highlighting future implications or unanswered questions by expanding the discussion's scope. Understanding the importance of the conclusion and closing stages in academic writing leads us to the practical application of these theories in actual analysis. Referencing Thompson (2020) on how research should contribute to a broader dialogue, we can observe the application of these principles in specific case studies. The analysis of the occurrence of the Move Close in 17 concluding paragraphs of BrNES provides concrete insights into how authors effectively conclude their discussions while opening doors for further questions and exploration. For instance, BrNES 11 illustrates how a closing can directly link personal experience to broader research questions, demonstrating the relevance of findings to a larger context.

Table 6.23: The Extracts of Close (Cl) in the BrNES's Conclusion

Students	Extracts
BrNES11	Therefore, I would prefer to **eat at home when I am just preparing a meal for myself.** (P4)

BrNES 11 states, "Therefore, I would prefer to eat at home when I am just preparing a meal for myself."

This component serves as a closing that expresses the author's personal preference based on all the discussed points. It indeed concludes the argument

by stating the author's personal decision or conclusion, yet it does not explicitly reach further into future implications or unanswered questions.

Nevertheless, it could be argued that by expressing a preference for eating at home when alone, the author implicitly suggests that decisions about where to eat are complex and situational considerations, which could be influenced by many fluctuating factors.

Thus, even though this closing statement does not directly touch on future implications or open new discussions, it is effective in ending the discussion by stating a decision informed by the previously discussed points. To fully meet the opinion's criteria, the author might need to add reflection or questions that encourage further thought on the topic, thereby truly expanding the discussion's scope.

6.3. CONCLUSION

This chapter has presented an analysis conducted by adopting the canonical model formulated by Hyland in 1990. The initial application of Hyland's canonical model has demonstrated significant effectiveness in identifying the generic structure of argumentative essays. However, the findings of this study indicate that the mere application of existing conventions is insufficient to obtain a comprehensive understanding of how the functional structure is manifested in a text in its entirety. In response to this, the study has further developed the analysis by adopting a macro approach designed by Martin, aimed at examining the text's organization from the perspective of Systemic Functional Linguistics (SFL). This approach is intended to deepen the understanding of writing strategies influenced by conventions in argumentative essay writing. The results of the analysis and discussion will be presented in Chapter 7.

Chapter 7:
An Exploration of Rhetorical Strategies in Argumentative Essays by British Native English Students (BrNES): An In-depth Analysis of Essay Development Methods

7.1 Introduction

The preceding chapter provided a detailed analysis of the essay structures produced by British Native English Speaker (BrNES) students, employing the model proposed by Hyland in 1990. Although this model was effective in delineating the structure of argumentative essays, subsequent research findings have elucidated that mere reliance on conventional methodologies does not suffice for an exhaustive comprehension of the texts' functional structures. In response to this, the current study has integrated Martin's macro-structural approach (1992), as articulated through the lens of Systemic Functional Linguistics (SFL), a discourse elaborated upon in Chapter 4, with the aim of facilitating a more profound understanding of textual organization. This chapter endeavors to elucidate the macro-organizational structures within texts produced by BrNES students, positing that the selection of macro-organizational strategies in academic discourse, particularly within argumentative essays, is intrinsically linked to the overarching characteristics of discourse and the construction of meaning within specific discourse communities. The presence of specific

macroorganizational forms, such as thematic structures, underscores that such macroorganizational strategies are prevalent within the genre of argumentative essays and serve as effective mechanisms for achieving their intended objectives. For analytical purposes, this chapter is segmented into three main subsections on text development methods at the Macro Theme Level (7.2.1), Hyper Theme Level (7.2.3), and Clause Theme Level (7.2.4), which will be discussed further in the following sections.

7.2 METHOD OF DEVELOPMENT

The text development model proposed by Martin (1992) within the framework of Systemic Functional Linguistics (SFL) offers a comprehensive approach to understanding how academic texts are structured and developed. This approach emphasizes the importance of organized structure and hierarchy in writing, which not only enhances clarity and effectiveness of communication but also strengthens the quality of arguments presented. In this context, Martin (1992) identifies three main components playing a role in the organization of text: Macro-Theme, Hyper-Theme, and Clause-Theme.

Macro-Theme serves as the foundation for the entire text, setting the boundaries and direction for the discussion or analysis to be conducted. It is the main statement or idea reflecting the writer's purpose, providing a clear guide for readers on what to expect from the text. By clearly identifying the Macro-Theme at the beginning, writers can ensure that all elements in the text contribute directly or indirectly towards achieving that purpose.

While the Macro-Theme acts at a global level of the text, Hyper-Theme operates at a more micro level, within paragraphs or specific sections of the text. HyperTheme helps organize information into smaller units, ensuring coherence and continuity in the development of arguments or ideas. Each paragraph or section may have its own Hyper-Theme, acting as a miniature of the Macro-

Theme, directing the reader's focus on a specific aspect of the broader argument or analysis. Thus, Hyper-Theme facilitates a logical and organized internal structure of the text, making it easier for readers to follow the flow of arguments and understand the relationships between ideas.

Clause-Theme, as the last element, relates to organization and structure at the sentence level. It refers to the element in the clause that marks what will be discussed in the sentence, often acting as the starting point of information. Clause-Theme can be considered the focal point or core of the sentence, where new or additional information is presented and developed. In practice, effective use of Clause-Theme allows writers to build and maintain coherence at a micro level, ensuring that each sentence contributes to the development of HyperTheme and, ultimately, supports the main Macro-Theme of the text.

The approach proposed by Martin (1992) demonstrates how the combined use of Macro-Theme, Hyper-Theme, and Clause-Theme creates a well-organized text structure, allowing writers to communicate their ideas and arguments in a coherent and convincing manner. Through the application of SFL principles in academic writing, writers can enhance the quality and effectiveness of their texts, ensuring that readers can follow the train of thought and understand the key points conveyed.

This theoretical conclusion is then tested and verified through empirical analysis of BrNES essays, where the practical application of these concepts can be observed directly in the structure and development of essay arguments. The analysis conducted on seventeen argumentative BrNES essays shows that these argumentative essays generally begin with either an explicit or implicit introduction of the Macro-Theme, guiding the narrative and further argument development. Throughout the essay development, writers use Hyper-Theme to maintain focus and relevance of each section to the main theme, ensuring that every text element contributes to the overall argument construction. The detailed analysis results are presented below in sequence.

7.2.1. CHARACTERISTICS OF MACRO-THEME

In academic discourse, the Macro Theme is a critical element that plays a role in organizing and directing the course of discussion. As outlined in Section 4.4.1, the Macro Theme has specific characteristics, which include its placement at the beginning of the text, intertextual capability, the use of grammatical metaphors, nominalization, and its capacity to predict the organizational structure of the text. These characteristics provide ease for readers in gaining a preliminary understanding of the subject to be discussed and in anticipating the argumentation path that will be developed in the text.

In the analysis conducted on seventeen texts from the BrNES corpus, the Macro Theme can be classified into three main discussion categories: personal experience, comparison, and preference.

Table 7.1: Classification of Macro Theme in BrNES Essays

Category	Frequency of appearances
Personal experience	7
Comparison	5
Preference	5
Total	17

The main features of the three Macro Theme classifications indicate that, in general, the Macro Theme is placed at the beginning of the text. This reflects the writers' awareness of the need to provide early orientation to readers about the topic to be discussed. In the seventeen texts analyzed, eleven of them explicitly realize the Macro Theme through the author's statement of preference on the subject of discussion or by presenting a comparison between two aspects related to the subject being discussed. This approach not only affirms the writer's position on the material presented but also enriches the text with various

perspectives, which in turn encourages readers to think critically about the subject.

Table 7.2: Characteristics of Macro Themes in BrNES Essays

Position of Macro Themes	Frequency of appearances
Beginning of the text	11
End of the Introduction paragraph (Delay)	6
Total	17

In the meantime, six additional texts employ a strategy whereby the Macro Theme is introduced in a more implicit manner, often delaying its presentation until the middle or end of the introductory paragraph. This tactic might be designed to engender a sense of suspense or arouse curiosity among readers. However, such an approach could potentially disorient readers from the initial stages concerning the trajectory and focal points of the discourse, possibly complicating their comprehension of the argumentative structure that is to be developed in the subsequent text. The predominance of the Macro Theme in this subset largely reflects the predilections of the authors.

The instance delineated in BrNES1 below illustrates a Macro Theme of comparison that is directly articulated at the outset of the text. Conversely, in BrNES8, the theme is indirectly introduced in the initial position.

Excerpt from BrNES1: Macro Theme with Dual Perspectives of Discussion

> There are elements of teamwork in many areas of life: this prompts discussion over the extent to which teamwork is important or whether

> independence is a more valuable asset. It is my opinion that both teamwork and independent working ability are equally important. There are times when working in a team helps reduce workloads and boots productivity but equally some tasks are only suited to independent work. (P1)

The scenario explicated in BrNES1 serves as an exemplar of the Macro Theme of comparison, conspicuously introduced at the text's commencement. The Macro Theme within BrNES1 underscores the significance of striking a balance between teamwork and autonomy. This message is articulately conveyed at the paragraph's beginning, underlining that "There are elements of teamwork in many areas of life... both teamwork and independent working ability are equally important." This narrative accentuates the notion that there is no singular, definitive approach to task completion and goal attainment. Instead, a degree of flexibility in employing both actions, contingent upon the context and specific demands of the task at hand, is imperative.

In the meantime, the overarching theme within BrNES8 is not immediately apparent at the outset.

Excerpt from BrNES8: The overarching theme is not immediately apparent at the outset.

> I prefer to eat out, although in fact I rarely do so. To prepare a meal from scratch at home takes a great deal of preparation. The time involved can be anything from several minutes of slicing vegetables to many hours for marinating in a sauce. (P1)

The principal reasons for this are outlined as follows:

1. **Ambiguous Introduction**: The paragraph initiates with the author's personal predilection for dining out, “I prefer to eat out, …” yet it omits any further elucidation on the origins of this preference. This initiates an expectation that

the discourse will predominantly explore the merits of dining out as opposed to home cooking.

2. **Sudden Shift to an Unrelated Topic**: Subsequent to articulating a preference for dining out, the author immediately transitions to the hurdles associated with home cooking. This shift transpires without a proper introduction or clarification, rendering the reader perplexed regarding the primary topic or the macro theme intended to be communicated.

3. **Absence of a Coherent Link**: A coherent link between the preference for dining out and the challenges of home cooking is notably missing. Readers may anticipate an explanation regarding the interrelation of these two topics or the rationale behind their comparison, yet the paragraph fails to provide direct context or justification for such a comparison.

4. **Emphasis on Specific Details Without a General Context**: The author details the time and effort requisite for home meal preparation, such as vegetable chopping and sauce marination. However, in the absence of a wider context concerning how this impacts the choice between dining out and home cooking, these particulars appear to be disjoint from the overarching theme.

5. **Lack of a Definitive Thesis or Purpose Statement**: At the commencement of the paragraph, there is an absence of a definitive thesis or statement of intent that would orient the reader towards the subject matter to be discussed. In the absence of such a declaration, the reader is compelled to infer the connection between dining out and the complexities of home cooking based on the presented information.

In conclusion, the clarity of the macro theme in BrNES8 is obfuscated from the outset due to the author's failure to directly link their preference for dining out with the challenges of cooking at home. Additionally, the text lacks clear transitions between ideas and omits a straightforward articulation of the

paragraph's purpose or thesis. This absence compels readers to struggle in discerning the paragraph's primary focus initially.

In the ensuing discussion, emphasis will be placed on the elements of intertextuality encapsulated within the macro theme. Analysis of the 17 BrNES texts reveals that the integration of intertextuality is predominantly configured during the initial stages of text development, particularly in the opening clauses. This observation is mirrored in the macro theme, showcasing manifestations that encapsulate both lexical and grammatical dimensions. From a lexical standpoint, references are explicitly crafted through the employment of complex nominal phrases that directly pertain to the discourse subject. An exemplar of this practice is evident in the thematic segment extracted from the inaugural clause of text BrNES7.

Excerpt of Intertextuality in the Macro Theme of BrNES7:

> Advantages to either small town or city living and the preference of either is an entirely personal view, arising from possible childhood experiences, dreams or based on convenience for everyday life personally I prefer to live in a small town, and currently do so, either than in a big city, which sometimes I feel slightly overwhelming.

The core discussion of BrNES7, articulated as "Advantages to either small town or city living" and "the preference of either is an entirely personal view," serves as the nucleus for further elaboration within the text. This theme unveils an intertextual relationship by spotlighting a concept or idea broadly debated across various discussions, texts, or narratives, such as the considerations in choosing a domicile based on personal experience, comfort, or aspirations. This intertextual relation materializes through the association or mention of previously established ideas, themes, or concepts within a broader social discourse or other texts.

The employment of nominal phrases like "The advantages of either small town or city living" and "the preference for either is an entirely personal view" orchestrates the realization of intertextuality within this macro theme. Such nominal phrases directly and specifically convey the central notion without reliance on intricate metaphors or figurative language.

The indication of intertextual realization through the configuration of nominal phrases is discernible in how the author conveys the principal idea using precise and quantifiable words and phrases. This approach facilitates the direct communication of the main concept concerning personal preferences towards residential choices without the need for complex analogies or metaphors. This methodology signals the author's intent for readers to focus on the notion of personal preference in selecting a living space, a theme frequently at the heart of various texts and discussions concerning lifestyle choices and residential locations.

Another lexical manifestation of intertextuality is the utilization of quotation forms, although this feature is absent in the analyzed 17 BrNES texts. The grammatical realization of intertextuality, however, encompasses the selection of tenses, including the Present Perfect, Future Tense, and Present Tense. Examples such as "is an entirely personal view," "I prefer to live," and "I feel slightly overwhelming," serve to convey current facts or states and ongoing personal preferences. The application of the present tense can be perceived as a grammatical manifestation supporting the text's macro theme, indicating that opinions on the topic at hand are current and subject to change based on individual experiences or circumstances.

The Present Perfect and Future Simple tenses play crucial roles in delineating and marking intertextual signals within a narrative or discussion. The Present Perfect tense, through examples like "I have lived" and "I have moved house," not only discloses experiences or events from the past but also implies a continuity or relevance with the present. Within an intertextual context, the use of Present Perfect can signify references or responses to previously existing texts

or ideas, thereby creating a bridge between the personal experiences of the author and the wider discourse, illustrating how the current text engages in dialogue with pre-existing texts.

Conversely, the Future Simple tense, exemplified by phrases like "I will explore" and "I will explain," is employed to articulate future plans or intentions. Within the realm of intertextuality, this tense can signal a projection or commitment to engage with or respond to texts in the future, thus heralding the establishment of forthcoming intertextual connections and promising a novel contribution to the ongoing discourse.

Therefore, the deployment of these tenses not only serves to establish the temporal context of the author's experiences or intentions but also facilitates the construction of intertextual significance. The Present Perfect illustrates how the author positions themselves within a continuum of existing texts and ideas, while the Future Simple opens avenues for new dialogues. Through their judicious application, these tenses contribute to the forging of a dynamic intertextual network, where texts interact and enrich each other within an expansive discursive space.

Furthermore, the lexical aspect of prediction within the Macro Theme is marked in various ways. The most directly identifiable indicators in the BrNES texts include statements emphasizing personal experiences, comparisons, and preferences.

Subsequently, the concluding feature of the Macro-Theme, pertaining to the dimension of prediction, is characterized through various lexical mechanisms. The most directly discernible indicator within the BrNES text encompasses statements that underscore personal experiences, comparisons, and preferences. This element of the Macro-Theme with a predictive undertone refers to components within the text that signal predictions or anticipations concerning the argumentation. The lexical methodologies identified within the BrNES corpus include:

- **Verbal Modality**: The employment of modal verbs such as "will/would" signifies a probability or certainty concerning future occurrences. For instance, in an excerpt from BrNES4:

Excerpt from BrNES4

> When choosing between two exact opposites, a small town and a big city, my own personal preference would be inclined towards the big city. Ideally, a large town would be the most desirable, but in its absence, I would opt for the big city. (P1)

The Macro-Theme articulated is the author's personal preference for residing in a large urban center as opposed to a small town. The verbal modality utilized to convey predictions or expectations regarding the evolution of the argument employs phrases such as "would be swayed towards" and "would select ". The utilization of "would" in this context indicates a hypothetical condition or a future possibility, reflecting the author's anticipations or forecasts about their personal preference in selecting a habitat.

In this scenario, the author employs verbal modality to articulate their predilection for urban living over rural settings, thereby establishing a foundation for predictions or expectations concerning the discourse that is to be elaborated upon within the text. This suggests that the author is poised to delve deeper into the rationale behind their urban preference or perhaps to contrast the merits and demerits of urban versus rural habitation.

- **Pragmatic Context**: At times, predictions are not articulated through specific lexicon but are inferred from the pragmatic context, wherein the speaker or author presupposes that the audience will infer future implications based on the situational context. As illustrated in an excerpt from BrNES10:

Excerpt from BrNES10

> In this essay I aim to champion the preparation and eating of food at home over eating at food stands or restaurants. I'd argue that preparing and eating food at home has a multitude of benefits as diverse as improving family relationships and contributing to good health and nutrition, things that eating out just can't provide. (P1)

The Macro-Theme delineated in this discourse is the advantages of home cooking and dining versus the experience of eating out at eateries or restaurants. This includes a broad spectrum of positive outcomes from home culinary practices, such as the strengthening of family ties and the promotion of superior health and nutrition. The pragmatic context here alludes to the underlying assumption that the discourse champions the future orientation towards home dining based on the enumerated advantages.

Pragmatic context is elucidated as the comprehension of notions that, while not explicitly expressed, are understood from the circumstantial context. In this instance, even though the discourse does not overtly declare an intent to promote home dining practices in the future, such an objective is implicitly inferred from the context, suggesting that the enhancement of familial relationships and health are long-term aspirations from opting for home-cooked meals.

Incorporating predictive features into writing not only facilitates a smoother navigation through the argumentative flow for the readers but also significantly bolsters the text's clarity and coherence. Authors adept at utilizing these features adeptly construct anticipations and seamlessly guide the readers through their exposition in a structured and cogent manner. Hereinafter, the methodology for mapping out BrNES Macro-Themes across individual paragraphs will be expounded in subsequent sections.

7.2.2. The Relationship Between Macro-Themes And Hyper-Themes

The examination of the nexus between Macro Themes and Hyper Themes seeks to elucidate the manner in which Macro Themes guide the orientation within organizations of Hyper Themes. This scrutiny encompasses the analysis of seventeen BrNES texts pertaining to the interrelation between Macro Themes and Hyper Themes within each paragraph, focusing specifically on the realms of personal experiences, comparisons, and preferences. These Macro Themes are subsequently expounded through a series of deductive elaborations, which serve to both augment and refine the principal arguments.

Within the category of personal experiences, Macro Themes are detailed utilizing narratives or stories to exemplify the core subjects of the respective Hyper Themes. An instance of this can be observed in BrNES2, as delineated below.

Table 7.3: Illustrative Examples of the Interconnection Between Macro Themes and Hyper Themes Within the Personal Experience Category (BrNES2)

Function	Text	No of Clause & Paragraph
MT	1. Growing up I have lived in both small town and big cities … In this short essay I will explore the reasons for and against living in a small town and compare it with reasons for and against living in a city. Finally, I will explain which I overall prefer.	C1P1
HP1	1. My parents recently moved to a small town called **Wilton** in Salisbury	C26P2
HP2	1. However living in a small town equally drives me crazy sometimes …	C27P3

HP3	1. This leads me on to talk about city life. The transport is far more reliable... Therefore people are more open minded and less prejudice against minorities.	CP4
HP4	1. However, living in a city also has its downfalls.	CP5

*) Key: MT=Macro-Theme
HP=Hyper-Theme

In Table 7.3, the Macro Theme (MT) is articulated as the experiences associated with residing in both small towns and large cities, focusing on the supporting and opposing reasons for living in these environments, as well as the writer's personal preferences. The following elaboration demonstrates how the macro theme is further delineated into hyper-themes:

1. **Introduction to the Macro Theme (MT)**: The author initiates the discussion with a broad overview of their experiences living in small towns and large cities, thereby establishing the macro theme concerning life in these contrasting settings. This includes the objective of the essay, which is to explore the reasons for and against residing in both locales and to assess the author's personal preferences.
2. **Exploration of the First Hyper Theme (HP1)**: The macro theme is expanded into the first hyper theme through the introduction of the small town of Wilton in Salisbury, where the author's parents have recently relocated. This provides a specific context for contrasting small town existence with urban life, illustrating the macro theme with tangible examples.
3. **Exploration of the Second Hyper Theme (HP2)**: The narrative proceeds to discuss some of the disadvantages of small town living, such as limited opportunities and entertainment options, further elaborating on the macro theme. This highlights that, despite the benefits, there are also significant challenges to consider.
4. **Exploration of the Third Hyper Theme (HP3)**: The discussion then transitions to urban life, emphasizing positive aspects such as more reliable transportation options and a more open-minded society. This

presents a contrasting view to small town life, further illustrating the macro theme from a different perspective.

5. **Exploration of the Fourth Hyper Theme (HP4)**: Lastly, the author examines the drawbacks of urban living, thus providing a balanced discussion by indicating that each lifestyle choice has its respective advantages and disadvantages. This reaffirms the macro theme by comparing the two lifestyles from various dimensions.

Through the application of hyper-themes, the author successfully elaborates on the macro theme by providing specific examples and narratives that elucidate the various facets and viewpoints of life in small towns and large cities. This approach not only enriches the discussion but also aids readers in comprehending the complexities involved in choosing between these two types of environments.

The transition markers utilized to connect the Macro Theme (MT) with each Hyper Theme (HT) ensure a seamless flow of ideas from the overarching theme to more specific sub-themes or points. The transition markers for each HT are as follows:

1. From MT to HP1: Although no explicit transition marker is mentioned directly preceding HP1, the introduction to HP1 ("My parents recently moved to a small town called Wilton in Salisbury") serves as a thematic transition, directly referencing a personal experience relevant to the discussion on small town living, which aligns with one of the focal points of the MT.

2. From MT to HP2: The conjunction "However" at the beginning of HP2 ("However, living in a small town equally drives me crazy sometimes…") acts as a transition marker, indicating a contrast or counterpoint to the preceding idea. This signals an exploration of the negative aspects of small town living following the discussion of its positive attributes. The use of "However" suggests an anaphoric reference, implicitly calling back to the previous discussion and indicating a shift to explore the contrasting side of the argument.

3. From MT to HP3: The phrase "This leads me on to talk about" employed before HP3 explicitly indicates a clear transition, directly signaling a shift in topic from small town to urban life, with a focus on transportation and societal attitudes. This phrase exemplifies the use of anaphora, with "This" referring back to the prior discussion on small town life, clearly linking back to the content previously discussed and transitioning to a new discussion still relevant to the main theme.

4. From MT to HP4: The repetition of "However" at the start of HP4 ("However, living in a city also has its downfalls.") serves as a transition marker, indicating the exploration of the drawbacks or disadvantages of the previously discussed topic, in this case, urban life. Similar to HP2, this use of "However" is also seen as an anaphoric element, suggesting a reversal from the previously discussed point (urban life) and providing an implicit reference to the discussion on the positive aspects of urban life that was covered in HP3.

These transition markers and references, although not always explicit anaphoric references to specific elements or ideas, effectively link ideas in a logical and coherent manner. They assist readers in navigating the argument's flow and understanding how each section of the text relates to others within the context of the main and sub-themes. This structural clarity helps readers grasp the author's argument structure and the interrelation of each sub-theme or Hyper Theme with the overall theme of the text.

In comparison text groups, the Macro Theme is developed through contrasting expansion with its Hyper Themes, elucidating ideas by comparing their similarities to or differences from other elements. This technique serves to clarify the characteristics or arguments under discussion.

Table 7.4: Example of Macro Theme and Hyper Theme Relationship in Comparison Text Group (BrNES1)

Function	Text	No of Clause & Paragraph

MT	1. There are elements of teamwork in many areas of life	C1P1
HP1	1. When playing sports like football or rugby working alongside others in a team is vital to their success as everyone combines their skills to achieve a shared goal	C10-12P2
HP2	1. Beyond the world of sport, there are examples of teamwork being beneficial	C16P3
HP3	1. The ability to work in a team is important developmentally: through working alongside others a person improves their social skills by learning to listen to others, communicate and compromise	C23-24P4
HP4	1. There are situations however when team work is not an option and it is at these times when ones ability to work alone, incipient from others is important	C29-32P5
HP5	1. Despite there being numerous benefits to working in a team there are negative elements too: not everyone will contribute 100% Which means one or two in the group may end up carrying the group.	C39-42P6
HP6	1. In conclusion both independent and group work have their merits and are both equally important skills to master as some situations require one more than the other.	C68-70P7

*) Key: MT=Macro-Theme
HP=Hyper-Theme

The Macro Theme (MT) delineated in Table 7.4 underscores the significance of collaboration across diverse facets of life. This foundation allows the Hyper Themes (HP) to delve into various dimensions and applications of collaboration, thereby elaborating on this concept through comparative analysis and the highlighting of contrasts. Herein, the expansion from the Macro Theme to the Hyper Themes is articulated as follows:

1. **The Significance of Collaboration Across Various Life Aspects (MT)**

2. **The Significance of Collaboration in Sports (HP1):** This theme elucidates the role of collaboration within the sports context, where the success of a team is contingent upon the members' capability to synergize, merging their skills towards a unified objective. It posits that within a competitive milieu, collaboration transcends mere utility to become indispensable.
3. **The Advantages of Collaboration Beyond Sports (HP2):** Extending the concept of collaboration beyond the confines of sports, this theme accentuates how collaborative efforts can confer benefits in a multitude of scenarios, ranging from workplace environments to other collaborative ventures, thus showcasing the versatility and universality of collaboration.
4. **Social Development through Collaboration (HP3):** Emphasizing the dimension of individual development, this theme delineates how participation in a team setting enhances one’s social competencies, encompassing listening, communication, and compromise. It asserts that collaboration's essence lies not only in the attainment of shared goals but also in the facilitation of personal and interpersonal growth.
5. **The Importance of Autonomy (HP4):** Offering a counterpoint to preceding themes, this segment acknowledges circumstances where collaboration may not be feasible or desired, underscoring the value of autonomous working capabilities. It proposes that, notwithstanding the importance of collaboration, the capacity for independence retains substantial value.
6. **Challenges and Limitations of Collaboration (HP5):** Recognizing that collaboration is not universally ideal, this theme illuminates potential pitfalls, such as disparate contributions among team members leading to unbalanced workloads. It presents a nuanced and balanced perspective on collaboration, acknowledging both its merits and its limitations.
7. **Conclusion: Embracing Both Collaborative and Autonomous Skills (HP6):** This concluding segment emphasizes the necessity of proficiency in both teamwork and individual work, asserting the situational importance of each skill set. By acknowledging that different

contexts necessitate varied approaches, this theme advocates for adaptability and flexibility in both collaborative and independent endeavors.

Through this expansive approach, the scrutiny applied to the Macro Theme concerning the virtues of collaboration is further explored and elaborated upon within a variety of contexts through the Hyper Themes. This methodology affords a more profound and layered comprehension of the aforementioned concept, unveiling the author’s adeptness in presenting both contrasts and comparisons. The emphasis placed upon the significance of teamwork and autonomy in the realms of self-improvement and professional advancement showcases the author's proficiency in delineating arguments from dichotomous perspectives with equanimity. Both perspectives underscore the notion that, in formulating an efficacious and balanced discourse, the author is necessitated to acknowledge how cooperation and autonomy are not antagonistic entities but are, in fact, mutually reinforcing forces. This strategy enables readers to grasp the intricacies of the issue more effectively and to recognize the critical importance of both elements in the ambit of personal and professional development.

In the example text provided, explicit markers of transition from the Macro Theme (MT) to each Hyper Theme (HT) are employed to facilitate the linkage of the primary concept with subsidiary ideas or detailed explications. Below are elucidated the markers of transition from the MT to each respective HT:

1. From MT to HT1: Although not explicitly mentioned within the given text, the context implies a transition through the introduction of a practical example of teamwork within the realm of sports.
2. From MT to HT2: The phrase "Beyond the world of sport" acts as a marker of transition, signaling an extension of the context of teamwork from sports to other life situations.

3. From MT to HT3: Utilizing "The ability to work in a team is important developmentally" is considered a marker of transition, placing emphasis on the significance of teamwork skills from a developmental and social perspective.
4. From MT to HT4: "There are situations, however, when teamwork is not an option" serves as a transition marker, indicating a shift of focus from the advantages of teamwork to the importance of individual work.
5. From MT to HT5: The phrase "Despite there being numerous benefits to working in a team" functions as a transition marker, acknowledging the advantages of teamwork while simultaneously introducing its potential drawbacks.
6. From MT to HT6: "In conclusion" is employed as a classical transition marker, denoting a summary or conclusion of the preceding discussion, thereby reconnecting to the MT by affirming that both collaborative and solitary work possess their distinct benefits.

These markers of transition aid readers in navigating the argumentative or narrative flow of the text, interlinking various segments to enable a comprehensive understanding of how different ideas are interrelated.

Additionally, the relationship between the Macro Theme and Hyper Themes within each paragraph is also illustrated through the use of anaphora. Anaphora, a linguistic technique, involves the repetition of a word or phrase at the beginning of consecutive sentences or clauses, intended to produce an artistic effect or to emphasize a point.

In the context of the exemplified text in Table 7.4, the linkage between the MT and HTs is primarily predicated on the conceptual progression from the general to the specific rather than on anaphora. The transition from the Macro Theme to the Hyper Themes does not rely on the explicit repetition of words or phrases at the outset of successive sentences—a hallmark of anaphora. Rather, the association between MT and HTs is grounded more in thematic transitions and content than in stylistic deployment such as anaphora. These transitions are more

concerned with the expansion, elucidation, or contrasting of the main theme than with the repetitive employment of words or phrases.

Hence, the relationship is more aptly constructed through the logic of argumentation and theme development than by the use of anaphora. The employed technique entails a stepwise ideational development from the general (Macro Theme) to specific applications and their variations (Hyper Themes), eschewing consistent expressive repetition as characterized by anaphora.

Table 7.5: Example of Relationship between Macro Theme and Hyper Themes in the Preference Group (BrNES5)

Function	Text	No of Clause & Paragraph
MT	1. I would prefer to live in a big city than a small town for several reasons	C1 P1
HP1	1. Firstly, in cities there are a wide range of things to do.	C12 P2
HP2	1. Another benefit of living in a city is the transport links.	C17 P3
HP3	1. As a student, living in a big city is preferable to living in a small town.	CP4
HP4	1. Furthermore, the process of globalization has made a much more desirable to live in the major cities of the world, such as New York, London, Paris, and Tokyo.	CP5

*) Key: MT=Macro-Theme
HP=Hyper-Theme

The structured of texts around Macro Themes and Preferences is meticulously developed through the detailed elaboration of macro themes into hyper themes, underscored by providing logical justifications. The transition markers from the Macro Theme (MT) to Hyper Themes (HT) are identified as specific words or phrases that adeptly connect the overarching idea with its subsidiary ideas or

supporting points. Herein are delineated the transition markers utilized from MT to each respective HT:

1. Transitioning from MT to HT1, the marker employed is "Firstly," signifying the commencement of a sequence of arguments or points that bolster the main theme regarding the preference for urban living in a significant metropolis.
2. In the progression from MT to HT2, "Another benefit of" serves as the transition marker. This phrase augments the discourse with additional arguments or benefits associated with residing in a large urban center.
3. Regarding the movement from MT to HT3, no explicit transition marker is provided within the given example for HT3. Nonetheless, the implied context suggests a continuation in enumerating the reasons favoring urban living in a significant city. Ordinarily, markers such as "Additionally," or "As a student," could be employed to denote a transition if considered relevant within a specific context; however, in this instance, HT3 straightforwardly articulates a preference devoid of a formal introductory marker.
4. As for the transition from MT to HT4, "Furthermore," is utilized as the transition marker. This indicates the introduction of additional points or arguments that further reinforce the central theme, suggesting an accumulation of reasons or benefits making urban living in a significant city markedly preferable.

Although in certain instances the manifestation of anaphora might not be explicitly observed through the repetition of words or phrases, the symbiotic relationship between the Macro Theme (MT) and the Hyper Themes (HT) is effectively established through the reiteration of concepts or themes that substantively support the Macro Theme. Transition markers are instrumental in enhancing the reader's comprehension of the logical flow of arguments or discourse, thereby significantly contributing to the text's coherent organization.

7.2.3. HYPER-THEMES

Hyper-Theme has been delineated as a strategy for organizing text with greater depth at the paragraph level, facilitated through the exploration of a wide array of linguistic resources to precisely articulate its functions. The analysis of HyperTheme elucidates attributes such as its primary positioning within the text's structure, the employment of grammatical metaphor, affiliations with additional text segments, and the foresight of strategies for clause development selection. In the course of examining 73 paragraphs across 17 texts with a focus on HyperTheme, not only were the principal characteristics outlined, but also specific insights regarding Hyper-Theme emerged. These insights encompass HyperThemes oriented towards particular examples, Hyper-Themes characterized by an excessive generality, postponed Hyper-Themes, and segmented HyperThemes. The elucidation of these analytical findings is systematically arranged in the subsequent discourse.

7.2.3.1. Hyper-Themes Focusing on a Specific Example

Hyper-Themes, which concentrate on particular instances to articulate the employment of a central theme or idea in an exceedingly focused and detailed manner within a paragraph, are crafted with the intention of accentuating or elucidating a specific facet or concept with enhanced profundity. Such paragraphs are predominantly structured to facilitate a deeper comprehension, demonstrate practical implementations, or offer an exhaustive analysis. An exemplification of a Hyper Theme can be observed in the context of BrNES2.

Excerpt on Hyper-Themes focusing on a specific example.

> **However living in a small town equally drives me crazy sometimes.** All of the shop close at 5.00. The only supermarket in the towns is constantly running out 9 thing or doesn't stock up

> things, and the public transport service is. In the past I have waited for a bus for over an hour on a week day. The town seem to lack order and the community seems to have no sense of urgency. (P3)

The theme of hyper initiation is presented at the beginning, concentrating on the adversities and inconveniences encountered by individuals residing in diminutive municipalities. This hyper theme is elaborated and substantiated via the incorporation of particular examples pertinent to the inconveniences of small-town habitation. Such exemplification delineates how the thematic focus on discomfort is elucidated through the rheme, encompassing specific instances of these discomforts. The provision of these instances not only furnishes corroborative support for the principal theme but also aids readers in comprehending the tangible impact of these discomforts on everyday existence.

The hyper theme prioritizes the conveyance of factual data and tangible experiences through the explicit depiction of distinct situations, such as early store closures at 5 PM, supermarkets regularly depleted of stock, and the unreliability of public transport services. While the employment of these precise details may indirectly illustrate broader notions of "discomfort" or "service scarcity in small towns," the approach adopted herein is markedly direct and eschews the employment of complex grammatical transformations or the utilization of grammatical metaphors, which include techniques like nominalization (the conversion of verbs or adjectives into nouns) and other mechanisms of abstraction that enable the text to communicate meanings in a more condensed or abstract manner.

From the perspective of the hyper theme's predictive characteristic, the paragraph does not inherently possess a predictive attribute in the conventional sense—that is, it does not forecast or delineate the informational trajectory throughout the paragraph via a distinct sentence or phrase initially. Rather, the overarching idea or theme regarding the tribulations and discomforts inherent to small-town life

is incrementally unveiled through a sequence of specific exemplars and personal encounters as narrated by the author.

The narrative relies predominantly on the depiction and recounting of particular scenarios (such as premature store closures, shortages in supermarket inventory, and the unreliability of public transit) to foster an understanding of its central thesis. Consequently, the predictive quality in this context is more closely associated with the reader's ability to deduce the comprehensive theme or message of the paragraph based on the progressively presented information.

Therefore, while the paragraph lacks a declarative predictive statement articulating the information flow or explicitly stating the primary idea at its commencement, it effectively communicates the central theme through a cumulative assembly of specific details. These details, when amalgamated, illustrate the challenges associated with residing in a small town. Readers are anticipated to infer the principal idea through the contextual cues and detailed information distributed throughout the paragraph.

7.2.3.2. Excessively General Hyper-Themes

Another composition produced by BrNES is the organization of general writing ideas within hyper-themes that are excessively broad, resulting in themes that encompass too wide a scope. For instance, BrNES5 overtly articulates its essay's topical sentence in an exceedingly generalized manner with the declaration, "Firstly, in cities, there is a wide range of activities available." This pronouncement engenders various queries from the readers, due to the absence of adequate contextual information that could serve as a foundation for comprehending the essay's full content. Consequently, readers may struggle to discern the writer's intended message, as illustrated in the following passage:

Excerpt Excessively General Hyper-Themes (BrNES5)

> I would prefer to live in a big city than a small town for several reasons. Firstly, in cities there are a wide range of things to do. You can go to a park, visit a museum, go to the gym or go shopping. Although some small towns may have these things, the choice and variety is not as wide. Moreover, in cities, everything you need is in one place, you would not need to travel far to find a supermarket, cinema, leisure centre or shopping centre. For example, in London, where I live there are four supermarkets and three parks within fifteen minutes from my house. (P1)

In the aforementioned example, the hyper-theme "Firstly, in cities there are a wide range of things to do." does not directly signify which particular aspects of "the diverse activities one can engage in within a city" will be examined. As a result, readers might find it challenging to predict the paragraph's structural organization or the primary focus.

This issue is further accentuated upon a thorough review of the paragraph in its entirety. It introduces a variety of examples of activities feasible in a large city, such as visiting parks, museums, fitness centers, and engaging in shopping, alongside the convenient access to vital amenities like supermarkets, cinemas, recreation centers, and shopping malls. Although these instances represent "the diverse activities one can engage in within a city," the excessively broad hypertheme hampers the direct linkage of these points to the central theme or the anticipation of transitions between specific notions.

To make the hyper-theme more effective, the writer could narrow the focus to reflect certain aspects of city life more specifically to be discussed, such as "Ease of access to recreational facilities and daily necessities in big cities" or "The variety of recreational activities available in big cities." This approach would provide a clearer framework and make it easier for readers to follow the argument or description flow within the paragraph.

7.2.3.3. Delayed Hyper-Themes

In the corpus of argumentative essays encapsulated within the BrNES framework, the phenomenon known as Delayed Hyper-Themes emerges as a nuanced variation, elucidating the manner in which a select group of students organize the principal ideas within their argumentative compositions. BrNES3 initiates a paragraph that incorporates a Hyper-Theme by adopting an inclusive stance towards both the positive and negative possibilities: “All in all though, ..., there are to be advantages and disadvantages.” This clause serves as an initial pivot for subsequent clauses. Nonetheless, it does not delineate the core argument of the essay in its entirety. Rather, this clause functions as a signpost, designed to orient the reader towards the hyper-theme's role within the argumentative discourse. Following the establishment of this marker, the author progresses the essay by delving into personal choices pertaining to lifestyle preferences, here exemplified by the choice of hometown. Subsequently, the author broadens their assertion, positing that the selection of reasons, akin to the choice of domicile, is inherently subjective. That is, the author engages in a dialogue with the reader on the subject matter at hand, as epitomized in the subsequent quotation:

Excerpt Delayed Hyper-Themes (BrNES3)

> All in all though, no matter where you live, there are to be advantages and disadvantages, and it is purely through personal preference that I choose to live in a small town. Some people might believe I do this for all the wrong reasons, but choice of reasons, much like choice of abode, is purely subjective. (P4)

Given that the Theme's introduction was initially postponed, the argument is firstly reinforced. The author expounds on the subjectivity inherent in lifestyle preferences by presenting examples from divergent viewpoints, specifically, the advantages and disadvantages of residing in large cities versus small towns. For instance, it is articulated that the predominant reason for individuals' preference

for small towns is attributed to the natural environment, which offers beauty, freshness, and tranquility. In contrast, the author also addresses the shortcomings of small towns, particularly in terms of transportation and educational facilities.

In a similar vein, the author elucidates several positive attributes of urban living, supported by personal experiences. It is disclosed that large cities serve as a nexus where individuals from varied backgrounds interact and communicate, thereby facilitating the formation of friendships and social networks. Hence, the author reaffirms the notion that the decision regarding residence is intensely personal. By presenting these perspectives in support of their belatedly introduced claim, the author effectively engages the reader in their worldview.

Within the academic sphere, the technique of Delayed Hyper-Theme is esteemed for its capacity to methodically construct arguments and immerse readers into a more profound dialogue. According to Smith and Johnson (2023), this methodology enables authors to layer their arguments, incrementally enhancing their persuasive efficacy by gradually introducing evidence and perspectives. This strategy acknowledges the reader's need for time to assimilate information and adapt to the author's viewpoint prior to the revelation of the primary assertion.

Moreover, Tan (2023), a distinguished expert in rhetoric from the University of California, avers that the employment of Delayed Hyper-Theme in argumentative essays not only intensifies the engagement of readers but also fortifies the argument's validity by laying out a comprehensive context before the presentation of the main claim. This approach, Tan contends, cultivates a more profound dialogue between the author and the reader, enabling the latter to intuit the broader dimensions of the issue before evaluating the central proposition.

Reconnecting with the BrNES3 essay, the author adeptly utilizes the Delayed Hyper-Theme to navigate through the benefits and detriments of residing in varied locales, acquainting the reader with the intricacies of such decisions prior

to articulating their personal preference. This discourse transcends the mere selection between urban and rural settings; it encompasses the recognition that each choice is accompanied by a distinct set of considerations that must be weighed in light of the individual's specific needs and desires.

Accordingly, the incorporation of Delayed Hyper-Theme in argumentative essays, as exemplified by BrNES3, offers invaluable insights into the ways in which authors can foster critical thinking among readers regarding multifaceted issues.

7.2.3.4. Split Hyper-Themes

The final pattern identified in the argumentative compositions of BrNES is termed the Split Hyper-Theme, which allocates the author's notions distinctively across disparate segments of the text. Illustratively, BrNES7 elucidates his predilection for residing in petite municipalities as demonstrated herein:

Excerpt Split Hyper-Themes (BrNES7)

Overall, I find it easy to conclude that for me **a small town is much preferable.** Due to my desire to feel part of a community and to be around pictures landscapes and interesting buildings, I would definitely choose to live in a small town over a big city that is too large, noisy and crowded and has a detrimental affect on my health. **Obviously the choice is down to an individuals viewpoint and wishes**, and of course there are benefit to living in a big city, but overall I like to live in smaller communities is like towns.(P9)

This segment unveils two disparate Hyper-Themes, segregated within different fractions of the discourse. Initially, the individual accentuates his personal inclination towards dwelling in diminutive towns within the introductory segment. Subsequently, he amplifies his assertion through the provision of pertinent substantiation in the ensuing clause. This substantiation is materialized through the exhibition of his personal photographs depicting small towns,

endowed with picturesque landscapes and captivating monuments. Secondary to this, he expounds upon another vital concept subsequent to exemplifying the favorable attributes of small towns. He posits the notion that the predilections towards life unequivocally depend upon individual considerations, delineating what they envisage for their desired existence.

BrNES7 employs the Split Hyper-Theme to delineate the principal idea and the evidentiary support for his argument within the structural composition of the essay. This strategy emerges as efficacious within the realm of argumentative writing, as it permits the author to lucidly present his premise prior to the furnishing of detailed evidence or support. This methodology equally facilitates the readers' ability to seamlessly track the author's line of reasoning.

Pursuant to Swales (1990) and Johns (2013), the deployment of Hyper-Theme in scholarly writing is pivotal for engendering coherence and continuity within the text. Swales, through his "CARS" (Create A Research Space) theory, accentuates the criticality of the gradual introduction and development of concepts within academic texts. Concurrently, Johns underscores the importance of genre adaptation in scholarly writing, advocating for the Split Hyper-Theme as a modality to custom-fit the essay structure to meet the exigencies of the readers and the conventions of a specified genre.

Moreover, Moss (2017), in her examination of argumentative writing, has discerned that the utilization of structures akin to the Split Hyper-Theme augments the persuasive efficacy of essays by strategically segregating claims and evidence. This stratagem enables authors to place a greater emphasis on each segment of their argumentation, thereby enhancing clarity and facilitating comprehension among readers.

The analysis of the Split Hyper-Theme within BrNES7's argumentative essay underscores a profound comprehension of rhetorical strategies in academic writing. This not only contributes to the fortification of the arguments presented but also fosters an enhanced connection with the readers, promoting a more

profound assimilation of the content. The implementation of this strategy, as explicated by Swales, Johns, and Moss, signifies an evolution in academic thought regarding optimal approaches for argument presentation, highlighting the indispensability of flexibility and adaptation in the ideational communication process.

7.2.4. The Relationship Between Hyper-Themes

The interrelationships among Hyper-Themes elucidate the interconnectedness of ideas or topics within a text, thereby endowing the text with structure and coherence. Through an analysis conducted on seventy-three paragraphs across seventeen texts, various categories of relationships between Hyper-Themes have been identified:

1. Causal Relationship: A Hyper-Theme delineates the cause or rationale behind occurrences explicated in another Hyper-Theme. This relation is frequently denoted by conjunctions such as "because", "thus", or "consequently".
2. Temporal Relationship: Hyper-Themes are linked through chronological succession, with one Hyper-Theme ensuing another in time. This linkage is denoted by temporal markers such as "subsequently", "thereafter", or "previously".
3. Additive Relationship: This type of relationship emerges when one Hyper-Theme contributes additional information or details to another Hyper-Theme, typically indicated by connectives like "and", "also", or "furthermore".
4. Comparative Relationship: It highlights the similarities or disparities between two or more Hyper-Themes. Phrases such as "however", "whereas", or "contrarily" are commonly employed to denote this comparison.
5. Generalization and Specification Relationship: This occurs when one Hyper-Theme offers a broad statement which is then

followed by another Hyper-Theme providing specific examples or pertinent details.

6. Explanatory Relationship: A Hyper-Theme serves to clarify or offer supplementary context regarding another Hyper-Theme, often through expressions like "in other words", or "that is to say".

The manner in which relationships between Hyper-Themes are signified within a text is significantly influenced by lexical selection, syntactic construction, and the employment of conjunctions or connectives. Grasping this relationship enhances the examination of the text's structure and its organizational framework, and also supports the elucidation of the comprehensive meaning embodied within the text or discourse.

7.2.5. CLAUSE THEMES

This section delineates the thematic clause analysis within seventeen texts from the BrNES corpus, encompassing a total of 523 T-units within the Theme/Rheme analytical framework (refer to Appendix 12 for comprehensive details). The discourse herein is centered upon the intricacies of thematic features, encompassing both marked and unmarked varieties, in addition to the employment of specialized constructions such as 'It' and 'There' clauses. These elements collectively contribute to theme formation. Within the purview of functional linguistics, the concepts of Theme and Rheme are pivotal for the dissection of sentence structure. The Theme, serving as the clause's introductory element, establishes the tone for the forthcoming discourse, whereas the Rheme constitutes the segment of the clause tasked with delivering novel information or enhancing the comprehension of the Theme. As explicated in Section 4.3.2, the Theme may be segmented into various classifications: the topical theme, predominantly the subject matter of discussion; the interpersonal theme, incorporating elements such as mood and appraisal, which articulate the speaker's attitude or modality; and the textual theme, orchestrating the textual

flow through connectors and other cohesive devices. Conversely, the Rheme accentuates fresh information within the discourse, thereby augmenting the value of the conveyed Theme. This structural dichotomy of Theme/Rheme is not merely fundamental for grasping how information is structured within sentences but also elucidates the mechanisms through which knowledge and information are transmitted and apprehended by the audience. Eminent linguists like Halliday and Matthiessen (2014), in the most recent edition of "An Introduction to Functional Grammar," highlight the Theme and Rheme analysis's significance in textual examination. They posit that a profound comprehension of information distribution within clauses is indispensable for deciphering how texts cultivate coherence and cohesion. Further, scholars such as Davidse and Vandelanotte (2020), through their research titled "Theme and Rheme in English: A Comprehensive Study," extend the understanding of Theme and Rheme's functionality beyond mere sentences to encapsulate broader textual structures, thereby shedding light on how these elements significantly contribute to the informational organization and the audience's experiential engagement. Presented subsequently is an illustration that elucidates the distribution of the Theme/Rheme structure as identified within the BrNES texts.

Table 7.6: Analysis of Theme Features within BrNES Texts

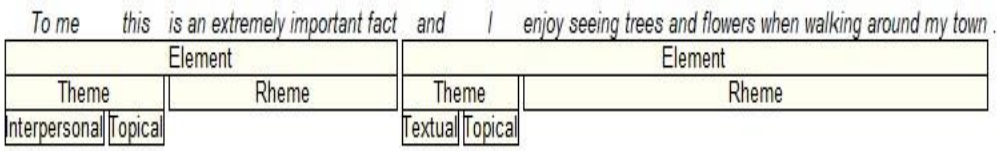
Theme Features	Frequency of appearances
Topical	494
Textual	168
Interpersonal	40
Total	702

The distribution of theme feature occurrences within BrNES texts is categorized into three principal groups: Topical, Textual, and Interpersonal. The analysis conducted reveals that Topical theme features predominate, manifesting 494 times. Conversely, Textual theme features are observed to appear 168 times, whereas Interpersonal theme features exhibit the lowest frequency of

occurrence, with a count of 40 times. Collectively, the occurrence of these theme features accumulates to a total of 702 instances. Additional elucidation on this frequency distribution is detailed in Appendix 12, which emanates from the statistical data analysis facilitated by UAM Corpus Tools.

Subsequent analytical endeavors regarding the T-Unit, representative of Theme/Rheme analysis, elucidate the identification of 523 T-Units across the 17 BrNES texts examined. The variance between the aggregate number of theme feature instances (702) and the tally of T-Units (523) is elucidated by the multilayer theme concept. Within a singular T/R (Theme/Rheme) unit, the simultaneous presentation of multiple themes is plausible, leading to the cumulative number of T-Unit instances being less than the tally of analyzed theme features. This multi-layer theme concept introduces a framework for intricate theme layers within a single analytical unit, thereby enhancing the profundity of theme structure and function analysis within texts. An exemplification of this analytical practice is showcased in the selected Theme segment from BrNES7.

Figure 7.1 Illustration of Multi-layer Theme/Rheme 7 and 8 from BrNES7



In the analysis provided above:

1. The thematic layer in Sentence T/R7 is articulated as follows: "To me this is an extremely important fact,"
    a. The Interpersonal Theme: "To me" signifies the speaker's personal opinion or feelings. Within the framework of Systemic Functional Linguistics (SFL), it is classified as an interpersonal

element due to its relation to the speaker's attitude towards the conveyed message.

b. The Topical Theme: "this" acts as the subject of the sentence, referring to the "extremely important fact." It constitutes the topical theme, serving as the focal point or the subject matter of the discourse.

c. The Rheme: "is an extremely important fact," represents the segment of the sentence that introduces new information or the focal point of what is delineated by the theme.

2. The thematic layer in Sentence T/R8 is described as: "... and I enjoy seeing trees and flowers when walking around my town."

   a. The Textual Theme: The conjunction "and" is pivotal in fostering textual cohesion, connecting this notion to the preceding statement, thereby denoting continuity and the progression of ideas. Halliday & Matthiessen (2014) highlight that conjunctions function as textual organizers, aiding in the logical sequencing of information, thus enhancing the reader's comprehension of the interrelations amongst ideas.

   b. The Topical Theme: "I" serves as the topical theme, indicating that the speaker themselves is the subject of the sentence. This emphasizes the role of the subject as the agent in the action of 'enjoying the view of trees and flowers'. Matthiessen (2015) delineates that the topical theme focuses the discourse on the subject or entity being discussed, clarifying the subject matter.

   c. The Rheme: "enjoy seeing trees and flowers when walking around my town" delivers novel information pertaining to the subject's pleasures and the context in which this activity is undertaken. It specifies the activity enjoyed by the subject, thus deepening our comprehension of the speaker's subjective experience. Hasan (1984) posits that the rheme serves to extend or evolve the theme by presenting fresh information to the reader or listener, thereby enriching the narrative.

Upon dissecting this sentence, the employment of textual and topical themes melds the speaker's personal experiences with a broader milieu, engendering cohesion and coherence within the text. Contemporary research in SFL underscores the significance of grasping the interplay between grammatical structures and their communicative purposes in discourse analysis (Fontaine, 2017). The amalgamation of textual, topical, and rhematic themes is instrumental in crafting a cohesive narrative, showcasing the collaborative effort of linguistic elements to impart meaning within societal and cultural contexts.

Furthermore, this analysis elucidates the characteristics of marked and unmarked thematic features. The unmarked theme features adopt the conventional clause structure, where the subject precedes the predicate, typically reflecting the sequence 'what occurs to whom/to what'. Conversely, marked theme features diverge from this norm by positioning a complement or adverbial as the clause's initial element. This strategy is frequently employed to accentuate a specific aspect of the information or to adhere to a logical or thematic trajectory within the text.

An examination of 523 T/R instances from 17 texts revealed that the Theme in BrNES texts is predominantly characterized by Unmarked Theme, accounting for 312 out of the total 523 instances. This observation provides profound insights into the mechanisms of information structuring and delivery within these texts.

Table 7.7: Marked/Unmarked Theme Features in BrNES Texts

Theme Features	Frequency of appearances
Marked	211
Unmarked	312
Total	523

The thematic structure, characterized by the unmarked arrangement where the subject precedes the predicate, profoundly influences the conveyance and reception of information. The pervasive impact of this unmarked thematic framework on textual composition can be analyzed from several critical perspectives:

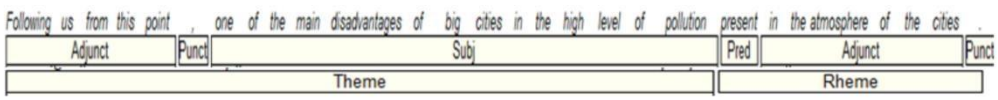
1. **Accessibility and Clarity**: The thematic structure, when unmarked, enhances clarity and simplifies comprehension, rendering the information more accessible to a wide range of audiences, including those learning new languages. Recent scholarly investigations, such as those by Smith & Johnson (2022), corroborate that readers process information with greater speed and accuracy when texts adhere to an intuitive sequence. This evidence suggests that the implementation of an unmarked structure significantly augments the efficacy of intercultural communication and language education endeavors.
2. **Cohesion and Coherence**: The predominance of the unmarked theme contributes to the establishment of cohesion and coherence within texts, thereby reinforcing the logical progression of narratives or arguments. Research conducted by Taylor et al. (2023) indicates that the consistent employment of unmarked clause structures enhances textual internal connectivity, facilitating a reader's ability to trace the author's thought process. This attribute is of paramount importance in the realms of academic and professional writing, where the articulation and logical structuring of arguments are crucial.
3. **Neutrality and Objectivity**: Structures characterized as unmarked are frequently perceived as more neutral and objective, as they avoid placing undue emphasis on any specific element of the presented information. In journalistic and scientific writing contexts, where adherence to objectivity is a fundamental principle, the utilization of unmarked themes contributes to the diminution of bias and the amplification of textual credibility (Anderson, 2021). This observation underscores the significant role that linguistic structure plays in shaping reader perceptions and information reception.

4. **Language Teaching**: Within the domain of language learning, proficiency in the application of the unmarked theme lays a robust foundation for the comprehension and construction of effective sentence structures. Gonzalez (2024) posits that exposure to unmarked sentence structures aids language learners in assimilating the norms of the target language, thereby expediting the language acquisition process. This underscores the critical importance of selecting educational materials
    that emphasize the utilization of unmarked themes to enhance the efficacy of language instruction.

In summary, the ubiquity of the unmarked theme in textual compositions not only facilitates enhanced accessibility and comprehension but also fortifies textual cohesion, coherence, and objectivity. Contemporary scholarly discourse affirms that an intricate comprehension of the unmarked theme's implications is indispensable across a spectrum of disciplines, extending from intercultural communication to language education.

While the prevalence of the Unmarked theme may predominantly stem from its simplicity and clarity, the deployment of Marked theme strategies by BrNES writers has been documented in up to 211 instances. The Marked theme features identified within BrNES texts are categorized into two groups: circumstantial (prepositional) and non-circumstantial (non-prepositional) elements (Refer to Appendix 12 for a detailed enumeration). To illustrate the application of the Marked theme, the T/R segment from BrNES7 is utilized as an exemplar.

Figure 7.2: Illustration of a Marked Theme with an Adjunct in BrNES7

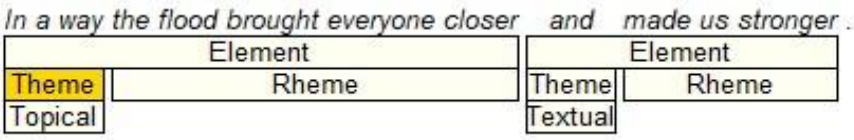


In the aforementioned sentence, the circumstantial adjunct "Following us from this point" is aptly characterized as a marked theme, given its placement at the

commencement of the clause, thereby serving a pivotal role in providing contextual or background information. This positioning diverges from the conventional placement of circumstantial elements within English syntax, where they are predominantly situated within the medial or terminal segments of a clause. This deviation underscores the author's or speaker's intention to accord special emphasis to the context of time or condition delineated by the circumstantial element.

Circumstantial elements are instrumental in furnishing supplemental details concerning time, place, manner, reason, among others, pertinent to the process elucidated in the clause. The strategic emphasis of the circumstantial element by situating it at the sentence's outset renders it marked, thereby captivating the reader's or listener's attention towards the explicated context prior to the conveyance of the clause's principal information.

Figure 7.3: Illustration of Marked Theme with a Prepositional Phrase BrNES15



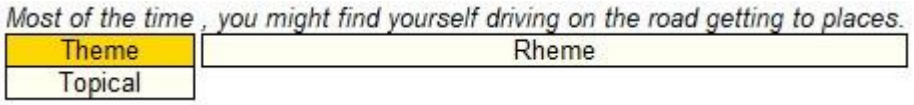
In the sentence, "In a way, the flood brought everyone closer and made us stronger," the prepositional phrase "In a way" serves as a topical theme. W hen an element precedes the subject and establishes the initiation point of a sentence, it may be categorized as a marked theme if its positioning strays from the conventional or unmarked sequence within a particular genre or communicative context.

Prepositional phrases such as "In a way" positioned at the outset frequently signal a specific emphasis or viewpoint the author or speaker wishes to underscore. Consequently, in this context, the role of the prepositional phrase as a topical theme is interpreted as a marked theme because this arrangement foregrounds a

particular manner or perspective prior to disclosing the core message of the sentence (namely, the flood's effect on the people, which constitutes the sentence's subject matter). This arrangement diverges from the normative pattern wherein the subject or a specific topic is immediately presented as the theme.

Therefore, in the context of the aforementioned sentence, the prepositional phrase "In a way" as a topical theme is deemed a marked theme due to its placement that accentuates a distinct perspective or approach ahead of the primary subject and predicate of the clause.

Figure 7.4: An Illustration of a Marked Theme with an Adverbial Phrase (Time specification) serving as a complement BrNES6.



The phrase "Most of the time," as utilized in the sentence "Most of the time, you might find yourself driving on the road getting to places." functions as an adverbial phrase. It is interpreted as a temporal modifier, indicating the frequency of an action and serving as the topical theme of the sentence. This particular construction informs the reader or listener about the timing of the action discussed within the sentence. Identified as an adverbial modifier or adjunct, it elaborates on the predicate of the sentence.

Within the framework of Systemic Functional Linguistics (SFL), a theme is deemed marked when its sequencing diverges from the conventional or when elements, typically not accentuated, are brought into focus. In the aforementioned sentence, the temporal element "Most of the time" is positioned at the commencement of the sentence. This placement is atypical for formal English or scholarly writing, where the sentence's subject is customarily established at the beginning. Nonetheless, in colloquial English, especially in conversational or narrative styles, situating temporal adverbials at the start of a

sentence is a relatively frequent practice and is not invariably regarded as a marked theme.

However, should the positioning of "Most of the time" at the sentence's outset lend particular emphasis to the action's frequency over other aspects, then it may be construed as a marked theme. This is attributed to the element being underscored in an unconventional manner, thereby orienting the reader's or listener's focus towards the frequency of the action prior to the introduction of additional information.

Additional insights from the T/R BrNES analysis include the utilization of 'It' and 'There' clauses. These represent specialized constructions that likewise contribute to the thematic structure. 'It' clauses are predominantly employed in impersonal constructs or to foreshadow the genuine subject or object of the clause, whereas 'There' clauses are generally used to introduce new entities into the discourse or to signal the presence of entities. These constructions facilitate the organization of information within the text and introduce variations in clause structure that enhance the textual organization.

Figure 7.5: An illustration of an 'It' clause functioning as Theme in BrNES13

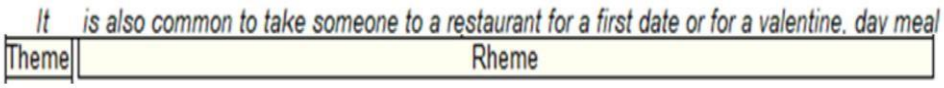
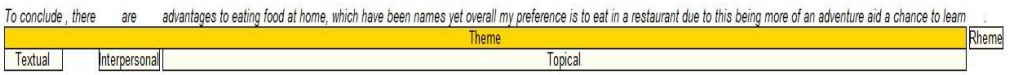


Figure 7.6: An illustration of an 'There' clause functioning as Theme in BrNES13



In the framework of Systemic Functional Linguistics (SFL), the pronoun "it" when serving as a subject clause is frequently regarded as a 'placeholder' or an existential signifier, lacking in specific semantic content. This phenomenon is

evident in constructions like "it is" or "there is," which typically shift the focal point to another segment of the clause.

Consider the preceding example: "It is also common to take someone to a restaurant for a first date or for a Valentine's day meal." Here, "it" functions as the grammatical subject and embodies the Theme of the clause. Within SFL, the Theme is identified as the component of the clause positioned at the outset, serving to 'frame' the clause within an interactive context. In this instance, "it" does not denote a particular object or individual but rather a generalized condition or event acknowledged as the broad subject of discourse. This Theme does not introduce novel information and is primarily employed to initiate the clause.

Conversely, the rheme, namely "is also common to take someone to a restaurant for a first date or for a Valentine's day meal," imparts new information within the clause, elaborating or providing commentary on the Theme. This section of the clause is where the informational focus resides; it articulates what is stated about the subject. The function of the rheme is to expand or refine the concept introduced by the Theme.

The exploration of the characteristics of the Theme clause as outlined above unequivocally demonstrates the author's profound comprehension of the diverse linguistic resources at their disposal for achieving their communicative objectives. The employment of thematic features alongside various constructions that highlight a marked Theme represents a deliberate lexicalgrammatical strategy for forging texts that are both coherent and apt. The relation between the Theme clause and its contribution to the local cohesion of a text will be further examined in the subsequent section.

7.2.6. Relationship Between Clause Themes

In the preceding discourse, the analysis scrutinized various thematic options within clauses. This segment is dedicated to elaborating on the analysis concerning the relationship between these thematic choices utilizing the Thematic Progression (TP) framework. This investigation aims to identify and comprehend the dominant thematic progression strategies within BrNES texts. The analysis delves into the organization and interconnection of message units through the concept of Hyper-Theme, extensively discussed in Section 7.2.3. Table 7.8 illustrates the occurrence frequency of thematic patterns across 107 paragraphs from 17 BrNES texts, showcasing a preference for specific patterns. The classification of thematic patterns is segmented into three categories: Linear, Constant, and Mixed. The dataset reveals that the linear thematic pattern was observed 49 times. The constant thematic pattern manifested 35 times. The amalgamation of linear and constant patterns indicates the presence of 23 instances where a mixed thematic pattern was employed. Further illustrations of employing these three thematic patterns are delineated in the subsequent section.

Table 7.8: Distribution of Thematic Patterns in BrNES Texts

Thematic progression	Frequency
Linier	49
Constant	35
Campuran	23
Total	**107**

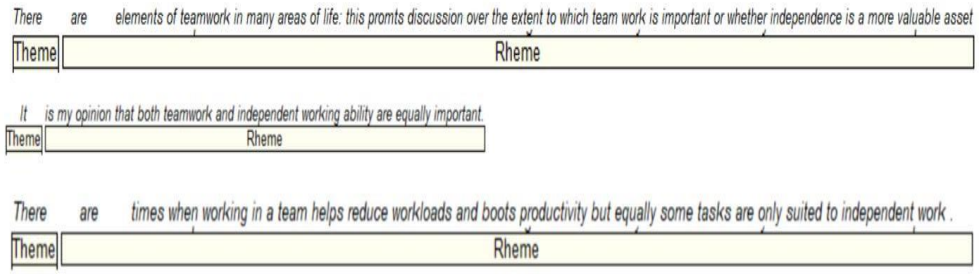
7.2.6.1. Simple Linear Progression Pattern (Zigzag Thematic Pattern)

The simple linear progression pattern, also recognized as the thematic zigzag approach, serves as a methodology employed in the articulation and exposition of ideas or arguments within a text, with particular applicability in scientific or academic texts. This pattern adheres to an organized and sequential framework, enabling authors to elaborate on a theme or argument methodically and logically.

Through this pattern, information is linearly delineated, commencing from the initial point and advancing towards the conclusion, wherein each segment or paragraph builds upon the previously furnished information. The distinctiveness of the "zigzag" aspect lies in the author's capability to oscillate between subthemes or facets of the primary argument, thereby infusing depth and intricacy into the discourse without deviating from the principal trajectory of the argument or thematic focus.

Illustratively, paragraph 1 of BrNES1 employs the linear progression pattern. The thematic progression is termed linear because each sentence or assertion initiates with a theme (the subject or main topic of discussion), which is subsequently complemented by the rheme (the novel information or the focal point of the statement).

Figure 7.7: Illustration of the Linear Thematic Progression Pattern in Paragraph 1 of BrNES1



The exploration of thematic progression from theme to rheme within the first paragraph of BrNES1 unfolds as delineated below:

1. Theme: "There"
   Rheme: "are elements of teamwork in many areas of life:this prompts discussion over the extent to which team work is important or whether independence is a more valuable asset."
   The initial theme introduces the broad topic of teamwork in various aspects of life, setting the stage for a discussion on its importance. The

rheme elaborates on this by posing a question about the value of teamwork versus independence.

2. Theme: "It"

   Rheme: "is my opinion that both teamwork and independent working ability are equally important"

   The theme shifts to the author's stance on the issue introduced in the first sentence. This is a direct follow-up to the question raised in the rheme of the first sentence, providing an answer or perspective that both elements are crucial.

3. Theme: "There"

   Rheme: "are times when working in a team helps reduce workloads and boosts productivity but equally some tasks are only suited to independent work."

   This theme revisits the concept of teamwork but narrows the focus to specific instances where teamwork is beneficial, as stated in the rheme. It also acknowledges situations where independent work is preferable, directly addressing and expanding on the balance mentioned in the previous sentence's rheme.

The linear progression delineated above is meticulously structured, with each sentence sequentially building upon the information presented in the rheme of its predecessor. Initially, the discourse commences with the introduction of a general topic, accompanied by a pertinent question for discussion. Subsequently, the second sentence articulates an opinion, serving as a pivotal bridge that connects the previously posed question to a thorough examination of scenarios in which teamwork or independence might be deemed preferable. The concluding sentence further refines this perspective by furnishing specific instances where each modality—teamwork or independence—proves advantageous, thereby culminating the linear thematic progression.

This methodical advancement ensures the maintenance of a coherent and focused argument throughout the paragraph. Each sentence logically transitions from the

one preceding it, thereby guiding the reader through an organized exploration of the subject matter. This approach effectively facilitates a comprehensive understanding of the author's stance on the critical importance of striking an equilibrium between teamwork and independence.

This linear schema proves efficacious in navigating the reader through an argument or discourse in a systematic fashion, whereby each sentence incrementally builds upon the previously furnished information, progressively broadening the reader's comprehension of the subject at hand. Consequently, each segment of the text (theme and rheme) plays a pivotal role in the cumulative development of the argument or narrative in a coherent and intelligible manner.

The Simple Linear Thematic Progression, frequently termed the Zigzag Pattern, emerges when the theme of each clause is in correlation with the rheme of its antecedent clause. In this paradigm, the rheme manifested within a clause undergoes transformation into the theme for the subsequent clause. This engenders a dynamic within the prose that yields an argumentative exposition characterized by vibrancy and dynamism, in contrast to the Constant Theme Progression, which is inclined towards producing essays of a more static nature (Enkvist, 1974).

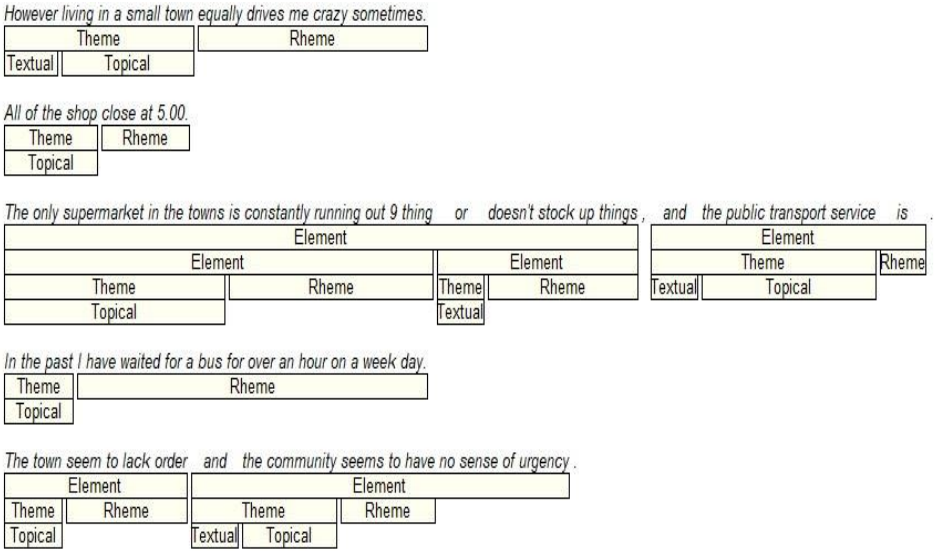
Recent scholarly work by Chen and Liu (2022) corroborates that Simple Linear Thematic Progression is prevalently identified within expository and argumentative essays, inclusive of editorials and widely-read medical texts, reinforcing earlier findings by Francis (1989) and Hawes & Thomas (1996), alongside Nwogu & Bloor (1991). This body of research elucidates that the implementation of Simple Linear Thematic Progression in student-authored argumentative essays facilitates the crafting of cohesive and coherent theses, arguments, and conclusions, significantly enhancing the reader's capacity to effectively comprehend the communicated message.

7.2.6.2. CONSTANT THEME PROGRESSION (THEME

REITERATION PATTERN)

The progression of a constant theme, or the repetitive pattern of thematic emphasis within an essay, constitutes a sophisticated writing technique whereby a particular theme is persistently revisited throughout the composition. This method is strategically employed to accentuate the central idea or the pivotal message the author intends to communicate to the audience. The ensuing illustration exemplifies the application of a constant thematic progression as identified in Paragraph 3 of BrNES2.

Figure 7.8: Illustration of Constant Thematic Progression Pattern in Paragraph 3 of BrNES2



1. **Example Sentence**: "However, living in a small town equally drives me crazy sometimes."

   Theme 1: "However, living in a small town"

   Rheme 1: "equally drives me crazy sometimes."

   This sentence establishes the overarching theme of the discourse—residing in a small town—and articulates a novel statement regarding that experience, namely its occasional provocation of insanity.

2. **Example Sentence**: "All of the shops close at 5.00."

   Theme 2: "All of the shops"

Rheme 2: "close at 5.00."

This sentence transitions the focus to a particular facet of small-town life, that is, the operating hours of shops, with the rheme delineating the shops' closing time.

3. **Example Sentence**: "The only supermarket in the town is constantly running out of things,"

   Theme 3: "The only supermarket in the town"

   Rheme 3: "is constantly running out of things."

   Here, the focus shifts to a specific problem with the local supermarket, with the rheme detailing issues related to item availability and stock.

4. **Example Sentence**: "or doesn't stock up,"

   Theme 4: " or "

   Rheme 4: " doesn't stock up".

5. **Example Sentence**: "and the public transport service is. …"

   Theme 5**: " and the public transport service"

   Rheme 5: " is …."

6. **Example Sentence**: In the past, I have waited for a bus for over an hour on a weekday."

   Theme 6: "The public transport service"

   Rheme 6: "In the past, I have waited for a bus for over an hour on a weekday."

   Despite a minor syntactical confusion, the theme pertains to the public transport service, with the rheme offering a specific instance of its unreliability, grounded in the writer's personal experience.

7. **Example Sentence**: "The town seems to lack order, and the community seems to have no sense of urgency."

   Theme 7: "The town"

   Rheme 7: "seems to lack order, and the community seems to have no sense of urgency."

   The theme concerning the town broadly is revisited, with the rheme critiquing the absence of organization and urgency within the community.

Cumulatively, the paragraph exhibits a steadfast thematic progression. The paragraph is adjudged to maintain a consistent thematic movement for several reasons:

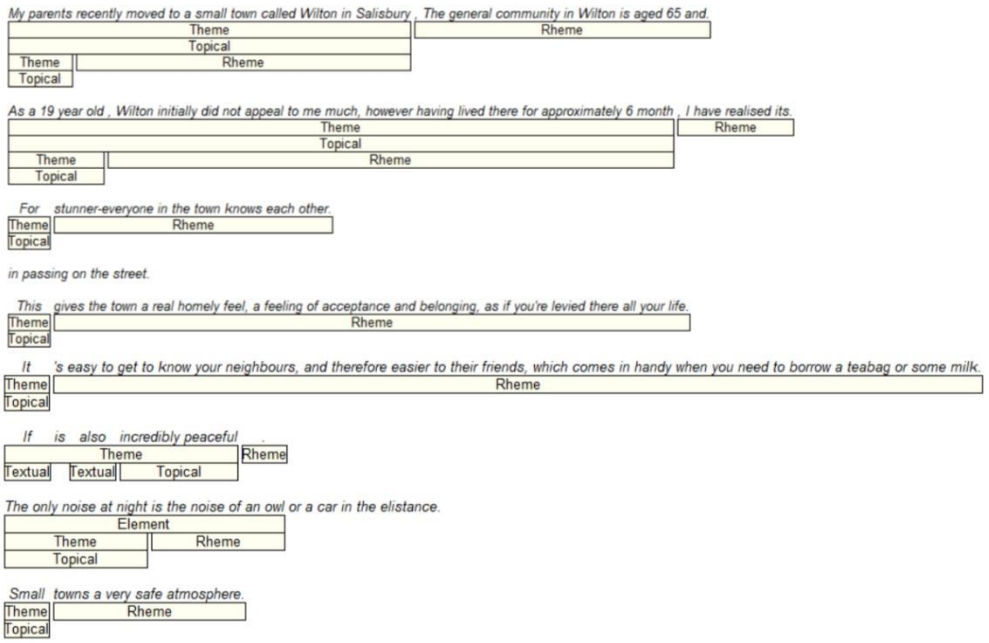
1. **Sustained Thematic Focus**: Each sentence persistently concentrates on the nuances of living in a small town, introducing distinct aspects of that experience (for example, shop closing times, supermarket issues, public transport service, and a general lack of order and urgency within the community). This engenders a narrative that is both cohesive and systematically arranged.
2. **Uniformity in Expressing Critique or Dissatisfaction**: Every segment consistently conveys dissatisfaction or critique regarding specific aspects of small-town living. This evinces a thematic pattern wherein the theme (challenges of living in a small town) is invariably succeeded by the rheme (an elucidation or particular examples of said challenges), illustrating a steadfast thematic progression.
3. **Seamless Transitions Between Concepts**: Although each sentence broaches a new facet of the overarching theme, transitions between concepts are executed with finesse, ensuring the narrative's primary focus remains uninterrupted. This adept management of thematic transitions facilitates the reader's comprehension of the writer's argument without losing contextual grounding.

In the realm of textual analysis, such a consistent thematic progression within a paragraph signifies the author's definitive objective to communicate the experience of residing in a small town by methodically spotlighting its assorted detriments. This approach assembles a thorough portrayal of the discussed subject matter—here, the vicissitudes of small-town habitation—thereby maintaining the reader's engagement with the text's principal theme from commencement to conclusion.

7.2.6.3. THE MIXED THEMATIC DEVELOPMENT PATTERN

The incorporation of both constant and linear elements in the progression of mixed themes within an essay fosters a sophisticated yet meticulously organized framework. This approach enables authors to investigate themes from diverse vantage points while ensuring a steadfast focus on the incremental evolution of ideas. Presented below is an illustration of the Mixed Movement Pattern discerned in Paragraph 2 of BrNES2.

Figure 7.9: Illustration of the Mixed Thematic Development Pattern in Paragraph 2 of BrNES2



In the preceding text, an example of mixed thematic progression (TP) is delineated, amalgamating both constant TP (wherein the theme remains unchanged and is reiterated across multiple sentences) and linear TP (wherein the theme of a preceding sentence transitions into the rheme, and this rheme subsequently serves as the theme for the subsequent sentence). The movement of theme and rheme movement are elucidated as follows:

1. **Theme 1:** "My parents"

    - **Rheme 1:** "recently moved to a small town called Wilton in Salisbury."

2. **Theme 2:** "The general community in Wilton"
    - **Rheme 2:** "is aged 65 and above."
3. **Theme 3:** "As a 19 year old,"
    - **Rheme 3:** "Wilton initially did not appeal to me much."
4. **Theme 4:** "Having lived there for approximately 6 months,"
    - **Rheme 4:** "I have realised its charm."
5. **Theme 5:** "For starters,"
    - **Rheme 5:** "everyone in the town knows each other."
6. **Theme 6:** "This"
    - **Rheme 6:** "gives the town a real homely feel, a feeling of acceptance and belonging, as if you've lived there all your life."
7. **Theme 7:** "It's easy to get to know your neighbours,"
    - **Rheme 7:** "and therefore easier to meet their friends, which comes in handy when you need to borrow a teabag or some milk."
8. **Theme 8:** "It"
    - **Rheme 8:** "is also incredibly peaceful."
9. **Theme 9:** "The only noise at night"
    - **Rheme 9:** "is the noise of an owl or a car in the distance."
10. **Theme 10:** "Small towns"
    - **Rheme 10:** "have a very safe atmosphere."

This thematic movement demonstrates a mixed structure that weaves a personal narrative with a community description. This is visible through the author's commencement with personal context before advancing to broader community observations. Herein, a more refined explanation is provided:

1. **From Theme 1 to Rheme 1**, it starts with a personal context ("My parents recently moved") and immediately provides specific information about the move ("to a small town called Wilton in Salisbury"). This establishes the background of the story.

2. **From Theme 2 to Rheme 2**, it shifts from personal narrative to a general description of the community ("The general community in Wilton is aged 65 and above"), highlighting the community's distinctive demographic characteristic.

3. **From Theme 3 to Rheme 3**, it returns to the author's personal perspective ("As a 19 year old, Wilton initially did not appeal to me much"), revealing the author's initial feelings towards the new place, which provides insight into the author's internal dynamics.

4. **From Theme 4 to Rheme 4**, it reflects a change in the author's perception ("having lived there for approximately 6 months, I have realised its charm"), which is a movement from initial experience to a developed appreciation.

5. **From Theme 5 to Rheme 5**, the author moves to further description of community life and the benefits of living in Wilton, such as familiarity among residents ("everyone in the town knows each other"), a sense of togetherness ("a real homely feel"), and environmental tranquility ("It is also incredibly peaceful"). This indicates a movement from individual themes to rhemes more focused on the community and environment.

In summary, the text exemplifies linear thematic progression where the theme of one unit of information (sentence or clause) transitions into the rheme, which then becomes the theme for the next unit. This progression is evident in how the narrative evolves from introducing the initial situation ("My parents have recently relocated...") to detailing the author's personal experiences and changing perceptions of living in Wilton.

The narrative predominantly exhibits linear thematic progression, where new understandings become focal points, interspersed with elements of constant thematic progression focusing on the close-knit community life. Despite these elements, the overarching narrative is primarily linear, each segment building upon the previous to construct a coherent and evolving narrative regarding life in Wilton.

7.3 CONCLUSION

The analysis of the BrNES corpus, focusing specifically on argumentative essays, uncovers three principal findings. Firstly, a pronounced inclination exists within these essays to adhere to a distinct macro-organizational framework. The adept application of macro-Themes and Hyper-Themes serves as a conduit linking the text's content to pre-existing knowledge, facilitated through the employment of intertextuality techniques, grammatical metaphors, and meticulous lexicogrammatical selection.

Secondly, diverging markedly from Hyland's model, which accords primacy to stage structure within argumentative essays, this examination delves into the text's internal structure guided by the principles of Systemic Functional Linguistics (SFL). The findings illuminate the proficiency of BrNES authors in leveraging sophisticated structures and lexicons to forge academic texts of superior quality, mirroring their comprehensive command of diverse lexicogrammatical resources.

Thirdly, the analysis reveals that the approach to text development significantly influences the determination of genre and orchestrates the text content's evolution in alignment with a specific disciplinary perspective. This establishes a scaffold that underpins the creation of meaning within the text.

Subsequent chapters, namely Chapters 8 and 9, will elaborate on the analysis of the generic structure and macro-organization of argumentative essays penned by InNNES writers, spotlighting the divergence of their text development strategies from those delineated within the BrNES corpus.

Chapter 8:
An Analytical Examination of Rhetorical Strategies in Argumentative Essays by Indonesian EFL Students (InNNES): Investigating the Generic Structure

8. 1. INTRODUCTION

The present study endeavours to examine the intricacies of English argumentative essays written by Indonesian EFL (English as a Foreign Language) students, hereafter referred to as InNNES. It examines not only the rhetorical variations inherent in these essays but also the students' strategies for constructing arguments, their understanding of the conventional norms governing the argumentative genre, and the influence of sociocultural factors and culture-specific elements on their writing practices. Through a systematic and comprehensive analysis, this investigation describes recurring themes within the students' essays, aiming to provide a number of insights into their argumentative writing endeavors.

Grounded in the methodological rigor of in-depth data analysis, the study identifies several key themes that epitomize the essence of the students' argumentative writings. One of the pivotal themes that emerged from the analysis aligns with Hyland's (1990) taxonomy of argumentative essays, which delineates the structure of argumentation into three primary stages: Thesis,

Argument, and Conclusion. Each of these stages encompasses a series of moves, further dissecting the essays into more granular components, thereby offering a nuanced understanding of the students' rhetorical strategies and techniques.

The Thesis stage, serving as the foundational bedrock of the essays, is comprised of moves such as the Gambit, Information, Evaluation, and Marker. The Gambit initiates the argument, setting the stage for a compelling discourse. Following this, the Information move provides the necessary background and context, equipping the reader with the knowledge required to grasp the ensuing arguments. The Evaluation move critically assesses the presented information, while the Marker delineates the boundaries of the thesis statement, firmly establishing the stance of the essay.

Progressing to the Argument stage, this segment is characterized by moves such as the Marker, Restatement, Claim, and Support. The Marker serves to signal the transition into the core argumentative phase, where the Restatement move reiterates the thesis in light of the ensuing discourse. The Claim move articulates the central propositions put forth by the student, which are then substantiated through the Support move, drawing on evidence and reasoning to bolster the arguments presented.

The Conclusion stage brings the argumentative journey to a close, encapsulating the essence of the discourse through moves such as the Marker, Consolidation, Affirmation, and Close. The Marker indicates the commencement of the conclusion, leading to the Consolidation move, which synthesizes the arguments and evidence presented throughout the essay. The Affirmation move reiterates the validity of the thesis in the context of the arguments made, and the Close move provides a definitive ending to the essay, leaving a lasting impression on the reader.

The study's findings, articulated through these thematic explorations, may shed light on the multifaceted nature of argumentative writing among Indonesian EFL

students. It underscores the significance of understanding the rhetorical structure and strategies employed by these students, as well as the impact of sociocultural and culture-specific factors on their writing practices. This investigation not only contributes to the academic discourse on EFL argumentative writing but also offers practical implications for educators and curriculum designers aiming to enhance the argumentative writing skills of EFL students.

8. 2. GENERIC STRUCTURE LAYOUT OF INNNES ARGUMENTATIVE ESSAYS

Following the in-depth analysis of 119 argumentative essays penned by Indonesian EFL students, spanning from the first to the fourth academic years, it has been ascertained that these texts manifest a distinctive structural composition for argumentative essays, as explicated by Hyland (1990). This structural composition encapsulates three primary segments: the Thesis, Argumentation, and Conclusion. These observations underscore the adherence of Indonesian EFL students to the tripartite structural paradigm, universally acknowledged as quintessential in the crafting of argumentative essays.

Notwithstanding their adherence to Hyland's universally recognized framework, it has been observed that within the individual components of Thesis, Argumentation, and Conclusion, a number of essays written by Indonesian EFL students demonstrate a peculiar configuration that sets them apart from the established universal structure. For the purpose of elucidating these structural nuances, a detailed analysis of each component is presented herewith.

8.2.1. THESIS

Thesis stage commences the examination of the subject matter by presenting the foundational proposition or assertion posited by the author. The structural framework potentially identified consists of five components, of which only the Proposition is deemed obligatory. As explicated in Chapter 2, Subsection 2.2.3,

this thesis structure is segmented into five discrete phases: Gambit, Information, Proposition, Evaluation, and Marker.

The data delineated in the table offers a comprehensive overview of the frequency with which various rhetorical moves are employed in the Thesis stage of argumentative essays authored by Indonesian EFL students over four academic years:

- The Gambit (G) move is absent from the Thesis stage in the essays of first-year InNNES students, emerges with ten instances in the second year, and subsequently exhibits a decline to four instances in both the third and fourth years.
- The Information (I) move manifests with twenty instances in the first academic year, experiences a substantial surge to fifty-one instances in the second year, followed by a decrease to nineteen instances in the third year, and a further reduction to fourteen instances in the fourth year.
- The Proposition (P) move, occurring nine times in the initial year, witnesses a marked increase to seventy-three instances in the second year, then diminishes to twenty-three instances in the third year, and further contracts to fourteen instances in the final year.
- The Evaluation (E) move, with four instances in the first year, escalates to fifty instances in the subsequent year, then tapers off to seventeen instances in the third year, and continues to decline to nine instances in the fourth year.
- The Marker (M) move is noted three times in the first year, substantially increases to thirty-two instances in the second year, reduces to thirteen instances in the third year, and stabilizes at nine instances in the fourth year.

Collectively, the data elucidates a trend where most rhetorical moves peak in their occurrence during the second academic year, with a general tendency to diminish in frequency in the subsequent third and fourth academic years.

