AN ANALYSIS OF ARGUMENTATIVE ESSAYS OF THAI THIRD-YEAR

ENGLISH MAJORS INSTRUCTED BY THE INTEGRATED

PROCESS-GENRE APPROACH

A THESIS

BY

SIWAPORN   SAITO

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

MASTER OF ARTS DEGREE IN ENGLISH

AT SRINAKHARINWIROT UNIVERSITY

MAY 2010

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AN ABSTRACT

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Siwaporn Saito. (2010). *An Analysis of Argumentative Essays of Thai Third-Year English Majors Instructed by the Integrated Process-Genre Approach.* Thesis, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr. Walaiporn Chaya, Dr. Supaporn Yimwilai.

This research aimed to find out the major characteristics of argumentative essays written by third-year English major students who were instructed by the integrated process-genre approach. The informants were 37 third-year English major students, enrolled in EN 431 – Composition 2 at Srinakharinwirot University. The students were assigned to write the first draft of an argumentative essay on the selected topic, then revised based on the teacher's feedback and comments. The data used for analysis were the scores and the content of the first and second drafts. The first drafts and second drafts were marked by two raters, a Thai and a native speaker of English using holistic scoring and analytic scoring. The mean scores of the first and second drafts were compared using paired t-test. For qualitative analysis, Toulmin's model (1958) of argumentative structure simplified by Knudson (1992) including claims, data, opposition and refutation was used as a theoretical framework to analyze the data. The results revealed that the mean scores of the students' first drafts and second drafts were significantly different at the .05 level. The findings indicated that the students made an improvement in the quality of writing from the first draft to the second draft. Furthermore, the results revealed that students could produce well-organized, and well-developed essays consisting of four major components of an argumentative writing including claim, data, opposition and refutation. In terms of the main features of an argumentative essay, the students improved their writing in all four aspects: claim, data, opposition and refutation. This study suggested

that teaching students to write by integrating the process and genre based instruction together could facilitate and help students write an effective argumentative essay.

การวิเคราะห์งานเขียนเชิงอภิปรายโวหารของนิสิตไทย วิชาเอกภาษาอังกฤษ
ชั้นปีที่ 3 ที่ได้รับการสอนเขียนแบบเน้นกระบวนการและวิเคราะห์รูปแบบ

บทคัดย่อ
ของ
ศิวพร ใสโต

ศิวพร ใสโต. (2553). *การวิเคราะห์งานเขียนเชิงอภิปรายโวหารของนิสิตไทย วิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 ที่ได้รับการสอนเขียนแบบเน้นกระบวนการและวิเคราะห์รูปแบบ.* ปริญญานิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาปริญญานิพนธ์ : ดร. วไลพร ฉายา ดร. สุภาภรณ์ ยิ้มวิลัย.

งานวิจัยนี้มีจุดมุ่งหมายเพื่อศึกษาลักษณะงานเขียนเชิงอภิปรายโวหารของนิสิตวิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยศรีนครินทรวิโรฒ ที่ได้รับการสอนเขียนแบบเน้นกระบวนการและวิเคราะห์รูปแบบ (The integrated process-genre approach) ผู้ให้ข้อมูลในการวิจัยคือ นิสิตวิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 มหาวิทยาลัยศรีนครินทรวิโรฒ จำนวน 37 คน ที่เรียนวิชาการเขียน 2 (EN 431 – Composition 2) ข้อมูลที่ใช้ในการวิจัยคือ คะแนนจากงานเขียนเชิงอภิปรายโวหาร และงานเขียนเชิงอภิปรายโวหารฉบับร่างที่ 1 (first drafts) และ ฉบับร่างที่ 2 (second drafts) รวมทั้งสิ้น 74 ฉบับ ตรวจให้คะแนนโดยผู้ตรวจที่มีความเชี่ยวชาญด้านการเขียนทั้งคนไทยและเจ้าของภาษา จากนั้นวิเคราะห์ข้อมูลเชิงปริมาณโดยวิธีการทางสถิติ และวิเคราะห์ข้อมูลเชิงคุณภาพเพื่อหาลักษณะของงานเขียนเชิงอภิปรายโวหาร โดยใช้กรอบทฤษฎีการวิเคราะห์งานเขียนเชิงอภิปรายโวหารของ นัดสัน (Knudson, 1992) ซึ่งปรับปรุงมาจาก ทูลมิน (Toulmin,1958) ผลการวิจัยพบว่า นิสิตมีพัฒนาการในการเขียนเรียงความเชิงอภิปรายโวหารได้ดีขึ้น กล่าวคือ ค่าเฉลี่ยของคะแนนงานเขียนฉบับร่างที่ 1 และฉบับร่างที่ 2 มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ในส่วนของลักษณะงานเขียนโดยรวมนั้น นิสิตสามารถเขียนเรียงความตามโครงสร้างงานเขียนเชิงอภิปรายโวหารที่ดีได้ กล่าวคือ มีองค์ประกอบและโครงสร้างของงานเขียนเชิงอภิปรายโวหารครบ ได้แก่ ข้อกล่าวอ้างหรือประโยคใจความหลักที่ระบุจุดประสงค์ในการเขียนที่ชัดเจน (Claim / Thesis Statement) เหตุผลหรือหลักฐาน (Data / Evidence) สำหรับสนับสนุนข้ออ้างของตนเอง ความเห็นแย้ง (Counter-argument / Opposition) และเหตุผลหักล้างฝ่ายตรงข้าม (Refutation) ผลการวิจัยครั้งนี้ทำให้สามารถระบุลักษณะของงานเขียนเชิงอภิปรายโวหารของนิสิตที่ได้รับการสอนเขียนแบบเน้นกระบวนการและวิเคราะห์รูปแบบได้ และแสดงให้เห็นว่าในการสอนเขียนเชิงอภิปรายโวหารนั้น นอกจากจะสอนโดยเน้นกระบวนการแล้ว ผู้สอนควรสอนโครงสร้างของงานเขียน รวมทั้งรูปแบบเฉพาะของงานเขียนประเภทนั้นๆ เพื่อให้ผู้เรียนเกิดความเข้าใจและมีพัฒนาการในการเขียนที่ดีขึ้น

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The 21st century is regarded as the age of globalization, and English has played an important role as a medium of communication among people throughout the world. Therefore, English has been taught worldwide in schools as a second or foreign language for communicative purposes. To communicate effectively, the language learners need to develop four skills of English: listening, reading, speaking and writing. Of all the four skills, writing has become more and more important in the globalized environments. Students at all levels around the world have access to the Internet, and global communication networks such as sending an e-mail, joining the discussion in debatable issues, or publicizing their academic papers on the World Wide Web (Nazar, 1996). The types of writing which are required for communication are both the informal and academic writing.

In Thailand, students learn English as a foreign language (EFL). They are taught four skills of English, and the teaching is based on communicative approach. The national goal of teaching English in Thailand is to develop the students' ability to communicate in English effectively in their daily life and professional setting. For Thai students, writing is an essential instrument in two aspects: academic and professional settings. In academic setting, students at the secondary level have to write reports and deal with English written exams. At the tertiary level and for graduate studies, students have to write English articles, reports, research papers, research proposals, and thesis. One may also need to write an application letter as well as the statements of purpose to a foreign university to

convince the graduate school committee to accept him/her to study in the graduate programs. In professional setting, English writing is widely used in the international organizations and trading for business correspondence, advertisements, job applications, and business reports. Additionally, writing itself is an important skill because it helps language learners to stimulate thinking and organize their ideas. Furthermore, it increases learners' ability to summarize, analyze and criticize (Rao, 2007).

From the importance of writing as mentioned above, it is clear that effective writing has been an essential part in the teaching and learning of English as a foreign language; thus, the development of academic writing ability is required for Thai students at all levels, particularly at a university level.

However, writing in a second or foreign language is not easy for student writers as it needs a lot of concentration to do it successfully (Silva, 1990). According to Flower's study (1990), writing is described as *strategic process*. This process is quite complex and interactive as it deals with many things including cognition, context, goals and strategies. To illustrate, Raimes (1987) notes that when students are assigned to write on any topic, they need to use a broad range of strategies including planning, rehearsing, rescanning, rereading, revising and editing. Apart from the complexity of writing process, Reynolds (2005) points out that the limitation in grammatical competency and a lack of practice in writing for varying purpose and audience result in students' writing difficulty and fluency. In addition, the students have to deal with linguistic deficiencies and different rhetorical patterns between Thai and English (Thongrin, 2000).

In brief, besides the nature of writing task which entails a series of highly cognitive skills, EFL students also have linguistic problems, lack vocabulary knowledge and do not know how to vary purposes and audience. Furthermore, they have to deal with

differences in rhetorical patterns and organization of ideas. Due to the above-mentioned difficulties, EFL students may find it difficult to perform well in English writing.

Within the university environments, students have to deal with various types of written discourse including narration, description, exposition, and argumentation. Argumentative writing appears to be the most important task for the students as they need to use it in exams and papers. However, it has been justified by many researchers due to its nature as the most difficult type of writing (Ferris, 1994; McCann, 1989).

The reason why argumentative writing is difficult results from the features of argumentation itself. Argumentative writing is a complex activity in which the writer takes position on a controversial issue and gives reasons and supporting evidence to convince the reader to accept his or her position (Anker, 2004; Intraprawat, 2002). Similarly, Conner (1987) discusses that writing argumentative essay is a complex cognitive process in which the readers' expectation, the writer's purpose, the rhetorical patterns and the contextual situation are engaged.