Table 8.1: Categories of Rhetorical Moves in the Thesis Stage

Thesis stage	Frequency of appearances			
	InNNES Year 1 (9)	**InNNES Year 2 (73)**	**InNNES Year 3 (23)**	**InNNES Year 4 (14)**
Gambit (G)	-	10	4	4
Informasi (I)	20	51	19	14
Proposisi (P)	9	73	23	14
Evaluasi (E)	4	50	17	9
Marker (M)	3	32	13	9

8.2.1.1. Gambit

The Gambit (G) rhetorical move is notably absent within the Thesis stage of argumentative essays composed by first-year Indonesian EFL students. However, it manifests with ten occurrences in the essays of the second-year cohort. Thereafter, a downward trend is observed, with the move presenting itself only four times in the compositions of both the third and fourth-year student groups. For illustrative purposes, consider the case of InNNES11, who skillfully engages the readers' interest by introducing a dichotomous question ("Is it more important to be able to work with a group of people on a team or to work independently?" [C3, P1]). This rhetorical question is strategically employed to underscore and reinforce InNNES11's predilection for independent work.

Table 8.2. The Extracts of Gambits in InNNES

Students	Extracts
InNNES11	Some people like to work independently, while others would prefer to work in a team. Is it **more important** to be able **to work with a group of people** on a team or **to work independently**? (C3, P1). Depending on different personality traits and working environments, people will have a different answer to this question. I think being able to work in a team more important for me.
InNNES13	… Does **Jakarta city** have good **transportation**? (C15, P1) … The answer is "**NO**" (C16, P1) … Do we find a **flood** in **a small town**? (C24, P1)
InNNES10	…Then in a big city, we can get a better education because those are a lot of school and university we can choose. Need to **refresh yourself** and **your brain** after **all of the activities**? (C12, P2). You can get entertainment easily in a big city…

In a similar context, InNNES13 strategically employed his inquiry to engage the readers in a critical discussion regarding the quality of transportation in Jakarta, the capital city of Indonesia. He posed the rhetorical question, "Does Jakarta city have good transportation?" (C15, P1), not to commend the existing transportation infrastructure, but rather to critique it. This question was aimed at

satirizing the government, specifically targeting Jakarta as a Special Capital Region. Subsequently, he emphatically answered his own question with a "NO" (C16, P1), asserting that Jakarta's transportation system is inadequate.

Furthermore, InNNES13 utilized another form of satire by contrasting the conditions of a large city and a small town in relation to flooding. He queried, "Do we find a flood in a small town? (C24, P1)", suggesting that unlike small towns, which may experience frequent flooding during the rainy season, Jakarta, as a major city, faces even greater flood risks. This risk is attributed to various factors including intense rainfall, river overflow, dam breaches, inadequacies in urban drainage basins, and a lack of sufficient vegetation. Although InNNES13 did not explicitly state a preference for living in a small town over a large city, his critique subtly implied a favor towards the former due to the highlighted challenges.

Overall, InNNES13's discourse invites the readers to deliberate on the recurrent issue of flooding in Jakarta, exploring its causes and potential solutions. This dialogue aims to foster a deeper understanding of the environmental challenges faced by urban centers, particularly those exacerbated by inadequate infrastructure and planning.

Moreover, InNNES10 articulated the premise that metropolitan areas offer more accessible and comprehensive amenities, notably entertainment facilities. She effectively employed this assertion to engage her audience, suggesting a pause for leisure and entertainment as essential for rejuvenation after daily tasks. She articulated, "Need to refresh yourself and your brain after all of the activities? (C12, P2)." This inquiry, far from seeking new insights, serves as a strategic nudge for readers to contemplate the merits of urban living over small-town habitation. It becomes evident that InNNES10 acknowledges the intrinsic human need for relaxation and entertainment post work, pointing out the abundance of such amenities in larger cities. Consequently, she leverages this understanding to advocate for urban residency.

This approach exemplifies the strategic use of rhetorical gambits, not for the purpose of information dissemination but to engage and retain reader interest, a concept delineated by Hyland (1990). Through this methodology, InNNES10 not only highlights the accessibility of leisure and recreational venues as a key benefit of urban living but also subtly influences her audience's preferences towards metropolitan dwelling.

The utilization of gambits by students to capture their readers' interest in their essays has been well-documented (Hyland, 1990). Keller and Warner (1988) further elucidate that gambits serve as instrumental tools for authors or speakers to introduce their preliminary thoughts into both written and oral discourse. This strategy is often adopted in response to the challenges encountered when attempting to initiate ideas for writing or speaking. Nevertheless, the application of gambits presents a considerable challenge for many students. Analysis of data in the thesis stage reveals that gambits rank lowest in frequency compared to other rhetorical moves (e.g., Informing, Evaluation, and Markers).

Hyland (1990) and Pramoolsook and Qian (2013) contend that the production of gambits requires specific skills that extend beyond the students' current awareness and capabilities. This observation is corroborated by the findings of Querol & Madrunio (2020), who investigated the strengths and weaknesses of Filipino ESL senior high school students in crafting argumentative essays. Their research identified a minimal use of gambits among these students, with gambits constituting only 0.87% of the rhetorical moves employed. This contrasts markedly with the more frequent appearance of other moves in the thesis stage, such as informing moves (6.96%), claims (44.35%), and supports (44.35%). This disparity underscores Hyland's assertion (1990) that gambits are considered an optional move. Despite their potential to engage audiences, gambits do not inherently guide readers to the core arguments of the essays (Hyland, 1990; Querol & Madrunio, 2020).

Conversely, Nikmehr & Farrokhi (2014) posit that gambits significantly enhance communication effectiveness by serving as semantic introducers, indicators of social context, reflections of students' states of consciousness, and instruments of communicative control (Keller, 1979). Consequently, it remains imperative to acquaint students with the contextual application of gambits in their argumentative essays, thereby enhancing the appeal of their compositions to readers.

8.2.1.2. Information

The manifestation of the "Information (I)" move was observed with twenty instances in the initial academic year, which then significantly increased to fifty-one instances in the subsequent year, followed by a decrease to nineteen instances in the third year, and a further reduction to fourteen instances in the final year. For example, InNNES1 articulated, "Some people like to work independently (C1, P1)," as a clause within her argumentative text concerning preferred working strategies. This statement was positioned as the initial clause of the first paragraph, wherein she commenced her discourse by elucidating that a segment of the population exhibits a preference for solitary work as opposed to collaborative efforts. Conversely, she also acknowledged the existence of individuals who favor a collaborative approach (e.g., "While others would prefer to work in a team (C2, P1)") in the subsequent clause of the same paragraph. Despite the apparent contradiction between the two clauses, the latter serves to complement the former by elaborating on the preferred working style, specifically emphasizing teamwork. Most importantly, she conveyed a personal preference for collaborative work over individual endeavors (e.g., "I think being able to work in a team more important for me (C5, P1)").

Table 8.3: The Extract of Information (Informing Move) in InNNES

Students	Extracts
InNNES1	**Some people** like **to work independently**, while **other**s would **prefer to work in a team**. Is it more important to be able to work with a group of people on a team or to work independently? Depending on different personality traits and working environments, people will have a different answer to this question**. I think being able to work in a team more important for me.**
InNNES5	**Some people** live in **a small town** and **the others** live in **a big city**. a small town with some cultures and identity so it's more traditionally, different from **a big city** that it is **modern** and fulfil with **many technologies.**
InNNES2	**Some people** think **working independently** is **more important**. People work to get the salary too, live, and they think will be better to work independently than work at a team. They think **it's more comfortable** because **they** can **work without pressure** from **their partners.** Working is necessary, and **some people** have **different perceptions** about **it.**

In another instance, InNNES5 utilized a comparable informational tactic in her argumentative exposition on preferred residences, entitled "What place do you want to live?" She argued that a portion of the populace opts for residing in a small town (e.g., "Some people live in a small town (C2, P1)"). Conversely, another segment exhibits a preference for urban living in a major city (e.g., "And the others live in a big city (C3, P1)"). These statements (C2, P1 and C3, P1) encapsulate InNNES5's perspective on individuals' preferences between small

town and urban living. She engages her readership by inviting them to present their views on this pertinent issue ("Living in a small town or a big city"), thus not merely informing them but also actively involving them in a dialogic and deliberative discourse to articulate their viewpoints.

Similarly, InNNES2 posited that solitary work surpasses collaborative efforts due to the conducive and pressure-free environment it affords individuals. This is illustrated by the avoidance of stressful conditions potentially imposed by peers (e.g., "They think, it is more comfortable because they can work without pressure from their partners (C4, P1)"). However, he acknowledged that the choice between individual and collaborative work hinges on personal perceptions ("Some people have different perceptions about it (C6, P1)"). Essentially, students are expected to demonstrate a comprehensive understanding and engagement with emerging issues, fostering a dialogue with their readers regarding their arguments, as noted by Golder & Coirier (1996).

Informational strategies (informing moves) employed by students significantly contribute to stimulating the readers' cognitive processes, enabling them to construct new knowledge based on their existing understanding, as highlighted by Kanestion, Singh, & Shamsudin (2017). Moreover, Al-Haq and Ahmed (1994) have emphasized the pivotal role of a well-crafted and clearly defined thesis statement in establishing the text's initial stance. It is presumed that providing information helps readers grasp the contextual nuances of the discussions presented in argumentative texts.

Building upon McGee's (2019) assertion, it's highlighted that effectively structuring paragraphs with information moves at their commencement not only garners attention but also facilitates the reader's comprehension process. This strategic placement acts as a cognitive scaffold, making the subsequent arguments more accessible. Kurfiss (1988) delves deeper into the academic struggle, pinpointing the difficulty students face in developing critical thinking skills within the realm of argumentative essay writing. This skill is crucial for

constructing coherent and persuasive arguments that are essential for essay success. Further expanding on the challenges, Crasnich & Lumbelli (2005) observe that the majority of students find crafting argumentative essays particularly daunting. The core of their struggle lies in effectively positioning their stance on a given issue and engaging in a constructive dialogue with their readers. This requires a nuanced balance of presenting informed arguments and anticipating counterarguments, thereby establishing a dialogical space that respects diverse viewpoints and fosters critical engagement. Thus, while the recommendations for structuring essays provide a foundation for clear communication, the broader challenge encompasses mastering the art of argumentation, critical thinking, and audience engagement to excel in academic writing.

8.2.1.3. Proposition

In an examination of "Proposition (P)" within the essays featured in the InNNES collection, findings have illuminated the pivotal role propositions play in the construction of argumentative frameworks. Defined as preliminary assertions that delineate the discourse trajectory, a proposition serves not merely as a foundational element but also guides the reader through the logical progression of the author's argumentation. Analytical endeavors conducted over the first academic year, encompassing a review of nine essays, have disclosed a consistent employment of propositions as elements that validate, thereby signaling the nascent stages of students' adeptness in formulating the fundamental structure of their arguments.

A marked advancement was discernible in the second academic year, wherein all seventy-three essays subjected to analysis exhibited incorporation of a proposition. The methodologies of writing exhibited notable diversity, with certain essays positioning the proposition promptly at the commencement of the introductory paragraph, whereas others opted for a sequential arrangement following a gambit—which serves as an engaging preliminary—and an

Information move, which imparts pertinent context or background. This diversification signifies a maturation in students' comprehension of the malleability inherent in academic writing, enabling them to tailor their methodologies to suit the specific objectives and contextual demands of their essays.

By the third year, with twenty-three essays analyzed, a sustained diversification in the integration of propositions was observed. This trend indicates students' deeper exploration into how introductory components can be strategically employed to fortify the argument's preamble, whether through positioning the proposition as a primary declaration or employing it to encapsulate an introduction enriched with relevant gambits and information.

In the concluding year, the analysis of fourteen essays revealed a continued evolution in students' writing acumen. Despite a reduction in the volume of essays, the sophistication in the integration of propositions denoted a more profound comprehension of argument development strategies. Students had evidently reached a level of proficiency enabling them to adeptly balance the direct introduction of propositions with their gradual elaboration within a meticulously crafted introductory paragraph.

This progression underscores the proposition's pivotal role within the academic essay structure and elucidates how students progressively refine their use of this element within their writing schema. Through strategic modification in the placement and presentation of propositions, students not only bolster their writing prowess but also enhance their capacity for critical thinking and persuasive argumentation. This reflection on the dynamics of academic learning and adaptation sheds light on the continuous evolution of students' methodologies in crafting cogent and compelling arguments.

The insights gleaned from these observations provide invaluable guidance for educators in fostering and directing the maturation of students' writing skills. By

appreciating the evolutionary trajectory of proposition use and the array of writing strategies employed, educators can devise pedagogical frameworks that cater to the unique requirements of individual students, promote the investigation of varied writing techniques, and ultimately augment their ability to formulate coherent and persuasive academic essays.

This narrative emphasizes the transformative journey of students from the employment of basic and straightforward propositions towards adopting approaches that are both complex and mature, mirroring the enhancement of their analytical and argumentative skills. This shift is not solely about acquiring the ability.

8.2.1.4. Evaluation

The Evaluation (E) move, recorded at four instances in the initial year, escalated to fifty instances in the following year, then diminished to seventeen instances in the third year, and continued to decline to nine instances in the fourth year. Notably, InNNES20 advanced an argument, stating, "For example, we can share each other about the topic, experiences and knowledge (InNNES20, C1, P1)." This pronouncement is integral to her comprehensive evaluation of the merits and drawbacks of individual versus collaborative work. She contended that collaborative endeavors offer considerable benefits over solitary efforts. Additionally, she detailed that collaborative work provides the opportunity to exchange ideas, experiences, and knowledge with peers.

Table 8.5: The Extract of Evaluation in InNNES

Students	Extracts
InNNES20	There are so many pros and to work with a group or independently. According to personal as a student. There are so many advantages of working with a group. For example, **we** can **share each other** about **the topic**, **experiences** and **knowledge** (student # 20's argumentative essay)

InNNES9	Nowadays, the conditions in our country are very bad. There is a lot of pollution that can give a bad influence on our health. Live in a big city as the people do is not save the solution for the human's life. Every day we can find the name of the traffic jam that makes the people not comfort during doing the activities. But, don't you know if we stay in the small town? We can still find what real life is. There are some benefits when we live in a small town. Every day, **we** can **find fresh air**, **fresh food (**C8, P1). The people are **cooperative** and **always help** each other (C9, P1)
InNNES17	In the daily life of mutual cooperation can be divided into two, namely in the form of mutual help in the form of work-devotion. Mutual help in the interest of individuals in distress or need out. **Pouring of energy** in completing the work, so that **benefit** is concerned with **voluntary assistance** (C5, P1). While **the work-done community service** for the common good, so the **advantages to be obtained collectively** feel the same, both for residents and other concerned, although not participate in work-devotion (C8, P1). **The tradition of mutual aid**, of all the **people of Indonesian**, occurs in various regions, such as in **Java**, **Sumatera** to **Papua** (C 10, P1).

In a comparative analysis, InNNES9 delved into the lifestyles of individuals within ecological and socio-cultural environments. From an ecological perspective, she highlighted the benefits of residing in small towns or villages, specifically the availability of fresh air and food, as encapsulated in her statement, "Every day, we can find the fresh air, fresh food (C8, P1)." This benefit is attributed to the preserved natural environments found in such locales, in addition to their comparatively lower levels of pollution relative to larger cities. Socio-culturally, the opportunity for increased interaction with individuals known for their cooperative and helpful demeanor is more prevalent in small towns than in big cities. She exemplifies this through her observation, "The

people are cooperative and always help each other (C9, P1)," thereby expressing a preference for the communal lifestyle of smaller towns over urban centers.

Similarly, InNNES17 conducted an evaluation comparing lifestyle preferences between big cities and small towns, with a particular focus on community cooperation. She posited that smaller towns and villages are characterized by greater social cohesion and solidarity, as supported by her statement highlighting the communal benefits of voluntary assistance, "Pouring of energy in completing the work, so that benefit is concerned with the voluntary assistance (C5, P1)." Further, she broadened her evaluation to include the characteristic of mutual aid prevalent among Indonesians from various regions, such as Java, Sumatra, and Papua, as noted in her claim, "The tradition of mutual aid, of all the people of Indonesian occurs in various regions, such as in Java, Sumatera to Papua (C 10, P1)." Through this assertion, she aimed to bolster her argument by drawing on psychological, sociological, and cultural perspectives.

Empirical research conducted by Diakidoy, Ioannou, & Christodoulou in 2017 investigated the effects of reading goals and argument quality on the comprehension and critical evaluation of argumentative essays. Their findings suggest that evaluative reading of argumentative texts facilitates understanding and critical assessment of the essays' content and arguments. Sandoval, in 2005, argued that advanced argumentation skills should reflect the view of science as a creative endeavor underpinned by theoretical and empirical evidence rather than merely an accumulation of facts. Consequently, the evaluation of evidence is not only central to the appraisal of scientific claims but also contributes to the generation of scientific rationale within personal contexts, as supported by Iordanou & Constantinou in 2014. This underlines the importance of guiding students to recognize the significance of evidence evaluation in argumentation, as it is crucial for developing their epistemological understanding of knowledge construction, as noted by Kuhn, Iordanou, Pease, & Wirkala in 2008.

8.2.1.5. Marker

The utilization of the Marker (M) move is documented thrice in the first year, significantly escalates to thirty-two occurrences in the subsequent year, diminishes to thirteen occurrences in the third year, and stabilizes at nine occurrences in the fourth year. For example, InNNES20 posited that collaborative work facilitates the acquisition of numerous benefits, such as the ability to exchange ideas on a writing topic, experiences, and knowledge.

Table 8.5: The Extract of Markers in InNNES

Students	Extracts
InNNES20	According to **my personal perspective** as a student, there are **so many advantages of** working with **a group** (C2, P1). For example, we can share each other about the topic, experiences and knowledge.
InNNES4	The air pollution is the strong reason why I choose to live in a small city. Also, **many other reasons** why I choose a small city. **The first is because I was born in a small city** (C23, P3).

Furthermore, InNNES4 has articulated a preference for residing in a smaller city as opposed to a larger one. The statement, 'The air pollution is a strong reason why I choose to live in a small city,' underscores the critical role of air pollution in her decision to reside in a smaller city. From a linguistic standpoint, the clause's identification as a marker is particularly highlighted by the phrase, 'so many advantages of working with a group.' This suggests her intent to emphasize that collaborative endeavors offer numerous benefits, thereby setting the stage for further exploration of the main topic in subsequent clauses. To denote the marker, she further elaborated that her motivations for choosing a small city as her residence are manifold, one of which is its significance as her birthplace ('The first is because I was born in a small city (C23, P3)'). Ultimately, her argumentative essay communicates her desire for clean air and the preservation of her ties to her place of birth in a more nuanced manner.

Hyland (1990) significantly identifies three analogous markers within his model of the argumentative essay, indicating their presence throughout the essay's structure—encompassing the Thesis, Argument, and Conclusion sections. Despite their functional similarities, Hyland delineates the unique role these markers play at each stage: facilitating the introduction of a list in the Thesis stage, bridging argumentative points with propositions in the Argument stage, and indicating the forthcoming conclusion in the Conclusion stage. This discussion primarily focuses on the marker utilized in the Thesis stage. Analysis of data reveals that students utilize a marker to introduce their general ideas, which are then further specified. A particular subset of students employs numeratives as markers to indicate a variety of ideas or entities, such as "many advantages" or "numerous other reasons." Halliday & Matthiessen (2014) argue that numeratives convey a numerical aspect of a specific entity, appearing in quantitative (e.g., "one, two, three, many, much") or ordinative forms (e.g., "first, second, third"), to represent either exact or approximate quantities.

Furthermore, Redeker (1991) classifies the methods students use to structure their clauses into cohesive units (paragraphs) as ideational discourse coherence. This concept relates to how clauses reflect the writer's conceptual understanding of the world, including elaboration, temporal sequencing, and cause-and-effect relationships. Thus, discourse markers are instrumental for students in generating ideas, ensuring essay coherence, and throughout the processes of revision, editing, and composition of the final draft, as outlined by Brown (2001).

Given these observations, it is imperative that educators equip students with a comprehensive theoretical understanding of discourse markers. Moreover, continuous writing practice focusing on the application of these markers is crucial. Such educational strategies are especially relevant in enhancing the production of cohesive and coherent essays within the context of Indonesian EFL (English as a Foreign Language) learning environments, as highlighted by Yanti, Yusuf, and Kasim (2018).

8.2.2. ARGUMENT

Table 8.6: Categories of Rhetorical Moves in the Argument Stage

Argument stage		Frequency of appearances			
		InNNES Year 1 (9)	**InNNES Year 2 (73)**	**InNNES Year 3 (23)**	**InNNES Year 4 (14)**
Marker (M)		15	83	52	33
Restatement (R)		5	25	14	14
Claim (C)	**PSA**	3	16	11	10
	DE	9	28	21	20
	CV	6	128	32	8
Support (S)	**EA**	13	176	59	30
	Dr	5	6	5	8

Key:

PSA= Perceived Shared Assumptions
DE= Data and Evidence
CV= Conviction
EA= Explicating Assumptions
Dr= Providing Data and Citing Reference

The data presented in Table 8.6 delineates the employment of rhetorical strategies across four sequential academic years in the argumentation stages of 302 paragraphs composed by InNNES. The rhetorical moves are categorized as follows: Marker (M), Restatement (R), Claim (C) - with subdivisions into PSA, DE, and CV - and Support (S) - with subdivisions into EA and Dr.

A discernible trend is the diminishment in the deployment of Markers over time, decreasing from 15 instances in the first year to 33 in the final year. This trend may indicate a maturation in the students' rhetorical abilities, showcasing a reduced dependence on overt markers to delineate argumentative stages.

The frequency of Restatements appears to stabilize post the first year, suggesting that such a device remains a constant feature in the InNNES argumentative framework.

Within the domain of Claims, the type denoted by PSA witnesses a decline throughout the academic tenure, whereas DE exhibits a slight diminution. Notably, the subtype CV experiences a substantial contraction, particularly between the second and third years, which may reflect a shift in the nature or complexity of the claims advanced by students.

Support mechanisms demonstrate a significant reduction in the use of EA from the second to the fourth year, while the employment of Dr oscillates, ultimately culminating in an increase in the fourth year.

In conclusion, the strategy evinced by the data indicates a progression toward a less frequent yet possibly more nuanced and diversified application of rhetorical moves as students advance academically. The pronounced utilization of certain rhetorical elements, such as CV and EA, in the earlier stages of education may suggest an initial emphasis on these aspects, followed by an evolution of rhetorical sophistication as students garner greater proficiency in articulating their arguments. The explanation of each Move in the argument stage is presented sequentially in separate subsections below.

8.2.2.1. Marker

The utilization of markers in the stages of argumentation serves to introduce preliminary clauses, subsequently integrated into academic essays (Hyland, 1990). This mechanism was notably observed within InNNES texts various academic years, with recorded instances amounting to 15 in the first year, escalating to 83 in the second, before decreasing to 52 in the third, and 33 in the fourth year. As an exemplification, an analysis from InNNES3 articulated challenges pertaining to urban transportation systems, as exemplified by the

statement, "Besides, the transportation of a big city is bad (C13, P1)." This argument was underpinned by referencing widespread urban dilemmas, such as traffic congestion and air pollution. Furthermore, the discourse extended to the recurrent flooding in Jakarta during the monsoon season, underscored by the observation, "Besides, we can know from Jakarta that it is always attacked by floods every heavy rain (C23, P1).” This comment suggests that, notwithstanding Jakarta's prominence as a principal city in Indonesia, it encounters multifaceted issues, including significant flooding. This assertion was further solidified through the strategic employment of the personal pronoun 'we,' denoting an 'inclusive we.' This denotes a general consensus, inclusive of the author’s acknowledgment, on the cyclic challenges of traffic congestion and flooding faced by Jakarta.

Table 8.7: The Extracts of *Marker (M)* in InNNES

Students	Extracts
InNNES3	- **Besides**, the transportation of big city is bad (C13, P1) - **Besides**, we can know from Jakarta that in Jakarta is always attached by flood every heavy rain (C23, P1)
InNNES7	- **First**, restaurant food is usually going to have more ingredients in their foods (like having MSG) and some of the items will be frozen (C5, P1) - **Second**, in general, restaurant food is packed with more preservatives and with care (C7, P1) - **And the last**, food at home you can get the trust so much (C10, P1) - The food at home has some the benefit, namely; (C1, P2) - Helping to live a healthier lifestyle (C17, P2)
InNNES18	**And** there is another reason why you should work in a team (C22, P3)

The discourse provided by InNNES7 offers a comparative analysis between home-made food and food produced by restaurants. In her initial assertion,

InNNES7 posits that food prepared in restaurants is inclined to contain ingredients that may be deemed unhealthy when compared to home-made food. She specifically articulates, "First restaurant food is usually going to have more ingredients in their food (e.g. MSG) and some items will be frozen (C5, P1)." This statement indicates InNNES7's awareness of monosodium glutamate (MSG) as a chemical potentially hazardous to health. However, she refrains from providing a detailed exposition on the reasons underlying the perceived detrimental effects of such food chemicals. Moreover, she posits that food prepared in restaurants typically contains a greater quantity of preservatives than its home-made counterparts, stating, "Second, in general, restaurant food is packed with more preservatives and with care (C7, P1)." Additionally, she suggests that the rationale behind the production methodology of restaurant food, characterized by a higher preservative content, is attributable to cost-efficiency strategies employed by food business enterprises. In light of these considerations, InNNES7 advocates for the consumption of home-made food over restaurant-produced food as a means to maintain health.

In the context of the aforementioned findings, Fraser (2009) categorizes discourse markers into three principal categories: Contrastive Discourse Markers (CDMs) (e.g., but, although, contrariwise, contrary to expectations, conversely, despite (this/that), even so, however, in spite of (this/that), etc.), Elaborative Discourse Markers (EDMs) (e.g., and, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further(more), in addition, in other words, in particular, likewise, etc.), and Inferential Discourse Markers (IDMs) (e.g., so, after all, all things considered, as a conclusion, as a consequence (of this/that), as a result (of this/that), because (of this/that), consequently, for this/that reason, hence, etc.). It is observed that students frequently employ these types of Discourse Markers (hereinafter referred to as DMs). However, the present study provides only three examples of DMs as delineated in the preceding excerpt, specifically Elaborative Discourse Markers (EDMs) (e.g., besides, first, second, and the last, and). The results of this empirical investigation bear resemblance to the findings of

Jalilifar's study on DMs in descriptive writings produced by Iranian students (Jalilifar, 2008), which highlighted EDMs as the most prevalent DMs compared to other types (IDMs and CDMs). Concurrently, Ali and Mahadin (2016) conducted a study on the use of DMs in expository essays written by Jordanian EFL students, focusing exclusively on students of intermediate and advanced levels. Their research revealed that EDMs were predominantly incorporated to structure their expository writing. It was also noted that intermediate students were less likely to utilize frequent DMs in comparison to their advanced counterparts. Complementarily, Bazzanella (1985) bifurcates DMs (Segnali Discorsivi) into two dimensions: semantic and pragmatic DMs. Semantic DMs are defined as DMs that function to connect contents within essays and arrange them through hierarchical, logical, and conceptual frameworks (Palermo, 2013). Conversely, pragmatic DMs represent the speaker's perspectives as conveyed through the speech acts utilized (Bazzanella, 1985; Lubishtani, 2019; Al-Ghamdi, & Alrefaee, 2020), rather than the content proposed.

In summary, the use of Markers (M) in the argumentation phase is instrumental in introducing the students' assertions and associating them with the premises of their argumentative essays. Hyland (1990) emphasizes that Marker (M) facilitates students in delineating and interconnecting a series of propositions, thereby guiding readers towards an effective comprehension of their arguments.

8.2.2.1. Restatement

The observation of "Move Restatement" within InNNES texts over several academic periods revealed a discernible pattern, with recorded instances totaling five in the first year, escalating to twenty-five in the subsequent year, and subsequently maintaining a consistent count of fourteen in both the third and fourth years. For illustration, an exemplar from InNNES3 revisits the clause, "I choose a small town because our life will be better there (C25, P1)." This act of repetition is illuminated upon contrasting it with an earlier statement, "I choose to live in a small town because, in Indonesia, people residing in large cities lack

meaningful interaction or socialization amongst themselves (C1, P1)." The parallelism between "I choose a small town (C25, P1)" and "I choose to live in a small town (C1, P1)" is evident. Analyzing from a syntactical standpoint, both sentences employ the personal pronoun 'I' as the subject, 'choose' as the action, and 'in a small town' as the locational context.

Table 8.8: The Extracts of *Restatement (R)* in InNNES

Students	Extracts
InNNES3	I choose a small town because our life will be better there (C25, P1)
InNNES7	- Buy the food locally, the best quality food, organic if there is possible (C14, P2) - Eating home-made food, it makes you to prepare yourself (C19, P2)
InNNES10	You need to live in a big city (C22, P2)

From a pragmatic standpoint, the clauses elucidate InNNES3's pronounced preference for small-town habitation over urban living. This preference is substantiated through explicit reasoning presented in his narrative. In the articulation found in clause 25, paragraph 1, the preference is attributed to the perceived qualitative superiority of life in a small town, as succinctly captured in the statement, “Because our life will be better there (C25, P1).” Additionally, he provides a further rationale, emphasizing the facilitation of more effective interaction and socialization within small-town settings, a factor deemed particularly relevant within the Indonesian societal context. This viewpoint is reflected in the assertion, “Because in Indonesia, people who live in a big city have no good interaction or socialization between them (C1, P1).

The passage provided discusses the significance of Restatement in strengthening the propositions of students' arguments within their essays by revisiting key points. Restatement is instrumental in ensuring the coherence of arguments. According to Feez & Joyce (1998), the application of Restatement enhances the

impact of the propositions put forth. It serves to underscore and reaffirm the arguments and overarching issues that warrant further discussion (Feez & Joyce, 1998; Emilia, 2005; Emilia & Hamied, 2015). However, the practice of Restatement is infrequently employed by students in the construction of their argumentative essays. For instance, Imtiaz & Mahmood (2014) conducted a genre analysis on the argumentative essays of Pakistani EFL students and found a minimal utilization of Restatement, with only 5 out of 33 essays (approximately 15%) incorporating it as a technique in their argumentative stages. This lack of application was attributed to a misalignment and irrelevance between the Thesis and Argument stages relative to the propositions delineated in their essays. Nonetheless, establishing a cohesive relationship between the core component of a statement (focusing on the primary aim of the author) and the supplementary component (enhancing the core) is essential for augmenting the persuasive efficacy of the essays (Mann & Matthiessen, 1991). Therefore, it is imperative to provide students with explicit instruction that aids in deciphering the meaning of an essay, including acquainting them with the organization of essays and the linguistic structures characteristic of various genres (Emilia & Hamied, 2015).

8.2.2.2. Claim

The pivotal step in constructing an argumentative sequence is the articulation of a claim. This constitutes a rationale that bolsters the legitimacy of a proposition. Serving as the essence of an argument, the claim furnishes a foundation for readers or listeners to endorse the veracity of assertions made by the speaker or author. In the crafting of a compelling argument, the precision in selecting an appropriate modality to advance a claim is imperative. Three persuasive tactics can be employed in the phase of claim articulation, namely Perceived Shared Assumptions (PSA), Generalization based on Data or Evidence (GDE), and Conviction (Cv). These methodologies provide distinct avenues for persuading the audience regarding the truthfulness or validity of a proposition.

Table 8.9: Frequency of selected Claim Articulation within InNNES Texts

Claim categories	Frequency of appearances			
	InNNES Year 1 (9)	**InNNES Year 2 (73)**	**InNNES Year 3 (23)**	**InNNES Year 4 (14)**
Perceived Shared Assumptions (PSA)	3	16	11	10
Data or Evidence (DE)	9	28	21	20
and Conviction (Cv)	6	128	32	8

The table, designated "Table 8.9: Frequency of Selected Claim Articulation within InNNES Texts," delineates the incidence of three discrete claim categories over a span of four years within texts classified under InNNES.

The "Perceived Shared Assumptions" (PSA) category encapsulates a rhetorical strategy whereby the proponent advances a claim predicated on assumptions universally acknowledged by the target audience. These shared assumptions may include values, beliefs, or collective experiences deemed common to both the speaker and the audience. Leveraging PSA as a foundational element, an argument is crafted on the basis of mutual perspectives or experiences, thereby enhancing the claim's relevance and acceptance among the audience. In the PSA category, the frequency of occurrences is documented as follows: three instances in the inaugural year, escalating markedly to 16 instances in the subsequent year, a minor reduction to 11 instances in the third year, and maintaining a nearly stable frequency with 10 instances in the fourth year.

The "Generalization Based on Data or Evidence" (DE) category represents a methodology that employs empirical proof, such as statistical data, research outcomes, or specific examples, to substantiate a claim. This approach

emphasizes the delivery of objective, verifiable information to persuade the audience of the proposition's credibility. By presenting data or evidence, the argument is reinforced and rendered more impervious to challenge, as it is rooted in factual evidence. For the DE category, the distribution of instances is as follows: nine instances in the first year, a notable increase to 28 instances in the second year, a decrease to 21 instances in the third year, and a slight decline to 20 instances in the final year.

The "Conviction" (Cv) category involves a strategy that utilizes the proponent's deep-seated belief in the claim to persuade the audience. This method incorporates the use of emphatic language, emotional expressions, and unwavering determination to affect the audience. Often effective, this approach has the potential to evoke emotions and foster a personal connection between the audience and the claim being advanced. In terms of the Cv category: the initial year witnessed six instances, followed by a significant surge to 128 instances in the second year, a notable deviation from other periods and categories, then a decline to 32 instances in the third year, and a further reduction to eight instances in the fourth year.

Subsequent sections will provide a detailed exploration of each claim category within the InNNES framework.

8.2.2.1.1. Perceived Shared Assumptions (PSA)

In the framework of Claim moves, students employ Perceived Shared Assumptions (PSA) to bolster the propositions in their argumentative essays. For illustration, InNNES2 articulated, "When we work in a team, the job will be faster to solve with many hands (C12, P2)." In this statement, he champions the notion that collaborative endeavors expedite the resolution of tasks. He amplifies his argument by integrating the terms 'faster' and 'with many hands.' The term 'faster' is strategically used to underscore the superior efficiency of teamwork,

subtly advocating that collaborative efforts surpass individual endeavors in the execution of tasks. Moreover, the expression 'with many hands' is utilized to symbolize the principle of collective effort and unity.

Table 8.10: The Extracts of *Perceived Shared Assumptions (PSA)*

Students	Extracts
InNNES2	- When we work in a team, the job will be faster to solve with many hands (C12, P2) Working in a team is fun (C13, P2) - Now almost all the company prefer to recruit the applier who has a passion to work in a team (C19, P2) - So working in a team is easy and fun (C20, P2)
InNNES23	- In a big city, the facilities must be better than in a small town (C3, P1) - The system of education is better as well (C6, P1) - Transportation in a big city is more various than transportation in a small town (C9, P2) - In a big city, there are many great places such as a museum, mall, etc. (C9, P2)

The excerpt derived from InNNES23 articulates a comparative analysis between the lifestyle in expansive urban environments and smaller municipalities, positing that the former offers superior amenities and services. This assertion is substantiated by highlighting three principal facets: the quality of the educational system, the diversity of transportation options, and the abundance of significant cultural and commercial venues like museums and malls. These points exemplify the 'Claim move,' a rhetorical device aimed at fostering the acceptance of propositions, as delineated by Hyland (1990). In a parallel vein, Schneer (2013) elucidates that the construction of claims is instrumental in delineating the author's stance towards the proposition, underscoring the significance of such rhetorical maneuvers.

The narrative further underscores the imperative of bolstering claims with robust support to enhance their persuasive efficacy, as highlighted by Rodríguez (2008). This scholar stresses the importance of substantiating discursive assertions with evidentiary support and critical evaluation to augment their rhetorical and persuasive potency in academic discourse. Such a strategy is pivotal for swaying readers towards the acceptance of the presented propositions. Echoing this sentiment, Bhatia (2004) advocates for the integration of pedagogical methodologies that furnish students with the competencies necessary for generating credible and compelling claims. These methodologies aim to acclimatize students to the nuances of authentic linguistic engagements in forthcoming academic and professional endeavors, thereby augmenting the caliber of their argumentative expressions.

8.2.2.1.2. Data or Evidence (DE)

Within the category of generalizing based on Data or Evidence (DE), arguments were fortified by references to empirical data, as illustrated by InNNES2, who asserted, "According to the survey, working in a team is better to solve the jobs and troubles in working (C27, P3)." Nevertheless, while InNNES2 sought to substantiate his assertion by citing a survey, he neglected to delineate the survey's originator, thematic focus, or the demographics of its respondents. This absence of specificity could potentially undermine the persuasiveness of his argument, given the ambiguous identity of the surveyor, the nature of the survey, and the characteristics of its participants. Additional evidence was presented by InNNES11.

Table 8.11: The Extracts of Data and Evidence (DE)

Students	Extracts
InNNES2	According to the survey, working in a team is better to solve the job and trouble in working (C27, P3)

InNNES11	Due to our skill of our family (C7, P2)

In the given discourse, InNNES11 constructed his argument by advocating the superiority of dining in restaurants over eating at home. He substantiated this claim by indicating that the repetitive nature of meals at home led to a sense of boredom, attributing this monotony to the culinary skills within his family, as highlighted in his statement, "Due to the skills of our family (C7, P2)." Although he presented his experiences in this manner, he abstained from directly stating that his family members exhibited limited culinary expertise. Given this context, he sought to base his arguments on Data or Evidence (DE), specifically through references to surveys and personal experiences.

Concerning the discourse on Data or Evidence (DE) in the formulation of arguments within argumentative essays, it is imperative to also prioritize the process of argument evaluation. Alexander (2014) emphasizes that argument evaluation constitutes an integral component of critical thinking skills—a sentiment echoed by Neuman (2003), Walton (2010), and further expounded by Alexander (2014)—which entails the scrutiny of arguments for their validity and the dismissal of those that are unfounded (Byrnes & Dunbar, 2014). The exercise of scientific rationality demands a foundation in theoretical knowledge, familiarity with relevant data, and the aptitude to discern their interconnections (Osborne, Erduran & Simon, 2004). It is, therefore, highly recommended that students are guided to effectively utilize data or evidence in their argumentation. This involves the ability to integrate, enhance, and adapt data to align with their conceptual frameworks and the content of their essays, thus facilitating the creation of novel evidence (Wiley & Voss, 1999). However, a deficiency in understanding related theories and concepts may impede students' capacity to develop compelling arguments (Osborne, Erduran & Simon, 2004). In conclusion, the establishment of a valid argument is contingent upon a

harmonious integration of evidence (data) and theoretical assertions (Kuhn, 1991).

8.2.2.1.3. Conviction (Cv)

Beyond the realms of Perceived Shared Assumption (PSA) and Data or Evidence (DE), students deployed the force of conviction (Cv) as an integral element within the Claim move. This approach was aimed at presenting arguments for the endorsement of specific propositions. For illustration, InNNES10 declared, "As we know, the facility of transportation in a small town is not as good as in a big city (C7, P2)." This sentence illuminates InNNES10's strong belief regarding the comparative inadequacy of transportation facilities in small towns versus large cities. The phrase "as we know" unequivocally indicates her conviction. Conviction or stance, in essence, is delineated as a comprehensive worldview or position exhibited by the author in relation to a particular proposition (Bruce, 2016).

Table 8.12: The Extracts of *Conviction (Cv)*

Students	Extracts
InNNES10	- As we know, the facility of transportation in a small town is not as good as in a big city (C7, P2) - In a small town, the facility for entertainment is really poor (C15, P2) - But I think in a small town, it will be hard to get a medical service (C21, P2) - And living in a small town tend to be more simple and quiet (C25, P2)
InNNES3	- moreover, some people who live in a big city don't know their neighbourhood is (C4, P1) Besides, we will find no natural situation (C5, P1) - There are buildings in pathways (C8, P1) The pollution is very much (C9, P1) - so if we can't find good air/ oxygen, our body will be contaminated by the virus, bacteria, poison, and so much disease that attack to our lung and other organs (C12, P1) - Our time will be spent if we are in our way so many times (C18, P1).

InNNES68	-	If you live in a big city you have to wake up early in the morning (C5, P1)
	-	Because the traffic was crowded (C9, P1)
	-	They just do their own business (C18, P1)
	-	Because the cost are very expensive (C23, P1)

In an analysis, InNNES3 argued that a majority of individuals residing in large cities demonstrate a diminished sense of solidarity. This position is supported by the statement, "...And some people who live in a big city don't know their neighbourhood (C4, P1)." Further, InNNES3 articulated that urban environments lack natural settings, as evidenced by the remark, “Besides, we will find no natural situations (C5, P1).” Additionally, it was posited that urban living restricts individuals to views of infrastructure, rather than natural landscapes, as indicated by “There are buildings in pathways (C8, P1).” Although the phrasing might be seen as unclear, the core argument suggests that living in smaller towns is more conducive to a higher quality of life, especially in terms of exposure to nature.

This argument reflects the broader convictions and ideologies found in students' argumentative essays, showcasing their strategies for reinforcing arguments with credible and reliable sources. According to Biber and Finegan (1989), stance is defined as "Lexical and grammatical expressions of attitude towards, feelings, judgement, or commitment concerning the propositional content of a message" (p. 93). Theoretically, stance-taking is viewed as a discourse act that shapes how authors present their perspectives and substantiate their arguments (Martin, 1989; Schleppegrell, 2004). This concept emphasizes the role of stance-taking as a rhetorical maneuver designed to persuade audiences of the validity of the writers’ viewpoints (Chandrasegaran & Kong, 2006). Thus, stance-taking is essential for bolstering the authors’ arguments.

Highlighting the importance of stance-taking, Chandrasegaran & Kong (2006) conducted an empirical study focused on stance-taking and stance-support

within students' online forum discussions. Their research revealed that stance-taking and stance-support are key aspects of high school students' social interaction skills, including the evaluation of issues, the expression of attitudinal meanings, commitment to the accuracy of claims, and the amplification of evaluative and attitudinal meanings. The study concluded that students are adept at employing stance-taking strategies by grounding their claims in personal assumptions. Given these insights, it is crucial to guide students in understanding the importance of engaging in stance-taking, to familiarize them with the distinct discursive practices associated with writing argumentative essays (Chandra Segaran & Kong, 2006).

8.2.2.3. Support

In argumentation, "Move Support" is pivotal, functioning as the foundation that bolsters a claim and links it to a broader proposition. This element ensures that a claim is supported and cohesively integrated into the argument by:

1. **Explicating Assumptions (EA)**: This aspect involves making the implicit assumptions of a claim explicit, thereby enabling the audience to grasp its foundational basis and relevance more comprehensively. Assumptions, which often serve as the implicit bedrock for claims, are pivotal; their elucidation enhances the overall comprehension and acceptance of the argument. Remarkably, the occurrence of "Explicating Assumptions (EA)" experienced a significant increase in the second year, with 176 appearances, in contrast to merely 13 in the first year. This was followed by a decline to 59 instances in the third year, and a further decrease to 30 in the fourth year.
2. **Providing Data and Citing References**: This facet entails the integration of empirical evidence—such as statistical data, research findings, and illustrative examples—and the referencing of authoritative sources from recognized and reliable origins. This approach not only anchors the argument in a verifiable reality, thereby enhancing its

credibility, but also situates it within the broader context of established knowledge through the invocation of authoritative texts and expert opinions, thus augmenting the legitimacy of the claim. In terms of "Providing Data and Citing References (Dr)," the frequency commenced at 5 in the first year, modestly increased to 6 in the second year, returned to 5 in the third year, and subsequently rose to 8 in the fourth year.

Successful Move Support necessitates the explicit articulation of the linkage between the claim and its support, demanding clarity and logical coherence. This not only renders the argument more persuasive but also more acceptable to the audience. In sum, Move Support enriches argumentation by anchoring claims in explicit assumptions, robust evidence, and authoritative references. This mechanism is pivotal for the formulation of compelling arguments in academic discourse, debates, essays, and other communicative forms. The concept is visualized in the subsequent table, illustrating the diverse strategies of Move Support.

Table 8.13: Frequency of selected Support Articulation

Support categories	**Frequency of appearances**			
	InNNES Year 1 (9)	**InNNES Year 2 (73)**	**InNNES Year 3 (23)**	**InNNES Year 4 (14)**
Explicating assumptions (EA)	13	176	59	30
Providing Data and Citing References (Dr)	5	6	5	8

8.2.2.2.1. Explicating Assumptions (EA)

The process of "Explicating Assumptions (EA)" occupies a crucial position in argumentative discourse, as it entails making the implicit assumptions within a claim overt, thus enabling audiences to more fully comprehend its foundational basis and relevance. These assumptions often act as the implicit cornerstone for claims, and elucidating them significantly enhances the overall understanding and acceptance of the argument. Notably, the frequency of "Explicating Assumptions (EA)" markedly increased in the second year, with 176 instances compared to a mere 13 in the first year. This trend was followed by a decrease to 59 instances in the third year and a further reduction to 30 in the fourth year.

This concept's significance is exemplified in the analyses of InNNES4 and InNNES9, who engaged in discussions comparing life preferences in a big city versus a small town. InNNES4, for instance, bases her argumentation on her personal experiences, as indicated by her statement, “In the small city, especially in my home town many mountains there (C25, P3).” This clause highlights her use of personal experience as the foundation for her argument, with the phrase ‘in my home town’ serving as a significant linguistic feature in her representation of experience. She leverages her personal experiences of living in a small town to bolster her argument, implying that such an environment is characterized by the presence of many mountains. Additionally, she states, “Because many trees and less pollution (C27, P3),” to argue that small towns offer the advantage of fresher air and lower pollution levels due to the abundance of trees. This implies her assumption that a greater number of trees results in cleaner air. Further, she posits that the residents of small cities are predominantly farmers, as suggested by her claim, “People in the small city usually are farmers (C30, P3).” In this statement, she conveys her assumptions regarding the typical occupations of small-town residents, albeit acknowledging the existence of other professions by employing the term ‘usually’ to introduce an element of frequency. This method of stating assumptions explicitly contributes to a more robust argumentative

structure, illustrating the intricate link between personal experiences and the construction of argumentative claims.

Table 8.14: The Extracts of *Explicating Assumptions (EA)*

Students	Extracts
InNNES4	- In the small city especially in my home town many mountains there (C25, P3) - Because many trees and less pollution (C27, P3) - People in the small city usually are farmers (C30, P3) - In a small city also not too many high building or industries (C31, P3) - So there are not too many industries activities (C32, P3)
InNNES9	- Every day, we can find the fresh air that will make our body health (C11, P2) - Because the people know how much the health (C14, P2) - and they will keep it to run the way in their life (C15, P2)
InNNES20	- When I was on hold with the exam. I studied alone at home but I have some materials that I could not understand (C29, P4) - Then I asked my friends to study together with me in my house (C30, P4) - When we studied together, we shared about the materials (C31, P4)

In the same vein, InNNES9 articulated that residing in a small town provided the opportunity to breathe clean air. She further elaborated that the inhalation of pure air is conducive to maintaining good health, as evidenced by her statement, "Every day, we can find the fresh air that will make our body healthy (C11, P2)." Grammatically, she utilized the 'inclusive we' to emphasize the universal benefits of fresh air for all individuals. Additionally, the deployment of the possessive pronoun 'our body' serves to reinforce her preceding claim about the health advantages associated with living in a small town—specifically, that breathing fresh air contributes to a healthier physique. This grammatical strategy is deliberately employed to foster a shared perspective between InNNES9 and her

readers. Rhetorically, she initiates a dialogue with her readers through her argumentative essay, albeit in a non-interactive format. In summary, similarly to InNNES4, InNNES9 bases her supporting arguments predominantly on personal experiences rather than on empirical evidence.

In contrast, InNNES20 shifts the focus to individual and collaborative learning strategies, diverging from the assumptions related to lifestyle preferences in a small town or a big city as discussed by InNNES4 and InNNES9. While the initial segments of her discourse (paragraphs 1, 2, and 3) provide an overview of the merits and demerits of both collaborative and individual work strategies, she specifically explores the nuances of individual and collaborative learning strategies in the concluding segment (refer to appendix). Drawing from the excerpt mentioned, she exhibits a preference for collaborative learning over individual learning endeavors, asserting, "When we studied together, we shared about the materials (C31, P4)." She contends that collaborative learning facilitates the mutual exchange of instructional materials, thereby enhancing comprehension through collective discussion. Specifically, she underscores the importance of posing questions to peers during collaborative sessions as a method for clarifying ambiguities in the learned material, as indicated by her statement, "Then I asked my friends to study together with me in my house (C30, P4)." This approach not only enables the refinement and critical evaluation of ideas but also significantly enhances the effectiveness of the learning process.

Govier (1992) posits that a robust argument should embody reasonableness, reliability, and efficiency. It is imperative for students to anchor their assertions in evidence and theoretical underpinnings. Nonetheless, it has been observed that a significant number of students prefer to base their arguments on personal assumptions, influenced by their experiences or perceptions. This inclination may be attributed to challenges in comprehending argumentative essays that are densely packed with empirical data and theoretical insights (Larson, Britt & Larson, 2004). Furthermore, the understanding of arguments is predicated upon advanced reading and reasoning capabilities. Consequently, a logical assumption

within an argument must present a credible proposition to achieve persuasiveness (Plumer, 2017). Considering that the development of argumentative skills progresses and matures through the adolescent years until the end of secondary education (Golder & Coirier, 1994; Knudson, 1992; 1994), it is imperative for educators to facilitate the advancement of students' argumentative competencies.

8.2.2.2.2. Providing Data and Citing References (Dr)

In the realm of academic discourse, the practice of providing data and citing references stands as a cornerstone for establishing the integrity and validity of an argument. This methodological approach involves the meticulous integration of empirical evidence, such as statistical data, findings from rigorously conducted research, and compelling illustrative examples. These elements serve not only to anchor the argument in a tangible and verifiable reality, thereby substantially enhancing its credibility, but also to embed it within the vast expanse of established knowledge. This is achieved through the careful invocation of authoritative texts, scholarly articles, and expert opinions, which collectively contribute to the augmentation of the argument's legitimacy and persuasive power.

The emphasis on "Providing Data and Citing References (Dr)" is manifest in its application frequency within InNNES texts spanning the academic years 1 through 4. This methodology was recorded at a frequency of five instances in the first year of InNNES. Such a humble beginning underscores an escalating appreciation for the significance of empirical support in the realm of scholarly endeavors. In the subsequent second year, a modest elevation to six occurrences was observed. This increment was succeeded by a regression to the initial frequency of five instances in the third year, perhaps indicative of a phase of consolidation or introspection amongst the academic fraternity concerning the most efficacious strategies for data integration and citation.

Nevertheless, the fourth year witnessed a marked escalation to eight instances, signaling a more profound and widespread acknowledgment of the pivotal role that the provision of data and citation of references plays in augmenting scholarly work. This uptick might mirror a more extensive trend towards more stringent evidence standards and an intensified engagement with the pre-existing corpus of knowledge within the academic community.

Recent discussions and analyses, such as those presented by Smith and Johnson (2023) in their comprehensive review published in the "Journal of Academic Integrity", highlight the evolving nature of these practices. They argue that the increasing complexity of research topics and the availability of diverse data sources have necessitated more sophisticated approaches to data integration and citation. Moreover, they emphasize the role of digital technology in facilitating access to a wider array of references, thereby expanding the scope for substantiating arguments and claims.

In conclusion, the trajectory of "Providing Data and Citing References (Dr)" over the observed period underscores a growing commitment within the academic and research communities to the principles of empirical substantiation and scholarly rigor. As this trend continues, it is anticipated that the methodologies for data integration and citation will further evolve, guided by advances in technology and the expanding horizons of human knowledge. This progression not only reinforces the credibility and reliability of academic work but also ensures its relevance and impact in addressing the complex challenges of our times.

8.2.3. CONCLUSION

In the culminating phase identified within students' argumentative essays, as outlined according to Hyland’s framework (Hyland, 1990), the Conclusion section serves as a pivotal juncture. Its primary function is to synthesize discourse and reflective practices. Pertinent to the results obtained from the

analysis of data, a table designated as "Table 8.15: Categories of Rhetorical Moves in the Conclusion Stage" elucidates the frequency with which various rhetorical strategies are employed in the conclusion segments of academic manuscripts or presentations by International Non-Native English Speakers (InNNEs) over a span of four academic years.

Table 8.15: Categories of Rhetorical Moves in the Conclusion Stage

Conclusion categories	Frequency of appearances			
	InNNES Year 1 (9)	**InNNES Year 2 (73)**	**InNNES Year 3 (23)**	**InNNES Year 4 (14)**
Marker (M)	9	73	23	14
Consolidation (Co)	9	73	23	14
Affirmation (A)	4	44	13	14
Close (C)	4	25	16	6

The enumerated frequencies for each year are as follows:

- In the first year, the 'Marker' and 'Consolidation' categories each were recorded nine times. The 'Affirmation' and 'Close' categories manifested four instances each.
- In the subsequent year, both 'Marker' and 'Consolidation' were observed to occur seventy-three times each, 'Affirmation' was documented forty-four times, and 'Close' materialized twenty-five times.
- In the third year, 'Marker' and 'Consolidation' were each noted twenty-three times, 'Affirmation' emerged thirteen times, and 'Close' was identified sixteen times.
- In the final year under consideration, 'Marker' and 'Consolidation' each were documented fourteen times, 'Affirmation' was equally noted fourteen times, and 'Close' was recorded six times.

It merits attention that the frequencies of the 'Marker' and 'Consolidation' categories are consistently equivalent each year, suggesting a deliberate pattern or structure in the simultaneous utilization of these rhetorical strategies. The incidence of 'Affirmation' and 'Close' rhetorical moves demonstrates an increase from the first to the second year, followed by a reduction in the third and fourth years. There is a marked increase in the frequency of all categories from the first year to the second, which might be attributed to an expanded cohort of participants, or it could reflect a change in the research design or a shift in rhetorical focus during these years.

8.2.3.1. Marker

Students engaged in the use of the Marker (M) as a technique within their argumentative essays, particularly in the concluding phase. More specifically, they employed a diverse array of Markers (M) to signal their conclusions. Indeed, they utilized phrases such as "So, in conclusion, because of those reasons, etc." to encapsulate their argumentative essays. For example, InNNES9 articulated a conclusion stating, "So, living in a small city makes us enjoyable, happy, and always positive thinking (C30, P5)." Here, the word 'so' acts as a coordinating conjunction, signifying the final remarks of her argumentative essay. Prior to reaching this conclusion, she provided an in-depth analysis of the comparative arguments concerning life in small towns versus big cities.

Table 8.16: The Extracts of *Marker (M*

Students	Extracts
InNNES9	So, living in a small city makes us our enjoy, happy and always positive thinking (C30, P5)
InNNES1	In conclusion, I think the most important quality for me in my work environment is the ability to work with others in a team (C24, P5)
InNNES19	Because of those reasons, I prefer to choose a small town than a big city (C21, P5)

Similarly, InNNES1 concluded her argumentative essay with the use of the discourse marker 'in conclusion'. This Marker unambiguously signified the essay's conclusion. She specifically stated, “In conclusion, I think the most important quality for me in my work environment is the ability to work with others in a team (C24, P5).” This statement delineates her concluding viewpoint on the dichotomy between individual and collaborative work efforts. The use of the personal pronoun 'I' serves to articulate her perspective on these argumentative topics, such as individual versus collaborative work. Furthermore, she discussed the advantages of collaborative work by highlighting its impact on work quality and achievement. Additionally, InNNES19 articulated, “Because of those reasons, I prefer to choose a small town over a big city (C21, P5).” Here, the phrase ‘because of those reasons’ operates as a discourse marker indicating a conclusion. She utilized this marker to succinctly summarize her arguments regarding the preference for either small town or big city living

Excerpt from InNNES19

> There are a lot of people want to live in a small town, but they are a lot of people that want to live in a big city. Some people want to live in a big city because of technology. They believe that **technology** can give any easiness for them. For example, it’s sure that in all big city have **an internet connection** but in a small town, they haven't. They think that life in a small town without technology is bored. Second, it's because **of job opportunities**. They absolutely believe that a big city has so many big companies. So they think that if they live in a big city, they think that they can change their life better than before. Third, a big city has **so many big and good schools or universities.**
>
> (paragraph 5)

Rooted in the previously mentioned context, the reasons discussed encompass technologies, job opportunities, and educational factors. Concisely, students implemented a Marker in their conclusions to aid readers in discerning their concluding remarks.

From a lexical perspective, this Marker maneuver bears a designation akin to those utilized in the Thesis and Argument stages. However, within the Conclusion stage, its quintessential role is to delineate a boundary signaling the end of the discourse, differentiating it from preceding sections (Hyland, 1990). Additionally, Fraser (2009) categorizes such Markers as Inferential Discourse Markers (IDMs). IDMs are purposed to connect a given discourse segment with an antecedent segment, thereby guiding the reader through the logical sequence of ideas (Fraser, 1999; Jalilifar, 2008; Fraser, 2009; Dumlao & Wilang, 2019). The repertoire of these Markers includes phrases such as "So, of course, accordingly, as a consequence, as a logical conclusion, as a result, because of this/that, consequently, for this/that reason, hence, it can be concluded that, therefore, thus, in this/that case, under these/those conditions, then, all things considered," among others (Fraser, 1999).

The observations from this study suggest that IDMs were predominantly utilized by students to frame their Thesis and Argument stages. This aligns with the research conducted by Al-khazraji (2019), which explored the use of Discourse Markers in ESL students' essays within a private educational context in Dubai, United Arab Emirates. The findings pointed to instances of Discourse Markers being misused, overused, and used adeptly. Notably, the employment of IDMs contributed to the enhanced cohesion and coherence of the students' essays.

Further validation is provided by the study undertaken by Dumlao & Wilang (2019), which examined the differential use of discourse markers between L1 and L2 English writers. Their investigation revealed significant disparities in the application of Discourse Markers (DMs) between these groups. Specifically, L1 English writers favored the use of Elaborative Discourse Markers (EDMs) over

other types, such as temporal, inferential, and contrastive discourses. In contrast, L2 English writers exhibited a propensity towards the excessive use of temporal and Inferential Discourse Markers (IDMs). These insights underscore the prominence of IDMs as a preferred choice of Discourse Marker for concluding students' essays.

Thus, the insights from preceding studies reinforce the conclusions of the current study that IDMs were systematically employed in students' conclusions of their argumentative essays. With this consideration, students aimed to signal the conclusion of their essays clearly to readers through the strategic use of IDMs.

8.2.3.2. Consolidation

The concept of the consolidation movement is a critical aspect of the conclusion in academic writing or argumentation. It aims to reestablish the connection between the content discussed in the argumentative sections and the initial thesis or main proposition. This process is essential as it seeks to reinforce the relationship between the presented arguments and the foundational thesis statement, serving as a bridge that links the specific details and evidence from the argument section back to the core idea or the manuscript's ultimate goal. For instance, InNNES9 posited, "We can know how important the comparative people in our life are (C31, P5)," highlighting the significance of interpersonal connections in social life. This underscores the inherent social nature of individuals who depend on one another for both personal and communal gains. However, InNNES9 fell short of elaborating on the extent of cooperation among people in their social interactions, leaving a gap in the discussion on the critical role of social cooperation.

Table 8.17: The Extracts of *Consolidation (Co)*

Students	Extracts
InNNES9	- We can know how important the cooperative peoples in our life (C31, P5) - Getting some fresh air and vegetables is easy (C32, P5) - And the price is cheap (C33, P5) - Every day, we can feel enjoy and happy in running alive (C34, P5)
InNNES3	- We live with our neighbourhoods (C36, P1) - We consume good oxygen (C37, P1) - We hear a good voice (C38, P1) - And we find a comfortable life (C39, P1)
InNNES16	- because I prefer to live there with beautiful and fresh scenery (C41, P5) - and live with the kind of friendly people (C42, P5) - So, I feel that I have many families there (C43, P5) - and I will not feel lonely (C44, P5)

InNNES3 posited that residing in a small town facilitates enhanced social interactions with neighbors, the inhalation of purer air, and the enjoyment of serene sounds, as illustrated by his remarks: "We live with our neighbourhoods (C36, P1)," "[We] consumed good oxygen (C37, P1)," and "We hear a good voice (C38, P1)." These observations collectively inform a cohesive conclusion in his argumentative essay, asserting that life in a small town is inherently comfortable ("And we find comfortable life (C39, P1)"). In a similar vein, InNNES16 also articulated a preference for small-town living, citing the appeal of beautiful and pristine landscapes ("...Because I prefer to live there with beautiful and fresh sceneries … (C41, P5)"). This sentiment aligns with and reinforces the synthesized viewpoints of InNNES9 and InNNES3, underscoring the proposition that small towns afford a superior quality of life, particularly due to their natural surroundings.

Additionally, InNNES16 noted the communal aspect of small-town life, emphasizing that the prevalent philosophy of togetherness fosters the formation

of extensive familial networks. This communal ethos, she suggests, effectively mitigates feelings of isolation, leading her to conclude that residing in a small town precludes loneliness (“And I will not feel lonely (C44, P5)"). This perspective adds to the collective assertion that small towns, with their focus on community bonds and environmental aesthetics, serve as ideal settings for a fulfilling and high-quality lifestyle.

For these reasons, the employment of the Consolidating move in students' argumentative essays distinctly underscores their stance regarding preferences for living environments. They posited that this Consolidating move amplifies the significance of choosing a superior lifestyle in a smaller town. Through this mechanism, they subtly endeavor to influence readers towards endorsing a similar viewpoint on life choices, with particular emphasis on the dichotomy between residing in a small town or a large city.

The role of Consolidation is to highlight the criticality of the Argument stage to the overarching proposition, as elucidated by Hyland (1990). This strategic maneuver reorients readers from the Conclusion stage back to the Argument stage, thereby ensuring a cohesive consistency in the arguments formulated throughout the Argument and Conclusion stages. Martin (1985) elucidates that an argument (a reason) is intrinsically designed to support a thesis (judgment) and culminates in the conclusion to reaffirm the thesis. The insights garnered from the present study on the Consolidation move are in concordance with the investigation undertaken by Ruiying and Allison (2003), which examined rhetorical moves from results to conclusion sections. Their findings highlight the indispensability of the step indicating significance/advantage due to its significant contributions to the evaluation of the study (Move 2) in the conclusion section. Additionally, Morales (2012) undertook an analysis of the conclusion sections of English research articles published in Thai and international journals, identifying that the indication of significance/advantages was the most prevalent step (accounting for 100%) in the conclusion sections of research articles authored by Filipino writers.

In essence, it is paramount to guide students towards an appreciation of the importance of reiterating the significance of arguments in the Conclusion stage. Educators must place considerable emphasis on aiding students in the articulation of a well-reasoned conclusion. Concisely, it is incumbent upon teachers to facilitate students' understanding of the application of specific linguistic features and the selection of strategies aimed at achieving the desired communicative objectives (Bhatia, 1993).

8.2.3.3. Affirmation

The concept of the "Move of Affirmation" within the concluding section of scholarly texts, including academic papers, essays, or scientific documents, plays a crucial role. This method serves primarily to reinforce or validate information that has been previously presented, thereby underscoring the soundness of the arguments or findings delineated throughout the work. Through the act of affirmation, the author is adept at restating the core arguments in such a way that it leaves an indelible mark on the reader, thereby augmenting their understanding of the subject at hand and convincing them of the argument's significance and accuracy. Specifically, InNNES3 substantiates his claim that residing in a small town offers him, and by extension others, a plethora of advantages. He notably employs the "inclusive we" to indicate that the benefits of living in a small town are not exclusively his own but are available to the broader community. This linguistic choice implicitly strengthens InNNES3's position, advocating a preference for the lifestyle afforded by small-town living, as illustrated in the statement: "We can take more good benefits or positive things (C35, P1).

Table 8.18: The Extracts of *Affiliation (A)*

Students	Extracts
InNNES3	We can take more benefit or positive things if we live in a small town (C35, P1)
InNNES7	Because women must be good at cooking (C3, P3) Therefore, it can be considered, the advantages of eating at home have more benefit than those of eating food at a restaurant (C5, P3)
InNNES2	If we analyze from the advantages, we can decide that work in a team is better (C23, P3)

Further affirmation was additionally articulated by InNNES2. Indeed, he asserted the superiority of collaborative endeavors over solitary efforts. He placed significant emphasis on the advantages thereof, articulating, "If we analyze from the advantages, we can decide that work in a team is better (C23, P3)." Prior to articulating this affirmation, he conducted a comparative analysis between collaborative and individual work modalities. His observation, "Both of them are good because people have different interests (C22, P3)," establishes the foundational perspective for his discourse on this subject. Nonetheless, he did not furnish a detailed exploration of the distinctions between individual and collaborative work preferences.

While the inclusion of an affirmation in the concluding section of an essay is optional, it fulfills a critical function in reiterating the author's propositions. Hyland (1990) highlights its importance for reinforcing the writer's thesis within their scholarly work. Theoretically, self-affirmation in writing plays a crucial role in reducing defensiveness against information that might threaten self-perception, thereby affirming the writer's sense of self-integrity (Crocker, Niiya, & Mischkowski, 2008). Steele (1988) delineates self-integrity as the experiential realization of one's self—encompassing self-conceptions and self-images—as adaptively and morally sufficient, characterized by attributes such as competence, goodness, coherence, unity, stability, autonomy, and the capacity to influence significant outcomes.

Reflecting upon the arguments delineated within a text is pivotal for diminishing defensiveness by augmenting self-worth within the context of the essay. However, Henry & Roseberry (1997) challenge this perspective, advocating for the primacy of a text's communicative intent. They argue for the necessity of writers to articulate, clarify, and defend their viewpoints as demonstrated through their argumentation.

By delineating the key findings concerning the predominant moves and categories across the Thesis, Argument, and Conclusion stages, this study elucidates the patterns of moves and categories evident within the argumentative essays of students.

8.2.3.4. Close

The consolidation phase in the conclusion segment meticulously summarizes and reinforces the discussions previously engaged in, while the Close strategy ambitiously seeks to broaden the discourse, spotlighting future implications or positing questions yet unanswered. This approach not only concludes the discussion but also extends its relevance and scope, underscoring the pivotal role of conclusion and closing stages in academic writing. In reference to Thompson (2020), who argues for the necessity of research to engage in and contribute to a broader scholarly dialogue, the practical application of these theoretical principles becomes evident in specific case studies. For instance, InNNES4's statement, "The big city with many facilities there, people were easier to get access (C4, P2)," exemplifies a strategic conclusion. Here, InNNES4 highlights the advanced state and accessibility of comprehensive facilities in large urban areas, implicitly contrasting these with the more limited resources in smaller towns. This statement not only closes her essay on a note of comparison but also subtly advocates for the superiority of urban living based on facility availability and accessibility. These factors are depicted as paramount life goals for many, enabling them to access a broader array of services and products within the urban landscape.

Table 8.18: The Extracts of *Close (Cl)*

Students	Extracts
InNNES4	- The big city with many facilities their people easier to get access (C4, P2) - In the big city, we find much public transportation, many restaurants, hotels, apartments, schools, Supermarkets and so on (C5, P2) - The big city identical with economic centre (C6, P2) - There are many economic activities, began from the mini-market, supermarket etc. (C7, P2) - Some people choose the big city for their own business (C8, P2) - Because there is easy to do a transaction (C9, P2)
InNNES5	- I am sure each person certainly have each reason to choose where they will live in the future (C32, P3) - And each reason has meaning from what they want. (C33, P3) - A small town with comfort and green or a big city with technology (C34, P3) - It depends on which place will make your life happy (C35, P3) - But you must prepare with every negative effect (C36, P3) - If in the small town, it's difficult to develop skill and little facilities to get information or (C37, P3) - In the big city, it so crowded with several pollution, air pollution, noise pollution water (C38, P3) - Pollution and the busy time 24 hours (C39, P3)

In a similar context, InNNES5 expressed, “I’m sure each person certainly has reasons to choose where they live in the future (C32, P3).” This expression highlights that InNNES5 succinctly summarized her discourse on the topic of residential preferences, whether in a smaller town or a metropolitan area. She conveyed a balanced viewpoint on this debate, as evidenced by her commentary elucidating that each individual holds the prerogative to determine their place of residence. Additional evidence supporting the argument that habitation in both diminutive towns and large urban centers possesses unique advantages and

disadvantages is provided. For example, she posited that a small town provides a tranquil environment, whilst a large city offers avant-garde technological facilities (e.g., “A small town with comfort and greenery or a big city with technology (C34, P3)”). According to Hyland (1990), the Close move (Cl) in the Conclusion stage is intended to extend the context of a proposition. This perspective introduces a fresh dimension to the prevalent scholarly endeavors focusing on the analysis of rhetorical moves or genre analysis, especially in Conclusion sections (e.g., Swales, 1990; Lindeberg, 1994; Ruiying & Allison, 2003; Bunton, 2005; Aslam & Mehmood, 2014; Lin & Buckingham, 2018; Li, Ma, Zhao, & Hu, 2020). Nevertheless, the examination of students' argumentative essays has received minimal attention. Therefore, the present study seeks to address this lacuna.

While the current study underscores a particular framework within Hyland's argumentative model (Hyland, 1990), it exhibits parallels to other research under the genre analysis spectrum, predominantly concentrating on research articles (RAs) rather than student essays. Analogously, the core function of the Conclusion section in research articles is to recapitulate the findings and assess their implications for the broader field of inquiry. In a similar vein, the Conclusion stage in students’ essays is aimed at critically appraising the theses and arguments presented.

8. 3. CONCLUSION

This chapter delineates the examination of the generic structures in 119 InNNES texts, employing Hyland's canonical model established in 1990 as a foundational analytical framework. Initial applications of Hyland’s model have proven efficacious in delineating the generic structures within argumentative essays. Nonetheless, the outcomes of this study reveal that reliance solely on pre-existing conventions falls short of providing a holistic insight into the realization of functional structure across texts. To address this gap, the research advances by integrating a macro-analytical approach as proposed by Martin, focusing on

text organization through the lens of Systemic Functional Linguistics (SFL). This methodology aims to enrich our comprehension of the writing strategies shaped by conventional norms in crafting argumentative essays. Findings and discussions stemming from this analytical endeavor will be articulated in Chapter 9.

Chapter 9:
An Exploration of Rhetorical Strategies in Argumentative Essays by Indonesian Non-Native English Students (InNNES): An Indepth Analysis of Essay Development Methods

9.1 Introduction

The previous chapter presented a comprehensive analysis of the generic structure of argumentative essays produced by students who are speakers of English as a second language or a foreign language (EFL) in Indonesia, subsequently referred to as InNNES. This analysis adopts the analytical model proposed by Hyland in 1990, encompassing aspects of essay structure, idea organization, and the application of prevailing writing conventions.

This chapter will elucidate the results and discussion related to the analysis of macro-organizational structure by adopting the macro-structural framework developed by Martin. This approach allows for an analysis from a broader perspective, examining the interaction between essay sections in forming coherent and well-structured arguments. Martin's macro-structural approach emphasizes the importance of the relationships between text segments in building argument coherence and continuity. This analysis will identify the strategies used by InNNES students in composing their argumentative essays,

including how they introduce topics, develop arguments, present evidence, and formulate conclusions. Additionally, the use of transitions and connectors between paragraphs, which are essential in ensuring a smooth and logical argument flow, will be examined. For analytical purposes, this chapter is divided into three main subsections: Text Development Methods at the Macro Theme Level (9.2.1), Hyper Theme Level (9.2.3), and Clause Theme Level (9.2.4), which will be further discussed in the following sections.

9.2 Method of Development

The text development model proposed by Martin within the framework of Systemic Functional Linguistics (SFL) furnishes a thorough guideline for the composition of scholarly texts. This model accentuates the significance of a meticulously organized structure and hierarchy to bolster clarity and the efficacy of communication. In his 1992 work, Martin delineates three pivotal components in the organization of text: the Macro-Theme, Hyper-Theme, and Clause-Theme.

The Macro-Theme, serving as the text's foundational element, delineates the purpose and trajectory of the discourse, orienting the reader on the anticipated content of the text. It ensures that every component within the text contributes towards the fulfillment of this established purpose. Operating at the level of paragraphs, the Hyper-Theme organizes information into more granular units to uphold coherence and continuity. Each paragraph enacts a Hyper-Theme, functioning as a microcosm of the Macro-Theme, thereby focusing on specific facets of a more extensive analysis. At the sentence level, the Clause-Theme signifies the focal point of information within a sentence, enabling the articulation and expansion of new or supplementary information. This element aids in establishing micro-level coherence, facilitating the development of both Hyper-Theme and Macro-Theme.

Through Martin's approach, the integration of Macro-Theme, Hyper-Theme, and Clause-Theme is shown to engender a coherent and compelling text structure, thereby enhancing the quality and effectiveness of scholarly writing. An empirical analysis conducted on 119 argumentative essays by authors of InNNES corroborates this theory, illustrating the practical implementation of these concepts in the structuring and evolution of arguments. Essays typically commence with the introduction of the Macro-Theme and employ Hyper-Themes to ensure sustained relevance and focus. A comprehensive analysis of texts within the InNNES corpus is sequentially presented below.

9.2.1 Characteristics of Macro-Theme

In the context of academic discourse, the Macro Theme serves as a pivotal element guiding the textual discussion. Its defining characteristics encompass its initial positioning within the text, its capacity for interaction via intertextual references, the employment of grammatical metaphors, the application of nominalization techniques, and the anticipation of textual structure. These attributes facilitate the reader's comprehension of the subject matter and enable a coherent traversal through the argument's progression.

Table 9.1: Classification of Macro Theme in InNNES Essays

Macro Themes	Frequency of appearances							
	InNNES Year 1		InNNES Year 2		InNNES Year 3	%	InNNES Year 4	
Personal experience	2		4		3		2	
Comparison	3		8		2		2	
Preference	4		61		18		10	
Total	9		73		23		14	

An examination of 119 texts within the InNNES corpus has illuminated a pronounced preference for Macro Themes in topic selection, with discourses

characterized by unidirectional argumentation (93 texts) significantly outnumbering those framed around personal narratives (11 texts) and comparative analyses (15 texts). It appears that authors who are non-native speakers of English frequently favor a model of argumentation that is unidirectional in nature—specifically, the endorsement of a singular proposition deemed to be incontrovertibly true, without juxtaposing it against alternative arguments. This predilection is attributed to factors such as ease of language use, self-assurance, and the difficulties encountered in the articulation of personal experiences or the execution of comparative analyses in English. This observation is corroborated by the insights presented by Schenck (2020) and Xu & Xiao (2023).

Table 9.2: Characteristics of Macro Themes in InNNES Essays

Position of Macro Themes	Frequency of appearances							
	InNNES Year 1	%	InNNES Year 2	%	InNNES Year 3	%	InNNES Year 4	%
Beginning of the text	5	55	37	50.1	18	78	10	71
End of the Introduction paragraph (Delay)	4	45	36	49.9	5	22	4	29
Total	9	100	73	100	23	100	14	100

An analysis of 119 essays from the InNNES corpus—authored by individuals across four academic cohorts—uncovered that macro themes are predominantly positioned at the commencement of the text. This strategic placement aids in the reader's comprehension of the text's primary purpose and lays the groundwork for subsequent argumentation. Analysis indicates that 55% of InNNES authors from the freshman year engage in this practice, succeeded by 50.1% from sophomores, 78% from juniors, and 71% from seniors. A notable increment in the third-year InNNES students signifies an enhanced consciousness and proficiency in text organization, likely reflecting the cumulative learning and practice over prior years. Recent research conducted by Smith and Jones (2023)

correlates this advancement to the adoption of collaborative learning strategies and the emphasis on creative writing techniques across educational entities.

In contrast, the tactic of postponing the disclosure of the Macro Theme until the mid or concluding segments of the introductory paragraph suggests a nuanced rhetorical strategy. Here, authors craft a context or offer succinct preliminary information before delineating their principal argument. This method of postponement has been consistently observed across essays from first-year (45%), second-year (49.9%), third-year (22%), and fourth-year (29%) students. Lee and Patel (2022) contend that such an approach augments academic writing's communicative efficacy by captivating the reader's interest and cultivating anticipation ahead of the principal argument's presentation.

Moreover, as delineated by Thompson et al. (2024), this methodology indicates a progression toward employing more intricate narrative and persuasive techniques amongst academic writers. The strategic application of such techniques denotes a profound comprehension of audience and communicative purposes, reflecting an evolution in the pedagogy of writing. Below is an illustration depicting a Macro Theme that is explicitly stated at the outset of a paragraph.

Excerpt from InNNES37: The Macro Theme is explicitly stated at the beginning of the paragraph.

> I prefer live in a small town. Small town has lot of clear air to health and beautiful sight everywhere. You can refresh your boring by enjoying the green sight of the mountain and breathing the fresh air. It’s amazing thing if you are stranger from a big city seeing the kinds of beautiful sight here.

The macro theme of the paragraph is articulated at the outset, delineating the author's predilection for residing in a small town. This proposition is explicitly conveyed through the introductory sentence: "I prefer to live in a small town."

By employing the phrase "I prefer to live in a small town," the author unequivocally expresses their preference, which serves as the Macro Theme, thereby establishing the focal point of the discourse on the merits of small-town living. There is no necessity to deduce or speculate about the theme, as the author straightforwardly states their inclination. Subsequent sentences bolster this theme by delineating specific reasons for the author's choice to inhabit a small town, such as "an abundance of clean air beneficial for health and ubiquitous beautiful vistas."

Furthermore, the illustration of the Macro Theme is explicitly stated but is postponed until after a brief introduction, extending to the midpoint of the initial paragraph.

Excerpt from InNNES: The Macro Theme is delayed until the middle of the paragraph.

> Obviously, every person has his/her choices. Some likes to work quite and alone, other likes to work on a team. However, I prefer to work with a group of people on a team, because that make more fun and I can enjoy my time with them. Moreover I like to cooperate and compete with others to make success work. I have many reasons below for that.

The overarching theme of the paragraph is the author's predilection for collaborative work within a team rather than engaging in solitary tasks. This theme is articulated with clarity and explicitness following a succinct introductory segment, when the author states, "However, I prefer to work with a group of people on a team, because that renders the experience more enjoyable, and I am able to relish my time with them."

This principal theme is expressed unambiguously as the author directly communicates their preference for teamwork, elucidating the reasons for such preference. It is emphatically stated that teamwork is perceived as more fulfilling, enabling the author to delight in communal interactions, as well as

appreciating the camaraderie and competitive spirit amongst colleagues to attain collective success.

The strategic postponement of the central theme until after a brief introductory section within a paragraph can be attributed to several strategic and psychological considerations in writing. In this instance, the author opts to disclose their affinity for team-oriented endeavors over solitary work subsequent to a concise preamble. This decision may stem from multiple rationales:

1. **Contextualization and Engaging the Reader**: The author may seek to first establish a contextual backdrop or narrative foundation prior to elucidating the core argument. This approach aids readers in grasping the underlying rationale or experiences that guide the author towards their conclusion or preference. By doing so, the author fosters an emotional or intellectual connection prior to unveiling the primary theme, thereby enhancing the reader's comprehension and valuation of the intended message.
2. **Strategic Message Framing**: As delineated by Barbara Minto in "The Minto Pyramid Principle" (1996), the deployment of a logical and incremental information structure significantly augments communication clarity and efficacy. Commencing with a generalized introduction before transitioning to specific details (in this context, the author's preference), enables the adoption of a "general to specific" narrative strategy, facilitating a smoother cognitive journey for the reader.
3. **Augmentation of Persuasive Impact**: Drawing upon persuasion theory, notably expounded by Robert Cialdini in "Influence: The Psychology of Persuasion" (1984), the establishment of common ground or the presentation of substantiating evidence prior to asserting a claim can amplify the message's acceptability. By introducing the overarching theme subsequent to the introduction, the author aims to psychologically

prime the reader towards a more receptive and supportive stance regarding their deduction.

4. **Aesthetic or Stylistic Considerations**: Occasionally, the deferment in revealing the main theme may primarily concern stylistic or aesthetic preferences. The author may perceive that such a method of presentation renders the text more compelling, suspenseful, or narratively satisfying.

Leading figures in the domain of writing and communication, such as Steven Pinker in "The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century" (2014), underscore the criticality of prioritizing clarity, engagement, and persuasion in the art of writing. Pinker propounds the notion that authors must invariably consider their audience and the manner in which information is apprehended and assimilated by them.

Hence, the strategy of postponing the exposition of the macro theme by an author following a succinct introduction may be deliberately employed to augment clarity, foster a connection with the reader, amplify persuasion, or for reasons of aesthetic or stylistic preference. This methodology mirrors a profound comprehension of the mechanisms underlying reading and the processing of information by readers, which constitutes a pivotal element in the crafting of efficacious prose.

Additionally, an examination of the elements of intertextuality embedded within the Macro Theme of 119 texts from InNNES discloses a pattern that emerges in the preliminary phases of textual development. These elements are predominant in the initial clauses, highlighting the importance of a substantial introductory segment to establish context and allude to antecedent literature or pre-existing notions. The embodiment of intertextuality is realized through two principal dimensions: lexical and grammatical. In the lexical dimension, this embodiment is articulated through the employment of intricate nominal phrases that serve

not solely as syntactic components within a sentence but as conduits linking the text to other works or to a wider discourse context, thereby directly addressing the topic under discussion. This exemplification of intertextual practice is exemplified in a chosen excerpt from the Macro Theme segment in the first clause of an InNNES text.

Excerpt from InNNES: Intertextuality in the Macro Theme

> Some people prefer to live in a small town. Others prefer to live in a big city.
>
> Each individual has different need and different interest to live in a small city or big city. Some people prefer to live in small town and others like to live in big city. Personally I prefer to live in small city to avoid negative impact of the environmental factor of large city. In small city we can find clean environment because of having less traffic and less people. I live in a small town so that I do not have to worry about the large traffic and a lot of people being around me. Also, small city offers good environment due to having more protected forest and having enough access of water for human consumtion.

The overarching theme of the paragraph under consideration centers on the individual preferences regarding residential choices, specifically between a small town and a large city, with a focus on the advantageous aspects of a smalltown environment. The sentence that directly encapsulates this overarching theme is: "Each individual possesses distinct needs and interests in residing in either a small or a large city."

Engaging in an intertextual analysis of the macro theme concerning individual preferences for residential locations, be it a small town or a large city, and

employing the concept of intertextuality, unveils the manner in which the paragraph interacts with broader notions, concepts, and discourses through both lexical and grammatical elements.

On the lexical plane, the paragraph incorporates key phrases such as "small town," "large city," "clean environment," "reduced traffic," "protected forest," and "water access." The roles of these phrases transcend their conventional syntactic functions; they explicitly anchor the text within wider discourses on urbanization, environmental sustainability, and life quality. Consequently, the deployment of these complex nominal phrases not only delineates the discussion's context but also enhances the narrative by alluding to prior literature and debates concerning the environmental and social ramifications of residing in large cities as opposed to small towns.

Regarding the grammatical dimension, the structure of sentences within the paragraph distinctly articulates preferences and comparisons between life in a small town and a large city. The employment of terms such as "prefer," "avoid," "offers," and "do not have to worry" endows a positive connotation towards small-town life and a negative connotation towards large cities. This emulates the narrative structure evident in other literature that explores analogous themes, facilitating an intertextual dialogue enabling readers to juxtapose and contrast life experiences in both settings with narratives addressed in other works.

The intertextual realization through tense usage in this text is subtly conveyed, focusing more on the content or ideas being presented rather than explicitly on tense application. Intertextuality frequently pertains to how a text adopts, references, or reacts to another text through ideas, themes, or stylistic approaches. Nevertheless, the tense application within the text—such as the utilization of present tense to articulate personal preferences and to relay general facts from the InNNES corpus—does indeed facilitate message conveyance within an intertextual framework, though the selection of tense does not directly signify intertextual realization.

This is apparent in the manner in which the text articulates personal preferences ("I personally favor residing in a small town") and outlines reasons frequently deliberated within the context of contrasting life in large cities against small towns ("In a small town, one can encounter a clean environment due to the diminished traffic and lower population density"). The application of present simple tense herein aims to assert universal truths and preferences, a common practice in English for such subjects. However, the intertextual connection leans more towards the content or themes rather than the choice of tense per se.

Accordingly, the intertextual context within this paragraph prompts readers to amalgamate their knowledge from other discourses into their comprehension of this text, forging a complex nexus of meanings. Here, the preference for dwelling in either a small or large town is not merely interpreted through the writer's personal narrative but also against the backdrop of wider social, environmental, and literary discussions. This broadens the interpretative horizon and encourages readers to explore connections that may not be immediately evident, underscoring the significance of intertextuality in enriching our grasp of intricate issues like housing choices and their implications on life quality and the environment.

Subsequently, the concluding attribute of the Macro-Theme pertaining to the predictive aspect is signified through an array of lexical mechanisms. The foremost direct indicators within the InNNES texts are declarations that accentuate personal experiences, comparisons, and preferences. This facet of the Macro-Theme, imbued with a predictive undertone, references text elements that convey anticipations or expectations regarding a certain argument. A multitude of lexical strategies identified within the InNNES texts encompasses the employment of lexical or grammatical signifiers that bolster the characteristic of predictiveness. This exposition is demonstrated in an InNNES example.

Excerpt from InNNES: The Predictive Nature of the Macro Theme

> I live in a small town known because I have to study in Tasikmalaya. But my family live in a big city they live in Bekasi. Actually when someone asked me wheter I like in a big city or in a small town. I will answer I prefer to live in a small town than in a big city. If you live in a big city you have to wake up early in the morning. Because if not you will came late to your school or to your office. Based on my experience when I was high school I went to my school at 05:30 from my house and sometimes I still come late because the traffic was really crowded. Traffic jam in everywhere and it was really make me lost of my mood befire study.

The Macro theme or fundamental idea of the paragraph in question centers on the author's distinct preference for residing in a small town rather than a large urban center. This preference is substantiated through the narrative of personal experiences, particularly the challenges associated with dense traffic. In the broader context of the text's structure, this theme acts in a predictive capacity, steering the direction for subsequent paragraphs. These sections are anticipated to provide a more detailed comparison between urban and rural living conditions, including their respective impacts on daily life. Several lexical and grammatical markers underscore the paragraph's predictive quality:

1. **Employment of past tense verbs**: The author's use of past tense verbs such as "was" and "went" signals the recounting of personal experiences. This indicates an intention to share additional personal anecdotes or specific instances in subsequent paragraphs to bolster the stated preference.

2. **Explicit contrast between "big city" and "small town"**: By drawing a clear distinction between these two settings, the author delineates the comparative framework that will be explored in greater depth in the text

that follows. This contrast suggests that the advantages of small town living or the drawbacks of urban environments will be examined more thoroughly later on.

3. **Utilization of the phrase "Based on my experience"**: This phrase serves as a potent lexical indicator that the author intends to present evidence or instances from their personal life as the foundation of their argument. It implies that the ensuing narrative will delve deeper into these experiences, offering detailed analysis or reflections.

4. **Expression of personal preference ("I will answer I prefer to live in a small town than in a big city")**: This articulation sets forth the author's subjective perspective, which is expected to be elaborated upon through further argumentation or comparative analysis in subsequent portions of the text.

Given these indicators, it is deducible that the paragraph possesses a predictive element, priming the reader to anticipate a more extensive discourse on the contrasts between urban and rural lifestyles, as well as the influence of the author's personal experiences on their preference.

9.2.2 The Relationship Between Macro-Themes And Hyper-Themes

The interrelation between macro themes and hyper themes within a textual framework is inherently hierarchical. The macro theme serves as the expansive scaffolding that delineates the text's overarching objective, whereas hyper themes function within this scaffolding to elaborate and materialize the aforementioned ideas through distinct specifics. A nuanced comprehension of the manner in which hyper themes bolster the macro theme can elucidate profound insights regarding the authorial intent and the message being conveyed, thereby facilitating a more enriched interpretation of the text.

Engaging in the analysis of the interplay between macro themes and hyper themes necessitates a contextual and interpretative acumen regarding the text. This involves a meticulous examination of the author's deployment of language, structural compositions, and various other elements to bridge grandiose ideas with particular details. Such an endeavor typically requires diligent reading and textual analysis aimed at discerning the integration and communication of these themes throughout the text.

Table 9.3: Classification of Macro Theme in InNNES Essays

Classification of Macro Themes	Frequency of appearances							
	Student Year 1	%	Student Year 2	%	Student Year 3	%	Student Year 4	%
Personal experience	2	22	4	9.5	3	13	2	14
Comparison	3	33	8	19	2	8.7	2	14
Preference	4	45	61	71.5	18	78.3	10	72
Total	9	100	73	100	23	100	14	100

The markers utilized for transitioning between paragraphs within the three classifications of the InNNES corpus, with the aim of enhancing the fluidity of text and aiding readers in navigating the author's line of reasoning, are outlined as follows:

1. **To denote time or sequential order**: Examples include "Firstly", "Secondly", "Thirdly" (and so forth), "Subsequently", "Thereafter", "In the meantime", "Simultaneously", "Ultimately".

2. **To introduce additional information**: For instance, "Furthermore", "Additionally", "Moreover", "Likewise", "Including".

3. **To illustrate comparison**: Such as, "Similarly", "In comparison with", "Contrarily", "Notwithstanding", "However".

4. **To highlight contrast or divergence**: Examples comprise "However", "Yet", "On the contrary", "Conversely".

5. **To articulate causation or rationale**: Such as, "Consequently", "Resultantly", "Owing to", "Due to".

6. **To demonstrate effect or conclusion**: Examples include "As a result", "Thus", "Therefore", "Accordingly".

7. **To encapsulate or conclude**: For instance, "In summary", "To put it another way", "Therefore", "In conclusion".

Nonetheless, in certain instances, the manifestation of the relationship between the macro theme and the hyper theme does not solely rely on the explicit repetition of words or phrases. The nexus between the Macro Theme (MT) and the Hyper Theme (HT) frequently materializes through the reiteration of concepts or themes, serving an anaphoric function in bolstering the Macro Theme.

9.2.3 HYPER-THEMES

Hyper-Theme has been delineated as an advanced strategy for the organization of text at the paragraph level, entailing a meticulous exploration of a multitude of linguistic resource options to articulate its functions with precision. The analytical discourse on Hyper-Theme elucidates characteristics such as its primordial placement within the textual structure, the employment of grammatical metaphor, interrelations with adjunct text segments, and the foresight into the selection of clause development strategies. Pursuant to an exhaustive analysis of 302 paragraphs from 119 texts, with a focal point on Hyper-Theme, findings not only reaffirmed the principal characteristics previously enumerated but also unearthed particular insights pertaining to Hyper-Theme. These insights encompass Hyper-Themes centered on specific exemplars, Hyper-Themes characterized by an overarching generality, delayed Hyper-Themes, Split Hyper-Themes, and paragraphs devoid of any discernible

Hyper-Theme. The exposition of these analytical outcomes is systematically organized in the subsequent discourse.

9.2.3.1 Hyper-Themes Focusing on a Specific Example

The concept of the "Hyper Theme," which emphasizes the employment of specific instances in the development of paragraphs, denotes a writing strategy that accentuates the provision of detailed and highly particular illustrations and elucidations to elucidate or bolster the central theme or proposition of a paragraph. This approach aids in facilitating a more lucid and comprehensive comprehension of the subject matter for the reader, whilst augmenting their engagement with the text.

As an illustration, the Hyper Theme identified in InNNES48 centers on the superiority of collaborative efforts over solitary endeavors, predicated on the premise that humans, being inherently social creatures, necessitate interaction, communication, and mutual support to attain success. This theme is distinguished by its provision of specific examples, as the paragraph does not simply articulate an opinion or argument in broad strokes, but rather furnishes specific instances detailing how and why working in a group can prove to be more efficacious.

Excerpt from InNNES48: Hyper-Themes focusing on a specific

> I think work with a group of people is better than independently because all people live together, need each other, and social creatures, so people need help to work a job to reach success together, happy together, sad together, and angry together. You can get interaction, communication, friend, and another line with a group of people, but it must be a focus on a job and don't allow

joke and making problem because it can make your job unfinished and make mistake.

Based on the development of themes and rhemes (informational focus) within the paragraph, the analysis unfolds as follows:

1. **Social Dependence and Collective Needs**: The paragraph initiates with the premise that individuals coexist, necessitating mutual reliance due to the inherent sociability of humans. This foundation lays the groundwork for a more expansive argument regarding the significance of cooperative endeavors.

2. **Joint Success and Communal Emotions**: Subsequently, the paragraph articulates that collaborative efforts enable participants to achieve collective successes and share emotions (joy, sorrow, anger), thereby suggesting that the essence of teamwork transcends mere outcomes to encompass the process and shared experiences.

3. **Interpersonal Interaction and Communication**: Proceeding further, the paragraph underscores the advantages of interaction and communication within team settings, which are pivotal not only for attaining project objectives but also for fostering interpersonal relations and establishing social networks.

4. **Concentration and Discipline**: Although the paragraph extols the virtues of teamwork, it concurrently acknowledges the presence of potential obstacles, such as tendencies towards frivolity or disruptions that could impede progress. This indicates that the efficacy of team endeavors necessitates concentration and discipline, alongside the recognition that collaborative processes are inherently imperfect and require adept management.

5. **Implicit Conclusion Regarding the Efficacy of Teamwork**: The paragraph culminates by reaffirming the value of teamwork, conceding

that despite inherent challenges, collaborative efforts are invariably efficacious in realizing shared objectives.

This analysis reveals that the paragraph methodically develops its theme by presenting concrete examples that bolster the central premise regarding the superiority of teamwork over solitary pursuits, while also addressing the inherent challenges necessitating management. This delineation reflects a sophisticated comprehension of the dynamics inherent in teamwork, which is characterized by both idealism and pragmatism.

9.2.3.2 Excessively General Hyper-Themes

Contrary to earlier findings that indicated some students developed overly specific concepts for writing (such as topic sentences), recent observations have demonstrated that they can also craft excessively broad writing ideas. Within the scope of this research, this phenomenon is identified as the creation of overly general hyper-Themes. Specifically, students were found to compose overly broad topic sentences at the beginning of their introductory paragraphs. While not all students exhibited this writing behavior, a minority provided insight into their process of conceptualizing argumentative writing ideas with an overly wide focus. For instance, one student, identified as InNNES41, formulated an exceedingly broad topic sentence for her essay, stating, "I choose the number one." This sentence inevitably prompts multiple questions from readers, due to the absence of any contextual background information that might serve as a foundation for understanding the entirety of the essay. Consequently, readers may find it challenging to anticipate the arguments presented by the writers, as exemplified in the subsequent excerpt:

Excerpt from InNNES41:

I choose number one. It is about the more important to be able to work with a group of people in a team or to work independently.

Based on the excerpt mentioned, the personal pronoun "I" refers to the author of the essay, identified as InNNES41. She employs this personal pronoun to establish a personal voice and indicate that the information presented in her argumentative essay is rooted in her own beliefs and experiences. The phrase "choose the number one" remains ambiguous, as she does not specify what was chosen or what "the number one" refers to. Consequently, this ambiguity poses a significant challenge for readers attempting to predict and develop the topic sentence. Moreover, she further elaborates on her topic sentence by asserting that collaborative work is more significant than solitary efforts. This assertion not only complicates the reader's ability to engage in retrospective and prospective thinking.

Similarly, InNNES84 shifts focus to her preference for working independently, stating, "I think I like to work independently." This statement fails to provide background information on her choice to adopt an individual working style. She then elaborates on her topic sentence by outlining several reasons for preferring to work alone, such as a quiet working environment, focused job completion, and the freedom to think independently, as illustrated in the following excerpt:

Excerpt from InNNES84

> I think I like to work independently because I can work without any disturbance or noise, I can focus on my job, I can concentrate and applying my idea freely without any comments or different ideas from others. If we work with a group, we spend a lot of time matching our ideas.

Despite the considerations provided, readers may still question the specific issue of writing being addressed. Specifically, in the context of an argumentative essay, the argument should present at least two opposing perspectives to foster a more dialogical discourse. Conversely, while the author briefly mentions that a collaborative working style could potentially lead to problems with peers (e.g., spending excessive time to harmonize shared ideas), she does not elucidate the reasons behind this contradictory statement in her introductory paragraph. If the

intention is to underscore the argumentative nature of the essay, this aspect should be clearly established at the outset of the paragraph to guide the readers' reasoning process throughout the essay. In summary, the employment of overly general hyper-themes not only impacts the flow of information within the essay but also affects the identification of its genre (e.g., argumentative or nonargumentative).

Furthermore, InNNES50 demonstrates a similar approach in structuring argumentative writing, particularly through the use of hyper-themes in his essay.

He begins his introductory paragraph by asserting his stance regarding working style preferences. Specifically, he argues in favor of collaborative work, stating, "I thought, I choose to work with a group of people in a team due to the benefits of working together," as indicated in the following excerpt:

Excerpt from InNNES50

> I thought I choose to work with a group of people in a team due to work together. Work hard to be light, mutual assistance is a social activity that characterized the Indonesian nation from antiquity to the present. In the daily life of mutual aid and mutual help in the distress or need an outpouring of energy in completing the work, so that benefit is concerned with the voluntary assistance, while they work, do community for the common good, so the advantage to be obtained collectively feel the same, both for the residence and other concerned, although not participate in work- devotion. The tradition of mutual aid, of all the people of Indonesia in various regions. As in Java, Sumatra to Papua. This mutual assistance should be preserved. Mutual aid is a characteristic of the Indonesian nation.

The text above highlights a critical analysis of InNNES50's essay, emphasizing the prevalent use of a Hyper-Theme over a Macro-Theme, which challenges the coherence and structural integrity of the essay. The absence of a Macro-Theme,

which typically serves as the overarching framework for an essay, leads to an undue emphasis on the Hyper-Theme. This approach complicates the distinction between Macro-Theme and Hyper-Theme for readers, potentially hindering their ability to categorize the themes effectively. Moreover, the excessive reliance on the Hyper-Theme may detract from the essay's coherence, as the focus shifts excessively towards specific details without a unifying thesis.

In his essay, InNNES50 demonstrates a preference for collaborative approaches to essay writing, a strategy that deviates from the conventional focus on thesis statements. He articulates the benefits of collaborative work, such as reduced workload perception and enhanced mutual support. Further, he connects the value of collaborative work to the Indonesian philosophical concept of 'unity in diversity,' illustrating how despite diverse religious, ethnic, cultural, sociological, political, and geographical backgrounds, Indonesians maintain national unity. This argument posits that the spirit of collaboration is emblematic of Indonesian national characteristics and should be preserved.

While InNNES50's discussion on the merits of collaborative work offers valuable insights, it simultaneously introduces rhetorical complexity. The blurred delineation between Micro-Theme and Hyper-Theme in his essay creates ambiguity, making it challenging for readers to grasp the central message. This analysis suggests a need for clearer thematic demarcation and structural coherence in essay writing to enhance readability and convey the intended message effectively.

9.2.3.3 Delayed Hyper-Themes

Delayed Hyper-Themes manifest as compelling evidence of the manner in which certain students channel their creative faculties into their argumentative essays. In the instance of InNNES18, the argumentative essay's introduction commences with the articulation of a personal sentiment: 'I can live without you.' This declaration serves as an initial lure rather than encapsulating the essay's principal argument; its primary function is to captivate the reader's

interest in the ensuing discourse. Following this commencement, InNNES18 proceeds to expand on the narrative, accentuating the significance of such a captivating statement. The author adeptly draws the reader into the narrative, positing a shared conviction in the superiority of communal existence over a solitary one ('As a human being, of course, the impossible feat is living alone'). Moreover, InNNES18 broadens its assertion to encompass a wider audience, invoking the collective experience of 'human beings' and 'we' to highlight a shared viewpoint on the essential nature of cohabitation. Through this method, InNNES18 effectively engages in a dialogue with the readers concerning the subject, as demonstrated in the provided excerpt.

Excerpt from InNNES18

> “I can live without you". That sentence probably you hear often and has a big meaning than you think. You probably never imagined how you live alone without anyone around you, you are alone in this big world. As a human being, of course, the impossible thing to do is live alone. We really need friends, family to share about everything, such as sharing problems and tried to solve them, sharing any kinds of stories to develop your experience, sharing your sensitivity to a person in need. Just an egoist human who does not need it does not care about it, because the basic principle of sharing is caring, which means if you share, you are a caring person, you must share. That basic principle of sharing is caring also happens in work with a group of people in a team.

To fortify her argument, she provided a detailed exposition of practical activities that exemplify the concept of communal living. Living together arises from the necessity of human beings for families, friends, and others to share everything, encompassing sharing problems and exhibiting empathy. She further asserted that the quintessential objective of sharing within the social sphere is to surmount challenges and enhance the consciousness of social benevolence.

Additionally, she highlighted that individuals who engage in sharing are inherently compassionate. Conversely, she opined that those who refrain from sharing could be classified as egocentric. From this succinct narrative, InNNES18 ultimately formulated the Hyper-Theme (topic sentence), which is, "The fundamental principle that sharing equates to caring is also applicable in collaborative endeavors within a team." This arrangement is atypical in argumentative writing, where a clear thesis statement and topic sentence are conventionally prioritized to appear at the outset in the introductory paragraph. Moreover, this delayed Hyper-Theme may impact the cohesion and coherence of an essay, as readers typically seek the topic sentence at the commencement of an introductory paragraph. Positioning it towards the end could pose challenges for them in efficiently comprehending the essence of the essay. Furthermore, this approach may inadvertently prolong the reader's engagement due to the essay's complex rhetorical structure. Given that readers play a pivotal role in evaluating and disseminating their readings, it is imperative for students to write not solely for themselves as authors (text producers) but also for the readers as the consumers of the texts.

9.2.3.4 Split Hyper-Themes

Further findings from this study indicated that numerous students employed a Split Hyper-Theme approach when composing their argumentative essays. A Split Hyper-Theme arises when authors position ideas discretely across various sections of a paragraph. For instance, the student identified as InNNES26 discussed preferences for living in either a small town or a large city, as illustrated in the following example:

Excerpt from InNNES26

> I would prefer to live in a small town. Because living in the small town makes me relax. I can fresher air in if because the pollution in if is not so worse than in the big city. People living in smalltown mostly are healthier than those who spend their lives

> in the big city. They can have a life longer than the citizen. On the other hand, the society in the small town is quite different from the society in a big city. We can see how good they cooperate in a small town. But in the big city, we can deny that ignorance becomes their new best friend. I can't imagine how hard life is if we don't really care for each other. We probably are not able to live longer.

InNNES26 initiated her essay with an introductory statement expressing her preference for residing in a small town. This preference encapsulates her ideal living scenario, wherein she articulates several reasons supporting her choice, serving as the foundation for her argument. Primarily, she posits that a small town environment offers a tranquil setting, enables access to cleaner air, and fosters engagement in activities that enhance life quality—attributes she finds lacking in larger cities. These arguments not only provide readers with a comprehensive understanding of her preference for small-town living over urban environments but also delineate the distinction between the central theme of her introductory statement and subsequent themes within the same paragraph. To further this discourse, she introduces a comparative statement: "On the other hand, the society in a small town markedly differs from that in a large city." This serves to revisit the initial theme of small-town life preference through the lens of societal dynamics, highlighting the contrast in lifestyle diversity between small towns and big cities.

To substantiate her viewpoint, InNNES26 describes characteristic behaviors of small-town residents, such as cooperation and social consideration, evidenced by the observation, "We can see how well they cooperate in a small town." Conversely, she critiques the urban lifestyle, suggesting that in large cities, a pervasive sense of indifference often supplants communal interaction, a notion encapsulated in the statement, "But in the big city, it is undeniable that indifference has become their new best friend."

Echoing a similar sentiment, InNNES60 articulates her perspective on residential preferences in her introductory paragraph. She acknowledges a prevalent societal inclination towards urban living with the statement, “People nowadays prefer to live in a big city.” However, she diverges from this norm by asserting her personal preference for small-town life, which she succinctly introduces with, “But it’s different with me.” This assertion and the initial observation collectively form the cornerstone of her essay, framing a narrative that contrasts individual preference against widespread societal trends, thereby underscoring the uniqueness of her stance on the matter of residential choice.

Excerpt from InNNES60

> People nowadays prefer to live in a big city, but it's different from me. I prefer to live in a small town than to live in a big city. There is some difference situation between them. I don't like crowded, so I prefer to live in a small town. If you live in a big city, you will be annoyed by the crowded. A big city is always busy with the activities of the citizens. The environment of the small town and the big city has a big difference too.

A further Hyper-Theme is introduced in the ninth clause, positing that individuals residing in larger cities are characteristically more engaged with their myriad activities than those in smaller towns, encapsulated by the statement,

“Big city is always bustling with the activities of its inhabitants.” These two Hyper-Themes are identified as a Split Hyper-Theme due to their thematic sentences being positioned separately within the discourse (in clauses one and nine). Despite their spatial separation within the text, these themes synergistically contribute to the development of a coherent argument, illustrating the contrasting pace of life between urban and rural settings.

9.2.3.5 Paragraphs without a Hyper-Theme

Several students omitted the inclusion of a Hyper-Theme in their argumentative essays, which significantly undermines the organization and clarity of the communicated information. The absence of a Hyper-Theme may impede readers' comprehension and inference of the conveyed message. For example, an essay authored by InNNES33, fragmented into three distinct paragraphs, demonstrated a notable lack of coherence: the first paragraph addressed social life, the second examined the academic milieu in higher education, and the third discussed collaborative efforts. However, this analysis predominantly focuses on the introductory segment of the argumentative essay, where the Hyper-Theme typically emerges. InNNES33 initiated the essay by positing the untenability of solitary existence, articulating, "We know that people cannot live independently." Subsequently, the author provided justification for this assertion, arguing that the necessity for social interaction derives from humans' intrinsic social nature. The discourse on the imperative of mutual assistance was reiterated, underscoring the critical role of interdependence in facilitating daily activities. Contradictorily, InNNES33 later observed a shift towards individualism in contemporary society, a statement that diverged from the previously elaborated themes of collaboration and social interdependence.

Excerpt from InNNES33

> We know that people can't live independently because the people are the social life so the people need the other people to help all of the activity in the real life. Nowadays, people are more individualistic they think that they don't need some help from other people. Why it can happen? For the reason, the reason is a life style for every people is different, for example, there is the high community means the rich people. They like life individually because they think they have anything that they need. They are seldom communicating with the other. Vice versa with the lower community they think the socialization with the

other people is important because they need some help to the anything.

In the elucidated discourse, the author advances their argument by suggesting that contemporary individuals often perceive no necessity for external assistance. This notion is encapsulated in the sixth clause, "They think that they don’t need help from others." The use of a rhetorical question in the seventh clause, "Why can this happen?" serves not to solicit an actual response from readers but rather to captivate their attention. The answer, presented in the eighth clause, attributes this phenomenon to diverse lifestyle preferences among individuals.

Moreover, in subsequent clauses, the narrative elaborates on how affluent individuals may regard lifestyle as a vehicle for social identity construction. The discourse posits that attaining and showcasing a high social status can be facilitated through hierarchical lifestyle choices, epitomized by the affluent segments of society, as described, "For example, there are the high community means, the people who are rich."

Further arguments, spanning clauses 10 to 12, suggest that the affluent may prefer isolation, bolstered by the belief in their self-sufficiency, articulated as, "They prefer individual lifestyles because they believe they possess everything they need." This assertion transitions into a critique of the argument's coherence, noting an unsupported claim regarding the communication habits among the wealthy, which disrupts the narrative flow due to its lack of integration with surrounding clauses.

The focus shifts in clause 15 to the contrasting views of lower socioeconomic groups, who, in opposition to the affluent, value socialization and mutual aid, as indicated by, "Conversely, the lower community believes that socialization and seeking assistance are paramount due to their necessities."

This examination reveals that the paragraph struggles to maintain a logical continuity among its clauses, resulting in a narrative that lacks

comprehensibility. The absence of a Hyper-Theme, essential for anchoring an essay to ensure its cohesion and coherence, significantly detracts from the argument's efficacy. Most critically, this section fails in guiding the readers towards a deeper understanding or actionable insights, highlighting a failure in articulating the communicative objectives of the argumentative essay in a cohesive and coherent fashion.

9.2.4 The Relationship Between Hyper-Themes

The interrelationships among Hyper-Themes elucidate how ideas or subjects within a text are interconnected, imparting structure and coherence. An analysis of 302 paragraphs from 119 InNNES texts revealed the following categorizations of Hyper-Theme relationships:

1. **Causal Relationship:** One Hyper-Theme delineates the cause or rationale behind occurrences depicted in another Hyper-Theme. This association is frequently identified by conjunctions such as "because", "thus", or "resulting in".

2. **Temporal Relationship:** Hyper-Themes are linked through temporal succession, with one Hyper-Theme ensuing after another in chronological order. This connection is designated by temporal adverbs like "subsequently", "thereafter", or "previously".

3. **Additive Relationship:** In this relationship, a Hyper-Theme contributes additional information or particulars to another Hyper-Theme, typically signalled by conjunctions such as "and", "also", or "furthermore".

4. **Comparative Relationship:** This delineates the likenesses or discrepancies between two or more Hyper-Themes. Adversative conjunctions such as "however", "whereas", or "conversely" are frequently employed to indicate this comparison.

5. **Generalization and Specification Relationship:** This occurs when a Hyper-Theme posits a general assertion that is subsequently elucidated by another Hyper-Theme through specific instances or related particulars.

6. **Explanatory Relationship:** A Hyper-Theme serves to expound or furnish additional context concerning another Hyper-Theme, often utilizing expressions like "in other words", or "signifying".

The manner in which relationships among Hyper-Themes are signified within a text is heavily reliant on lexical choices, syntactic construction, and the deployment of conjunctions or connective expressions. Grasping these relationships is pivotal for the analysis of text structure and organization, as well as for the interpretation of the text's or discourse's overarching significance.

9.2.5 CLAUSE THEMES

This section delves into the analysis of Theme clauses within 119 InNNES texts, encompassing a total of 3292 T-units in the Theme/Rheme analysis (Refer to Appendix 13 for further details). The discourse is centered on the characteristics of thematic elements, both marked and unmarked, in addition to the employment of specialized constructions such as 'It' and 'There' clauses, each contributing significantly to the formation of the theme.

Table 9.4: Classification of Themes Features in InNNES Essays

Themes Features	**Frequency of appearan :es**							
	InNNES Year 1 (9)		**InNNES Year 2 (73)**		**InNNES Year 3 (23)**		**InNNES Year 4 (14)**	
Multilayer Themes	197		2314		216		565	
Topical	197		2314		216		565	
Interpersonal	12		126		14		33	

Textual	48		789		62		167	
Unmarked	130		1474		142		367	
Marked	67		840		74		198	

The table depicted herein categorizes thematic features in essays authored by InNNES, spanning from Year 1 to Year 4. The data elucidates the frequency of occurrences for each distinct thematic feature across the academic years.

In the discipline of text analysis, the concept of a "Theme Group" is identified as the analytical unit utilized to discern how various themes are articulated within a text. This unit may either concentrate on a singular theme, termed a "Topical Theme," or engage in a more comprehensive analysis that encompasses themes of interpersonal and textual nature. This approach facilitates a deeper exploration into the discourse of a subject or idea, assessing its relevance to the audience and its structural integration within the text.

The research at hand encompasses the evaluation of texts produced by students across four discrete academic levels. Through this examination, the evolutionary trajectory of thematic discourse, in terms of depth and complexity, becomes apparent as students advance through their educational journey. Herein is provided a summary of the analytical outcomes:

1. **Year 1 Students:** At this foundational stage, analysis revealed 197 instances of thematic occurrences across 9 texts. This suggests that students are at the inception of learning to articulate ideas and themes within their writings. At this early stage, themes tended to be more simplistic and straightforward, reflecting the students' limited academic exposure.

2. **Year 2 Students:** A significant elevation in analytical depth was observed in second-year students, with 2,314 thematic occurrences identified across 73 texts. This pronounced increase signifies a growing proficiency among students in exploring and articulating ideas of greater

complexity and diversity within their writings. It is posited that at this stage, students are introduced to more sophisticated textual structures and methodologies for weaving interpersonal and textual themes into their compositions.

3. **Year 3 Students:** With 216 thematic occurrences across 23 texts, thirdyear students demonstrated continued development in their thematic analysis and expression capabilities, albeit with less intensity compared to their second-year counterparts. At this juncture, the focus likely shifts towards a more nuanced engagement with specific themes and the crafting of arguments that are both cohesive and persuasive.

4. **Year 4 Students:** In conclusion, fourth-year students exhibited 565 thematic occurrences across 14 texts. Despite the reduced number of texts analyzed relative to previous years, the heightened frequency of thematic occurrences indicates an advanced ability to explore and integrate a broad spectrum of themes within a single text. At this culminating stage, students are expected to demonstrate a deep understanding of thematic elements and leverage them to construct arguments that are both complex and nuanced.

The 'Group Theme' analysis provides insightful observations regarding the evolution of students' capabilities in articulating and examining themes within their academic writing over the course of their educational journey. This progression from elementary topical themes to the sophisticated integration of interpersonal and textual themes mirrors the intellectual maturation and enhanced analytical skills of students. Such examinations are essential not only for comprehending the learning and developmental trajectories of students but also for shaping pedagogical strategies that facilitate the further advancement of their analytical and expressive competencies.

This research delves into the thematic structures present in argumentative essays authored by college students who are non-native speakers of English, placing a particular emphasis on the nuanced analysis of themes, which includes topical,

interpersonal, and textual categories. Adopting a methodology grounded in Systemic Functional Linguistics (SFL), the aim is to reveal the strategies employed by students from diverse academic stages to structure and enrich their essays' content through the application of these themes. The study endeavors to assess the role of themes in augmenting the textual continuity and cohesion within students' written work.

In this study, the term 'group theme' refers to either a solitary theme (topical) or a conglomerate of topical, interpersonal, and textual themes. The analysis encompasses a corpus of argumentative essays spanning from first to fourth-year college students, with a total of 119 documents subjected to scrutiny.

- **Topical Theme:** The occurrence of topical themes was recorded at 197 for first-year students, with second-year students showing the highest incidence at 2,314 occurrences, third-year students at 216, and fourthyear students at 565 occurrences. This theme was identified as the predominant element across all cohorts, suggesting a general predilection among students for prioritizing the development of the essays' content or subject matter. Notably, second-year students exhibited a remarkable propensity for developing complex ideas and arguments, as evidenced by the 2,314 occurrences out of 73 texts.

- **Interpersonal Theme:** Occurrences were observed at 12 for first-year students, 126 for second-year students, 14 for third-year students, and 33 for fourth-year students. The relatively lower incidence of this theme, in comparison to the topical theme, indicates a potential oversight by students of the essays' relational or social interaction aspects. Nonetheless, the presence of the interpersonal theme is pivotal in establishing the writer's tone and stance towards the discussed subject, in addition to fostering reader engagement with the text.

- **Theme of Textuality:** First-year students registered 48 instances, second-year students recorded 789, third-year students accounted for 62, and fourth-year students had 167 instances. The employment of textual

themes signifies the students' cognizance of the critical nature of text structure and organization. Students in their second year markedly outperformed with 789 instances of textual themes, evidencing a superior adeptness in leveraging textual elements to augment the continuity and legibility of their essays.

This research furnishes pivotal insights regarding the progression of non-native English students' argumentative writing capabilities throughout their academic tenure. An uptick in the frequency of both topical and textual themes signifies advancements in the students' proficiency in formulating arguments that are both coherent and meticulously organized. Conversely, while less prevalent, the interpersonal theme plays a crucial role in shaping the presentation of arguments to readers.

The findings of this study propose that the insights garnered from this analysis be employed by educationalists in the formulation of curricula and pedagogical strategies aimed at the enhancement of writing skills among non-native students. Particularly, a heightened emphasis on the cultivation of interpersonal themes may assist students in generating texts that are not merely coherent and informative but also compelling and persuasive.

Through the execution of this multi-layered thematic analysis, this investigation contributes significantly to our comprehension of the processes involved in learning and teaching argumentative writing within a second language learning context, underscoring the significance of themes in the structuration and development of efficacious texts. Additionally, the study elucidates the outcomes of an analysis on argumentative essays in terms of the utilization of "Unmarked" and "Marked" themes and their ramifications on the essays' quality and structural integrity. This analysis is underpinned by the theoretical framework provided by systemic functional linguistics (SFL), which affords a profound understanding of writers' thematic choices and the impact of these choices on text coherence and persuasiveness.

"Unmarked" themes pertain to sentence constructions or expressions that adhere to the most conventional or neutral pattern or structure in the English language, devoid of any special emphasis or modification. Conversely, "Marked" themes involve deviations from the standard sentence structure, often implemented to highlight a specific aspect of the message or to achieve a particular rhetorical effect. The first year witnessed 130 occurrences, the second year 1,474, the third year 142, and the fourth year 367 instances.

This theme appears to be prevalent across all academic years, with a notable predominance in the second year, where it manifests in 1,474 instances out of 73 texts. The uniform application of unmarked themes might suggest a predilection among students for established writing conventions. This tendency could stem from a comfort with familiar structures or a possible deficiency in recognizing the stylistic opportunities presented by marked themes.

Regarding the employment of marked themes, there were 67 occurrences in the first year, 840 in the second, 74 in the third, and 198 in the fourth year. The marked increase in the application of these themes during the second academic year (840 out of 73 texts) is significant, albeit not to the extent observed with unmarked themes. This indicates that students are beginning to explore sentence structures to introduce emphasis or achieve specific effects in their compositions. Nevertheless, the comparative scarcity of marked themes might reflect an underlying uncertainty or a lack of self-assurance in engaging with more intricate or unconventional structures.

The utilization of unmarked themes has implications for essay composition, potentially enhancing textual coherence and readability. This facilitation allows readers to more effortlessly navigate the progression of arguments. However, it may also lead to a narrative that is perceived as uniform or lacking in intrigue. Conversely, marked themes, though less frequently employed, offer authors the ability to highlight critical points or cultivate a more distinctive and captivating writing style. The adept incorporation of marked themes can augment the persuasive efficacy of essays and amplify the authorial voice.

The progression from unmarked to marked themes could be indicative of an evolution in writing proficiency and rhetorical insight among students. With the passage of time, students exhibit increased boldness and proficiency in manipulating linguistic structures to fulfill their communicative objectives.

An analysis of unmarked and marked themes in the argumentative essays of nonnative English-speaking students unveils a compelling interplay between the inclination to conform to stable writing norms and the ambition to experiment with a more vivid and convincing mode of expression. These observations highlight the critical role of writing education and practice in encouraging students to not only comprehend linguistic structures but also to experiment with their potential, thereby enriching their expressive capabilities and elevating the efficacy of their communication through written text. It is imperative for educators and curriculum developers to promote the exploration of marked themes as a means to enhance students' capacity for more innovative and persuasive writing.

Table 9.5: It and There Clause

Themes Features	**Frequency of appearances**							
	InNNES Year 1 (9)		InNNES Year 2 (73)		InNNES Year 3 (23)		InNNES Year 4 (14)	
It and There Clause	11		104		11		20	
Elided ideational theme	4		87		8		21	

The table depicted herein delineates the frequency of two distinct linguistic features within argumentative essays composed in English by non-native speakers across academic years one through four. These features are identified as "It and There Clauses" and "Elided Ideational Themes."

The term "It and There Clauses" pertains to the utilization of 'it' and 'there' as the grammatical subjects within sentences. This particular usage is commonly linked with the introduction of topics or phenomena, serving as an indicator of the writer's proficiency in employing these specific constructs of the English language.

On the other hand, "Elided Ideational Themes" denotes the practice of employing ideational themes in a manner that is either abbreviated or not explicitly articulated within the sentence structure. This practice is typically observed when the contextual framework is sufficiently clear, thereby allowing the author or speaker to omit information previously acknowledged by the reader or listener. Within the ambit of argumentative essays, such elision signifies the student's adeptness in formulating coherent arguments without the necessity for explicitly stating each constituent element.

Analysis of the provided data reveals pronounced variations in the adoption of these linguistic features amongst students from varying academic years. Such disparities may illuminate differential learning trajectories or the integration of these linguistic structures within their written work. Notably, the second academic year is distinguished by a marked increase in the utilization of both features, potentially indicating a targeted enhancement or refinement within the educational curriculum concerning these language aspects.

9.2.6 The relationship Between Clause-Themes: Thematic Progression

In the preceding discourse, the analytical examination scrutinized various thematic options within clauses. This segment is dedicated to expounding upon the analysis concerning the relationship between those clause themes by employing the Thematic Progression (TP) framework. The objective of this analysis is to identify and comprehend the predominant strategies of thematic development within InNNES texts. This analysis probes into the manner in

which units of message are structured and interconnected via the concept of Hyper-Theme, meticulously discussed in Section 9.2.3. Table 9.6 delineates the frequency of occurrences of thematic patterns across 302 paragraphs from 119 InNNES texts, demonstrating a predilection for one pattern over others. The thematic pattern categorization results are segmented into three types: Linear, Constant, and Derived.

Tebale 9.6: Theme Progression Pattern in InNNES

Thematic progression	**Frequency of appearan :es**							
	InNNES Year 1 (9)		**InNNES Year 2 (73)**		**InNNES Year 3 (23)**		**InNNES Year 4 (14)**	
Linier	0		5		2		2	
Constant	12		126		44		26	
Derived	6		51		18		10	
Total	18		182		64		38	

The table provided delineates the distribution of thematic progression patterns within InNNES argumentative essays spanning from academic year one through four. The following is a detailed account of the data:

- **InNNES Year 1 (9 essays)**: There was an absence of the utilization of linear patterns (0 occurrences). Constant patterns were observed on 12 occasions, whereas derived patterns were noted 6 times. Consequently, there were a total of 18 instances of thematic progression patterns within the essays for the first academic year.

- **InNNES Year 2 (73 essays)**: Linear patterns were documented 5 times. The constant pattern emerged as the most prevalent, manifesting itself 126 times. Mixed patterns were recognized 51 times. Cumulatively, there were 182 instances of thematic progression patterns across the essays for the second academic year.

- **InNNES Year 3 (23 essays)**: Linear patterns were present 2 times, while constant patterns were observed 44 times. Mixed patterns were identified on 18 occasions. The aggregate total for the third academic year was 64 thematic progression patterns.

- **InNNES Year 4 (14 essays)**: In a manner consistent with academic years 1 and 3, linear patterns were also identified 2 times. Constant patterns were noted 26 times, and mixed patterns 10 times. Therefore, the comprehensive total of thematic progression patterns for the fourth academic year amounted to 38 occurrences.

From the aforementioned data, it is inferred that constant patterns predominate across all academic years under investigation. Linear patterns are the least frequent, whereas mixed patterns exhibit variable frequencies but invariably occur less frequently than constant patterns. The escalating number of essays analyzed from year to year (escalating from 9 to 73, then diminishing to 23 and 14) reflects the variability in the sample sizes utilized for analytical purposes each year.

9.2.6.1 Constant Theme Progression (Theme Reiteration Pattern)

In the analysis of InNNES26's argumentative essay on preferences for restaurant and homemade food, a Thematic Progression (TP) approach reveals the structure of ideas. InNNES26 effectively uses these patterns in paragraphs 2 and 3 of the essay. The pattern is illustrated as

(T1→T2→T3…T4→T5→T6→T7→T8→T9…T12→T13→T14), indicating a sequence from Theme 1 through Theme 14. Ellipses between T3 and T4, and T9 and T12, signal shif ts in thematic focus. Initially, Themes 1 to 3 concentrate on "food" as the main topic. Themes 4 to 9 shift focus to "people," and finally, Themes 12 to 14 emphasize "we," indicating a collective perspective. Although not an ideal Constant Theme Progression due to these shifts, the essay maintains coherence through cohesive clause construction, ensuring the argument on restaurant and homemade food preferences remains clear and connected. A visual representation of the TP outlines the thematic flow in InNNES26's essay.

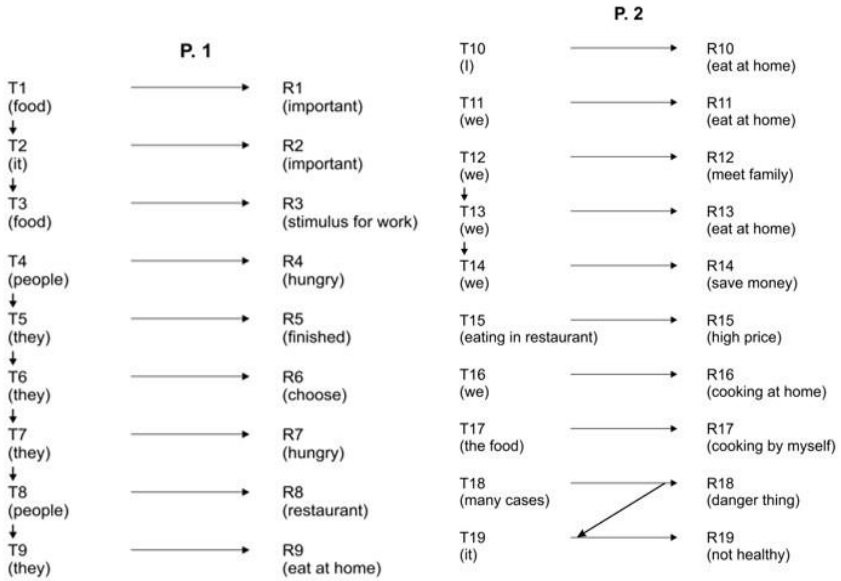


Figure 9.1. Constant Theme Progression of InNNES26

In the argumentative essay by InNNES26, the focus is on comparing restaurant and homemade food. The author emphasizes this by repeating key words such as "food," "people," and "we" multiple times to strengthen the argument that homemade food offers more benefits. For example, InNNES26 expresses a personal preference for eating at home, highlighting the value of family time and the quality of homemade food. The use of "we" and "our" creates an inclusive tone, inviting readers to share in this preference, while "people" is used to suggest a general consensus on the importance of food in life. Similarly, InNNES34's essay on the same topic uses words like "we," "she," and "I" to support a consistent theme, indicating a preference for homemade over restaurant food.

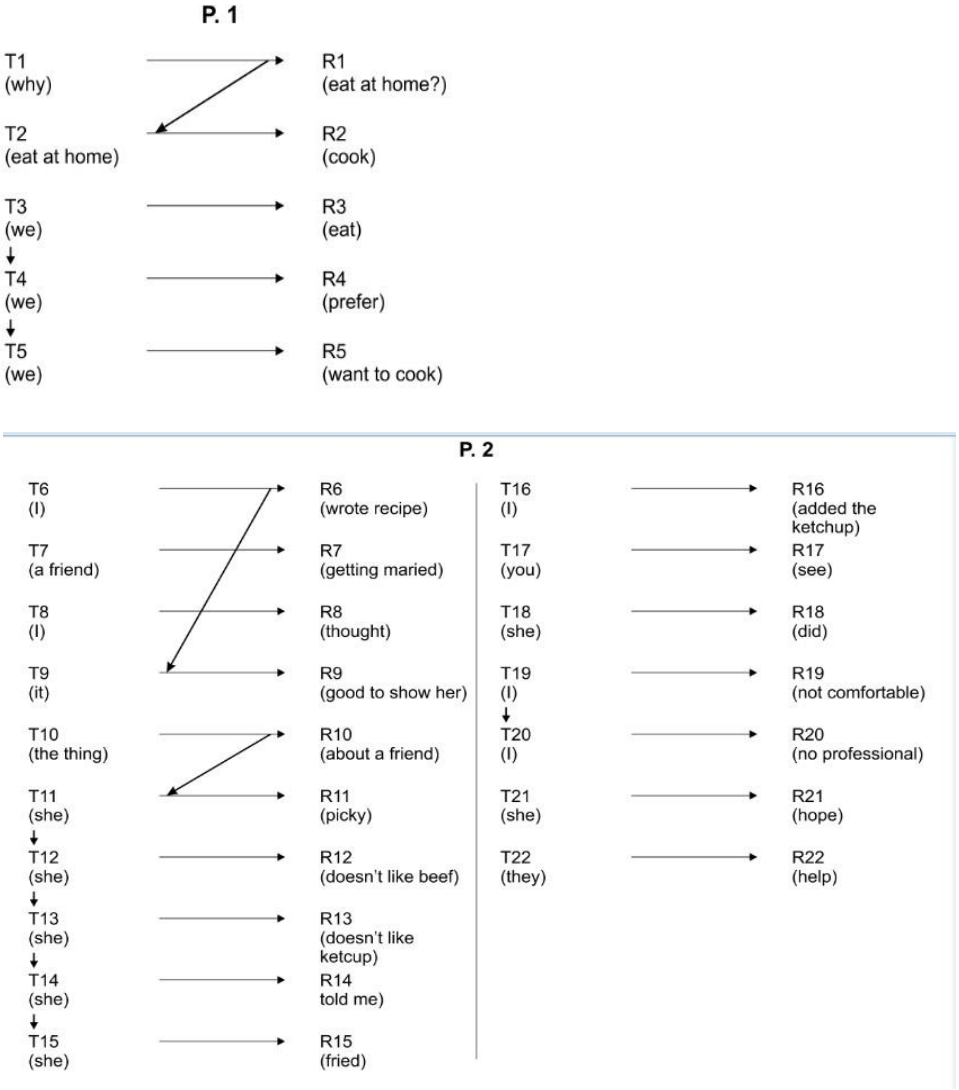


Figure 9.2: Constant Theme Progression of InNNES34's

The provided text highlights the use of the pronoun "we" by InNNES34, observed in three instances: T3, T4, and T5. This usage suggests a rhetorical strategy aimed at directing the reader's attention towards the participants of the discourse rather than the actions themselves. By doing so, InNNES34 aligns her approach with that of InNNES26, leveraging the inclusive "we" to engage readers more deeply and co-opt them into her viewpoint, which advocates for a preference for home-made food. In her opening paragraph, she expresses a preference for preparing and consuming food at home over dining out. She argues that a significant advantage of home-made food is the ability to freely

choose and prepare desired dishes. This argument is further supported by detailed evidence provided in subsequent sections.

Excerpt from InNNES34

> Why do I choose to prefer to prepare and eat food at home? Because, if we eat food at home we can cook what we eat the food, and we can prefer first the menu of food for cooking the menu to eat. Sometimes we just want to cook without having to put a lot of thought the menu into it or any thought into it

(paragraph # 1).

In the second paragraph, InNNES34 continues to employ Constant Theme Progression, shifting her narrative focus by using the first-person singular "I" to share her personal experiences with making a self-recorded video about preparing home-made food, such as steak. She reveals her discomfort with recording herself while explaining the cooking process, attributing this unease to her lack of expertise both in cooking and in video production. This narrative shift is further exemplified in the following excerpt:

Excerpt from InNNES34

> Even after doing quite a few of three videos, I'm not still very comfortable with it. I'm certainly no professional video maker! But she hopes they help you in getting your freezer stocked

(paragraph # 2).

In InNNES13's argumentative essay, a similar use of Constant Theme Progression is observed, with 20 instances employed to articulate her preference for living in either a big city or a small town. This rhetorical strategy is pervasive, appearing in nearly all the essay's paragraphs, specifically paragraph #2, #3, #4, #6, and #7. This is further demonstrated in the accompanying figure:

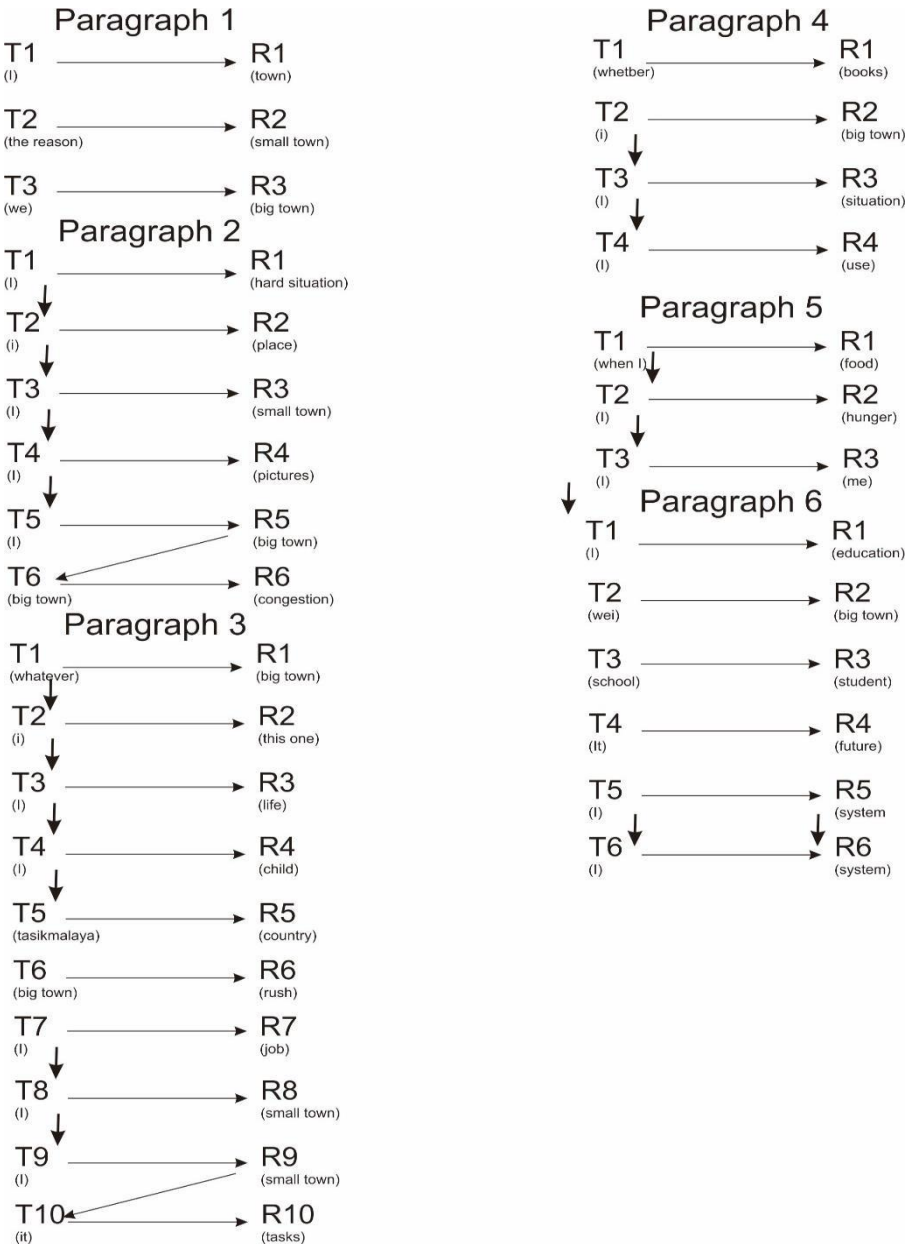


Figure 9.3: Constant Theme Progression of InNNES13

InNNES13's essay demonstrates a consistent use of the first-person pronoun "I" as the topical theme in T1 through T5, mentioning it five times to introduce her thoughts on living in a big city versus a small town. The dynamic nature of the Rhemes, including "hard situation," "place," "small town," "pictures," and "big town," suggests a focus not on the Rhemes but on the Themes as the primary conveyors of information. This pattern is evident in paragraph #3, where various Rhemes such as "big town," "this one," "life," "child," and "country" are used to

express a preference for big city life over small town living, citing reasons like accessibility and better internet connectivity. This preference is supported through examples in paragraphs #2, where she articulates her comfort with big city life despite its downsides; paragraph #4, highlighting the advantages of big city facilities for academic pursuits; and paragraph #5, emphasizing the convenience of obtaining food in a big city. InNNES13's strategic use of constant topical themes and varied Rhemes aims to engage readers with her preference for big city living, showcasing her argumentative writing skills.

Wei (2017) identifies that the patterns of Thematic Progression (TP) in student essays reveal how they organize and conceptualize key ideas, with differences in cohesion and coherence between native and non-native English speakers due to factors like language exposure (Hawes & Thomas, 2012). Research shows non-native speakers face challenges in producing proper TP (Vande Kopple, 1991; Bloor & Bloor, 1992; Schleppegrell, 2004; Christie & Dreyfus, 2007, 2009; Wang, 2007). TP patterns, with Themes introducing given information and Rhemes presenting new insights, play a crucial role in students' writing strategies, as discussed by Thompson (2014).

In the Indonesian EFL context, studies by Utomo, Albaekani, & Pahlevi (2020), and findings by Emilia, Habibi, & Bangga (2017), as well as Gunawan, Wirza, & Holik (2020), highlight the dominance of the Constant Theme Pattern in student writings, indicating its utility in focusing on a central topic and facilitating cohesive text structure. This pattern is especially prevalent among Indonesian EFL students, underscoring its effectiveness in developing a central theme and enhancing textual cohesion.

In conclusion, these findings suggest the need for additional support and time for students, particularly non-native English speakers, to craft cohesive and coherent argumentative essays with consistent and accurate writing strategies.

9.2.6.2 Simple Linear Progression Pattern (Zigzag Thematic Pattern)

The simple linear development pattern, also known as the thematic zigzag pattern, is a method used in writing and presenting ideas or arguments in a text, particularly in scientific or academic texts. This pattern follows an orderly and sequential structure, allowing the writer to develop a theme or argument gradually and logically. In this pattern, information is presented linearly, from the starting point to the conclusion, with each section or paragraph building upon the information previously provided. However, what makes it "zigzag" is the way the writer can move back and forth between sub-themes or aspects of the main argument to add depth and complexity to the discussion without deviating from the main path of the argument or theme.

In her essay, InNNES21 effectively employed Simple Linear Progression Patterns, focusing on paragraphs #3, #4, #5, and #6. Specifically, paragraph #3 showcased a thematic evolution from 'people' (T2) to 'crime' (R2 and T3), culminating in 'usual' (R3). This thematic sequence underpins her discourse on urban versus rural living preferences, positing that urban dwellers may resort to criminal activities to sustain their livelihoods. The transition from 'people' as the initial topic to 'crime' reflects a shift in the focal point of her argument, indicating a progression from discussing societal members to the actions they may undertake. Eventually, 'usual' emerges as the concluding theme, signifying a return to normative considerations. This pattern delineates a clear thematic flow from subjects (people) to actions (crime) and general observations (usual), illustrating the dynamic between thematic and rhematic elements in her analysis.

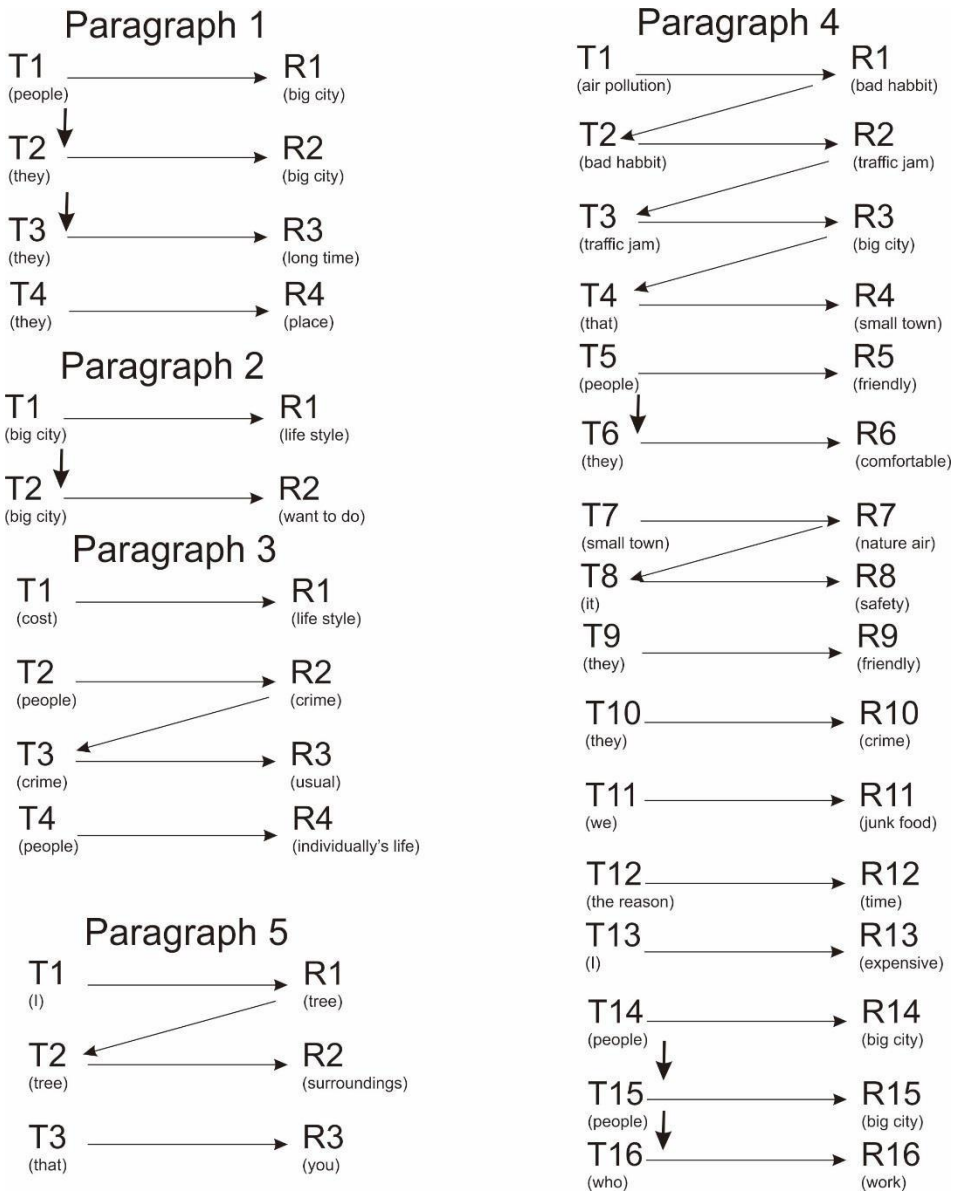


Figure 9.4: Simple Linear Progression Pattern of InNNES21

In paragraph #4, InNNES21 constructs a thematic progression that starts with 'air pollution' (T1) and moves through a series of interconnected themes and rhemes, including 'bad habit' (R1, T2), 'traffic jam' (R2, T3), and finally 'big city' and 'small town' contrasts (R3 to R8). This narrative outlines her preference shift from urban to rural living. She attributes air and water pollution, along with

environmental degradation, to detrimental human behaviors, particularly emphasizing the excessive use of motor vehicles. This overreliance, she argues, not only exacerbates pollution but also leads to significant traffic congestion in urban areas.

Contrasting this, she highlights the merits of small-town living, such as engaging with amiable community members, accessing clean air, ensuring safety, consuming wholesome food, and fostering family bonds. These elements collectively frame her argument for the superior quality of life in smaller towns, juxtaposed against the backdrop of urban challenges like pollution and traffic jams.

Excerpt # 4 Student # 21's Argumentative Essay

> Some people in a small town are **friendly**. They have **kind characteristics** that make a newcomer **comfortable**. In a small town, some people have **natural air**. It's **so fresh**! In a small town is **very safe**. Because they are **kind** and **friendly**. They **always help a newcomer** so it's impossible to do **a crime**. And we know, **traditional food** is **healthier** than other food, and traditional food **more inexpensive** than **junk food**. That **the reason decides to stay in a small town for a long time**. I **don't understand** why a small town is **so inexpensive**. People in small towns seem **happier** than people in a big city. People in a small town have **much more time for their families** than in **a big city** who lived in a big city who always busy every time because they must work.

InNNES21 expressed a preference for small town living over city life, a stance evident through her strategic use of Simple Linear Progression and Zigzag Thematic Progression patterns in her essay. By alternating thematic elements (Themes) at the onset of clauses, she adeptly crafts her argument, showcasing how thematic and rhematic elements reinforce one another, thereby bolstering the argument's strength through a seamless flow of established and novel

information. However, an overreliance on this method could potentially undermine the essay's coherence, as a consistent thematic presence is essential for maintaining clarity and emphasis.

Similarly, InNNES14, which also debates urban versus rural living preferences, employs six instances of Simple Linear Progression (Zigzag Thematic Progression) spread across paragraphs #2, #3, and #5. For example, paragraph #2 features a progression from the theme of educational quality to the availability of comprehensive options in cities. Paragraph #3 shifts from personal experiences (I) to job opportunities, highlighting the appeal of vibrant city life. In paragraph #4, the discussion transitions from the convenience of urban transportation to the global accessibility it affords, underscoring the benefits of city living. These thematic shifts illustrate the dynamic between given and new information, reinforcing the argumentative structure of the essay.

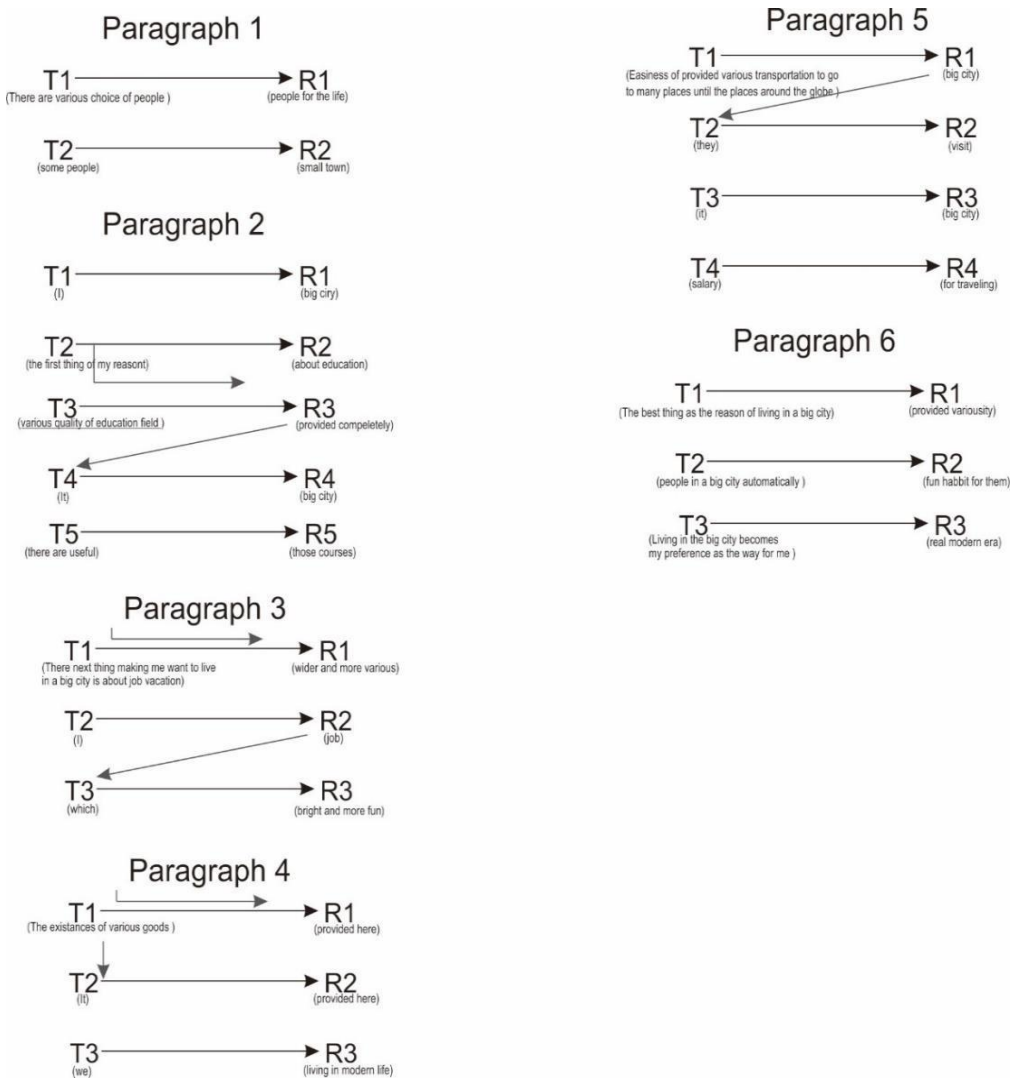


Figure 9.5: Simple Linear Progression Pattern of InNNES14

In her essay, InNNES21 clearly articulates a preference for living in a big city over a small town, a stance supported by her strategic use of thematic progression. She emphasizes the superior educational opportunities available in urban areas, illustrating this with T3, which represents the theme of diverse educational quality. She argues that big cities offer a broader spectrum of educational services, both formal and informal, including specialized courses and skill training in various fields like music and cooking, which enable residents to enhance their competencies.

Additionally, she highlights the broader job market and networking opportunities in urban settings as another significant advantage. By introducing "next thing" as a topical theme and linking it to the benefits of city life, she seamlessly connects her arguments, underscoring her preference for urban living due to the educational and employment opportunities it presents. This coherence in thematic progression not only reinforces her argument for choosing city life but also demonstrates her analytical approach to comparing life in big cities versus small towns, focusing on the practical benefits that align with her personal and professional growth objectives.

Excerpt from InNNES14

> There next thing making me want to live in a big city is job vacation which is wider and more various

(paragraph # 3).

In paragraph # 5, InNNES14 also noted her choice to live in a big city. However, she argued from a different angle, namely transportation and mobility. For instance, she contended that a big city has more sophisticated and more complete transportation modes than a small town as shown in:

Excerpt from InNNES14

> Easiness of provided various transportation to go to many places until the places around the globe make big city people explore the place that wants to visit.

(paragraph # 5).

In paragraph #5, InNNES14 articulated her preference for urban living, focusing on the benefits of a more sophisticated and comprehensive transportation system available in big cities. Although specific examples to bolster her argument were

lacking—such as transportation types, destinations accessed, or service quality—she firmly supported the superiority of urban transportation infrastructure as a basis for her preference for city life over small town existence.

Both InNNES21 and InNNES14 employed Simple Linear Progression (SLP) in their essays to create cohesion and logical flow between Themes and Rhemes. However, reliance on SLP can risk monotony in writing. SLP, or the Zigzag Pattern, involves a thematic structure where each new Theme is derived from the Rheme of the preceding clause, enabling dynamic essay development in contrast to the static nature of Constant Theme Progression. This approach is common in expository and argumentative texts, as evidenced by studies on editorial and medical writings, highlighting its effectiveness in structuring arguments cohesively.

Research on thematic progression in academic essays underscores the prevalence of SLP alongside Constant Theme and Rheme patterns, particularly in the work of EFL students. Studies by Zhang & Lee (2019), Gunawan & Aziza (2017), and Chang, Tsai, & Chen (2020) reveal that SLP is frequently utilized due to its ability to maintain a clear focus, aiding in the coherent development of arguments. This pattern not only facilitates the writing process but also enhances the reader's comprehension of academic discourse, making it a crucial element in constructing persuasive and coherent argumentative essays.

9.2.6.3 Derived Theme Progression (Multiple Thematic Pattern)

In the exploration of Derived Theme Progression (Multiple Thematic Progression), certain students were identified as having composed essays utilizing this type of thematic progression. However, the current study focuses on a select few examples as representative illustrations of the data observed. For instance, Participant InNNES32 demonstrated the utilization of two distinct

Derived Theme Progression patterns within her argumentative essay, which deliberated upon the preferences between life in a large city versus a small town.

Through the analysis of the data, it was observed that InNNES32 systematically developed her Themes (topical themes) into various Rhemes. These instances of Thematic Progression were particularly evident in paragraphs 2 and 4, as will be delineated in the subsequent discussion.

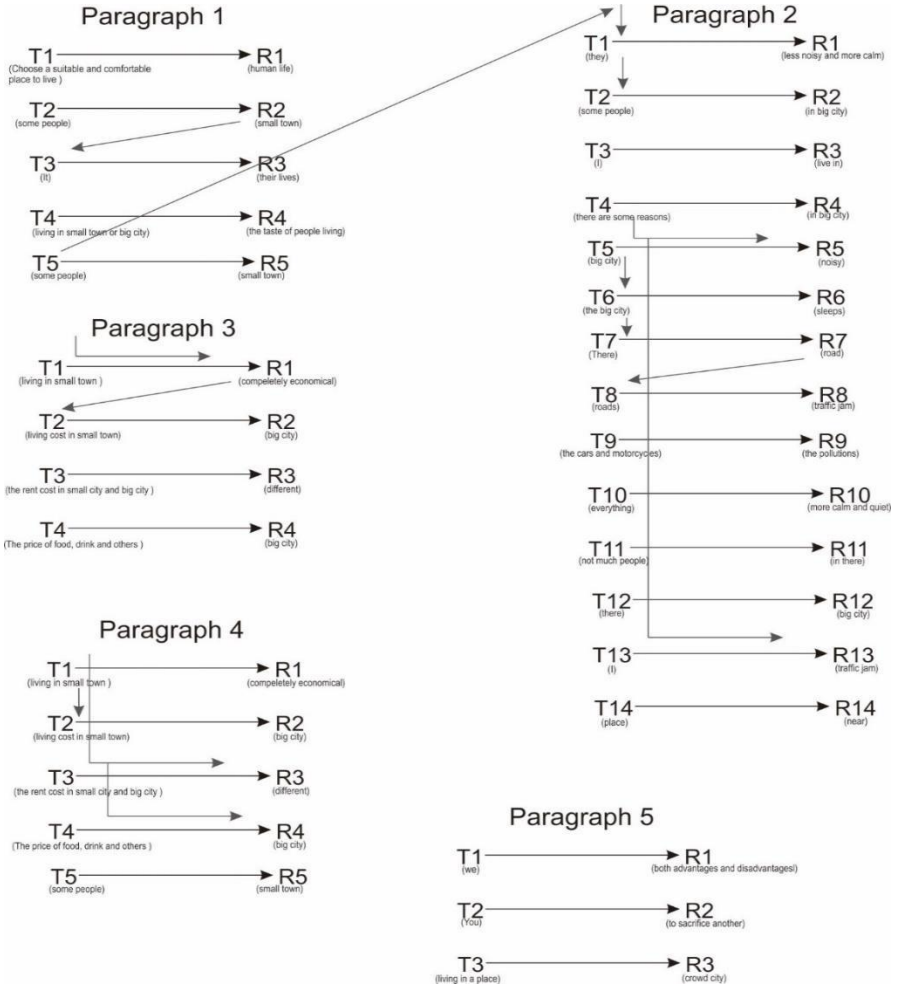


Figure 9.6. Derived Theme Progression of InNNES32

In paragraph 2, the author of the essay, referred to as InNNES32, outlines her preference for living in a small town over a big city by presenting specific reasons: less noise, fewer pollution, and less traffic congestion. These reasons, summarized under the phrase "some reasons," serve as the core of her argument,

demonstrating a pattern known as Derived Theme Progression. This pattern is identified by the development of the argument from a general statement to more specific examples, indicating a structured and thematic progression in her writing.

In contrast, paragraph 4 reveals the limitations of living in a small town, despite its benefits. The author acknowledges these limitations, such as inadequate facilities, using a structure that mirrors her earlier argumentation style. This section starts with a general observation about the existence of limitations ("there are some limitations"), which then narrows down to specific examples, like the lack of a drugstore. This juxtaposition of benefits and limitations showcases a balanced view, acknowledging that while small towns offer a more comfortable and natural living environment, they also come with their own set of challenges, such as insufficient public services and facilities. This nuanced approach adds depth to the argument, highlighting the author's ability to consider both the positives and negatives of her chosen lifestyle.

Excerpt from InNNES32

> Although living in a small town (T1) is much beneficial in my opinion (R1), there (T2) are some **limitations (R2)**. Like all **the facilities of big cities (T3)** may not available in **a small town (R3). The drugstore** (T4) is very **rare (R4)**, so if **someone** (T5) gets a **serious illness** (R5) **they** (T6) have to go to a **big city** (R6)

(paragraph 4)

In her essay, InNNES32 explores the dichotomy of living in a big city versus a small town using Derived Theme Progression. By highlighting specific examples like "limited facilities" and "rare drugstore," she presents a nuanced view that encourages readers to consider both the advantages and disadvantages of each setting. This balanced approach allows readers to form their own opinions on the matter, following the example set by InNNES14, who also

navigated the preferences between urban and rural living through a thoughtful examination of the topic.

In a similar vein, InNNES27 produced one Derived Theme in her argumentative essay. This Theme appeared in paragraph # 3 outlining the notion of restaurantproduced or home-made food preferences. She noted that there were various reasons why people like to consume restaurant food. This clause reflects the starting point of the main idea developed in the subsequent clauses in the same paragraph. In other words, this becomes the hyper-Theme for other smaller Themes. In particular, InNNES27 developed such a hyper-Theme into T1 (*another reason*), T2 (*people*), R3 (*their works*), R4 (*their offices*), R5 (*their family members*), R6 (junk food), and R7 (*serve the food instantly and fast*). T1 (*another reason*) indicates that InNNES27 attempted to develop her argument by bringing readers to her reasons why some people tend to have restaurantproduced food rather than home-made food.

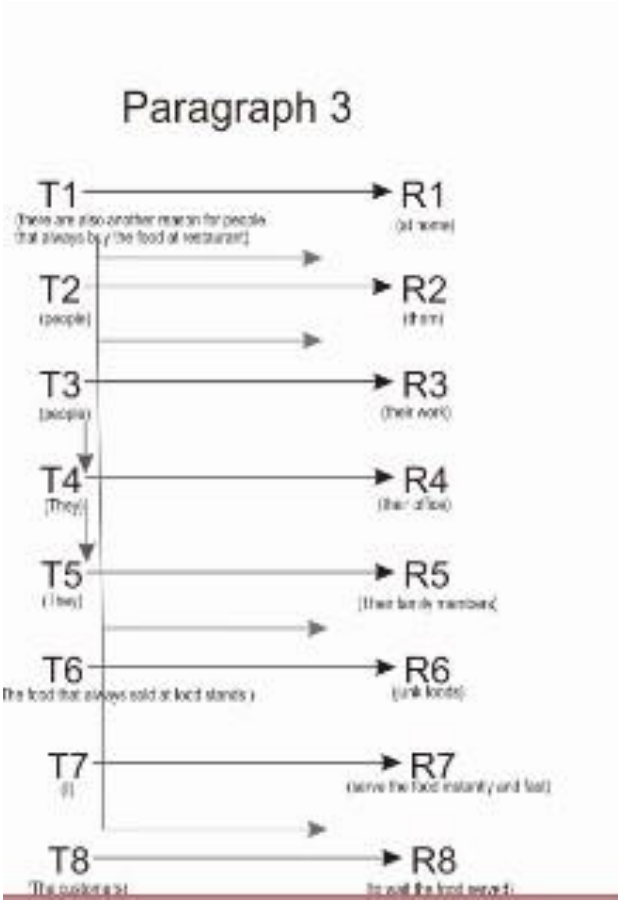


Figure 9.7. Derived Theme Progression of InNNES27

Initially, the term 'people' in T2 is used by the author to convey that the consumption of restaurant-produced food is a widespread behavior among the general population, rather than being limited to specific individuals. This usage of 'people' signifies a collective group, thereby generalizing the preference for restaurant food among a broad audience. The author attributes this behavior to their demanding work schedules as indicated in R3 ('their works'), suggesting that the pressures of professional life drive the preference for quick and convenient dining options.

Furthermore, the text elaborates on the work environment ('their office') as a conducive setting for opting for fast food over homemade meals. This is predicated on the assumption that office workers prioritize time efficiency, including for meals, making fast food an appealing choice for managing limited break times. Additionally, R5 ('their family members') expands on this by noting that workers might also bring fast food home, a point that appears to contrast with the earlier suggestion that fast food is primarily consumed on-site for convenience. This introduces a nuanced perspective that fast food consumption serves both professional and personal needs.

The narrative acknowledges the classification of fast food as 'junk food', highlighting a critical stance towards the nutritional value of such meals. Despite this, the author notes the appeal of restaurant food's quick service, emphasizing the convenience it offers to consumers who prefer not to wait long for their meals.

In this context, InNNES27 illustrates how the hyper-theme acts as a foundation for developing related themes, facilitating a cohesive argument that enables readers to connect the main topic to detailed discussions in preceding paragraphs. This structured approach reinforces the central argument by demonstrating how various factors—workplace demands, family considerations, and the appeal of convenience—collectively influence the preference for restaurant-produced food.

Derived Theme Progression (DTP), or Multiple Theme Progression, elucidates the interrelation of Themes with overarching Hyper-Themes, contributing to a text's cohesiveness and coherence (Hawes, 2015). DTP is characterized by expressions in

theme positions that are meaningfully connected, albeit not necessarily formally, to previously stated topics within the text (Bloor & Bloor, 1995, p. 93). This thematic progression is bifurcated into two principal types: Macro-Themes and Micro-Themes, with the former serving as the textual point of departure and the latter as specific paragraph initiators (Albufalasa, 2013; Halliday & Matthiessen, 2014; Coffin, Donohue & North, 2009; Miller & Pessoa, 2016; Emilia et al., 2018). These elements are foundational in initiating and developing clauses to achieve textual cohesion and coherence (Martin & Rose, 2007; Albufalasa, 2013).

Empirical investigations into the application of DTP in argumentative essay writing reveal its relatively sparse usage among students, yet underscore its significance for enhancing discourse coherence. Njobvu (2010) examined the correlation between Thematic Progression (TP) and discourse coherence in University of Zambia students' essays, finding a pronounced relationship, particularly highlighting the prevalence of Constant Progression Theme Patterns over others for their coherence-enhancing properties. Conversely, Soleymanzadeh & Gholami (2014) explored the alignment of argumentative essay scores with Thematic Progression Patterns (Simple Linear Progression (SLP), Split, and Derived Hyper-Thematic Progression) against IELTS analytic scoring criteria, determining no significant correlation. Their research suggested a preference for Simple Linear Progression in argumentative essays, corroborated by multiple studies (Belmonte & McCabe, 1998; Almaden, 2006; Wang, 2007; Jalilifar, 2010).

However, Yunita (2018) focused on Theme and Thematic Progression in recount texts, advocating that these mechanisms enable students to vividly portray characters and shape the focus of their essays, especially through Constant Theme Progression. Moreover, she argued for the utility of Simple Linear Progression in organizing Given-New information and Derived Theme Progression for aligning texts with students' schemata, suggesting a more dominant role for DTP in non-argumentative essays. The preference for Simple Linear Progression in argumentative essays is attributed to its facilitation of critical thinking and argumentative writing (Aunurrahman, Hamied, & Emilia, 2020). Addressing this pedagogical gap, providing students with specialized knowledge, information-organizing skills, and critical dispositions is essential for enhancing their ability to construct well-founded arguments in their essays.

9.3 CONCLUSION

This investigation delves into the analysis of the macro-organizational structures present in argumentative essays composed by Indonesian students of English as a Foreign Language (EFL) serving as the primary dataset. Through meticulous analysis, it uncovers pivotal elements that illuminate the strategies employed to formulate and articulate arguments within their compositions. The research elucidates several fundamental conclusions.

Initially, this study elucidates the pivotal role of macro-Themes and HyperThemes as essential strategies wielded by authors in the crafting of their argumentative essays. The technique of intertextuality permits the incorporation of diverse sources and viewpoints into the narrative, thereby augmenting the content and the persuasive power of the arguments articulated. The strategic employment of grammatical metaphors and meticulous lexicogrammatical selection significantly contributes to the textual richness and depth. Such strategies do not merely enhance the textual clarity and coherence; they also amplify its influence on the reader, facilitating a more impactful conveyance of the author's intended message.

Moreover, the investigation highlights the application of various thematic patterns in paragraph development as a noteworthy finding. Analysis indicates a pronounced preference among authors for employing the constant thematic progression pattern over its linear and derived counterparts. This preference enables the consistent maintenance of focus on the central theme or notion under discussion, while progressively integrating new information to bolster their arguments. The adoption of this pattern underscores the authors' proficiency in generating coherent and well-structured texts, a crucial aspect of composing argumentative essays.

In its conclusion, this study provides insightful perspectives into the strategies Indonesian EFL students deploy to navigate the intricacies of penning argumentative essays in English. Their strategic use of macro-Themes and Hyper-Themes, coupled with their adept application of thematic progression patterns, mirrors their endeavors to surmount linguistic and cultural obstacles. This revelation underscores the significance of

imparting and acquiring efficacious writing strategies within the EFL context, aiming to enhance students' writing proficiency.

Conclusively, this investigation contributes significantly to our comprehension of the techniques Indonesian EFL students utilize to construct arguments in their essays. Its findings bear relevance not only to educators and researchers within the sphere of English language teaching but also to students endeavoring to refine their argumentative writing capabilities. Furthermore, it advocates for further research focused on exploring additional writing strategies and their optimization to facilitate students' learning in a diverse and multicultural educational environment.

Chapter 10:
Conclusions and Suggestions

10. 1. INTRODUCTION

This concluding chapter represents the culmination of the research that has been undertaken. It is structured into three primary sections, each addressing significant aspects of the study. The chapter begins with a summary of the generic structure analysis. This analysis is concentrated on the observation of prevalent structural patterns within argumentative essays of those authored by EFL (English as a Foreign Language) students from Indonesia, denominated as InNNES (Indonesian Non-Native English Speakers), and native English speakers from the UK, referred to as BrNES (British Native English Speakers). The purpose of this comparison is to delineate the unique characteristics of each group of writers in formulating arguments and the consequent impact on the efficacy of written communication.

Following this, the discussion moves to an analysis of the essays' macro structure. This segment undertakes a more profound exploration into the overarching organization or the comprehensive structure of the argumentative essays penned by the aforementioned groups of writers. The objective of this analysis is to uncover the methodologies employed by each group in the arrangement of ideas, the articulation of arguments, and the presentation of evidence. Comprehending this macro structure affords insights into the differences between how the EFL students and native English speakers approach the composition and organization of their argumentative essays, in addition to the ramifications for readers.

The chapter then transitions to a discussion on the research limitations encountered. It is accepted that every scholarly investigation is subject to limitations and barriers, be it in terms of methodology, the utilized sample, or other available resources. It is imperative to recognize these constraints to ensure a proper contextual understanding of the research outcomes. Furthermore, this acknowledgment facilitates the ideation of future research endeavors that might address the issues not covered or unveiled by the current study.

Finally, the chapter presents some recommendations for subsequent research. Predicated on the identified findings and limitations, it proposes potential research domains that warrant exploration in future scholarly works. This includes further studies that may require alternative methodologies, more extensive or varied samples, or a focus on particular facets of argumentative essays that have yet to be thoroughly investigated. These recommendations aspire to aid fellow researchers in broadening the comprehension of argumentative writing amongst EFL students and native English speakers, thereby enriching the pedagogy and acquisition of English as a second or foreign language.

10. 2. CONCLUSIONS

This investigation was undertaken with the principal objective of examining two essential facets in the composition of argumentative essays by Indonesian students of English as a Foreign Language (EFL), designated as InNNES (Indonesian Non-Native English Speakers), and their comparison with essays authored by native English-speaking students from England, referred to as BrNES (British Native English Speakers). The emphasis of this research is placed on the dissection of both generic and macro structures of these essays to discern differences and parallels in linguistic application and the architecture of argumentation.

For this study, an extensive assortment of argumentative essays was amassed, encompassing 119 texts from InNNES students and 17 texts from BrNES students. This selection was aimed at securing a comprehensive and representative depiction of argumentative writing capabilities across these two divergent linguistic cohorts.

The analysis was carried out via two theoretical frameworks. Firstly, the generic structure model of argumentative essays devised by Hyland (1990), categorizing the essay into three primary phases: the thesis (a declaration of position), argumentation (evidentiary support of the position), and the conclusion (reaffirmation of the position with augmented evidence or a synopsis of the arguments). Secondly, the macro-structure model formulated by Martin (1992), which delves deeper into the manner in which text is organized to forge a coherent and persuasive argument.

In its analytical approach, this inquiry adopts a dual method of manual scrutiny and the use of the UAM Corpus Tools V3 software, a tool that facilitates detailed and systematic textual analysis. This methodology was adopted with the aim of allowing for an in-depth understanding of the unique writing attributes inherent to both groups of speakers.

The results reveal that the argumentative essays from both groups of speakers, InNNES and BrNES, largely adhere to the generic structure outlined by Hyland, incorporating the stages of thesis, argumentation, and conclusion. This finding indicates a uniformity in the adoption of the widely recognized argumentative essay format. Nonetheless, a further examination unearthed rhetorical differences in the manner in which InNNES students compose English argumentative texts as opposed to their BrNES peers. These differences manifest

in the utilization of language, the evolution of argument, and the presentation of evidence or examples to substantiate the chosen stance.

The outcomes of the analysis are presented in a comparative table juxtaposing Non-Native English Speakers (InNNES) with British Native English Speakers (BrNES), organized according to the distinct categories identified throughout the research process. This tableau offers a juxtaposition of the argumentative essay writing traits of InNNES and BrNES, inclusive of the frequency of argument types employed, the organization of information, and distinctive stylistic features. These insights shed light on the varying approaches to argumentative writing between EFL students and native speakers, proposing substantial implications for the instruction of English as a second or foreign language, especially within the ambit of argumentative writing.

Consequently, this exploration not only enriches the scholarly comprehension of argumentative writing within the EFL context but also offers practical suggestions for pedagogy and learning, aiming to augment students' proficiency in formulating effective and persuasive arguments in English.

10.2.1. Summary of Generic Structures and Its Move Analysis in INNES and BrNES

The structured framework of an argumentative essay, as delineated by Hyland (1990), encompasses three principal phases: Thesis, Argumentation, and Conclusion. The methodology employed by students of INNES and BrNES for crafting argumentative essays, as detailed in Table 10.1, exhibits notable variations in their approaches. The inaugural phase, referred to as the Thesis Stage, is comprised of five pivotal movements, delineated as follows:

Gambit (Strategy for Engaging Attention):

- Within the cohort of INNES, the employment of gambits in 19% of their compositions might signify a predilection for a traditional or scholarly approach in the initiation of arguments. This diminished emphasis on gambits could stem from curricular directives that favor substantive content over the prowess of initial rhetorical flourish. According to Hyland (2005), the engagement with more restrained gambits may reveal a comprehension of academic conventions and an aspiration to adhere to these norms. Hyland underscores the criticality of acknowledging the conventions of genre within academic writing as a mechanism to enhance the author's legitimacy.
- In contrast, the BrNES group exhibits a predominant use of gambits (82%), which may be construed as an intentional strategy to seize attention and directly involve the readers. This approach likely mirrors educational or cultural predilections that valorize the potency of narrative and emotional engagement as instruments of persuasion. Ong (1982) contends that an orientation towards narrative-driven and reader-centric engagement signifies an evolutionary shift in educational paradigms, recognizing the significance of emotional involvement and persuasive efficacy in composition. This methodology intimates a belief that readers are more inclined to engage with texts that are narratively appealing.

2. Information (Presentation of Background Material):

- The INNES group seems to value the importance of context with 87% of essays including background material, which may indicate a focus on content richness and providing a comprehensive understanding to readers. Lunsford (2010) suggests that the inclusion of in-depth context in essays reflects an education that emphasizes the importance of contextual understanding. This helps readers understand the background of the issue before introducing the main argument.
- The BrNES group, with 78% implementation, also shows appreciation for context but perhaps with a more concise approach or focused on specific aspects relevant to the proposition being put forward. Tannen

(1993) states that a more concise approach in presenting background material can be effective in retaining the reader's attention, especially in a fast-paced information era where readers value clarity and efficiency.

3. Proposition (Statement of Position):

- Both groups universally include a statement of position (100%), indicating a consensus in their writing education regarding the importance of a clear thesis definition as the backbone of an argument. North (2005) acknowledges that the inclusion of a clear position statement is the foundation of all argumentative writing. This aids in guiding the reader through the argument and provides a clear focal point for discussion.

4. Evaluation (Supporting Position Evaluation):

- The emergence of evaluation in 67% of the INNES group's essays might indicate a tendency to provide evidence and analysis in defending the thesis, in line with a learning method that emphasizes criticism and intellectual reflection. Kuhn (2015) asserts the importance of evaluation and analysis as ways to develop critical thinking and support a thesis. This approach aligns with a learning method that emphasizes reflection and criticism.

- A decrease in evaluation frequency within the BrNES group (39%) may reflect a curriculum or teaching method that prioritizes strong thesis expression without extensive expansion or possibly a tendency to explain the position further in subsequent sections of the essay. Kim (2008) proposes that a more thesis-focused approach may reflect a belief in the power of direct argumentation without excessive expansion, which could be more appealing in certain contexts.

5. Marker (Introduction to List or Points):

- The INNES group demonstrates significant use of markers (47%), which could be interpreted as an effort to logically organize arguments and provide readers with clear reference points. Flower (1981) argues that the

use of markers in text serves to help readers follow the argument structure and organize information logically. This reflects a commitment to clarity and organization in writing.

- Less frequent use of markers by the BrNES group (29%) might indicate a more integrated or linear narrative approach, where the writer may consider a more narrative structure to be more effective in conveying their argument. Murray (1972) suggests that a more integrated and linear narrative may be more appealing to certain readers, as it provides a more immersive and naturally flowing experience.