Furthermore, argumentative writing is termed by Flower (1979) as *a reader-based approach* or called by Bereiter and Scardamalia (1987) as *knowledge-transforming approach*, which are quite similar as they both focus on readers' expectation. However, it is not easy for unskilled writers to write based on these two approaches as each of which requires an integration of content, rhetorical pattern of argumentation, and critical thinking in the writer's part. Also, Galbraith and Rijlaarsadam (1999) suggest that argumentative writing is difficult even for expert writers due to conflict between the need for self-expression and the need to comply with a set of external constraints; in an attempt to meet with the external constraints, the writer tends to lose sight of what he / she wants to say.

In L1 context, Crowhurst (1991) reviewed the previous studies on argumentative writing and found that even native English speakers have poor performance in writing an argumentative discourse throughout the school system. The problems in argumentative writing identified in those studies were writing shorter texts than narration, insufficient content and ideas, failure to support the point of view, poor organization due to a lack of knowledge concerning argumentative structure and stylistic inappropriateness.

In Thai context, there are many explanations accounting for students' difficulties in writing an argumentative essay. According to Udomyamokkul's study (2004), it is noted that Thai students are more familiar with narration, such as writing about their experiences in journals or diaries than any other types of writing. Thus, even when they are assigned to write an argumentative essay, they tend to produce narration and construct their own pattern to write an argumentation. Besides, they lack implicit knowledge about argumentative conventional pattern. Consequently, they do not know how to write a good argumentative essay. To clarify, they could not write clearly, orderly, convincingly, and write an essay without audience awareness, clear supporting evidence, and refutation.

According to Chaya's study (2005), it is suggested that Thai students' problems in writing an argumentative essay are similar to those of native English speakers. The student writers' problems include an unclear focus, no awareness of audience expectations, inadequate evidence to support the point of view, inadequate supporting details, no explicit thesis or claim, and inappropriate transitional words. Most students produced an argumentative essay by narrating, describing, or informing merely facts to the readers.

Thus, the problems and difficulties that the students have been facing may indicate that Thai students need a specific instruction to improve their quality of argumentative essay writing.

1.2 The Statement of the Problem

Being aware of students' difficulties in argumentative writing, many researchers and teachers need an effective writing instruction to improve students' performance in argumentation. However, to enable the students to master their argumentative writing, both teachers and students have to put much effort on it. For decades, the teaching of writing in Thailand has focused more on the finished product or product approach which is judged by grammatical and linguistic accuracy; therefore, students' creativity and language skills were neglected. Students' writing performance is evaluated by their test scores rather than their writing development.

Due to the limitations of product approach as mentioned above, process writing has been considered as an appropriate instruction to facilitate students in writing. From process perspective, the process of writing for the first and the second language writers is very similar. Also, the writing itself is a complex, recursive and creative process (Silva, 1990). Based on this approach, students need to write in steps. Generally, the first step of the writing process is pre-writing which includes brainstorming and planning. The next step is drafting or composing and the final step is revising and editing. The process approach has become popular because it allows students to understand the steps of writing and recognizes the writers' background knowledge that contributes to the development of writing skills (Paltridge, 2001).

However, Silva (1990) argues that there are some defects in process approach, especially a lack of particular writing context. When dealing with writing, the writers need to think about situation, discourse community and socio-cultural setting as well as the text itself. However, this approach seems not to give much emphasis on the writing purpose and the social context in which the writing occurs. Furthermore, the process

approach views the writing process as the same for all writers and it ignores both the writer and what is being written (Badger & White, 2000).

Later in 1980s, due to the limitations of process approach, the genre approach has come to the light, and it is used as the complementary approach to the process-based instruction. The genre approach has widely been accepted due to the concept that students could learn to write different types of written texts that serve various communicative purposes (Nunan, 1999). In addition, the genre approach provides the writers with the opportunity to write in a social context. It also helps the writers to learn how to use different types of written discourses with different structures for a real purpose of writing (Yan, 2005).

However, the genre-based approach has been criticized due to the ignorance of writing processes required to produce texts (Badger &White, 2000). Badger and White (2000) realize the limitations of three approaches: the product-oriented, the process-based and the genre-based, to teach writing so they propose a combination of process and genre approaches to develop students' writing ability in the classroom. The integrated process-genre approach helps the students to learn the connection between purpose and form for a particular genre while they write on the basis of writing processes.

In EFL writing context, many researchers (Kim & Kim, 2005; Yan, 2005 and Gao, 2007) attempt to solve the problems found in writing classes by proposing the concept of process and genre-based approach to teach EFL students. This can help student writers develop their writing skills through the whole writing process and make them aware of the purposes and context of writing.

Seeing the students' problems in Korean writing class, Kim and Kim (2005) suggest that the teachers should balance the process and genre approaches while teaching

the writing. The balanced instruction is aimed to get rid of the problems found in writing classes such as overemphasis on final product, a lack of genre knowledge, etc. Similarly, Gao (2007) supports the use of process and genre approaches to teach Chinese EFL students since Chinese university students faced the same problems as Korean students. In addition, she claims that the process genre approach could help develop students' writing ability through the process and knowledge of different genres in particular context and communicative purpose.

In conclusion, many studies as discussed earlier were conducted to evaluate the effectiveness of the process genre approach to improve students' linguistic skills (Badger & White, 2000; Kim & Kim, 2005; Yan, 2005; Gao, 2007). These studies also reported the positive learning outcomes where students show improvement in their writing competence. More importantly, the studies reported the improvement in the students' attitude towards language learning.

1.3 Purpose Statement

Since Thai EFL students need to learn to write different types of texts: narrative, descriptive, expositive and argumentative, they need to know a specific type of text structure and context in which those genres occur. In addition, to achieve different communicative purposes of writing, EFL writing teachers need to help students to understand specific genres and how to express ideas in a written genre appropriately. However, the stages of writing processes cannot be neglected because writing is a complicated cognitive process. The students need support from the teachers to be able to express their own ideas independently, and also need to develop effective writing strategies through each stage (Zamel, 1983; Gao, 2007). Therefore, there is the need for a more balanced writing instruction. To be more specific, practicing the writing processes

together with raising the students' awareness of a genre, particularly argumentation which is considered as the most difficult task, will be advantageous for EFL student writers.

Hyland (2003a) proposed the Teaching and Learning Model to provide support for non-native writers to write based on the stages of writing processes and the control of genre in particular writing context. Gao (2007) adapted Hyland's model to teach Chinese students to write a variety of text types and argued that the process genre approach is beneficial to those Chinese students since it helps to develop the students' process writing strategies and the knowledge about different types of genre in particular contexts. Therefore, the combination of process-based and genre-based instruction might also be an effective way to develop Thai EFL students, particularly English major students who need to learn to write a wide range of text types in academic writing.

Unfortunately, the studies on the integrated process-genre approach in Thai EFL writing are very rare. This study aimed to investigate the effectiveness of the integrated process-genre approach on the third-year English major students' argumentative writing ability at Srinakharinwirot University (henceforth SWU). It is hoped that the study results might help EFL writing teachers to develop students' writing ability in argumentative essay writing by implementing the integrated process-genre approach. The students themselves can practice writing through the stages of the writing process, understand the features of argumentative writing better and produce their argumentative text successfully.

1.4 Purposes of the Study

The purposes of the study are as follows:

1. To investigate whether the third-year English majors improve the quality of their argumentative essays from the first draft to the second draft.

2. To investigate the major characteristics of the first draft and the second draft of an argumentative essay written by SWU third-year English majors.

3. To find out the differences between the first draft and the second draft of an argumentative essay written by the third-year English majors in terms of salient features of argumentation and basic writing elements.

1.5 Research Questions

This study addresses three main research questions as follows:

1. Do SWU third-year English majors improve their rhetorical quality of effective argumentation from the first draft to the second draft?

2. What are the major characteristics of the first draft and the second draft of an argumentative essay written by SWU third-year English majors?

3. In terms of salient features of argumentation and basic writing elements, what are the discrepancies between the first draft and second draft of an argumentative essay written by SWU third-year English majors?

1.6 Significance of the Study

Since the approaches of teaching writing including the product approach, process approach and genre approach are originated in English speaking countries like Britain, America, or Australia, to apply them directly to EFL students might not be effective. The findings of this study will be useful for teachers or researchers who attempt to find an effective way to teach writing in EFL writing contexts. In addition, the study is also beneficial as follows:

First, the results provide a clear picture of how to combine the process and the genre approach in the writing classroom.

Second, if the integrated process-genre approach used in this study is fruitful for the third-year English major student at SWU, it might be useful to introduce this teaching technique to other writing teachers and course developers.

Third, the findings of this study will directly help the third-year English major students at SWU to construct an effective argumentative essay by using their individual writing processes in an appropriate context of genre.

1.7 Scope of the Study

This study aimed to investigate whether the integrated process genre writing instruction results in significant improvement in argumentative writing performance of Thai EFL third-year English majors of SWU, the study confines itself to the followings:

1. The study took place at Srinakharinwirot University, Bangkok. The participants were 37 third-year English major students at SWU who took the EN 431 course: Composition 2 in the first semester of the academic year 2008.

2. The argumentative essays written by 37 third-year English majors were analyzed and examined for writing quality and characteristics, focusing on rhetorical patterns and linguistic features.

3. Toulmin's (1958) framework for argumentation adapted by Knudson (1998) was used as the criteria for analyzing the students' argumentative essays.

1.8 The Definition of Terms

The Integrated Process-Genre Approach

The integrated process-genre approach refers to an approach to teach argumentative writing which focuses on various stages of the writing processes and the text structure of argumentative writing, context and language of arguments.

Argumentative Writing

Argumentative writing refers to a kind of essay writing that is organized around a clear thesis. The purpose of writing is to argue the controversial topic or issue to convince readers to accept or agree with the writer's point of view. To achieve the goal of argumentative writing, the writer takes a position or makes a claim (thesis) and provides reasons and evidence to support his claim / point of view or position with logical arguments, and refute possible counter-arguments.