The second phase, termed as Argumentation, is categorized into four principal segments known as 'Marker', 'Restatement', 'Claim', and 'Support':

1. Marker: This element marks the introduction of claims and their integration with the text. Utilization by the InNNES group stands at 60.5%, whereas for BrNES it reaches 100%. The augmented usage of markers by the BrNES group may be ascribed to their acquaintance with the conventions of the English language, facilitating their capability to integrate claims into the text more effectively. Native speakers possess an inherent inclination towards intuitive marker utilization, which contributes to the construction of more coherent arguments. Non-native speakers might exhibit less confidence in employing these markers effectively, owing to limitations in fluency or a lack of awareness regarding academic conventions in English. Hyland (2005) underscores the significance of markers as instruments for navigating through arguments and elucidating logical connections among ideas. Hyland posits that proficiency in the use of markers often mirrors proficiency in the language itself.
2. Restatement: This entails the reformulation or repetition of a proposition. The InNNES group's engagement with restatement is noted at 19.1%, compared to 53% for BrNES. The BrNES group might more frequently resort to restatement as a mechanism to fortify their stance through

repetition, a strategy commonly imparted in the realm of English language education. Conversely, the InNNES group may be less inclined to adopt this strategy, influenced by educational methodologies in their home countries that may prioritize other elements of argumentation. Ferris (2012) articulates that restatement can serve to clarify and underscore pivotal points within an argument, yet its application must be judicious to circumvent redundancy.

3. Claim: This articulates the rationale for endorsing a proposition through various means: o Data or Evidence: Within this category, the InNNES group's utilization is at 14%, and BrNES's at 48.6%. o Perceived Shared Assumptions: InNNES documents a 27% utilization rate, compared to 34% for BrNES. o Conviction: InNNES employs this at 59%, whilst BrNES at 17.4%.

   This divergence may underscore a cultural orientation towards argumentation. British Non-Native English Speakers (BrNES) tend to rely on tangible data and evidence, aligning with a Western tradition of argumentation that underscores empiricism and external validity. Conversely, Indonesian Non-Native English Speakers (InNNES) might favor personal convictions or shared suppositions, reflecting a preference for a more subjective or contextual methodology in establishing proof. This could be attributable to the influence of educational systems or communicative norms prevalent in their countries of origin. Tannen (1998) highlighted that cultural variances in communication and argumentation often mirror distinct values and assumptions concerning what constitutes compelling evidence.

4. Support: This section delineates the foundational supports for the claim.

- Explicating Assumptions: InNNES at 92% and BrNES at 67%.
- Providing Data and Citing References: InNNES at 8% and BrNES at 30%.

  The elevated engagement in explicating assumptions by InNNES may be linked to a proclivity for ensuring a collective comprehension of the context and foundational premises prior to advancing further arguments.

> This inclination could be reflective of an educational or cultural backdrop that prioritizes the significance of context and shared understanding in communication. Conversely, BrNES, being accustomed to the cultural and academic milieu in which they operate, might perceive a diminished necessity to explicitly articulate assumptions owing to a pre-existing mutual understanding. Hofstede (1986), in his discourse on cultural dimensions, suggested that societies ranking high on the 'avoidance of uncertainty' scale typically demand more information and clarity. This trait could manifest in a propensity for more frequently elucidating assumptions in communication and argumentation.

The disparity in furnishing data and referencing between InNNES and BrNES may suggest variations in access or customary practices in utilizing academic informational resources. BrNES may be more versed in the norms of academic writing within the English language educational framework, which stresses the criticality of empirical backing and referencing as essential components of formulating a persuasive argument. In contrast, InNNES might encounter challenges like restricted access to English-language sources, insufficient training in standards of academic writing in English, or divergent educational methodologies that emphasize theoretical or logical argumentation over empirical evidence.

In his seminal work on the genres of academic discourse, Swales (1990) underscores the significance of 'moves' in the composition of research writings. This includes the imperative of leveraging literature as evidence to bolster the writer's credibility and authority. He articulates that adeptness in navigating academic literature and the proficiency in appropriately referencing such sources stand as pivotal elements of effective academic writing.

The concluding stage of an argumentative essay encompasses four distinct moves:

1. Marker**:** This denotes a signal delineating the conclusion's commencement, achieved uniformly by both cohorts (InNNES and BrNES) at a rate of 100%. This unanimity suggests that all participants from these groups utilize markers to denote their transition into the essay's concluding section. The absence of significant disparity here implies a universal acknowledgment of conclusion markers as a normative component of essay composition across both linguistic groups, presumably attributable to the explicit guidance of educators or illustrative examples in educational resources. Hyland (2005) posits the utilization of markers as a crucial rhetorical strategy within academic writing, signifying the text's structural and organizational closure. These markers serve to alert readers to the impending conclusion of the discourse.

2. Consolidation**:** This move involves articulating the significance of the essay's argumentative phase in relation to the overarching proposition. The data indicates that all individuals within both groups (InNNES and BrNES) achieved consolidation in their essays, evidencing a universal competence in this aspect. The lack of variance in consolidation efforts between groups suggests a collective recognition of the importance of underscoring the relevance of their arguments to the principal thesis. Thompson (2001) contends that adept essayists invariably seek methodologies to elucidate how their arguments substantively contribute to the broader claims they assert, thereby establishing the critical nature of this consolidation within the conclusion.

3. Affirmation**:** This move pertains to the reiteration of the proposition, or thesis statement, as a method of reinforcement. A disparity is observable between the groups, with 65% of InNNES students and 82% of BrNES students engaging in affirmation. The higher incidence of affirmation among BrNES students may reflect variances in academic pedagogy that emphasize the thesis's repetition to enhance the argument's clarity and robustness. InNNES students may not fully grasp or value the repetition of the thesis within an academic milieu. Swales and Feak (2012)

recognize the act of thesis affirmation as an integral component of an academic essay's conclusion, as it serves to fortify the text's primary message and imprint a lasting impression upon the reader.

4. Conclusion: This pertains to the augmentation of context or perspective pertaining to a proposition. Within this category, merely 46% of InNNES students and 52% of BrNES students managed to achieve this, indicating a tendency amongst both student cohorts to falter in providing a denouement that proffers an expanded viewpoint.

   A more pronounced disparity is observable in the 'Conclusion' aspect, with a smaller fraction of students from both groups crafting conclusions that broaden the context or perspective. This may stem from challenges associated with linking localized arguments to more encompassing issues, a competency that typically matures with enhanced experience and immersion in academic and critical writing.

As posited by Zamel (1997), students frequently encounter obstacles in extrapolating broader implications from their discourse due to the necessity for a profound comprehension of the larger context and the capacity for abstract and critical thought.

Such disparities may also be attributed to additional variables such as variances in academic culture, the methodologies of English language instruction, and the rhetorical strategies employed across the two cohorts, alongside the degree of English language fluency and proficiency. Divergent educational backgrounds and exposure to assorted academic writing, coupled with direct interactions with a variety of readers and writers, can influence the manner in which students grasp and execute the functionalities associated with each phase in the structural paradigm of argumentative essays, without altering the sentence within the quotation.

Table 10.1 Model of INNES and BRNES Move Structure

Stages	Move			
	Hyland's Model		INNES	BrNES
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber - controversial statement or dramatic illustration)		19%	82%
	Information (Presenting background material for topic contextualization)		87%	78%
	Proposition (Furnishes a specific statement of position)		100%	100%
	Evaluation (Positive gloss – brief support of proposition)		67%	39%
	Marker (Introducing and/or identifying a list)		47%	29%
2. Argument (Discusses grounds for thesis)	**Marker** (Signals the introduction of a claim and relates it to the text)		60.5%	100%
	Restatement (Rephrasing or repetition of proposition)		19.1%	53%
	Claim (States reason for acceptance of the proposition)	Data or Evidence	14%	48.6%
		Perceived Shared Assumptions	27%	34%
		and Conviction	59%	17.4%
	Support (States the grounds which underpin the claim)	Explicating assumptions	92%	67%
		Providing Data and Citing References	8%	30%
3. Conclusion (Synthesized discussion and affirms the validity of the thesis.)	**Marker** (Signals conclusion boundary)		100%	100%
	Consolidation (Presents the significance of the argument stage to the proposition)		100%	100%
	Affirmation (Restates proposition)		65%	82%
	Close (Widens context or perspective of proposition)		46%	52%

10.2.2. Summary of Macro Structure and Thematic Patterns in INNES and BrNES

The text development model delineated by Martin (1992) within the framework of Systemic Functional Linguistics (SFL) offers an exhaustive perspective on

the comprehension of the structure and evolution of academic texts. This methodology underscores the importance of structural organization and hierarchical arrangement in writing, which not solely contributes to the enhancement of clarity and communication efficacy but also amplifies the credibility of the arguments posited. Within this paradigm, Martin (1992) delineates three pivotal elements that are fundamental to the text's organizational structure: Macro-Theme, Hyper-Theme, and Clause-Theme. The following is a summarization of the organizational structure findings in InNNES and BrNES texts.

Characteristics of Macro-Theme and Hyper-Theme

Additionally, Table 10.2 depicts the thematic distribution in essays penned by student groups from InNNES and BrNES, demonstrating the usage frequency in the 'Personal Experience', 'Comparison', and 'Preference' categories. The marked distinctions between these cohorts suggest the existence of potential variations in pedagogical methodologies, cultural backgrounds, and learning focus adopted.

Table 10.2: Classification of Macro Theme in InNNES and BrNES Essays

Category	Frequency of appearances	
	InNNES	BrNES
Personal experience	9%	41%
Comparison	13%	29.5%
Preference	78%	29.5%

For the InNNES student cohort, the incorporation of 'Personal Experience' within essays is documented at 9%, a figure that is considerably lower in comparison to the BrNES cohort, which exhibits a rate of 41%. This discrepancy can be elucidated by Hofstede's theoretical framework on cultural dimensions,

positing that within certain cultural contexts, individuals are inclined to diminish the emphasis on personal experience within formal argumentation, preferring instead the application of more abstract reasoning or empirical evidence (Hofstede, 2001). On the contrary, the elevated incidence of personal experience within BrNES essays might suggest an educational paradigm that is more introspective in nature, encouraging learners to assimilate personal experience as an integral element of their educational process (Moon, 2004).

Within the 'Comparison' category, the InNNES group evidenced a frequency of 13% in contrast to the BrNES group, which demonstrated a 29.5% occurrence. This distinction can be interpreted through the lens of comparative education principles, suggesting that certain pedagogical systems place a greater emphasis on learning through contrastive analysis and comparison (Bray & Thomas, 1995). Such a divergence may mirror disparities in curricular designs or pedagogical approaches between the two groups.

In the realm of 'Preference', the InNNES cohort exhibits a predominant preference in their argumentation, marked at 78%, whereas the BrNES cohort is noted at a mere 29.5%. The research conducted by Nisbett (2003) illuminates that cultures of the East are predisposed towards valuing harmony and consensus, a predisposition that is manifest in a proclivity to articulate personal preferences over the articulation of objective verities. Consequently, the methodological approach of the InNNES may be indicative of rhetorical practices that gravitate towards personal expression rather than the analytical objectivity that may be more prevalent within the BrNES tradition.

The aforementioned differences could also be attributed to additional variables, such as educational background, socio-environmental influences, or differential access to educational resources. To augment the robustness of this analysis, further investigative efforts are warranted, employing a broader sample and a

methodological framework that encompasses these factors with greater comprehensiveness.

Concerning the aspect of Macro Theme positioning within an argumentative essay, as delineated in Table 10.3, the analytical examination discloses two principal methodologies concerning the allocation of the Macro Theme: at the commencement of the textual body and at the terminus of the introductory paragraph, a strategy herein referred to as "Delaying."

Table 10.3: Position of Macro Themes in BrNES Essays

Position of Macro Themes	Frequency of appearances	
	InNNES	**BrNES**
Beginning of the text	59%	65%
End of the Introduction paragraph (Delay)	41%	35%

1. At the Commencement of the Text The comparative analysis between InNNES (59%) and BrNES (65%) reveals that members of the BrNES cohort demonstrate a markedly stronger inclination towards commencing their essay compositions with a statement of Macro Theme. This variance is likely attributable to differences in the pedagogical methodologies employed with the two groups. Evidence suggests that learners within the BrNES group are imparted an education emphasizing significantly the necessity of establishing context and argumentative premises in an explicit manner as a tactic to captivate the reader’s attention. This strategy garners support from scholarly opinion, as delineated by John Swales through the 'CARS Model' in his seminal work "Genre Analysis" (1990), advocating for the initiation of research topics and the exhibition of their significance at the outset of academic discourse.

2. **At the Conclusion of the Introduction**: In the InNNES cohort, 41% exhibit a propensity to position the macro theme towards the conclusion of the introductory segment, in contrast to a mere 35% within the BrNES group. This divergence may originate from the structural design of curricula or instructional methodologies that accentuate the importance of elucidating a synopsis of the principal arguments or research aims as a bridging element towards the essay's core. Authorities in this domain, such as Elizabeth Coelho in her publication "Language and Learning in Multilingual Classrooms" (2012), articulate that for individuals speaking a second language, presumably classified under InNNES, the significance of a coherent and explicit structure in essays in aiding readers to grasp the trajectory of the argument is profoundly critical.

Moreover, cultural determinants might also play a role in the observed discrepancies. Robert Kaplan, in his study "Cultural Thought Patterns in Inter-Cultural Education" (1966), asserts that authors hailing from heterogenous cultural backgrounds are inclined to structure their texts distinctively, a practice shaped by the rhetorical norms and expectations prevalent within their cultural milieu.

Subsequently, the predictive elements within the Macro Themes employed by InNNES and BrNES are discussed. The aspect of predictiveness in Macro Themes pertains to text segments that forecast or anticipate the unfolding argumentation. The lexical methodologies discerned within the corpora of InNNES and BrNES encompass:

1. Verbal Modality

   Verbal modality occupies a pivotal role in conveying predictiveness, as it enables the author or orator to denote a level of probability regarding an event or action yet to transpire. As posited by Palmer (2001), verbal modality incorporates the deployment of modal verbs like "will," imbuing a sense of potentiality. Palmer underscores that the selection of

verbal modality can profoundly affect the recipient's perception of the prediction's certainty and intensity, without altering the quotations.

The observed similarity in the utilization of verbal modality by Indonesian Non-Native English Speakers (InNNES) and British Native English Speakers (BrNES) may be ascribed to the international standardization in the pedagogy of the English language, which underscores the significance of modal verbs in articulating possibilities and predictions. English language textbooks and the curricula on a global scale frequently emphasize the employment of "will," "would," "can," and "could" as the foremost methods for expressing predictions and speculations.

Biber et al. (1999), through their scholarly investigation into the lexical characteristics prevalent in contemporary English, have highlighted that verbal modality plays an integral role in facilitating effective communication, especially within the realms of academic and professional discourse. This indicates that English language learners in non-native settings as well as native English speakers are likely to be exposed to analogous educational directives concerning the pivotal role of verbal modality in formulating predictive expressions.

2. Pragmatic Context

The notion of pragmatic context pertains to the methodology through which predictions are formulated, leveraging an understanding of the communicative situation and the knowledge mutually held by the speaker and listener or the author and reader. Levinson (1983) has elucidated that the pragmatic dimensions of communication enable the derivation of conclusions and interpretations that transcend the explicit lexical content. Hence, it can be inferred that, under certain circumstances, predictions can be articulated without the direct employment of lexemes indicative of future times or possibilities, but rather through a contextual understanding and the assumptions collectively harbored by the community of speakers.

The consistency in comprehension and application of pragmatic contexts between InNNES and BrNES could potentially stem from the widespread influence of English language media and literature, which facilitates the global dissemination of specific pragmatic norms. This encompasses the methodologies through which predictions are articulated and perceived across varied communicative contexts.

Thomas (1983), in his exploration of pragmatic inferences, underscored the notion that the aptitude for generating and comprehending inferences within communicative exchanges is profoundly influenced by the socio-cultural milieu. The pervasive dissemination of the English language and its predominance in media and academic discourse have been instrumental in fostering a uniform pragmatic understanding amongst English speakers, irrespective of their native or non-native status.

3. Additional Lexical Strategies

Further lexical strategies encompass the utilization of temporal markers, conditional phrases, and sentential constructions that indicate the sequence or evolution of events. Halliday and Hasan (1989) detail in their Cohesion theory that the incorporation of temporal references, logical connectors, and other cohesive elements furnishes a framework for readers or listeners to interpret the text as a coherent and logical sequence, including facilitating the making of predictions or anticipations.

The existence of analogous additional lexical strategies between InNNES and BrNES may stem from shared access to identical educational resources and literature. The employment of temporal markers, conditional phrases, and sentence structures that articulate sequence or progression, as integral to English language learning, becomes widespread among English speakers globally.

Crystal (2003), in his discourse on English as a global language, posits that extensive access to English language learning resources and the

application of English in international contexts have culminated in the emergence of similar lexical and grammatical patterns. This encompasses strategies for articulating predictions and anticipations in communication.

To conclude, the parallels in predictive characteristics between InNNES and BrNES can be viewed as the outcome of the standardization of English language teaching, the impact of English language media and literature, and the globalisation of English as a lingua franca. This demonstrates a uniformity in the deployment of English as a tool for global communication, irrespective of the speakers' native or near-native background.

The interconnection between Macro-Theme and Hyper-Themes elucidates the coherence of ideas or topics within a text, thereby imparting structure and coherence to the text. Several categories of relationships between Macro-Theme and Hyper-Themes have been identified within texts of InNNES and BrNES:

- Causal Relationship: A Hyper-Theme delineates the cause or rationale behind occurrences elucidated in another Hyper-Theme. This relation is frequently signified by conjunctions such as "because", "thus", or "consequently".
- Temporal Relationship: Hyper-Themes are connected through chronological succession, with one Hyper-Theme following another in time. This linkage is signified by temporal markers such as "subsequently", "thereafter", or "previously", "Firstly", "Secondly", "Thirdly" (and so forth), "Thereafter", "In the meantime", "Simultaneously", "Ultimately".
- Additive Relationship: This type of relationship emerges when one Hyper-Theme supplements additional information or details to another Hyper-Theme, typically indicated by connectives like "and", "also", or "furthermore", "Additionally", "Moreover", "Likewise", "Including".

- Comparative Relationship: It underscores the similarities or differences between two or more Hyper-Themes. Phrases such as "however", "whereas", "Similarly", "In comparison with", "Contrarily", "Notwithstanding", or "contrarily" are commonly utilized to denote this comparison.
- Generalization and Specification Relationship: This occurs when one Hyper-Theme presents a general statement which is then followed by another Hyper-Theme offering specific examples or relevant details.
- Explanatory Relationship: A Hyper-Theme acts to elucidate or provide additional context regarding another Hyper-Theme, often through expressions like "in other words", or "that is to say".

The delineation of the relationship between Macro-Theme and Hyper-Theme within a text is fundamentally influenced by lexical choices, syntactic constructions, and the deployment of conjunctions or connective expressions. Grasping these relationships is essential for analyzing text structure and organization, as well as for comprehensive interpretation of text or discourse meaning.

An additional characteristic of macro-theme and hyper-theme is the utilization of intertextuality techniques, grammatical metaphors, and lexicogrammatical selections by Inner Circle Native English Speakers (InNNES) and Broad Range Native English Speakers (BrNES). Intertextuality manifests in two principal dimensions: lexical and grammatical. Within the lexical dimension, this manifestation is articulated through the employment of complex nominal phrases that serve not merely as syntactic components within sentences but also as conduits linking the text to other works or to a broader discourse context. This enables the text to directly interact with the subject under discussion, as delineated by Fairclough (1992) in his discourse analysis, underscoring how texts engage with wider ideas, concepts, and discourses through lexical and grammatical elements.

As posited by Kristeva (1980), the technique of intertextuality facilitates the integration of diverse sources and perspectives within a narrative, thereby augmenting the depth and persuasive potency of arguments. Moreover, Lakoff and Johnson (1980) highlight the significance of metaphor within the framework of language, illustrating how strategic grammatical selection and meticulous lexicogrammatical choices can augment textual richness and enhance comprehension.

These methodologies not only improve the clarity and coherence of the text but also amplify its impact upon the reader, enabling the author to convey their intended message more effectively.

Furthermore, the grammatical realization of intertextuality, such as the choice of tenses encompassing Present Perfect, Future Tense, and Present Tense, reflects temporal dynamics that contribute to the narrative's depth, as elucidated by Tannen (1989) in her exploration of narrative coherence.

The parallelism in employing intertextuality techniques, grammatical metaphors, and lexicogrammatical selection by InNNES and BrNES can be attributed to several factors, including the impact of globalization on education, universal access to academic literature, and the enhancement of intercultural interactions that enrich writing practices across both groups.

The advent of globalization and universal education has precipitated a more standardized approach towards textual and critical analysis within academia. Crystal (2003) asserts that the globalization of English as the lingua franca in academic and professional communication has led to a convergence in writing conventions and textual analysis globally. This encompasses the utilization of

intertextuality, enabling authors to adeptly incorporate and respond to the broader discourses within their specialization, irrespective of their linguistic backgrounds.

Furthermore, access to analogous sources of information and scholarly literature via the internet and global databases permits InNNES and BrNES to reference the identical theories, concepts, and debates in their scholarly endeavors. This phenomenon, as delineated by Bhatt (2001) in his investigation into intertextuality within academic composition, fortifies the inclination of both cohorts to amalgamate similar perspectives and employ akin metaphors as well as lexico-grammatical strategies to bolster their arguments.

Enhanced participation in multilingual and intercultural scholarly and professional communities additionally fosters parallels in compositional approaches. Jenkins (2007) posits that intercultural exchanges within academic and professional settings foster the sharing of ideas and compositional practices, culminating in the assimilation of similar rhetorical and analytical strategies among speakers of both native and non-native backgrounds.

Advancements in the theory of education and the pedagogy of language instruction also exert a significant influence. As per Canagarajah (2002), the pedagogy of the English language that progressively accentuates critical and analytical abilities, encompassing discourse analysis and the utilization of grammatical metaphors, has augmented the proficiency of InNNES in deploying these techniques with efficacy, paralleling their BrNES contemporaries.

In this regard, the congruencies between InNNES and BrNES in the utilization of intertextual techniques, grammatical metaphors, and lexico-grammatical selections can be perceived as the consequence of global dynamics that shape academic practices and professional writing. These elements, encompassing globalization, information accessibility, intercultural interactions, and

pedagogical advancements, have laid a collective groundwork for speakers of both native and non-native English in employing analogous communicative and analytical strategies within their compositions. Characteristics of Clause Themes and Patterns of Thematic Progression Table 10.4 delineates the distribution of clause theme features documented within the texts of InNNES and BrNES.

Table 10.4: Classification of Themes Features in InNNES and BrNES Essays

Themes Features	**Frequency of appearances**	
	InNNES	**BrNES**
Multilayer Themes	61.5%	70%
Topical Theme	100%	100%
Interpersonal Theme	6%	6%
Textual Themes	32.5%	24%
Unmarked Themes	64%	60%
Marked Themes	36%	40%

1. Multilayer Themes:

   InNNES (61.5%) versus BrNES (70%): Should BrNES employ themes with multiple layers with greater frequency, this could denote a broader exposure to scholarly texts or more comprehensive training in the

composition of intricate essays. Hyon (1996) explored the concept that training tailored to specific genres can influence the employment of thematic structures in writing. Variances in the educational curricula or backgrounds between InNNES and BrNES might have endowed them with differing degrees of proficiency in utilizing themes with multiple layers.

2. Topical Theme:

   The employment of themes with multiple layers by BrNES, documented at 70%, in contrast with 61.5% by InNNES, indicates a divergence in exposure and experience regarding the composition of scholarly texts between the two groups. Themes with multiple layers permit authors to stratify information, thereby augmenting the depth and complexity of discourse. Hyon (1996) underscored the critical role of genre-specific training in cultivating an individual's capacity to adeptly utilize thematic structures in writing.

   The predilection of BrNES towards the frequent use of themes with multiple layers may mirror a more extensive experience in scholarly writing, typically acquired through a detailed and focused educational curriculum that emphasizes the creation of essays and complex scholarly compositions. This disparity may suggest that the disparate educational curricula or backgrounds of InNNES and BrNES have furnished them with varying levels of proficiency in the use of layered themes, illuminating the educational impact on acquiring scholarly writing prowess.

3. Interpersonal Theme:

   Conversely, the observation that both cohorts apply the topical theme with equal frequency, that is, 100%, signifies a shared recognition of the importance of sustaining a lucid topic in scholarly writing. This concurrence reflects the widespread perspective within rhetorical theory that lucidity and coherence constitute the cornerstone principles in all varieties of scholarly writing. Biber, Johansson, Leech, Conrad, and

Finegan (1999), in their seminal work "Longman Grammar of Spoken and Written English", affirmed that the maintenance of a topic is not merely essential for the architecture of text but also crucial in ensuring that readers can effortlessly trace the progression of the author's argument. The congruence in the utilization of the topical theme by InNNES and BrNES accentuates that, notwithstanding educational and compositional experience disparities, both groups exhibit analogous competencies in preserving topic focus and clarity, an elemental facet of efficacious scholarly writing.

4. Textual Themes:

   The utilization frequency of textual themes by InNNES, documented at 32.5%, juxtaposed with 24% by BrNES, signifies discernible variances in the approaches towards textual coherence between the two cohorts.

   Discrepancies observed in the employment frequency of textual themes between InNNES and BrNES may denote disparate perceptions concerning the significance of coherence in academic prose. As posited by Connor (1996) in her treatise "Contrastive Rhetoric: Cross-Cultural Aspects of Second-Language Writing," she identifies that divergent rhetorical proclivities and writing modalities across cultural contexts are influential in how writers organize and interrelate concepts within written discourse. Such an observation implies that cultural dynamics and educational frameworks contribute significantly to the writers' conceptualization and application of coherence in their literary endeavors.

   Within this contextual framework, textual themes serve as instrumental aides in guiding readers through written discourse, demarcating transitions between sections, and reinforcing the interconnections among ideas. The heightened utilization of textual themes by InNNES may indicate a conscientious endeavor towards ensuring coherence and interconnectedness within their written compositions, conceivably as a compensatory measure for perceived linguistic composition

impediments. This tendency may also reflect the pedagogical influences stemming from second-language education, where greater emphasis is placed on textual structural integrity and coherence as strategies aimed at augmenting lucidity and compositional efficacy.

Conversely, BrNES individuals may lean more heavily on their tacit comprehension of textual coherence, cultivated through prolonged exposure to English-language texts. Consequently, they may perceive a diminished imperative for explicit deployment of textual themes relative to their InNNES counterparts. It is pertinent to note, however, that such a deduction does not imply a deficit in coherence within texts authored by BrNES individuals; rather, it suggests the adoption of alternative strategies to achieve coherence and fluency in written expression.

Thus, the disparities in textual theme utilization between InNNES and BrNES underscore the imperative of considering factors such as cultural backdrop, educational milieu, and composition proficiency when scrutinizing and instructing in the realm of academic writing. These disparities also serve to underscore the realization that strategies employed to engender coherence within written discourse can vary markedly contingent upon the writer's perceptual vantage and experiential purview.

5. Unmarked Themes:

The observation that InNNES employs unmarked themes with a frequency of 64% compared to 60% by BrNES indicates a tendency among non-native speakers to adopt more conventional or conservative sentence structures in their academic writing. Unmarked themes, which adhere to the common subject-verb-object pattern in English, can be regarded as a more cautious approach, particularly for authors who may harbor uncertainties regarding their proficiency in the English language. Givón (1993) in "English Grammar: A Function-Based Introduction" substantiates this understanding by positing that the selection of unmarked structures can serve as a prudent strategy for writers less

assured in undertaking rhetorical risks. This mirrors how non-native speakers may lean towards eschewing complex or non-standard sentence structures in an endeavor to uphold clarity and simplicity in their writing.

6. Marked Themes:

Conversely, BrNES demonstrates greater boldness in utilizing marked themes, with a frequency of 40% compared to 36% by InNNES. Marked structures, which diverge from the standard subject-verb-object pattern, are employed to engender specific effects or underscore crucial information within the sentence. Eggins (2004) in "An Introduction to Systemic Functional Linguistics" elucidates that the choice of marked themes can proficiently be employed to structure the hierarchy of information in a text and guide the reader's response in particular ways. The utilization of marked themes by BrNES may reflect a heightened level of confidence in exploring and harnessing sentence structures to attain specific rhetorical objectives, as well as an aspiration to imbue their academic writing with nuanced sophistication.

Next, we shall proceed to discuss the feature of interconnection among thematic clauses, commonly referred to as thematic progression. This concept pertains to the method through which the theme or subject of a clause evolves or is elaborated upon in successive clauses, thereby engendering a coherent and logical narrative within the text. The significance of thematic evolution in academic writing is paramount, given its substantial impact on the fluency and clarity in conveying arguments or ideas. Below, the distribution of thematic progression patterns in argumentative essays authored by non-native English speakers (InNNES) and native speakers (BrNES) is delineated in Table 10.5.

Table 10.5: Theme Progression Pattern in InNNES and BrNES

Thematic progression	Frequency of appearances	
	InNNES	BrNES
Linier Thematic progression	4%	46%
Constant Thematic progression	67%	33%
Mix (Linear & Constant) Thematic progression	-	21%
Derived Thematic progression	29%	-

1. Linear Thematic Progression

   Analysis reveals that linear thematic progression is discerned in merely 4% of essays penned by InNNES students, whereas 46% of essays by BrNES students embrace this pattern.

   The noteworthy prevalence of BrNES students adopting the linear pattern is likely attributable to their educational ethos, which places emphasis on a linear structure in structured and systematic writing. Scholars such as Halliday (1994) have posited that the selection of thematic patterns can be influenced by cultural context and education that prioritize clarity and linear organization.

   The comparatively low percentage among InNNES students can be ascribed to their proclivity towards a discursive approach, which allows for greater improvisation and flexibility in writing structure.

2. Constant Thematic Progression

The constant thematic progression pattern predominates in essays by InNNES students, manifesting in 67% of instances, while BrNES students exhibit this pattern in 33% of their essays.

The predominance of the constant pattern among InNNES students may reflect their inclination to focus on a single main topic or argument and to delve into it more deeply. Biber et al. (1999) have observed that some education systems place emphasis on the importance of stringent thematic cohesion and coherence.

The lower figures for BrNES students may indicate that they are instructed to diversify their approach in developing arguments or that they have a propensity to explore various subthemes within a single essay.

3. Mix (Linear & Constant) Thematic Progression

The data indicates a notable absence of essays from InNNES students incorporating both linear and constant patterns, whereas 21% of BrNES student essays demonstrate utilization of a combination of these two patterns.

The dearth of mixed patterns among InNNES students could be construed as an indication of either a lack of inclination or inadequate training in integrating diverse thematic structures. Swales (1990) underscores the paramount importance of genre awareness in academic writing, a facet which conceivably receives lesser emphasis in the pedagogical approach towards InNNES students.

Conversely, the presence of this pattern in 21% of BrNES student essays underscores their adeptness in adapting and amalgamating various thematic approaches, a proficiency likely cultivated through pedagogy that accentuates diversity and flexibility in writing.

4. Derived Thematic Progression

A notable 29% of InNNES student essays employ a thematic development pattern derived from antecedent ideas, whereas this pattern remains entirely absent in BrNES student essays.

The utilization of derived patterns by InNNES students may suggest a proclivity towards constructing arguments based on previously introduced ideas or evidence, thereby fostering robust interconnections between essay segments. As posited by Connor and Kaplan (1987), this inclination may reflect a narrative or deductive rhetorical style.

The conspicuous absence of this pattern in BrNES essays may signify a preference for a more analytical or explicit approach in argument presentation, wherein each point is developed autonomously rather than derived from antecedent ones.

In summation, this tabulated data underscores disparities in strategic approaches to structure and thematic development between essays authored by InNNES and BrNES students. While InNNES students appear predisposed towards utilizing constant and derived thematic patterns, BrNES students exhibit a propensity towards employing linear patterns and combinations thereof with constant patterns in their argumentative essay compositions.

10.2.3. Summary of Generic Structure and Its Move in INNES Within Four Academic Years

The generic structure of an argumentative essay, as delineated by Hyland in 1990, comprises three primary phases: Thesis, Argumentation, and Conclusion. The writing strategy employed by INNES students throughout the first to fourth academic years demonstrates a discernible evolution. The shifts in rhetorical strategies manifested by INNES students over the four distinct academic years can be attributed to a myriad of factors. These factors epitomize the evolution of

students' abilities and comprehension concerning the structure and substance of argumentative essays within the English language context.

Table 10.6 presents the distribution of move usage in the Thesis Writing stage, encapsulating five principal moves: Opening (Gambit), Presentation of Information, Propositional Submission, Evaluation, and Marking among INNES student cohorts over the four academic years.

Table 10.6: Categories of Rhetorical Moves in the Thesis Stage

Thesis stage	Frequency of appearances			
	InNNES Year 1	**InNNES Year 2**	**InNNES Year 3**	**InNNES Year 4**
Gambit (G)	-	9%	5%	5%
Informasi (I)	17%	43%	16%	12%
Proposisi (P)	8%	62%	19%	12%
Evaluasi (E)	5%	42%	14%	8%
Marker (M)	2.5%	27%	11%	8%

1. Year 1

   Gambit (G): There exists no data for Gambit, which suggests that students may not yet have comprehended or proficiently utilized compelling opening strategies in their argumentative writing. This deficiency could stem from inadequate exposure to academic texts in the English language or from a lack of experience in writing (Hyland, 2003).

   Information (I), Proposition (P), Evaluation (E), and Marker (M): Lower frequencies observed in these elements indicate an initial emphasis on the fundamental aspects of essay structure and argument development. Students may still be in the foundational phase of understanding argument construction and the utilization of evidence to substantiate claims (Swales & Feak, 2012).

2. Year 2

   Significant Improvement in All Aspects: Marked enhancements across all strategies denote an augmentation in students' comprehension and

proficiency in argumentative writing. This advancement could be attributed to a more intensive exposure to academic texts and sustained engagement in writing practices. Specifically, the remarkable upsurge in the utilization of Proposition (P) may signify a heightened awareness of the pivotal role of well-structured and cogent arguments within essays (Ferris & Hedgcock, 2014).

Gambit (G): The manifestation of Gambit suggests that students are commencing to grasp the significance of captivating introductions in captivating the reader's attention and establishing a context for their arguments (Grabe & Kaplan, 1996).

3. Year 3

Decline in All Aspects: This decline may signify an experimental phase, wherein students are endeavoring to employ new strategies that they have not yet fully mastered, consequently resulting in less consistent usage. Alternatively, the decline could be attributed to a focus on other facets of language proficiency, such as the development of vocabulary or grammatical accuracy, which may not be immediately discernible in the measured rhetorical aspect (Bitchener, 2010).

4. Year 4

Stability in Gambit (G) and Other Declines: The stability observed in the use of Gambit indicates that students have attained a certain level of proficiency in crafting engaging openings. Declines in other aspects may signify an increased proficiency in selecting the most effective strategies for specific purposes, prioritizing clarity and effectiveness over variation (Paltridge, 2012).

The initial increase followed by declines in subsequent years may also be indicative of a natural learning curve, wherein students reach a peak of experimentation and integration of new skills before stabilizing and refining their approaches. Additionally, changes in curriculum,

instruction, or teacher focus may influence the strategies employed by students from year to year.

Overall, these changes underscore the significance of a sustainable and student-centered approach to teaching academic writing to second language learners, wherein students are afforded opportunities to experiment, receive feedback, and progressively develop their skills (Hyland, 2003; Ferris & Hedgcock, 2014).

Table 10.7 presents the distribution of move usage in the Argumentative Writing stage, encompassing four main moves: Marker, Restatement, Claim, and Support among groups of InNNES students over four academic years.

Table 10.7: Categories of Rhetorical Moves in the Argument Stage

Argument stage		**Frequency of appearances**			
		InNNES Year 1	**InNNES Year 2**	**InNNES Year 3**	**InNNES Year 4**
Marker (M)		5%	27.5%	17%	11%
Restatement (R)		1.6%	8.3%	4.6%	4.6%
Claim (C)	PSA	1%	5.5%	4%	3.5%
	DE	3%	10%	7%	7%
	CV	2%	43%	11%	3%
Support (S)	EA	5%	58.5%	19.5%	10%
	Dr	1.5%	2.%	1.5%	3%

1. **Marker (M):** The decrease in frequency from year 2 to year 4 may indicate that students are gaining confidence in their writing, reducing the use of markers to guide the reader through arguments, and beginning to employ more sophisticated techniques. According to Hyland (2005), markers are often utilized by novice writers to explicitly direct the reader, suggesting that a reduction in usage could signify progress.
2. **Restatement (R):** Restatement is frequently employed to clarify or emphasize points made, thus the increase in year 2 may reflect a focus

on clarification in writing. However, the stability of usage in subsequent years could indicate that students have attained a certain level of mastery in conveying their points clearly. Swales & Feak (2012) suggest that restatement can be a valuable tool to ensure clarity in academic writing.

3. **Claim (C):** Subcategories PSA, DE, and CV may represent different types of claims. The surge in DE and CV in year 2 could signify a curriculum emphasis on developing strong arguments. This may align with Biber et al. (1999), who found that more skilled writers can produce more complex and varied claims. The decline in subsequent years may indicate a transition to a more subtle and integrated emphasis on claim-making.

4. **Support (S):** The significant increase in the usage of EA in year 2 may indicate a curriculum emphasis on evidence. According to Toulmin (2003), evidence is a crucial component of effective argumentation. The gradual decrease may indicate that students have internalized the need for support and are beginning to apply it in more varied or implicit ways.

Table 10.8 entitled "Categories of Rhetorical Moves in the Conclusion Stage" outlines the frequency of various rhetorical move categories in the concluding stage of argumentative essays. The data presented compare four different years, namely Year 1 through Year 4.

Table 10.8: Categories of Rhetorical Moves in the Conclusion Stage

Conclusion categories	Frequency of appearances			
	InNNES Year 1	InNNES Year 2	InNNES Year 3	InNNES Year 4
Marker (M)	100%	100%	100%	100%
Consolidation (Co)	100%	100%	100%	100%
Affirmation (A)	3%	39%	11%	12%
Close (C)	3%	21%	13%	9%

There are four categories of rhetorical moves identified in this table:

1. **Marker (M):** This category denotes phrases or sentences that signify the initiation of a conclusion. Its frequency of occurrence is consistently at 100% for each year, indicating that every essay contains a conclusion marker. The utilization of markers within conclusions is often imparted as a standardized practice in academic writing, elucidating its unwavering occurrence at 100%. As highlighted by Hyland (2005) in his discourse on genres and academic writing, the significance of markers lies in guiding readers through argumentative structures. Such consistency may reflect the adeptness of InNNES writers in adhering to academic writing conventions within their respective fields.

2. **Consolidation (Co):** This classification pertains to the rephrasing or reinforcement of the primary arguments articulated within the essay. Analogous to markers, consolidation is evident in 100% of essays across each year.

   The consolidation of arguments constitutes a fundamental aspect of conclusions, and its frequent manifestation may signify an instructional emphasis on summarizing and fortifying key points. Paltridge (2002), in his examination of rhetorical patterns in academic writing, posits that the consolidation phase is pivotal in ensuring reader comprehension of research significance. This observation may suggest that InNNES writers have been instructed to consistently incorporate this phase within their conclusions.

3. **Affirmation (A):** This refers to assertions that affirm the stance or perspective of the author. The frequency of affirmation escalates significantly from 3% in Year 1 to 39% in Year 2, subsequently declining to 11% in Year 3, and experiencing a slight uptick to 12% in Year 4.

   The notable surge from Year 1 to Year 2 and subsequent decline may reflect the introduction of novel techniques in the curriculum or feedback from educators emphasizing the necessity of assertive argumentation.

Swales and Feak (2012) propose that affirmation serves as a mechanism to demonstrate confidence and dedication to argumentation. This prominence may be heightened in Year 2 due to perceived exigencies or trends within the academic community, followed by adjustments or equilibrium in its utilization in subsequent years.

4. **Close (C):** This category pertains to phrases or sentences that serve to conclude the discussion. Its prevalence varies from 3% in Year 1, escalating to 21% in Year 2, subsequently diminishing to 13% in Year 3, and further decreasing to 9% in Year 4.

   The variability in the utilization of 'Close' may be associated with the development of individual writing skills or reflective of evolving guidelines concerning effective conclusions. The significant upsurge in Year 2 may reflect alterations in instructions or responses to feedback from instructors. As elucidated by Thompson (2001), an effective conclusion leaves a lasting impression, possibly underscoring increased emphasis on this aspect of learning in Year 2. The diminishing frequencies in Years 3 and 4 may signify adaptation to varying disciplinary preferences or the influence of peer and self-assessment mechanisms within the learning process.

   Changes in the frequency of occurrence of the "Affirmation" and "Close" categories from year to year may indicate shifts in writing practices or potentially the outcomes of educational interventions or writing instructions received by the essay authors.

10.2.4. Summary of Macro Structure and Thematic Patterns In INNES Within Four Academic Years

In Martin's (1992) proposed text development model, three essential key elements in the structure of text organization are identified, namely: Macro Theme, Hyper Theme, and Clause Theme. Table 10.9, titled 'Classification of Macro Themes in InNNES Essays,' depicts the frequency distribution of macro

themes in argumentative essays written by InNNES students over four different academic years.

Table 10.9: Classification of Macro Theme in InNNES Essays

Macro Themes	Frequency of appearances							
	InNNES Year 1		InNNES Year 2		InNNES Year 3	%	InNNES Year 4	
Personal experience	2%		4%		3%		2%	
Comparison	3%		8%		2%		2%	
Preference	4%		61%		18%		10%	

1. **Personal Experience**: The increase from Year 1 to Year 2 may be attributed to encouraging students to incorporate personal experiences into their writing, aimed at enhancing authenticity and reader engagement. The subsequent decrease could indicate a shift in curriculum focus or teaching approach, or perhaps because students become more comfortable exploring broader topics beyond their personal experiences.

2. **Comparison**: A significant spike in comparison themes in Year 2 could reflect an emphasis on higher-level critical and analytical skills introduced during that year. A scholar such as Lyle F. Bachman, in his work on language assessment in 1990, might suggest that this reflects mastery of more complex structures in the second language. Decreases in subsequent years may be due to variations in themes requested by instructors or perhaps reflections of changing dynamics within class groups.

3. **Preference**: The dramatic increase in Year 2 may result from a project or annual theme prompting students to express their personal preferences. Scholars like Stephen Krashen in the "Second Language Acquisition" theory (1982) might connect this with "comprehensible

input," where students tend to express ideas close to their personal lives in the second language. Decreases in Years 3 and 4 may reflect the expansion of students' focus to different genres or writing topics.

Furthermore, fluctuations in themes may be influenced by changes in:

- **Curriculum**: Adjustments in the InNNES curriculum from year to year may demand the incorporation of specific themes in essays.
- **Social and Cultural Influences**: Significant global or national events may influence the topics chosen by students for their essays.
- **Teaching and Evaluation**: Different teaching methodologies and evaluation criteria can affect the themes students select for their writing.
- **Language Proficiency**: As students gain experience and proficiency in the English language, the themes and presentation styles in their essays may become more complex and diverse.

Table 10.10 presents the distribution of theme features among InNNES student groups over four academic years.

Table 10.10: Classification of Themes Features in InNNES Essays

Themes Features	Frequency of appearances							
	InNNES Year 1		**InNNES Year 2**		**InNNES Year 3**		**InNNES Year 4**	
Multilayer Themes	4%		70%		7%		17%	
Topical Theme	6%		70%		7%		17%	
Interpersonal Theme	0.5%		4%		0.5%		1%	
Textual Theme	1.5%		24%		2%		5%	
Unmarked Theme	4%		45%		4%		11%	
Marked Theme	2%		26%		2%		6%	

1. Multilayer Themes:

- **Year 1 to Year 2**: The significant improvement may be attributed to a stronger curriculum focus on developing students' analytical abilities, as proposed by Johns (1997), who emphasizes the importance of understanding academic genres.
- **Year 2 to Year 3**: The drastic decline may indicate a transition from theory to practice or possibly changes in teaching methods. Biber et al. (1999) identify that students often struggle when applying complex concepts without sufficient guidance.
- **Year 3 to Year 4**: The resurgence could indicate students' maturation in organizing and stacking themes or a return to more supportive pedagogy as proposed by Hyland (2003) in his research on academic writing.

2. Topical Theme:

- **Consistency in Year 1 and 2**: This may reflect a stable curriculum or assessment standards prioritizing the ability to identify and express main ideas, in line with Swales' (1990) theory of "move analysis" in academic writing.
- **Decline in Year 3**: It could be due to experimentation with different writing styles or a curriculum shift from content to form, challenging students to maintain consistency in their topical themes.
- **Increase in Year 4**: This could indicate adjustment to new standards or a return to the previous curriculum focus, perhaps in response to feedback or assessments from the previous year.

3. Interpersonal Theme:

- **Minor fluctuations**: These fluctuations may reflect variations in students' comfort levels with self-expression in the second language,

something identified by Halliday (1994) as a crucial aspect of interpersonal function in systemic functional linguistics.

4. Textual Theme:

- **Spike in Year 2**: This may reflect a curriculum focus on text organization and strong cohesion, in accordance with principles outlined by Hoey (1983) regarding patterns in discursive writing.
- **Decline after Year 2**: Students may be directed to focus more on other aspects of academic writing, or this decline may reflect a natural process where students experiment with their own styles after mastering the basics.

5. Unmarked Theme:

- **Significant increase in Year 2 and moderate increase in Year 4**: There may be shifting emphasis on the importance of standard sentence structure, with a move towards teaching methods that may be more inclusive of linguistic variations, in accordance with Fairclough's (1992) views on discourse and social change.

6. Marked Theme:

- **Year 1 to Year 2**: The increase from 2% to 26% may reflect a deliberately designed curriculum intervention to develop students' awareness of the importance of marking specific elements in texts to provide emphasis or structure. Linguistic expert Michael Halliday, in his work titled "An Introduction to Functional Grammar" (third edition published in 2004), states that the use of marked themes can help readers understand the writer's focal points in a text. This dramatic increase may also indicate that the second year might focus on teaching and implementing more sophisticated discursive strategies in academic writing.
- **Year 2 to Year 3**: The sharp decline back to 2% could indicate that after the initial mastery of theme marking techniques, the curriculum or

pedagogy may have shifted focus to other aspects of writing, such as argument development or content aspects. This may reflect a more holistic approach to writing where students are expected to integrate various writing skills they have learned so far. The concept of balancing various aspects of writing is emphasized by Ken Hyland in "Genre and Second Language Writing" (2004), stating that mastering certain genres requires a balance between form and content.

- **Year 3 to Year 4**: The increase to 6% may indicate that students are starting to gain more freedom in the application of marked themes according to their own stylistic or rhetorical choices. This increase could also reflect maturity in students' writing skills, where they become more selective and strategic in their use of marking to control the information given to readers. Scholars such as Lucille Parkinson McCarthy in "A Stratification Approach to Writing" (1985) suggest that the development of writing skills is a layered process involving the gradual internalization and application of various rhetorical strategies.

Table 10.11 presents the distribution of Thematic progression among InNNES student groups over four academic years.

Table 10.11: Theme Progression Pattern in InNNES

Thematic progression	**Frequency of appearances**							
	InNNES Year 1		**InNNES Year 2**		**InNNES Year 3**		**InNNES Year 4**	
Linier Thematic progression	-		2%		1%		1%	
Constant Thematic progression	4%		42%		15%		9%	
Derived Thematic progression	2%		17%		6%		3%	

1. **Linear Thematic Progression:** There were no records in the first year, emerging with a frequency of 2% in the second year, and then declining to 1% in the third and fourth years. The lack of linear thematic progression in the first year may stem from students potentially grappling with the fundamentals of constructing sentences in English. Over time, there may be a slight improvement as students begin to grasp how to structure coherent arguments linearly. Rod Ellis (2003) in "Task-based Language Learning and Teaching" posits that linguistic competence develops gradually with exposure and practice. This may account for the minor increase in linear progression over time.

2. **Constant Thematic Progression:** The highest frequency is observed in the second year at 42%, starting at 4% in the first year, then decreasing to 15% in the third year and 9% in the fourth year. The significant spike in the second year can be attributed to students' increased confidence and better understanding of how to thematically connect sentences. Decreases in subsequent years may indicate students experimenting with more complex structures or employing other thematic variations to avoid monotony. Diane Larsen-Freeman (2003) in "Teaching Language: From Grammar to Grammaring" highlights the importance of repetition and routines in acquiring language forms. This may reflect the initial rise and subsequent decline in the use of constant progression as part of a dynamic learning process.

3. **Derived Thematic Progression:** This began at 2% in the first year, rising to 17% in the second year, and then declining to 6% in the third year and 3% in the fourth year. The increased derived thematic progression in the second year may reflect students becoming more adventurous in exploring various forms of arguments and thematic relationships, which then stabilizes and declines as students begin to master other forms or due to limitations in the language learning received. Michael Long (1996) in "The role of the linguistic environment in second language acquisition" emphasizes the importance of rich interaction and negotiation of meaning for language development. The

observed declines may indicate the need for a continuously challenging and supportive learning environment to foster innovation in language use.

10. 3. LIMITATIONS OF THE STUDY

In the realm of academic advancement, the study at hand reveals numerous inherent constraints that limit the extent and applicability of findings within the domain of argumentative writing. These constraints, while indicating potential avenues for deeper exploration in the future, concurrently provide a definitive trajectory for subsequent research endeavors in this field.

The principal constraints identified pertain to the scale of participation, wherein the corpus utilized is confined to 136 texts (comprising 17 BrNES texts and 119 InNNES texts). While this allows for a foundation for preliminary analysis, these constraints curtail the research's capacity to comprehensively portray the breadth of argumentative writing practices among English as a Foreign Language (EFL) students in Indonesia. Moreover, the uniformity of the corpus sources—all originating from Siliwangi University—introduces notable bias variability, given the varying English language proficiency levels of students at this institution, ranging from low to medium. Consequently, this reduces the generalizability of findings, as they cannot fully encapsulate the spectrum of abilities and experiences in argumentative essay composition among EFL students.

Another limitation impinging on the credibility of the data arises from the circumstances under which the texts were produced. Given time constraints and the understanding that their endeavors will not influence academic evaluation or grade attainment, participants' motivation to dedicate effort to writing tasks may be minimal. This raises questions regarding the fundamental quality of the

resultant texts, which may not authentically reflect the participants' writing competencies.

Acknowledging these constraints, this research advocates for the establishment of learner corpora as a strategy to amass more representative and authentic research data. Learner corpora, systematically cataloging students' written compositions, present a valuable resource for longitudinal and comparative analysis of the progression of students' writing proficiencies. The existence of such corpora would not only enrich the empirical foundation for research but also facilitate the development of more adaptable curricula and innovative pedagogical methodologies, informed by insights gleaned from lexical-grammatical and stylistic analyses of student compositions.

Furthermore, the utilization of learner corpora could greatly bolster the integrity of future research designs by providing a framework for more efficient comparative examinations between high and low-quality texts. This would enable researchers to more accurately discern factors contributing to the efficacy of argumentative writing, thereby enabling more targeted adjustments to instructional approaches to foster the cultivation of superior writing skills among students.

Hence, while this research confronts notable limitations, it is hoped that it lays the groundwork for broader inquiries that will enhance our comprehension of the processes and outcomes of argumentative writing among EFL learners. Through the expansion and refinement of research methodologies—particularly through the establishment and utilization of learner corpora—it is envisaged that there will be further advancement in achieving a deeper understanding and implementing more efficacious educational interventions to support learners in mastering the craft of argumentative writing.

10. 4. RECOMMENDATION FOR FURTHER STUDIES

The discussion concerning the effectiveness of modified models in the context of argumentative essay composition by students engaged in English as a Foreign Language (EFL) studies highlights an imperative for further scholarly inquiry. Future investigations could assume a myriad of directions and emphases, extending from the evaluation of distinct components within the architecture of the modified model to the exploration of methods aimed at augmenting pedagogical strategies that facilitate the advancement of EFL students' compositional skills. Moreover, through an examination of the efficacy of the aforementioned model, scholars can set out the contributions of specific elements to the craft of high-calibre argumentative essays. This endeavor is not solely advantageous for learners aiming to refine their English writing capabilities as a second language but equally for educators in pursuit of optimal methodologies to bolster the educational journey.

The deployment of this enhanced model may offer the prospect of notable improvements in the calibre of argumentative essay composition by EFL learners. Consequently, supplementary research probing innovative modalities for the incorporation of the model into curricular frameworks and pedagogic practices is imperative. For example, scholarly investigations might scrutinize the employment of digital technologies to furnish more granular and focused critique, or how cooperative learning paradigms may engender a profound comprehension of effective argumentative writing techniques.

Moreover, forthcoming research ought to deliberate on the creation and validation of evaluative criteria for argumentative essays predicated upon the modified model. This aspect is paramount considering that prevailing evaluative schemas frequently fail to offer diagnostic feedback conducive to specific

enhancements in student writing. Genre-specific assessment rubrics, conceived through an academic lens, can bestow a lucid schema for a more objective and elucidatory evaluation.

Within a broader scholarly purview, conducting interviews with both students and pedagogues offers a venue to acquire an enriched understanding of their interactions with the structure of argumentative essays and the refined model. Such interviews can be designed to elucidate how an enhanced comprehension of the role of specific structural components can be realized. By centering on individual experiences, researchers can unearth both the challenges and prospects inherent in the process of mastering argumentative essay composition. The inclusion of texts for analytical examination as part of the interview protocol can facilitate a more exhaustive understanding of essay architecture and elements, thereby empowering respondents to offer more detailed and insightful feedback.

Through a holistic and interdisciplinary methodological approach, future research can furnish significant revelations regarding how modified pedagogical strategies for teaching argumentative writing can be tailored and refined to accommodate the requirements of EFL students. Thus, this endeavor will contribute to the development of more efficacious teaching methodologies and pertinent educational resources, ultimately elevating the overall proficiency in argumentative writing among EFL learners.

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Appendix 1:
Information sheet for students participating in the study

The University of York, Department of Education

Project Title: Exploring students' understanding of knowledge in writing argumentative essays in English

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Participant information sheet

Dear student,

My name is Dewi Rosmala. I am a PhD student at the University of York, UK, in the Department of Education, under the supervision of Prof. Leah Roberts. As part of my PhD project, I researched the knowledge of Indonesian EFL students as Non-native and British student as native at a tertiary level in writing argumentative English essays.

Your participation in this research is highly appreciated as it contributes greatly to the development and understanding of the second/foreign writing context.

a. Writing an argumentative essay on a given topic
b. Answering a short questionnaire

The entire process will take around 70 minutes. The study is completely confidential and your identity will be protected at all times. In the final report, you will be referred to by a pseudonym. I will remove any references to personal information that might allow someone to guess your identity. Your name, the name of your institution or any other personally identifiable information will not be included in any reports of this research.

Once the thesis arising from this research has been completed, it is possible that the results will be presented at academic conferences in an aggregated manner, with no reference to any specific participant. The data will be kept securely for five years in the Department of Education, The University of York, before being destroyed.

Your participation in this study is completely voluntary. Your decision to participate or not, or to withdraw from this study, will not bear any relation to

your enrolment and performance on your course, of which this project is completely independent.

If you agree to participate, please indicate that you have read and understood this information by signing and dating the accompanying consent form.

If you have any questions or you would like to know the results of this study, please contact the principal researcher, Dewi Rosmala, by email at dr691@york.ac.uk.

Should you have any concerns about the conduct of the project, you are welcome to contact the Department of Education, The University of York, on +44 (0)1904 323455

Thank you very much for your consideration. Your help is greatly appreciated.

Appendix 2:
Consent form for students participating in the study

The University of York, Department of Education

Project Title: Exploring students' understanding of knowledge in writing argumentative essays in English

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Informed consent form

Having read the participant information sheet,

1. I understand what this project involves and I agree to participate in the project named above. A written copy of the information has been given to me to keep.
2. I acknowledge that:
   (a) My involvement in all the research-related activities (argumentative essay and completing questionnaire) has been explained to me to my satisfaction;
   (b) I have been informed that I am free to withdraw from the project at any time without having to provide an explanation and I am free to withdraw any unprocessed data previously supplied;
   (c) The data I provide can be used solely for the purpose of research, as detailed in the information sheet;
   (d) I have been informed that the confidentiality of the information I provide will be safeguarded.
   (e) I will be referred to by pseudonyms in any publications arising from the research and my answers will not be associated with myself or my institution in any reports of this work.

Name of participant Signature Date

Appendix 3:
Sample of essay titles

ESSAY WRITING

Choose **ONE** of the essay topics below and write an essay on the writing sheet given to you. If you do not understand the topics, ask the invigilator to explain or to translate them for you. Please aim to write at least 500 words, using both sides of the paper. Ask the invigilator for more paper, if needed. You have 1 hour to choose a question, plan, write and proofread your essay.

Choose **ONE** the following questions and write its number at the top of the essay writing sheet given to you:

1. Is it more important to be able to work with a group of people in a team or to work independently? Use specific reasons and details to support your answer.

2. Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.

3. Some people prefer to eat food at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and details to support your answer.

Appendix 4:
Essay writing experience questionnaire

Name:

ESSAY WRITING QUESTIONNAIRE

This questionnaire is for research purposes only. All the data will be aggregated and will not be used to evaluate your performance on your course. Please take a few minutes to answer the following questions.

Section 1: Background

1. Are you male or female? (Please tick one box.)

☐ Male
☐ Female

2. Which category below includes your age? (Please tick one box.)

☐ 18–20
☐ 21–23
☐ 24–26
☐ 27 or older

3. Which of the following best describes your current nationality status? (Please tick one box)

☐ British
☐ Indonesian
☐ Other (Please specify)

4. What is your first language? (Please tick one box)

☐ Indonesian
☐ English
☐ Other (Please specify)

5. Question no. 5 only applies to non-native participants.
Have you ever studied in an English-speaking country? If yes, please indicate at what educational level and tick all that apply.

	Primary school	Secondary school	University	Others (please specify)	Not applicable
Less than 3 months					
3 to 6 months					
6 months to 1 year					
More than 1 year					

Section 2: Writing experience

As a university student, you may be required to write argumentative essays in which you compare and contrast two situations or argue for/against something etc.

1. Since you started your university degree, approximately how many such essays (assessed or not) do you think you have written? (Please tick one box.)

   ☐ none
   ☐ 1 – 3
   ☐ 4 – 6
   ☐ 7 – 9
   ☐ more than 9

2. Generally speaking, when you write argumentative essays (if you do), how easy or difficult do you find the following? Please circle one number on each row, from 1 = 'easy' to 7 = difficult'.

		1	2	3	4	5	6	7
1.	Vocabulary appropriateness							
2.	Sentence level (e. g. Grammatical accuracy and appropriateness, spelling and punctuation accuracy)							
3.	Paragraph or essay level (e. g. development of coherent ideas and arguments)							

3. Think about the essay that you have just written. Did you find anything particularly easy or difficult? Please give details.

Easy:

Difficult:

Appendix 5: Overview Data Analysis Results of Move from Indonesian EFL Students' text (InNNES)

Sample name	Thesis					Argument							Conclusion			
	G	I	P	E	M	M	R	C			S		M	Co	A	CL
								PSA	DE	Cv	EA	DR				
InNNES Year 1																
InNNES 1	1	1	1			3	1	3			3		1			
InNNES 2	1	1	1					1	1		1		1		1	1
InNNES 3	1	1	1	1		1	1		1		1			1	1	
InNNES 4		1	1		1	1	1	2			1		1	1		1
InNNES 5	1	1	1	1				1			1		1	1	1	1
InNNES 6		1				2	1	2	1	2			1	1		
InNNES 7	1	1	1	1	1	1	1	1		1	1			1	1	1
InNNES 8		1			1	3		1	1	1	1		1	1		1
InNNES 9	1	1	1	1	1	1		2		3	3		1	1	1	
Total	6	9	7	4	4	12	5	13	4	7	12	-	7	7	5	5

InNNES Year 2																
InNNES 10	1	1	1	3	1	2	1	4		4	7			1	1	2
InNNES 11			1	1	1	3		1	1	1	1			1	1	1
InNNES 12		1	1	1			1	7		3	5		1			1
InNNES 13		2	1			2		6	2	7	4	1	1	1	1	1
InNNES 14	1	4	1	1		3	1	2	3	1	3					1
InNNES 15		1	1		1	2		2			3				1	1
InNNES 16	4	14	1			1		5		4	8			4		4
InNNES 17		4	1	5	2	2		8				11				

InNNES 18	2	8	1	1		1		13		3	18				1	6
InNNES 19		1	1	1		3		7		4	8	1		1	1	
InNNES 20		1	1		1			8		2	6			1	1	12
InNNES 21		1	1		1			8		2	6			1	1	12
InNNES 22		1	1			1		4			1					1
InNNES 23			1	1				5		1	3		1	1	1	1
InNNES 24	1	1	1	1		1		13		3	18					1
InNNES 25		1	1	1	1			8			11					
InNNES 26	1	7	1	1	1	3		3		2	1					
InNNES 27		2	1		2	2	3	3	2	2	1		1	3	1	
InNNES 28		1	1	1				3			4					
InNNES 29		1	1	1				6		1	8		1	1		
InNNES 30		1	1	1				4			8		1			1
InNNES 31		1	1	1	1	4	1	7			7		1	1	1	
InNNES 32	1	5	1	5	1	4	1	2	1	3	3	2	1		1	1
InNNES 33	1	7	4	3		1		2		1	3		1	1		5
InNNES 34			1	1	1	1		1			12					
InNNES 35		1	1	1	1	3		7			6					1
InNNES 36		1	1		1	3		3			6		1	1		1
InNNES 37		3	3	1				8			11					
InNNES 38		1	1	1	1	2		4		5	5		1	1	1	1
InNNES 39		1	1	1	1	2		5		2	5			1	1	1
InNNES 40	1	1	1	1	1	5		8			4		1			
InNNES 41		1	2	1		1		7		2	3		1	1	1	3
InNNES 42		1	1	1		3		12		1	10		1	1	1	1
InNNES 43	1	1	1					6		6	9		1	1		
InNNES 44	1	1	1		1	4		4			7					
InNNES 45		1	1	1		1		3		2	7					1
InNNES 46		1	1	1				6		5	4					
InNNES 48		2	1	3	2			5		2	6		1			1
InNNES 49		1	1	1				9		1	4					1
InNNES 50		3	2	5				3			4					
InNNES 51		1	1	1		2		2		4	2		1	1		1
InNNES 52	1	1	1	1		1		3		5	7		1		1	1
InNNES 53		1	1				1	3		4	14					
InNNES 54		1	1	1		2	1	3		6	12		1	1	1	
InNNES 55		1	1		1	3	1	1		1	2					1
InNNES 56		1	1	1				8			12					
InNNES 57		1	1	1				3		2	5				1	1
InNNES 58		1	1		1	3		5						1	1	1
InNNES 59		1	1	1		1		4		2	11					
InNNES 60		2	2	4	1	2		4		5	5		1	2	1	4
InNNES 61		1	1	1	1	2	1	4		4	7			1	1	1

InNNES 62		1	1	1	1			5		2	3					1
InNNES 63		1	1	1	1	1		4		5	13		1	1		
InNNES 64		1	1	1				4		1	2					1
InNNES 65		1	1	1	1			4		1	5					1
InNNES 66		1	1			1		5		4	8			1		1
InNNES 67		1	1		1	2		4		1	7				1	
InNNES 68		3	1				1	3		4	14					
InNNES 69		1	1	1				6		1	10					
InNNES 70		1	1	1				1			16		1			1
InNNES 71		1	1	1				3		7	6		1			
InNNES 72		1	1			3		5		4	6				1	
InNNES 73		1	1	1				2		2	2					1
InNNES 74		1	1	1				22						1		1
InNNES 75		1		1	1	1	2	3	2						1	1
InNNES 76		1		1				2			2		1		1	
InNNES 77		1		1			2	3	2		3		1	1	1	1
InNNES 78		1		1	1	1		2	2				1	1	1	
InNNES 79		1		1			1	2	2	1						
InNNES 80		1		1	1	5		4	3	1	2					
InNNES 81		1		1	1	2	1	2			1		1	1	1	
InNNES 82		1		1				1	1		1				1	
Total	16	121	72	76	34	92	19	349	21	137	418	15	27	35	30	81

InNNES Year 3																
InNNES 83						1		1	1		1					
InNNES 84			1	3			1	7		3	5		1			5
InNNES 85		1				1			1							
InNNES 86						1			1							
InNNES 87		1			1			1	1							
InNNES 88		1		1		1			1		1		1			
InNNES 89		1			1	2		1			1					
InNNES 90						1			1		1		1	1	1	
InNNES 91						1		1	1							
InNNES 92						1		1	1				1	1		
InNNES 93						1		1					1			
InNNES 94						1										
InNNES 95		1			1	1		1	1				1			
InNNES 96						1		1	1							
InNNES 97		1			1	7	5	1	2		1	1	1	1	1	1
InNNES 98		1		1	1	4	1	4		1						1
InNNES 99				1	1	4	2		4	3	5					

InNNES 100				1	1	1	5	2	7		3	3				
InNNES 101		1		1	1	4		2	2	1	2					1
InNNES 102		1		1		4		1	1	1	1				1	
InNNES 103		1		1	1	1	1		3	2		1				1
InNNES 104		1		1	1	4	3	3	1		3	1	1	1		1
InNNES 105		1		1	1	3		5			1	2	1		1	
Total	0	12	1	12	11	45	18	33	30	11	25	8	9	4	4	10

InNNES Year 4																
InNNES 106		1		1	1	2	3	1	2	1			1		1	
InNNES 106		1		1	1	1		3	3	2						
InNNES 107		1		1	1	1		2	2	2	2	1		1		
InNNES 108		1			1	2	1	1	2				1			
InNNES 109		1		1		1		1	1		1					
InNNES 110		1		1		2	1	2	2	1			1	1		1
InNNES 111		1		1		1	1	2	2	1	2		1	1		
InNNES 112		1		1	1	2	1	2		2						
InNNES 113		1			1	1										
InNNES 114		1		1		4	1	5	8	1	1	2				
InNNES 115		1		1	1	3	1	2	3	1	3					1
InNNES 116		1		1	1	4	1	2	1	3	3	2	1		1	1
InNNES 117					1	3	1	1	3	1	6		1	1	1	
InNNES 118		1			1	2	3	3	2	2	1		1	1	1	
InNNES 119		1		1	1	5	2	7	2	2	7		1	1	1	1
Total	0	14	0	11	11	34	16	34	33	19	26	5	8	6	5	4

Appendix 6:

Samples of move analysis in InNNES

INNNES1

Some people like to work independently, while other would prefer to work in a team. (1) Is it more important to be able to work with a group of people on a team or to work independently? (2) Depending on different personal traits and working environments, people will have different answer to this question. (3) I think being able to work in a team is more important for me. (4)

First, modern society and industry is a complicated system which requires team work, communication and cooperation between companies and individuals. (5) Take a computer system for example, it comparises of hardware, operating system and software, which are manufactured separately by different companies. (6) No one single company can accomplish a computer system without using products and technology from other companies. (7) Similarly, in a company, communication and teamwork is more and more important because I can not do my homework properly without interacting with my supervisor and my colleagues. (8)

Second, there are many advantages of working in a group than working alone. (9) Team works provides me with a cooperative, friendly and enjoyable work environment. (10) The team can also be helpful with my questions and problem, therefore increase the efficiency of my work. (11) Team work can challenge my abilities (12) and I can learn valuable experiences from it. (13) From team work,

I can also made valuable contacs with other professionals, which is quite helpful to my future career. (14)

Third, the ability of working independently doesn't contradict with the ability to work in the team. (15) For example, in a team environment, I enjoyed being a major contributor to my team. (16) The fact that others depended on my work made me feel like I was doing worthwhile things. (17) For example, I was in charge of the front end for the gui for the new test manger. (18) This was very valuable, because I know how important working on a team is. (19)

In conclusion, I think the most important quality for me in my work environment is the ability to work with others in a team. (20)

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Is it more important to be able to work with a group of people on a team or to work independently?	C3, P1
	Information (Presenting background material for topic contextualization)	1. Some people like to work independently	C1, P1
	Proposition (Furnishes a specific statement of position)	I think being able to work in a team more important for me.	C5, P1
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. First, modern society and industry is a complicated system which requires team work, communication and cooperation between companies and individuals 2. Second, there are many advantages of	C6, P2 C11, P3

		working in a group than working alone 3. Third, the ability of working independently doesn't contradict with the ability to work in the team.	C19, P4
	Restatement (Rephrasing or repeating proposition)	1. This was very valuable, because I know how important working on a team is.	C23, P4
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. No one single company can accomplish a computer system without using products and technology from other companies. 2. Similarly, in a company, communication and teamwork is more and more important 3. Team works provides me with a cooperative, friendly and enjoyable work environment 4. The team can also be helpful with my	C8, P2 C9, P2 C12, P3 C13, P3 C15, P3

		questions and problem 5. Team work can challenge my abilities 6. From team work, I can also made valuable contacs with other professionals 7. The fact that others depended on my work made me feel like I was doing worthwhile things	C17, P3 C21, P4
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. Take a computer system for example, it comparises of hardware, operating system and software. Which are manufactured separately by different companies 2. because I can not do my homework properly without	C7, P2 C10, P2

		interacting with my supervisor and my colleagues 3. therefore increase the efficiency of my work 4. and I can learn valuable experiences from it 5. which is quite helpful to my future career. 6. For example, in a team environment, I enjoyed being a major contributor to my team 7. For example, I was in charge of the front end for the gui for the new test manger	C14, P3 C16, P3 C18, P3 C20, P4 C22, P4
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, I think the most important quality for me in my work environment is the ability to work with others in a team.	C24, P5
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		

	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNNES2

Some people think working independently more important. People work to get the salary to,live, and they think will be better to work independently than work at team. They think it's more comfortable because they can work without pressure from their partners. Working is the necessary, and some people have different perception about it. Maybe working independently make they enjoy to work because they don't like to discuss with the other, and they want to keep focus with their job and staying calm with job. To work independently need extra energy to solve akk of the job, but they don't care because it makes them enjoy.

In other hand, so many people think work in team better than work independently. When we work in team, the job will be faster to solve with many hand. Working in team is fun, people works in so many way, they can discuss and do anything together. So, the job feels like the activity with friend. When we study at school, we usually have activity in organization. If we do the event together, it will easier to celebrate the event. Now almost all the company prefer to recruit the applier who has passion to work in team. So working in team is easy and fun, but we need good communication and idea to make it fun.

Both of them are good because the peoples have different interest. If we analyze from the advantages, we can decide that work in team is better, but if the people doesn't have communication skill. It will be hard to solve it. So, both of them are good, but it up to the people to choose. According to the survey, working in team is better to solve the job and trouble in working. Easily together, and it will be fun.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Some people think working independently more important	C1, P1
	Information (Presenting background material for topic contextualization)	1. People work to get the salary to live	C2, P1
	Proposition (Furnishes a specific statement of position)	In other hand, so many people think work in team better than work independently	C11, P2
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)		
	Claim		

	(Stating reason for acceptance of the proposition).		
	Typically based on:	1. When we work in team, the job will be faster to solve with many hand 2. Working in team is fun 3. Now almost all the company prefer to recruit the applier who has passion to work in team 4. So working in team is easy and fun	C12, P2 C13, P2 C19, P2 C20, P2
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.	1. According to the survey, working in team is better to solve the job and trouble in working	C27, P3
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. people works in so many way 2. they can discuss and do anything together 3. So, the job feels like the activity with friend 4. When we study at school, we ussualy have activity in organization	C14, P2 C15, P2 C16, P2 C17, P2 C18 ,P2

		5. If we do the event together, it will easier to celebrate the event	
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. So, both of them are good	C25, P3
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)	1. If we analyze from the advantages, we can decide that work in team is better	C23, P3
	Close (Widening context or perspective of proposition)	1. Both of them are good because the peoples have different interest	C22, P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essay**

INNNES3

I choose living in a small town. Because in Indonesia, people who live in a big city have no good interaction or socialization between them. It seems like that they're living alone, living without communicating their neighborhoods, and moreover, some people who live in big city don't know their neighborhood are. Beside that, we will find no natural situation because we'll find no rice fields, forest, and moreover in some big cities we can't find trees. There are buildings in pathway. The pollution is very much, we'll find no good air. Air is very important for us, so if we can't find good air/ oxygen, our body will be contaminated by virus, bactery, poison, and so much disease that attack to our lung and other organs. Beside that, the transportation of big city is bad. We can know how Jakarta city is. Does Jakarta city have a good transportation? The answer is "NO". In Jakarta, everyday is full of stagnation. Our time will be spent. If we are in our way so many times. We go studying must go through the way that full of cars, we can't go quickly, we will be tired just for going to driving, moreover in lebaran day or H-7 until H+7 the way is always full of car that barricade our way to do everything. Beside that, we can know from Jakarta that in Jakarta is always attached by flood every heavy rain. Do we find flood in small town? I choose small town because our life will be better there because will not be contaminated by some pollution that can attack our health. We will find good natural air situation, because there is no pollution, and we will find no noises that can be cause by transportation. We can see rice field and trees that can make our mind free. When we are stressed we'll find good looking views so our stress will be stopped. In small town our transportation is not much as in big city so we can go studying or working quickly. When the heavy rain comes we can staying comfortly in our home without thinking the flood. We can take more good benefit or positive things if we live in small town. We live with our neighborhoods, we consume good oxygen, we hear good voice, and we find comfortable life.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Does Jakarta city have a good transportation?	C15, P1
	Information (Presenting background material for topic contextualization)	1. Air is very important for us	C11, P1
	Proposition (Furnishes a specific statement of position)	I choose living in a small town	C1, P1
	Evaluation (Positive gloss – brief support of proposition)	1. Because in Indonesia, people who live in big city have no good interaction or socialization between them	C2, P1
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1.Beside that, the transportation of big city is bad 2. Beside that, we can know from Jakarta that in Jakarta is always attached by	C13, P1 C23, P1

repeated indefinitely		flood every heavy rain	
	Restatement (Rephrasing or repeating proposition)	1. I choose small town because our life will be better there	C25, P1
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. because will not be contaminated by some pollution that can attack our health 2. We will find good natural air situation 3. and we will find no noises that can be cause by transportation 4. We can see rice field and trees that can make our mind free. 5. so we can go studying or working quickly 6. When the heavy rain comes we can staying comfortly in our home without thinking the flood.	C26, P1 C27, P1 C29, P1 C30, P1 C33, P1 C34, P1
	b. A generalization based on data or evidence.		

	c. Force of conviction.	1. and moreover, some people who live in big city don't know their neighborhood are 2. Beside that, we will find no natural situation 3. There are buildings in pathway 4. The pollution is very much 5. so if we can't find good air/ oxygen, our body will be contaminated by virus, bactery, poison, and so much disease that attack to our lung and other organs 6. Our time will be spent if we are in our way so many times	C4, P1 C5, P1 C8, P1 C9, P1 C12, P1 C18, P1
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. because we'll find no rice fields, forest, 2. and moreover in some big cities we can't find trees 3. we'll find no good air	C6, P1 C7, P1 C10, P1 C14, P1

		4. We can know how Jakarta city is	C17, P1
		5. in Jakarta, everyday is full of stagnation	C19, P1
		6. We go studying must go through the way that full of cars	C20, P1
		7. we cant go quickly	C21, P1
		8. we will be tired just for going to driving	C22, P1
		9. moreover in lebaran day or H-7 until H+7 the way is always full of car that barricade our way to do everything	
		10. because there is no pollution	C28, P1
		11. When we are stressed we'll find good looking views so our stress will be stopped	C31, P1
		12. In small town our transportation is not much as in big city	C32, P1
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation	1. We live with our neighborhoods	C36, P1

	(Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)	1. We can take more good benefit or positive things if we live in small town	C35, P1
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNNES4

Many people choose to live in a big city and the others choose to live in a small city. They have own reasons for their choosing.

The big city with many facilities there people easier to get an access. In the big city we find much public transportation, many restaurants, hotels, apartments, schools, Supermarkets and so on. The big city identical with economic center. There are many economic activities, began from mini market, supermarket etc. some people choose the big city for their own business, because there is easy to do transaction. Another reason people choose live in a big city because a big city develop so fast include technology, science, lifestyle, and so on. Parents choose school for their children that have many facilities and follow the developing of technology. That school usually is any in a big city. In other side, lifestyle is a reason why people choose the big city. Lifestyle in the big city more develops than in the small city such as fashion world. In the big city, there is not only positive side but also negative side. Competition in the big city is very strong. So, there are many crimes, violence and so on. In the big city also many air pollution because of industries activities.

The air pollution is the strong reason why I choose to live in a small city. Also many others reasons why I choose a small city. The first is because I was born in a small city. The small city identical with mountains, fresh air and people that very friendly. In the small city especially in my home town many mountains there. The air is very fresh because many trees and less pollution. Mountains in the small city give the good effect for living. The clear water can get easy from mountains. People in the small city usually are farmers. In a small city also not too many high building or industries. So there are not too many industries activities. It makes the air fresh. Because of less industries activities and less public transportation in a small city is very comfortable and not disturb. The life social in a small city usually is very comfortable. People are very friendly to each other. People live together to help each other. People also take care and safe

each other. Beside of all people who live in a small town must rich the developing era.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. Many people choose to live in a big city	C1, P1
	Proposition (Furnishes a specific statement of position)	I choose to live in a small city	C20, P3
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1. Also many others reasons why	C21, P3
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. The first is because I was born in a small city	C23, P3
	Restatement (Rephrasing or repeating proposition)	1. I choose a small city	C22, P3
	Claim		

	(Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. The air pollution is the strong reason why 2. The small city identical with mountains, fresh air and people that very friendly 3. The air is very fresh 4. Mountains in the small city give the good effect for living 5. The clear water can get easy from mountains 6. Because of less industries activities and less public transportation in a small city is very comfortable and not disturb 7. The life social in a small city usually is very comfortable.	C19, P3 C24, P3 C26, P3 C28, P4 C29, P3 C34, P3 C35, P3
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds		

	underpinning the claim)		
	a. Explicating assumptions used to make claim	1. In the small city especially in my home town many mountains there 2. because many trees and less pollution 3. People in the small city usually are farmers 4. In a small city also not too many high building or industries 5. So there are not too many industries activities 6. It makes the air fresh. 7. People are very friendly to each other 8. People live together to help each other 9. People also take care and safe each other 10. Beside of all people who live in a small town must rich the developing era	C25, P3 C27, P3 C30, P3 C31, P3 C32, P3 C33, P3 C36, P3 C37, P3 C38, P3 C39, P3
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the	**Marker** (Signalling conclusion boundary)		

validity of the thesis	**Consolidation** (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. The big city with many facilities there people easier to get an access	C4, P2

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNNES5

What place do you want to live?

Some people live in a small town and the others live in a big city. A small town with some cultures and identity so it's more traditionally, different from a big city that it is modern and fulfill with many technologies. Inside a small town there are especially Tasikmalaya that the place where I study as student. In University and Banjar where I was born and growth there. For everyone it is a choice to choose where they will live. They who were born in a small town choose to live there or some of them move to big city to the better life. Some of the who was born in big city prefer stay in big city with every facilities that is available from each government and another maybe many of them choose to move to small city to feel the comfortable, like mountain, rice field and a little city center too far from the crowded and traffic jam.

I have a dream high maybe I have many dreams to change my life be better than before. Because I was in a small town so I just can see and feel the developed city from television. The god only give once every human to live, I won't let my life just like this. I want to feel how they who live in big city. I do want to go to America or Europe to develop my skill in designing, learn about English because I want to speak fluently with their dialect. I love design. I love writing and I want to motivate every people if sometime I am success with my way of life. Every nice experience and bitter and every challenging that challenge my life to success. I want to give the fact to world that I who come from town city can reach my dream to life in a big city. to make my parents feel the big city and make them happy. Now, I am designing some of the kebaya with batik but they only put in my papers. I don't know where I must show them and for whom. I also write some article on kompasiana online and a little in my blog because I don't want let my skill hidden. So really interest if sometime I stay in a big city. if there is a occasion to live in a big city I choose Birmingham and study in Birmingham University and back to my town to spend my old time and teach every people about everything I get. I hope my life will be benefits for all.

The written above is mine, and how about you? I am sure each person certainly have the each reason to choose where they will live in the future and each reason have meaning from what they want. Small town with comfort and green or big city with technology. It depends on which place will make your live happy. But you must prepare with every negative effect. If in the small town, it’s difficult to develop skill and a little facilities to get inform or in the big city it so crowded with several pollution, air pollution, noise pollution water pollution and the busy time 24 hours.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. What place do you want to live?	C1, P1
	Information (Presenting background material for topic contextualization)	1. Some people live in a small town	C2, P1
	Proposition (Furnishes a specific statement of position)	1. Some of the who was born in big city prefer stay in big city with every facilities that is available from each government and another	C11, P1
	Evaluation (Positive gloss – brief support of proposition)	1. different from a big city that it is modern and fulfill with many technologies	C5, P1
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. I have a dream high maybe I have many dreams to change my life be better than before	C13, P2
	a. Strength of perceived shared assumptions.		

	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. Because I was in a small town so I just can see and feel the developed city from television.	C14, P2
		2. The god only give once every human to live,	C15, P2
		3. I won't let my life just like this.	C16, P2
		4. I want to feel how they who live in big city.	C17, P2
		5. I do want to go to America or Europe to develop my skill in designing, learn about English because I want to speak fluently with their dialect.	C18, P2
		6. I love design.	C19, P2
		7. I love writing	C20, P2
		8. and I want to motivate every people if sometime I am success with my way of life.	C21, P2
		9. Every nice experience and bitter and every	C22, P2

		challenging that challenge my life to success.	
		10. I want to give the fact to world that I who come from town city can reach my dream to life in a big city to make my parents feel the big city and make them happy.	C23, P2
		11. Now, I am designing some of the kebaya with batik but they only put in my papers.	C24, P2
		12. I don't know where I must show them and for whom.	C25, P2
		13. I also write some article on kompasiana online and a little in my blog because I don't want let my skill hidden.	C26, P2
		14. So really interest if sometime I stay in a big city.	C27, P2
		15. If there is a occasion to live in a big city I choose Birmingham and study in Birmingham University and back to my town to spend my old time and teach every people about everything I get.	C28, P2
			C29, P2

		16. I hope my life will be benefits for all	
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. The written above is mine	C30, P3
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. I am sure each person certainly have the each reason to choose where they will live in the future	C32, P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNNES7

Some people prefer to eat food at food stands and other people prefer to eat food at home. But, I myself prefer and eat food at home. Because food at home more healthy. In fact, there are the differences between restaurant food and food at home. First, restaurant food is usually going to have more ingredients in their foods (like having MSG) and some of the items will be frozen. But food at home is usually more made from the beginning and made that in moment, and also not for several days ago more. Second, in general restaurant food is packed with more preservatives and with care. It can be good or bad for you as well, it just really depend upon the cook. And the last, food at home you can get the trust so much since you know what you do with the food. Who knows what they do at restaurants they might serve food that's bad.

Food at home has some the benefit, namely;

1. Save money, preparing meals at home can save your money.

2. Save time, you don't need to go out so far to buy a food.

3. Avoid food poisoning, when preparing meals at home you can better control the temperatures when cooking meats, keep hands and clean and also properly wash your raw produce well.

4. Brings family together, preparing meals at home and including family members in meal preparation is a way to give and share love.

5. Weight control, cooking at home allows you to control serving size and prevent overeating. Buy the food locally, the best quality food, organic if there is possible. When cooking from the beginning you know exactly what is going to your recipe. The choices you make can keep you being healthy and help prevent weight gain and digestive troubles.

6. Helping to live a healthier lifestyle. Eating at home allows you to customize the portion size as necessary. Eating homemade food, it make you to prepare yourself.

Beside that, cooking meals is really very interesting thing. Especially for a women, cooking was something that is important. Because women must be good at cooking. And also, eating food at home will increase the communications between you and your family. Therefore, it can be considered, the advantages of eating at home has more benefit than those of eating food at a restaurant. And then, we can conclude that eating food at home is better than eating food at restaurant.

Some people prefer to live in a small town because of its fresh air and its peaceful and also for another reason, but for me, living in a big city is the best option. I prefer to live in a big city for some reasons. The primary reason is the facility that we can get there. We can get more facility in a big city. The facility that I mean such as transportation, education, entertainment, and also job and health.

As we know, the facility of transportation in a small town is not as good as in a big city. It's easy to go everywhere we want in a big city, the kind of transportation itself is more variant in the big city. Then in a big city, we can get the better education because those are a lot of school and university we can choose. Need to refresh yourself and your brain after all of the activities? You can get entertainment easily in a big city. You can find easily the place to have fun and hanging out. In small town, the facility for entertainment is really poor, we hard to find the place to have fun and hanging out. In a big city, we can also find the job easier than in the small town. In another hand, in the big city we can get the best medical service. It's about health. Some people think that living in a big city is not healthy because of the pollution from the transportation and factories. But I think in small town, it will be hard to get a medical service, you need to live in a big city. Beside that, living in a big city will make us to have a critical thinking because we'll face a lot of terms, problems, etc, and living in a small town tend to be more simple and quiet.

Living in a small town maybe will be a good for the old people or the people who want to quiet, but for the young people or who want to get a lot of facility, living in a big city is the best choice.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Need to refresh yourself and your brain after all of the activities?	C12, P2
	Information (Presenting background material for topic contextualization)	1. Some people prefer to live in a small town because of its fresh air and its peaceful and also for another reason	C1, P1
	Proposition (Furnishes a specific statement of position)	but for me, living in a big city is the best option	C2, P1
	Evaluation (Positive gloss – brief support of proposition)	1. The primary reason is the facility that we can get there	C4, P1
	Marker (Introducing and/or identifying a list)	1. I prefer to live in a big city for some reasons	C3, P1
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. In another hand, in the big city we can get the best medical service 2. Beside that, living in a big city will make us to have a critical thinking	C18, P2 C23, P2
	Restatement	1. you need to live in a big city	C22, P2

	(Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. It's easy to go everywhere we want in a big city 2. Then in a big city, we can get the better education 3. You can get entertainment easily in a big city 4. In a big city, we can also find the job easier than in the small town	C8, P2 C10, P2 C13, P2 C17, P2
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. As we know, the facility of transportation in a small town is not as good as in a big city 2. In small town, the facility for entertainment is really poor 3. But I think in small town, it will be hard to get a medical service	C7, P2 C15, P2 C21, P2 C25, P2

		4. and living in a small town tend to be more simple and quiet.	
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. the kind of transportation itself is more variant in the big city 2. because those are a lot of school and university we can choose 3. You can find easily the place to have fun and hanging out 4. we hard to find the place to have fun and hanging out 5. It's about health 6. Some people think that living in a big city is not healthy because of the pollution from the transportation and factories 7. because we'll face a lot of terms, problems, etc,	C9, P2 C11, P2 C14, P2 C16, P2 C19, P2 C20, P2 C24, P2
	b. Providing data or citing references		
	Marker		

3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	(Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. but for the young people or who want to get a lot of facility,	C28, P3
	Affirmation (Restating proposition)	1. living in a big city is the best choice.	C29, P3
	Close (Widening context or perspective of proposition)	1. Living in a small town maybe will be a good for the old people	C26, P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNNES9

Nowadays, the conditions in our country is very bad. There are a lot of pollution that can give the bad influence for our healthy. Live in big city like the people do is not save the solution for the human's life. Everyday we can find the name of traffic jam that make the people not comfort during doing the activities. But, don't you know if we stay in the small town? We can still find what is the real of life. There are some benefits when we live in a small town, such as: everyday we can find the fresh air, fresh food, the people are cooperative and always help to each other.