1.9 Expected Outcome

According to the purposes of this study, the expected results are as follows:

1. The study will reveal the effectiveness of the integrated process-genre approach for argumentative essay writing.

2. The study will show the characteristics of argumentative writing produced by Thai EFL third-year English major students who learned the argumentative essay writing based on the integrated process-genre approach.

3. The study will provide insights into the practice of the integrated process-genre approach and its effectiveness on EFL writing.

1.10 Summary of the Chapter

      This chapter presented the rationale of the study, the context and direction for the study. It also discussed the writing problems that Thai EFL students face when writing an argumentative essay. This chapter then proposed the importance of the integrated process-genre approach and illustrated how this approach of teaching writing helped students to produce an effective argumentative essay. In the next chapter or Chapter 2, it presented the review of related literature including the writing process, argumentative writing and approaches to the teaching of writing, as well as the writing assessment. The final section of the chapter presented the related research on writing an argumentative essay.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This study aimed to investigate whether the integrated process-genre approach helped SWU third-year English majors improve their argumentative writing. This chapter then described the review of related literature as the grounds to better understand the present study. It was organized into three parts. The first part described the writing process and argumentative writing in terms of its definition, and rhetorical elements of argumentation. The second part provided the L2 teaching approaches and EFL writing and its implications. The third part discussed EFL writing assessment, and related research on argumentative writing conducted with both native and non-native English writers.

2.1 The Writing Process

2.1.1 Writing as a Cognitive Process

According to the model of L1 composing processes by Flower and Hayes (1981, as cited in Connor, 1996) writing is regarded as a recursive and complex activity. Four interactive components involved in writing processes are task, environment, writer's long-term memory and composing processes. In addition, they also suggest that composing is a complex problem-solving activity responding to a rhetorical situation. Therefore, writing is not a linear process moving from planning to translating and to reviewing in an orderly sequence, but to write recursively, not knowing in the beginning what the written outcome will be (Connor, 1996).

Moreover, writing is seen as the goal-directed activity as well as the problem-solving activity. According to Bereiter and Scardamalia (1987), *a sense of purpose* distinguishes an expert from a novice. Children and novice writers employs a *knowledge-telling* strategy while adult experts employs a *knowledge-transforming* strategy. Knowledge-telling is a *think-say* method of composing by associatively retrieving ideas from memory and directly translating into well formed text, while knowledge-transforming is to actively design a text to satisfy the reader's expectation. Ideas are directly retrieved from memory, then actively constructed and evaluated as per the communicative goals. Adult experts can instinctively employ knowledge transforming strategy while children and novice writers can not.

Therefore, the teaching problem is how to enable novices to understand the goals of their discourse community the best. By making the goals of writing more explicit, it is possible to help students to produce more effective written text.

2.1.2 The Processes of Writing

Flower and Hayes (1980) propose the writing model consisting of three major cognitive processes: planning, translating, and reviewing. In this model, the planning process involves three sub-processes including generating, organizing and goal setting, as shown in Figure 1. The generating process is to retrieve information from writer's long-tem memory and the task environment. In organizing process, writers organize all information into an outline for writing. The last sub-process is goal setting. In this process, writers select relevant information needed for the text. Regarding the second major process or the process of translating, it is the process that writers transform semantics into syntax. In the third major process or the process of reviewing, writers improve their written text using the sub-processes of reading and editing (Benton, 1984).
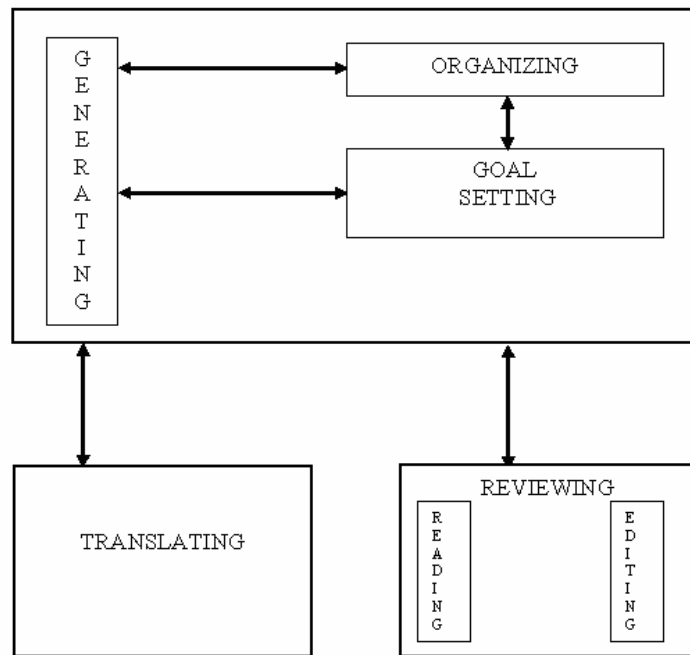
Figure 1. An Adaptation of the Hayes and Flower's (1980) Model

Source : Benton (1984), p.820

2.2 Argumentative Writing

2.2.1 Definition of Argument

Argument is the process of making what writers or speakers think clear to themselves and to others. It takes them from a private viewpoint to a clearly stated position that they can defend publicity in speech or writing. In this sense, argument has a two-part structure: the statement of an opinion and the statement of one or more reasons for holding that opinion (Crusius & Channell, 1999). Moreover, Intraprawat (2002) defines argumentation as an attempt to persuade someone of something. To make an argument, writers need to express their point of view on a controversial issue (claim). The writers have to support it with evidence including facts or their own opinions in order to convince the reader. Apart from convincing the reader, another purpose of argumentative writing is to defend writer's claim or to refute another claim on a certain topic.

2.2.2 The Process of Argumentative Writing

Toulmin (1958, as cited in Connor, 1987) views the production of argumentative text as the cognitive-process of problem-solving. The goal of the writer is to convince and change the reader's initial position to the final position that equals the position of the writer. The process of written argumentation typically consists of the following structural units: situation, problem, solution and evaluation. The situation introduces background material; the problem is a statement of undesirable condition of things, while the solution is a statement of the desirable condition and is often followed by an evaluation (Connor, 1987).

2.2.3 Structure Elements of Argumentative Writing

According to Hatch (1992), a classical description of the structure of argumentative text consists of introduction, explanation of the case under consideration, outline of the argument, proof, refutation, and conclusion. However, there are many various patterns of argumentative text than the classic form for the argumentative genre.

According to Maccoun (1983, as cited in Hatch, 1992), there are several patterns for organizing argumentative discourse in a written prose. The first pattern is called a *zig-zag solution*. This pattern could be organized into two alternative ways depending on a position that the writer holds. The outline would be pro, con, pro, con, and pro if the writer is a proponent of a position. And it would be con, pro, con, pro, and con if the writer is an opponent. The second pattern includes problem and refutation of the opposition's argument followed by the solution and, like the first pattern, requires refutation of the opposition's argument. The third pattern is the *one-sided argument*, the writer presents only one-sided point of view and there is no refutation presented. The fourth pattern is the pattern that the writer selects to reject some viewpoints and to accept

another or to combine some point of views together. The fifth pattern contains the opposition's arguments first, followed by the writer's argument. The sixth pattern or the *other-side question* involves questioning, but not direct refutation, of the opposition's argument. The seventh pattern is the pattern that there is no refutation presented. It contains two-sided point of views, while one is favored (Hatch, 1992).

In addition to the patterns proposed by Maccoun, Reid (1988) suggests that there are three basic organizational plans for argumentative essays as shown in Figure 2. Noticeably, not all paragraphs are required in the essay; some could be omitted depending on the length of the essay.

Plan A

I.   Introduction (+ thesis statement of intent)
II.   Background paragraph about topic (Optional: depending on assignment, audience, and the available material)
III.   Pro argument #1 (weakest argument that supports the opinion)
IV.   Pro argument #2 (stronger argument that supports the opinion)
V.   Pro argument #3 (strongest argument that supports the opinion)
VI.   Con (Counterarguments and refutation)
VII.   Solution to the problem (Optional: depends on assignment, audience, and the available material)
VIII.   Conclusion (summary + solution, recommendation, or call to action)

Plan B

I.   Introduction (+ thesis statement of intent)
II.   Background paragraph about topic (Optional: depending on assignment, audience, and the available material)
III.   Con (Counterarguments and refutation)
IV.   Pro argument #1 (weakest argument that supports the opinion)
V.   Pro argument #2 (stronger argument that supports the opinion)
VI.   Pro argument #3 (strongest argument that supports the opinion)
VII.   Solution to the problem (Optional: depends on assignment, audience, and available material)
VIII.   Conclusion (summary + solution, recommendation, or call to action)

Plan C

I.   Introduction (+ thesis statement of intent)
II.   Background paragraph about topic (Optional: depending on assignment, audience, and available material)
III.   Counterargument #1 + Pro argument to refute it
IV.   Counterargument #2 + Pro argument to refute it
V.   Counterargument #3 + Pro argument to refute it
VI.   Solution to the problem (Optional: depends on assignment, audience, and available material)
VII.   Conclusion (summary + solution, recommendation, or call to action)

Figure 2. Three Basic Organizational Plans for Argumentative Essays

Source: Reid (1988), p. 94

Illustrated below is a model of argumentative essay using Plan B. In this paper, a student, Andrew Knutson, argues that American should continue to educate the children of illegal immigrants. It could be seen that Knutson carefully establishes common grounds (reason) with the reader who may hold a different view. He also attempts to refute the arguments of the oppositions before laying out his own arguments. In writing the paper, Knutson consulted two written sources and one Internet source. When he quotes from or uses statistics from a source, he cites the sources with an MLA (Modern Language Association) in-text citation.

Immigrant laws have been a subject of debate throughout American history, especially in states such as California and Texas, where immigrant populations are high. Recently, some citizens have been questioning whether we should continue to educate the children of illegal immigrants. While this issue is steeped in emotional controversy, we must not allow divisive "us against them" rhetoric to cloud our thinking. Yes, educating undocumented immigrants costs us, but not educating them would cost us much more.

Thesis at end of introductory paragraph, doesn't alienate readers.

Those who propose barring the children of illegal immigrants from our schools have understandable worries. They worry that state taxes will rise as undocumented children crow their school systems. They worry about the crowding itself, given the loss of quality education that come with large class sizes.

Writer addresses concerns of those who hold opposing views.

They worry that school resources will be defected from their children because of the linguistic and social problems that many of the newcomers face. And finally, they worry that even more illegal immigrants will cross our borders because of the lure of free education.

This last worry is probably unfounded. It is unlikely that many parents are crossing the borders solely to educate their children. More likely, they are in desperate need of work, economic opportunity, and possibly political asylum. As Charles Wheeler of the National Immigrant Law Center asserts, "There is no evidence that access to federal program acts as a magnet to foreigners or that further restrictions would discourage illegal immigrants (qtd. in "Exploiting").

Writer refutes opposing arguments

Quotation is cited using MLA style.

The other concerns are more legitimate, but they can be addressed by less drastic measures than barring children from schools. Currently the responsibility of educating about 75% of undocumented children is borne by just a few states- California, New York, Texas, and Florida (Edmondson 1). One way to help these and other states is to have the federal government pick up the cost of educating undocumented children, with enough funds to alleviate the overcrowded classrooms that cause parents such concern. Such cost shifting could have a significant benefit, for if the federal government had to pay, it might work harder to stem the tide of illegal immigrants.

Reasonable tone keeps argument from sounding biased.
Statistic is cited using MLA style.

So far, attempt to bar undocumented children from public schools have failed. In 1982 case of Plyler v. Doe, the Supreme Court ruled on the issue. In a 5-4 decision, it overturned a Texas law that allowed schools to deny education to illegal immigrants. Marta McCarthy reports that Texas had justified its law as a means of "preserving financial resources, protecting the state from an influx of illegal immigrants, and maintaining high quality education for resident children" (128). The Court considered these issues but concluded that in the long run the costs of educating immigrant children would pale in comparison to the costs—both to the children and to society— of not educating them.

Writer uses evidence to support thesis.

Quotation is cited using MLA style.

It isn't hard to figure out what the costs of not educating these children would be. The costs to innocent children are obvious: loss of the opportunity to learn English, to understand American culture and history, to socialize with other children in a structured environment, and to grow up to be successful, responsible adults.

Transitional topic sentence leads readers to next part of paper.

The costs to society as a whole are fairly obvious as well. That is why we work so hard to promote literacy and prevent students from dropping out of school. An uneducated populace is dangerous to the fabric of society, contributing to social problems such as vandalism and crime, an underground economy, gang warfare, teenage pregnancy, substance abuse,

Writer attempts to build common ground with readers.

and infectious and transmissible diseases. The health issue alone makes it worth our while to educate the children of undocumented immigrants, for when children are in school, we can make sure they are inoculated properly, and we can teach them the facts about health and disease.

Do we really want thousands of educated children growing up on the streets, where we have little control over them? The lure of the streets is powerful enough already. On by inviting all children into safe and nurturing and intellectually engaging schools can we combat that power. Our efforts will be well worth the cost.

Conclusion restates benefits of educating children of illegal immigrants.

Figure 3. An Example of an Argumentative Essay: Why Educate the Children of

Illegal Immigrants

Source: Hacker (2002, p. 361-363)

2.2.4 Toulmin's Model of Argument

Many scholars propose the models of argument, but that of Toulmin (1958) is widely used and accepted. Toulmin (1958, as cited in Connor, 1996) defines argumentation as an attempt to justify statements. The first step is to express an opinion via assertion, preference, view, or judgment and the statement put forward to be upheld is *claim*. The second feature is the *data* designed to support the claim and to counter its possible challenge. The last feature is the justification or *warrant* linking the data to the claim. It is obliged that claim, data, and warrant must be included in every argument. According to Toulmin's extended model, the other three elements of argument—*backing*, *rebuttal*, and *qualifier* – are optional (Connor, 1996).

Yeh (1998) studied the factors influencing argumentative essays in order to develop a scheme for assessing essays written by middle school students. In the study, he provides an example of an argument analyzed in terms of Toulmin's model.
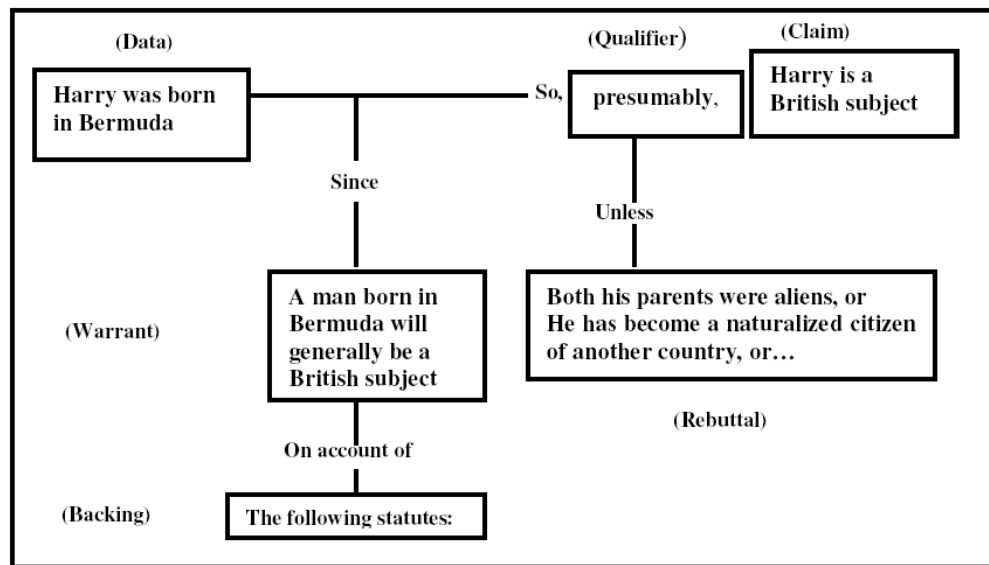
Figure 4. An Example of an Argument Analyzed in Terms of Toulmin's Model

Source: Yeh (1998, p.126)

According to Yeh (1998), Toulmin's model of argument is useful for teaching and assessing the argument for many reasons. One of the reasons is that this model is widely accepted and it is used to assess, teach, and study both debate and argumentative writing. Moreover, this model helps unskilled writers to produce a simple argument. And the major advantage of Toulmin's model is that it presents the basic layout of an argument.

2.3 Approaches to the Teaching of Writing

Raimes (1991, as cited in Canagarajah, 2002) divides writing into four pedagogies: the form-focused or product approach which is the mastery of correct grammatical and rhetorical structures; the writer-focused or cognitive process approach attending to the skilled mental strategies to create the finished text; the content-focused approach where academic writing is linked to the knowledge base informing texts of the respective disciplines while teaching is linked to the students' specific courses providing

access to related cognitive skills, linguistic structures and information characterizing each discipline; and the reader-focused approach influencing the writing through values, expectations and conventions of the discourse communities in each discipline, following pedagogical practices as in the preceding approach.

2.3.1 From Product to Process-Based Approach

For many years, the form-focused or product approach has been the dominant mode of instruction in Thai university writing classes. The approach focuses on the learners' final piece of work instead of how it is produced. The written text is judged by grammar, errors and structure (Furneaux, 1999). Despite the old-fashioned aspect, it is still widely used in Thai context due to the limitation of time and controlled assessment procedures.

Tsui (2003) comments that the product approach is not quite good for many reasons. The major reason is that it is ineffective. Although the teacher puts much effort in correcting and marking students' writings, students do not seem to improve their writing and they are likely to make the same mistakes. In addition, the teacher's job is reduced to proofreading as students are likely to think that it is the teacher's responsibility to check for any errors and mistakes.

Due to the limitations of this approach, the process approach began to develop. The process approach has become popular in writing classes as it shifts the focus from linguistic knowledge to writing skills (Badger & White, 2000). The writing process model which includes planning, writing and reviewing was established by Flower and Hayes (1981). The process approach to writing teaching emphasizes the writer as an independent producer of texts so that the teachers allow the students to have time and opportunity to develop their abilities to plan, define a rhetorical problem, and propose and

evaluate solutions. An important element of the process approach is that the writer needs to understand the processes of writing in which the writer gets involved. This starts with pre-writing and brainstorming to generate ideas and activate the *schemata*, which is the personal background experiences or world knowledge that the writers use to relate to the topic and discover everything they has to say (Yan, 2005).

However, the approach has many disadvantages. First, it regards all writing as being produced by the same set of processes. Second, it gives insufficient importance to the kind of texts the writers produce and why such texts are produced. Third, it offers learners insufficient input, especially linguistic knowledge, to write successfully (Badger & White, 2000). Moreover, Reid (1984) criticizes that this approach does not adequately address the issue of the reader such as the requirements of particular writing tasks, the development of schemata for academic discourse, and variation in individual writing situations. This led to a focus of examining what is expected of students in academic settings and the sort of genres they need to have control of (Paltridge, 2001).

2.3.2 Genre-Based Approach

Due to the deficit of process models, the genre approach is used as the complementary approach to it. The aims of a genre-based approach to language teaching are to raise learners' awareness of the schematic structure of a particular genre, to make clear the range of strategies available to users to accomplish their communicative purpose, and to show learners which linguistic features are available to realize these strategies. The final aim of the approach is to offer sociological and psychological explanations for these choices of structure, strategies and linguistic features (Henry & Roseberry, 1999).

A genre is identified by the communicative purpose for which it is created in a particular social context (Swales, 1990). Genre pedagogy is based on the belief that learners would be more successful in learning writing if they have explicit awareness of language (Hyland, 2003b). Therefore, an informed study of the text according to genre analysis is useful in preparing students for writing tasks. Table 1 compares the advantages and disadvantages between the process approach and the genre approach.