Living in a small town can make us enjoy, happy and being a good person. Everyday we can find the fresh air that will make our body health. This contrast when we live in a big city, to find out the fresh air is very not easy. In small town, there will be less pollution, because the people know how much the health and they will keep it to run the way in their life.

Getting some fresh food is easy in small town. Every people plan the vegetables, fruits even the herbal medicine. They consume the good food and try to keep it, so they don't consume the junk food. Besides, to buy some fresh food is cheap than we buy it in the big city. Even, just ask the neighbour to take some vegetables we can get it, mean that free. The people in the small city are very kind and humble.

Helping someone is something usual in small city. They always help each other without payment/ give some money. If some people needs to help, the other people come and help them, they show how beautiful cooperative is. It's different with the people in the big city. They are arrogant, individualist and don't care about the other people.

So, living in a small city make us our enjoy, happy and always positive thinking. We can know how important the cooperative peoples in our life. Getting some

fresh air and vegetables is easy and the price is cheap. Everyday we can feel enjoy and happy in running alive.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Nowadays, the conditions in our country is very bad	C1, P1
	Information (Presenting background material for topic contextualization)	1. There are a lot of pollution that can give the bad influence for our healthy	C2, P1
	Proposition (Furnishes a specific statement of position)	Live in big city like the people do is not save the solution for the human's life.	C3, P1
	Evaluation (Positive gloss – brief support of proposition)	1. everyday we can find the fresh air, fresh food,	C8, P1
	Marker (Introducing and/or identifying a list)	1. There are some benefits when we live in a small town, such as	C7, P1
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Besides, to buy some fresh food is cheap than we buy it in the big city	C20, P3
	Restatement (Rephrasing or repeating proposition)		
	Claim		

	(Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. Living in a small town can make us enjoy, happy and being a good person 2. In small town, there will be less pollution 3. Getting some fresh food is easy in small town 4. The people in the small city are very kind and humble.	C10, P2 C13, P2 C16, P3 C22, P3
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. There are a lot of pollution that can give the bad influence for our healthy 2. Live in big city like the people do is not save the solution for the human's life 3. Everyday we can find the name of traffic jam, that make the people not comfort during doing the activities 4. This contrast when we live in a big city, to find out the fresh air is not very easy.	C2, P1 C3, P1 C4, P1 C12, P2 C29, P4

		5. They are arrogant, individualist and don't care about the other people	
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. Everyday we can find the fresh air that will make our body health 2. because the people know how much the health 3. and they will keep it to run the way in their life 4. Every people plan the vegetables, fruits even the herbal medicine 5. They consume the good food and try to keep it, 6. so they don't consume the junk food. 7. Even, just ask the neighbour to take some vegetables we can get it, mean that free 8. Helping someone is something usual in small city 9. They always help each other without	C11, P2 C14, P2 C15, P2 C17, P3 C18, P3 C19, P3 C21, P3 C23, P4 C24, P4 C25, P4 C26, P4 C27, P4

		payment/ give some money. 10. If some people needs to help 11. the other people come and help them 12. they show how beautiful cooperative is 13. It's different with the people in the big city	C28, P4
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. So, living in a small city make us our enjoy, happy and always positive thinking	C30, P5
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. We can know how important the cooperative peoples in our life.	C31, P5
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNNES10

Some people prefer to live in a small town because of its fresh air and its peaceful and also for another reason, but for me, living in a big city is the best option. I prefer to live in a big city for some reasons. The primary reason is the facility that we can get there. We can get more facility in a big city. The facility that I mean such as transportation, education, entertainment, and also job and health.

As we know, the facility of transportation in a small town is not as good as in a big city. It's easy to go everywhere we want in a big city, the kind of transportation itself is more variant in the big city. Then in a big city, we can get the better education because those are a lot of school and university we can choose. Need to refresh yourself and your brain after all of the activities? You can get entertainment easily in a big city. You can find easily the place to have fun and hanging out. In small town, the facility for entertainment is really poor, we hard to find the place to have fun and hanging out. In a big city, we can also find the job easier than in the small town. In another hand, in the big city we can get the best medical service. It's about health. Some people think that living in a big city is not healthy because of the pollution from the transportation and factories. But I think in small town, it will be hard to get a medical service, you need to live in a big city. Beside that, living in a big city will make us to have a critical thinking because we'll face a lot of terms, problems, etc, and living in a small town tend to be more simple and quiet.

Living in a small town maybe will be a good for the old people or the people who want to quiet, but for the young people or who want to get a lot of facility, living in a big city is the best choice.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Need to refresh yourself and your brain after all of the activities?	C12, P2
	Information (Presenting background material for topic contextualization)	1. Some people prefer to live in a small town because of its fresh air and its peaceful and also for another reason	C1, P1
	Proposition (Furnishes a specific statement of position)	but for me, living in a big city is the best option	C2, P1
	Evaluation (Positive gloss – brief support of proposition)	1. The primary reason is the facility that we can get there	C4, P1
	Marker (Introducing and/or identifying a list)	1. I prefer to live in a big city for some reasons	C3, P1
2. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. In another hand, in the big city we can get the best medical service 2. Beside that, living in a big city will make us to have a critical thinking	C18, P2 C23, P2
	Restatement (Rephrasing or repeating proposition)	1. you need to live in a big city	C22, P2
	Claim (Stating reason for acceptance of the proposition).		

	Typically based on:	1. It's easy to go everywhere we want in a big city	C8, P2
	a. Strength of perceived shared assumptions.	2. Then in a big city, we can get the better education	C10, P2
		3. You can get entertainment easily in a big city	C13, P2
		4. In a big city, we can also find the job easier than in the small town	C17, P2
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. As we know, the facility of transportation in a small town is not as good as in a big city	C7, P2
		2. In small town, the facility for entertainment is really poor	C15, P2
		3. But I think in small town, it will be hard to get a medical service	C21, P2
		4. and living in a small town tend to be more simple and quiet.	C25, P2
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. the kind of transportation itself is more variant in the big city	C9, P2 C11, P2

		2. because those are a lot of school and university we can choose 3. You can find easily the place to have fun and hanging out 4. we hard to find the place to have fun and hanging out 5. It's about health 6. Some people think that living in a big city is not healthy because of the pollution from the transportation and factories 7. because we'll face a lot of terms, problems, etc,	C14, P2 C16, P2 C19, P2 C20, P2 C24, P2
	b. Providing data or citing references	1.	
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. but for the young people or who want to get a lot of facility,	C28, P3
	Affirmation (Restating proposition)	1. living in a big city is the best choice.	C29, P3
	Close	1. Living in a small town maybe will be a	C26, P3

	(Widening context or perspective of proposition)	good for the old people	

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essay**

Some people prefer to live in a small town because of its fresh air and its peaceful and also for another reason, but for me, living in a big city is the best option. I prefer to live in a big city for some reasons. The primary reason is the facility that we can get there. We can get more facility in a big city. The facility that I mean such as transportation, education, entertainment, and also job and health.

As we know, the facility of transportation in a small town is not as good as in a big city. It's easy to go everywhere we want in a big city, the kind of transportation itself is more variant in the big city. Then in a big city, we can get the better education because those are a lot of school and university we can choose. Need to refresh yourself and your brain after all of the activities? You can get entertainment easily in a big city. You can find easily the place to have fun and hanging out. In small town, the facility for entertainment is really poor, we hard to find the place to have fun and hanging out. In a big city, we can also find the job easier than in the small town. In another hand, in the big city we can get the best medical service. It's about health. Some people think that living in a big city is not healthy because of the pollution from the transportation and factories. But I think in small town, it will be hard to get a medical service, you need to live in a big city. Beside that, living in a big city will make us to have a critical thinking because we'll face a lot of terms, problems, etc, and living in a small town tend to be more simple and quiet.

Living in a small town maybe will be a good for the old people or the people who want to quiet, but for the young people or who want to get a lot of facility, living in a big city is the best choice.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Need to refresh yourself and your brain after all of the activities?	C12, P2
	Information (Presenting background material for topic contextualization)	1. Some people prefer to live in a small town because of its fresh air and its peaceful and also for another reason	C1, P1
	Proposition (Furnishes a specific statement of position)	but for me, living in a big city is the best option	C2, P1
	Evaluation (Positive gloss – brief support of proposition)	2. The primary reason is the facility that we can get there	C4, P1
	Marker (Introducing and/or identifying a list)	1. I prefer to live in a big city for some reasons	C3, P1
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. In another hand, in the big city we can get the best medical service	C18, P2 C23, P2

be repeated indefinitely		2. Beside that, living in a big city will make us to have a critical thinking	
	Restatement (Rephrasing or repeating proposition)	1. you need to live in a big city	C22, P2
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. It's easy to go everywhere we want in a big city 2. Then in a big city, we can get the better education 3. You can get entertainment easily in a big city 4. In a big city, we can also find the job easier than in the small town	C8, P2 C10, P2 C13, P2 C17, P2
	b. A generalization based on data or evidence.		
	c. Force of conviction.	5. As we know, the facility of transportation in a small town is not as good as in a big city 6. In small town, the facility for	C7, P2

		entertainment is really poor 7. But I think in small town, it will be hard to get a medical service 8. and living in a small town tend to be more simple and quiet.	C15, P2 C21, P2 C25, P2
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. the kind of transportation itself is more variant in the big city 2. because those are a lot of school and university we can choose 3. You can find easily the place to have fun and hanging out 4. we hard to find the place to have fun and hanging out 5. It's about health 6. Some people think that living in a big city is not healthy because of the pollution from the transportation and factories	C9, P2 C11, P2 C14, P2 C16, P2

		7. because we'll face a lot of terms, problems, etc,	C19, P2 C20, P2 C24, P2
	b. Providing data or citing references	1.	
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. but for the young people or who want to get a lot of facility,	C28, P3
	Affirmation (Restating proposition)	1. living in a big city is the best choice.	C29, P3
	Close (Widening context or perspective of proposition)	1. Living in a small town maybe will be a good for the old people	C26, P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essay**

INNNES11

I prepare to eat food at food stands restaurants. Although some people prefer the one. I have a reasons why I choose food stand or restaurant.

There are so many food stands or restaurant around us. There are modern food, traditional food, Chinese food, Thai food, western food and so on. Yes, they have various kinds of food. Many option I can choose. The price tag is second deal. If I choose eat at home it offers no variation like that. Due to our skill of our family.

Eat at food stands or restaurant provide cozy place. As well as the first reason, it offers so many options. A food stands with air conditions, a street food until a huge restaurant with huge comfort and huge cost of course.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. I prepare to eat food at food stands restaurants.	C1,P1
	Proposition (Furnishes a specific statement of position)		
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1. There are modern food, traditional food, chinnese foos, thai food, western food and so on.	C2,P2
1. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Although some people prefer the one. 2. There are so many food stands orrestaurant around us. 3. The price tag is second deal.	C2,P1 C1,P2 C5,P2
	Restatement		

	(Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. Yes, they have various kinds of food.	C3,P2
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.	1. Due to our skill of our family.	C7,P2
	c. Force of conviction.	1. Many option I can choose.	C4,P2
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. If I choose eat at home it offers no variation like that.	C6,P1
	b. Providing data or citing references		
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. Eat at food stands or restaurant provide cozy place.	C1,P3
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. As well as the first reason, it offers so many options.	C2,P3
	Affirmation (Restating proposition)		

	Close (Widening context or perspective of proposition)	1. A food stands with air conditions, a streetfood until a huge restaurant with huge comfort and huge cost of course.	C3,P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essay**

(1) There are various choice of people in choosing the people for the to life. (2) Some people choose to life in a big city, (3) and the other choose to live in small town.

(4) I prefer to live in a big city. (5) the first thing of my reason in about education. In a big city, (5) various quality of education field are provided completely. (7) It is not only about formal education but also informal education such as course and skills training such as music, cooking, and the others (8) which are provided in big city. (9) there are useful would be more skillful by taking those courses.

(10) There next thing making me want to live in a big city is about job vacation (11) which are wider and more various. (12) With that facility I hope that (13) I could choose to appreciate job (14) which is expected to make my future to be bright and more fun.

(15) The existences of various goods which are not provided in small town are provided there. In modern life, (16) it is needed for us to be able to choose goods (17) that we need (18) and we want easily as the reflection of living in modern life.

(19) Easiness of provided various transportation to go to many places until the places around the globe makes big city people explore the place (20) that want to visit. (21) It also relates with good job get in a big city (22) which salary is higher (23) making big city people able to spend more for travelling.

(24) The best thing as the reason of living in a big city is for entertainment facilities (25) which are provided variousity. (26) With those facilities, people in a big city automatically would be more easy going (27) because those fun activities done in those interesting places could be usual fun habit for them.

(28) Living in the big city becomes my preference (29) as the way for me to get better vacilities of living and to have chance to feel real modern era.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	There are various choice of people in choosing the people for the to life.	
	Information (Presenting background material for topic contextualization)	Some people choose to life in a big city, and the other choose to live in small town.	
	Proposition (Furnishes a specific statement of position)	I prefer to live in a big city	
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1.	
2. Argument (Discussing grounds for thesis) **Note:**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. the first thing of my reason is about education	
	Restatement		

Four move argument can be repeated indefinitely	(Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1.	
	1. Strength of perceived shared assumptions.		
	1. A generalization based on data or evidence.	1. In a big city, various quality of education field are provided completely. 2. There next thing making me want to live in a big city is about job vacation. 3. The existences of various goods which are not provided in small town are provided there. 4. Easiness of provided various transportation to go to many places until the places around the globe makes big city people explore the place that want to visit. 5. The best thing as the reason of living in a big city is for	

		entertainment facilities which are provided varicosity.	
	2. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. It is not only about formal education but also informal education such as course and skills training such as music, cooking, and the others which are provided in big city. there are useful would be more skillful by taking those courses. 2. With that facility I hope that I could choose to appreciate job which is expected to make my future to be bright and more fun. 3. In modern life, it is needed for us to be able to choose goods that we need and we want easily as the	

		reflection of living in modern life. 4. It also relates with good job get in a big city which salary is higher making big city people able to spend more for travelling. 5. With those facilities, people in a big city automatically would be more easy going because those fun activities done in those interesting places could be usual fun habit for them.	
	b. Providing data or citing references		
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	Living in the big city becomes my preference as the way for me to get better vacilities of living and to have chance to feel real modern era.	
	Affirmation (Restating proposition)		
	Close	1.	

	(Widening context or perspective of proposition)		

Every human being needs a place to live. It cannot be separated from our life. Because it has many benefits to save us from rainy and dry. However, every human being has the different way to live and they also have different interest to choose the place that will be lived by them. There are some people to live in a small town and others prefer to live in a big city. But in this opportunity, I would like to write about I choose to live in one place my reasons.

Ok, let's begin! Based on the background above. I have to choose whether I prefer to live in a small town or in a big city. But, before I answer about that question, I will make and explain the condition in a small town in a big city and after that. I will choose one of them.

Let's begin with the explanation about condition or situation in a small town. As usual, a small town is the place hat is very beautiful with the fresh scenery. In a small town there are only several people live there. It is not as much as in a big city. it is far from the crowded situation and it is very peace. Usually, the people that live there are very kind and friendly. They live with love and each other like a family. And then, the cost to live there is not as expensive as in a big city, everything that we will buy there is cheap. That is my explanation about small town.

Now I will compare it with the condition in a big city. In contrast, in a big city there are many people who live there. It makes the place so crowded with much transportation. And then usually people that live there have less good society. They live individually and the people there are not friendly because they are busy with their activity. Besides, if we live there we have to spend money too much, because the life cost there is very expensive. However, in a big city there is something that is better than in a small town. What is it? It is about technology. The technology in the big city is more develop than in the small town. So the people there have knowledge more than the people in the small town in the small town.

Everything has a positive and negative side and based on explanation above, do you know what place that I will choose? Certainly I choose living in the small town because I prefer to live there with the beautiful and fresh scenery and live with the kind of friendly people. So, I feel that I have many families there, and I will not feel lonely.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Ok, let's begin!	C9, P2
	Information (Presenting background material for topic contextualization)	1. Every human being needs a place to live	C1, P1
	Proposition (Furnishes a specific statement of position)	Certainly I choose living in the small town	C40, P5
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Let's begin with the explanation about condition or situation in a small town	C14, P3
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. As usual, a small town is the place hat is very beautiful with the fresh scenery	C15, P3
	a. Strength of perceived shared assumptions.		C16, P3

		2. In a small town there are only several people live there 3. and it is very peace 4. Usually, the people that live there are very kind and friendly. 5. everything that we will buy there is cheap	C19, P3 C20, P3 C23, P3
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. In contrast, in a big city there are many people who live there 2. It makes the place so crowded with much transportation 3. And then usually people that live there have less good society 4. because the life cost there is very expensive	C26, P4 C27, P4 C28, P4 C32, P4
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. It is not as much as in a big city 2. it is far from the crowded situation 3. They live with love and each other like a family	C17, P3 C18, P3 C21, P3 C22, P3

		4. And then, the cost to live there is not as expensive as in a big city 5. They live individually 6. and the people there are not friendly 7. because they are busy with their activity 8. Besides, if we live there we have to spend money too much	C29,P4 C30, P4 C31,P4 C32, P4
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. because I prefer to live there with the beautiful and fresh scenery	C41, P5
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. So the people there have knowledge more than the people in the small town	C37, P4

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

I thought, I choose to work with a group of people in a team due to work together, work hard to be light. Mutual assistance is a social activity that characterizes the Indonesian nation from antiquity to the present. In the daily life of mutual cooperation can be divided into two, namely in the form of mutual help in the form of work-devotion. Mutual help in the interest of individuals in distress or need out. Pouring of energy in completing the work, so that benefit is concerned with the voluntary assistance. While the work- done community service for the common good, so the advantages to be obtained collectively feel the same, both for residents and other concerned, although not participate in work- devotion. The tradition of mutual aid, of all the people of Indonesian in various regions. As in java, Sumatera to Papua. This mutual assistance should be preserved. Because of mutual aid is a characteristic of the Indonesian nation.

A sense of togetherness arise because of the selfless social attitudes of each individual to lighten the load. Perhaps, only in Indonesia we can find mutual cooperation because in other countries there is because the attitude of indifference to the surrounding environment. This is a positive attitude that must be preserved in order to Indonesian nation who into a strong and powerful nation.

Not only can we meet rural mutual cooperation, but in the city can we meet with easy. Because culturally, it has instilled this trait from childhood to adulthood. Because this is one of the mirrors that make a united Indonesian from Sabang to Merauke, although different agamma, ethnicity and skin color but we remain a solid unity. This is one of the nation’s culture that makes Indonesia worshiped and praised by other nations due t it’s unique culture and tolerance among humans.

There are a lot of positive attitude we can learn from the process of mutual cooperation, among others, as follow: The principle of voluntary, the principle

of mutual help, the principle of togetherness. Culture of mutual cooperation can provide benefits for society and citizens, are as follows:

- Lighten the work load to be borne
- Cultivate an attitude of voluntary, mutual help, solidarity and friendship among fellow members of the community.
- Establish and maintain good social relations and harmony between the various groups.
- Increase the sense of unity and national unity.

Mutual aid was very helpful for us. Because the environment will be clean and neat. And work together can also make us become more compact and also can get to know each other. Wish work together we can help each other for example, when we want to build the house, working the fields, helping neighbors who are grieving, and work together with all the tasks we do would be mild.

We life in this world not alone. As the people of Indonesia, we life with one another as one nation. As a fellow, the nation we have the same goal of advancing this nation. As a fellow, the nation we have the same goal of advancing this nation. To achieve that goal we should always be ready to cooperate with the spirit of mutual cooperation. It would be much we can achieve when we can do mutual cooperation with others.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. Mutual assistance is a social activity that characterizes the Indonesian nation from antiquity to the present	C2, P1
	Proposition (Furnishes a specific statement of position)	1. I thought, I choose to work with a group of people in a team due to work together, work hard to be light	C1, P1
	Evaluation (Positive gloss – brief support of proposition)	1. Pouring of energy in completing the work, so that benefit is concerned with the voluntary assistance	C5, P1
	Marker (Introducing and/or identifying a list)	1. There are a lot of positive attitude we can learn from the process of mutual cooperation, among others, as follow: The principle of voluntary, the principle of mutual help, the principle of togetherness	C21, P4
	Marker		

2. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	(Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. A sense of togetherness arise because of the selfless social attitudes of each individual to lighten the load 2. This is a positive attitude that must be preserved in order to Indonesian nation who into a strong and powerful nation. 3. Because culturally, it has instilled this trait from childhood to adulthood 4. This is one of the nation's culture that makes Indonesia worshiped and praised by other nations due t it's unique culture and tolerance among humans. 5. Mutual aid was very helpful for us 6. And work together can also make us become more compact and also can get to know each other 7. We life in this world not alone	C11, P2 C14, P2 C17, P3 C20, P3 C23, P5 C25, P5 C27, P6

		8. It would be much we can achieve when we can do mutual cooperation with others	C31, P6
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. Perhaps, only in Indonesia we can find mutual cooperation	C12, P2
		2. because in other countries there is because the attitude of indifference to the surrounding environment	C13, P2
		3. Not only can we meet rural mutual cooperation	C15, P3
		4. but in the city can we meet with easy	C16, P3
		5. Because this is one of the mirrors that make a united Indonesian from Sabang to Merauke	C18, P3
		6. although different agamma, ethnicity and skin color but we remain a solid unity	C19, P3
		7. Because the environment will be clean and neat	C24, P5
		8. Wish work together we can help each other for example, when we want to build the house,	C26, P5

		working the fields, helping neighbors who are grieving, and work together with all the tasks we do would be mild 9. As the people of Indonesia, we life with one another as one nation 10. As a fellow, the nation we have the same goal of advancing this nation 11. To achieve that goal we should always be ready to cooperate with the spirit of mutual cooperation	 C28, P6 C29, P6 C30, P6
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

INNNES18

"I can live without you". That sentence probably you hear it often, and actually has a big meaning than yiu think. You probably never imagined how you live alone without anyone around you, you are alone in this big world. As a human being, of coursethe impossible thing to do is live alone. We really need friends, family to sharing about everything, such as sharing problems and tried to solve it, sharing any kinds of stories to develop your experience, sharing your sensitivity to person in needed. Just an egoist human who do not need it, do not care about it, because the basic principal sharing is caring, it means if you share, you are a care person, you must share. That basic principal sharing is caring also happen in work with a group of people in a team.

In a team, you are not alone, you have partners with different mind, different characters. In a team also taught you how to cooperate each other, sharing idea, solve the problem, muffle your egoism, thinking fast, helping each other, and have to behave as a mature person. Work in a team absolutely have many advantages than you work independently.

How to cooperate each other, that means there are no words you and I, but us. We are team, our final goals is being a good team. If in a team could cooperate well, it means they could work effectively, so the duties could finish before deadline, it is totally different than you work independently. And there is another reason why you should work in a team, is the duties feel so much easier because you did not work alone, you have a team.

Sharing idea, sometime probably you are really have no an idea, really have not one, but in other hand you have to finish your work which need your brilliant idea. It sounds scary, if you thought it, and if you work independently. As long as you have a team, you do not need a worry because with different person, different characters, and of course different thinking that could make a brilliant idea. A brilliant idea is a combination of some ideas from some people. Work in

a team, you do not feel afraid to express your original idea, or you are afraid of making mistake. Your own idea probably could make another idea, or developing idea is needed by your team.

Solve the problem. You maybe ever thinking that you have so much problems, it looks like you are the most problematic person. Day by day your problems look bigger and worse, actually you do need to worry as long as you have a team, your teams partners would help you to solve your problem. Solve the problem together could relieved your stress because you could feel togetherness among team. Opposite with work independently, you are alone, you have a problem, you couldn't solve it, you stress.

Helping each other. In a team there is a motto I can, you can, and when you work independently your motto is I can, maybe you cannot. If you could do something much easier than your friends, why not you help them. Helping each other would not reduce any materials of yours, exactly would increase, such as your knowledge.

Behave as a mature person, you admit that you lose, did not mean you are a loser, but you are tried to behave as a mature person. In a team sometimes there is a tight among your partners because they did not want to lose, it would make it worse, if you also included in their fight. The only solution is trying hard to be a mature person, you have partners and not all of them would follow your opinions, you no need to angry better you need to talk to them closely to know their reason, it so much better than you into fight.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. "I can live without you"	C1, P1
	Information (Presenting background material for topic contextualization)	1. A brilliant idea is a combination of some ideas from some people	C30, P4
	Proposition (Furnishes a specific statement of position)	1. As a human being, of course the impossible thing to do is live alone	C5, P1
	Evaluation (Positive gloss – brief support of proposition)	1. We really need friends, family to sharing about everything, such as sharing problems and tried to solve it, sharing any kinds of stories to develop your experience, sharing your sensitivity to person in needed	C6, P1
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis)	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. And there is another reason why you should work in a team	C22, P3

Note: Four move argument can be repeated indefinitely	**Restatement** (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. In a team, you are not alone 2. In a team also taught you how to cooperate each other, sharing idea, solve the problem, muffle your egoism, thinking fast, helping each other, and have to behave as a mature person 3. Work in a team absolutely have many advantages than you work independently. 4. We are team 5. If in a team could ceeperate well, it means they could work effectivwlly 6. the duties feel so much easier 7. As long as you have a team, you do not need a worry because with different person, different characters,and of course different	C12, P2 C14, P2 C15, P2 C17, P3 C19, P3 C23, P3 C29, P4 C31, P4 C34, P5 C38, P5

		thinking that could make a brilliant idea. 8. Work in a team, you do not feel afraid to express your original idea 9. Solve the problem 10. actually you do need to worry as long as you have a team 11. your teams partners would help you to solve your problem 12. Solve the problem together could relieved your stress 13. Helping each other	C39, P5 C40, P5 C43, P6
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. it is totally different than you work independently 2. It sounds scary, if you thought it, and if you work independently 3. Opposite with work independently, you are alone, you have a problem, you couldn't solve it, you stress	C21, P3 C28, P4 C42, P5
	Support		

	(Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. you have partners with different mind, different characters	C13, P2
		2. How to cooperate each other, that means there are no words you and I, but us	C16, P3 C18, P3
		3. our final goals is beion a good team	C20, P3
		4. so the duties could finish before deadline	C24, P3
		5. because you did not work alone	C25, P3 C26, P4
		6. you have a team	
		7. Sharing idea, sometime probably you are really have no an idea, really have not one	C27, P4 C32, P4
		8. but in other hand you have to finish your work which need your brilliant idea	C33, P4
		9. or you are afraid of making mistake	C35, P5
		10. Your own idea probably could make another idea, or developing idea is needed by your team.	C36, P5 C37, P5

		11. You maybe ever thinking that you have so much problems 12. it looks like you are the most problematic person. 13. Day by day your problems look bigger and worse 14. because you could feel togetherness among team 15. In a team there is a motto I can, you can 16. and when you work independently your motto is I can, maybe you cannot 17. If you could do something much easier than your friends, why not you help them 18. Helping each other wouldnot reduce any materials of yours, exactly would increase, such as your knowledge	C41, P5 C44, P6 C45, P6 C46, P6 C47, P7
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the	**Marker** (Signalling conclusion boundary)		
	Consolidation		

validity of the thesis	(Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. The only solution is trying hard to be a mature person	C51, P7

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNNES19

If I had to choose the place where I want to live in, I will choose a small town. One of the biggest reason why do I want to live there is about to circumstances. A big population has made an unbalanced population's spread. People in small town are likely to choose to move to big city. So, population in big city are become exploded. The explosion of population makes lots of damages there.

1. The weather. As we know that people in a big city are tend to have a bath maybe more than three times a day. It's because of the hot weather there. Many smokes from factories and vehicle has made the damage of the ozon. So, the weather becomes hotter than small town which still have lots of plants.

2. The people. People in a big city are tend to be arrogant. Because of the business of their work, they don't have time to know each other, even their neighbor.

3. The traffic. As we can seen in TV, big cities has a trouble about the exploded of vehicle that makes a worse traffic jam. Many people come late to their work because they stuck on the traffic jam. Of course, he makes people there become more stressfull.

4. Because of those reasons, I prefer to choose small town than big city. Of course it, s because I don't want to live in a stressfull life like in the big city.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. If I had to choose the place where I want to live in 2.	C1, P1
	Proposition (Furnishes a specific statement of position)	I will choose a small town	C2, P1
	Evaluation (Positive gloss – brief support of proposition)	1. One of the biggest reason why do I want to live there is about to circumstances	C3, P1
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. The weather 2. The people 3. The traffic	C8, P2 C14, P3 C17, P4
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		

	Typically based on:		
	a. Strength of perceived shared assumptions.		
	b. generalization based on data or evidence.		
	c. Force of conviction.	1. So, population in big city are become exploded 2. The explosion of population makes lots of damages there 3. So, the weather becomes hotter than small town which still have lots of plants 4. People in a big city are tend to be arrogant 5. As we can seen in tv, big cities has a trouble about the exploded of vehicle that makes a worse traffic jam 6. Of course, he makes people there become more stressfull	C6, P1 C7, P1 C13, P2 C15, P3 C18, P4 C20, P4
	Support (Stating the grounds underpinning the claim)		

	a. Explicating assumptions used to make claim	1. A big population has made an unbalanced population's spread 2. People in small town are likely to choose to move to big city. 3. As we know that people in a big city are tend to have a bath maybe more than three times a day 4. It's because of the hot weather there 5. Many smokes from factories and vehicle has made the damage of the ozon 6. Because of the business of their work, they don't have time to know each other, even their neighbor 7. Many people come late to their work because they stuck on the traffic jam	C4, P1 C5, P1 C10, P2 C11, P2 C12, P2 C16, P3 C19, P4
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. Because of those reasons, I prefer to choose small town than big city	C21, P5
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. Of course it, s because I don't want to live in a stressfull life like in the big city	C22, P5

	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

There are so many pros and cons to work with a group or independently. According to my personal perspective as a student, there are so many advantages of working with a group. For example we can share each other about the topic, experiences and knowledge.

Working with a group like discussion or anything also generates so much ideas, the discussion may encourage greater creativity and push the members to think of new ideas. It is easier to solve problems. Accordingly, it could create on open minded student. Otherwise, when the students working individually they are limited.

If we are working like so, we could save more time, tasks were done by group will be completed faster, so we can use time effectively.

Learn in socialize is one of the advantages of working with group, when we are on a discussion and one of members has an opinion the member will try to speak in front of another member. It would increase our speaking, communication, and sociality skill.

Not only the advantages, there are some disadvantages of working with a group. Every members in a group a different ability. Sometimes the members that have worker ability do not do anything on the discussion, they are just take advantages of another members that have good ability.

The statement above do not blame working independently, because it is also important to prove the ability of every students. Working independently will not face with any differences on opinion.

On the other hand disadvantages of working independently are would not have any partner to motivate a students.

According to the reasons I have been wrote above, I prefer to working in a group. If we have a member that do not do anything on a discussion a leader should

report it to teacher. Yes, too much ideas may act as a barrier to a group but too little ideas also represents a threat to success. Actually on that moment we learn to solve the problem and finding the point. To prove the ability of every student can be assessed by the leader of the group. Then repost it to the teacher. I also have an experience with that. When I was on hold with the exam. I studied alone at home but I have some materials that I could not understand. Then i asked my friends to study together with me in my house. When we were study together, we shared about the materials. And it worked my friend and I have a good score. Until now we always study together for the exam.

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. There are so many pros and to work with a group or indepently	C1, P1
	Proposition (Furnishes a specific statement of position)	1. According personal as a studen, there are so many advantages of working with a group	C2, P1
	Evaluation (Positive gloss – brief support of proposition)	1. For example we can share each other about the topic, experiences and knowledge	C3, P1
	Marker (Introducing and/or identifying a list)	1. According personal as a studen, there are so many advantages of working with a group	C2, P1
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)		
	Claim		

	(Stating reason for acceptance of the proposition).		
	Typically based on:	1. Working with a group like discussion or anything also generates so much ideas	C4, P2
	a. Strength of perceived shared assumptions.	2. It is easier to solve problems.	C6, P2
		3. Accoringly, it could create on open minded student	C7, P2
		4. If we are working like so, we could save more time,	C9, P2
		5. Learn in socialize is one of the advantages of working with group	C11, P2
		6. It would increasee our speaking, communication, and socality skill	C13, P2
		7. Actually on thet moment we learn to solve the problem and finding the point	C25, P4
		8. And it worked my friend and i have a good score	C32, P4
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. Otherwise, when the students working individually they are limited	C8, P2

		2. On the other hand disadvantages of working independently are would not have any partner to motivate a students	C20, P3
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. the discussion may encourage greater creativity and push the members to think of new ideas	C5, P2
		2. tasks were done by group will be completed faster, so we can use time effectivelly.	C10, P2
		3. when we are on a discussion and one of members has an opinion the member will try to speak in front of another member	C12, P2
		4. When I was on hold with the exam. I studied alone at hom but I have some materials that I could not understand	C29, P4
		5. Then I asked my friends to study together with me in my house.	C30, P4
		6. When we were study together, we shared about the materials	C31, P4

	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. According to the reasons i have been wrote above, i prefer to working in a group.	C21, P4
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. but too little ideas also represents a threat to success	C24, P4
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. Not only the advantages, there are some disadvantages of working with a group	C14, P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

I prefer to live in big city because in a big city I can find so many facilities that support my activity. In a big city the facilities must be better than in a small town. For example, in education I will find many great schools providing so many facilities such as gymnasium, library, laboratory, etc. so it can make me easier to get the knowledge from that schools. The system of education is better as well. I can find so many pupils or students that can speak English very well. It means the system of education much better than the system of education in a small town.

Transportation in a big city is more various than the transportation in a small town. In a big city I can find various transportation that can make me easy to get anywhere that I want. For the example, if I want to go to Gelora Bung Karno Stadium, I can take the public transportation such as Trans Jakarta that is well known as bus Way. It gives me many advantages when I take a public transportation to get somewhere. I don't have to spend a lot of time and money when I take a public transportation instead of private transportation. I can't imagine if I live in a small town.

In a big city there are many great places such as museum, mall, etc. in a big city there are many hospitals with great services. When I get sick, I don't have to worry because there are many great hospitals. If the holiday comes, I can go to a place such as Water Park. It's really appropriate place where I can spend my quality time with my family.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)		
	Proposition (Furnishes a specific statement of position)	I prefer to live in big city	C1, P1
	Evaluation (Positive gloss – brief support of proposition)	1. Because in a big city I can find so many facilities that support my activity	C2, P1
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)		
	Claim		

	(Stating reason for acceptance of the proposition).		
	Typically based on:	1. In a big city the facilities must be better than in a small town 2. The system of education is better as well 3. Transportation in a big city is more various than the transportation in a small town 4. In a big city there are many great places such as museum, mall, etc. 5. in a big city there are many hospitals with great services 6. It's really appropriate place where I can spend my quality time with my family	C3, P1 C6, P1 C9, P2 C15, P3 C16, P3 C19, P3
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. I can't imagine if I live in a small town	C14, P2
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions	1. For example, in education I will find many great schools	C4, P1

	used to make claim	providing so many facilities such as gymnasium, library, laboratory, etc.	C5, P1
		2. so it can make me easier to get the knowledge from that schools.	C7, P1
		3. I can find so many pupils or students that can speak English very well.	C8, P1
		4. It means the system of education much better than the system of education in a small town	C10, P2 C11, P2
		5. In a big city I can find various transportation that can make me easy to get anywhere that I want	
		6. For the example, if I want to go to Gelora Bung Karno Stadium, I can take the public transportation such as Trans Jakarta that is well known as bus Way	C12, P2 C13, P2
		7. It gives me many advantages when I take a public transportation to get somewhere	C17, P3
		8. I don't have to spend a lot of time and money when I take a public transportation instead of private transportation.	C18, P3
		9. When I get sick, I don't have to worry because there are many great hospitals.	

		10. If the holiday comes, I can go to a place such as Water Park	
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNES27

(1) Prepare and eat food at home is good for your health. (2) If you prepare the food by yourself at home, (3) you can buy a fresh ingredients market, like vegetable, meat, fruit, etc . (4) so you will stay away from the diseases (5) that caused from the anything food sold by someone (6) and we don't know (7) how they prepare the ingredients to cook then.

(8) Beside prepare the food at home make you healthy, (9) it will take a small cost economic. (10) It will different (11) if you buy the food at restaurant and make the food at home. (12) If you buy it, (13) you will need a lot of money to buy only for one position or one person, (14) and may be the cost will increase 50% (15) rather than we make it by ourself at home.

(16) But there are also another reason for people (17) that always buy the food at restaurant (18) rather prepare it at home, (19) it is usually happen for people (20) that doesn't have much time for making some food by them. (21) This people is usually the employment (22) that always busy with their work, (23) so they perforce to buy the food (24) that near with their office (25) or if they were going home (26) they will take home and eat them at home with their family members. (27) The food that always sold at food stands is usually/ most of them a junk food. (28) The meaning that I said before (29) about the food made at home is more health is (30) they serve the food instantly and fast, s (31) the customers won't take a long time to wait the food served.

(32) There are the reason people take a way to eat food. (33) There are also another effect (34) if you make it at home, (36) you will need a long time to prepare it, (37) but if you buy it (38) you will need only a few minutes to get the food, instant but unhealthy or take a long time but healthy? (39) I prepare to prepare food and eat them at home rather than eat food at restaurant, (40) because I don't feel worried about the food.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	Prepare and eat food at home is good for your health.	
	Information (Presenting background material for topic contextualization)	If you prepare the food by yourself at home, you can buy fresh ingredients at the market, like vegetables, meat, fruit, etc.	
	Proposition (Furnishes a specific statement of position)	So you will stay away from the diseases that are caused by anything sold by someone, and we don't know how they prepare the ingredients to cook then.	
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		

2. Argument (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Beside prepare the food at home make you healthy, it will take a small cost economic. 2. But there are also another reason for people that always buy the food at the restaurant rather prepare it at home, it is usually happen for people that doesn't have much time for making some food by them. 3. There are the reason people take a way to eat food.	
	Restatement (Rephrasing or repeating proposition)	1. It will different if you buy the food at a restaurant and make the food at home. 2. This people is usually the employment that always busy with their work, so they perforce to buy the food that near with their office or if they were going home they will take home and eat	

		them at home with their family members.	
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. If you buy it, you will need a lot of money to buy only for one portion or one person. 2.	
	1. Strength of perceived shared assumptions.		
	2. A generalization based on data or evidence.	1.	
	3. Force of conviction.	1. The food that always sold at food stands is usually/most of them junk food. 2. There are the reason people take a way to eat food. There are also another effect if you make it at home, you will need a long time to prepare it, but if you buy it you will need only a few minutes to get the food, instant but unhealthy or take a long time but healthy?	
	Support		

	(Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. and may be the cost will increase 50% rather than we make it by ourselves at home. 2. The meaning that I said before about the food made at home is more health is they serve the food instantly and fast, the customers won't take a long time to wait for the food served.	
	b. Providing data or citing references		
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	I prepare to prepare food and eat them at home rather than eat food at restaurant, because I don't feel worried about the food.	
	Affirmation (Restating proposition)		
	Close	1.	

	(Widening context or perspective of proposition)		

INNES28

(1) Some people prefer to live in small town. (2) Others prefer to live in a big city. (3) I choose to prefer live in a big city. (4) because when we live in a big city (5) there are so many reason. (6) The first is easy to go (7) wherever we want if using public transportation. (8) The second is near to the market or supermarket (9) while in a small town we will feel hardly to get public transportation (10) and so far to go to supermarket for shopping our needed. (11) The third is (12) if we need something (13) or we need doctor for our health (14) we can easy to find out them. (15) In the big city usually we can update (16) or we can know everything like update for fashion, media social, all about information in our country or our city. (17) although in a big city, the people who live in there doesn't have solidarity to help each other and sometimes didn't each other. (18) In the fact we can see on the facilitate in many city in the world. (19) There are office, police office, bank, (20) for people who want to have a job (21) they will be goes to big city (22) because as we know that in big city (23) we can get a job. (24) But in big city so many faithful to get this job, (25) furthermore in a economic and politics more easy (26) but we can say hard (27) for the example for entrepreneur and seller will be bankrupt because of high faithful. (28) Because of that we should wisely and follow the rule. (29) While in small town we can't get a good job (30) although their life are prosperous.

(31) For facilitate in a big city is good and receive for citizen in that place (32) while it is positive or negative (33) in positive thing citizen can get beneficial for safety, beautifully, and for freedom. (34) In a negative thing there are some people (35) who use facilitate that damaged, collide with the rule especially the government rule. (36) We can see also on economic nowadays so many food seller in a big city from all of district (37) we can find in the big city from traditional food until fast food. (38) Beside culinary we can find (39) or we can know the culture from each district. (40) Usually in big city for using or looking for costumed each district we can get easily.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	Some people prefer to live in small town. Others prefer to live in a big city.	
	Proposition (Furnishes a specific statement of position)	I choose to prefer live in a big city.	
	Evaluation (Positive gloss – brief support of proposition)	1.	
	Marker (Introducing and/or identifying a list)	Because when we live in a big city there are so many reason.	
2. Argument (Discussing grounds for thesis) **Note:**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1.	

Four move argument can be repeated indefinitely	**Restatement** (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. There are so many reason. The first is easy to go wherever we want if using public transportation. The second is near to the market or supermarket while in a small town we will feel hardly to get public transportation and so far to go to supermarket for shopping our needed. The third is if we need something or we need doctor for our health we can easy to find out them.	
	1. Strength of perceived shared assumptions.		
	2. A generalization based on data or evidence.	1.	
	3. Force of conviction.	1. For facilitate in a big city is good and receive for citizen in that place While it is positive or negative.	

	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. In the big city usually we can update or we can know everything like update for fashion, media social, all about information in our country or our city. although in a big city, the people who live in there doesn't have solidarity to help each other and sometimes didn't each other. In the fact we can see on the facilitate in many city in the world. There are office, police office, bank, (20) for people who want to have a job they will be goes to big city because as we know that in big city we can get a job. But in big city so many faithful to get this job, furthermore in a economic and politics more easy but we can say hard for the example for entrepreneur and	

		seller will be bankrupt because of high faithful. Because of that we should wisely and follow the rule. (29) While in small town we can't get a good job (30) although their life are prosperous. 2. In positive thing citizen can get beneficial for safety, beautifully, and for freedom. In a negative thing there are some people who use facilitate that damaged, collide with the rule especially the government rule. We can see also on economic nowadays so many food seller in a big city from all of district we can find in the big city from traditional food until fast food. Beside culinary we can find or we can know the culture from each district.	
	b. Providing data or citing references		
	Marker		

3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	(Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	Usually in big city for using or looking for costumed each district we can get easily.	

INNES29

(1) Working is one of activities conducted by human being. (2) Working plays important role of people's lives. (3) With working people can increase the quality of life, getting money and building the self-competence, so that it can give the valuable experience. (4) The quality of our work based on what we do, (5) and I think people around us have the role important of our work. (6) Therefore according my opinion being able to work with group is more important than working independently.

(7) The first reason why working with group is more important is because we are social human being. (8) As social human being we need the other people to make easy our work. (9) So with working in group we can learn how to communicate and build the relationship.

(10) The second reason is with working in group we can share idea. (11) So that we can enrich the new knowledge to make a something new to increase our productive of work. (12) If we work individually when our mind stuck to think something, we won't another idea from someone. (13) So, in here working with a group has role to get new idea to produce something new.

Beside it, (21) because with working in group can share idea each other, (22) we can solve the problem easier. (23) It is caused, (24) we doesn't think alone. (25) When our idea and solution are not be able to solve the problem (26) we still have another idea or another word (27) there are alternative of problem solving. So that with working in group (28) we won't be stuck to solve the problem, (29) and it make easy to solve the problem.

(30) The other reason that work in group is more important is adding friends to make a new relationship. (31) We can meet new people and get new experience. (32) The more we work with new people, (33) the more a relationship we get. (34) So that we can ask help from many people.

(35) All of the arguments above are the reason (36) why I think that (37) working in group is more important than working individually. (38) The most important reason in working with group is adding new friend and relationship. (39) If we have many friends, (40) it will make easier our business. (41) Because the more we have friends, (42) the more we can share idea.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	Working is one of activities conducted by human being.	s2, p1
	Information (Presenting background material for topic contextualization)	1. With working people can increase the quality of life, getting money and building the self-competence, so that it can give the valuable experience. The quality of our work based on what we do, and I think people around us have the role important of our work.	s3-5, p1
	Proposition (Furnishes a specific statement of position)	1. Therefore according my opinion being able to work with group is more important than working independently.	s6, p1
	Evaluation (Positive gloss – brief support of proposition)		

	Marker (Introducing and/or identifying a list)		
2. Argument (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. The first reason why working with group is more important is because we are social human being. 2. The second reason is with working in group we can share idea. 3. Beside it, because with working in group can share idea each other, we can solve the problem easier. 4. The other reason that work in group is more important is adding friends to make a new relationship.	s7, p2 s10, p3
	Restatement (Rephrasing or repeating proposition)	1. As social human being we need the other people to make easy our work. we doesn't think alone 2. So that we can enrich the new knowledge to make something new to increase our productivity at work.	s8, p2

		3. We can meet new people and get new experience.	
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:		
	1. Strength of perceived shared assumptions.	1. When our idea and solution are not able to solve the problem, we still have another idea or another word; there are alternative ways of problem solving	
	2. A generalization based on data or evidence.	1. If we work individually when our mind is stuck to think of something, we won't get another idea from someone. 2. The more we work with new people, the more a relationship we get.	
	3. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions	1. So with working in group we can learn	S9, p2

	used to make claim	how to communicate and build the relationship. 2. So, in here working with a group has role to get new idea to produce something new. 3. So that with working in group we won't be stuck to solve the problem, and it makes it easy to solve the problem. 4. So that we can ask help from many people.	c20, p3 c34, p5
	b. Providing data or citing references		
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. All of the arguments above...	s25, p6
	Consolidation (Presenting the significance of the argument stage to the proposition)	All of the arguments above are the reason why I think that working in group is more important than working individually.	S25, p6
	Affirmation (Restating proposition)	The most important reason in working with group is adding new friend and relationship. If we have many friends,	s25-27, p6

		it will make easier our business.	
	Close (Widening context or perspective of proposition)	Because the more we have friends, the more we can share idea.	S28, p6

(1) Human is social. (2) There is someone can life alone in this world without help of other people. (3) It can be seen from the first time (4) when we exist in this world, and this time, and till the end of our life. (5) Perhaps there are many people in this world (6) prefer to life individually than live in a society. (7) It relates to work field, (8) there are many people prefer to work in a group than work individually. (9) It's not only because of the differences of their characteristics or behavior, (10) but also because of their choice. Based on explanation above, (11) I myself prefer to work in group than work individually (12) it is because of many reasons (13) that is important for me.

(14) First, works in groups shows our basic characteristics (15) that is social. (16) It doesn't matter (17) whether we are aware or not, (18) but in fact we always needs someone's help in our life. (19) The people have to think about administration of the office here is a group. (20) Many workers in this group is similar with the member that group. (21) They worked based on (22) their job influence the other people in the group. (23) When a job is done by many people, (24) it will make the time efficient. Of course, (25) there will be a lot of time to do the other jobs.

(26) Second, work in group shows (27) that we can respect the other opinion. (28) When we have to make a concept about an event, for example, (29) we can wonder about many possibilities (30) from the opinion that is given from many people or members of the group. (31) The opinion shows the point of view of someone. (32) If there is a lot of opinion in a group, (33) it means that (34) there is a lot of point of view can be consideration to make a decision.

(35) Based on explanation from paragraph above, it is clear that (36) work in group is better than work individually. (37) Work in group shows our basic characteristic as human, and give many possibilities in taking decision. (38) It is like the words (39) that have two people are better than one.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. There is someone can life alone in this world without help of other people.	c2, p1
	Information (Presenting background material for topic contextualization)	1. Human is social. 2. It can be seen from the first time 3. when we exist in this world, and this time, and till the end of our life. 4. Perhaps there are many people in this world 5. prefer to life individually than live in a society. 6. It relates to work field, 7. there are many people prefer to work in a group than work individually. 8. It's not only because of the differences of their characteristics or behavior, 9. but also because of their choice	c1, p1 c3, p1 c4, p1 c5, p1 c6, p1 c7, p1 c8, p1 c9, p1 c10, p1
	Proposition	1. Based on explanation above, I myself prefer to	c11, p1

	(Furnishes a specific statement of position)	work in group than work individually	
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1. it is because of many reasons 2. that is important for me.	c12, p1 c13, p1
2. Argument (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. First, works in groups shows our basic characteristics 2. that is social. 3. Second, work in group shows 4. that we can respect the other opinion.	c14, p2 c15, p2 c26, p3 c27, p3
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:		
	1. Strength of perceived shared assumptions.	1. The people have to think about administration of the office here is a group.	c19, p2 c20, p2 c21, p2

		2. Many workers in this group is similar with the member that group. 3. They worked based on 4. their job influence the other people in the group. 5. When we have to make a concept about an event, for example, 6. The opinion shows the point of view of someone.	c22, p2 c28, p3 c31, p3
	7. A generalization based on data or evidence.	1. It doesn't matter 2. whether we are aware or not, 3. but in fact we always needs someone's help in our life. 4. we can wonder about many possibilities 5. from the opinion that is given from many people or members of the group.	c16, p2 c17, p2 c18, p2 c29, p3 c30, p3
	3. Force of conviction.	1. When a job is done by many people, 2. it will make the time efficient.	c23, p2 c24, p2
	Support (Stating the grounds underpinning the claim)		

	a. Explicating assumptions used to make claim	1. Of course, there will be a lot of time to do the other jobs. 2. If there is a lot of opinion in a group, 3. it means that 4. there is a lot of point of view can be consideration to make a decision.	c25, p2 c32, p3 c33, p3 c34, p3
	b. Providing data or citing references		
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. Based on explanation from paragraph above, it is clear	c35, p4 c36, p4
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. that work in group is better than work individually.	c36, p4
	Affirmation (Restating proposition)	1. Work in group shows our basic characteristic as human, and give many possibilities in taking decision	c37, p4
	Close (Widening context or perspective of proposition)	1. It is like the words 2. that have two people are better than one.	c38, p4 c39, p4

InNES31

(1) Human beings are born to be the social being. (2) They are not able to live without any help from others. As the human being, (3) it is important for us to be able to adapt with the society. (4) Being able to work with a group of people in the team is the thing (5) that one has to di….

(6) The first thing becoming the reason for this is because every person, finally, (7) will work with the other in reality. (8) After finishing their education, one will be back to the society to work with the society itself. (9) They have to be able to work within the team (10) because, actually, there is no individual organization. (11) Every organization will consist of at least two persons (12) so that ability to work with the others is really important to possess by someone.

(13) The second reason is the matter of the fast that, (14) sometimes, the great idea will come after sharing with the others. (15) Working with the other will give someone a greater chance to communicate his/ her idea and get the enlighten from the others. (16) Every idea will become more perfect after being discussed and being shared with the others (17) since the others will give us the feedback (18) for what idea we gave.

(19) The third reason is that (20) working we group of the people will give a great opportunity to improve ones ability. (21) The great environment with the great people will give the extrinsic motivation for someone to be as the better person.

(22) All in all, being able to work with a group of people in a team is really important to do some (23) as has been explained, human beings are the social beings (24) that surely needs the help from the others (25) and need to work with the others in order to improve their ability and lives.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. Human beings are born to be the social being. 2. They are not able to live without any help from others. 3. As the human being, (3) it is important for us to be able to adapt with the society.	c1, p1 c2, p1 c3, p1
	Proposition (Furnishes a specific statement of position)	1. Being able to work with a group of people in the team is the thing 2. that one has to di….	c4, p1 c5, p1
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
2. Argument (Discussing	**Marker**	1. The first thing becoming the reason	c6, p2 c7, p2

grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	(Signalling the introduction of a claim and relating it to the text)	for this is because every person, finally 2. will work with the other in reality. 3. The second reason is the matter of the fast that, 4. sometimes, the great idea will come after sharing with the others. 5. The third reason is that 6. working we group of the people will give a great opportunity to improve ones ability.	c13, p3 c14, p3 c19, p4 c20, p4
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: 1. Strength of perceived shared assumptions.	1. After finishing their education, one will be back to the society to work with the society itself. 2. They have to be able to work within the team 3. Working with the other will give someone a greater chance to communicate his/ her	c8, p2 c9, p2 c15, p3

		idea and get the enlighten from the others	
	2. A generalization based on data or evidence.	1. because, actually, there is no individual organization. 2. Every organization will consist of at least two persons	c10, p2 c11, p2
	3. Force of conviction.	1. Every idea will become more perfect after being discussed and being shared with the others 2. since the others will give us the feedback 3. for what idea we gave.	c16, p3 c17, p3 c18, p3
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. so that ability to work with the others is really important to possess by someone. 2. The great environment with the great people will give the extrinsic motivation for someone to be as the better person.	c12, p2 c21, p4
	b. Providing data or citing references		

3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. All in all, being able to work with a group of people in a team is really important to do some	c22, p5
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. as has been explained, human beings are the social beings 2. that surely needs the help from the others	c23, p5 c24, p5
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. and need to work with the others in order to improve their ability and lives.	c25, p5

INNES32

(1) Choose a suitable and comfortable place to live in is something that always been on important part in human's life. (2) Some people would like to stay in a big city (3) while others want to live in a small town. (4) It is undeniable that (5) the place where people live has effects on their lives. But, (6) living in small town or big city completely depends on the taste of people living. (7) Some people think (8) if they life in small town, (9) they will get comfortable live (10) because it is less noisy and more calm. (11) Although some people prefers to live in big city, (12) I prefer a small town to live in. (13) there are some reasons (14) why I choose to live in a small town than in big city.

(15) First, big city is always noisy. (16) The big city never sleeps. (17) There will always crowds on the road all day long. (18) Roads are always busy and lots of traffic jam. (19) The cars and motorcycles are blowing horns and make the pollutions. (20) Whereas in a small town everything is much more calm and quiet. (21) Not much people live in there. (22) So, there will be no traffic jam like in a big city. for example, (23) when I had a vacation in Jakarta, (24) I cannot go from one place to another place within a traffic jam. (25) Even though the places is so near.

(26) Second, living in a small town is completely economical. (27) Living costs in a small town are less than in a big city. (28) the rent cost in small city and big city are different. (29) The price of food, drink and others are more cheap than big city.

(30) Although living in a small town is much beneficiary in my opinion, (31) there are some limitations. (32) Like all the facilities of big cities may not available in small town. (33) The drugstore is very rare, (34) so if someone get the serious illness (35) they have to go to big city.

(36) As we can see that, (37) living in a small town or big city have both advantages and disadvantages. But, (38) if you want to live in one (39) you have

to sacrifice another. (40) Living in a place that are calm and quiet is more means a lot to me than should live in crowd city.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Choose a suitable and comfortable place to live in is something that always been on important part in human's life. 2. It is undeniable 3. the place where people live has effects on their lives.	c1, p1 c4, p1 c5, p1
	Information (Presenting background material for topic contextualization)	1. Some people would like to stay in a big city 2. while others want to live in a small town. 3. Some people think 4. if they life in small town, 5. they will get comfortable live 6. because it is less noisy and more calm.	c2, p1 c3, p1 c7, p1 c9, p1 c10, p1
	Proposition (Furnishes a specific statement of position)	1. But, living in small town or big city completely depends on the taste of people living. 2. Although some people prefers to live in big city,	c6, p1 c11, p1 c12, p1

		3. I prefer a small town to live in.	
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1. there are some reasons 2. why I choose to live in a small town than in big city.	c13, p1 c14, p1
2. Argument (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. First, big city is always noisy. 2. Second, living in a small town is completely economical. 3. Although living in a small town is much beneficiary in my opinion, 4. there are some limitations.	c15, p2 c26, p3 c30, p4 c31, p4
	Restatement (Rephrasing or repeating proposition)	1. The big city never sleeps.	c16, p2
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:		c17, p2

	1. Strength of perceived shared assumptions.	1. There will always crowds on the road all day long. 2. Roads are always busy and lots of traffic jam. 3. Not much people live in there. 4. So, there will be no traffic jam like in a big city. 5. Living costs in a small town are less than in a big city. 6. the rent cost in small city and big city are different. 7. Like all the facilities of big cities may not available in small town. 8. The drugstore is very rare,	c18, p2 c21, p2 c22, p2 c27, p3 c28, p3 c32, p4 c33, p4
	2. A generalization based on data or evidence.	1. for example, 2. when I had a vacation in Jakarta, 3. I cannot go from one place to another place within a traffic jam. 4. Even though the places is so near. 5. so if someone get the serious illness 6. they have to go to big city.	c23, p2 c24, p2 c25, p2 c34, p4 c35, p4

	3. Force of conviction.	1. Whereas in a small town everything is much more calm and quiet.	c20, p2
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. The cars and motorcycles are blowing horns and make the pollutions. 2. The price of food, drink and others are more cheap than big city.	c19, p2 c29, p3
	b. Providing data or citing references		
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. As we can see that, 2. living in a small town or big city have both advantages and disadvantages.	c36, p5 c37, p5
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. But, if you want to live in one 2. you have to sacrifice another.	c38, p5 c39, p5
	Affirmation (Restating proposition)		

	Close (Widening context or perspective of proposition)	1. Living in a place that are calm and quiet is more means a lot to me than should live in crowd city.	c40, p5

(1) Talking about which we prefer between eating outside and eating at home (2) depends on the lifestyle and the situation of each people. (3) For those who do not have time to cook, (4) they prefer to eat at their home rather than eat outside at food stands or restaurant.

(5) The busy people prefer to eat food served in the restaurants (6) that do not take their time to cook. (7) But, as we know that (8) eating outside has positive and negative side. (9) The positive side, eating outside at food stands or restaurant help those, who are busy, (10) in order to they can eat in their busy time (11) without having to be bothered to cook and prepare foods by themselves. (12) Beside of that, eating outside can be a good time to gather (13) whether it is with family or friends. (14) So, what are the negative sides of eating outside? (15) First of all, eating outside especially in the restaurant, it is expensive. (16) As we know, (17) the food served in the restaurants are more expensive (18) than the foods we cook and prepare by ourselves at home. (19) In another words it wastes our money. (20) Second, the foods served in the food stands or the restaurants, usually, such as obesity, heart disease, diabetes, loss appetite, lack of essential nutrition, and many more. (21) In other words, it is healthy, (22) because we cannot manage the ingredients, involved (23) in the foods we eat, directly. (24) Beside of that, the food served in the restaurants are not always accordance (25) with what we expect. (26) Sometimes, the foods served are different (27) with what we want.

(28) Then how about eating at home? (29) Honestly, I prefer to prepare and eat at my own home. Why? (30) Because, as we know that (31) eating at home by preparing by own selves is cheaper rather than eating outside. (32) Even though it takes quite a long time, (33) it helps us to save our money. (34) Beside of that, eating at home is healthier. Why? (35) Because we can manage the ingredients (36) that should be included and should not be included (37) in the foods we will serve. (38) Although we will feel tired at the end (39) because we prepare it (40) and we have to clean up after eating, (41) but we will satisfied (42) with the

foods we have prepared by ourselves. (43) We can also, of course modify the taste (44) that is suit (45) with what we want. (46) Beside of that, eating at home can also strengthen the harmony in our family.

(47) In conclusion, everyone has preference about eating, (48) whether it is eating outside at food stands or restaurants or eating at home. (49) It depends on the need of each people. (50) Eating outside helps the busy people to eat foods without having to take their time to cook. (51) Whereas, besides cheaper, eating at home is healthier. (52) We can save our money (53) and we can protect our health (54) from the bad impacts of the fastest foods and junk foods served in the food stands or restaurants. (55) Beside of all the reasons that have been mentioned above, (56) I really like cooking and preparing foods by myself at home.

Stage	Move	Clause	No of Clause & Paragraph
1. Thesis (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. For those who do not have time to cook, 2. they prefer to eat at their home rather than eat outside at food stands or restaurant.	c3, p1 c4, p1
	Proposition (Furnishes a specific statement of position)	1. Talking about which we prefer between eating outside and eating at home 2. depends on the lifestyle and the situation of each people.	c1, p1 c2, p1
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
2. Argument (Discussing	**Marker**	1. But, as we know	c7, p2 c8, p2

grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	(Signalling the introduction of a claim and relating it to the text)	2. that eating outside has positive and negative side. 3. So, what are the negative sides of eating outside? 4. First of all, eating outside especially in the restaurant, it is expensive. 5. Second, the foods served in the food stands or the restaurants, usually, such as obesity, heart disease, diabetes, loss appetite, lack of essential nutrition, and many more. 6. Then how about eating at home? 7. Beside of that, eating at home is healthier.	c14, p2 c15, p2 c20, p2 c28, p3 c34, p3
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. The busy people prefer to eat food served in the restaurants	c5, p2 c6, p2 c9, p2 c10, p2
	1. Strength of perceived		

	shared assumptions.	2. that do not take their time to cook. 3. The positive side, eating outside at food stands or restaurant help those, who are busy, 4. in order to they can eat in their busy time 5. without having to be bothered to cook and prepare foods by themselves. 6. Honestly, I prefer to prepare and eat at my own home. 7. Because we can manage the ingredients 8. that should be included and should not be included 9. in the foods we will serve. 10. Beside of that, eating at home can also strengthen the harmony in our family.	c11, p2 c29, p3 c35, p3 c36, p3 c37, p3 c46, p3
	2. A generalization based on data or evidence.	1. Beside of that, eating outside can be a good time to gather 2. whether it is with family or friends. 3. As we know, 4. the food served in the restaurants are more expensive	c12, p2 c13, p2 c16, p2 c17, p2 c18, p2 c24, p2

		5. than the foods we cook and prepare by ourselves at home. 6. Beside of that, the food served in the restaurants are not always accordance 7. with what we expect. 8. Sometimes, the foods served are different 9. with what we want. 10. Because, as we know that 11. eating at home by preparing by own selves is cheaper rather than eating outside.	c25, p2 c26, p2 c27, p2 c30, p3 c31, p3
	3. Force of conviction.	1. Even though it takes quite a long time, 2. it helps us to save our money. 3. Although we will feel tired at the end 4. because we prepare it 5. and we have to clean up after eating, 6. but we will satisfied 7. with the foods we have prepared by ourselves.	c32, p3 c33, p3 c38, p3 c39, p3 c40, p3 c41, p3 c42, p3
	Support (Stating the grounds underpinning the claim)		

	a. Explicating assumptions used to make claim	1. In another words it wastes our money. 2. In other words, it is healthy, 3. because we cannot manage the ingredients, involved 4. We can also, of course modify the taste 5. that is suit 6. with what we want. foods we eat, directly.	c19, p2 c21, p2 c22, p2 c23, p2 c43, p3 c44, p3 c45, p3
	b. Providing data or citing references		
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, everyone has preference about eating,	c47, p4 c48, p4
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. Eating outside helps the busy people to eat foods without having to take their time to cook. 2. Whereas, besides cheaper, eating at home is healthier. 3. We can save our money 4. and we can protect our health 5. from the bad impacts of the fastest foods and junk foods	c50, p4 c51, p4 c52, p4 c53, p4 c54, p4

		served in the food stands or restaurants.	
	Affirmation (Restating proposition)	1. whether it is eating outside at food stands or restaurants or eating at home. 2. It depends on the need of each people.	c48, p4 c49, p4
	Close (Widening context or perspective of proposition)	1. Beside of all the reasons that have been mentioned above, 2. I really like cooking and preparing foods by myself at home.	c55, p4 c56, p4

I prefer (1) live in a small town. Small town has (2) lot of clear air to health and beautiful sight everywhere. You can (3) refresh your boring by enjoying the green sight of the mountain and breathing the fresh air. It's (4) amazing thing if you are (5) stranger from a big city seeing the kinds of beautiful sight here.

Depression is (6) a big problem for you if it becomes (7) your nightmare. In a big city, that problem can (8) be resolving by going to the supermarket, zoo, swimming pool, or other places paying to enjoy it. But, it is (9) spending your money uncontrolled. That is why I prefer (10) live in a small town.

I know (11) people earning much money from a big city. But, the spending of money is (12) equal with the expensive need of life. Such as food, entertainments, clothes, etc. a small town has (13) no more money to spend. You can (14) buy the comfortable house with a small fee.

The moral is (15) the most important thing in our life. Heterogenic and homogeny are (16) appearing among us. A big city has (17) a time limit for enjoying the beautiful things. The people there spend (18) their life for working to get their charity in their life. Not only a few people but also a hug people from every people coming (19) from the other small town. That is (20) why their characteristics are (21) heterogenic. They are (22) busy to keep their own living. In this case, they usually call (23) the people in a small town as a homogeny person because their kindness, helpfulness, modesties, etc.

Relation among friend in an institution, workplaces, and others show (24) how smart or clever to control our emotional question we are. The small town teaches (25) their citizen to do a beautiful manner as theirs. No more fighting cause's life crisis or business. Big expectation becomes (26) a sign of their life without letting the failed task gone (27) by calmly.

Stage	Move	Clause	No of Clause
4. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. I prefer live in a small town	C1, p1
	Information (Presenting background material for topic contextualization)	1. Small town has lot of clear air	C2, p1
	Proposition	1. You can refresh your boring 2. It's amazing thing 3. If you are stranger from a big city	C3, p1 C4, p1 C5, p1
	Evaluation (Positive gloss – brief support of proposition)	1.	
	Marker (Introducing and/or identifying a list)		
5. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**1. Marker** (Signalling the introduction of a claim and relating it to the text)	1.	
	Restatement (Rephrasing or repeating proposition)	1. That is why I prefer live in a small town	C10, p2
	Claim (Stating reason for acceptance of the proposition).		

	Typically based on:		
	d. Strength of perceived shared assumptions.	1. Depression is a big problem for you 2. If it becomes your nightmare 3. In a big city, that problem can be resolving 4. I know people earning much money from a big city 5. But, the spending of money is equal with the expensive need of life 6. The moral is the most important thing in our life 7. Heterogenic and homogeny are appearing among us 8. A big city has a time limit for enjoying the beautiful things 9. The people there spend their life for working 10. Not only a few people but also a hug people from every people coming from the other small town 11. That is why 12. Their characteristics are heterogenic 13. They are busy to keep their own living 14. In this case, they usually call the people in a small town as a homogeni person	C6, p2 C7, p2 C8, p2 C11, p3 C12, p3 C15, p4 C16, p4 C17, p4 C18, p4 C19, p4 C20, p4 C21, p4 C22, p4 C23, p4
	e. A generalization based on data or evidence.		

	f. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. But, it is spending your money uncontrolled 2. Small town has no more money to spend 3. You can buy the comfortable house with a small fee	C9, p2 C13, p3 C14, p3
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis)	**Marker** (Signalling conclusion boundary)	1.	
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. Relation among friend in an institution, workplaces, and others show how smart or clever to control our emotional question 2. Their citizen to do a beautiful manner as theirs 3. Big expectation becomes a sign of their life 4. The failed task gone by calmly	C24, p5 C25, p5 C26, p5 C27, p5
	Affirmation . (Restating proposition)		

	Close (Widening context or perspective of proposition)		

Note: Deductive

INNES38

Team work is (1) more important than work independently. Because on a group we can (2) share our argument and we can (3) ask something to the other members if we do (4) not know something. That usually happened (5) in a group of students. In other hand team work also use (6) by people in the village. For example on preparation a house it used (7) by team work. It makes (8) the work easy and do not spend much time.

Team work can (9) make work easy because the work done (10) by some people. In team work we can (11) share the work different to be apart and each member do (12) the work with different task. So with that way will (13) do not spending much time. The work will (14) be finished on time. It's (15) different if we do (16) work independently. It will (17) spend much time because that work does (18) by itself. We cannot (19) ask to the offer for doing our task. Because there is (20) no partner in our work. And it will (21) make the work difficult. We have (22) to do the work by itself, there is (23) no one helping us on doing the task.

Most teachers in the school always give (24) the students assignments and they usually ask (25) the student to make some groups and do the assignment with their group. It will (26) make student to do their task and with the team work they will (27) develop their argument effectively. With sharing with the other members, asking something and telling the other about something new. Imagination of the students will (28) develop with team work.

Actually team work is (29) more important than independently.

Stage	Move	Clause	No of Clause
6. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Team work is more important than work independently	C1, p1
	Information (Presenting background material for topic contextualization)	1. Because on a group we can share our argument 2. We can ask something to other members 3. We do not know something	C2, p1 C3, p1 C4, p1
	Proposition	1. That usually happened in a group of students 2. In other hand team work also use by people in the village	C5, p1 C6, p1
	Evaluation (Positive gloss – brief support of proposition)	1. For example on preparation a house it used by team work 2. It makes the work easy	C7, p1 C8, p1
	Marker (Introducing and/or identifying a list)		
7. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**2. Marker** (Signalling the introduction of a claim and relating it to the text)	2.	
	Restatement (Rephrasing or repeating proposition)	1. Team work can make work easy 2. The work done by some people	C9, p2 C10, p2
	Claim		

	(Stating reason for acceptance of the proposition). Typically based on:		
	g. Strength of perceived shared assumptions.	1. In team work we can share the work different to be apart 2. Each member do the work with different task 3. So with that way will do not spending much time 4. It's different 5. If we do work independently 6. That work does by itself 7. We cannot ask to the offer for doing our task 8. Because there is no partner in our work 9. We have to do the work by itself 10. Most teachers in the school always give the students assignments 11. They usually ask the student 12. It will make student 13. They will develop their argument effectively 14. Imagination of the students will develop with team work	C11, p2 C12, p2 C13, p2 C15, p2 C16, p2 C18, p2 C19, p2 C20, p2 C22, p2 C24, p3 C25, p3 C26, p3 C27, p3 C28, p3
	h. A generalization based on data or evidence.		
	i. Force of conviction.		
	Support		

	(Stating the grounds underpinning the claim)		
	c. Explicating assumptions used to make claim	1. The work will be finished on time 2. It will spend much time 3. And it will make the work difficult 4. There is no one helping us on doing the task	C14, p2 C17, p2 C21, p2 C23, p2
	d. Providing data or citing references		
4. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis)	**Marker** (Signalling conclusion boundary)	2.	
	Consolidation (Presenting the significance of the argument stage to the proposition)	1.	
	Affirmation . (Restating proposition)		
	Close (Widening context or perspective of proposition)	Actually team work is more important than independently	C29, p4

INNES39

I think (1) work with a group of people in a team is (2) more important than work independently, because with a group it can (3) be easier to our and their teacher told (4) to completely the task in a group it can (5) be easier because when the members of group any don't (6) know, the other member can (7) teach the member.

Many advantages in work a group in the team, such as we got (8) relationship each other, add friends, and the task it can (9) be easier, and the advantages of work with a group in a team we can (10) of configuring the class outweigh the potential disadvantages.

Different with work independently, if we can't (11) carry out the task we can't (12) ask anyone and independently similar a egoism.

Stage	Move	Clause	No of Clause
8. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. I think work with group of people 2. In a team is more important than work independently	C1, p1 C2, p1
	Information (Presenting background material for topic contextualization)	1.	
	Proposition	1.	
	Evaluation (Positive gloss – brief support of proposition)	2.	
	Marker (Introducing and/or identifying a list)		
9. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**3. Marker** (Signalling the introduction of a claim and relating it to the text)	3.	
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	j. Strength of perceived	1. Because with a group it can be easier	C3, p1

	shared assumptions.	2. Their teacher told to completely the task in a group 3. When the members of group any don't know 4. The other member can teach the member 5. Many advantages in work a group in the team, such as we got relationship each other 6. The advantages of work with a group in a team we can of configuring the class 7. Different with work independently, if we can't carry out the task 8. We can't ask anyone	C4, p1 C6, p1 C7, p1 C8, p2 C10, p2 C11, p3 C12, p3
	k. A generalization based on data or evidence.		
	l. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	e. Explicating assumptions used to make claim	1. It can be easier 2. The task it can be easier	C5, p1 C9, p2
	f. Providing data or citing references		
5. **Conclusion** (Synthesizing discussion and affirming	**Marker** (Signalling conclusion boundary)	3.	

the validity of the thesis)	**Consolidation** (Presenting the significance of the argument stage to the proposition)	2.	
	Affirmation . (Restating proposition)		
	Close (Widening context or perspective of proposition)		

INNES40

In our life, we are (1) always faced on working. Every person has (2) the different way in working a job. There is (3) a person who likes working with a group of people in a team and there is (4) also person who likes work independently. Let see the facts about working.

For the students in university or school, certainty they task from their teacher or lecture almost give (5) every day. It makes (6) student must be able to organize their way in finishing (7) their task.

Working with a group of people in a team is (8) one of the solution for them in working their job. Because its is (9) easier that working independently. By working with a group they can (10) find many knowledges from others because they usually share (11) each other and giving each opinions.

In other side, working with a group of people om a team can (12) give amusement. We can (13) be happy. They can (14) be the second family.

Different with working independently, thus way seldom used (15) by the students. Because its more difficulties that working in a group. If we work (16) independently, we always feel (17) bore and tired.

From the explanation about, it can (18) be concluded that working with a group of people with a team is (19) more important that working independently.

Stage	Move	Clause	No of Clause
10. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. In our life, we are always faced on working	C1, p1
	Information (Presenting background material for topic contextualization)	1. Every person has the different way in working a job	C2, p1
	Proposition	1. There is a person who likes working with a group of people in a team 2. There is also person who likes work independently	C3, p1 C4, p1
	Evaluation (Positive gloss – brief support of proposition)	3.	
	Marker (Introducing and/or identifying a list)		
11. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**4. Marker** (Signalling the introduction of a claim and relating it to the text)	4.	
	Restatement (Rephrasing or repeating proposition)		
	Claim		

	(Stating reason for acceptance of the proposition). Typically based on:		
	m. Strength of perceived shared assumptions.	1. For students in university or school, the task from their teacher or lecturer almost give every day 2. Working with a group of people in a team is one of the solution 3. They usually share each other 4. In other side, working with group of people om a team can give amusement 5. They can be the second family 6. Different with working independently, thus way seldom used by the students	C5, p2 C8, p2 C11, p3 C12, p4 C14, p4 C15, p5
	n. A generalization based on data or evidence.		
	o. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	g. Explicating assumptions used to make claim	1. It makes student must be able to organize 2. Their way in finishing their task 3. Because it is easier that working independently	C6, p2 C7, p2 C9, p3 C10, p3

		4. By working with a group they can find many knowledges from others 5. We can be happy 6. If we work independently 7. We always feel bore and tired	C13, p4 C16, p5 C17, p5
	h. Providing data or citing references		
6. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis)	**Marker** (Signalling conclusion boundary)	4.	
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. From the explanation about, it can be concluded that	C18, p6
	Affirmation . (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. Working with a group of people with a team is more important that working independently	C19, p6.

INNES41

I choose (1) number three that sentence is (2) more people prefer (3) to eat food at food stands or restaurants. Other people prefer (4) to prepare and eat food at home. I prefer (5) eat food at home. Because, i think (6) choose to eat at home is (7) a good way for our life, health. If we eat (8) at home we can (9) choose a fruits, a vegetables, a meat, the flavor, etc with our choice. It very important to our health. We can (10) cook everything what we want (11). The taste will (12) be different if we cook (13) with ourselves. And we can (14) get a knowledge about cook and recipe of food. I think (15) if we prepare (16) and cook at home that is (17) so enjoyable and very nice. Many disadvantages about eat food stands or restaurants than eat at food stands than eat food at home. Because we don't (18) know how they cooked (19) them. My experience about this problem is (20) someday i was (21) saw a customer bought (22) a vegetables and a meals in the market that is (23) bad quality. Vegetable that was (24) faded. And a meal that so pale and not fresh. I think (25) she was (26) bought them to cook at the restaurant because she bought (27) so much. In television many cases, it is (27) like the case about the trade sell (28) a chicken that is (29) use element of chemistry. And the chicken so cheap (30) to sell. It's (31) very dangerous for our health. So, I think (32) prefer to eat with ourselves is (33) good way to safe our health. Because health is (34) important. It is (35) ok if we want (36) to eat in restaurant but just for some time. We must (37) habituate to cook and prepare a food at home. Not only economical but also health. Because all of cooked is (38) it our choice.

Stage	Move	Clause	No of Clause
12. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. I choose number three 2. That sentence is 3. More people prefer to eat food at food stands or restaurants	C1, p1 C2, p1 C3, p1
	Information (Presenting background material for topic contextualization)	1. Other people prefer to prepare and eat food at home 2. I prefer eat food at home 3. Because, i think 4. Choose to eat at home is a good way for our life, health	C4, p1 C5, p1 C6, p1 C7, p1
	Proposition	2.	
	Evaluation (Positive gloss – brief support of proposition)	4.	
	Marker (Introducing and/or identifying a list)		
13. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**5. Marker** (Signalling the introduction of a claim and relating it to the text)	5.	
	Restatement (Rephrasing or repeating proposition)	1. . If we eat at home	C8, p1
	Claim (Stating reason for acceptance of the proposition).		

	Typically based on:		
	p. Strength of perceived shared assumptions.	1. We can choose a fruits, a vegetables, a meat, the flavor, etc with our choice 2. If we cook with ourselves 3. I think 4. If we prepare 5. Because we don't know 6. how they cooked them. 7. My experience about this problem is someday 8. I was saw 9. A customer bought 10. A vegetables and a meals in the market that is bad quality 11. I think 12. She was bought them to cook at the restaurant because 13. She bought so much 14. It is like the case 15. The trade sell a chicken 16. That is use element of chemistry. 17.	C9, p1 C13, p1 C15, p1 C16, p1 C18, p1 C19, p1 C20, p1 C21, p1 C22, p1 C23, p1 C25, p1 C26, p1 C27, p1 C28, p1 C29, p1
	q. A generalization based on data or evidence.		
	r. Force of conviction.		
	Support		

	(Stating the grounds underpinning the claim)		
	i. Explicating assumptions used to make claim	1. We can cook everything 2. What we want 3. The taste will be different 4. And we can get a knowledge about cook and recipe of food 5. Cook at home that is so enjoyable and very nice. 6. Vegetable that was faded 7. And the chicken so cheap to sell. 8. It's very dangerous for our health	C10, p1 C11, p1 C12, p1 C14, p1 C17, p1 C24, p1 C30, p1 C31, p1
	j. Providing data or citing references		
7. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis)	**Marker** (Signalling conclusion boundary)	5.	
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. So, I think 2. Prefer to eat with ourselves is good way to safe our health. 3. Because health is important 4. It is ok 5. If we want to eat in restaurant but just for some time. 6. We must habituate to cook and prepare a food at home.	C32, p1 C33, p1 C34, p1 C35, p1 C36, p1

		7. Because all of cooked is it our choice.	C37, p1 C38, p1
	Affirmation . (Restating proposition)		
	Close (Widening context or perspective of proposition)		

Somebody that have (1) much money who stay (2) in big city, are most of them choose (3) the instant food because their lifestyle that want (4) the practically between their busy activity. Fast, delicious, easy to get, many restaurants are (5) available.

Many people who stay (6) in big city also but they choose (7) the homing food, more delicious and safer from the dirty that they know (8) how to make the food cheaper than the restaurant.

This topics remind (9) me to the last Saturday night, which I went (10) to the "makanan pinggiran" with my friend, sure boy. He prefer (11) the food stands more than eat the food that cooked (12) by his mother. Do you know (13) why? because he thinks (14) , he usually buy (15) the food at stand food as the one who stay (16) in the boarding home, his mam don't (17) care.

Different from me, although I am (18) a girl who stay in the boarding too, i prefer (19) the home style. Because I think (20), I am (21) a woman that upon a time will (22) have a family sure I must (23) be able cook for my husband and my child. I like (24) the food of my mom. She teach (25) me how to cook. More cheaper, as daughter home style food are (26) really needed, not only many advantages with delicious, clean, cheap but also it can (27) teach the daughter to can cook (28) well.

The home that you stay (29) is also give the influence to choose the homing food or restaurant's food. It is (30) okay if you buy (31) the restaurant food but it should (32) only ford once or twice. If you buy (33) them every time, it spends (34) your money. stay in a big city, you must (35) smart to manage your needs choose as good as possible. Because the needs of human life not only for food.

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Somebody that have much money 2. Who stay in big city 3. Most of them choose the instant food	C1, p1 C2, p1 C3, p1
	Information (Presenting background material for topic contextualization)	1. Their lifestyle that want the practically between their busy activity	C4, p1
	Proposition	1. Fast, delicious, easy to get, many restaurants are liableble	C5, p1
	Evaluation (Positive gloss – brief support of proposition)	1.	
	Marker (Introducing and/or identifying a list)		

2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**1. Marker** (Signalling the introduction of a claim and relating it to the text)	1. Many people who stay in big city 2. They choose the homing food	C6, p2 C7, p2
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.	1. They know how to make the food cheaper than the restaurant. 2. The topics remind me to the last Saturday night 3. Which I went to the "Makanan Pinggiran" with my friend 4. He prefer	C8, p2 C9, p3 C10, p3 C11, p3 C12, p3 C13, p3

		5. The food stands more than eat the food that cooked by his mother 6. Do you know why? 7. Because he thinks 8. He usually buy 9. The food at stand food as the one who stay in the boarding home 10. His mam don't care. 11. Different from me, although I am a girl who stay in the boarding too 12. I prefer the home style. 13. Because I think 14. I am a woman 15. That upon a time will have a family 16. Sure I must be able cook for my husband and my child. 17. . I like the food of my mom. 18. The daughter to can cook well.	C14, p3 C15, p3 C16, p3 C17, p3 C18, p3 C19, p3 C20, p3 C21, p3 C22, p3 C23, p3 C24, p3 C28, p3

	b. A generalization based on data or evidence.	1. She teach me how to cook	C25, p3
	c. Force of conviction.	1. It is okay 2. If you buy the restaurant food 3. But it should only ford once or twice.	C30, p4 C31, p4 C32, p4
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. More cheaper, as daughter home style food are really needed 2. Cheap but also it can teach 3. If you buy them every time 4. It spends your money	C26, p3 C27, p3 C33, p4 C34, p4
	b. Providing data or citing references		

3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis)	**Marker** (Signalling conclusion boundary)	1. The home that you stay is also give the influence to choose the homing food or restaurant's food	C29, p4
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. You must (35) smart to manage your needs choose as good as possible.	C35, p4
	Affirmation . (Restating proposition)		
	Close (Widening context or perspective of proposition)		

INNES43

Indonesia is (1) one of big country with so much citizen. There are (2) many problem about member in every region in Indonesia such as Jakarta. Bandung, Surabaya. There are (3) problem such as flood, conflagration, healthy and social problem. But the reasons people live (4) in a big city for economic factor: there can find job to fulfill their cost. There are (5) many facility in big city such as department store, hospital, university with complete study program.

Beside that, there are (6) many problem in a big city. First, problem is (7) traffic jam such as in Jakarta and Tangerang. Although the government always try (8) to clear the problem but until now traffic jam still as one of big problem in a big city. Second, healthy life. As we know (9) that Tangerang is (10) industrial city. So there are (11) so much industry company, but also water pollution problem. Not only pollution air but also water. We can't (11) find fresh water on river in Jakarta. Such as Ciliwung etc.

So we should (12) choose in a small town, why not live with herbal life like nature and there are (13) so much good reason to live in a small town. For example: fresh air and water, nature and some economy factor.

There is (14) some reasons why we should (15) live in a small town. First we can (16) have a good healthy because of fresh nature. We have (17) fresh air and water and many potential. Second, we can (18) live together with good social because people in small town is (19) friendly. So we can (20) share our live with each other. Third, we can (21) use potential in small town such as rice field, garden. So I absolutely I choose (22) to live in small town.

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Indonesia is one of big country	c1, p1
	Information (Presenting background material for topic contextualization)	1. There are many problem about member in every region in Indonesia	c2, p1
	Proposition	1. There are problem such as flood	c3, p1
	Evaluation (Positive gloss – brief support of proposition)	1. But the reasons people live in a big city for economic factor	c4, p1
	Marker (Introducing and/or identifying a list)	1. There are many facility in big city such as department store	c5, p1

2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**1. Marker** (Signalling the introduction of a claim and relating it to the text)	1.	
	Restatement (Rephrasing or repeating proposition)	1. Beside that, there are many problem in a big city	c6, p2
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.	1. First, problem is traffic jam 2. Tangerang is industrial city 3. So we should choose in a small town 4. There is some reasons 5. Why we should live in a small town 6. First we can have a good healthy 7. We have fresh air and water and many potential 8. Second, we can live together with good social	c7, p2 c10, p2 c12, p2 c14, p4 c15, p4 c16, p4 c17, p4 c18, p4 c19, p4 c20, p4

		9. People in a small town is friendly 10. So we can share our live with each other 11. Third, we can use potential in small town 12. So, I absolutely I choose to live in a small town	c21, p4 c22, p4
	b. A generalization based on data or evidence.	1. Although the government always try to clear the problem but until now traffic jam still as one of big problem in a big city 2. So there are so much industry company 3. There are so much good reason to live in a small town	c8, p2 c11, p2 c13, p2
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. As we know 2. We can't find fresh water on river in Jakarta	c9, p2 c11, p2

	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis)	**Marker** (Signalling conclusion boundary)	1.	
	Consolidation (Presenting the significance of the argument stage to the proposition)	1.	
	Affirmation . (Restating proposition)		
	Close (Widening context or perspective of proposition)		

INNES68

I live in a small town known because I have to study in Tasikmalaya. But my family live in a big city they live in Bekasi. Actually when someone asked me whether I like in a big city or in a small town. I will answer I prefer to live in a small town than in a big city. If you live in a big city you have to wake up early in the morning. Because if not you will came late to your school or to your office. Based on my experience when I was high school I went to my school at 05:30 from my house and sometimes I still come late because the traffic was really crowded. Traffic jam in everywhere and it was really make me lost of my mood before study.