Table 1

A Comparison of Genre and Process Orientations

Attribute	Process	Genre
Main idea	Writing is a thinking process	Writing is a social activity
	Concerned with the act of writing	Concerned with the final product
Teaching Focus	Emphasis on creative writer	Emphasis on reader expectations and product
	How to produce and link ideas	How to express social purposes effectively
Advantages	Makes processes of writing transparent	Makes textual conventions transparent
	Provides basis for teaching	Contextualizes writing for audience and purpose
Disadvantages	Assumes L1 and L2 writing similar	Requires rhetorical understanding of texts
	Overlooks L2 language difficulties	Can result in prescriptive teaching of texts
	Insufficient attention to product	Can lead to over attention to written products
	Assumes all writing uses same processes	Undervalue skills needed to produce texts

Source: Hyland (2003a, p.24)

In short, from a genre perspective, writing is regarded as a social practice. Consequently, to consider whether a piece of writing is good or not does not depend on

mastery of universal processes, but varies from one community context to the next (Hyland, 2003a).
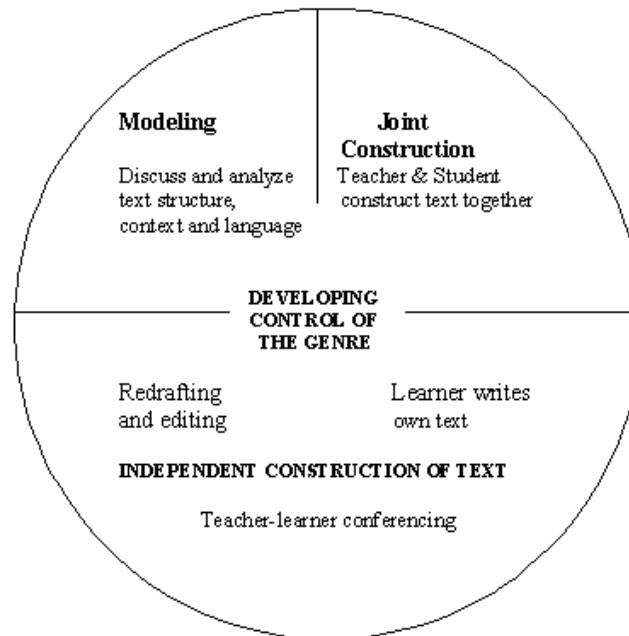
Figure 5. The Cycle of Teaching and Learning

Source : Hyland (2003a), p. 21

Hyland's (2003a) teaching and learning cycle identifies the means by which the control of a genre can be developed. The model includes three stages: modeling, joint construction and independent construction of the text. In the modeling stage, a particular genre is provided. Then, students model the target genre by discussing and analyzing that genre. After gathering knowledge about genres, students are then asked to produce a similar text in collaboration with their teacher. In the independent construction stage, learners construct their first draft independently. At this stage, students might have peer review, self-editing and teacher-student conferencing. Finally, they construct their own final product with confidence. This teaching and learning cycle may help the students to

acknowledge the stages of writing process and understand how to use language contextually in order to express meaning (Gao, 2007).

2.3.3 Integrated Process-Genre Approach

Due to the limitations of both disciplines, the process-genre based approach combines process models with genre theories. This integrative approach mixes the ideas of genre approach, such as the writing purpose and the knowledge of context, with some parts of process discipline such as writing skill development and learner response.

The major focus of this approach is that teachers should provide and discuss a situation for learners to identify mode and purpose (a spoken or written text), field (particular topic), and tenor (intended reader) of the writing at the pre-writing stage to facilitate the students (Gao, 2007). In addition, the main aim is to help the students to consider a variety of genres, and not only one type as introduced by the teacher in the genre-based approach. This served to eliminate the weakness in genre approach, with its over-emphasis on form in writing. So, while the genre-based approach conceptualizes writing purpose, language and context clearly, the process approach provides a framework for teaching text production skills in an effective way (Kaur & Chun, 2000).

In short, in the classroom, teachers should focus on increasing students' experiences of texts and readers' expectations, as well as providing them with an understanding of writing processes, language forms, and genres.

Badger and White (2000) suggest five features of the process genre model (as shown in Figure 6): situation, purpose, consideration of mode/ field/ tenor, planning/ drafting/ publishing, and text. Accordingly in a writing classroom, a teacher needs to replicate the situation as closely as possible and then provide sufficient support for

learners to identify the purpose and other aspects of the social contexts, such as tenor, field, and mode of their writing.
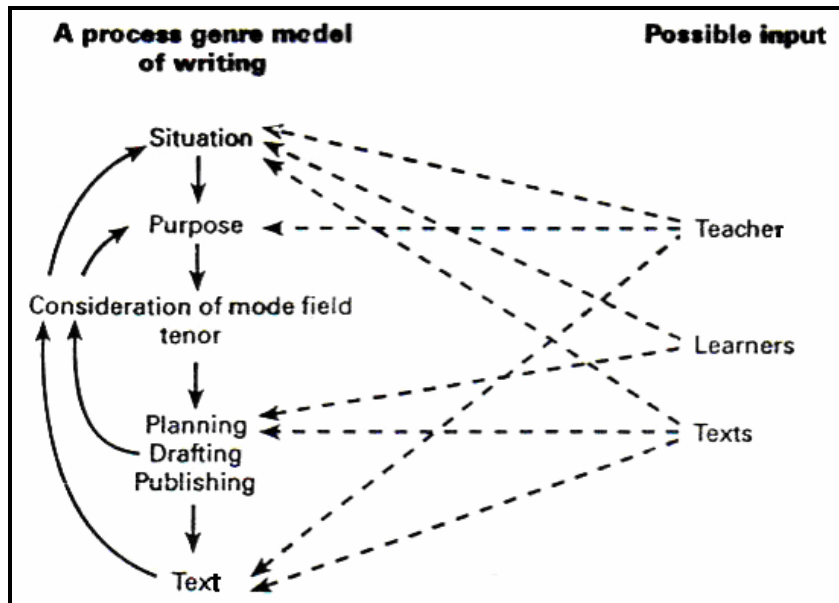
Figure 6. A genre process model of teaching writing

Source: Badger and White (2000), p.159

Typically, the teaching procedure for the process genre approach is divided into six steps: 1) preparation, 2) modeling and reinforcing, 3) planning, 4) joint constructing, 5) independent constructing, and 6) revising. Figure 7, which is adapted from Badger and White (2000), illustrates how these six steps interact in a recursive way with themselves and with other writing skills.
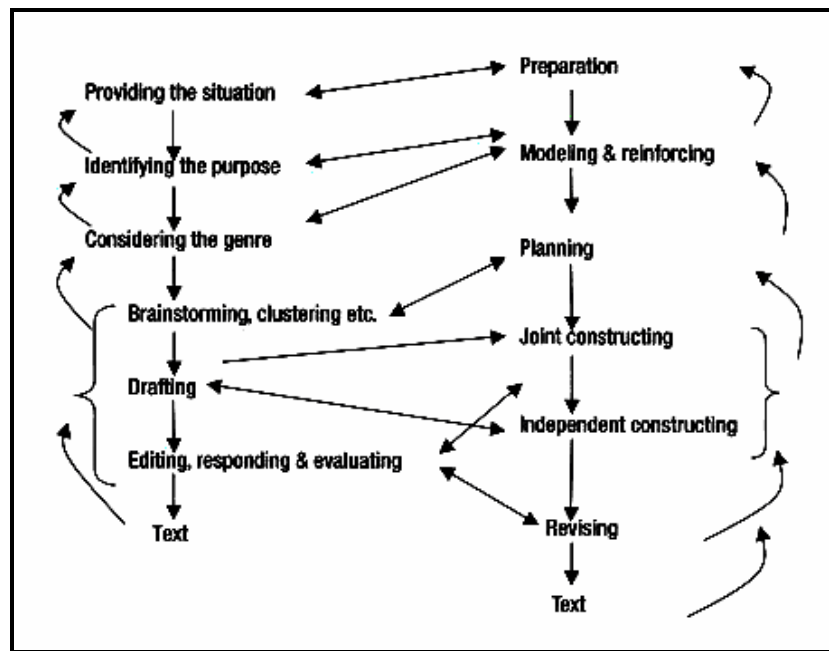
Figure 7. An Integration of Process Genre Instruction

Source : Yan (2005), p. 21

In Figure 7, this is how elements of the process and genre approach work together. In the first stage of preparation, the teacher defines the situation where a written text is required. In the second stage of modeling and reinforcing, the teacher introduces a genre model for the students to consider the social purpose and the audience of the text. Students' background knowledge about the topic is activated by brainstorming, discussing, and reading associated material in the third stage of planning. Then the teacher and students work together to begin writing a text during the fourth stage of joint constructing. Independent constructing occurs during the fifth stage where the students examine model texts and jointly construct a text before composing their own texts on related topic. In the last stage of revising, students eventually have a draft that will undergo final revision and editing (Yan, 2005).

2.4 EFL Writing Assessment

According to Bailey (1998), there are three approaches that have traditionally been used to rate learners' writing. Each of these approaches is defined by the scoring criteria used. These three traditional approaches are holistic, analytic, and objective scoring. In the present study, only two approaches will be discussed.

2.4.1   Holistic Scoring

The holistic scoring conveys the idea that a single scale can be used to describe different levels of writing performance. The users are trained not to give importance to the components of writing skill individually or to count the number of errors. The reader generally reacts to the student's composition as a single score awarded to the writing while it may mask differences across individual composition and provide no useful feedback to learners or teachers. Important differences may not be captured across various writing tasks with such broad scales (Bailey, 1998).

However, White (1984, as cited in Weigle, 2002) suggests that holistic scoring is advantageous since the writers will be awarded for what they do well. According to holistic scoring, it focuses the reader's attention not on the deficiencies but the strengths of writing, depending on what is deemed most essential in the context, and provides important information about those aspects in an efficient manner. Holistic scoring reflects the reader's authentic, personal reaction most closely to a text so it is more valid than analytic scoring methods where too much attention to the parts is likely to obscure the meaning of the whole.

Ferris and Hedgcock (1998) suggest that holistic scoring presents several disadvantages alarming for the teachers. First, it cannot provide diagnostic information because no components are clearly reflected referring to the specific traits of a student

text. It also reduces reliability, though it can be addressed when two or more trained raters score each paper, and may be difficult to interpret for both students and teachers unless they share the same understanding of the descriptors in the rubric's bands. Two distinct sets of characteristics may be represented by the score assigned to two different texts even if the raters' scores reflect a strict and consistent application of the rubric because the holistic score compresses a range of interconnected evaluations about the texts in question at all levels. The raters, in contrast, may not apply the same weighting to certain text features, resulting in uneven scores.

2.4.2   Analytic Scoring

Weigle (2002) suggests, in analytic scoring, that, rather than given a single score, scripts are rated on several aspects of writing such as content, organization, cohesion, register, vocabulary, grammar, or mechanics, depending on the assessment purpose. Thus, analytic scoring schemes provide more details about a test taker's performance in different aspects of writing and are consequently preferred over holistic schemes.

The advantages of analytic scoring are similar to those associated with using "+" and "-" marks in conjunction with a holistic rubric but rely on a rating guide that separates and weights textual components a priori so that it focuses on the rater's criteria being prioritized before the scoring process. (Ferris & Hedgcock, 1998)

According to Weigle (2002), the analytic scoring provides more useful diagnostic information about students' writing abilities, which sets as its primary advantage over a holistic scheme among all others. In some research, it is more useful in rater training because inexperienced raters can more easily understand and apply the criteria in separate scales. It is also useful for second-language learners who are more likely to show

a marked or uneven profile across different aspects of writing. It can be more reliable than holistic scoring and the reliability tends to be improved by the scoring scheme in which multiple scores are given individually (Hamp-Lyons, 1999, as cited in Weigle, 2002). However, as the major disadvantage, it takes longer time than holistic scoring since the readers are required to make more than one decision for every script.

The evaluation of a persuasive essay would be made, based on the presence of an introduction, body and conclusion. It judges, at the paragraph level, whether the piece of writing shows identifiable topic sentence and supporting details; however, not the mere of which can ensure the persuasiveness of an essay, let alone adherence to an introduction-body-conclusion structure (Connor & Mbaye, 2002).

According to Connor and Lauer (1988), another rhetorical model of persuasion adopted for the analysis of student persuasive essays is called the Toulmin model of argumentative writing (1958), which aims to evaluate the argumentative strength level of the essays. Toulmin's model was found to be a powerful predictor of writing quality in the international study of L1 writing in English of students from the U.S., England, and New Zealand. (Connor & Mbaye, 2002)

According to Connor's study (1990), Toulmin's model of argument is validated as a basis for argumentative writing assessment. Eleven measures is developed on the basis of linguistic research and rhetorical theory in order to assess argumentative and persuasive writing of high school students, while multiple regression is used to test the ability of these measures to predict holistic rating. The strongest predictor was a scale of Toulmin's model, focusing on logical appeals. Raters make judgments based on the clarity of the writer's problem statement and claim, the quality and quantity of data or reasons to support the claim, and the quality and quantity of warrants connecting data to the claim.

2.5 Related Research on Writing an Argumentative Essay

Because of difficulties in writing argumentative essays, many researchers conducted studies on this kind of writing, hoping that it can help teachers and learners to have a better understanding in this genre. Some researchers conducted a content analysis on the rhetorical pattern of argumentation; whereas some have conducted research based on this process and genre based approach to teach argumentative writing. It is hoped that the results of these studies would help EFL instructors to teach English argumentative writing more effectively and efficiently.

Black (1997) investigated argumentative writings in English written by 155 students enrolled in basic writing or regular composition at a university in the Southwest United States near Mexico border. Writings were rated for holistic quality, and then analyzed to determine if any syntactic, organizational, or rhetorical features correlated with (a) holistic quality or (b) author language background. Syntactic features analyzed were clause, sentence, and T-unit. Organizational structure was analyzed using Lautamatti topical structure analysis. Rhetorical structure was analyzed using Toulmin logical analysis. The researcher found that the number of total words and high added Toulmin score predicted writing quality; other variables, such as sentence types, were not identified by earlier research.

Dowdy (1998) studied whether teaching argumentative writing with rebuttal helped students to produce effective argumentative writing. Forty college students were randomly assigned to either a group who received instruction about how to write rebuttals, or to a group who did not receive such instruction. The instruction for the experimental group focused on identifying weaknesses in the evidence presented for alternative arguments. The major findings of the study were that participants in the

experimental group offered more critiques of evidence for alternative arguments and received higher holistic quality ratings than those who did not receive the instruction.

Yoshimura (2002) investigated whether different approaches to teaching writing might be more effective and efficient in improving the learners' argumentative writing skills in English. The researcher used formal instruction in the L1 to raise the learners' awareness not only of English paragraph organization, but also of more discourse-level factors such as rhetorical differences and reader expectations. Three groups were involved: 1) a control group; 2) a group that composed in the Japanese language, then translated into English; and 3) a group that wrote directly in English. The experimental groups were given formal instruction in the L1 about differences in Japanese and English rhetorical patterns and audience expectations. It was found that fluency, as measured by total word production, increased significantly in both experimental groups, with the largest gains being seen in the group that wrote directly in English.

Hirose (2003) investigated L1 and L2 organizational patterns in the argumentative writing of Japanese EFL students. The study made within–subject comparison of L1 and L2 compositions in terms of organization patterns, organization scores and overall quality. The results revealed that a majority of students employed deductive type organizational patterns in both L1. Moreover, L2 organization scores were not significantly correlated with L1 organization scores despite similarities between L1 and L2 organizational pattern and some students evidenced problems in organizing both L1 and L2 texts.

Liu and Braine (2005) studied the use of cohesive devices in 50 argumentative compositions created by Chinese undergraduate non-English majors. By using Halliday and Hasan's framework for analysis, the researchers found that the students were able to use a variety of cohesive devices in their writing, among which lexical devices formed the

largest percentage of the total number of cohesive devices, followed by references and conjunctives. The qualities of writing also revealed significantly co-vary with the number of lexical devices and the total number of cohesive devices used. Apart from that, certain problems were identified in the writing in terms of the use of reference and lexical devices.

Choi (2005) conducted a contrastive analysis of argumentative essays written in English by Korean ESL students and by native English-speaking students. The purpose of the study was to identify and examine in what different ways native speakers of Korean (ESL) and native speakers of English write English argumentative compositions regarding error types, textual organization, and cohesion device. The subjects of this study involved 46 American students and 46 Korean students from Southern Illinois University at Carbondale. The researcher found that the Korean ESL students wrote shorter essays and showed more errors, more textual organization patterns, and less use of cohesion devices. However, a similarity between the two groups was also found. Both groups of students basically preferred the three-unit organizational structure (introduction-body-conclusion), and they also favored the use of subcategories of each organization type such as claim, justification, and conclusion.

Udomyamokkul (2004) investigated whether the use of genre-based approach including explicit instruction of rhetorical patterns of English argumentative discourse was effective in helping students gain control of academic argumentative genre in comparison with the effects of control treatment which focused relatively more on the teaching of writing process. The subjects of this study were 55 Thai undergraduates of Suranaree University of Technology. The written products were read and scored holistically by raters and scored analytically for the three separate Toulmin-based persuasiveness qualities including claims, reasons, and rebuttals to counter-arguments.

The findings of the study showed that the genre-based approach facilitated students to produce the effective argumentative writing as indicated by the significantly higher gain scores of the experimental group on the first drafts' development and organization of claims and rebuttals to counter-arguments.

Phuwichit (2003) investigated the major characteristic of the argumentative patterns written by the fourth year English major students at Naresuan University. The subjects of the study were 43 fourth-year English major students in the first semester of the academic year 2001. The subjects were assigned to write the argumentative essays on the same topic. The written products were analyzed based on Hyland's framework. The results revealed that most of the writers of high-rated essays composed their argument adhering to the three stages: thesis, argument, and conclusion. These high-achievers also employed variety of moves in each stage. On the contrary, the low-achievers built their argument with poor organization with limited moves.

In EFL university environment, Chaya (2005) trained third year English major students to write an argumentative essay on a variety of topics based on the process approach. In the revision stage, the students were trained to use metacognitive strategies: planning strategies, monitoring strategies and revising strategies to revise the first draft of their argumentative essay. Also, to plan to revise, the students analyzed their first draft of their essay based on the rhetorical pattern of an argumentative essay: claim, data, warrants, proposition, opposition, and response to opposition, and the basic elements of a good essay including introduction, organization (introduction, body, and conclusion), logical paragraph development, grammar, punctuation, spellings, mechanics and styles and quality of writing. The results of the study revealed statistically significant difference between the first draft and the second draft of less successful students; less successful students made a greater improvement on the second draft of their argumentative essay.

This study indicated that in academic writing context, the students should be encouraged to write based on the process-based approach.

In brief, there were several findings in the writing of argumentative essay. Firstly, argumentative writing is a difficult task for both L1 and L2 writers, because it demands a lot of cognitive and linguistic skill. Teaching writing as a process helped learners to understand the writing process and aware of what skill writers do so they would produce better written product. Thus, process based instruction was proved to be useful for L2 learners. Secondly, as argumentative writing process is very complex and difficult, teachers may help learners to produce this genre by providing them a model text or conventional pattern of argumentative essay in order to familiarize learners with this genre. Thirdly, learners need special and specific instructions to help them in learning and writing argumentation. Lastly, genre based approach was proved complementary to process approach. By combining these two approaches together gives teachers and learners a better way in learning and teaching argumentative writing.