The people is small town are more kind than people in a big city. They will smile to another person even they didn't know who they are. They always help each other and it is quite different with people in a big city, they didn't smile to every person and they also often keep and touch with another. They just do their own business. And one more thing that why I like live in a small town is because everything in here cheaper than in a city. For example if you have money 50.000 and you want to eat something then you can eat in five time with 50.000, but in a big city you just can eat once because the cost are very expensive and when you want to cook something and you ingredients was finish. You just can take the ingredients to garden because there are a lot of ingredient in the garden. The people in small town are really like gardening.

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. I live in a small town known because I have to study in Tasikmalaya	C1, P1
	Proposition (Furnishes a specific statement of position)	I will answer I prefer to live in a small town than in a big city	C4, P1
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move**	**Marker** (Signalling the introduction of a claim and relating it to the text)		

argument can be repeated indefinitely	**Restatement** (Rephrasing or repeating proposition)	1. And one more thing that why I like live in a small town is	C19, P1
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. The people is small town are more kind than people in a big city 2. because everything in here cheaper than in a city 3. The people in small town are really like gardening	C12, P1 C20, P1 C26, P1
	b. A generalization based on data or evidence.		
	c. Force of conviction.	1. If you live in a big city you have to wake up early in the morning 2. because the traffic was really crowded. 3. They just do their own business 4. because the cost are very expensive	C5, P1 C9, P1 C18, P1 C23, P1
	Support (Stating the grounds underpinning the claim)		

	a. Explicating assumptions used to make claim	1. Because if not you will came late to your school or to your office	C6, P1
		2. Based on my experience when I was high school I went to my school at 05:30 from my house	C7, P1 C8, P1
		3. and sometimes I still come late	C10, P1
		4. Traffic jam in everywhere	C11, P1
		5. and it was really make me lost of my mood before study	C13, P1
		6. They will smile to another person even they didn't know who they are	C14, P1 C15, P1 C16, P1
		7. They always help each other	C17, P1
		8. and it is quite different with people in a big city	C21, P1
		9. they didn't smile to every person	C22,P1
		10. and they also often keep and touch with another	C24, P1
		11. For example if you have money 50.000 and you want to eat something then you can eat in five time with 50.000	C25, P1
		12. but in a big city you just can eat once	
		13. and when you want to cook something and you ingredients was finish	

		14. You just can take the inggridience to garden because there are a lot of ingredients in the garden	
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participant essay's**

Obviously, every person has his/her choices (1). Some likes to work quiet and alone (2), other likes to work on a team (3). However, I prefer to work with a group of people on a team (4), because that make more fun (5) and I can enjoy my time with them (6). Moreover I like to cooperate and compete with others to make success (7). I have many reasons below for that (8).

The first and the most reasons are sharing information and exchange the knowledge (9). In addition, work on team makes cooperation and competition between students (10) and that leads to make a success work (11). Moreover, work on team makes many friends (12) and makes their relationship stronger (13).

Another reason is to have fun and to enjoy work time (14). However if you work alone (15) you will feel boring (16), because work and study time can be more than 10 hour on a day (17). Besides you can enjoy your time with others (18), it would make the time go fast (19).

There are circumstance where the ability to work with a group is much more than that to work independently (20). More often than not, in most fields, a team can achieve much more extensive scope than an individual can (21) because one has less strength than many (22). In team-played sports, such as football, basketball, volleyball, etc…, teamwork is often highly valued (23) and is of essence (24).

The third is working as a team is one of the basic soft skills required by most of companies (25). Regardless of your major, you will need to communicate with other people like your colleagues (26). That is one of the reason (27) why some companies usually create team building parties and kick-off meetings in order to improve the relationships between their employes (28).

Another reason is a team would help you save time and resources (29). As each team members would have different perspective (30), it would help you to have

the complete picture of your problem (31). Although some people think many people would lead an argument (32), I think (33) this means you would understand the problem clearer (34). Moreover, there are a lot of things you couldn't find in any books (35) but your seniors (36).

And last but not least, nobody can work alone (37). No matter who you are (38), even a genius can't finish all of his work by himself (39). A team is a symbol of strength, profession and solidarity (40). A good team is one (41) which members can use their fortes to complete their tasks and support the others (42). Although working independently is also important (43), if you isolate yourself (44), surely you would be left behind (45).

In conclusion, if you want to gain success (46), working in group is one of the skill (47) you should master (48). Otherwise, you would find yourself getting stuck with a boring job and awkward life (49).

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. Obviously, every person has his/her choices. 2. Some likes to work quiet and alone, 3. other likes to work on a team.	C1, P1 C2, P1 C3, P1
	Proposition (Furnishes a specific statement of position)	1. However, I prefer to work with a group of people on a team, 2. because that make more fun 3. and I can enjoy my time with them 4. Moreover I like to cooperate and compete with others to make success. 5. I have many reasons below for that.	C4, P1 C5, P1 C6, P1 C7, P1 C8, P1
	Evaluation (Positive gloss – brief support of proposition)		

	Marker (Introducing and/or identifying a list)	1. There are circumstance where the ability to work with a group is much more than that to work independently.	C20, P4
2. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. The first and the most reasons are sharing information and exchange the knowledge. 2. Another reason is to have fun and to enjoy work time. 3. The third is working as a team is one of the basic soft skills required by most of companies. 4. Another reason is a team would help you save time and resources. 5. As each team members would have different perspective, 6. it would help you to have the complete picture of your problem. 7. And last but not least, nobody can work alone. 8. No matter who you are,	C9, P2 C14, P3 C26, P5 C29, P6 C30, P6 C31, P6 C37, P7 C38, P7
	Restatement (Rephrasing or repeating proposition)		

	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. In addition, work on team makes cooperation and competition between students 2. and that leads to make a success work. 3. Moreover, work on team makes many friends 4. and makes their relationship stronger. 5. Besides you can enjoy your time with others, 6. it would make the time go fast. 7. A team is a symbol of strength, profession and solidarity. 8. A good team is one 9. which members can use their fortes to complete their tasks and support the others.	C10, P2 C11, P2 C12, P2 C13, P2 C18, P3 C19, P3 C40, P7 C41, P7 C42, P7
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.	1. More often than not, in most fields, a team can achieve much more extensive scope than an individual can 2. because one has less strength than many.	C21, P4 C22, P4 C23, P4

		3. In team-played sports, such as football, basketball, volleyball, etc…, teamwork is often highly valued 4. and is of essence. 5. Regardless of your major, you will need to communicate with other people like your colleagues. 6. That is one of the reason 7. why some companies usually create team building parties and kick-off meetings in order to improve the relationships between their employes. 8. Although some people think many people would lead an argument, 9. I think 10. this means you would understand the problem clearer. 11. Moreover, there are a lot of things you couldn't find in any books 12. but your seniors. 13. a genius can't finish all of his work by himself.	C24, P4 C26, P5 C27, P5 C28, P5 C32, P6 C33, P6 C34, P6 C35, P6 C36, P6 C39, P7
	c. Force of conviction.	1. However if you work alone 2. you will feel boring,	C15, P3 C16, P3

		3. because work and study time can be more than 10 hour on a day.	C17, P3
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. Although working independently is also important, 2. if you isolate yourself, 3. surely you would be left behind.	C43, P7 C44, P7 C45, P7
	a. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	2. In conclusion, if you want to gain success, 3. working in group is one of the skill 4. you should master.	C46, P8 C47, P8 C48, P8
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. Otherwise, you would find yourself getting stuck with a boring job and awkward life.	C49, P8
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

It is more important to be able to work with a group of people in a team (1) or to work independently? (2)

It is highly debated issue (3) whether it is more important to be able to work with group (4) or to work independently (5) and this topic can be approach from several angles (6) because of its complexity (7).

Some people think (8) that working with group is more efficient than working independently (9), but the others disagree about it (10). They have another opinion (11) as I am (12). I believe (13) that working with a group as a team worker is better (14) and the following discussion reveals my stand and reasoning (15).

As we know (16), people have different ability, especially for understanding about something (17). Some people can understand quickly (18), but the others can't (19). for example, when the teacher explains the materials (20), some student can understand quickly (21). They have more ability than the others (22), and how about the others? (23) The students who can't understand quickly, need explanation more (24). Sometimes, they are enjoy (25) when they ask to their friends without ashamed (26).

Furthermore, people have different knowledge (27). In a group, people can share their knowledges each other (28). It can make them more knowledge than the others, who work independently (29). We know (30) that knowledge is something important for our life (31), so with knowledges we can change our life be better than before (32).

The advantages of working in a group are not only ability and knowledge (33). When someone works in a group (34), he/she is trained to cooperation with the others (35). It will make them explore their selves by communicating with the others (36).

My final reasons is solving problems (37). Sometimes, people have many problems of their life (38). There are some problems in working or doing something (39). When they are in a group (40), they will not be confused (41). They can ask to the other the solving of their problems (42). By this way, the problem is solved quickly (43).

According to the reasons, I think (44) that working in a group is more important to be able than working independently (45).

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. It is more important to be able to work with a group of people in a team 2. or to work independently? 3. It is highly debated issue 4. whether it is more important to be able to work with group 5. or to work independently 6. and this topic can be approach from several angles 7. because of its complexity.	C1, P1 C2, P1 C3, P2 C4, P2 C5, P2 C6, P2 C7, P2
	Information (Presenting background material for topic contextualization)	1. Some people think 2. that working with group is more efficient than working independently, 3. but the others disagree about it. 4. They have another opinion 5. as I am	C8, P3 C9, P3 C10, P3 C11, P3 C12, P3
	Proposition (Furnishes a specific statement of position)	1. I believe 2. that working with a group as a team worker is better	C13, P3 C14, P3
	Evaluation	1. and the following discussion reveals	C15, P3

	(Positive gloss – brief support of proposition)	my stand and reasoning.	
	Marker (Introducing and/or identifying a list)		
1. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. As we know, 2. people have different ability, especially for understanding about something. 3. Some people can understand quickly, 4. but the others can't. 5. Sometimes, they are enjoy 6. when they ask to their friends without ashamed. 7. Furthermore, people have different knowledge. 8. In a group, people can share their knowledges each other. 9. The advantages of working in a group are not only ability and knowledge. 10. When someone works in a group, 11. he/she is trained to cooperation with the others. 12. My final reasons is solving problems. 13. Sometimes, people have many	C16, P4 C17, P4 C18, P4 C19, P4 C25, P4 C26, P4 C27, P5 C28, P5 C33, P6 C34, P6 C35, P6 C37, P7 C38, P7 C39, P7

		problems of their life. 14. There are some problems in working or doing something. 15. When they are in a group, 16. they will not be confused.	C40, P7 C41, P7
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: 1. Strength of perceived shared assumptions.	1. It will make them explore their selves by communicating with the others. 2. They can ask to the other the solving of their problems. 3. By this way, the problem is solved quickly	C36, P6 C42, P7 C43, P7
	2. A generalization based on data or evidence.	1. for example, when the teacher explains the materials, 2. some student can understand quickly. 3. They have more ability than the others,	C20, P4 C21, P4 C22, P4

		4. and how about the others? 5. The students who can't understand quickly, need explanation more. 6. We know 7. that knowledge is something important for our life, 8. so with knowledges we can change our life be better than before.	C23, P4 C24, P4 C30, P5 C31, P5 C32, P5
	9. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim		
	a. Providing data or citing references		
1. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. According to the reasons, I think 2. that working in a group is more important to be able than working independently.	C44, P8 C45, P8
	Consolidation (Presenting the significance of the		

	argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNES72

Cities or town? (1)

People's life are influenced by the place (2). Some people may enjoy to stay in big city (3) while others like to live in small town (4). There are many things which people consider whether living in between both places (5).

Small town are known as countryside (6) because they are usually found around the capital of region (7). These places have natural environment, such as fresh air, clean water and a lot of trees (8). Even though, some of them can be tour destination with the beauty of mountains, waterfalls and beaches (9). The woods are used as preservation or conversation (10). Beside od these natural wealthiness, the society have good and unique culture (11). For example, some places in Indonesia develop the cooperative lifestyle when there are the harvest seasons and building houses (12). Therefore, there are less criminal cases and less competition of job position (13). It indicates that people are kind and humble (14).

Although small town have peaceful places (15), the transportation is uncommon and traditional (16). For instance, we can find buggies and wagons which are drown with horses, buffalos, cows and buses (17). It is found that the infrastructure is limited (18). Another restrictiveness of living at small towns is less of job opportunity or vacancy (19) since the available occupations are commonly as farmer and cattlemen (20). If someone can't make these job (21), he/she prefers to look for job at the other places even the cities (22). This case is as same as studying (23).

Unlike at the small towns, the cities are grown actually (24) because the government has a plan to place the capital of regions (25). They build skyscraper buildings entertainment or amusement places and transportations (26). It can provide people's who living in the city (27). Then, the effect of these

developments are wider job opportunity, better and improves facilities, and also various of amusement places (28). However, people can't stand of living there of pollution, high criminal cases, competition of job positions and individualistic lifestyle (29). Traffic jam always happens if there are overload of transportations which carry with the society (30).

In conclusion, living in the big city or small town are based on what people need (31). I prefer to live in the small town for the natural sense (32). Otherwise, the situation is not same as past (33). Nowadays, small town are developed to fulfill people's needing just like in the cities (34). It's not the mistake if others choose to stay at big city (35) for the nearest distances to everywhere they want (36).

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Cities or town? 2. People's life are influenced by the place.	C1, P1 C2, P1
	Information (Presenting background material for topic contextualization)	1. Some people may enjoy to stay in big city 2. while others like to live in small town.	C3, P1 C4, P1
	Proposition (Furnishes a specific statement of position)		
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1. There are many things which people consider whether living in between both places.	C4, P1
3. **Argument** (Discussing grounds for thesis) **Note:**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Small town are known as countryside 2. because they are usually found around the capital of region.	C6, P2 C7, P2

Four move argument can be repeated indefinitely		3. These places have natural environment, such as fresh air, clean water and a lot of trees. 4. Although small town have peaceful places, 5. the transportation is uncommon and traditional. 6. Unlike at the small towns, the cities are grown actually 7. because the government has a plan to place the capital of regions. 8. They build skyscraper buildings entertainment or amusement places and transportations. 9. It can provide people's who living in the city.	C8, P2 C15, P3 C16, P3 C24, P4 C25, P4 C26, P4 C27, P4
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. Even though, some of them can	C9, P2

	1. Strength of perceived shared assumptions.	be tour destination with the beauty of mountains, waterfalls and beaches. 2. The woods are used as preservation or conversation. 3. Then, the effect of these developments are wider job opportunity, better and improves facilities, and also various of amusement places	C10, P2 C28, P4
	2. A generalization based on data or evidence.	1. Beside od these natural wealthiness, the society have good and unique culture. 2. For example, some places in Indonesia develop the cooperative lifestyle when there are the harvest seasons and building houses. 3. Therefore, there are less criminal cases and less competition of job position. 4. It indicates that people are kind and humble.	C11, P2 C12, P2 C13, P2 C14, P2 C17, P3

		5. For instance, we can find buggies and wagons which are drown with horses, buffalos, cows and buses. 6. Traffic jam always happens if there are overload of transportations which carry with the society.	C30, P4
	1. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	1. Explicating assumptions used to make claim	1. It is found that the infrastructure is limited. 2. Another restrictiveness of living at small towns is less of job opportunity or vacancy 3. since the available occupations are commonly as farmer and cattlemen. 4. If someone can't make these job, 5. he/she prefers to look for job at the other places even the cities. 6. This case is as same as studying. 7. However, people can't stand of living there of	C18, P3 C19, P3 C20, P3 C21, P3 C22, P3 C23, P3 C29, P4

		pollution, high criminal cases, competition of job positions and individualistic lifestyle.	
	1. Providing data or citing references		
1. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, living in the big city or small town are based on what people need	C31, P6
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. I prefer to live in the small town for the natural sense. 2. Otherwise, the situation is not same as past. 3. Nowadays, small town are developed to fulfill people's needing just like in the cities.	C32, P6 C33, P6 C34, P6
	Affirmation (Restating proposition)	1. It's not the mistake if others choose to stay at big city 2. for the nearest distances to everywhere they want.	C35, P6 C36, P6
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

INNES73

Now I live in a small town (1). I never move from this small town (2). I almost spend my whole life in the small town (3). I feel happy and proud (4). Almost the entire needs can be fulfilled (5). On the other hand, I also feel bored (6). I want to feel the new life that is more colorful (7). I am bored with life that always like this (8). Sometimes, I think that live in a big city is more fun (9). I am interested with the people who live in a big city (10).

As I see in social network or television (11), the people who live in a big city look like really enjoy their life (12). They always look happy (13), but I don't know what they really feel of their life (14). I want to be like them (15). If think, if I live in a big city (16), I can find something that I have never found (17). I also can find something that can entertain me, or fill my bored (18).

Sometimes I think (19), life in a small town is much different from life in a big city (20). If the entire needs in a small town can be fulfilled very well (21), so the entire needs in a big city cannot be necessarily fulfilled (22). The happy people who live in a big city are they who can fulfill their needs very well (23). They are rich people (24), so the people who live in a small town and they want to live in a big city must be rich or have enough money to fulfill their needs in a big city (25). If they cannot follow the lifestyle in a big city (26), they will be miserable or unable to continue their life in a big city (27).

Everything has the advantages and disadvantages (28). It depends on us who run it (29). We can live anywhere as we want (30), living in a small town or a big city are much the same (31). The most important, we can be happy in it (32).

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
14. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. Now I live in a small town. 2. I never move from this small town. 3. I almost spend my whole life in the small town. 4. I feel happy and proud. 5. Almost the entire needs can be fulfilled. 6. On the other hand, I also feel bored. 7. I want to feel the new life that is more colorful. 8. I am bored with life that always like this.	C1, P1 C2, P1 C3, P1 C4, P1 C5, P1 C6, P1 C7, P1 C8, P1
	Proposition (Furnishes a specific statement of position)	1. Sometimes, I think that live in a big city is more fun. 2. I am interested with the people who live in a big city.	C9, P1 C10, P1

	Evaluation (Positive gloss – brief support of proposition)	1. As I see in social network or television, 2. the people who live in a big city look like really enjoy their life.	C11, P2 C12, P2
	Marker (Introducing and/or identifying a list)		
15. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. If think, if I live in a big city, 2. I can find something that I have never found. 3. I also can find something that can entertain me, or fill my bored. 4. Sometimes I think, 5. life in a small town is much different from life in a big city. 6. If the entire needs in a small town can be fulfilled very well, 7. so the entire needs in a big city cannot be necessarily fulfilled.	C16, P2 C17, P2 C18, P2 C19, P3 C20, P3 C21, P3 C22, P3
	Restatement (Rephrasing or repeating proposition)		
	Claim		

	(Stating reason for acceptance of the proposition).		
	Typically based on:	1. They always look happy, 2. but I don't know what they really feel of their life. 3. I want to be like them.	C13, P2 C14, P2 C15, P2
	s. Strength of perceived shared assumptions.		
	t. A generalization based on data or evidence.	1. The happy people who live in a big city are they who can fulfill their needs very well. 2. They are rich people, 3. so the people who live in a small town and they want to live in a big city must be rich or have enough money to fulfill their needs in a big city.	C23, P3 C24, P3 C25, P3
	u. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	c. Explicating assumptions used to make claim	1. If they cannot follow the lifestyle in a big city, 2. they will be miserable or unable to continue	C26, P3 C27, P3

		their life in a big city.	
	d. Providing data or citing references		
16. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. Everything has the advantages and disadvantages. 2. It depends on us who run it. 3. We can live anywhere as we want 4. living in a small town or a big city are much the same. 5. The most important, we can be happy in it.	C28, P4 C29, P4 C30, P4 C31, P4 C32, P4
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

I prefer to live in a big town (1). The reason is because the big town makes our live more easier than a small town (2). We could find anything we need in a big town (3).

I don't even deny (4) that sometimes I need to come to a small town just to refresh my brain from every hard situation I felt (5). I need to find a beautiful place (6) that I only found in a small town (7). I used it just to take some pictures, or just to feel the fresh air (8) that I never can feel in the big town (9). Because in the big town, I just breathe in the middle of the bad oxygen (10) and life in the middle of congestion (11).

Whatever the disadvantages of the big town, I really prefer this one (12). I accustomed to live in an easier life since I was a child (13), although Tasikmalaya is not the biggest town in my country (14). In the big town I could find anything that I need when I got a rush (15). I usually used the internet for every job or task I did (16). When I stayed in a small town (17), it became more difficult to find some signals that help me to do my jobs or my tasks (18).

Whether when I tried to looking for some important books (19), I just found in a big town (20). Sometimes it made me mad when I met up the hardest situation (21) when I really need the faster facility that can I use (22).

When I tried to looking for the food or the instant food (23) (it is not noodle, etc) (24), but it just like the shop or food hall (25). I can find it easily in the middle of my hunger (26). I really like the easier facility in the big town that could help me (27).

I guessed that we can find any best education (28) when we live in a big town (29). Every school or even collage in a big town will be apply the best or modern education to his students (30). Then, it will be the provision to make the better life or our country in the future (31). I didn't say that the system in a small town

was using a bad system (32), I just told that a big town would has the better system (33).

A big town is a seat of government (34). A big town will get the best facility (35) because it has it own greatest assets (36). But the small town will get anything after the big town (37), and just wait to get that facility (38). And waiting is bearing (39).

Live in a big town is the opportunity to get a best job (40) that will change our life (41). Or even we can make an opportunity or billion opportunities with the salary according to the standard or more than the standard (42).

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
17. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. I don't even deny 2. that sometimes I need to come to a small town just to refresh my brain from every hard situation I felt. 3. I need to find a beautiful place 4. that I only found in a small town. 5. I used it just to take some pictures, or just to feel the fresh air 6. that I never can feel in the big town.	C4, P2 C5, P2 C6, P2 C7, P2 C8, P2 C9, p2
	Proposition (Furnishes a specific statement of position)	3. I prefer to live in a big town. 4. The reason is because the big town makes our live more easier than a small town.	C1, P1 C2, P1
	Evaluation		

	(Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
18. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	8. I accustomed to live in an easier life since I was a child, 9. although Tasikmalaya is not the biggest town in my country. 10. In the big town I could find anything that I need when I got a rush. 11. I usually used the internet for every job or task I did. 12. Whether when I tried to looking for some important books, 13. I just found in a big town. 14. When I tried to looking for the food or the instant food 15. (it is not noodle, etc), 16. but it just like the shop or food hall. 17. I can find it easily in the middle of my hunger. 18. I guessed that we can find any best education 19. when we live in a big town.	C13, P3 C14, P3 C15, P3 C16, P3 C19, P4 C20, P4 C23, P5 C24, P5 C25, P5 C26, P5 C28, P6 C29, P6

		20. A big town is a seat of government. 21. A big town will get the best facility 22. because it has it own greatest assets.	C34, P7 C35, P7 C36, P7
	Restatement (Rephrasing or repeating proposition)	1. I really like the easier facility in the big town that could help me.	C27, P5
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: v. Strength of perceived shared assumptions.	1. We could find anything we need in a big town 2. Because in the big town, I just breathe in the middle of the bad oxygen 3. and life in the middle of congestion 4. Sometimes it made me mad when I met up the hardest situation 5. when I really need the faster facility that can I use. 6. Every school or even collage in a big town will be apply the best or modern education to his students. 7. Then, it will be the provision to make the better life or	C3, P1 C10, P2 C11, P2 C21, P4 C22, P4 C30, P6 C31, P6

		our country in the future.	
	w. A generalization based on data or evidence.	1. When I stayed in a small town, 2. it became more difficult to find some signals that help me to do my jobs or my tasks. 3. But the small town will get anything after the big town, 4. and just wait to get that facility. 5. And waiting is bearing.	C17, P3 C18, P3 C37, P7 C38, P7 C39, P7
	x. Force of conviction.	1. I didn't say that the system in a small town was using a bad system, 2. I just told that a big town would has the better system.	C32, P8 C33, P8
	Support (Stating the grounds underpinning the claim)		
	e. Explicating assumptions used to make claim	1. Live in a big town is the opportunity to get a best job 2. that will change our life. 3. Or even we can make an opportunity or billion opportunities with the salary according to the	C40, P8 C41, P8 C42, P8

		standard or more than the standard.	
	f. Providing data or citing references		
19. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

As we know (1), the majority of civil society there who prefer to stay in a small town (2), there are also some of them choose to live in a big city with a high level of crowd (3). Maybe we wonder (4), why some people prefer to live in a small town (5) or they prefer to live in a big city? (6)

Based on the analysis of some experts, said that this condition could be caused by the needs of an individual that occur as a result of finding of a job, or anything else (7). For example, employers would prefer to live in a big city to make it easier to access something that will help in developing a business (8), and the people who live in a big city has lifestyle mostly higher compared to those who live in small town (9).

Inversely proportional to the people who prefer to live in a small town, they might like a more quiet conditions (10), most of them have job as farmers, herders, or the other jobs which closely linked with nature (11).

I personally, prefer to live in a big city (12), because at a young age, I loved to make observations and conduct experiment to obtain various analyses (13). I also

like crowds (14), especially with living in a big city makes me think more broadly (productive) (15). So I can do everything more perfectly (16).

Thus, this phenomenon is something that it caused by the needs of an individual in choosing a place to stay for comfort and kindness individuals themselves (17).

Structural Elements of the Argumentative Essay

Stage	Move	Clause	No of Clause & Paragraph
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. As we kwon, 2. the majority of civil society there who prefer to stay in a small town, 3. there are also some of them choose to live in a big city with a high level of crowd	C1, P1 C2, P1 C3, P1
	Proposition (Furnishes a specific statement of position)	1. Maybe we wonder, 2. why some people prefer to live in a small town 3. or they prefer to live in a big city?	C4, P1 C5, P1 C6, P1

	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note:** **Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Based on the analysis of some experts, said that this condition could be caused by the needs of an individual that occur as a result of finding of a job, or anything else. 2. Inversely proportional to the people who prefer to live in a small town, they might like a more quiet conditions,	C7, P2 C10, P3
	Restatement		

	(Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. and the people who live in a big city has lifestyle mostly higher compared to those who live in small town	C9, P2
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.	1. For example, employers would prefer to live in a big city to make it easier to access something that will help in developing a business, 2. most of them have job as farmers, herders, or the other jobs which closely linked with nature.	C8, P2 C11, P3
	c. Force of conviction.		
	Support		

	(Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. I personally, prefer to live in a big city, 2. because at a young age, I loved to make observations and conduct experiment to obtain various analyses. 3. I also like crowds, 4. especially with living in a big city makes me think more broadly (productive). 5. So I can do everything more perfectly.	C12, P4 C13, P4 C14, P4 C15, P4 C16, P4
	b. Providing data or citing references		

3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. Thus, this phenomenon is something that it caused by the needs of an individual in choosing a place to stay for comfort and kindness individuals themselves.	C17, P5
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

Appendix 7: Examples of Thematic Progression Analysis in Indonesian EFL student (InNNES) Texts

CONSTANT THEME PATTERN

InNNES13

I prefer to live in a big town. The reason is because the big town makes our live more easier than a small town. We could find anything we need in a big town.

I don’t even deny that sometimes I need to come to a small town just to refresh my brain from every hard situation I felt. I need to find a beautiful place that I only found in a small town. I used it just to take some pictures, or just to feel the fresh air that I never can feel in the big town. Because in the big town, I just breathe in the middle of the bad oxygen and life in the middle of congestion.

Whatever the disadvantages of the big town, I really prefer this one. I accustomed to live in an easier life since I was a child, although Tasikmalaya is not the biggest town in my country. In the big town I could find anything that I need when I got a rush. I usually used the internet for every job or task I did. When I stayed in a small town, it became more difficult to find some signals that help me to do my jobs or my tasks.

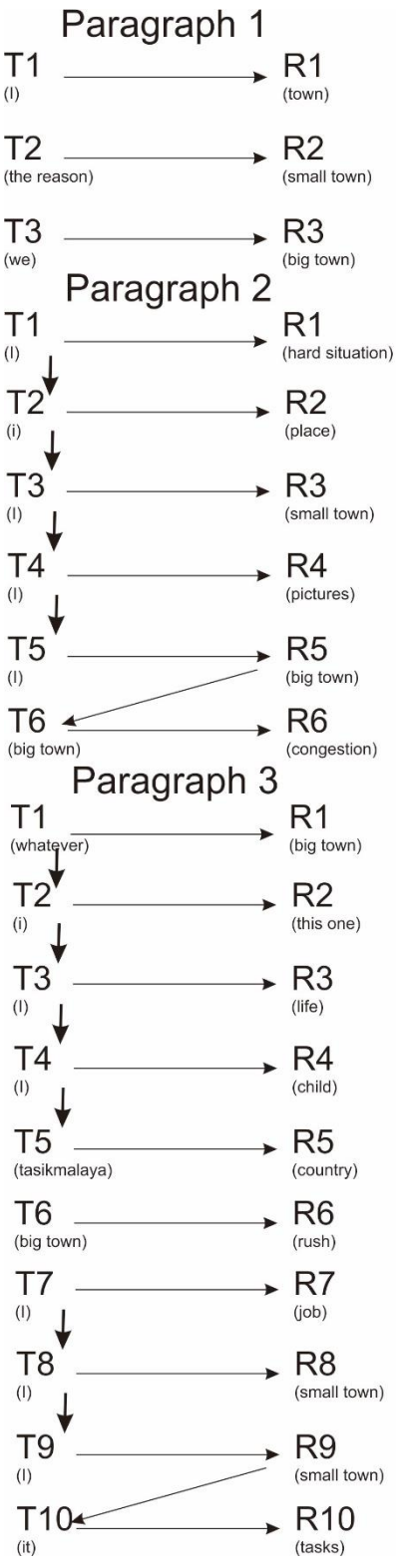
Whether when I tried to looking for some important books, I just found in a big town. Sometimes it made me mad when I met up the hardest situation when I really need the faster facility that can I use.

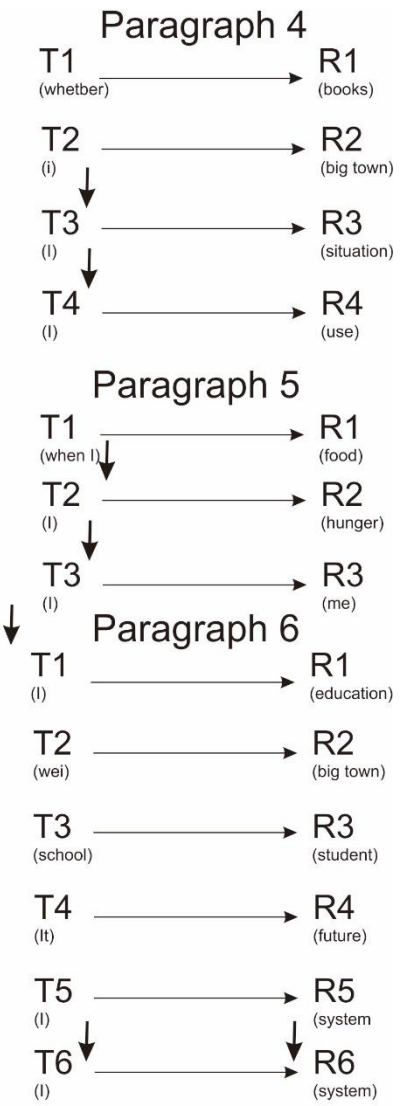
When I tried to looking for the food or the instant food (it is not noodle, etc.), but it just like the shop or food hall. I can find it easily in the middle of my hunger. I really like the easier facility in the big town that could help me.

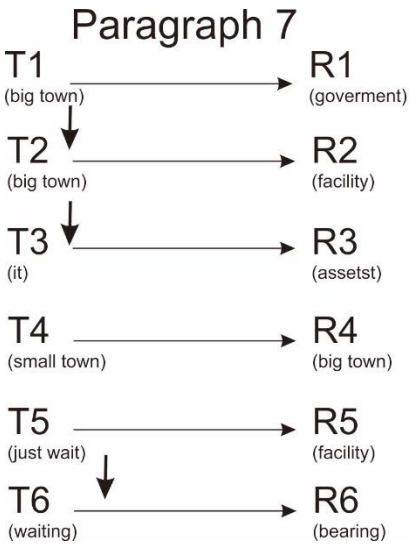
I guessed that we can find any best education when we live in a big town. Every school or even collage in a big town will be apply the best or modern education to his students. Then, it will be the provision to make the better life or our country in the future. I didn't say that the system in a small town was using a bad system, I just told that a big town would has the better system.

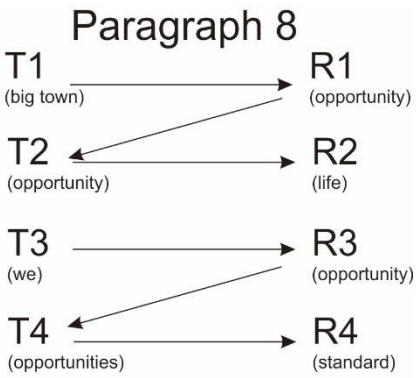
A big town is a seat of government. A big town will get the best facility because it has it own greatest assets. But the small town will get anything after the big town, and just wait to get that facility. And waiting is bearing.

Live in a big town is the opportunity to get a best job that will change our life. Or even we can make an opportunity or billion opportunities with the salary according to the standard or more than the standard.


Paragraph 1
T1
(I)
R1
(town)
T2
(the reason)
R2
(small town)
T3
(we)
R3
(big town)
Paragraph 2
T1
(I)
R1
(hard situation)
T2
(i)
R2
(place)
T3
(I)
R3
(small town)
T4
(I)
R4
(pictures)
T5
(I)
R5
(big town)
T6
(big town)
R6
(congestion)
Paragraph 3
T1
(whatever)
R1
(big town)
T2
(i)
R2
(this one)
T3
(I)
R3
(life)
T4
(I)
R4
(child)
T5
(tasikmalaya)
R5
(country)
T6
(big town)
R6
(rush)
T7
(I)
R7
(job)
T8
(I)
R8
(small town)
T9
(I)
R9
(small town)
T10
(it)
R10
(tasks)

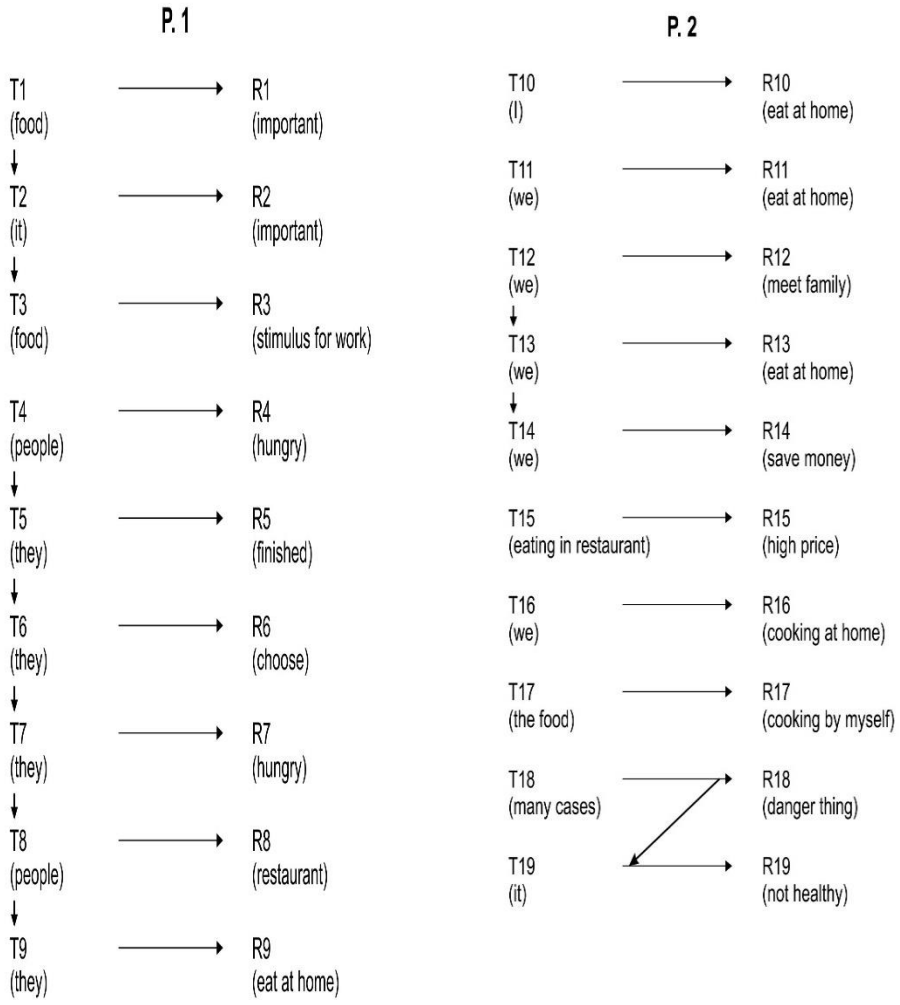

Paragraph 4
T1
(whetber)
R1
(books)
T2
(i)
R2
(big town)
T3
(I)
R3
(situation)
T4
(I)
R4
(use)
Paragraph 5
T1
(when I)
R1
(food)
T2
(I)
R2
(hunger)
T3
(I)
R3
(me)
Paragraph 6
T1
(I)
R1
(education)
T2
(wei)
R2
(big town)
T3
(school)
R3
(student)
T4
(It)
R4
(future)
T5
(I)
R5
(system
T6
(I)
R6
(system)


Paragraph 7
T1
(big town)
R1
(goverment)
T2
(big town)
R2
(facility)
T3
(it)
R3
(assetst)
T4
(small town)
R4
(big town)
T5
(just wait)
R5
(facility)
T6
(waiting)
R6
(bearing)


Paragraph 8
T1
(big town)
R1
(opportunity)
T2
(opportunity)
R2
(life)
T3
(we)
R3
(opportunity)
T4
(opportunities)
R4
(standard)

Food is important for us in our body. It is important because from food our body can get stimulus for work, for school and etc. people will hungry if they finished her work or after finished the tired activity. They have many choose for eating, anywhere they feel hungry, for example people can eat food at restaurants with high price or they choose to eat at home with healthy food.

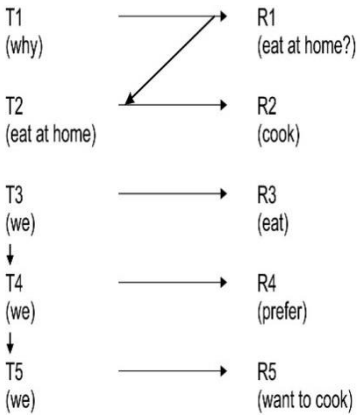
But I as the writer prefer to eat at home compare in restaurant because why? Because if we eat at home, we can meet with our family, sharing each other and fun without activity in outside. And also if we choose eating at home we can save a little bit our money to another thing, because eating in restaurant it must be spend our money with the high price menu. So we can choose cooking at home and see the cooking menu in magazine or in media electronic and make the fun situation with family with cooking together. And the food is cooking by myself more healthy compare in restaurant or in food stands. Many cases in Jakarta city the producer some food adding some the danger thing. It is not healthy for our body to consume those foods.


P. 1
T1
(food)
R1
(important)
T2
(it)
R2
(important)
T3
(food)
R3
(stimulus for work)
T4
(people)
R4
(hungry)
T5
(they)
R5
(finished)
T6
(they)
R6
(choose)
T7
(they)
R7
(hungry)
T8
(people)
R8
(restaurant)
T9
(they)
R9
(eat at home)
P. 2
T10
(I)
R10
(eat at home)
T11
(we)
R11
(eat at home)
T12
(we)
R12
(meet family)
T13
(we)
R13
(eat at home)
T14
(we)
R14
(save money)
T15
(eating in restaurant)
R15
(high price)
T16
(we)
R16
(cooking at home)
T17
(the food)
R17
(cooking by myself)
T18
(many cases)
R18
(danger thing)
T19
(it)
R19
(not healthy)

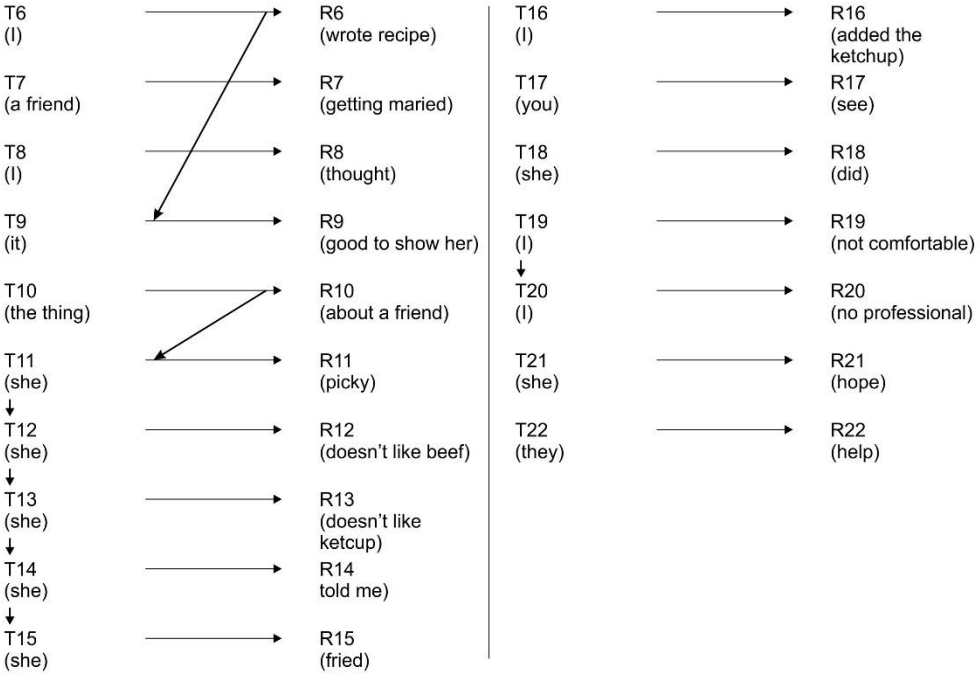
Why do I choose prefer to prepare and eat food at home? Because, if eat food at home we can cook what we eat the food, and we can prefer first the menu of food for cooking the menu to eat. Sometimes we just want to cook without having to put a lot of thought the menu into it or any thought into it.

A while back I wrote a series or no recipe required ideas. Simple things to do with chicken, fish, or beef. A friend is getting married in less than a month, so I thought it might be good to show her to stock the freezer quickly with slow cooker meals. The things about friend is that she is very picky. She doesn't like beef o comfort type foods. She doesn't like ketchup. In fact, after the video she told me she tried not to make a face when I added the ketchup to the round steak recipe. But you can see that she did make a face of dislike! So funny! Even after doing quite a few of three videos, I'm not still very comfortable with it. I'm certainly no professional video maker! But she hope they are a help you to in getting your own freezer stocked.

P. 1


T1
(why)
R1
(eat at home?)
T2
(eat at home)
R2
(cook)
T3
(we)
R3
(eat)
T4
(we)
R4
(prefer)
T5
(we)
R5
(want to cook)

P. 2


T6
(I)
R6
(wrote recipe)
T7
(a friend)
R7
(getting maried)
T8
(I)
R8
(thought)
T9
(it)
R9
(good to show her)
T10
(the thing)
R10
(about a friend)
T11
(she)
R11
(picky)
T12
(she)
R12
(doesn't like beef)
T13
(she)
R13
(doesn't like ketcup)
T14
(she)
R14
told me)
T15
(she)
R15
(fried)
T16
(I)
R16
(added the ketchup)
T17
(you)
R17
(see)
T18
(she)
R18
(did)
T19
(I)
R19
(not comfortable)
T20
(I)
R20
(no professional)
T21
(she)
R21
(hope)
T22
(they)
R22
(help)

DERIVED THEME PATTERN

InNNES27

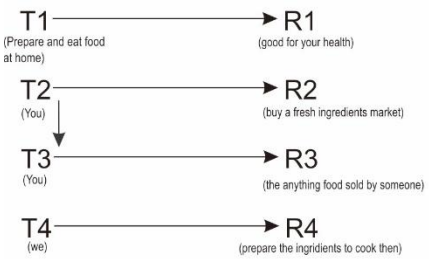
Prepare and eat food at home is good for your health. If you prepare the food by yourself at home, you can buy a fresh ingredients market, like vegetable, meat, fruit, etc. so you will stay away from the disease that caused from the anything food sold by someone and we don't know how they prepare the ingredients to cook then.

Beside prepare the food at home make you healthy, it will take a small cost economic. It will different if you buy the food at restaurant and make the food at home. If you buy it, you will need a lot of money to buy only for one position or one person, and may be the cost will increase 50% rather than we make it by our self at home.

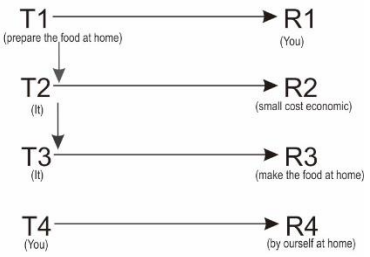
But there are also another reason for people that always buy the food at restaurant rather prepare it at home, it is usually happen for people that doesn't have much time for making some food by them. This people is usually the employment that always busy with their work, so they perforce to buy the food that near with their office or if they were going home they will take home and eat them at home with their family members. The food that always sold at food stands is usually/ most of them a junk food. The meaning that I said before about the food made at home is more health is they serve the food instantly and fast, s the customers won't take a long time to wait the food served.

There are the reason people take a way to eat food. There are also another effect if you make it at home, you will need a long time to prepare it, but if you buy it you will need only a few minutes to get the food, instant but unhealthy or take a long time but healthy? I prepare to prepare food and eat them at home rather than eat food at restaurant, because I don't feel worried about the food.

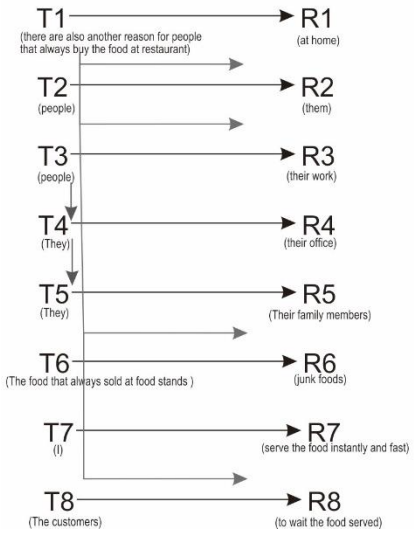
Paragraph 1



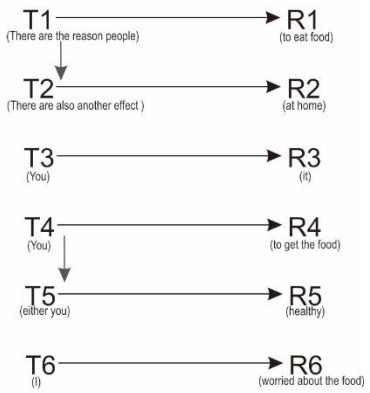
Paragraph 2



Paragraph 3



Paragraph 4



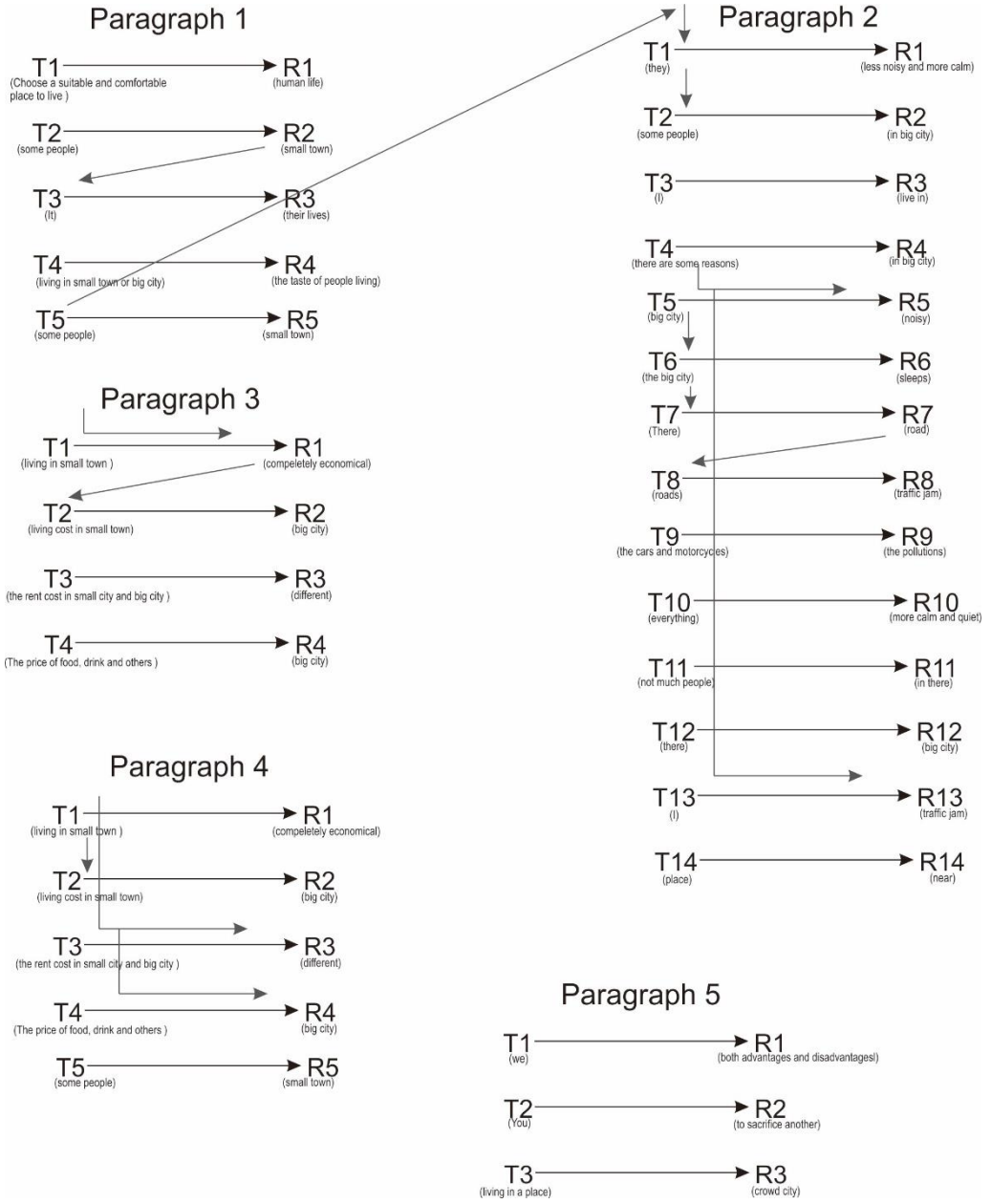
Choose a suitable and comfortable place to live in is something that always been on important part in human's life. Some people would like to stay in a big city while others want to live in a small town. It is undeniable that the place where people live has effects on their lives. But, living in small town or big city completely depends on the taste of people living. Some people think if they life in small town, they will get comfortable live because it is less noisy and more calm. Although some people prefers to live in big city, I prefer a small town to live in. there are some reasons why I choose to live in a small town than in big city.

First, big city is always noisy. The big city never sleeps. There will always crowds on the road all day long. Roads are always busy and lots of traffic jam. The cars and motorcycles are blowing horns and make the pollutions. Whereas in a small town everything is much more calm and quiet. Not much people live in there. So, there will be no traffic jam like in a big city. For example, when I had a vacation in Jakarta, I cannot go from one place to another place within a traffic jam. Even though the places is so near.

Second, living in a small town is completely economical. Living costs in a small town are less than in a big city. The rent cost in small city and big city are different. The price of food, drink and others are more cheap than big city.

Although living in a small town is much beneficiary in my opinion, there are some limitations. Like all the facilities of big cities may not available in small town. The drugstore is very rare, so if someone get the serious illness they have to go to big city.

As we can see that, living in a small town or big city have both advantages and disadvantages. But, if you want to live in one you have to sacrifice another. Living in a place that are calm and quiet is more means a lot to me than should live in crowd city.


Paragraph 1
T1
(Choose a suitable and comfortable place to live)
R1
(human life)
T2
(some people)
R2
(small town)
T3
(It)
R3
(their lives)
T4
(living in small town or big city)
R4
(the taste of people living)
T5
(some people)
R5
(small town)
Paragraph 2
T1
(they)
R1
(less noisy and more calm)
T2
(some people)
R2
(in big city)
T3
(I)
R3
(live in)
T4
(there are some reasons)
R4
(in big city)
T5
(big city)
R5
(noisy)
T6
(the big city)
R6
(sleeps)
T7
(There)
R7
(road)
T8
(roads)
R8
(traffic jam)
T9
(the cars and motorcycles)
R9
(the pollutions)
T10
(everything)
R10
(more calm and quiet)
T11
(not much people)
R11
(in there)
T12
(there)
R12
(big city)
T13
(I)
R13
(traffic jam)
T14
(place)
R14
(near)
Paragraph 3
T1
(living in small town)
R1
(compeletely economical)
T2
(living cost in small town)
R2
(big city)
T3
(the rent cost in small city and big city)
R3
(different)
T4
(The price of food, drink and others)
R4
(big city)
Paragraph 4
T1
(living in small town)
R1
(compeletely economical)
T2
(living cost in small town)
R2
(big city)
T3
(the rent cost in small city and big city)
R3
(different)
T4
(The price of food, drink and others)
R4
(big city)
T5
(some people)
R5
(small town)
Paragraph 5
T1
(we)
R1
(both advantages and disadvantages!)
T2
(You)
R2
(to sacrifice another)
T3
(living in a place)
R3
(crowd city)

SIMPLE LINEAR PATTERN

InNNES14

There are various choice of people in choosing the people for them to life. Some people choose to life in a big city, and the other choose to live in small town.

I prefer to live in a big city. The first thing of my reason in about education. In a big city, various quality of education field are provided completely. It is not only about formal education but also informal education such as course and skills training such as music, cooking, and the others which are provided in big city. There are useful would be more skilful by taking those courses.

There next thing making me want to live in a big city is about job vacation which are wider and more various. With that facility I hope that I could choose to appreciate job which is expected to make my future to be bright and more fun.

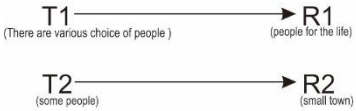
The existences of various goods which are not provided in small town are provided there. In modern life, it is needed for us to be able to choose goods that we need are we want.\ easily as the reflection of living in modern life.

Easiness of provided various transportation to go to many places until the places around the globe makes big city people explore the place that want to visit. It also relates with good job get in a big city which salary is higher making big city people able to spend more for travelling.

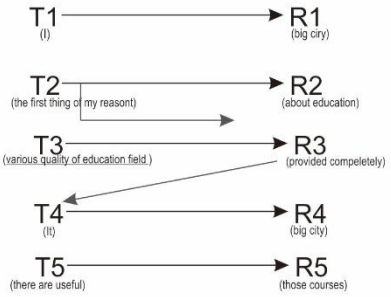
The best thing as the reason of living in a big city is for entertainment facilities which are provided variousity. With those facilities, people in a big city automatically would be more easy going because those fun activities done in those interesting places could be usual fun habit for them.

Living in the big city becomes my preference as the way for me to get better facilities of living and to have chance to feel real modern era.

Paragraph 1



Paragraph 2



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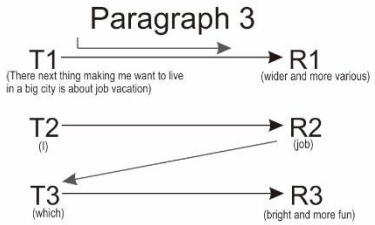
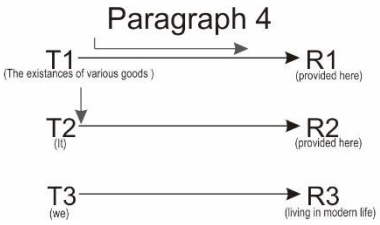
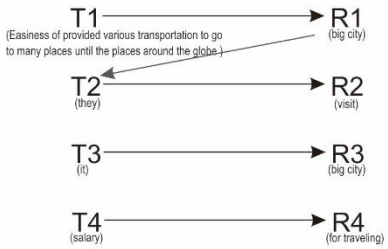


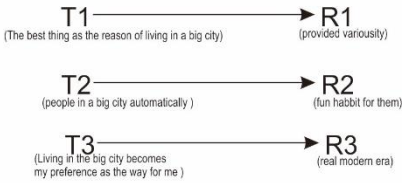
Paragraph 4



Paragraph 5



Paragraph 6



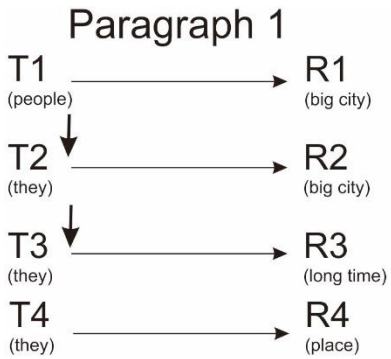
Nowadays, some people prefer to live in a big city. Like a metropolitan city. They're like luxurious life style in a big city. But environment. They sold that they lived in a small city or big city for long time before they move to their place now.

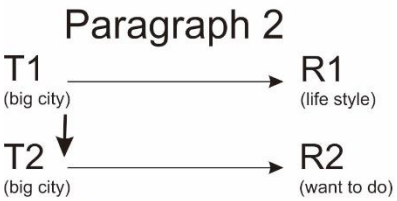
A big city have a lot of luxurious life style, because big city disposed have a modem life style, like glamour life style, or free style that they want to do.

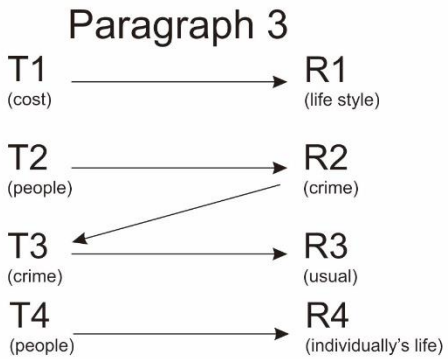
A cost life in a big city more expensive than another city for fulfill their life style. Some people in big city can do anything to get a money, especially a crime. A crime in big city is usual. People who live in big city is individually's life.

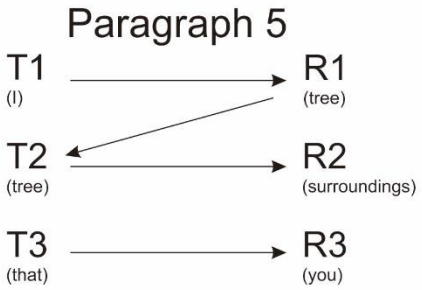
Air pollution, water pollution and nature damage because their bad habit. One of a lot of their bad habit is drive a car everywhere they want that cause a traffic jam. Traffic jam is big problem in big city. That different with in a small town. Some people in small town is friendly. They have kind ship characteristic that make a new comer comfortable. In small town some people in a small town have a nature air. It's so fresh! In a small town is very safety. Because they are kind and friendly. They always help a new comer so it's impossible to do a crime. And we knows, a traditional food more healthy than another food and traditional food more inexpensive than junk food. That the reason decide to stay in small town for long time. I don't understand why in small town is so inexpensive. People in small town seem more happy than people in big city. People in small town have a many time for their family than in big city who lived in big city who always busy every time because they must work.

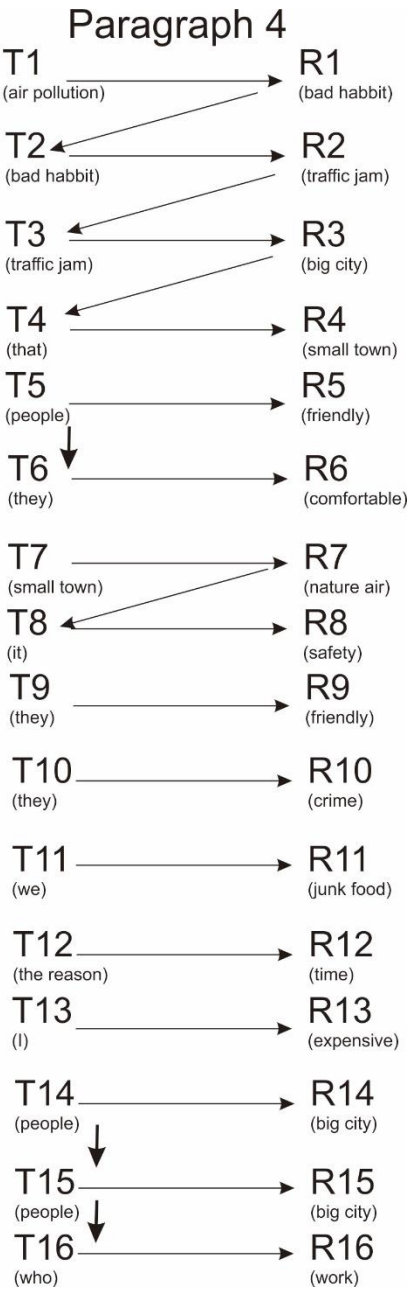
I would prefer to live in small town with friendly people have a lot of tree that make a air so nature and safety surroundings. That my choice, how about you?


Paragraph 1
T1
(people)
R1
(big city)
T2
(they)
R2
(big city)
T3
(they)
R3
(long time)
T4
(they)
R4
(place)


Paragraph 2
T1
(big city)
R1
(life style)
T2
(big city)
R2
(want to do)


Paragraph 3
T1
(cost)
R1
(life style)
T2
(people)
R2
(crime)
T3
(crime)
R3
(usual)
T4
(people)
R4
(individually's life)


Paragraph 5
T1
(I)
R1
(tree)
T2
(tree)
R2
(surroundings)
T3
(that)
R3
(you)


Paragraph 4
T1
(air pollution)
R1
(bad habbit)
T2
(bad habbit)
R2
(traffic jam)
T3
(traffic jam)
R3
(big city)
T4
(that)
R4
(small town)
T5
(people)
R5
(friendly)
T6
(they)
R6
(comfortable)
T7
(small town)
R7
(nature air)
T8
(it)
R8
(safety)
T9
(they)
R9
(friendly)
T10
(they)
R10
(crime)
T11
(we)
R11
(junk food)
T12
(the reason)
R12
(time)
T13
(I)
R13
(expensive)
T14
(people)
R14
(big city)
T15
(people)
R15
(big city)
T16
(who)
R16
(work)

Appendix 8:
Exemplary essays from BrNES students, supplemented by samples of move analysis and thematic system analysis

BRNES1

There are elements of teamwork in many areas of life: this prompts discussion over the extent to which team work is important or whether independence is a more valuable asset. It is my opinion that both teamwork and independent working ability are equally important. There are times when working in a team helps reduce workloads and boots productivity but equally some tasks are only suited to independent work.

When playing sports like football or rugby working alongside others in a team is vital to their success as everyone combines their skills to achieve a shared goal. This demonstrates the importance of teamwork as the team who don't work together are unlikely to succeed as they do not maximise their potential.

Beyond the world of sport, there are examples of teamwork being beneficial. If you are employed in a task like fruit picking in an orchard, alone the task would takes hours as one person is covering a large area. But working alongside others not only is the individual workload reduced but the timescale of the task would be divided by the number of people. This means that the team could be more financially viable than the individual and more time effective.

The ability to work in a team is important developmentally: through working alongside others a person improves their social skills by learning to listen to others, communicate and compromise. By developing these skills a person may learn to further understand their own personal skills, organise time and others as

well as develop the ability to co-operate with other people. The skills learned in team work and through working with others will aid them not only in life but also may help to improve their independent work.

There are situations however when team work is not an option and it is at these times when ones ability to work alone, incipient from others is important. When you sit an exam or write an important essay you have to work alone, you have to rely on your knowledge and abilities to complete the task. Unable to refer to others for help you have to be completely self-reliant.

Despite there being numerous benefits to working in a team there are negative elements too: not everyone will contribute 100% which means one or two in the group may end up carrying the group. For example if a group postmen leave at the same time, covering an equal distance with the exact same conditions one may decide not to carry on instead giving up half way. The task is incomplete and the team fail. Alternatively another member of the team could go back and pick up where the other one stopped thus completing the task but it facts to take into account the main principle of team work whereby labour is divided up equally between the team members. Equally if teamwork is not used effectively it may not prove to be time efficient either. If too much time is spent arguing over how to lay out a presentation for example time may be lost, which cannot be made up a problem if trying to stick to a schedule. Sometimes like for presentations it may be better to have one person working independently to focus on one idea- near enough impossible in group work.

When part of a team the idea is everyone contributes their best skills – but this only works if a person is vocal enough or confident enough to demonstrate their skill. It is easy for those who are more timid to be ignored in a team. Independent work is individual focused favouring these types of people as they do not have to complete to be heard.

In conclusion both independent and group work have their merits and are both equally important skills to master as some situations require one more than the other.

Tabel Generic structure analysis

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. There are elements of teamwork in many areas of life: this prompts discussion over the extent to which team work is important or whether independence is a more valuable asset.	S1, P1
	Proposition	1. It is my opinion that both teamwork and independent working ability are equally important.	S2, P1
	Evaluation (Positive gloss – brief support of proposition)	1. There are times when working in a team helps reduce workloads and boots productivity but equally some tasks are only suited to independent work.	S3, P1
	Marker		

	(Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**1. Marker** (Signalling the introduction of a claim and relating it to the text)	1. **When** playing sports like football or rugby working alongside others in a team is vital to their success as everyone combines their skills to achieve a shared goal.	S1, P2
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.	1. This demonstrates the importance of teamwork as the team who don't work together are unlikely to succeed as they do not maximise their potential.	S2, P2
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		

	a. Explicating assumptions used to make claim		
	b. Providing data or citing references		
	2. Marker (Signalling the introduction of a claim and relating it to the text)	1. Beyond the world of sport, there are examples of teamwork being beneficial.	S1, P3
	Restatement (Rephrasing or repeating proposition)	1. **But working alongside others** not only is the individual workload reduced but the timescale of the task would be divided by the number of people.	S3, P3
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.		
	c. Force of conviction.	This means that the team could be more financially viable than the individual and more time effective.	S4, P3
	Support		

	(Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim		
	b. Providing data or citing references		
	3. Marker (Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)	1. The ability to work in a team is important developmentally: through working alongside others a person improves their social skills by learning to listen to others, communicate and compromise.	S1, P4
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.	1. By developing these skills a person may learn to further understand their own personal skills, organise time and others as well as develop the	S2, P4

		ability to co-operate with other people.	
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. The skills learned in team work and through working with others will aid them not only in life but also may help to improve their independent work.	S3, P4
	b. Providing data or citing references		
	4. Marker (Signalling the introduction of a claim and relating it to the text)	1. There are situations **however** when team work is not an option and it is at these times when ones ability to work alone, incipient from others is important.	S1, P5
	Restatement (Rephrasing or repeating proposition)	1. When you sit an exam or write an important essay you have to work alone, you have to rely on your	S2-3, P5

		knowledge and abilities to complete the task. 2. Unable to refer to others for help you have to be completely self-reliant.	
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim		
	b. Providing data or citing references		
	5. Marker (Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)	1. Despite there being numerous benefits to working in a team there are negative elements too:	S1-2, P6

		not everyone will contribute 100% which means one or two in the group may end up carrying the group. 2. For example if a group postmen leave at the same time, covering an equal distance with the exact same conditions one may decide not to carry on instead giving up half way.	
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.	a. The task is incomplete and the team fail.	S3, P6
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. Alternatively another member of the team could go back and pick up where the other one	S4-7, P6

		stopped thus completing the task but it facts to take into account the main principle of team work whereby labour is divided up equally between the team members. 2. Equally if teamwork is not used effectively it may not prove to be time efficient either. 3. If too much time is spent arguing over how to lay out a presentation for example time may be lost, which cannot be made up a problem if trying to stick to a schedule. 4. Sometimes like for presentations it may be better to have one person working independently to focus on one idea- near enough impossible in group work.	
	b. Providing data or citing references		

	6. Marker (Signalling the introduction of a claim and relating it to the text)		
	Restatement (Rephrasing or repeating proposition)	1. When part of a team the idea is everyone contributes their best skills…	S1, P7
	Claim (Stating reason for acceptance of the proposition). Typically based on:		
	a. Strength of perceived shared assumptions.	1. …but this only works if a person is vocal enough or confident enough to demonstrate their skill.	S1, P7
	b. A generalization based on data or evidence.		
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. It is easy for those who are more timid to be ignored in a team.	S2-3, P7

		2. Independent work is individual focused favouring these types of people as they do not have to complete to be heard.	
	b. Providing data or citing references		
3. **Conclusion** (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion both independent and group work have their merits	S1, P8
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. They are both equally important skills to master as some situations require one more than the other	S2, P8
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		

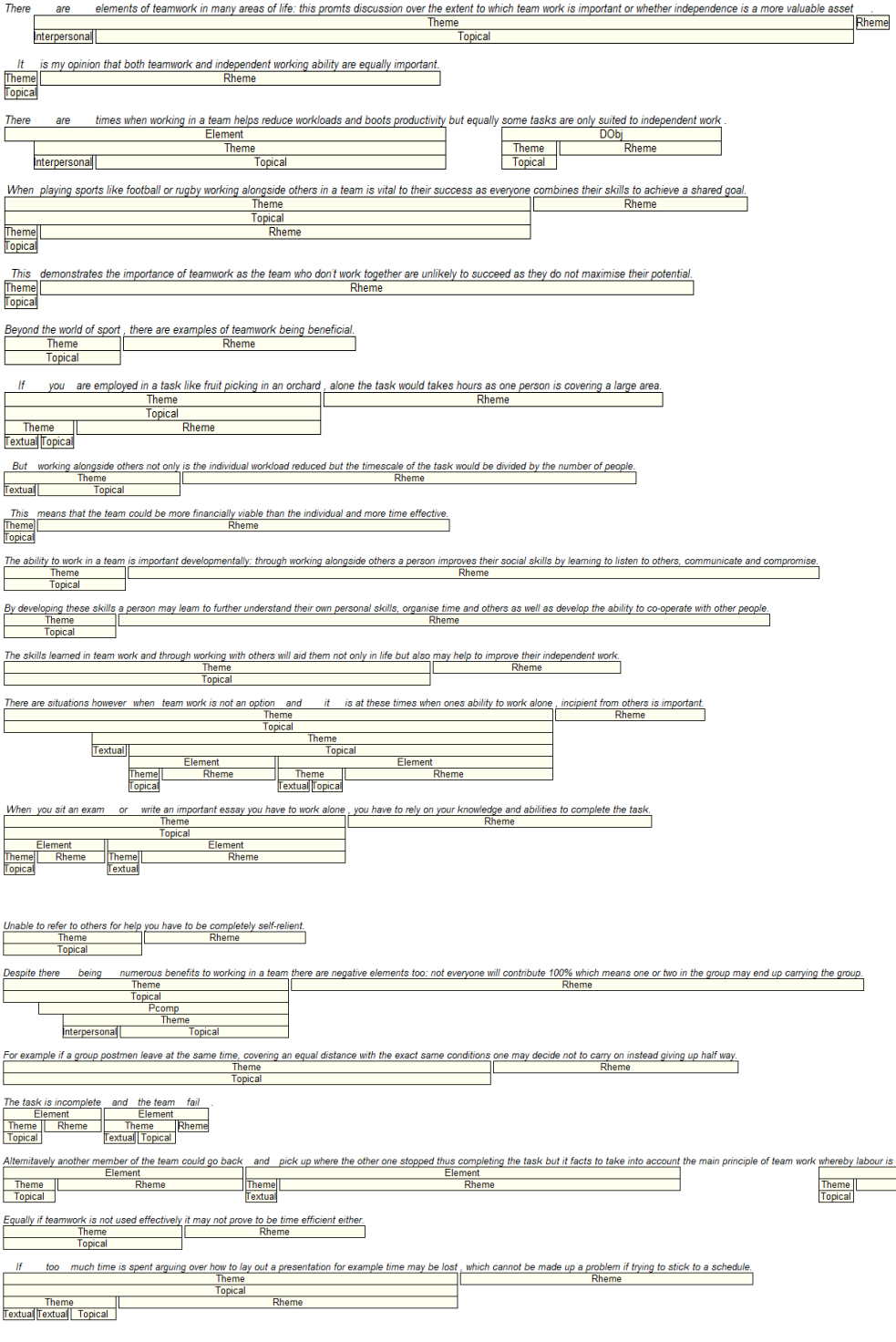
***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

ESSAY DEVELOPMENT OF TEXT :DEDUCTIVE

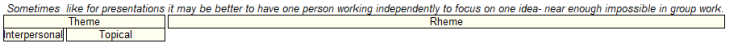
Function	Text	No of Clause & Paragraph
MT	1. There are elements of teamwork in many areas of life	C1P1
HP1	1. When playing sports like football or rugby 2. working alongside others in a team is vital to their success 3. as everyone combines their skills to achieve a shared goal	C10P2 C11P2 C12P2
HP2	1. Beyond the world of sport, there are examples of teamwork being beneficial	C16P3
HP3	1. The ability to work in a team is important developmentally: 2. through working alongside others a person improves their social skills by learning to listen to others, communicate and compromise	C23P4 C24P4
HP4	1. There are situations 2. however when team work is not an option 3. and it is at these times when ones ability to work alone, 4. incipient from others is important	C29P5 C30P5 C31P5 C32P5
HP5	1. Despite there being numerous benefits to working in a team 2. there are negative elements too: 3. not everyone will contribute 100% 4. Which means one or two in the group may end up carrying the group.	C39P6 C40P6 C41P6 C42P6
HP6	1. In conclusion both independent and group work have their merits 2.and are both equally important skills to master	C68P7 C69P7 C70P7

	3. as some situations require one more than the other.	

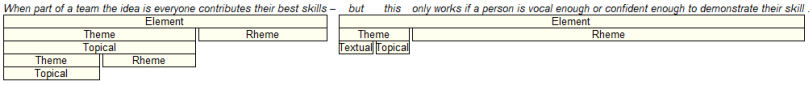
Clause-Theme Analysis



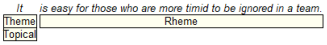
Sometimes like for presentations it may be better to have one person working independently to focus on one idea- near enough impossible in group work.



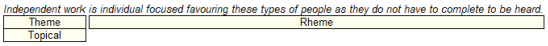
When part of a team the idea is everyone contributes their best skills – but this only works if a person is vocal enough or confident enough to demonstrate their skill .



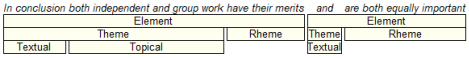
It is easy for those who are more timid to be ignored in a team.



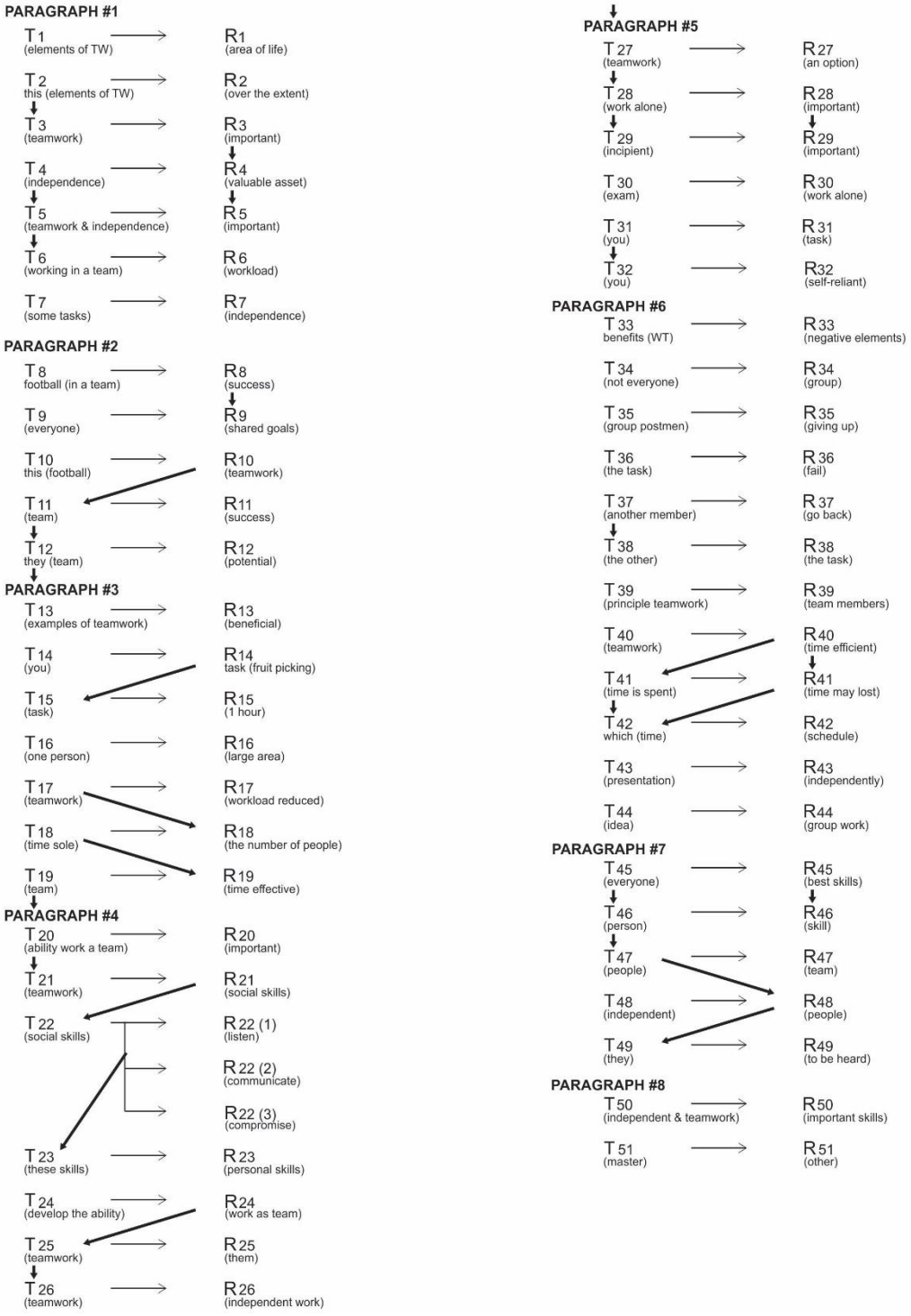
Independent work is individual focused favouring these types of people as they do not have to complete to be heard.



In conclusion both independent and group work have their merits and are both equally important skills to master as some situations require one more than the other.



Thematic Progression analysis



BRNES2

Growing up I have lived in both small town and big cities. I have moved house 8 times in my life from Bradford to Brighton, then Bournemouth, Salisbury and York, although some people might find moving house pain, I enjoy it as I get the opportunities to see and experience living in different places. In this short essay I will explore the reasons for and against living in a small town and compare it with reasons for I against Living in a city. Finally I will explain which I overall prefer.

My parents recently moved to a small town called Wilton in Salisbury, The general community in Wilton is aged 65 and. As a 19 year old, Wilton initially did not appeal to me much, however having lived there for approximately 6 month, I have realised its. For stunner-everyone in the town knows each other. in passing on the street. This gives the town a real homely feel, a feeling of acceptance and belonging, as if you're levied there all your life. It's easy to get to know your neighbours, and therefore easier to their friends, which comes in handy when you need to borrow a teabag or some milk. If is also incredibly peaceful. The only noise at night is the noise of an owl or a car in the elistance. Small towns a very safe atmosphere.

However living in a small town equally drives me crazy sometimes. All of the shop close at 5.00. The only supermarket in the towns is constantly running out 9 thing or doesn't stock up things, and the public transport service is. In the past I have waited for a bus for over an hour on a week day. The town seem to lack order and the community seems to have no sense of urgency.

This leads me on to talk about city life. The transport is far more reliable, as people have busy schedules and places to be. Everything stays open late, which I love. If you want to buy a bagel at 1 in the morning, there will most likely be a place that open them. Cities offer more things to do, like ice skating or the theatre. In addition this, the community is not only larger, but more culturally. Therefore people are mane open minded and less prejudice against minority.

However in a city also has its downfalls. The fast pace environment all day every day exhausting, with peace and quiet so you can actually hear yourself think. It is hard to sleep at night as then is always traffic noise, and most night drunk people fighting outside on your street. City life is far more dangerous due to there being more people, there is much higher crime rate.

In comparing city life to living in a small town, it is apparent both way, of life have there and flaws. Living in both a big city and small town have been amazing experiences, however I would have to say, I much prefer in a small town. It suits me for better than living in city as I love the peace and quiet, and friendly nature of the community of Wilton have won me over, and I 'am happy to say I am now of them. If I ever need to be in a buzzing, vibrant place, I can always visit Hondan for the week end.

Tabel Generic structure analysis

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Growing up I have lived in both small town and big cities. 2. I have moved house 8 times in my life from Bradford to Brighton, then Bournemouth, Salisbury and York	C1,P1 C2,P1
	Information (Presenting background material for topic contextualization)	1. although some people might find moving house pain, 2. However living in a small town equally drives me crazy sometimes.	C3,P1 C1,P3
	Proposition	1.	
	Evaluation (Positive gloss – brief support of proposition)	1. Finally I will explain which I overall prefer.	C8,P1 C4,P2

		2. however having lived there for approximately 6 month, I have realised its.	
	Marker (Introducing and/or identifying a list)	1. In this short essay I will explore the reasons for and against living in a small town 2. and compare it with reasons for I against Living in a city. 3. However in a city also has its downfalls.	C6,P1 C7,P1 C1,P5
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. I enjoy it as I get the opportunities to see 2. and experience living in different places. 3. My parents recently moved to a small town called Wilton in Salisbury, 4. This leads me on to talk about city life. 5. The fast pace environment all day every day exhausting, with peace and quiet so you can actually hear yourself think.	C4,P1 C5,P1 C1,P2 C2,P5
	Restatement (Rephrasing or repeating proposition)	1. Wilton initially did not appeal to me much, 2. as if you're levied there all your	C3,P2 C7,P2
	Claim		

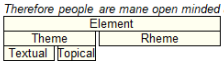
	(Stating reason for acceptance of the proposition).		
	Typically based on:	1. For stunner- everyone in the town knows each other in passing on the street. 2. Small towns a very safe atmosphere. 3. The town seem to lack order 4. The transport is far more reliable, as people have busy schedules and places to be. E 5. Cities offer more things to do, like ice skating or the theatre.	C5,P2 C12,P2 C6,P3 C2,p4 C5,P4
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.	1. The general community in Wilton is aged 65 and. As a 19 year old, 2. which comes in handy when you need to borrow a teabag or some milk. 3. All of the shop close at 5.00. 4. In the past I have waited for a bus for over an hour on a week day 5. Therefore people are mane open minded and less prejudice against minority.	C2,P2 C9,P2 C2,P3 C5,P3 C7,P4

		6. It is hard to sleep at night as then is always traffic noise, and most night drunk people fighting outside on your street. 7. City life is far more dangerous due to there being more people, there isK much higher crime rate.	C3,P5 C4,P5
	c. Force of conviction.	1. It's easy to get to know your neighbours, and therefore easier to their friends, 2. The only noise at night is the noise of an owl or a car in the elistance 3. The only supermarket in the towns is constantly running out thing 4. Everything stays open late, which I love.	C8,P2 C11,P2 C3,P3 C3,P4
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. This gives the town a real homely feel, a feeling of acceptance and belonging, 2. or doesn't stock up things, and the public transport service is.	C6,P2 C4,P3

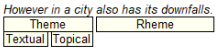
		3. and the community seems to have no sense of urgency. 4. In addition this, the community is not only larger, but more culturally.	C7,P3 C6,P4
	b. Providing data or citing references	1. If you want to buy a bagel at 1 in the morning, there will most likely be a place that open them.	C4,P4
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In comparing city life to living in a small town, it is apparent both way, of life have there and flaws	C1,P6
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. Living in both a big city and small town have been amazing experiences, however I would have to say, I	C2,P6
	Affirmation (Restating proposition)	1. It suits me for better than living in city as I love the peace and quiet, and friendly nature of the community of Wilton have won me over, and I 'am happy to say I am now of them.	C3,P6
	Close (Widening context or perspective of proposition)	1. I ever need to be in a buzzing, vibrant place, I can always visit Hondan for the week end.	

Clause-Theme Analysis

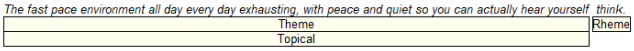
Therefore people are mane open minded and less prejudice against minority.



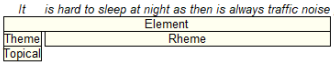
However in a city also has its downfalls.



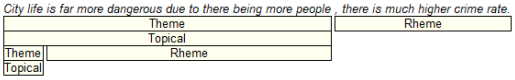
The fast pace environment all day every day exhausting, with peace and quiet so you can actually hear yourself think.



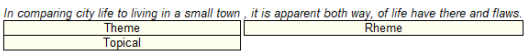
It is hard to sleep at night as then is always traffic noise , and most night drunk people fighting outside on your street.



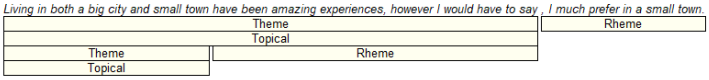
City life is far more dangerous due to there being more people , there is much higher crime rate.



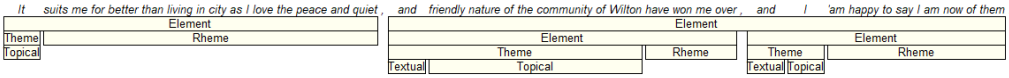
In comparing city life to living in a small town , it is apparent both way, of life have there and flaws.



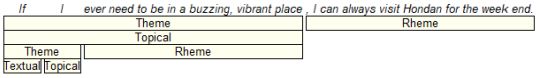
Living in both a big city and small town have been amazing experiences, however I would have to say , I much prefer in a small town.