2.6 Summary of the Chapter

Chapter 2 presented the theoretical framework for the study. The first section discussed the nature of the writing process. Then it described argumentative writing, as well as different patterns of argumentative writing proposed by many writing experts. The third section highlighted approaches to the teaching of writing, particularly the one appropriate for ESL and EFL student writers, and assessments for EFL writing. The last section reviewed prior studies on argumentative essay writing in EFL context.

Chapter 3 presented research methodology which includes research design, research instruments, data collection and analysis.

CHAPTER 3

METHODOLOGY

This study was an investigation of improvement and changes in first and second drafts of argumentative essays, written by third-year English majors at SWU. In this study, three research questions were explored. The first research question aimed to find out whether the third-year English major students at SWU improve the rhetorical quality of effective argumentation from the first drafts to the second drafts. The second research question examined the major characteristics of the students' first and second drafts in terms of formal aspects of argumentative writing. The third research question investigated the differences between the students' first drafts and second drafts of their argumentative essay. This chapter then reported the research method including the participants, research instruments and data collection and analysis.

3.1 Research Procedures

3.1.1 Research Design

This study involved an exploratory design combining quantitative and qualitative data collection and analysis. For quantitative data, the scores from the students' first and second drafts were used to find out whether the students improve their writing from the first drafts to the second drafts. Furthermore, the first drafts and the second drafts of the students were analyzed qualitatively to find out the major characteristics of argumentative essays written by the third-year English majors who were instructed by the integrated process-genre approach.

3.1.2 Participants

The participants were 37 third-year English major students enrolled in EN 431 course - Composition 2, a compulsory course in the first semester of the academic year 2008. All of them are Thai native students studying in the Faculty of Humanities at SWU. These students were selected purposively since they are all English major students; they have to learn to write an argumentative essay which is the focus of this study.

3.1.3 Research Instruments

In this study, the research instruments are as follows :

3.1.3.1. The holistic scoring guide used in this study was adapted from Holistic Scoring Guide for Persuasive Writing created by Knudson (1992, p.176-177). It is a five-point scale ranging from 0 (low) to 5 (high).

3.1.3.2. The analytic scoring guide based on Toulmin's (1958) model of argument was used to assess the quality of argumentative traits including Claim, Data, Opposition and Refutation (Knudson, 1992, p.177). It is a six-point scale ranging from 0 (low) to 6 (high)

3.1.3.3. The writing lesson applied in this class was based on the integrated process-genre approach.

The writing lesson for argumentative essay writing consists of five lesson constructed by the writing teacher, Dr. Walaiporn Chaya based on the regular composition class and the course description for EN 431 – Composition 2 as used by the Thai and foreign staff of Western Languages Department, Faculty of Humanities, Srinakharinwirot University. Dr. Walaiporn Chaya has four years of teaching experience in this course to English majors, and she regularly teaches two sections of students a year,

approximately 36-38 students. Therefore, she sees the need and importance of developing students' ability to write a good argumentative essay.

EN 431- Composition 2 is a three-period class that lasts two hours and a half for each session, and the students meet this class once a week for 15 weeks. This course is a compulsory course for all English majors. In the regular class for EN431, the students are taught to write different types of writing: narration, description, causation, comparison and argumentation through the process- genre approach starting from pre-writing stage, drafting/ writing, revising, proofreading/ editing and sharing. Since an argumentative task is the most difficult for third-year English majors, and it is the focus of this study, the teacher allocated longer time to teach the students than the other types of writing. However, for this present study, the teaching procedure focuses on three stages from the pre-writing, drafting and revising stage.

The teaching procedures for the integrated process-genre approach are summarized as follows:

1. **Pre-writing:**

Preparation: In this stage, the teacher prepared the students to write by defining a situation for writing an argumentative essay such as arguing for or against a controversial issue of students' interest.

Modeling: In this stage, the teacher did the following:

First, she introduced the model of an argumentative genre and allowed the students to consider the social context in which this genre and the language of arguments occurs, the purpose of argumentation and the audience and presented the model of an argumentative essay.

Next, students were presented the model of argumentative pattern, and practiced to

a) analyze the model of an argumentative essay

b) plan the structure of their own essay or structure outline

c) explore and generate ideas and put ideas in the structure outline

for an appropriate argumentative topic (debatable or arguable topic)

a) brainstorm to research for an appropriate argumentative topic

b) choose the issue or topic

c) narrow the topic and analyzing the issue with a strong case of

arguments or a controversial issue.

d) Develop a working thesis, analyzing the audience and writing a thesis

statement (claim)

e) make list of arguments

Planning: the students planned to write by activating the background knowledge on

the topic selected including brainstorming, discussing, and gathering ideas

and information related to their topic.

2. Composing/ Drafting/ Writing:

In the composing or writing stage, students wrote their first draft independently based on the structure outline and lists of arguments on a selected topic. The teacher was available to help the students, or consult about the writing process. The teacher and students had whole class conferencing after the teacher evaluates students' papers before the revising stage.

3. Revising:

Once students got the first draft, they submitted their first draft to the writing teacher. Then they were trained to revise their first draft at the revision stage. To revise their first draft, the students analyzed the first draft in accordance with the structure elements of a good argumentative essay.

3.2 Data Collection

The data of this study were collected as in the following procedures:

3.2.1 The regular teacher taught third-year English major students, enrolled in EN 431 course-Composition 2, to write an argumentative essay based on the integrated process-genre approach for five weeks.

3.2.2 After learning writing based on the integrated process-genre instruction, students were required to write their first draft of argumentative essays on their selected topic. The following prompt was given to the students:

Writing Situation: *Think about controversial or arguable issues. Choose your own topic in which you are interested and write an essay of about 600-100 words. Provided here are topics that you might be interested: Smoking in Public Area, Benefits of Internet, Abortion, etc.*

Directions for Writing: *Write a clear and orderly argumentative or persuasive essay on your selected topic. Remember that you must state your position and give at least three convincing reasons to support your position.*

3.2.3 When students finished their first drafts, the researcher collected all 37 students' first drafts.

3.2.4 After getting feedback and comments on their first drafts, students need to revise their papers and produced their second drafts. After that, 37 students' second drafts were collected.

3.2.5 Finally, 74 drafts of argumentative essays were collected and then analyzed qualitatively and quantitatively.

3.3 Data Analysis

The data were analyzed both quantitatively and qualitatively as follows:

Quantitative Data Analysis

3.3.1 Data Analysis for the First and Second Drafts of Argumentative Essays

  Using the Holistic Scoring

  Research Question 1

  Do SWU third-year English majors improve the rhetorical quality of effective

  argumentation from the first draft to the second draft?

   To answer Research Question 1, the data were the scores from the first drafts and
second drafts of the students' argumentative essay. Two kinds of scoring were applied:
holistic scoring and analytic scoring. For holistic scoring, it is a five-point scale ranging
from 0 (low) to 5 (high) created by Knudson (1992, p.176-177). Two sets of scores were
analyzed as the follows:

  3.3.1.1 Two raters were asked to score the students' first drafts and second

    drafts using the Holistic Scoring Guide for Persuasive Writing

    devised by Knudson (1992, p.176-177).

  3.3.1.2 Scores of the two raters for the first draft and second drafts were

    summed and used in the analysis.

  3.3.1.3 The inter-rater reliabilities for the scores of the first drafts and second

    drafts were determined by the Pearson Product moment

    correlation coefficient.

  3.3.1.4 Descriptive statistics were applied to determine the mean scores (M)

    and Standard Deviation (SD) for the first drafts and second drafts.

3.3.1.5 The gained scores and the mean gains the students made from

the first draft to the second draft of their argumentative essay were

calculated.

3.3.1.6 The differences between the mean scores of the ratings from

the first drafts and the second drafts were determined using paired t-test.

3.3.2 Data Analysis for the First and Second Drafts of Argumentative Essays

Using Analytic Scoring

The students' first drafts and second drafts of their argumentative essays were scored by two raters using the Scoring Guide for Toulmin's Criteria for Argumentation (Knudson, 1992, p.177). Then the two sets of scores were analyzed as the follows:

3.3.2.1 Two raters were asked to score students' first drafts and second drafts

using the Scoring Guide for Toulmin's Criteria for Argumentation.

3.3.2.2 Scores of the two raters for the first draft and second drafts were

summed and used in the analysis.

3.3.2.3 The inter-rater reliabilities for the scores of the first drafts and

second drafts were determined by the Pearson Product moment

correlation coefficient.

3.3.2.4 Descriptive statistics were applied to determine the mean scores (M)

and Standard Deviation (SD) for the scores of the first drafts and

second drafts.

3.3.2.5 The gained scored and the mean gains the students made from the first

draft to the second draft of their argumentative essays were calculated

3.3.2.6 The differences between the mean scores of the ratings from

the first and the second drafts were determined by using paired t-test.

3.3.2.7 The scores for the elements of argumentation: Claims, Data, Opposition and Refutations were calculated to determine the mean scores, and Standard Deviation for each element of the first drafts and second drafts.

3.3.2.8 The gained scored and the mean gains for each element of argumentation based on Toulmin's Criteria for the first drafts to the second drafts were calculated

3.3.2.9 The differences between the mean scores for each element of argumentation of the first drafts and the second drafts were calculated using paired t-test.

Qualitative Data Analysis

Research Question 2

What are the major characteristics of the first draft and the second draft of an argumentative essay written by third-year English majors at SWU?

Research Question 3

In terms of salient features of argumentation and basic writing elements, what are the discrepancies between the first draft and the second draft of third-year English majors at SWU?