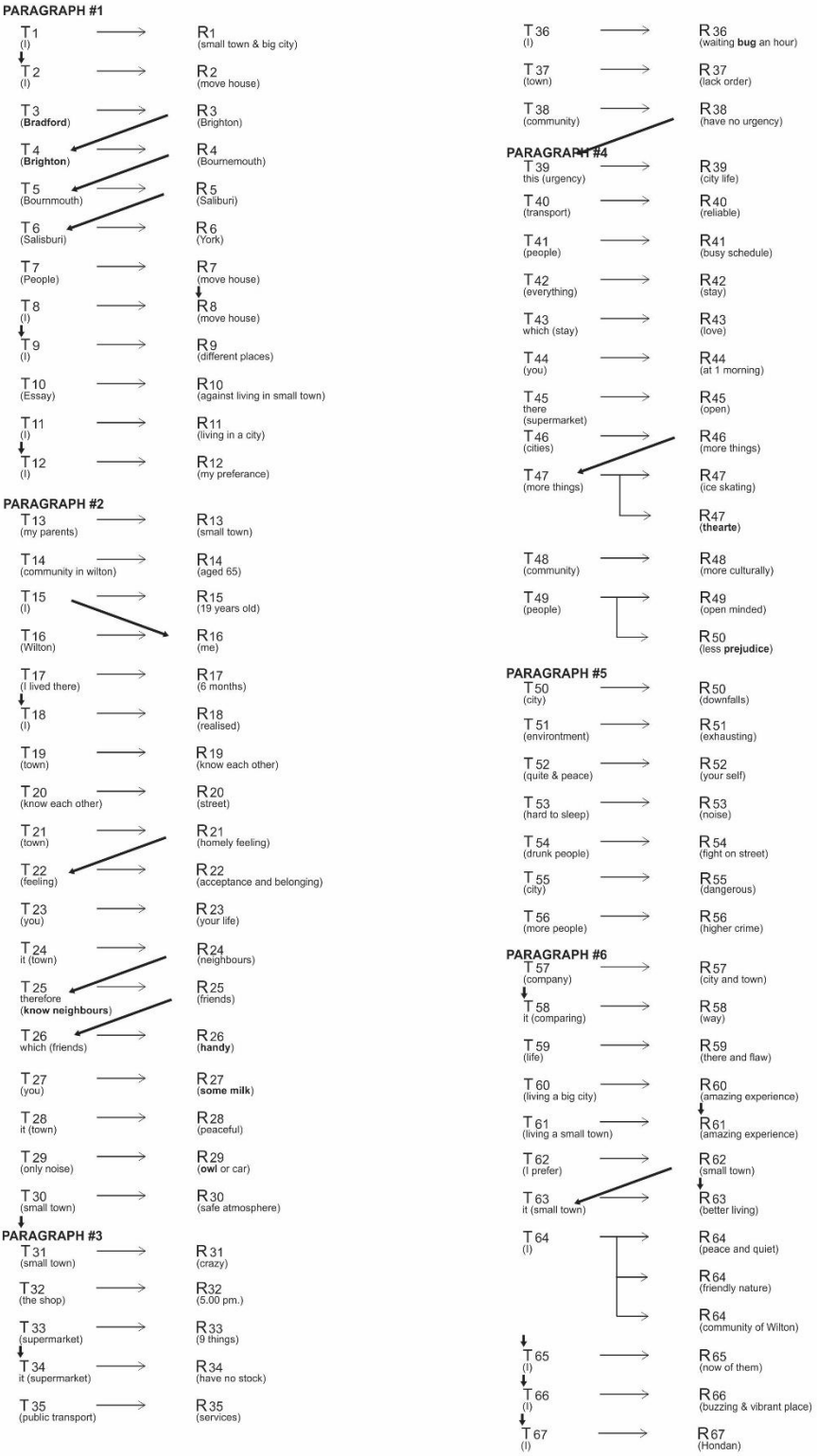
It suits me for better than living in city as I love the peace and quiet , and friendly nature of the community of Wilton have won me over , and I 'am happy to say I am now of them .



If I ever need to be in a buzzing, vibrant place , I can always visit Hondan for the week end.



Thematic Progression analysis



BRNES3

Having lived for the first 18 years of my life on the outs bits of Manchester, one of the biggest cities in England. I can say I have a large amount of experience of this bind of living environment. One I stated university I moved to York, a small city, but still fairly big compared to other towns in England. A large city to me is a melting pot of activity, a bin to a hire of insects, each individual going about his or her business as Bork fits their employment, social life or other engagement. To me it feels as though it is very easy to become lost spiritually and emotionally in a large city, to be overwhelmed by the apparent chaos around you, as such I feel I would prefer to live in a smaller town, but these are many other reasons for this. Socially, I feel living in a small town would be more beneficial, as when one is surrounded by fewer people, it is much easier to find and keep friends, back home in Manchester I can recognize many of my neighbours finally, but I do not know them, in a small town it is much more likely that one will run into a friend in the street by pure chance, and so there is less need to ironically remap "it's a small would after all" wherever one encounters a familiar face. Keeping in contact with friends is much easier in a small town, friends are more likely to live nearby, in York all of my friends, and anywhere we would wish to meet, are within walking distance, whereas in a large city such as Manchester, my friends can live as much as several miles away, meaning both time and money must be expended in order to reach them.

Perhaps one of the biggest appeals of living in a small town to me may seem superficial to others, but I am a lover of the natural world, and by their very nature small towns are isolated, surrounded by countryside, presenting me with an opportunity to go wondering in said countryside, which in England is particular I find very beautiful, but also, due to the reduction in light pollution, being able to see the stars clearly at night is very important to me, and is not possible in a large city.

Living in a small town, however, is not without its disadvantages, these can be a lack of amenities, such as public transport or shopping outlets, that a big city has in abundance, but perhaps the most important factor for me is educational facilities, parents who wish their children to have a grammar school education may be ill advised to commute many miles in order to get to school, whereas in a large city, decent schools exist in large numbers.

All in all though, no matter where you live, there are to be advantages and disadvantages, and it is purely through personal preference that I choose to live in a small town. Some people might believe I do this for all the wrong reasons, but choice of reasons, much like choice of abode, is purely subjective.

Tabel Generic structure analysis

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Having lived for the first 18 years of my life on the outs bits of Manchester, one o the biggest cities in England.	C1,P1
	Information (Presenting background material for topic contextualization)	1. I can say I have a large amount of experience of this bind of living environment. 2. but perhaps the most important factor for me is educational facilities,	C2,P1 C3,P3
	Evaluation (Positive gloss – brief support of proposition)	1. One I stated university I moved to York, a smalls city 2. To me it feels as though it is very easy to become lost spiritually and emotionally in a large city	C3,P1 C7,P1
	Marker (Introducing and/or identifying a list)	1. but these are many other reasons for this. 2. Living in a small town, however, is not without its disadvantages,	C10,P1 C1,P3
2. **Argument** (Discussing grounds for thesis)	**Marker** (Signaling the introduction of a claim and relating it to the text)	6. , but still fairly big compared to other towns in England. 7. as such I feel I would prefer to	C4,P1 C9,P1

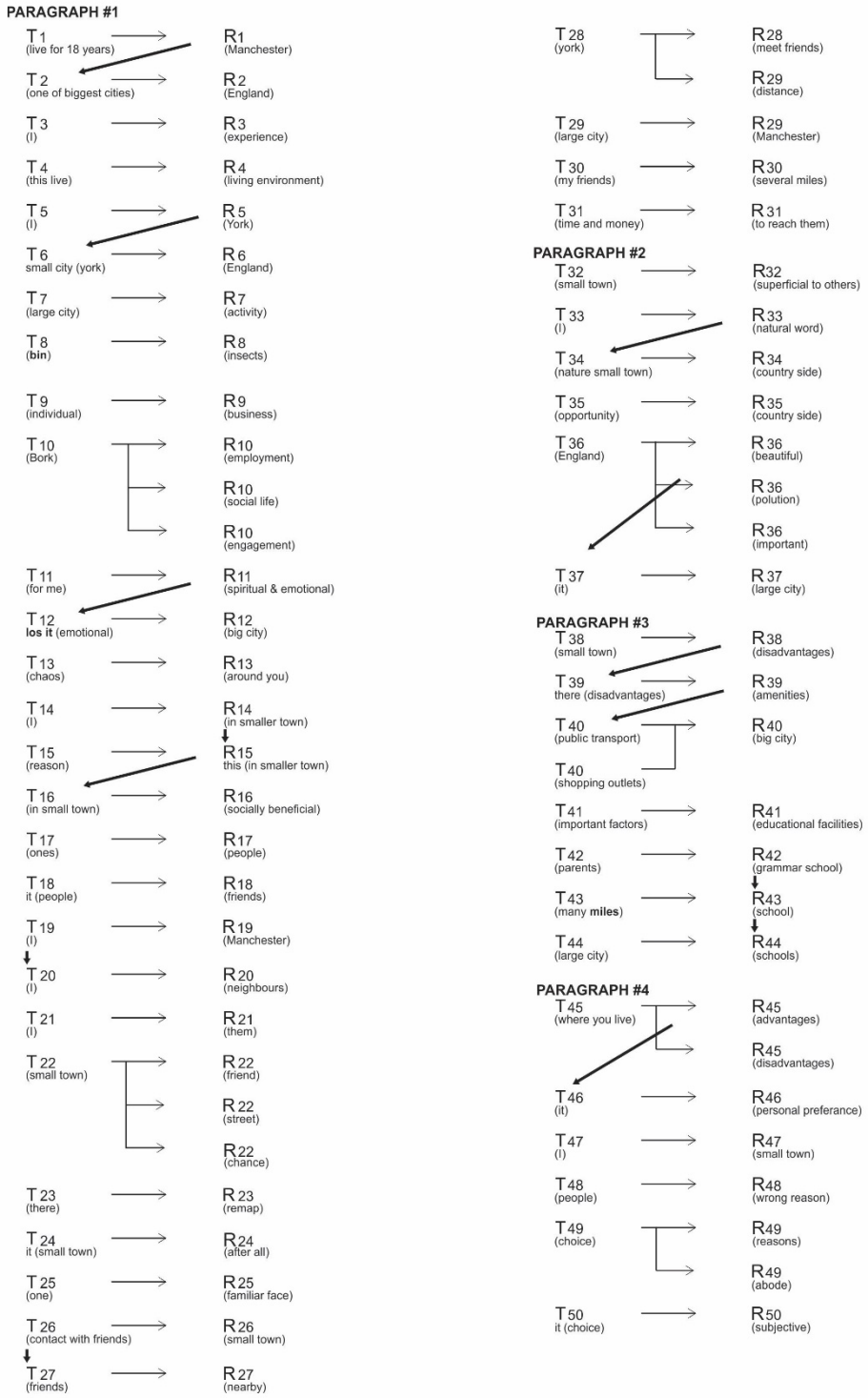
Note: Four move argument can be repeated indefinitely		live in a smaller town, 8. Socially, I feel living in a small town would be more beneficial, as when one is surrounded by fewer people, 9. Perhaps one of the biggest appeals of living in a small town to me may seem superficial to others, 10. these can be a lack of amenities, such as public transport or shopping outlets, that a big city has in abundance,	C11,P1 C1,P2 C2,P3
	Restatement (Rephrasing or repeating proposition)	1. back home in Manchester I can recognize many of my neighbors finally, but I do not know them, 2. Keeping in contact with friends is much easier in a small town,	C13,P1 C16,P1
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. A large city to me is a melting pot of activity, a bin to a hire of insects, 2. friends are more likely to live	C5,P1 C17,P1

		nearby, in York all of my friends	C19,P1
		3. , whereas in a large city such as Manchester, my friends can live as much as several miles away,	
	b. A generalization based on data or evidence.	8. each individual going about his or her business as Bork fits their employment, social life or other engagement.	C6,P1
		9. to be overwhelmed by the apparent chaos around you,	C8,P1
		10. in a small town it is much more likely that one will run into a friend in the street by pure chance,	C14,P1
		11. and anywhere we would wish to meet, are within walking distance,	C18,P1
		12. but I am a lover of the natural world, and by their very nature small towns are isolated, surrounded by countryside,	C2,P2
		13. presenting me with an opportunity to go wondering in said countryside, which in England	C3,P2

		is particular I find very beautiful,	
	c. Force of conviction.	1. meaning both time and money must be expended in order to reach them. 2. but also, due to the reduction in light pollution, being able to see the stars clearly at night is very important to me, and is not possible in a large city. 3. whereas in a large city, decent schools exist in large numbers.	C20,P1 C4,P2 C5,P3
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. it is much easier to find and keep friends, 2. and so there is less need to ironically remap "it's a small would after all" wherever one encounters a familiar face. 3. parents who wish their children to have a grammar school education may be ill advised to commute many miles in order to get to school,	C12,P1 C15,P1 C4,P3

	b. Providing data or citing references	1.	
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signaling conclusion boundary)	1. All in all though, no matter where you live, there are to be advantages and disadvantages,	C1,P4
	Consolidation (Presenting the significance of the argument stage to the proposition)	2. and it is purely through personal preference that I choose to live in a small town. 3. Some people might believe I do this for all the wrong reasons,	C2,P4 C3,P4
	Affirmation (Restating proposition)	1. but choice of reasons, much like choice of abode, is purely subjective.	C4,P4
	Close (Widening context or perspective of proposition)		

Thematic Progression analysis



BRNES4

When choosing between two exact opposites, a small town and a big city, my own personal preference would be swayed towards the big city. Ideally, a large town would be the most preferable but when it is not a choice, I would select the big city.

The main attraction to a big city is the numeral choices of activities an offer across the board. With many options that cater across the board, one finds that there is always a form of entertainment available. However, this sort of consistent and active life style is not always desired, hence many preferring the 'small town', which being old or younger than my current age, it would most likely be a more appropriate choice.

As well as consistent entertainment, big cities also offer many more opportunities. Due to the larger encompassed area, forms of entertainment, places of convenience etc. means there are more places work and thus make money. A city with a high income usually encourages growth and the extension then attracts more people, turning the city into a living being, learning with life and fuelling itself.

Opportunities and entertainment are the main draws of a big city, although the expensive nature is somewhat off putting. None the less, the aforementioned aspects are what encourages and cements my choice.

Education also plays a large factor in choice. Due to the many different types of people, with different interests and skills, the cities often offer more and technically 'better' choices of education. One would be hard done by to find a stage school in a small town. Not only specialised school but cities also offer universities of higher academic reputation, having links with particular industries that are invaluable to students looking to progress into work through their chosen degree. The cities that are home to more universities also tend to be more student friendly in the form of night time entertainment, such as clubs. A

good education and fun night life are key aspects to draw in students, which again add to the inner funding that keeps the city growing and refuelling itself.

The masses coexisting in one area is also a matter point of interest that draws me to a city. One is not only able to loose oneself among the crowd but also able to stand out without as much fear harassment as you might expect in a small town.

With many people comes may styles, religions and ethnic backgrounds. A city allows this isn't to coexist but also to learn from one another. The schools and various social means encourage a healthy mix which encourages not only learning but understanding which leads to acceptance. Although the idea of many who can remain nameless aspect, I feel it is not enough to our way the positive opportunities a big city offers up to the people who chose to inhabit it.

In short, a big city remains my preference due to what has been explained above. The social aspects an offer hold interest to my age gap, offering to me what I could not have in a small town. At an age where freedom, excitement but also earning prospect are most desired, a big city has it all, just has to seek it out amongst the crowd.

Tabel Generic structure analysis

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. When choosing between two exact opposites, a small town and a big city, my own personal preference would be swayed towards the big city.	C1,P1
	Proposition	1.	
	Evaluation (Positive gloss – brief support of proposition)	1. Ideally, a large town would be the most preferable but when it is not a choice, I would select the big city. 2. The main attraction to a big city is the numeral choices of activities an offer across the board.	C2,P1 C1,P2
	Marker (Introducing and/or identifying a list)	1. As well as consistent entertainment, big cities also offer many more opportunities. 2. Due to the larger encompassed area, forms of entertainment, places of convenience etc.	C1,P4 C2,P4

2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. With many options that cater across the board, one finds that there is always a form of entertainment available. 2. However, this sort of consistent and active life style is not always desired, hence many preferring the 'small town'. 3. The masses coexisting in one area is also a matter point of interest that draws me to a city	C1,P3 C2,P3 C1,P7
	Restatement (Rephrasing or repeating proposition)	1. Education also plays a large factor in choice. 2. which again add to the inner funding that keeps the city growing and refuelling itself.	C1,P6 C7,P6
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. which being old or younger than my current age, it would most likely be a more appropriate choice. 2. means there are more places work	C4,P3 C3,P4

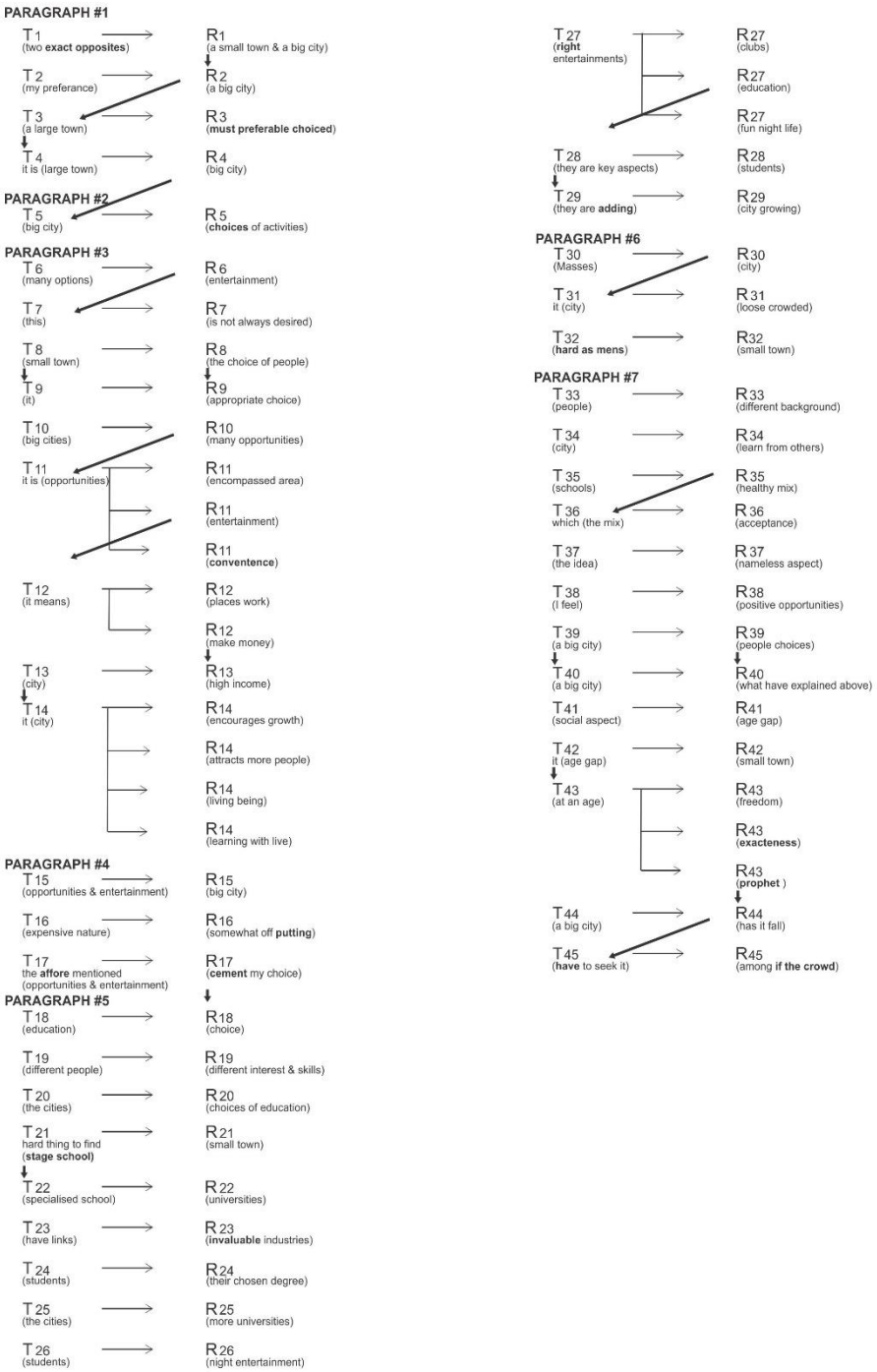
		and thus make money. 3. Due to the many different types of people, with different interests and skills, the cities often offer more and technically 'better' choices of education. 4. One is not only able to loose oneself among the crowd but also able to stand out without as much fear harassment as you might expect in a small town. 5. A city allows this isn't to coexist but also to learn from one another.	C2,P6 C2,P7 C2,P8
	b. A generalization based on data or evidence.	1. A city with a high income usually encourages growth and the extension then attracts more people, 2. None the less, the aforementioned aspects are what encourages and cements my choice. 3. One would be hard done by to find a stage school in a small town. 4. The cities that are home to more universities also tend to be more student friendly in	C4,P4 C2,P5 C3,P6 C6,P6

		the form of night time entertainment, such as clubs. 5. Although the idea of many who can remain nameless aspect, I feel it is not enough to our way the positive opportunities a big city offers up to the people who chose to inhabit it.	
	c. Force of conviction.	1. A good education and fun night life are key aspects to draw in students,	C7,P6
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. turning the city into a living being, learning with life and fuelling itself. 2. Opportunities and entertainment are the main draws of a big city, although the expensive nature is somewhat off putting. 3. Not only specialised school but cities also offer universities of higher academic reputation, 4. With many people cames may styles,	C5,P4 C1,P5 C4,P6 C1,P8

		religions and ethnic backgrounds. 5. The schools and various social means encourage a healthy mix which encourages not only learning but understanding which leads to acceptance.	C3,P8
	b. Providing data or citing references	1.	
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In short, a big city remains my preference due to what has been explained above.	C1,P9
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. The social aspects an offer hold interest to my age gap, 2. offering to me what I could not have in a small town.	C2,P9 C3,P9
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. At an age where freedom, excitement but also earning prospect are most desired, a big city has it all, just has to seek it out amongst the crowd.	C4,P9

Clause-Theme Analysis

Thematic Progression analysis



BRNES5

I would prefer to live in a big city than a small town for several reasons. Firstly, in cities there are a wide range of things to do. You can go to a park, visit a museum, go to the gym or go shopping. Although some small towns may have these things, the choice and variety is not as wide. Moreover in cities, everything you need is in one place, you would not need to travel far to find a supermarket, cinema, leisure centre or shopping centre. For example, in London, where I live there are four supermarkets and three parks within fifteen minutes from my house.

Another benefit of living in a city is the transport links. In small towns public transport can be very unreliable, making the inhabitancies came for important meetings and appointments. I found that in London and other cities in Europe, buses and trains come a lot more frequently.

As a student, living in a big city is preferable to living in a small town. This is not only because of the nightlife but also because there are a great number of opportunities in cities. Students may find it very easy to get a job in a city due to the high number of business. In small towns, there are fewer job vacancies so there is a lot more competition. Furthermore, the process of globalization has made a much more desirable to live in the major cities of the world, such as New York, London, Paris and Tokyo. Many tourists from other parts of the world particularly Europe and Asia come to these cities, improving the economy greatly. The tourists bring their own culture and tradition to cities, making them diverse. I believe that this is what makes a big city more appealing to the population. However, one may argue that globalization and diversification of cities makes them lose their national identity. Crime and poverty are also problems of these processes within society.

Tabel Generic structure analysis

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. I would prefer to live in a big city than a small town for several reasons.	C1,P1
	Proposition	1.	
	Evaluation (Positive gloss – brief support of proposition)	1. Firstly, in cities there are a wide range of things to do.	C2,P1
	Marker (Introducing and/or identifying a list)	1. You can go to a park, visit a museum, go to the gym or go shopping. 2. you would not need to travel far to find a supermarket, cinema, leisure centre or shopping centre.	C3,P1 C6,P1
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Although some small towns may have these things, the choice and variety is not as wide. 2. Moreover in cities, everything you need is in one place, 3. Another benefit of living in a city is the transport links. 4. As a student, living in a big city is preferable	C4,P1 C5,P1 C1,P2 C1,P3

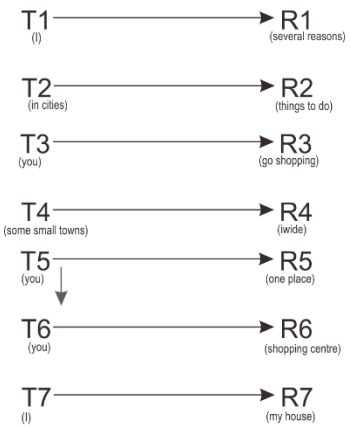
		to living in a small town.	
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. This is not only because of the nightlife but also because there are a great number of opportunities in cities.	C2,P3
	a. Strength of perceived shared assumptions.		
	b. A generalization based on data or evidence.	1. In small towns public transport can be very unreliable, making the inhabitance came for important meetings and appointments.	C2,P2
	c. Force of conviction.	1. Students may find it very easy to get a job in a city due to the high number of business. 2. Many tourists from other parts of the world particularly Europe and Asia come to these cities, improving the economy greatly.	C3,P3 C6,P3
	Support (Stating the grounds underpinning the claim)		

	c. Explicating assumptions used to make claim	1. In small towns, there are fewer job vacancies so there is a lot more competition. 2. The tourists bring their own culture and tradition to cities, making them diverse. 3. I believe that this is what makes a big city more appealing to the population.	C4,P3 C7,P3 C8,P3
	d. Providing data or citing references	1. For example, in London, where I live there are four supermarkets and three parks within fifteen minutes from my house. 2. I found that in London and other cities in Europe, buses and trains come a lot more frequently. 3. Furthermore, the process of globalization has made a much more desirable to live in the major cities of the world, such as New York, London, Paris and Tokyo.	C7,P1 C3,P1 C5,P3
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. However, one may argue that globalization and diversification of cities makes them lose their national identity.	C9,P3
	Consolidation (Presenting the significance of the		

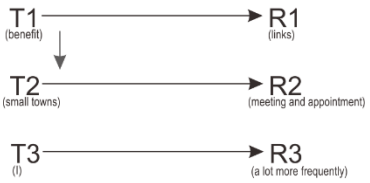
	argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. Crime and poverty are also problems of these processes within society.	C10,P 3

Thematic Progression analysis

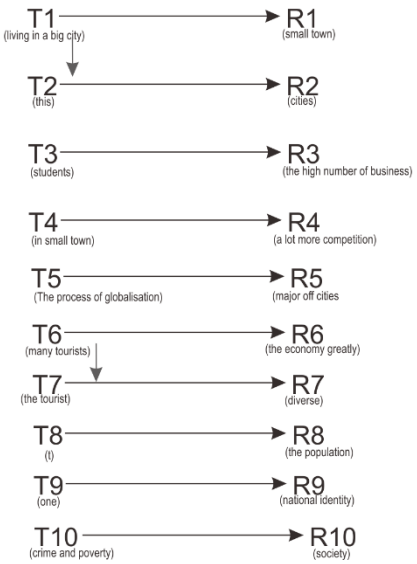
Paragraph 1



Paragraph 2



Paragraph 3



BRNES6

These days we often hear people migrating from small towns to big cities. This is clue to different reasons but a common reason is because of higher opportunities that are available in the big cities. Opportunities such as job opportunities, better lifestyle and a vast variety of social activities. However, as I am from a big city, I would like to live in a small town in the future.

My reason for wanting to live in a small town a one place to another may take hours if you get caught in traffic. Also, during the weekend, bigger cities are normally packed with tourists. This makes it harder to get around. For example, the city where I live in, Kuala Lumpur is get a variety of different people I foreigner, you might be frustrated with the crowd land get a bit suffocated.

Besides that, living in a big city may be pricey in terms of cost of living. As the city is the main spot where people go to work and live because of the opportunity, it also comes with a high cost of living. For example, the cost of an apartment in a big city is similar to the price of a house in a smaller town as I can stay in a comfort ask house unlike in a big city where my money would not be enough to afford a house. Also, I would get to save my money a lot more by living in a small town.

Would apart from that, the reason I would prefer living in a small town, convenient. By convenient, I mean that the grocery store and places to run errand would be a walk or a short drive cities, everything is everywhere which you have to communicate a lot. Most of the time, you might find yourself driving on the road getting to places. By living in a small town, I predict it might be a lot easier to communicate to places as it is near. On top of that, I do get to avoid the traffic and chaos which is in the bigger cities.

In my opinion living in a small town gives you a sense of calm and peacefulness compared to living in a big city. It is great place to have a peace of mind if you do not want to be hassled by the busy city life. However, it is not doubt that it is harder to find a job in a small town if you have a bigger career plan. As for me,

working as a school teacher would be a satisfactory career and this job would be able in small towns.

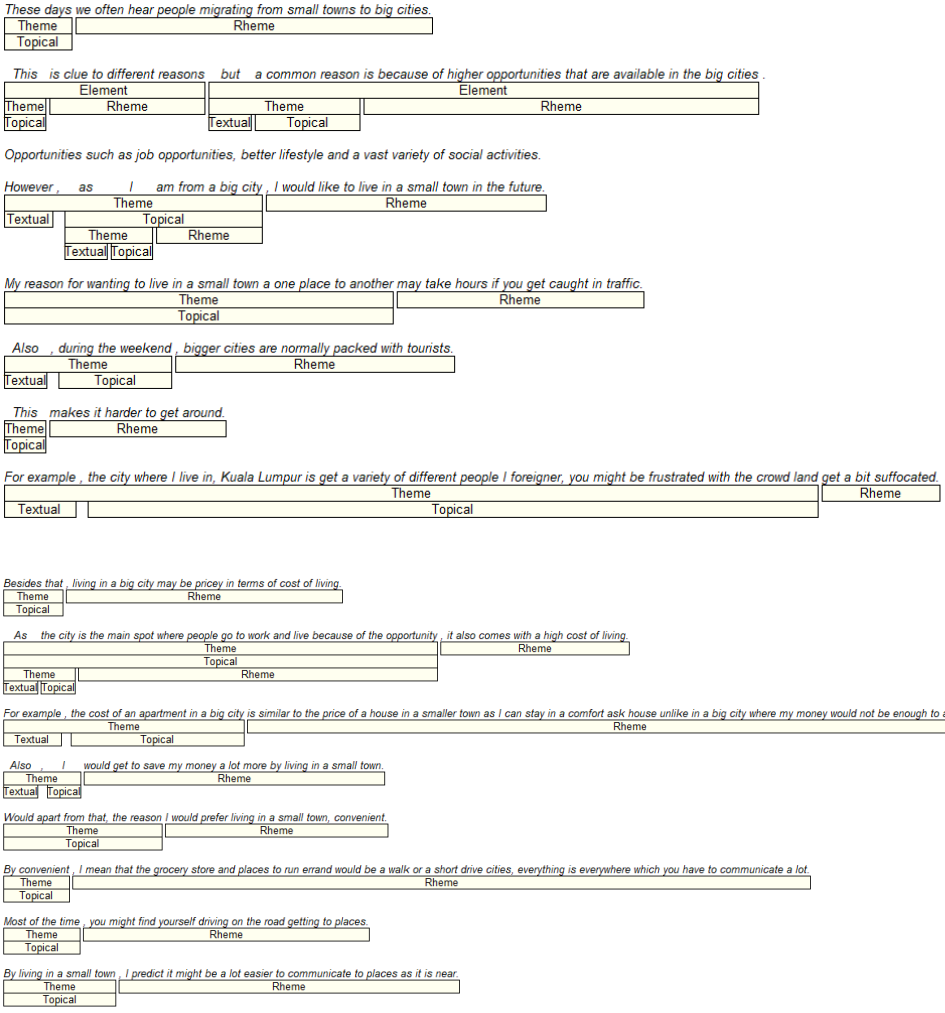
In conclusion, living in a small town can be satisfactory to someone who appreciates the calm and serene life. It is for those who cannot stand the busy city life.

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. These days we often hear people migrating from small towns to big cities.	C1,P1
	Information (Presenting background material for topic contextualization)	1. However, as I am from a big city, I would like to live in a small town in the future.	C4,P1
	Proposition		
	Evaluation (Positive gloss – brief support of proposition)	1. This is clue to different reasons but a common reason is because of higher opportunities that are available in the big cities. 2. My reason for wanting to live in a small town a one place to another may take hours if you get caught in traffic. 3. Also, during the weekend, bigger cities are normally packed with tourists.	C2,P1 C1,P2 C2,P2
	Marker (Introducing and/or identifying a list)	1. Opportunities such as job opportunities, better lifestyle and a vast variety of social activities.	C3,P1
2. **Argument** (Discussing grounds for thesis)	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. This makes it harder to get around. 2. Besides that, living in a big city may be	C3,P2 C1,P3

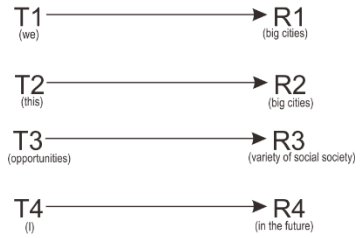
Note: Four move argument can be repeated indefinitely		pricey in terms of cost of living. 3. Would apart from that, the reason I would prefer living in a small town, convenient. 4. In my opinion living in a small town gives you a sense of calm and peacefulness compared to living in a big city.	C1,P4 C1,P5
	Restatement (Rephrasing or repeating proposition)	1. it also comes with a high cost of living. 2. By convenient, I mean that the grocery store and places to run errand would be a walk or a short drive cities, 3. It is great place to have a peace of mind if you do not want to be hassled by the busy city life.	C3,P3 C2,P4 C2,P5
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. As the city is the main spot where people go to work and live because of the opportunity, 2. everything is everywhere which you have to communicate a lot.	C2,P3 C3,P4
	b. A generalization based on	1. For example, the city where I live in, Kuala Lumpur is get a variety of different	C4,P2

	data or evidence.	people I foreigner, you might be frustrated with the crowd land get a bit suffocated. 2. it also comes with a high cost of living. 3. On top of that, I do get to avoid the traffic and chaos which is in the bigger cities. 4. However, it is not doubt that it is harder to find a job in a small town if you have a bigger career plan.	C4,P3 C6,P4 C3,P5
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. as I can stay in a comfort ask house unlike in a big city where my money would not be enough to afford a house. 2. Also, I would get to save my money a lot more by living in a small town. 3. Most of the time, you might find yourself driving on the road getting to places. 4. By living in a small town, I predict it might be a lot easier to communicate to places as it is near.	C5,P3 C6,P3 C4,P4 C5,P4

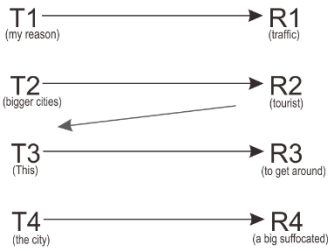
		5. As for me, working as a school teacher would be a satisfactory career and this job would be able in small towns.	C4,P5
	b. Providing data or citing references		
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, living in a small town can be satisfactory to someone who appreciates the calm and serene life.	C1,P6
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)	1. It is for those who cannot stand the busy city life.	C2,P6


These days we often hear people migrating from small towns to big cities.
Theme
Topical
Rheme
This is clue to different reasons but a common reason is because of higher opportunities that are available in the big cities .
Element
Theme
Topical
Rheme
Element
Theme
Textual
Topical
Rheme
Opportunities such as job opportunities, better lifestyle and a vast variety of social activities.
However , as I am from a big city , I would like to live in a small town in the future.
Theme
Textual
Topical
Theme
Textual
Topical
Rheme
Rheme
My reason for wanting to live in a small town a one place to another may take hours if you get caught in traffic.
Theme
Topical
Rheme
Also , during the weekend , bigger cities are normally packed with tourists.
Theme
Textual
Topical
Rheme
This makes it harder to get around.
Theme
Topical
Rheme
For example , the city where I live in, Kuala Lumpur is get a variety of different people I foreigner, you might be frustrated with the crowd land get a bit suffocated.
Theme
Textual
Topical
Rheme
Besides that , living in a big city may be pricey in terms of cost of living.
Theme
Topical
Rheme
As the city is the main spot where people go to work and live because of the opportunity , it also comes with a high cost of living.
Theme
Topical
Theme
Textual
Topical
Rheme
Rheme
For example , the cost of an apartment in a big city is similar to the price of a house in a smaller town as I can stay in a comfort ask house unlike in a big city where my money would not be enough to afford a house.
Theme
Textual
Topical
Rheme
Also , I would get to save my money a lot more by living in a small town.
Theme
Textual
Topical
Rheme
Would apart from that, the reason I would prefer living in a small town, convenient.
Theme
Topical
Rheme
By convenient , I mean that the grocery store and places to run errand would be a walk or a short drive cities, everything is everywhere which you have to communicate a lot.
Theme
Topical
Rheme
Most of the time , you might find yourself driving on the road getting to places.
Theme
Topical
Rheme
By living in a small town , I predict it might be a lot easier to communicate to places as it is near.
Theme
Topical
Rheme
On top of that , I do get to avoid the traffic and chaos which is in the bigger cities.
Theme
Textual
Topical
Rheme
In my opinion living in a small town gives you a sense of calm and peacefulness compared to living in a big city.
Theme
Interpersonal
Topical
Rheme
It is great place to have a peace of mind if you do not want to be hassled by the busy city life.
Theme
Topical
Rheme
However , it is not doubt that it is harder to find a job in a small town if you have a bigger career plan.
Theme
Textual
Topical
Rheme
As for me , working as a school teacher would be a satisfactory career and this job would be able in small towns.
Theme
Topical
Rheme
In conclusion , living in a small town can be satisfactory to someone who appreciates the calm and serene life.
Theme
Textual
Topical
Rheme
It is for those who cannot stand the busy city life.
Theme
Topical
Rheme

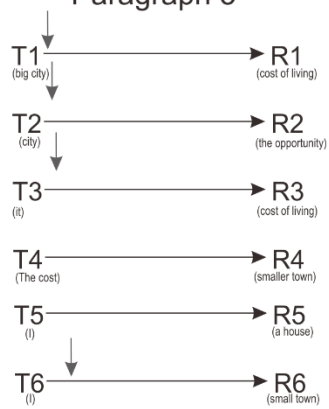
Paragraph 1



Paragraph 2



Paragraph 3



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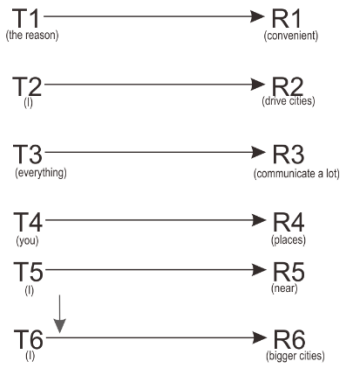

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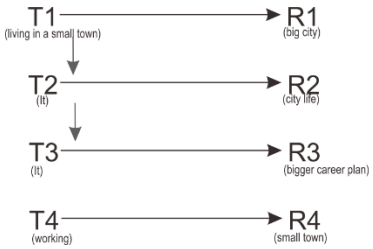
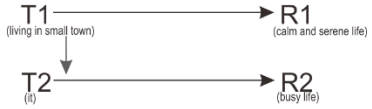


Paragraph 6



Advantages to either small town or city living and the preference of either is an entirely personal view, arising from possible childhood experiences, dreams or based on convenience for everyday life. Personally I prefer to live in a small town, and currently do so, either than in a big city, which sometimes I feel slightly overwhelming.

One of the main benefits of living in a small town, for example with less than 20,000 residents is that there is a greater sense of community spirit and be feeling of being part of a group of people. Often this is present in the organization of local social activities and clubs, for example the community non-sports and leisure clubs for young children or dance classes in the local town hall. I enjoy being able to new the range of activities available in my town that would, in a big city have the potential to become too large as organization, leering you feeling lost in too big a crowd, local non clubs have the advantage of being more personal and social.

Furthermore in a small town I enjoy the fact that must local amenities are in walking distance, and once you are in the small town, transport costs become negligible for one thing the orphan in definitely mere healthy and allows you the opportunity to do some form of exercise when in a room. In a big city it is often necessary to take sane form of public transport such as the bus, train or tube in order to reach your destination. Although this may be fun and mere advervious, especially if you are tired, it will eventually become expensive and the less healthy option.

Another reason why I prefer to live in a small town is the fact that most towns are mere pictures cape than big cities with the inclusion of paths, small waterways or canals and overall more greenery. To me this is an extremely important fact and I enjoy seeing trees and flowers when walking around my town. In big city mere many be parks created for pleasure, for example central park in New York, but these are often sounded by high rise buildings and flats that spate the landscape and also prevent sunlight from entering the park, in a

small towns too there is often flower Aeolians and garden displays organized by the council that enhance the vision of the town and promote a sense of wellbeing and tranquillity.

Following us from this point, one of the main disadvantages of big cities in the high level of pollution present in the atmosphere of the cities. This usually consist of gases such as carbon dioxide and nitrous oxides which from particles in the air. The highest number of transport vehicles in the cities and the overloaded number of people is the main contribute to this fact. Pollution in the air is extremely in healthy and raises concept of diseases such as lung cancer which may possibly be linked to high levels of pollution. Several towns although there is sane pollution present, are after cleaner and the air is less dense and slog filled. I believe small towns to be more beneficial to your health, and this is something that is extremely important to me.

On an amenities level big cities contain more facilities that can provide entertainment, for example, multiscreen, cinemas, bowling enplanes, shopping outlets and restaurants. There is a great benefit to having all things, I like to enjoy and frequently do. However most small towns do have these facilities at sane level, although they may not be as widespread and commercial. One thing I enjoy seeing in small towns are little family non business for example, family non cinemas showing unique films that are not available at the large complexes.

I also enjoy the wider range of shops found in small towns that are often unique and provide interesting and different gifts and products not found in global high street chains. For example gift shops selling handmade items and clothes are rarely found in big cities, which are dominated by large chains such as Primark or Marks and Spencer. I enjoy supporting these little family run business in small towns and purchasing gifts that are completely unique and that no one else has the opportunity to buy.

Finally my favourite thing about many small towns is the historical and cultural value that the towns often have in the form of small churches, old buildings and historical facts associated with the towns. Many towns for example Oxford or Bakewell in north Derbyshire retain many old buildings and character properties

dating back many centuries. These all provide the town with a lot of character and help to boost tourism levels as well as being interesting entities big cities rarely retain small building unless they are of major importance, and many cities all the historical properties and features of interest are usually owned by commercial companies such as banks or require a large enhance fee to access inside.

Overall I find it easy to conclude that for me a small town is much preferable. Due to my desire to feel part of a community and to be around pictures landscapes and interesting buildings, I would definitely chose to live in a small town over a big city that is too large, noisy and crowded and has a detrimental affect on my health. Obviously the choice is down to an individual's viewpoint and wishes, and of course there are benefit to living in a big city, but overall I like to live in smaller communities is like towns.

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Advantages to either small town or city living and the preference of either is an entirely personal view, arising from possible childhood experiences, dreams or based on convenience for everyday life	C1,P1
	Information (Presenting background material for topic contextualization)	1. personally I prefer to live in a small town, and currently do so, either than in a big city, which sometimes I feel slightly overwhelming.	C2,P1
	Proposition		
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1. Finally my favourite thing about many small towns is the historical and cultural value that the towns often have in the form of small churches, old buildings and historical facts associated with the towns.	C1,P8
2. **Argument** (Discussing	**Marker** (Signalling the introduction of a	1. One of the main benefits of living in a small town, for example with less	C1,P2

grounds for thesis) **Note: Four move argument can be repeated indefinitely**	claim and relating it to the text)	than 20,000 residents is that there is a greater sense of community spirit and be feeling of being part of a group of people. 2. I enjoy being able to new the range of activities available in my town that would, 3. Furthermore in a small town I enjoy the fact that must local amenities are in walking distance, 4. Another reason why I prefer to live in a small town is the fact that most towns are mere pictures cape than big cities with the inclusion of paths, small waterways or canals and overall more greenery. 5. Following us from this point, one of the main disadvantages of big cities in the high level of pollution present in the atmosphere of the cities. 6. On an amenities level big cities contain more facilities that can provide entertainment, for example, multiscreen, cinemas, bowling enplanes, shopping	C3,P2 C1,P3 C1,P4 C1,P5 C1,P6

		outlets and restaurants.	
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. Often this is present in the organization of local social activities and clubs, for example the community non sports and leisure clubs for young children or dance classes in the local town hall. 2. To me this is an extremely important fact and I enjoy seeing trees and flowers when walking around my town. 3. This usually consist of gases such as carbon dioxide and nitrous oxides which from particles in the air. 4. Pollution in the air is extremely in healthy and raises concept of diseases such as lung cancer which may possibly be linked to high levels of pollution.	C2,P2 C2,P4 C2,P5 C4,P5

		5. However most small towns do have these facilities at sane level, although they may not be as widespread and commercial.	C3,P6
	b. A generalization based on data or evidence.	1. in a big city have the potential to become too large as organization, leering you feeling lost in too big a crowd, local non clubs have the advantage of being more personal and social.	C4,P2
		2. and once you are in the small town, transport costs become negligible for one thing the orphan in definitely mere healthy and allows you the opportunity to do some form of exercise when in a room.	C2,P3
		3. In big city mere many be parks created for pleasure, for example central park in New York, but these are often sounded by high rise buildings and flats that spate the landscape and also prevent sunlight from entering the park,	C3,P4
		4. in a small towns too there is often flower arpelians	

		and garden displays organized by the council that enhance the vision of the town and promote a sense of wellbeing and tranquility.	C4,P4
		5. I also enjoy the wider range of shops found in small towns that are often unique and provide interesting and different gifts and products not found in global highstreet chains.	C1,P7
		6. For example gift shops selling handmade items and clothes are rarely found in big cities, which are dominated by large chains such as Primark or Marks and Spencers.	C2,P7
		7. Many towns for example Oxford or Bakewell in north Derbyshire retain many old buildings and character properties dating back many centuries.	C2,P8
		8. and many cities all the historical properties and features of interest are usually owned by commercial companies such as banks or require a	C4,P8

		large enhance fee to access inside.	
	c. Force of conviction.	1. Although this may be fun and mere advervious , especially if you are tired, it will eventually become expensive and the less healthy option. 2. I believe small towns to be more beneficial to your health, and this is something that is extremely important to me. 3. There is a great benefit to having all things, I like to enjoy and frequently do.	C4,P3 C6,P5 C2,P6
	Support (Stating the grounds underpinning the claim)		
	c. Explicating assumptions used to make claim	1. In a big city it is often necessary to take sane form of public transport such as the bus, train or tube in order to reach your destination. 2. The highest number of transport vehicles in the cities and the overloaded number of people is the main contribute to this fact. 3. Several towns although there is	C3,P3 C3,P5 C5,P5

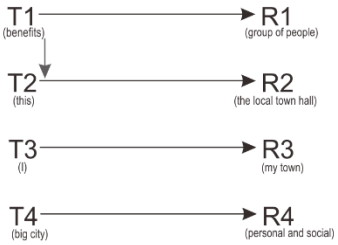
		sane pollution present, are after cleaner and the air is less dense and slog filled. 4. One thing I enjoy seeing in small towns are little family non business for example, family non cinemas showing unique films that are not available at the large complexes. 5. I enjoy supporting these little family run business in small towns and purchasing gifts that are completely unique and that no one else has the opportunity to buy. 6. These all provide the town with a lot of character and help to boost tourism levels as well as being interesting entities big cities rarely retain small building unless they are of major importance	C4,P6 C3,P7 C3,P8
	7. Providing data or citing references	1.	
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. Overall I find it easy to conclude that for me a small town is much preferable.	C1,P9
	Consolidation	1. Due to my desire to feel part of a	C2,P9

	(Presenting the significance of the argument stage to the proposition)	community and to be around pictures landscapes and interesting buildings,	
	Affirmation (Restating proposition)	1. I would definitely chose to live in a small town over a big city that is too large, noisy and crowded and has a detrimental affect on my health.	C3,P9
	Close (Widening context or perspective of proposition)	1. Obviously the choice is down to an individuals viewpoint and wishes, an3d of course there are benefit to living in a big city, but overall I like to live in smaller communities is like towns.	C4,P9

One of the main benefits of living in a small town, for example with less than 20,000 residents is that there is a greater sense of community spirit and be feeling of being part of a group of people.
Theme
Rheme
Topical
Often this is present in the organization of local social activities and clubs, for example the community non sports and leisure clubs for young children or dance classes in the local town hall.
Theme
Rheme
Interpersonal
Topical
I enjoy being able to new the range of activities available in my town that would, in a big city have the potential to become too large as organization, leering you feeling lost in too big a crowd , local non clubs have
Theme
Topical
Theme
Rheme
Topical
In a big city it is often necessary to take sane form of public transport such as the bus, train or tube in order to reach your destination.
Theme
Rheme
Topical
Although this may be fun and mere advervious , especially if you are tired , it will eventually become expensive and the less healthy option.
Theme
Rheme
Topical
Element
Adjunct
Theme
Rheme
Theme
Rheme
Textual
Topical
Topical
Another reason why I prefer to live in a small town is the fact that most towns are mere pictures cape than big cities with the inclusion of paths, small waterways or canals and overall more greenery.
Theme
Rheme
Topical
To me this is an extremely important fact and I enjoy seeing trees and flowers when walking around my town .
Element
Element
Theme
Rheme
Theme
Rheme
Interpersonal
Topical
Textual
Topical
Following us from this point , one of the main disadvantages of big cities in the high level of pollution present in the atmosphere of the cities.
Theme
Rheme
Topical
This usually consist of gases such as carbon dioxide and nitrous oxides which from particles in the air .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
The highest number of transport vehicles in the cities and the overloaded number of people is the main contribute to this fact.
Theme
Rheme
Topical
Pollution in the air is extremely in healthy and raises concept of diseases such as lung cancer which may possibly be linked to high levels of pollution .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Several towns although there is sane pollution present , are after cleaner and the air is less dense and slog filled.
Theme
Rheme
Topical
I believe small towns to be more beneficial to your health , and this is something that is extremely important to me .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical
On an amenities level big cities contain more facilities that can provide entertainment, for example, multiscreen, cinemas, bowling enplanes, shopping outlets and restaurants.
Theme
Rheme
Topical
There is a great benefit to having all things , I like to enjoy and frequently do .
Element
Element
Element
DObj
Theme
Rheme
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical
However most small towns do have these facilities at sane level, although they may not be as widespread and commercial.
Theme
Rheme
Textual
Topical
One thing I enjoy seeing in small towns are little family non business for example, family non cinemas showing unique films that are not available at the large complexes.
Theme
Rheme
Topical
I also enjoy the wider range of shops found in small towns that are often unique and provide interesting and different gifts and products not found in global highstreet chains .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
For example gift shops selling handmade items and clothes are rarely found in big cities, which are dominated by large chains such as Primark or Marks and Spencers.
Theme
Rheme
Topical
I enjoy supporting these little family run business in small towns and purchasing gifts that are completely unique and that no one else has the opportunity to buy.
Theme
Rheme
Topical
Finally my favourite thing about many small towns is the historical and cultural value that the towns often have in the form of small churches, old buildings and historical facts associated with the towns.
Theme
Rheme
Textual
Topical
Many towns for example Oxford or Bakewell in north Derbyshire retain many old buildings and character properties dating back many centuries.
Theme
Rheme
Topical
Overall I find it easy to conclude that for me a small town is much preferable.
Theme
Rheme
Interpersonal
Topical
Due to my desire to feel part of a community and to be around pictures landscapes and interesting buildings , I would definitely chose to live in a small town over a big city that is too large, noisy and crowded and has a d
Theme
Rheme
Topical
Obviously the choice is down to an individuals viewpoint and wishes , and of course there are benefit to living in a big city , but overall I like to live in smaller communities is like to
Element
Element
Element
Element
Element
Element
Theme
Rheme
Theme
Rheme
Theme
Rheme
Interpersonal
Topical
Textual
Theme
Rheme
Textual
Interpersonal
Interpersonal
Topical
Textual
Interpersonal
Topical

Paragraph 1

Paragraph 2



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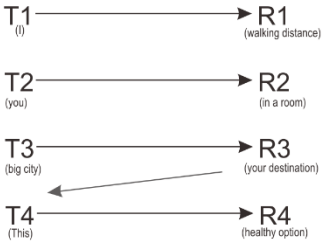

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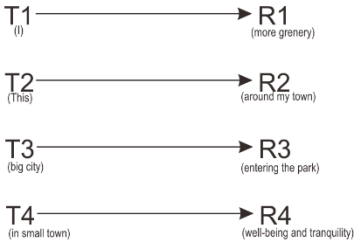

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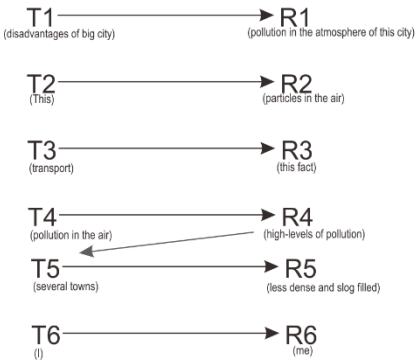

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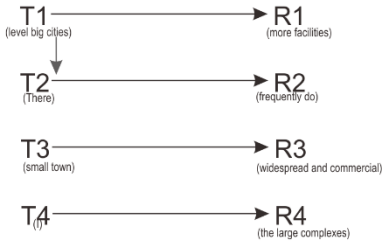
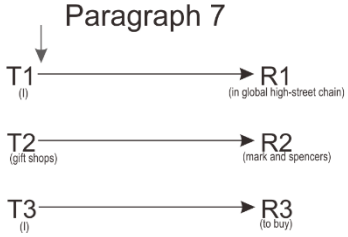


Paragraph 7



Paragraph 8

I prefer to eat out, although in fact I rarely do so. To prepare a meal from scratch at home takes a great deal of preparation. The time involved can be anything from several minutes of slicing vegetables to many hours for marinating in a sauce.

Eating out saves this time and effort, it is rare to wait more than 30 minutes from ordering to eating an restaurants and other food outlets do a great deal of preparation in advance. In addition to this, certain techniques are only available to someone with training, I am able to produce a British roast dinner, but cannot make a curry and do not know how to de-bone a fish.

There are sound arguments for home cooking. There is no way to know how long items have been stored in commercial kitchens, whereas you can feel confident of the freshness and quality of ingredients you have bought yourself. A person with a 'delicate' stomach may be ill if they consume food that has not been stored or prepared correctly and this can be a major concern if eating from roadside stands which may not have the facilities to follow the correct procedures. I am lucky enough to have a strong constitution and have never been ill due to 'something I ate' although I do follow common-sense and would never eat anywhere that was obviously dirty.

One thing that concerns many people these days is 'food-miles' and I find it more likely that a good restaurant uses locally sourced produce for its menu, the produce in the supermarkets is often mass-produced in another country and although it may have arrived on the shelf that morning, it may have been in transit for many days. Several restaurants in York specify the farms that their produce comes from and in most eateries in Whitby you can be confidence that the seafood has travelled less than a mile.

Although I do enjoy cooking I don't have a great deal a tie to cook elaborate meals at home, and the biggest disadvantage to preparing food in your own kitchen is all the cleaning up you have to do afterwards. Sometimes the time spent cleaning up after the preparation is as long as the preparation time itself!

And then, when the meal is eaten there are the plates to wash, sometimes with congealed or burnt on food to contend with. In a restaurant or cafe someone takes those dirty things away and deals with them out of sight. Road-side food stands, and fast food outlets usually provide some form of disposable container which can be disposed of in your dustbin, or in a public receptacle.

People with food allergies, such as gluten or dairy intolerance need to take care when eating out, although many restaurants and cafes provide good information about their ingredients, standards in food-stands tend to be lower. Luckily this is not a concern for me as I have no such intolerance.

The main reason I prefer to eat out rather than at home is variety. I have a small repertoire of dishes that I cook well, but I have a more adventures palate than my own abilities can keep up with. The festival of food and drink in York provides ample opportunity to sample traditional Yorkshire food, as well as that from further afield. A regular visitor to the food markets is a burger stand specialising in meat from around the world, I would never have the ingredients to make Kangaroo burgers at home. Similarly, a Chinese restaurant in town offers frogs legs (which I have yet to try) and pigs' ears in jelly. I would not recommend the pigs' ears, but I am glad I tried them.

I particularly enjoy eating out abroad, where you often can't be sure what you are going to get because the English translation is not good enough. One of my favourite starters is 'borek' (or something similar), it was described on the menu as 'cigar rolls' and turned out to be rolled filo pastry with a goat's cheese filling. 'Cigar rolls' were sufficiently intriguing to tempt me to order the dish.

In summary, if you want to stay in control and 'play it safe' then it is better to cook at home, but I prefer the variety and sometimes more exotic dishes I can try by eating out.

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. I prefer to eat out 2. although in fact I rarely do so	C1, P1 C2,P1
	Information (Presenting background material for topic contextualization)	1. To prepare a meal from scratch at home takes a great deal of preparation.	C3,P1
	Evaluation (Positive gloss – brief support of proposition)	1. The time involved can be anything from several minutes of slicing vegetables to many hours for marinating in a sauce	C4,P1
	Marker (Introducing and/or identifying a list)		
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Eating out saves this time and effort 2. There are sound arguments for home cooking 3. I am lucky enough to have a strong constitution 4. One thing that concerns many people these days is 'food-miles'	C1,P2 C1,P3 C7,P3 C1,P4 C1,P5

		5. Although I do enjoy cooking	C2,P5
		6. I don't have a great deal a tie to cook elaborate meals at home,	C1,P6
		7. People with food allergies, such an gluten or dairy intolerance need to take care when eating out,	C2,P7
		8. I have a small repertoire of dishes that I cook well,	C6,P7
		9. I would never have the ingredients to make Kangaroo burgers at home.	
		10. I particularly enjoy eating out abroad,	C1,P8
	Restatement (Rephrasing or repeating proposition)	1. it is rare to wait more than 30 minutes from ordering to eating an restaurants	C2,P2
		2. and I find it more likely that a good restaurant uses locally sourced produce for its menu,	C2,P4
		3. Luckily this is not a concern for me as I have no such intolerance.	C3,P6
		4. The main reason I prefer to eat out	C1,P7

		rather than at home is variety 5. Similarly, a Chinese restaurant in town offers frogs legs (which I have yet to try) and pigs' ears in jelly.	C7,P7
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. A person with a 'delicate' stomach may be ill if they consume food that has not been stored or prepared correctly	C4,P3
		2. and would never eat anywhere that was obviously dirty.	C10,P3
		3. and although it may have arrived on the shelf that morning, it may have been in transit for many days	C4,P4
		4. and the biggest disadvantage to preparing food in your own kitchen is all the cleaning up you have to do afterwards.	C3,P5
		5. I particularly enjoy eating out abroad,	C3,P8

	b. A generalization based on data or evidence.	1. other food outlets do a great deal of preparation in advance	C3,P2
		2. whereas you can feel confident of the freshness and quality of ingredients you have bought yourself	C3,P3
		3. the produce in the supermarkets is often mass-produced in another country	C3,P4
		4. Several restaurants in York specify the farms that their produce comes from and in most eateries in Whitby	C5,P4
		5. And then, when the meal is eaten there are the plates to wash, sometimes with congealed or burnt on food to contend with.	C5,P5
		6. In a restaurant or cafe someone takes those dirty things away and deals with them out of sight.	C6,P5
		7. because the English translation is not good enough.	C3,P8
		8. One of my favourite starters is 'borek' (or	

		something similar),	C4,P8
	c. Force of conviction.	1. In addition to this, certain techniques are only available to someone with training	C5,P2
		2. There is no way to know how long items have been stored in commercial kitchens	C2,P3
		3. and this can be a major concern if eating from roadside stands	C5,P3
		4. and have never been ill due to 'something I ate'	C8,P3
		5. you can be confidence that the seafood has travelled less than a mile.	C6,P4
		6. Sometimes the time spent cleaning up after the preparation is as long as the preparation time itself!	C4,P5
		7. The festival of food and drink in York provides ample opportunity to sample traditional Yorkshire food, as well as that from further afield.	C4,P7
		8. I would not recommend the	C8,P7

		pigs' ears, but I am glad I tried them. 9. it was described on the menu as 'cigar rolls'	C5,P8
	Support (Stating the grounds underpinning the claim)		
	d. Explicating assumptions used to make claim	1. In addition to this, certain techniques are only available to someone with training	C5,P2
		2. which may not have the facilities to follow the correct procedures.	C6,P3
		3. which can be disposed of in your dustbin, or in a public receptacle.	C8,P5
		4. although many restaurants and cafes provide good information about their ingredients, standards in food-stands tend to be lower	C2,P6
		5. but I have a more adventures palate than my own abilities can keep up with.	C3,P7
		6. 'Cigar rolls' were sufficiently intriguing to tempt	C8,P8

		me to order the dish.	
	e. Providing data or citing references	1. but cannot make a curry 2. and do not know how to de-bone a fish. 3. although I do follow common-sense 4. Road-side food stands, and fast food outlets usually provide some form of disposable container 5. A regular visitor to the food markets is a burger stand specialising in meat from around the world, 6. and turned out to be rolled filo pastry with a goat's cheese filling.	C6, P2 C7,P2 C9,P3 C7,P5 C5,P7 C6,P8
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In summary, if you want to stay in control and 'play it safe'	C1,P9
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. then it is better to cook at home,	C2,P9
	Affirmation (Restating proposition)	1. but I prefer the variety and sometimes more exotic dishes	C3,P9

		2. I can try by eating out.	C4,P9
	Close (Widening context or perspective of proposition)		

I prefer to eat out, although in fact I rarely do so.
Theme | Rheme
Topical

To prepare a meal from scratch at home takes a great deal of preparation.
Theme | Rheme
Topical

The time involved can be anything from several minutes of slicing vegetables to many hours for marinating in a sauce.
Theme | Rheme
Topical

Eating out saves this time and effort , it is rare to wait more than 30 minutes from ordering to eating an restaurants and other food outlets do a great deal of preparation in advance .
Element | Element | Element
Theme | Rheme | Conj | Theme | Rheme
Topical | Theme | Rheme | Textual | Topical
Topical

In addition to this , certain techniques are only available to someone with training, I am able to produce a British roast dinner , but cannot make a curry and do not know how to de-bone a fish .
Element | Element | Element
Element | Element | Theme | Rheme
Theme | Rheme | Theme | Rheme | Textual
Textual | Topical | Textual

There are sound arguments for home cooking .
Theme | Rheme
Interpersonal | Topical

There is no way to know how long items have been stored in commercial kitchens, whereas you can feel confident of the freshness and quality of ingredients you have bought yourself .
Theme | Rheme
Interpersonal | Topical

A person with a 'delicate' stomach may be ill if they consume food that has not been stored or prepared correctly and this can be a major concern if eating from roadside stands which may not have the facilities to follow
Theme | Rheme
Topical

I am lucky enough to have a strong constitution and have never been ill due to 'something I ate' although I do follow common-sense and would never eat anywhere that was obviously dirty.
Theme | Rheme
Topical

Several restaurants in York specify the farms that their produce comes from and in most eateries in Whitby you can be confidence that the seafood has travelled less than a mile.
Theme | Rheme
Topical
Theme | Rheme
Topical

Although I do enjoy cooking I don't have a great deal a tie to cook elaborate meals at home , and the biggest disadvantage to preparing food in your own kitchen is all the cleaning up you have to do afterwards
Element | Element
Theme | Rheme | Theme | Rheme
Topical | Textual | Topical
Theme | Rheme
Textual | Topical

Sometimes the time spent cleaning up after the preparation is as long as the preparation time itself!
Theme | Rheme
Interpersonal | Topical

And then , when the meal is eaten there are the plates to wash, sometimes with congealed or burnt on food to contend with.
Theme | Rheme
Textual | Topical

In a restaurant or cafe someone takes those dirty things away and deals with them out of sight .
Element | Element
Theme | Rheme | Theme | Rheme
Topical | Textual

Road-side food stands , and fast food outlets usually provide some form of disposable container which can be disposed of in your dustbin, or in a public receptacle .
Element | Element
Theme | Rheme | Theme | Rheme
Topical | Textual | Topical

People with food allergies, such an gluten or dairy intolerance need to take care when eating out, although many restaurants and cafes provide good information about their ingredients , standards in food-stands tend to b
Theme | Rheme
Topical
Theme | Rheme
Topical

Luckily this is not a concern for me as I have no such intolerance.
Theme | Rheme
Interpersonal | Topical

The main reason I prefer to eat out rather than at home is variety.
Theme | Rheme
Topical

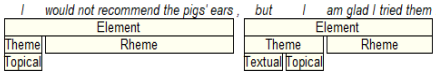
I have a small repertoire of dishes that I cook well , but I have a more adventures palate than my own abilities can keep up with .
Element | Element
Theme | Rheme | Theme | Rheme
Topical | Textual | Topical

The festival of food and drink in York provides ample opportunity to sample traditional Yorkshire food, as well as that from further afield.
Theme | Rheme
Topical

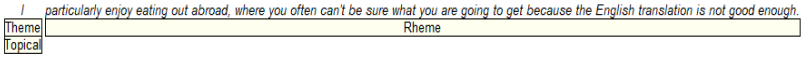
A regular visitor to the food markets is a burger stand specialising in meat from around the world , I would never have the ingredients to make Kangaroo burgers at home.
Theme | Rheme
Topical
Theme | Rheme
Topical

Similarly , a Chinese restaurant in town offers frogs legs (which I have yet to try) and pigs' ears in jelly.
Theme | Rheme
Textual | Topical

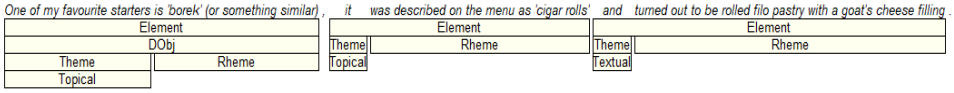
I would not recommend the pigs' ears , but I am glad I tried them .



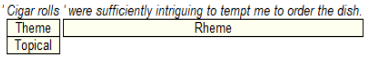
I particularly enjoy eating out abroad, where you often can't be sure what you are going to get because the English translation is not good enough.



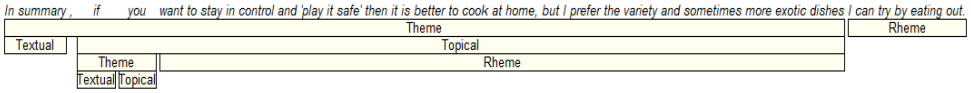
One of my favourite starters is 'borek' (or something similar) , it was described on the menu as 'cigar rolls' and turned out to be rolled filo pastry with a goat's cheese filling .

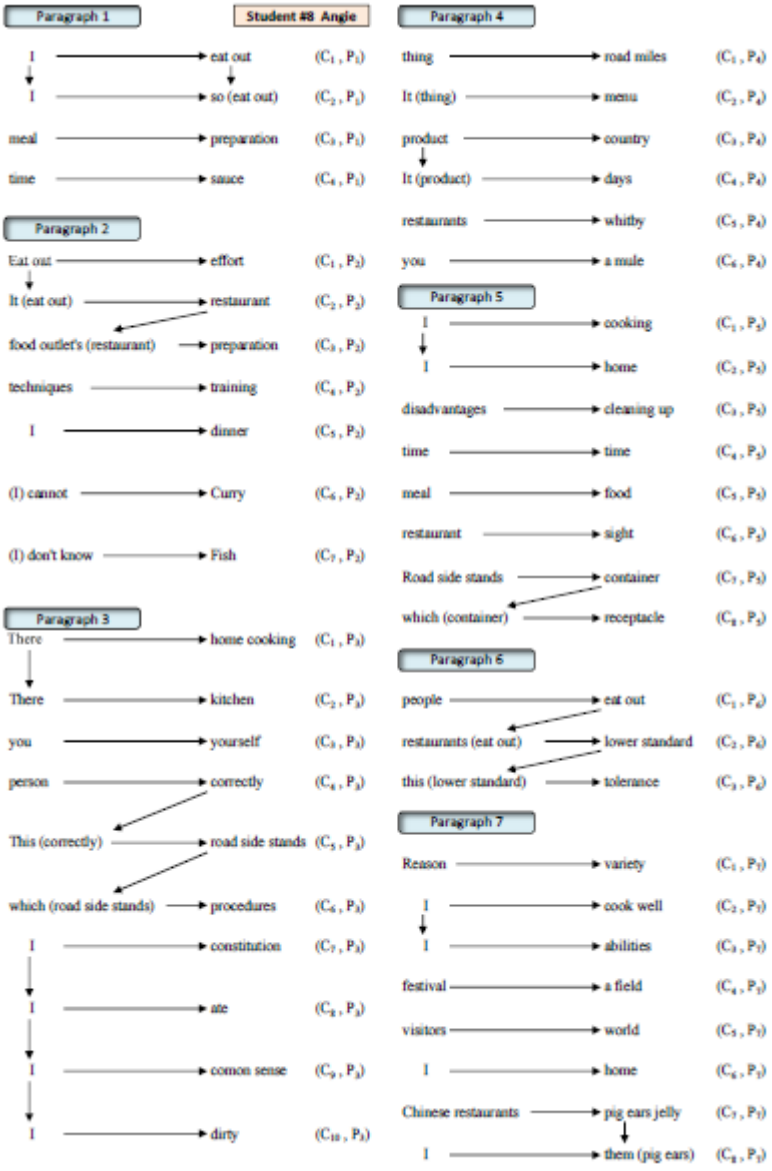


' Cigar rolls ' were sufficiently intriguing to tempt me to order the dish.

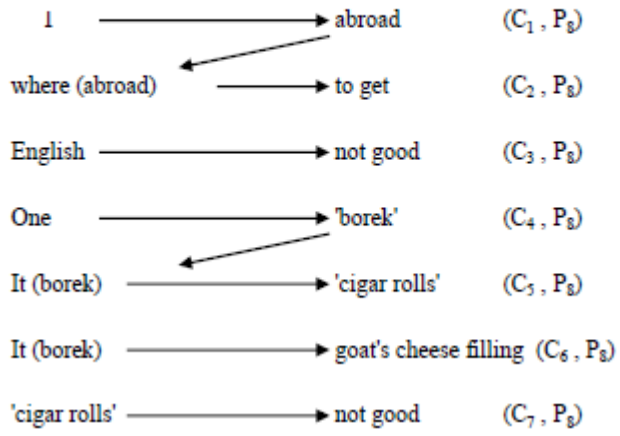


In summary , if you want to stay in control and 'play it safe' then it is better to cook at home, but I prefer the variety and sometimes more exotic dishes I can try by eating out.

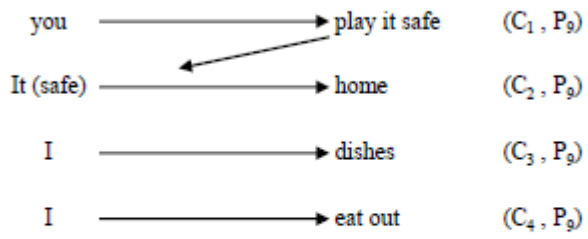



Paragraph 1
Student #8 Angie
I → eat out (C1 , P1)
I → so (eat out) (C2 , P1)
meal → preparation (C3 , P1)
time → sauce (C4 , P1)
Paragraph 2
Eat out → effort (C1 , P2)
It (eat out) → restaurant (C2 , P2)
food outlet's (restaurant) → preparation (C3 , P2)
techniques → training (C4 , P2)
I → dinner (C5 , P2)
(I) cannot → Curry (C6 , P2)
(I) don't know → Fish (C7 , P2)
Paragraph 3
There → home cooking (C1 , P3)
There → kitchen (C2 , P3)
you → yourself (C3 , P3)
person → correctly (C4 , P3)
This (correctly) → road side stands (C5 , P3)
which (road side stands) → procedures (C6 , P3)
I → constitution (C7 , P3)
I → ate (C8 , P3)
I → comon sense (C9 , P3)
I → dirty (C10 , P3)
Paragraph 4
thing → road miles (C1 , P4)
It (thing) → menu (C2 , P4)
product → country (C3 , P4)
It (product) → days (C4 , P4)
restaurants → whitby (C5 , P4)
you → a mule (C6 , P4)
Paragraph 5
I → cooking (C1 , P5)
I → home (C2 , P5)
disadvantages → cleaning up (C3 , P5)
time → time (C4 , P5)
meal → food (C5 , P5)
restaurant → sight (C6 , P5)
Road side stands → container (C7 , P5)
which (container) → receptacle (C8 , P5)
Paragraph 6
people → eat out (C1 , P6)
restaurants (eat out) → lower standard (C2 , P6)
this (lower standard) → tolerance (C3 , P6)
Paragraph 7
Reason → variety (C1 , P7)
I → cook well (C2 , P7)
I → abilities (C3 , P7)
festival → a field (C4 , P7)
visitors → world (C5 , P7)
I → home (C6 , P7)
Chinese restaurants → pig ears jelly (C7 , P7)
I → them (pig ears) (C8 , P7)

Paragraph 8



Paragraph 9



BRNES9

In my opinion, preparing and eating food at home is better than choosing to eat at a food stand or restaurant because it is more healthy in that we can choose to put less salt or sugar or put more vegetables in if we want whereas we cannot always know how much the chefs who cook at the restaurants put in. it is also Mie that the majority of the food is fried or this fried with ins of oil which is also unhealthy. What's more is that cooking food at home can work out to be cheaper compared to eating out which can cost a far tune as you prepare everything yourself. Moreover, when we are working at home, or needing to stay at home for something we do not have to leave the house which is a huge advantage especially for those who are ad .whereas having to go out to eat could cause inconveniences en your part. In addition, we must learn how to prepare food at home anyway because it is not always possible to eat at a restaurant during holiday etc. what I find the most rewarding about eating or cooking at home is that I can eat my mum's lovely genuine cooking and also as a family help her out in the kitchen which strengthens our relationship and we can have fun at the same time.

On the other hand, we must not forget about the benefits of eating out which is a common phenomenon in our society today. The first benefit that come to mind is that there is more choice. Ne at home, are limited to the thugs that we know how to cook and ingredients available whereas chefs have already prepared the entire dish for you and makes everything easier. Consequently, it saves a lot of time that we could have wasted preparing and cooking and also means that we do not have to do the washing up. The varieties that are present at these stands and restaurants mean that we are able to enjoying cuisine from different parts o the world without having to leave the coming and pay for expensive fight tickets. Learn their culture through the dishes, get to local taste food that may not be something that is found where you live but a feature of another city/country/state.

Moreover the majority of people who go out to eat can easily resume to the shopping or work nearly, making is extremely convenient and a big choice in

our daily lives where we are more busy. It may be true that we have to navel, costing us patrol money etc. but preparing food at home requires you to go to the supermarket anyway.

In conclusion, I believe it is fair to say that although I enjoying or prefer to eat at home with my family, it is veritable that I will also eat at restaurants and food stands due to the convenience that I need to balance out time in my busy life.

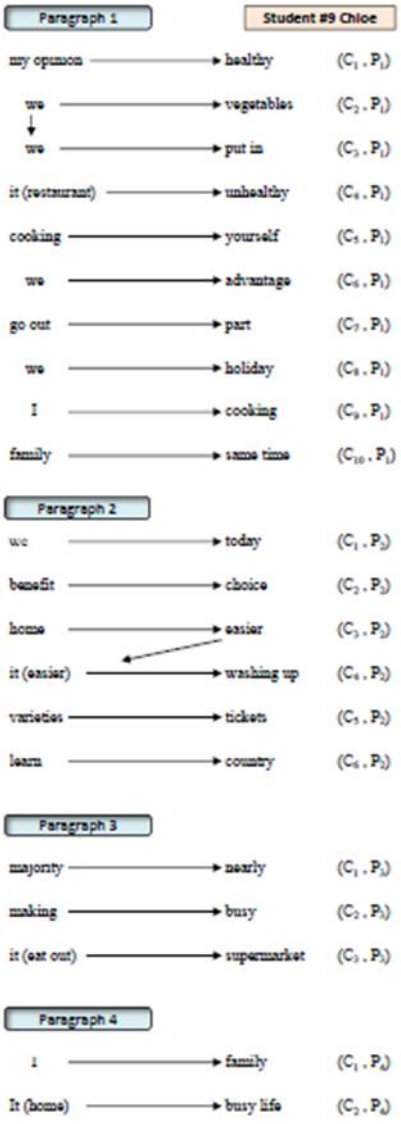
Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1.	
	Information (Presenting background material for topic contextualization)	1. In my opinion, preparing and eating food at home is better than choosing to eat at a food stand or restaurant because it is more healthy	C1,P1
	Evaluation (Positive gloss – brief support of proposition)	1. in that we can choose to put less salt or sugar or put more vegetables in 2. if we want whereas we cannot always know how much the chefs who cook at the restaurants put in	C2,P1 C3,P1
	Marker (Introducing and/or identifying a list)	1. On the other hand, we must not forget about the benefits of eating out which is a common phenomenon in our society today.	C1,P2
2. **Argument** (Discussing grounds for thesis)	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Moreover, when we are working at home, or needing to stay at home for something we do not have to	C6,P1

Note: Four move argument can be repeated indefinitely		leave the house which is a huge advantage especially for those who are ad	
		2. whereas having to go out to eat could cause inconveniences en your part.	C7,P1
		3. In addition, we must learn how to prepare food at home anyway because it is not always possible to eat at a restaurant during holiday etc.	C8,P1
		4. what I find the most rewarding about eating or cooking at home is that I can eat my mum's lovely genuine cooking	C9,P1
		5. The first benefit that come to mind is that there is more choice	C2,P2
		6. Consequently, it saves a lot of time that we could have wasted preparing and cooking and also means that we do not have to do the washing up.	C4,P2
	Restatement (Rephrasing or repeating proposition)		

	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:	1. What's more is that cooking food at home can work out to be cheaper compared to eating out which can cost a far tune as you prepare everything yourself.	C5,P1
	a. Strength of perceived shared assumptions.	2. also as a family help her out in the kitchen which strengthens our relationship and we can have fun at the same time.	C10,P1
		3. Ne at home, are limited to the thugs that we know how to cook and ingredients available whereas chefs have already prepared the entire dish for you and makes everything easier.	C3,P2
	b. A generalization based on data or evidence.	1. it is also Mie that the majority of the food is fried or this fried with ins of oil which is also unhealthy.	C4,P1
		2. Moreover the majority of people who go out to eat can easily resume to the shopping or work nearly,	C1,P3

	c. Force of conviction.	1. making is extremely convenient and a big choice in our daily lives where we are more busy.	C2,P3
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. The varieties that are present at these stands and restaurants mean that we are able to enjoying cuisine from different parts o the world without having to leave the coming and pay for expensive fight tickets 2. Learn their culture through the dishes, get to local taste food that may not be something that is found where you live but a feature of another city/country/state. 3. It may be true that we have to navel, costing us patrol money etc but preparing food at home requires you to go to the supermarket anyway.	C5,P2 C6,P2 C3,P3
	b. Providing data or citing references		

3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, I believe it is fair to say that although I enjoying or prefer to eat at home with my family,	C1,P4
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. it is veritable that I will also eat at restaurants and food stands due to the convenience that I need to balance out time in my busy life.	C2,P4
	Affirmation (Restating proposition)		
	Close (Widening context or perspective of proposition)		


Paragraph 1
Student #9 Chloe
my opinion → healthy (C1 . P1)
we → vegetables (C2 . P1)
we → put in (C3 . P1)
it (restaurant) → unhealthy (C4 . P1)
cooking → yourself (C5 . P1)
we → advantage (C6 . P1)
go out → part (C7 . P1)
we → holiday (C8 . P1)
I → cooking (C9 . P1)
family → same time (C10 . P1)
Paragraph 2
we → today (C1 . P2)
benefit → choice (C2 . P2)
home → easier (C3 . P2)
it (easier) → washing up (C4 . P2)
varieties → tickets (C5 . P2)
learn → country (C6 . P2)
Paragraph 3
majority → nearly (C1 . P3)
making → busy (C2 . P3)
it (eat out) → supermarket (C3 . P3)
Paragraph 4
I → family (C1 . P4)
It (home) → busy life (C2 . P4)

As the world advances in many areas, it is generally accepted that more and more people have less leisure time in their day to day lives, whether it be the younger generation or the older generation. This is why things like food stand and restaurants are becoming more popular, whilst we hear less of people preparing their meals from scratch at home. However, both these methods are dining have their own advantages and disadvantages, so it is difficult to say which one is preferred.

Firstly, it seems that people don't necessarily work near to where they live and they usually work for the whole day. Therefore, they would probably agree unanimously to the fact that finding a restaurant or stand near them to grab a bite is definitely wore convenient and practical than rushing home to prepare a meal and then having to rush back again. In addition to this, a very wide range of options exists when choosing to eat at restaurant, a there's surely something out there that suits every person's dietary preferences. Another plus side to eating at a food stand would be that the food is prepared very quickly, so eating wouldn't waste much time. Nearly everyone would also agree that restaurants provide an incredible atmosphere in which you can have gathering with big groups of friends and family. Also you can all have interesting conversations about the food and how you liked it.

On the other hand, restaurants don't really provide atmosphere where you can 'let loose' or be private, as there are other members of the public there with you. Most people would also agree that you inevitably spend more money eating in a restaurant than you would if you bought the ingredients to prepare a homemade meal. Eating at home and preparing the food means that know exactly what ingredients are used, and you can personally elect different amounts of ingredients you want to include, which is especially useful for people with specific requirements dietary and want to be heal their. However, as technology advances and people wore more, there has been a decline in the number of people who willingly engage in the time consuming activity of preparing a homemade

meal. More often than not, even if meals are eaten at home, chances are that some part of the meal is bought from the shop, e.g. microwave meals and thus these are no better than eating at a food stand.

In conclusion, I'd say that I prefer eating at a restaurant if it is a special occasion, like a meeting with friends or a family celebration. However, this can't always be done, due to money constraints and matters of availability. I recognize the advantages of preparing and eating meals at home, as at home one doesn't normally a time limit and can eat for the preferred amount of time. As mentioned previously, this would be very time consuming when you factor in preparation and clean up time. Therefore, I would prefer to eat at home when I am just preparing a meal for myself.

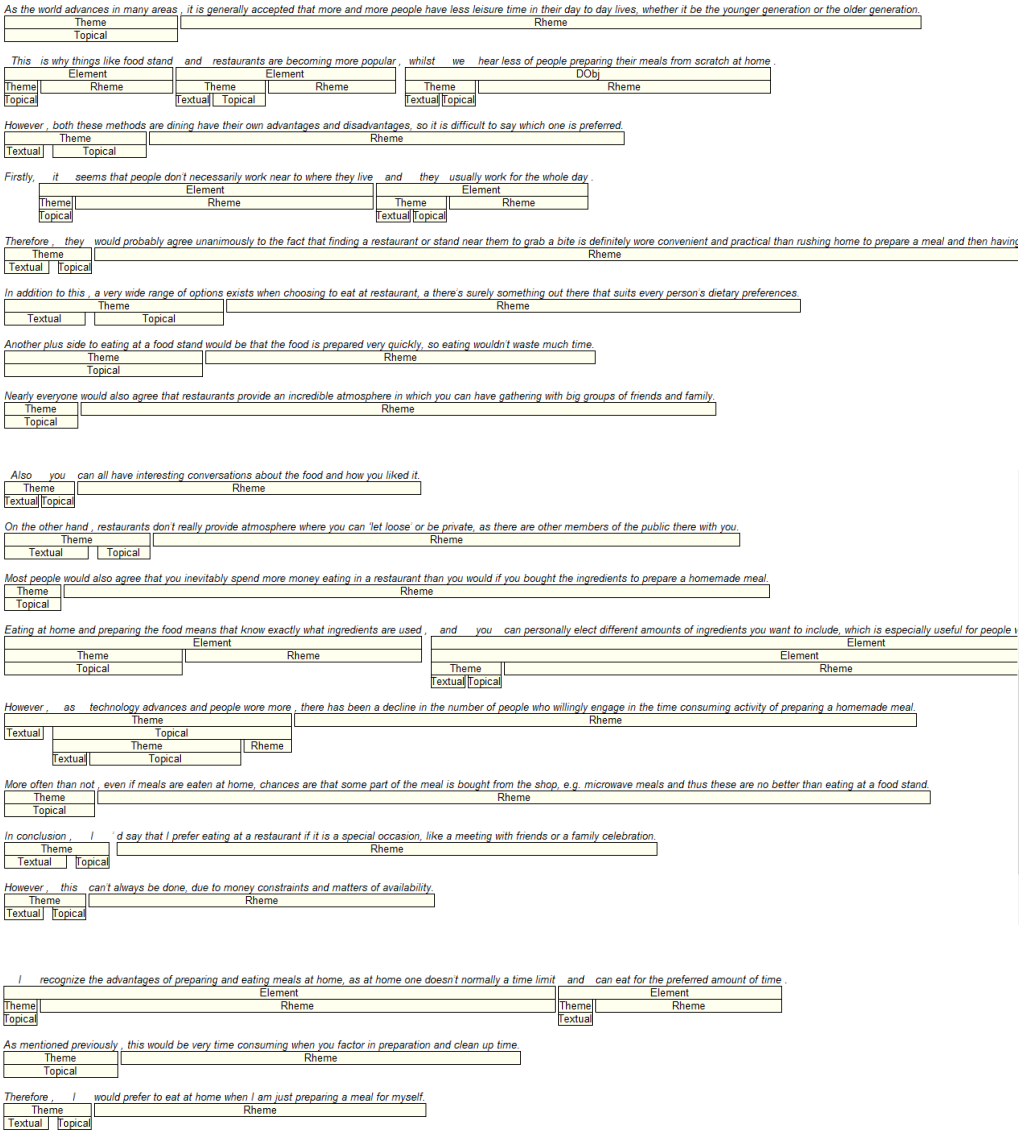
Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. As the world advances in many areas, it is generally accepted that more and more people have less leisure time in their day to day lives, whether it be the younger generation or the older generation.	C1,P1
	Information (Presenting background material for topic contextualization)	1. This is why things like food stand and restaurants are becoming more popular, whilst we hear less of people preparing their meals from scratch at home.	C1,P2
	Evaluation (Positive gloss – brief support of proposition)		
	Marker (Introducing and/or identifying a list)	1. However, both these methods are dining have their own advantages and disadvantages, so it is difficult to say which one is preferred.	C3,P1
2. **Argument** (Discussing grounds for thesis)	**Marker** (Signalling the introduction of a	1. Firstly, it seems that people don't necessarily work near to where they live and they	C1,P2

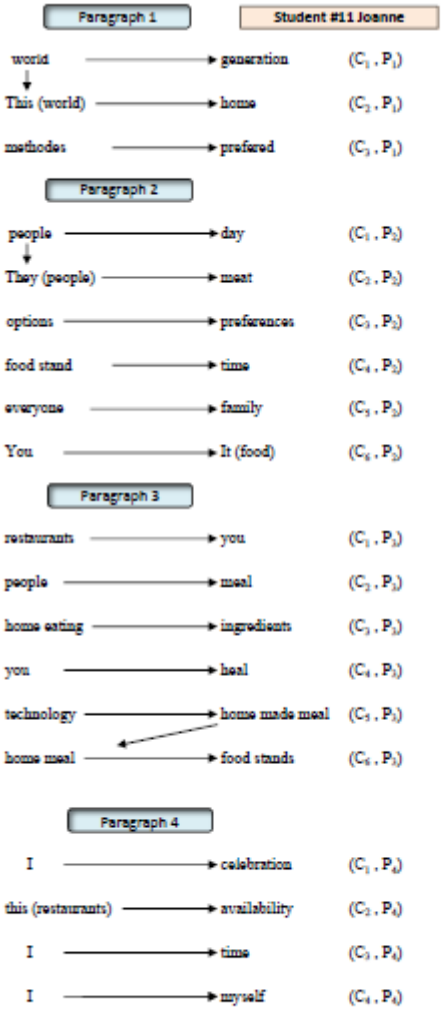
Note: Four move argument can be repeated indefinitely	claim and relating it to the text)	usually work for the whole day. 2. On the other hand, restaurants don't really provide atmosphere where you can 'let loose' or be private, as there are other members of the public there with you. 3. Eating at home and preparing the food means that know exactly what ingredients are used,	C1,P3 C3,P3
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on: a. Strength of perceived shared assumptions.	1. In addition to this, a very wide range of options exists when choosing to eat at restaurant, a there's surely something out there that suits every person's dietary preferences. 2. Nearly everyone would also agree that restaurants	C3,P2 C5,P2

		provide an incredible atmosphere in which you can have gathering with big groups of friends and family. 3. Most people would also agree that you inevitably spend more money eating in a restaurant than you would if you bought the ingredients to prepare a homemade meal. 4. and you can personally elect different amounts of ingredients you want to include, which is especially useful for people with specific requirements dietary and want to be heal their.	C2,P3 C4,P3
	b. A generalization based on data or evidence.	3. Therefore, they would probably agree unanimously to the fact that finding a restaurant or stand near them to grab a bite is definitely wore convenient and practical than rushing home to prepare a meal	C2,P2

		and then having to rush back again 4. However, as technology advances and people wore more, there has been a decline in the number of people who willingly engage in the time consuming activity of preparing a homemade meal. 5. More often than not, even if meals are eaten at home, chances are that some part of the meal is bought from the shop, e.g. microwave meals and thus these are no better than eating at a food stand.	C5,P3 C6,P3
	c. Force of conviction.	1. Also you can all have interesting conversations about the food and how you liked it.	C6,P2
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. Another plus side to eating at a food stand would be that the food is prepared very quickly, so eating	C4,P2

		wouldn't waste much time.	
	b. Providing data or citing references		
3.Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, I'd say that I prefer eating at a restaurant if it is a special occasion, like a meeting with friends or a family celebration.	C1,P4
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. However, this can't always be done, due to money constraints and matters of availability. 2. I recognize the advantages of preparing and eating meals at home, as at home one doesn't normally a time limit and can eat for the preferred amount of time.	C2,P4 C3,P4
	Affirmation (Restating proposition)	1. As mentioned previously, this would be very time consuming when you factor in preparation and clean up time.	C4,P4
	Close (Widening context or perspective of proposition)	1. Therefore, I would prefer to eat at home when I am just preparing a meal for myself.	C5,P4


As the world advances in many areas , it is generally accepted that more and more people have less leisure time in their day to day lives, whether it be the younger generation or the older generation.
Theme
Topical
Rheme
This is why things like food stand and restaurants are becoming more popular , whilst we hear less of people preparing their meals from scratch at home .
Element
Theme
Topical
Rheme
Element
Theme
Textual
Topical
Rheme
DObj
Theme
Textual
Topical
Rheme
However , both these methods are dining have their own advantages and disadvantages, so it is difficult to say which one is preferred.
Theme
Textual
Topical
Rheme
Firstly, it seems that people don't necessarily work near to where they live and they usually work for the whole day.
Element
Theme
Topical
Rheme
Element
Theme
Textual
Topical
Rheme
Therefore , they would probably agree unanimously to the fact that finding a restaurant or stand near them to grab a bite is definitely wore convenient and practical than rushing home to prepare a meal and then having
Theme
Textual
Topical
Rheme
In addition to this , a very wide range of options exists when choosing to eat at restaurant, a there's surely something out there that suits every person's dietary preferences.
Theme
Textual
Topical
Rheme
Another plus side to eating at a food stand would be that the food is prepared very quickly, so eating wouldn't waste much time.
Theme
Topical
Rheme
Nearly everyone would also agree that restaurants provide an incredible atmosphere in which you can have gathering with big groups of friends and family.
Theme
Topical
Rheme
Also you can all have interesting conversations about the food and how you liked it.
Theme
Textual
Topical
Rheme
On the other hand , restaurants don't really provide atmosphere where you can 'let loose' or be private, as there are other members of the public there with you.
Theme
Textual
Topical
Rheme
Most people would also agree that you inevitably spend more money eating in a restaurant than you would if you bought the ingredients to prepare a homemade meal.
Theme
Topical
Rheme
Eating at home and preparing the food means that know exactly what ingredients are used , and you can personally elect different amounts of ingredients you want to include, which is especially useful for people
Element
Theme
Topical
Rheme
Element
Theme
Textual
Topical
Rheme
However , as technology advances and people wore more , there has been a decline in the number of people who willingly engage in the time consuming activity of preparing a homemade meal.
Theme
Textual
Topical
Theme
Textual
Topical
Rheme
Rheme
More often than not , even if meals are eaten at home, chances are that some part of the meal is bought from the shop, e.g. microwave meals and thus these are no better than eating at a food stand.
Theme
Topical
Rheme
In conclusion , I 'd say that I prefer eating at a restaurant if it is a special occasion, like a meeting with friends or a family celebration.
Theme
Textual
Topical
Rheme
However , this can't always be done, due to money constraints and matters of availability.
Theme
Textual
Topical
Rheme
I recognize the advantages of preparing and eating meals at home, as at home one doesn't normally a time limit and can eat for the preferred amount of time .
Element
Theme
Topical
Rheme
Element
Theme
Textual
Rheme
As mentioned previously , this would be very time consuming when you factor in preparation and clean up time.
Theme
Topical
Rheme
Therefore , I would prefer to eat at home when I am just preparing a meal for myself.
Theme
Textual
Topical
Rheme


Paragraph 1
Student #11 Joanne
world → generation (C1 , P1)
This (world) → home (C2 , P1)
methodes → prefered (C3 , P1)
Paragraph 2
people → day (C1 , P2)
They (people) → meat (C2 , P2)
options → preferences (C3 , P2)
food stand → time (C4 , P2)
everyone → family (C5 , P2)
You → It (food) (C6 , P2)
Paragraph 3
restaurants → you (C1 , P3)
people → meal (C2 , P3)
home eating → ingredients (C3 , P3)
you → heal (C4 , P3)
technology → home made meal (C5 , P3)
home meal → food stands (C6 , P3)
Paragraph 4
I → celebration (C1 , P4)
this (restaurants) → availability (C2 , P4)
I → time (C3 , P4)
I → myself (C4 , P4)

Eating at a food stand or restaurant has obvious advantages if one is unwilling or unable to prepare and eat food at home on a given day. If, however, it is convenient to prepare and eat food at home, it becomes apparent that both options can be rewarding.

Home-preparation of food can be advantageous if a member of the party offers from food intolerances or allergies. Although at a restaurant it may be possible to enquire if a dish contains certain ingredients, the preparation of the dish may involve cross-contamination. This can be avoided with home-preparation, where one can oversee every stage of the process of making the meal.

Furthermore, depending on the choice of food stand or restaurant, there will be some limit with regards to the availability of certain foods. As a vegetarian, unless I select a restaurant catered specifically to non-meet eaters. It is likely that the choices available to me on a menu will be more limited. This concern also applies to other dietary requirements, such as veganion. Home-preparation of meals allow for personal choice of ingredients, thus increasing the range of potential dishes.

Another advantage to preparing and eating meals at home is that there can be less restriction of choice for those with financial constraints. Should one be troubled with a smaller budget than most, many restaurants and food stands would be unavailable by default. However, it is possible to acquire inexpensive ingredients that allow for a good quality home-preparation meal.

There are advantages to food from a restaurant or food stand. For anyone who lacks the time or inclination to improve their cooking skills, it is almost guaranteed that a bought meal will be much more satisfying than anything they could make themselves. Although there are anomalous food stands and restaurants whose food is of dubious quality, most will ensure that their customers are served well.

An advantage to food stands, which does not always apply to restaurants, is that they are convenient. For those who are pressed for time, an immediate serving from food stand may be the only possibility. This is infinitely preferable to shipping a meal when one does not have time for home-preparation.

For reasons I outlined previously, lack of cooking skill means that I generally prefer the taste of food prepared at a restaurant or food stand. However, it would only be possible to prefer this option if money was no object. It is, however, so I must for now prefer the benefits a home-prepared meal can have on my bank balance.

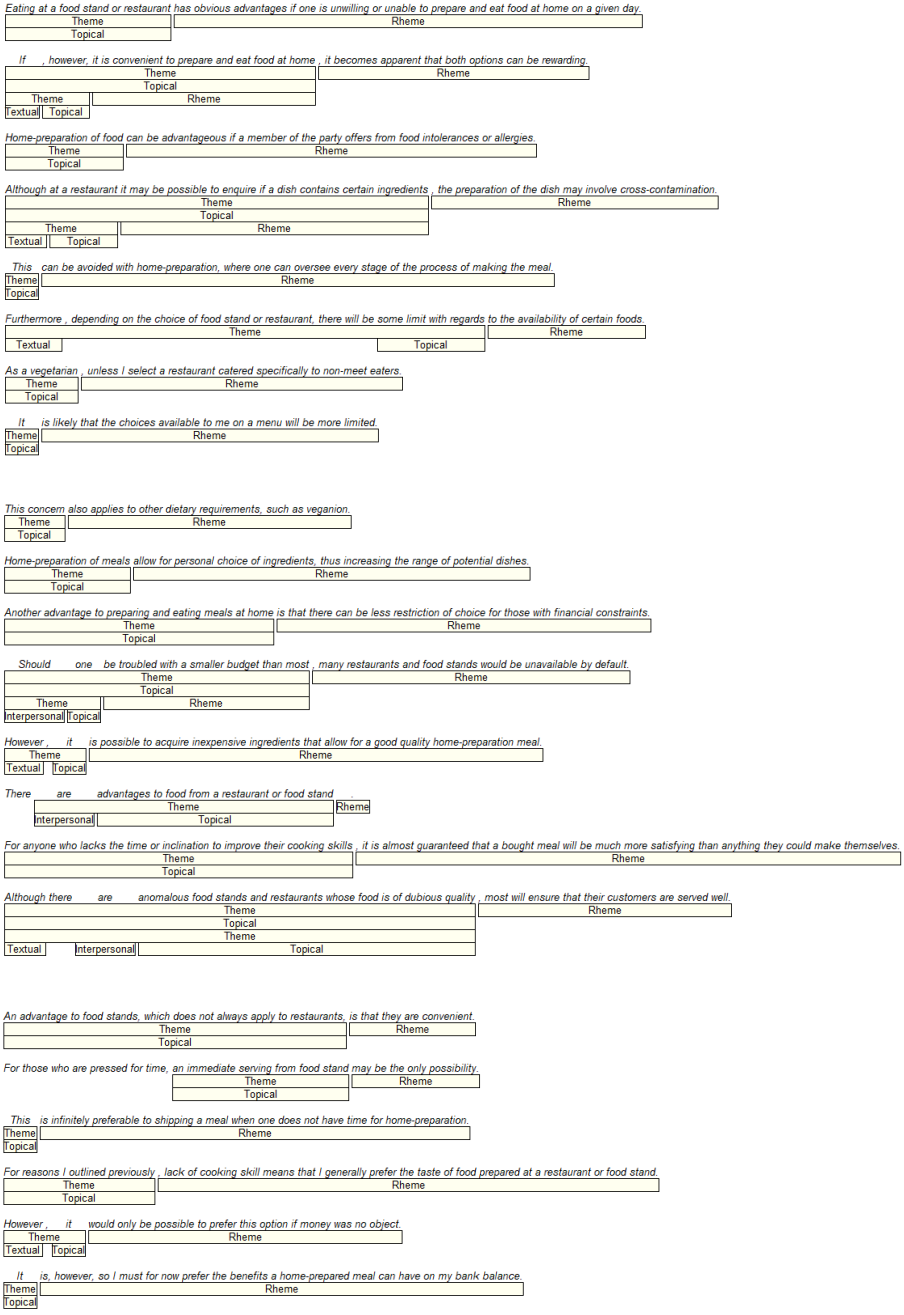
Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. Eating at a food stand or restaurant has obvious advantages if one is unwilling or unable to prepare and eat food at home on a given day.	C1,P1
	Evaluation (Positive gloss – brief support of proposition)	1. If, however, it is convenient to prepare and eat food at home, it becomes apparent that both options can be rewarding	C2,P1
	Marker (Introducing and/or identifying a list)	1. There are advantages to food from a restaurant or food stand.	C1,P5
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. Home-preparation of food can be advantageous if a member of the party offers from food intolerances or allergies. 2. Furthermore, depending on the choice of food stand or restaurant, there will be some limit	C1,P2 C1,P3

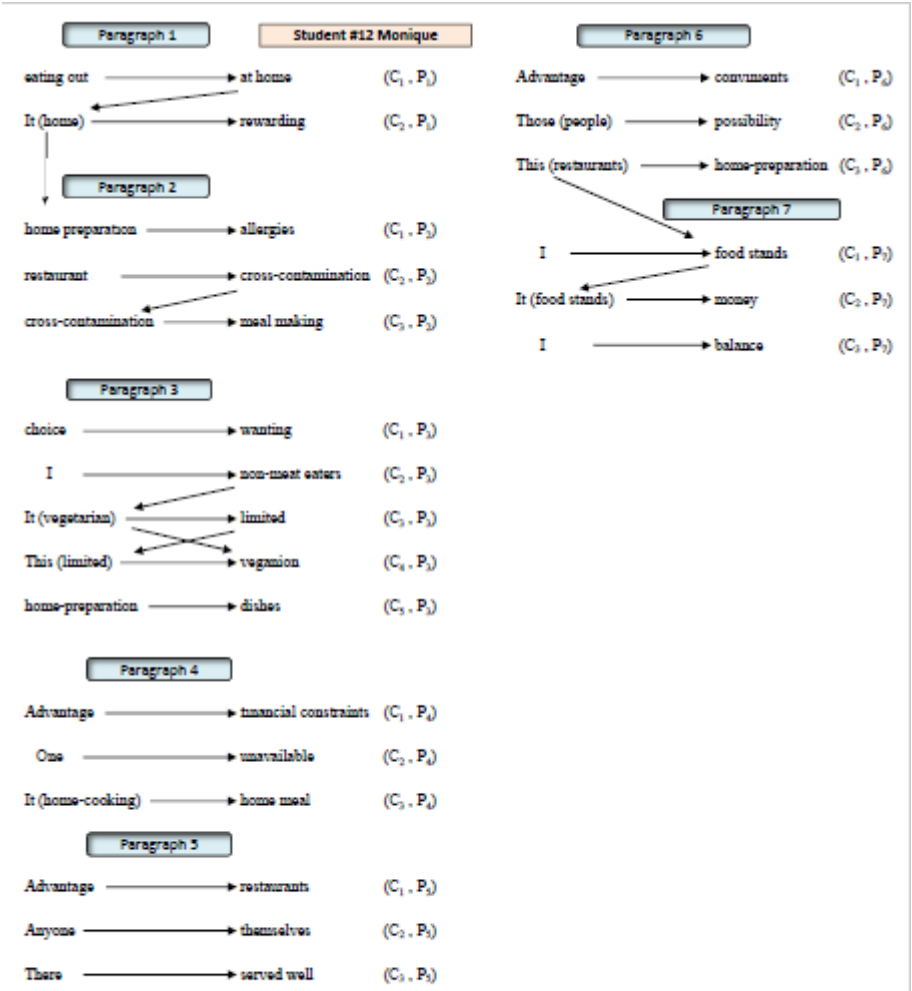
		with regards to the availability of certain foods. 3. Another advantage to preparing and eating meals at home is that there can be less restriction of choice for those with financial constraints. 4. For anyone who lacks the time or inclination to improve their cooking skills, it is almost guaranteed that a bought meal will be much more satisfying than anything they could make themselves. 5. An advantage to food stands, which does not always apply to restaurants, is that they are convenient.	C1,P4 C2,P5 C1,P6
	Restatement (Rephrasing or repeating proposition)	1. This concern also applies to other dietary requirements, such as veganion.	C5,P3
	Claim (Stating reason for acceptance of the proposition).		
	Typically based on:		

	a. Strength of perceived shared assumptions.	1. Although at a restaurant it may be possible to enquire if a dish contains certain ingredients, the preparation of the dish may involve cross-contamination.	C2,P2
		2. Should one be troubled with a smaller budget than most, many restaurants and food stands would be unavailable by default.	C2,P4
		3. This is infinitely preferable to shipping a meal when one does not have time for home-preparation.	C4,P6
	b. A generalization based on data or evidence.	1. Home-preparation of meals allow for personal choice of ingredients, thus increasing the range of potential dishes.	C6,P3
		2. Although there are anomalous food stands and restaurants whose food is of dubious quality, most will ensure that their customers are served well.	C3,P5
		3. For those who are pressed for time, an immediate	C3,P6

		serving from food stand may be the only possibility.	
	c. Force of conviction.	1. As a vegetarian, unless I select a restaurant catered specifically to non-meet eaters.	C3,P3
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. This can be avoided with home-preparation, where one can oversee every stage of the process of making the meal. 2. It is likely that the choices available to me on a menu will be more limited. 3. However, it is possible to acquire inexpensive ingredients that allow for a good quality home-preparation meal.	C2,P2 C4,P3 C3,P4
	b. Providing data or citing references		
3.Conclusion (Synthesizing discussion and affirming the	**Marker** (Signalling conclusion boundary)	1. For reasons I outlined previously, lack of cooking skill means that I	C1,P7

validity of the thesis		generally prefer the taste of food prepared at a restaurant or food stand.	
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. It is, however, so I must for now prefer the benefits a home-prepared meal can have on my bank balance.	C3,P7
	Affirmation (Restating proposition)	1. However, it would only be possible to prefer this option if money was no object.	C2,P7
	Close (Widening context or perspective of proposition)		


Eating at a food stand or restaurant has obvious advantages if one is unwilling or unable to prepare and eat food at home on a given day.
Theme
Topical
Rheme
If , however, it is convenient to prepare and eat food at home , it becomes apparent that both options can be rewarding.
Theme
Topical
Rheme
Theme
Textual
Topical
Rheme
Home-preparation of food can be advantageous if a member of the party offers from food intolerances or allergies.
Theme
Topical
Rheme
Although at a restaurant it may be possible to enquire if a dish contains certain ingredients , the preparation of the dish may involve cross-contamination.
Theme
Topical
Rheme
Theme
Textual
Topical
Rheme
This can be avoided with home-preparation, where one can oversee every stage of the process of making the meal.
Theme
Topical
Rheme
Furthermore , depending on the choice of food stand or restaurant, there will be some limit with regards to the availability of certain foods.
Theme
Textual
Topical
Rheme
As a vegetarian , unless I select a restaurant catered specifically to non-meet eaters.
Theme
Topical
Rheme
It is likely that the choices available to me on a menu will be more limited.
Theme
Topical
Rheme
This concern also applies to other dietary requirements, such as veganion.
Theme
Topical
Rheme
Home-preparation of meals allow for personal choice of ingredients, thus increasing the range of potential dishes.
Theme
Topical
Rheme
Another advantage to preparing and eating meals at home is that there can be less restriction of choice for those with financial constraints.
Theme
Topical
Rheme
Should one be troubled with a smaller budget than most , many restaurants and food stands would be unavailable by default.
Theme
Topical
Rheme
Theme
Interpersonal
Topical
However , it is possible to acquire inexpensive ingredients that allow for a good quality home-preparation meal.
Theme
Textual
Topical
Rheme
There are advantages to food from a restaurant or food stand .
Theme
Interpersonal
Topical
Rheme
For anyone who lacks the time or inclination to improve their cooking skills , it is almost guaranteed that a bought meal will be much more satisfying than anything they could make themselves.
Theme
Topical
Rheme
Although there are anomalous food stands and restaurants whose food is of dubious quality , most will ensure that their customers are served well.
Theme
Topical
Theme
Textual
Interpersonal
Topical
Rheme
An advantage to food stands, which does not always apply to restaurants, is that they are convenient.
Theme
Topical
Rheme
For those who are pressed for time, an immediate serving from food stand may be the only possibility.
Theme
Topical
Rheme
This is infinitely preferable to shipping a meal when one does not have time for home-preparation.
Theme
Topical
Rheme
For reasons I outlined previously , lack of cooking skill means that I generally prefer the taste of food prepared at a restaurant or food stand.
Theme
Topical
Rheme
However , it would only be possible to prefer this option if money was no object.
Theme
Textual
Topical
Rheme
It is, however, so I must for now prefer the benefits a home-prepared meal can have on my bank balance.
Theme
Topical
Rheme


Paragraph 1
Student #12 Monique
eating out → at home (C1 , P1)
It (home) → rewarding (C2 , P1)
Paragraph 2
home preparation → allergies (C1 , P2)
restaurant → cross-contamination (C2 , P2)
cross-contamination → meal making (C3 , P2)
Paragraph 3
choice → wanting (C1 , P3)
I → non-meat eaters (C2 , P3)
It (vegetarian) → limited (C3 , P3)
This (limited) → veganion (C4 , P3)
home-preparation → dishes (C5 , P3)
Paragraph 4
Advantage → financial constraints (C1 , P4)
One → unavailable (C2 , P4)
It (home-cooking) → home meal (C3 , P4)
Paragraph 5
Advantage → restaurants (C1 , P5)
Anyone → themselves (C2 , P5)
There → served well (C3 , P5)
Paragraph 6
Advantage → convinients (C1 , P6)
Those (people) → possibility (C2 , P6)
This (restaurants) → home-preparation (C3 , P6)
Paragraph 7
I → food stands (C1 , P7)
It (food stands) → money (C2 , P7)
I → balance (C3 , P7)

Personally, I would prefer to live in a small town over a big city. This is probably because I have spent most of my life living in a village in the Lake District, where everyone knows everyone and not much can really be kept secret. To me cities are huge places, with millions, (well at least it feels like it) of people hurrying about their business, barley even noticing or saying hello to passers-by keeping themselves to themselves.

Unlike where I live. You can hardly walk 100m without seeing someone you recognise to say hello to. I like this about living in a small area, I think you do get to feel more a part of the community and a lot safer. Community spirit and sense of belonging definitely comes from being part of a small town. This community spirit was tested in November 2009, when my local town centre flooded. Basically, it rained loads more than usual, which is a lot, hence the name, the Lake District, combined with the opening of reservoir gates. Don't ask me why they did this! It was obviously going to make the situation worse, but they did it anyways. The river just couldn't hack it and the town was flooded under 7ft of water. But amazingly, everyone braved the weather to help rescue people from homes, donate food to those who had to more to a shelter and helped with the clean-up operation people even today are still raising money to build better flood defences and for the mountain rescue, who helped many areas out that day. In a way the flood brought everyone closer and made us stronger.

I also hate the noise comes with a city. The constant honking of horns, shouting, ambulance sirens. The list is endless. Where I live, the noisiest it gets is a tractor coming down the lane, bird song, sheep backing, Ok that actually can be quite noisy when they are hungry, but it is a nice noise, not constant and annoying. I love the quiet of where I live, much more peaceful.

From my house you can see forms, fields and best of all the hills and maintains. The latter not being possible is I was to live in Manchester for example. The greenness was one thing I never thought I would miss, but I have. You can just get up, hop in a car and drive to Keswick, where there is a beautiful lake

surrounded by hills. Spectacular natural views and clean, fresh none polluted air is what you get for living on the more wild, rural side granted, if you were to walk to the top of a sky scraper you would be pretty high up and would get a great view of the city. But I would much rather look at the rolling hills, waterfalls, trees, than buildings, cars, more buildings, more cars, etc. you see where I am going with this. For me there is only one clear winner. You cannot beat the view of Derwent water from the top of catbells on sunny day.

Another thing I love about living in a smaller town area was being able to go to any local village primary school.as less students attended you were offered more help. But best of all you didn't have to compete to be on the school teams. I know people who never got to play netball, even as a year 6, as there was 60 in their year group compared to 15 in mine. You could represent the school from as young as 8/9, as there was less people, so you got more of an opportunity to try new activities. To me this was great as I love doing lots of stuff.

Therefore, I would always prefer to live in a small town over a big city. There may be less to do and not much happening in the evening, but the countryside is lovely. Nature at some of its finest. Everyone get a bit wetter that everyone else, have super slow broadband, virtually no public transport, to me it is a no brainer. I would much rather live somewhere where I can look out of my bedroom and think, 'wow', that view is amazing, and hear the birds sing have a family of hedgehogs visit my garden than live in an overcrowded, noisy, polluted city.

Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Unlike where I live	C1, P2
	Information (Presenting background material for topic contextualization)	1. I would prefer to live in a small town over a big city 2. This is probably because I have spent most of my life living in a village in the Lake District 3. You can hardly walk 100m without seeing someone you recognise to say hello to 4. Community spirt and sense of belonging definitely comes from being part of a small town 5. It was obviously going to make the situation worse 6. The river just couldn't hack it 7. I also hate the noise comes with a city 8. For me there is only one clear winner	C1, P1 C2, P1 C2, P2 C5, P2 C12, P2 C14, P2 C1, P3 C8, P4
	Evaluation (Positive gloss – brief support of proposition)	1. Where everyone knows everyone and not much can really be kept secret 2. I think you do get to feel more a part of the community 3. they did it anyways	C3-4, P1 C4, P2 C13, P2

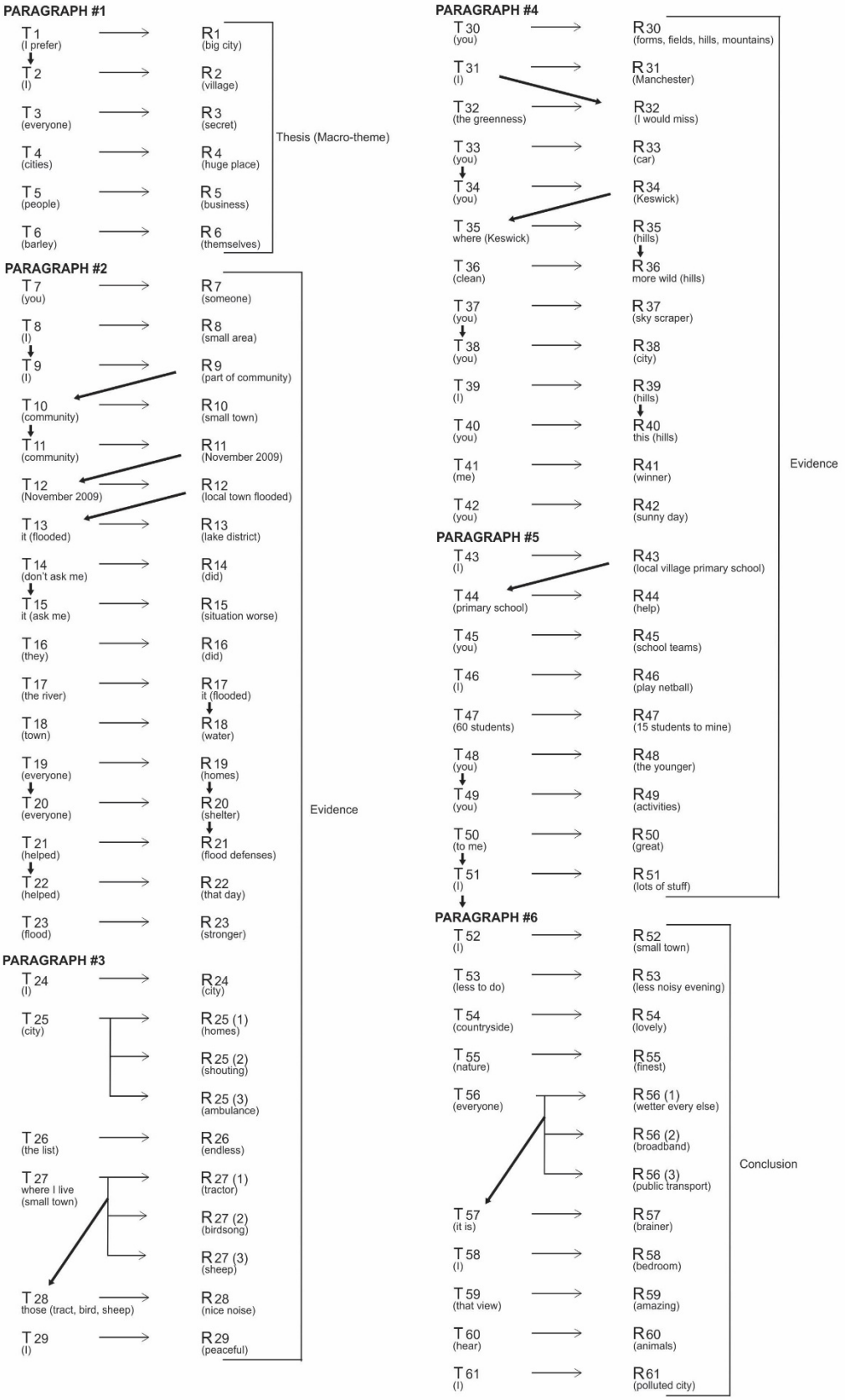
		4. Where I live, the noisest it gets is a tractor	C4, P3
	Marker (Introducing and/or identifying a list)	1. To me cities are huge places, with millions, (well at least it feels like it) of people hurrying about their business, barley even noticing or saying hello to passers-by keeping themselves to themselves	C5-8, P1
		2. which is a lot, hence the name, the Lake District, combined with the opening of reservoir gates	C9-10, P2
		3. everyone braved the weather to help rescue people from homes, donate food to those who had to more to a shelter and helped with the clean up operation people even today are still raising money to build better flood defences and for the mountain rescue, who helped many areas out that day. In a way the flood brought everyone closer and made us stronger	C16-21 P2
		4. but it is a nice noise, not constant and annoying	C6, P3
		5. You can just get up, hop in a car and drive to Keswick	C1, P4
		6. But I would much rather look at the rolling hills, waterfalls, trees, than	C7, P4

		buildings, cars, more buildings, more cars	
2. Argument (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. From my house you can see forms, fields and best of all the hills and maintains 2. If you were to walk to the top of a sky scraper	C1, P4 C6, P4
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).	1. Ok that actually can be quite noisy when they are hungry 2. One polluted air is what you get for living on the more wild 3. But the countryside is lovely 4. Everyone get a bit wetter that everyone else, have super slow broadband, virtually no public transport, to me it is a no brainer	C5, P3 C5, P4 C3, P5 C4, P5
	Typically based on: a. Strength of perceived shared assumptions .	1. I like this about living in a small area 2. I love the quiet of where I live, much more peaceful 3. Another thing I love about living in a smaller town area was being able to go to any local village primary school	C3, P2 C7, P3 C1, P5

	b. A generalization based on data or evidence.	1. less students attended you were offered more help	C2, P5
	c. Force of conviction.	1. The latter not being possible is I was to live in Manchester for example 2. you would be pretty high up and would get a great view of the city	C2, P4 C7, P4
	Support (Stating the grounds underpinning the claim)		
	a. Explicating assumptions used to make claim	1. The greenness was one thing I never thought I would miss 2. where there is a beautiful lake surrounded by hills	C3, P4 C5, P4
	b. Providing data or citing references	1. This community spirt was tested in November 2009 2. The town was flooded under 7ft of water	C6, P2 C15, P2
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)		
	Consolidation (Presenting the significance of the argument stage to the proposition)	1. There may be less to do and not much happening in the evening	C2, P5
	Affirmation	1. I would always prefer to live in a small town over a big city	C1, P5

	(Restating proposition)		
	Close (Widening context or perspective of proposition)	1. Nature at some of its finest	C4, P5

Personally , I would prefer to live in a small town over a big city.
Theme
Rheme
Interpersonal
Topical
This is probably because I have spent most of my life living in a village in the Lake District, where everyone knows everyone and not much can really be kept secret.
Theme
Rheme
Topical
To me cities are huge places, with millions, (well at least it feels like it) of people hurrying about their business, barley even noticing or saying hello to passers-by keeping themselves to themselves.
Theme
Rheme
Interpersonal
Topical
Unlike where I live .
Theme
Rheme
Topical
Theme
Rheme
Topical
You can hardly walk 100m without seeing someone you recognise to say hello to.
Theme
Rheme
Topical
I like this about living in a small area , I think you do get to feel more a part of the community and a lot safer.
Theme
Rheme
Topical
Theme
Rheme
Topical
Community spirt and sense of belonging definitely comes from being part of a small town.
Theme
Rheme
Topical
This community spirt was tested in November 2009, when my local town centre flooded.
Theme
Rheme
Topical
Basically , it rained loads more than usual, which is a lot, hence the name, the Lake District, combined with the opening of reservoir gates.
Theme
Rheme
Topical
Don't ask me why they did this!
Theme
Rheme
Topical
It was obviously going to make the situation worse , but they did it anyways .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical
The river just couldn't hack it and the town was flooded under 7ft of water .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical
In a way the flood brought everyone closer and made us stronger .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
I also hate the noise comes with a city.
Theme
Rheme
Topical
The constant honking of horns , shouting, ambulance sirens.
Theme
Rheme
Topical
The list is endless.
Theme
Rheme
Topical
But I would much rather look at the rolling hills, waterfalls, trees, than buildings, cars, more buildings, more cars, etc. you see where I am going with this.
Theme
Rheme
Textual
Topical
For me there is only one clear winner.
Theme
Rheme
Interpersonal
Interpersonal
Topical
You cannot beat the view of Derwentwater from the top of catbells on s sunny day.
Theme
Rheme
Topical
Another thing I love about living in a smaller town area was being able to go to any local village primary school.as less students attended you were offered more help.
Theme
Rheme
Topical
But best of all you didn't have to compete to be on the school teams.
Theme
Rheme
Textual
Topical
I know people who never got to play netball, even as a year 6, as there was 60 in their year group compared to 15 in mine.
Theme
Rheme
Topical
You could represent the school from as young as 8/9, as there was less people, so you got more of an opportunity to try new activities.
Theme
Rheme
Topical
To me this was great as I love doing lots of stuff.
Theme
Rheme
Interpersonal
Topical
Therefore , I would always prefer to live in a small town over a big city.
Theme
Rheme
Textual
Topical
There may be less to do and not much happening in the evening , but the countryside is lovely .
Element
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical
Nature at some of its finest.
Everyone get a bit wetter that everyone else, have super slow broadband, virtually no public transport, to me it is a no brainer.
Theme
Rheme
Topical
I would much rather live somewhere where I can look out of my bedroom and think, 'wow', that view is amazing, and hear the birds sing have a family of hedgehogs visit my garden than live in an overcrowded, nois
Theme
Rheme
Topical


PARAGRAPH #1
T 1 (I prefer)
T 2 (I)
T 3 (everyone)
T 4 (cities)
T 5 (people)
T 6 (barley)
R 1 (big city)
R 2 (village)
R 3 (secret)
R 4 (huge place)
R 5 (business)
R 6 (themselves)
Thesis (Macro-theme)
PARAGRAPH #2
T 7 (you)
T 8 (I)
T 9 (I)
T 10 (community)
T 11 (community)
T 12 (November 2009)
T 13 it (flooded)
T 14 (don't ask me)
T 15 it (ask me)
T 16 (they)
T 17 (the river)
T 18 (town)
T 19 (everyone)
T 20 (everyone)
T 21 (helped)
T 22 (helped)
T 23 (flood)
R 7 (someone)
R 8 (small area)
R 9 (part of community)
R 10 (small town)
R 11 (November 2009)
R 12 (local town flooded)
R 13 (lake district)
R 14 (did)
R 15 (situation worse)
R 16 (did)
R 17 it (flooded)
R 18 (water)
R 19 (homes)
R 20 (shelter)
R 21 (flood defenses)
R 22 (that day)
R 23 (stronger)
Evidence
PARAGRAPH #3
T 24 (I)
T 25 (city)
T 26 (the list)
T 27 where I live (small town)
T 28 those (tract, bird, sheep)
T 29 (I)
R 24 (city)
R 25 (1) (homes)
R 25 (2) (shouting)
R 25 (3) (ambulance)
R 26 (endless)
R 27 (1) (tractor)
R 27 (2) (birdsong)
R 27 (3) (sheep)
R 28 (nice noise)
R 29 (peaceful)
PARAGRAPH #4
T 30 (you)
T 31 (I)
T 32 (the greenness)
T 33 (you)
T 34 (you)
T 35 where (Keswick)
T 36 (clean)
T 37 (you)
T 38 (you)
T 39 (I)
T 40 (you)
T 41 (me)
T 42 (you)
R 30 (forms, fields, hills, mountains)
R 31 (Manchester)
R 32 (I would miss)
R 33 (car)
R 34 (Keswick)
R 35 (hills)
R 36 more wild (hills)
R 37 (sky scraper)
R 38 (city)
R 39 (hills)
R 40 this (hills)
R 41 (winner)
R 42 (sunny day)
Evidence
PARAGRAPH #5
T 43 (I)
T 44 (primary school)
T 45 (you)
T 46 (I)
T 47 (60 students)
T 48 (you)
T 49 (you)
T 50 (to me)
T 51 (I)
R 43 (local village primary school)
R 44 (help)
R 45 (school teams)
R 46 (play netball)
R 47 (15 students to mine)
R 48 (the younger)
R 49 (activities)
R 50 (great)
R 51 (lots of stuff)
PARAGRAPH #6
T 52 (I)
T 53 (less to do)
T 54 (countryside)
T 55 (nature)
T 56 (everyone)
T 57 (it is)
T 58 (I)
T 59 (that view)
T 60 (hear)
T 61 (I)
R 52 (small town)
R 53 (less noisy evening)
R 54 (lovely)
R 55 (finest)
R 56 (1) (wetter every else)
R 56 (2) (broadband)
R 56 (3) (public transport)
R 57 (brainer)
R 58 (bedroom)
R 59 (amazing)
R 60 (animals)
R 61 (polluted city)
Conclusion

In this essay I will argue that, on balance, I would prefer to live in a big city than a small town. Having lined in both big cities and small town, I have experiment of the positive and negative aspects of both. First I will consider the positive and negatives of small town, then the same for a big city, finally concluding that it is preferable, in my opinion, to live in a big city.

Small towns have their attraction. There is generally a slower pace of life and are can relax. It is also often the case that a small town is a more picturesque plane to live, especially of surrounded by countryside. Furthermore, there is often too assumed be an nine reel sense of community spirit which can be missing in a big city full of anonymous people.

On the other hand, however, there are negative aspect to living in a small town. Some years ago I shared a flat in a town called Amsterdam in the Buckinghamshire countryside. Although the vista from our second floor apartment window was beautiful, the drawbacks to considerably outweighed the positives. Firstly, there were very few shops nearby and whereas one could quickly habituate to the views, one could not forget how far it was to the nearest shop, and how limited the choice was.

Secondly, the community spirit that did exit did not include us. As newcomers to the areas, my girlfriend and I were excluded from local born homie, and were frequently ignored in our stairwell. Not only, then, was there not a sense of friendly inclusivenen, but people were actively unfriendly. Overall, I think small town appear to offer a higher standard of living then big cities, but once one is actually there one soon finds the reality is very different.

I will now consider the pros and cons of living in a big city. I have lived for most of any life in a big city, mam, I therefore knew well both the positive and negative aspects. The major negative is the risk of crime. I have twice been mugged, once by a group of teenagers and once by a man with a knife. It is my

belief and experience that these sort of crimes are cruel move prevalent in a big city.

The other major downside in a big city in the lack of open green space. It is my opinion that walking in a natural environment is considerably more relaxing than walking through the grey of an urban jungle. Despite this, however, my overwhelming preference is to live in a big city.

First, and I think most importantly, a city is a much more welcoming place than a small town. On the ……..this might seem like a counterintuitive statement. However, in a city many people are in the same situation. Once one has acclimatised to the more aggressive façade of a big city, one will find that there are many people hoping to make new friends, new people moving in all the time, and considerably ….closed social order than in small towns.

Secondly, and almost equally important, big cities have all the amenities …could wish far. Everything that could be required in terms of shopping, entertainment and friendship is available in big cities. What are person might consider to be overbearing and relentless, I think of as exciting and enjoyable.

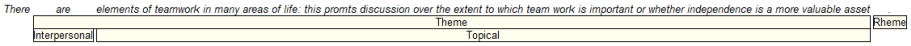
In conclusion, although small town appear much more idyllic than big cities, the reality of living in them is very different. If one can overcome one's resistance to big city life, that is to say, swim with the tide and enjoy it, a city is an exhilarating place to live. Given the choice, I would always choose to live in a big city.

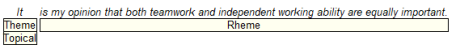
Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)	1. Having lined in both big cities and small town. 2. Small towns have their attraction. 3. Swim with the tide and enjoy it, a city is an exhilarating place to live.	C2, P1 C6, P2 C50, P9
	Information (Presenting background material for topic contextualization)	1. I would prefer to live in a big city than a small town. 2. I have experiment of the positive and negative aspects of both. 3. I think small town appear to offer a higher standard of living then big cities, but once one is actually there one soon finds the reality is very different. 4. I have lived for most of any life in a big city. 5. I therefore knew well both the positive and negative aspects.	C1, P1 C3, P1 C21, P4 C24, P5 C25, P5
	Evaluation (Positive gloss – brief support of proposition)	1. The vista from our second floor apartment window was beautiful. 2. The drawbacks to considerably outweighed the positives.	C12, P3 C13, P3
	Marker (Introducing and/or identifying a list)	1. First I will consider the positive and negatives of small town. 2. I will now consider the pros and cons of living in a big city.	C4, P1 C23, P5

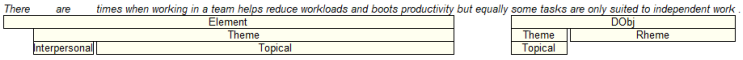
2. **Argument** (Discussing grounds for thesis) **Note: Four move argument can be repeated indefinitely**	**Marker** (Signalling the introduction of a claim and relating it to the text)	1. It is also often the case that a small town is a more picturesque plane to live. 2. There is often to assumed be an ninereel sense of community spirit which can be missing in a big city full of anonymous people.	C8, P2 C9, P2
	Restatement (Rephrasing or repeating proposition)		
	Claim (Stating reason for acceptance of the proposition).	1. There are negative aspect to living in a small town. 2. The community spirit that did exit did not include us. 3. It is my belief and experience that these sort of crimes are cruel move prevalent in a big city. 4. A city is a much more welcoming place than a small town.	C10, P3 C17, P4 C3, P5 C35, P7
	Typically based on: a. Strength of perceived shared assumptions.	1. The major negative is the risk of crime. 2. I have twice been mugged. 3. The other major downside in a big city in the lack of open green space. 4. In a city many people are in the same situation. 5. New people moving in all the time.	C26, P5 C27, P5 C31, P6 C37, P7 C40, P7

	b. A generalization based on data or evidence.	1. There is generally a slower pace of life and are can relax. 2. And considerably ….closed social order than in small towns 3. What are person might consider to be overbearing and relentless, I think of as exciting and enjoyable.	C7, P2 C41, P7 C45-46, P8
	c. Force of conviction.	1. One could not forget how far it was to the nearest shop, and how limited the choice was. 2. Once one has acclimatised to the more aggressive façade of a big city. 3. One will find that there are many people hoping to make new friends.	C16, P3 C38, P7 C39, P7
	Support (Stating the grounds underpinning the claim)	1. Once by a group of teenagers and once by a man with a knife.	C28-29, P5
	a. Explicating assumptions used to make claim	1. I shared a flat in a town called Amsterdam in the Buckinghamshire countryside. 2. My girlfriend and I were excluded from local born homie, and were frequently ignored in our stairwell. 3. Not only, then, was there not a sense of friendly inclusivenen. 4. But people were actively unfriendly. 5. It is my opinion that walking in a natural	C11, P3 C18, P4 C20, P4 C21, P4

		environment is considerably more relaxing than walking through the grey of an urban jungle.	C32-33, P6
	b. Providing data or citing references	1. There were very few shops nearby and whereas one could quickly habituate to the views.	C14, P3
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, although small town appear much more idyllic than big cities, the reality of living in them is very different.	C47, P9
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)	1. My overwhelming preference is to live in a big city. 2. I would always choose to live in a big city.	C34, P6 C52, P9
	Close (Widening context or perspective of proposition)	1. Secondly, and almost equally important, big cities have all the amenities …could wish far. 2. Everything that could be required in terms of shopping, entertainment and friendship is available in big cities.	C42, P8 C43-44, P8


There are elements of teamwork in many areas of life: this promts discussion over the extent to which team work is important or whether independence is a more valuable asset .
Theme
Rheme
Interpersonal
Topical


It is my opinion that both teamwork and independent working ability are equally important.
Theme
Rheme
Topical


There are times when working in a team helps reduce workloads and boots productivity but equally some tasks are only suited to independent work .
Element
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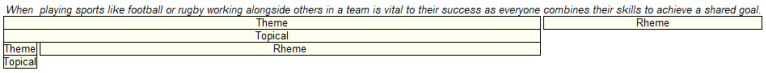
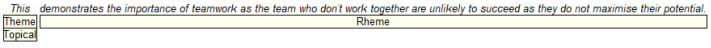
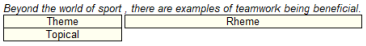
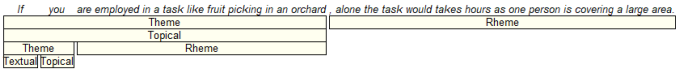

When playing sports like football or rugby working alongside others in a team is vital to their success as everyone combines their skills to achieve a shared goal.
Theme
Topical
Rheme
Theme
Rheme
Topical


This demonstrates the importance of teamwork as the team who don't work together are unlikely to succeed as they do not maximise their potential.
Theme
Rheme
Topical


Beyond the world of sport , there are examples of teamwork being beneficial.
Theme
Rheme
Topical


If you are employed in a task like fruit picking in an orchard , alone the task would takes hours as one person is covering a large area.
Theme
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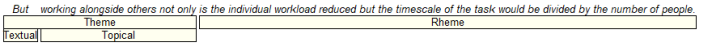
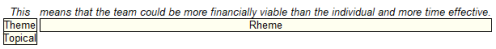
Topical
Theme
Rheme
Textual
Topical


But working alongside others not only is the individual workload reduced but the timescale of the task would be divided by the number of people.
Theme
Rheme
Textual
Topical


This means that the team could be more financially viable than the individual and more time effective.
Theme
Rheme
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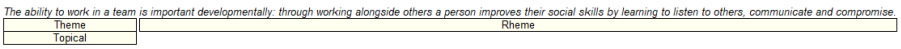
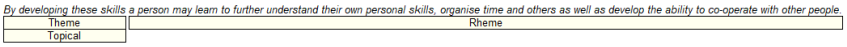
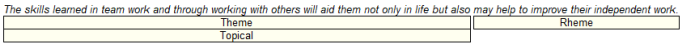
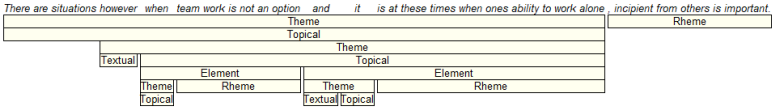

The ability to work in a team is important developmentally: through working alongside others a person improves their social skills by learning to listen to others, communicate and compromise.
Theme
Rheme
Topical


By developing these skills a person may learn to further understand their own personal skills, organise time and others as well as develop the ability to co-operate with other people.
Theme
Rheme
Topical


The skills learned in team work and through working with others will aid them not only in life but also may help to improve their independent work.
Theme
Rheme
Topical


There are situations however when team work is not an option and it is at these times when ones ability to work alone , incipient from others is important.
Theme
Rheme
Topical
Theme
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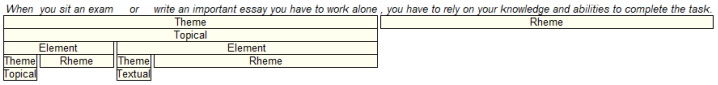
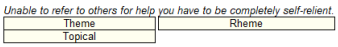
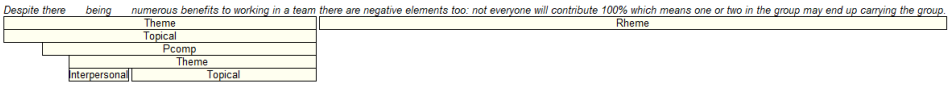
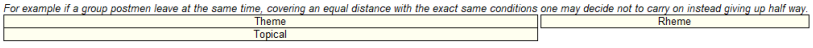
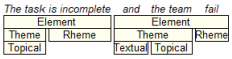
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical

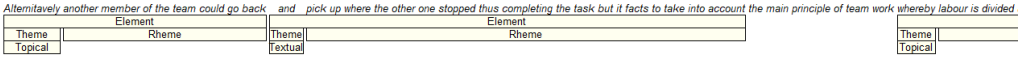

When you sit an exam or write an important essay you have to work alone , you have to rely on your knowledge and abilities to complete the task.
Theme
Rheme
Topical
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual

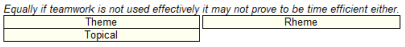

Unable to refer to others for help you have to be completely self-relient.
Theme
Rheme
Topical

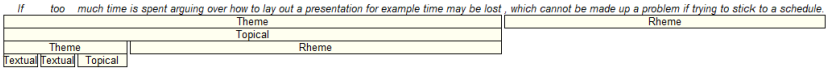

Despite there being numerous benefits to working in a team there are negative elements too: not everyone will contribute 100% which means one or two in the group may end up carrying the group.
Theme
Rheme
Topical
Pcomp
Theme
Interpersonal
Topical

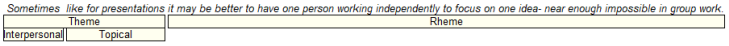

For example if a group postmen leave at the same time, covering an equal distance with the exact same conditions one may decide not to carry on instead giving up half way.
Theme
Rheme
Topical

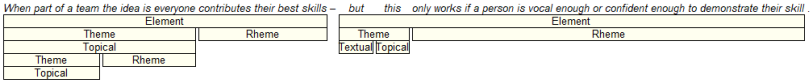

The task is incomplete and the team fail .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical

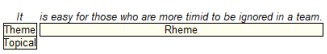

Alternatavely another member of the team could go back and pick up where the other one stopped thus completing the task but it facts to take into account the main principle of team work whereby labour is divided .
Element
Element
Theme
Rheme
Theme
Rheme
Theme
Topical
Textual
Topical

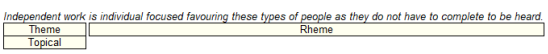

Equally if teamwork is not used effectively it may not prove to be time efficient either.
Theme
Rheme
Topical

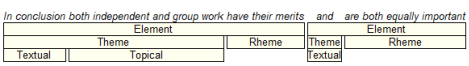

If too much time is spent arguing over how to lay out a presentation for example time may be lost , which cannot be made up a problem if trying to stick to a schedule.
Theme
Rheme
Topical
Theme
Rheme
Textual
Textual
Topical

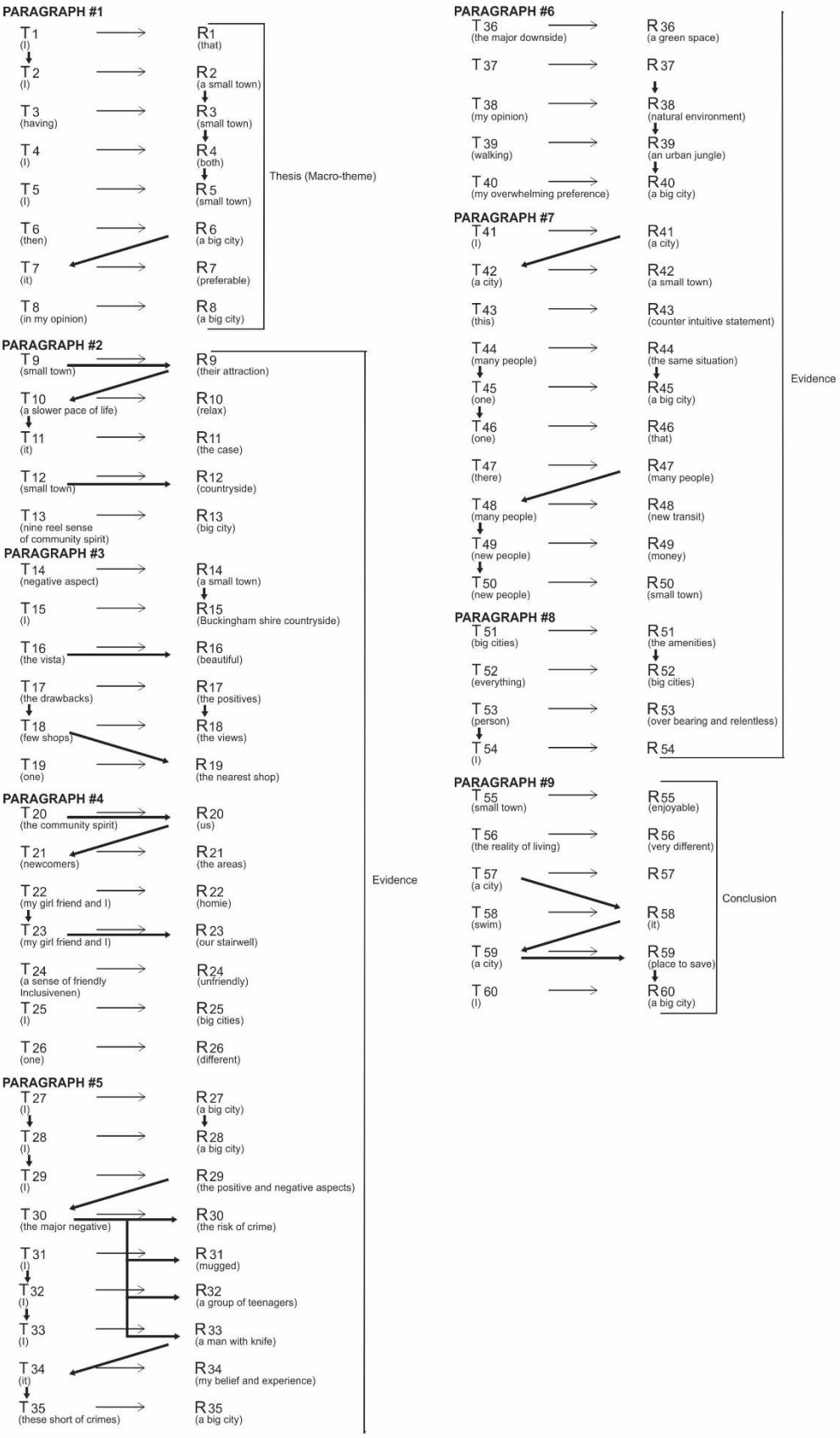

Sometimes like for presentations it may be better to have one person working independently to focus on one idea- near enough impossible in group work.
Theme
Rheme
Interpersonal
Topical


When part of a team the idea is everyone contributes their best skills – but this only works if a person is vocal enough or confident enough to demonstrate their skill .
Element
Theme
Rheme
Topical
Theme
Rheme
Topical
Element
Theme
Rheme
Textual
Topical


It is easy for those who are more timid to be ignored in a team.
Theme
Rheme
Topical


Independent work is individual focused favouring these types of people as they do not have to complete to be heard.
Theme
Rheme
Topical


In conclusion both independent and group work have their merits and are both equally important skills to master as some situations require one more than the other.
Element
Element
Theme
Rheme
Theme
Rheme
Textual
Topical
Textual


PARAGRAPH #1
T1 (I)
T2 (I)
T3 (having)
T4 (I)
T5 (I)
T6 (then)
T7 (it)
T8 (in my opinion)
R1 (that)
R2 (a small town)
R3 (small town)
R4 (both)
R5 (small town)
R6 (a big city)
R7 (preferable)
R8 (a big city)
Thesis (Macro-theme)
PARAGRAPH #2
T9 (small town)
T10 (a slower pace of life)
T11 (it)
T12 (small town)
T13 (nine reel sense of community spirit)
R9 (their attraction)
R10 (relax)
R11 (the case)
R12 (countryside)
R13 (big city)
PARAGRAPH #3
T14 (negative aspect)
T15 (I)
T16 (the vista)
T17 (the drawbacks)
T18 (few shops)
T19 (one)
R14 (a small town)
R15 (Buckingham shire countryside)
R16 (beautiful)
R17 (the positives)
R18 (the views)
R19 (the nearest shop)
PARAGRAPH #4
T20 (the community spirit)
T21 (newcomers)
T22 (my girl friend and I)
T23 (my girl friend and I)
T24 (a sense of friendly Inclusivenen)
T25 (I)
T26 (one)
R20 (us)
R21 (the areas)
R22 (homie)
R23 (our stairwell)
R24 (unfriendly)
R25 (big cities)
R26 (different)
PARAGRAPH #5
T27 (I)
T28 (I)
T29 (I)
T30 (the major negative)
T31 (I)
T32 (I)
T33 (I)
T34 (it)
T35 (these short of crimes)
R27 (a big city)
R28 (a big city)
R29 (the positive and negative aspects)
R30 (the risk of crime)
R31 (mugged)
R32 (a group of teenagers)
R33 (a man with knife)
R34 (my belief and experience)
R35 (a big city)
Evidence
PARAGRAPH #6
T36 (the major downside)
T37
T38 (my opinion)
T39 (walking)
T40 (my overwhelming preference)
R36 (a green space)
R37
R38 (natural environment)
R39 (an urban jungle)
R40 (a big city)
PARAGRAPH #7
T41 (I)
T42 (a city)
T43 (this)
T44 (many people)
T45 (one)
T46 (one)
T47 (there)
T48 (many people)
T49 (new people)
T50 (new people)
R41 (a city)
R42 (a small town)
R43 (counter intuitive statement)
R44 (the same situation)
R45 (a big city)
R46 (that)
R47 (many people)
R48 (new transit)
R49 (money)
R50 (small town)
PARAGRAPH #8
T51 (big cities)
T52 (everything)
T53 (person)
T54 (I)
R51 (the amenities)
R52 (big cities)
R53 (over bearing and relentless)
R54
Evidence
PARAGRAPH #9
T55 (small town)
T56 (the reality of living)
T57 (a city)
T58 (swim)
T59 (a city)
T60 (I)
R55 (enjoyable)
R56 (very different)
R57
R58 (it)
R59 (place to save)
R60 (a big city)
Conclusion

Personally, I would prefer to live in a big city than a small town. While both types of locations have major merits and demerits, on balance I believe that living in a big city is preferable for myself.

I have lived in four places in my memory and am relatively widely travelled. The first two places I lived in were small towns, but the latter two, rather more recently, were cities. Though I loved living in the small towns, and have not enjoyed some cities that I've visited, I generally prefer cities.

This is firstly because of the ease of transport within a city and the subsequent accessibility of activities and people. Living in a small town, despite the 'smallness', meant that it was difficult former to visit my friends or go out, which resulted in my staying at home most of the time, spending a lot of time combined with some other factors resulted in redeveloping depression.

On the other hand, living in a city made it extremely easy to visit people, and allowed me to get out of the house with ease if I was beginning to feel trapped. It meant that I could decide to visit friends and walk to their houses, rather than having to plan weeks in advance (often only to result in someone as other being unable to make it).

However, it must be noted that my experience with small towns versus big cities is also influenced by the countries in which I experienced both. Firstly, experienced small towns are from either very early childhood, or of a country with very high crime rates. The high crime rates of my second home had a major influence on the fact that it was difficult for me to visit anybody, as did my youth in my first home.

In addition, it should be noted that I have visited cities that I very much do not like, such as New York and Toronto. As a biologist, I need to have greenery round me, and these cities upset me due to the lack of greenery. I do, however, prefer the greener cities of England and therefore regard those experiences as anomalies.

In conclusion, though there are pros and cons to both, although there are some aspects of cities, that I do not like, I much prefer big city life to living in a small town. On balance, I would prefer to live in a city.

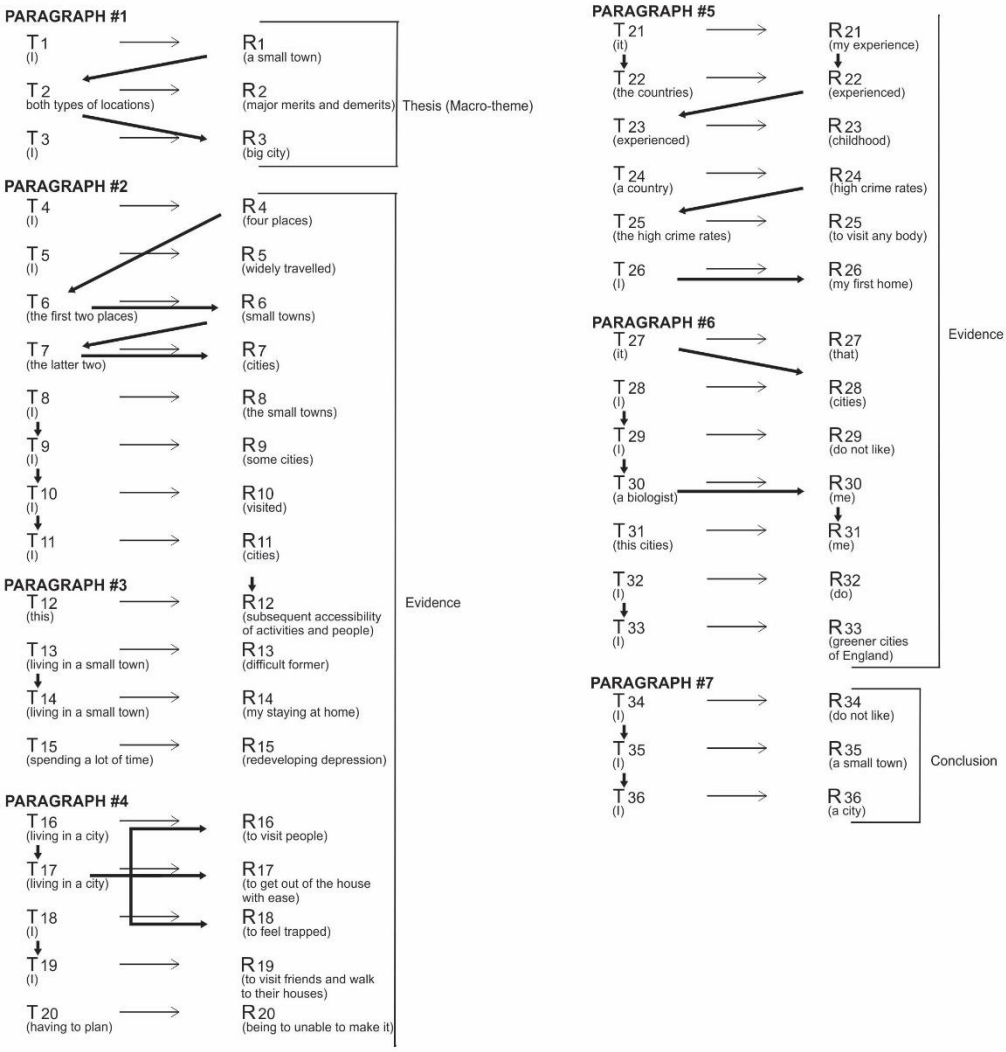
Stage	Move	Clause	No of Clause
1. **Thesis** (Introducing the proposition to be argued)	**Gambit** (Attention grabber – controversial statement or dramatic illustration)		
	Information (Presenting background material for topic contextualization)	1. I would prefer to live in a big city than a small town. 2. I believe that living in a big city is preferable for myself. 3. I loved living in the small towns. 4. I have visited cities that I very much do not like, such as New York and Toronto.	C1, P1 C3, P1 C8, P2 C28, P6
	Evaluation (Positive gloss – brief support of proposition)	1. Because of the ease of transport within a city and the subsequent accessibility of activities and people.	C11-12, P3
	Marker (Introducing and/or identifying a list)	1. Both types of locations have major merits and demerits,	C2, P1
2. **Argument** (Discussing	**Marker** (Signalling the introduction of a	1. I have lived in four places in my memory and am	C4-5, P2

grounds for thesis) **Note: Four move argument can be repeated indefinitely**	claim and relating it to the text)	relatively widely travelled. 2. The first two places I lived in were small towns, but the latter two, rather more recently, were cities.	C6-7, P2
	Restatement (Rephrasing or repeating proposition)	1. I generally prefer cities.	C10, P2
	Claim (Stating reason for acceptance of the proposition).	1. Allowed me to get out of the house with ease if I was beginning to feel trapped. 2. It meant that I could decide to visit friends and walk to their houses, rather than having to plan weeks in advance. 3. I prefer the greener cities of England and therefore regard those experiences as anomalies.	C17-18, P4 C19-20, P4 C31-31, P6
	Typically based on: a. Strength of perceived shared assumptions.	1. Living in a small town, despite the 'smallness', meant that it was difficult former to visit	C13, P3

		my friends or go out. 2. Which resulted in my staying at home most of the time, spending a lot of time combined with some other factors resulted in redeveloping depression. 3. Living in a city made it extremely easy to visit people.	C14-15, P3 C16, P4
	b. A generalization based on data or evidence.	1. As a biologist, I need to have greenery round me, and these cities upset me due to the lack of greenery.	C30, P6
	c. Force of conviction.		
	Support (Stating the grounds underpinning the claim)	1. My experience with small towns versus big cities is also influenced by the countries in which I experienced both.	C21-22, P5
	a. Explicating assumptions used to make claim	1. Experienced small towns are from either very early childhood, or of a country	C23-24, P5

		with very high crime rates.	
	b. Providing data or citing references	1. The high crime rates of my second home had a major influence on the fact that it was difficult for me to visit anybody, as did my youth in my first home.	C25-27, P5
3. Conclusion (Synthesizing discussion and affirming the validity of the thesis	**Marker** (Signalling conclusion boundary)	1. In conclusion, though there are pros and cons to both.	C33, P7
	Consolidation (Presenting the significance of the argument stage to the proposition)		
	Affirmation (Restating proposition)	1. I much prefer big city life to living in a small town.	C35, P7
	Close (Widening context or perspective of proposition)	2. I would prefer to live in a city.	C36, P7

Personally , I would prefer to live in a big city than a small town.
Theme
Rheme
Interpersonal
Topical
While both types of locations have major merits and demerits , on balance I believe that living in a big city is preferable for myself.
Theme
Rheme
Topical
Theme
Rheme
Textual
Topical
I have lived in four places in my memory and am relatively widely travelled .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
The first two places I lived in were small towns , but the latter two , rather more recently, were cities .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical
Though I loved living in the small towns , and have not enjoyed some cities that I've visited , I generally prefer cities.
Theme
Rheme
Topical
Element
Element
Theme
Rheme
Theme
Rheme
Textual
Topical
Textual
This is firstly because of the ease of transport within a city and the subsequent accessibility of activities and people.
Theme
Rheme
Topical
Living in a small town, despite the 'smallness', meant that it was difficult for me to visit my friends or go out, which resulted in my staying at home most of the time, spending a lot of time combined with some other
DObj
Theme
Topical
Theme
Rheme
Topical
On the other hand, living in a city made it extremely easy to visit people , and allowed me to get out of the house with ease if I was beginning to feel trapped .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
It meant that I could decide to visit friends and walk to their houses, rather than having to plan weeks in advance (often only to result in someone as other being unable to make it).
Theme
Rheme
Topical
However , it must be noted that my experience with small towns versus big cities is also influenced by the countries in which I experienced both.
Theme
Rheme
Textual
Topical
Firstly , experienced small towns are from either very early childhood, or of a country with very high crime rates.
Theme
Rheme
Textual
Topical
The high crime rates of my second home had a major influence on the fact that it was difficult for me to visit anybody, as did my youth in my first home.
Theme
Rheme
Topical
In addition , it should be noted that I have visited cities that I very much do not like, such as New York and Toronto.
Theme
Rheme
Textual
Topical
As a biologist, I need to have greenery round me , and these cities upset me due to the lack of greenery .
Element
Element
Theme
Rheme
Theme
Rheme
Topical
Textual
Topical
I do, however, prefer the greener cities of England and therefore regard those experiences as anomalies.
Theme
Rheme
Topical
In conclusion , though there are pros and cons to both, although there are some aspects of cities, that I do not like , I much prefer big city life to living in a small town.
Theme
Rheme
Textual
Topical
Theme
Textual
Interpersonal
Topical
On balance , I would prefer to live in a city.
Theme
Rheme
Interpersonal
Topical


PARAGRAPH #1
T1 (I)
R1 (a small town)
T2 both types of locations)
R2 (major merits and demerits)
T3 (I)
R3 (big city)
Thesis (Macro-theme)
PARAGRAPH #2
T4 (I)
R4 (four places)
T5 (I)
R5 (widely travelled)
T6 (the first two places)
R6 (small towns)
T7 (the latter two)
R7 (cities)
T8 (I)
R8 (the small towns)
T9 (I)
R9 (some cities)
T10 (I)
R10 (visited)
T11 (I)
R11 (cities)
PARAGRAPH #3
T12 (this)
R12 (subsequent accessibility of activities and people)
T13 (living in a small town)
R13 (difficult former)
T14 (living in a small town)
R14 (my staying at home)
T15 (spending a lot of time)
R15 (redeveloping depression)
Evidence
PARAGRAPH #4
T16 (living in a city)
R16 (to visit people)
T17 (living in a city)
R17 (to get out of the house with ease)
T18 (I)
R18 (to feel trapped)
T19 (I)
R19 (to visit friends and walk to their houses)
T20 (having to plan)
R20 (being to unable to make it)
PARAGRAPH #5
T21 (it)
R21 (my experience)
T22 (the countries)
R22 (experienced)
T23 (experienced)
R23 (childhood)
T24 (a country)
R24 (high crime rates)
T25 (the high crime rates)
R25 (to visit any body)
T26 (I)
R26 (my first home)
PARAGRAPH #6
T27 (it)
R27 (that)
T28 (I)
R28 (cities)
T29 (I)
R29 (do not like)
T30 (a biologist)
R30 (me)
T31 (this cities)
R31 (me)
T32 (I)
R32 (do)
T33 (I)
R33 (greener cities of England)
Evidence
PARAGRAPH #7
T34 (I)
R34 (do not like)
T35 (I)
R35 (a small town)
T36 (I)
R36 (a city)
Conclusion

Appendix 9:
Samples texts of Macro and Hyper Theme InNNES

INNNES11

ESSAY DEVELOPMENT METHODS: DEDUCTIVE

Function	Text	No of Clause & Paragraph
MT	1. I have a reasons 2. why I choose food stand or restaurant.	C4, P1 C5, P1
HP1	3. There are so many food stands or restaurant around us (5)	C2,P2
HP2	1. Eat at food stands or restaurant provide cozy place.	C12, P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

***) Key: MT=Macro-Theme**

HP=Hyper-Theme

INNNES 14

Function	Text	No of clause/paragraph
MT	1. I prefer to live in a big city.	c4, p2
HP1	1. the first thing of my reason in about education	c5, p2
HP2	1. There next thing making me want to live in a big city is about job vacation 2. which are wider and more various.	c10, p3 c11, p3
HP3	1. Easiness of provided various transportation to go to many places until the places around the globe makes big city people explore the place 2. that want to visit.	c19, p5 c20, p5
HP4	1. The best thing as the reason of living in a big city is for entertainment facilities 2. which are provided variousity	c24, p6 c25, p6

INNNES 27

Function	Text	No of clause/paragraph
MT	1. I prepare to prepare food and eat them at home rather than eat food at restaurant, 2. because I don't feel worried about the food.	c39, p4 c40, p4
HP1	1. Prepare and eat food at home is good for your health.	c1, p1
HP2	1. Beside prepare the food at home make you healthy, 2. it will take a small cost economic.	c8, p2 c9, p2
HP3	1. it is usually happen for people 2. that doesn't have much time for making some food by them.	c19, p3 c20, p3

INNNES 28

Function	Text	No of clause/paragraph
MT	1. I choose to prefer live in a big city. 2. because when we live in a big city 3. there are so many reason.	c3, p1 c4, p1 c5, p1
HP1	1. The first is easy to go 2. wherever we want if using public transportation.	c6, p1 c7, p1
HP2	1. The second is near to the market or supermarket	c8, p1
HP3	1. The third is 2. if we need something 3. or we need doctor for our health 4. we can easy to find out them.	c11, p11 c12, p1 c13, p1
HP4	1. For facilitate in a big city is good and receive for citizen in that place 2. while it is positive or negative	c31, p2 c32, p2

INNNES 29

Function	Text	No of clause/paragraph
MT	(1) Working is one of activities conducted by human being. (2) Working plays important role of people's lives. (3) With working people can increase the quality of life, getting money and building the self-competence, so that it can give the valuable experience. (4) The quality of our work based on what we do, (5) and I think people around us have the role important of our work. (6) Therefore according my opinion being able to work with group is more important than working independently.	
HP1	The first reason why working with group is more important is because we are social human being.	
HP2	The second reason is with working in group we can share idea.	
HP3	Beside it, because with working in group can share idea each other, we can solve the problem easier.	
HP4	The other reason that work in group is more important is adding friends to make a new relationship.	

INNNES 30

Function	Text	No of clause/paragraph
MT	1. I myself prefer to work in group than work individually 2. it is because of many reasons 3. that is important for me.	c11, p1 c12, p1 c13, p1
HP1	1. First, works in groups shows our basic characteristics 2. that is social.	c14, p2 c15, p2
HP2	1. Second, work in group shows 2. that we can respect the other opinion	c26, p3 c27, p3

INNNES 31

Function	Text	No of clause/paragraph
MT	1. Human beings are born to be the social being.	c1, p1 c2, p1 c3, p1 c4, p1 c5, p1
HP1	1. The first thing becoming the reason for this is because every person, finally 2. will work with the other in reality.	c6, p2 c7, p2
HP2	1. The second reason is the matter of the fast that, 2. sometimes, the great idea will come after sharing with the others.	c13, p3 c14, p3
HP3	1. The third reason is that 2. working we group of the people will give a great opportunity to improve ones ability.	c19, p4 c20, p4

INNNES 32

Function	Text	No of clause/paragraph
MT	1. Although some people prefers to live in big city, 2. I prefer a small town to live in.	c11, p1 c12, p1
HP1	1. First, big city is always noisy.	c15, p2
HP2	1. Second, living in a small town is completely economical.	c26, p3 c27, p3
HP3	1.Although living in a small town is much beneficiary in my opinion, 2.there are some limitations.	C31,P4 C32,P4
HP4	1. Living in a place that are calm and quiet is more means a lot to me than should live in crowd city.	C40,P5

INNNES 35

Function	Text	No of clause/paragraph
MT	1. everyone has preference about eating, 2. whether it is eating outside at food stands or restaurants or eating at home. 3. It depends on the need of each people.	c47, p4 c48, p4 c49, p4
HP1	1. The busy people prefer to eat food served in the restaurants 2. that do not take their time to cook.	c5, p2 c6, p2
HP2	1. Honestly, I prefer to prepare and eat at my own home.	c29, p3

INNNES 37

Function	Text	Number of Clause & Paragraph
MT	1. I prefer live in a small town	C1, p1
HT1	1. Small town has lot of clear air to health and beautiful sight everywhere.	C2, p1
HT2	1. In a big city, that problem can be resolving by going to the supermarket, zoo, swimming pool, or other places paying to enjoy it	C8, p2

INNNES 38

Function	Text	Number of Clause & Paragraph
MT	1. Team work is more important than work independently .	C1, p1
HT1	1. Because on a group we can share our argument 2. We can ask something to the other members	C12, p2 C13, p2
HT2	1. It's different 2. If we do work independently.	C15, p2 C16, p2

INNNES 39

Function	Text	Number of Clause & Paragraph
MT	1. I think 2. Work with a group of people in a team is more important than work independently	C1, p1 C2, p1
HT1	1. Because with a group it can be easier to our	C3, p1

INNNES 41

Function	Text	Number of Clause & Paragraph
MT	1. So, I think 2. Prefer to eat with ourselves is good way to safe our health. 3. Because health is important	C32, p1 C33, p1 C34, p1
HT1	1. I choose 2. Number three that sentence is 3. More people prefer to eat food at food stands or restaurants.	C1, p1 C2, p1 C3, p1
HT2	1. I prefer eat food at home.	C5, p1

INNNES 42

Function	Text	Number of Clause & Paragraph
MT	1. Somebody that have much money 2. Who stay in big city are 3. most of them choose the instant food 4. because their lifestyle that want the practically between their busy activity	C1, p1 C2, p1 C3,p1 C4,p1
HT1	1. Fast, delicious, easy to get, many restaurants are available.	C5, p1
HT2	1. They know how to make the food cheaper than the restaurant.	C8, p1
HT3	1.More cheaper, as daughter home style food are really needed, 2.not only many advantages with delicious, clean, cheap 3. but also it can teach the daughter to can cook well	C26, p3 C27,p3 C28, p3
HT4	1The home that you stay is also give the influence to choose the homing food or restaurant's food	C29, p4

INNNES 43

Function	Text	Number of Clause & Paragraph
MT	1. Indonesia is one of big country	c1, p1
HT1	1. Beside that, there are many problem in a big city	C6, p2
HT2	1. There is some reasons 2. why we should live in a small town.	c14, p3 c15, p3

INNNES 40

Function	Text	No of Clause & Paragraph
MT	1. In our life, we are always faced on working	C1, p1
HT1	1. Every person has different way in working a job	C2, p1
HT2	1. There is also person who likes working independently	C4, p1

ESSAY DEVELOPMENT METHODS:DEDUCTIVE

***)Note: grammatical errors and inappropriate syntactic**

Function	Text	No of Clause & Paragraph
MT	1. However, I prefer to work with a group of people on a team, 2. because that make more fun 3. and I can enjoy my time with them.	C4, P1 C5, P1 C6, P1
HP1	1. The first and the most reasons are sharing information and exchange the knowledge.	C9, P2
HP2	1. Another reason is to have fun and to enjoy work time.	C14, P3
HP3	1. The third is working as a team is one of the basic soft skills required by most of companies,	C25, P5
HP4	1. Another reason is a team would help you save time and resources.	C29. P6
HP5	1. And last but not least, nobody can work alone.	C37, P7

c patterns refer to the original participants' essays

***) Key: MT=Macro-Theme**

HP=Hyper-Theme

INNNES 71

Function	Text	No of Clause & Paragraph
MT	1. I believe 2. that working with a group as a team worker is better	C13, P2 C14, P2
HP1	1. As we know, 2. people have different ability, especially for understanding about something.	C16, P4 C17, P4
HP2	1. Furthermore, people have different knowledge.	C27, P5
HP3	1. The advantages of working in a group are not only ability and knowledge.	C33, P6
HP4	1. My final reasons is solving problems.	C37. P7

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

***) Key: MT=Macro-Theme**

HP=Hyper-Theme

INNNES 72

ESSAY DEVELOPMENT METHODS:DEDUCTIVE

Function	Text	No of Clause & Paragraph
MT	1. There are many things which people consider whether living in between both places.	C5, P1
HP1	1. Small town are known as countryside 2. because they are usually found around the capital of region.	C6, P2 C7, P2
HP2	1. Although small town have peaceful places, 2. the transportation is uncommon and traditional.	C15, P3 C16, P3
HP3	1. Unlike at the small towns, the cities are grown actually 2. because the government has a plan to place the capital of regions.	C24, P4 C25, P4

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

***) Key: MT=Macro-Theme**

HP=Hyper-Theme

INNNES 73

ESSAY DEVELOPMENT METHODS:DEDUCTIVE

Function	Text	No of Clause & Paragraph
MT	1. Everything has the advantages and disadvantages.	C28, P4
HP1	1. If think, if I live in a big city, 2. I can find something that I have never found.	C16, P3 C17, P3
HP2	4. Sometimes I think, 5. life in a small town is much different from life in a big city.	C19, P3 C20, P3

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

***) Key: MT=Macro-Theme**

HP=Hyper-Theme

INNNES 74

ESSAY DEVELOPMENT METHODS: DEDUCTIVE

Function	Text	No of Clause & Paragraph
MT	1. I prefer to live in a big town.	C1, P1
HP1	1. In the big town I could find anything that I need when I got a rush.	C15, P3
HP2	1. Whether when I tried to looking for some important books, 2. I just found in a big town.	C19, P3 C20, P3
HP3	1. When I tried to looking for the food or the instant food 2. (it is not noodle, etc), 3. but it just like the shop or food hall.	C23, P5 C24, P5 C25, P5
HP4	1. I guessed that we can find any best education 2. when we live in a big town.	C28, P6 C29, P6
HP5	1. A big town is a seat of government.	C34, P7

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

***) Key: MT=Macro-Theme**

HP=Hyper-Theme

INNNES 75

ESSAY DEVELOPMENT METHODS

Function	Text	No of Clause & Paragraph
MT	1. As we know, 2. the majority of civil society there who prefer to stay in a small town, 3. there are also some of them choose to live in a big city with a high level of crowd.	C1, P1 C2, P1 C3, P1
HP1	1. Based on the analysis of some experts, said that this condition could be caused by the needs of an individual 2. that occur as a result of finding of a job, or anything else.	C7, P2 C8, P2
HP2	1. Inversely proportional to the people who prefer to live in a small town, 2. they might like a more quiet conditions, 3. most of them have job as farmers, herders, or the other jobs which closely linked with nature.	C10, P3 C11, P3 C12, P3
HP3	1. I personally, prefer to live in a big city, 2. because at a young age, I loved to make observations and conduct experiment to obtain various analyses.	C12, P4 C13, P4

***) Note: The grammatical errors and inappropriate syntactic patterns refer to the original participants' essays**

***) Key: MT=Macro-Theme**

HP=Hyper-Theme

Appendix 10

Statistical data BrNES from thematic system analysis using UAM Corpus Tools.

Feature	N	Percent
Total Units	2301	
THEME-TYPE	N=2301	
- theme	1225	53.24%
- rheme	505	21.95%
THEME1-TYPE	N=2301	
- theme-group	523	22.73%
- theme-component	702	30.51%
THEME-GROUP-TYPE	N=2301	
- has-textual-theme	161	7.00%
- no-textual-theme	362	15.73%
THEME-GROUP-TYPE2	N=2301	
- has-interpersonal-t	37	1.61%
- no-interpersonal-th	486	21.12%
THEME-GROUP-TYPE3	N=2301	
- unmarked-ideat-them	312	13.56%
- adjunct-ideat-theme	111	4.82%
- complem-ideat-theme	34	1.48%
- empty-ideat-theme	37	1.61%

Feature	N	Percent
- clided-ideat-theme	29	1.26%
THEME-COMPONENT-TYP	N=2301	
- topical-theme	494	21.47%
- interpersonal-theme	40	1.74%
- textual-theme	168	7.30%
INTERPERSONAL-THEME	N=2301	
- fronted-verb	18	0.78%
- fronted-adjunct	22	0.96%
FRONTED-ADJUNCT-TYP	N=2301	
- evidentiality	16	0.70%
- evaluation	6	0.26%
- other-interpersonal	0	0.00%
EVIDENTIALITY-TYPE	N=2301	
- probability	0	0.00%
- usuality	4	0.17%
- typicality	1	0.04%
- obviousness	3	0.13%
- expectation	0	0.00%
- claim	0	0.00%

Feature	N	Percent
- belief	0	0.00%
- opinion	8	0.35%
- evidence	0	0.00%
- factuality	0	0.00%
DESIRABILITY1-TYPE	N=2301	
- desirability	1	0.04%
- sensibleness	0	0.00%
- validity	5	0.22%
- reaction	0	0.00%
SUBJECTIVITY-TYPE	N=2301	
- admission	0	0.00%
- approximation	0	0.00%
- tentativeness	0	0.00%
TEXTUAL-THEME-TYPE	N=2301	
- extending	0	0.00%
- arguing	0	0.00%
- structuring	0	0.00%
- other-textual-type	0	0.00%

Feature	N	Percent
EXTENDING-TYPE	N=2301	
- addition	64	2.78%
- summative	2	0.09%
- appositive	4	0.17%
- contextualising	1	0.04%
- actuality	0	0.00%
- likewise	1	0.04%
ARGUING-TYPE	N=2301	
- consequence	6	0.26%
- corrective	0	0.00%
- adversative	38	1.65%
- concessive	1	0.04%
- alternatively	4	0.17%
STRUCTURING1-TYPE	N=2301	
- sequencing	6	0.26%
- comparing	0	0.00%
- concluding	9	0.39%
- dismissive	0	0.00%

Appendix 11

Statistical data InNNES from thematic system analysis using UAM Corpus Tools.

Feature	N	Percent
Total Units	14601	
THEME-TYPE	N=14601	
- theme	7715	52.84%
- rheme	3224	22.08%
THEME1-TYPE	N=14601	
- theme-group	3292	22.55%
- theme-component	4423	30.29%
THEME-GROUP-TYPE	N=14601	
- has-textual-theme	1025	7.02%
- no-textual-theme	2267	15.53%
THEME-GROUP-TYPE2	N=14601	
- has-interpersonal-t	183	1.25%
- no-interpersonal-th	3109	21.29%
THEME-GROUP-TYPE3	N=14601	
- unmarked-ideat-them	2113	14.47%
- adjunct-ideat-theme	679	4.65%
- complem-ideat-theme	234	1.60%
- empty-ideat-theme	146	1.00%

Feature	N	Percent
- clided-ideat-theme	120	0.82%
THEME-COMPONENT-TYP	N=14601	
- topical-theme	3172	21.72%
- interpersonal-theme	185	1.27%
- textual-theme	1066	7.30%
INTERPERSONAL-THEME	N=14601	
- fronted-verb	102	0.70%
- fronted-adjunct	82	0.56%
FRONTED-ADJUNCT-TYP	N=14601	
- evidentiality	75	0.51%
- evaluation	3	0.02%
- other-interpersonal	5	0.03%
EVIDENTIALITY-TYPE	N=14601	
- probability	18	0.12%
- usuality	23	0.16%
- typicality	1	0.01%
- obviousness	15	0.10%
- expectation	0	0.00%
- claim	0	0.00%

Feature	N	Percent
- belief	0	0.00%
- opinion	17	0.12%
- evidence	0	0.00%
- factuality	1	0.01%
DESIRABILITY1-TYPE	N=14601	
- desirability	3	0.02%
- sensibleness	0	0.00%
- validity	0	0.00%
- reaction	0	0.00%
SUBJECTIVITY-TYPE	N=14601	
- admission	3	0.02%
- approximation	0	0.00%
- tentativeness	1	0.01%
TEXTUAL-THEME-TYPE	N=14601	
- extending	0	0.00%
- arguing	0	0.00%
- structuring	0	0.00%
- other-textual-type	3	0.02%

Feature	N	Percent
- addition	410	2.81%
- summative	0	0.00%
- appositive	22	0.15%
- contextualising	2	0.01%
- actuality	14	0.10%
- likewise	1	0.01%
ARGUING-TYPE	N=14601	
- consequence	117	0.80%
- corrective	0	0.00%
- adversative	165	1.13%
- concessive	3	0.02%
- alternatively	39	0.27%
STRUCTURING1-TYPE	N=14601	
- sequencing	41	0.28%
- comparing	0	0.00%
- concluding	14	0.10%
- dismissive	0	0.00%