To answer Research Question 2 and 3, 37 first drafts and 37 second drafts of students' argumentative essays, were analyzed qualitatively. The following procedures were carried out:

3.3.3.1 The first drafts and second drafts were coded and read by the researcher

and then checked by the researcher's supervisor for reliability and correctness. After that, the major characteristics of the first drafts and the second drafts, and the discrepancies between the first drafts and second drafts were studied. The researcher also looked at the differences between the first drafts and the second drafts based on the basic writing elements: organization (introduction, body, and conclusion), logical development, sentence structure and linguistic features.

3.3.3.2 The researcher identified each pattern of elements on both types of schemes (Toulmin's criteria of argumentation and basic writing elements) found in students' first drafts and second drafts and exemplify based on the coding scheme.

3.3.3.3 The frequencies and types of elements appeared in the students' essays were counted

3.3.3.4 The data were categorized and the frequencies, percentages and types of elements were tabulated.

3.3.3.5 The differences in each type of argumentative elements from the first drafts and second drafts were compared and discussed descriptively.

CHAPTER 4

FINDINGS

This study examined whether the students improve the quality of their argumentative essays from the first draft to the second draft. It also investigated the major characteristics and changes in the students' first and second drafts. Then the chapter presented the findings of the study in two sections. The first section reported the descriptive statistics analysis. The second section presented the qualitative findings: the major characteristics and changes in the students' first and second drafts of their argumentative essays.

4.1 The Improvement in the Quality of Argumentative Writing from the First Draft to the Second Draft

To find out whether third-year English majors at SWU have improved their argumentative writing from the first draft to the second draft after exposing to the integrated process-genre approach, two kinds of scoring: holistic and analytic scoring simplified by Knudson (1992) based on Toulmin's Model (1958) were used to evaluate the students' first and second drafts. Next, the raw scores of students' first drafts and second drafts were analyzed.

4.1.1 The Comparison of the Holistic Ratings of the Students' First Draft and Second Drafts

The holistic scoring with a five-point scale ranging from 0 (low) to 5 (high) was used to assess students' first drafts and second drafts. The criteria for scoring included

three categories: the overall quality, the rhetorical features and the language control. The overall quality was considered by the content and arguments that responded to the assignment and the organizational pattern. The rhetorical features were judged by the rhetorical pattern of an argumentative essay including claim, data, opposition and refutation. The language control was assessed by sentence structures, word choice and expressions appropriate for argumentative writing.

The first and second drafts were then marked by two raters: a Thai and a native speaker of English. Then an inferential statistical analysis was employed. First, the holistic scores of the first drafts and second drafts were compared using paired t-test. The results revealed the difference between the mean scores of the first drafts and second drafts of an argumentative essay. This indicates the extent to which students improved their quality of writing of their second drafts. Table 1 shows the difference between the mean scores of the holistic ratings from the students' first drafts and second drafts.

Table 1

Mean Scores and Standard Deviations of the Students' First and Second Drafts from Holistic Scoring

Students' papers	N	Mean	S.D.	t-value 2-tailed	P
First draft	37	3.38	0.38		
Second draft	37	3.97	0.34	-22.71	.000*

* Significant at the 0.05 level (p<0.05)

As shown in Table 1, the mean scores of the first drafts and second drafts were significantly different (t = -22.71). That is, the results of the paired t-test indicated that the students made significant improvement in the quality of writing from the first draft to the second draft.

The results from the holistic ratings also showed that the difference in the overall mean gain of the first and second drafts. Table 2 shows the difference between the overall mean scores and the mean gains of the holistic ratings from the students' first drafts and second drafts.

Table 2

Mean Scores and Standard Deviations and Mean Gains of the Students' First and Second Drafts from Holistic Scoring

Students' papers	N	Mean	SD	Mean gain
First draft	37	3.38	0.38	
Second draft	37	3.97	0.34	0.59

As displayed in Table 2, the students improved their writing from the first draft to the second draft. The mean gain difference between the first and second draft is +0.59.

4.1.2 The Comparison of the Analytic Ratings of the Students' First Drafts and Second Drafts

The analytic scores for the first drafts and second drafts were compared for the writing quality of the four components of an argumentative essay: claim, data, opposition and refutation. The analytic scoring with a six-point scale ranging from 0 (low) to 6 (high) was used to assess students' first drafts and second drafts. The findings revealed the extent of improvement in the quality of writing in accordance with four components. Table 3 illustrates the differences between the mean scores of the analytic ratings from the students' first drafts and second drafts, and Table 4 demonstrates the mean scores and mean gains for four categories of argumentative features.

Table 3

Mean Scores and Standard Deviations of the Students' First and Second Drafts from Analytic Scoring

Argumentative Components	First draft		Second draft		t-value 2-tailed	p
	Mean	SD	Mean	SD		
Claim	3.65	1.06	4.68	0.67	-6.74	.000*
Data	3.76	0.72	4.41	0.55	-5.51	.000*
Opposition	3.03	1.21	4.11	0.94	-5.33	.000*
Refutation	2.95	1.10	4.05	0.91	-6.13	.000*

* Significant at the 0.05 level (p<0.05)

As shown in Table 3, the mean scores of the first drafts and second drafts from analytic ratings were significantly different in all four features: claim (t = -6.74), data (t = -5.51), opposition (t = -5.33) and refutation (t = -6.13). The results of the paired t-test run on the analytic ratings of the first drafts and second drafts indicate that the students acknowledged four components of an argumentative essay.

Table 4

Mean Scores and Standard Deviations and Mean Gains of the Students' First and Second Drafts from Analytic Scoring

Students' papers (N=37)	Claim		Gain	Data		Gain	Opposition		Gain	Refutation		Gain
	Mean	SD		Mean	SD		Mean	SD		Mean	SD	
1st draft	3.65	1.06		3.76	0.72		3.03	1.21		2.95	1.10	
2nd draft	4.68	0.67	1.03	4.41	0.55	0.65	4.11	0.94	1.08	4.05	0.91	1.1

Regarding Table 4, the results showed that mean scores of students' second drafts were higher than the mean scores of their first drafts in all four features. In addition, all the students improved in the quality of writing in all those four features. They made gains in their second drafts of their essays. To illustrate, the students made the high gains in claim (+1.03), opposition (+1.08) and refutation (+1.1) and they made the moderate gain

in data (+0.65). The results indicated that students made improvement in the quality of their argumentative essay writing.

4.1.3 Correlation of the Holistic and Analytic Ratings

In the present study, the students' first and second drafts were scored both holistically and analytically. To verify if the scores from the two raters were consistent and reliable, the statistical formula, in this case, Pearson-product moment correlation coefficient was applied to find the inter-rater reliability between sets of scores.

4.1.3.1 Correlation of the Students' Holistic Ratings

The correlation analysis for the holistic ratings of the students' first draft and second draft was calculated using Pearson-product moment correlation coefficient. The results of the correlations for the scorings from the first drafts and the second drafts were summarized in Table 5

Table 5

Holistic Ratings of the Students' First and Second Draft Correlation Coefficient (r)

First draft (N=37)	r	Second draft (N=37)	r
Rater 1 – Rater 2	.77	Rater 1 – Rater 2	.85

As illustrated in Table 5, the results of the correlation analysis for the holistic ratings of the first drafts and the second drafts rated by two raters revealed the high and moderate correlations. To illustrate, the correlations between the scores from the first drafts rated by Rater 1 and Rater 2 were found to be moderately related or .77. In

addition, the correlation for the holistic scores from the second drafts was .85. The correlations between the raters suggested that the scores assigned by the two raters were positively related.

4.1.3.2 Correlation of the Students' Analytic Ratings

Apart from holistic ratings, the analytic ratings of the students' first and second drafts were also calculated separately to determine the correlation coefficients between each component scored by two raters. Table 6 shows the correlation for the students' first drafts.

Table 6

Analytic Ratings of the Students' First Draft Correlation Coefficient (r)

N=37	r (Claim)	r (Data)	r (Opposition)	r (Refutation)
First draft (Rater 1 – Rater 2)	.72	.63	.34	.25
Second draft (Rater 1- Rater 2)	.85	.71	.51	.32

As shown in Table 6, analytic ratings for claim rated by Rater 1 and Rater 2 were moderately correlated (r = .72). For the data, the scores are moderately correlated as well (r = .63). The low correlation was found in assigned scores for opposition (r = .34) and refutation (r = .25). This suggested the inconsistencies within analytic ratings for opposition and refutation between Rater 1 and Rater 2.

For the correlation of analytic ratings of the students' second draft, analytic ratings for claim rated by Rater 1 and Rater 2 were highly correlated (r = .85). Furthermore, the correlation between scores assigned by the Rater 1 and Rater 2 for data

was moderately related (r= .71), as well as for opposition (r =.51). Finally, the low correlation was found in assigned scores for refutation (r=.32).

4.2 The Major Characteristics and Differences between Students' First and Second Drafts of Argumentative Essays

To examine the major characteristics of the first drafts and the second drafts, and the discrepancies between the first drafts and second drafts in terms of salient features of argumentation and basic writing elements: organization (introduction, body, and conclusion), logical development, sentence structures and linguistic features, the essay content was analyzed.

4.2.1 The Topic of an Argumentative Essay

In order to know what topics that students were interested in writing the most, the researcher categorized them into groups. The results revealed that the students selected to argue on five main categories including technology, ethic, health, education, media and others which are uncategorized. Table 7 then illustrates the topics of students' argumentative essays.

Table 7

The Topics in Students' First and Second Drafts of Argumentative Essays

Topic	First draft ($N = 37$)		Second draft ($N = 37$)	
	No. of Essay	Percentage (%)	No. of Essay	Percentage (%)
Technology	9	24.32	9	24.32
Ethic / Moral Value	7	18.92	7	18.92
Health	6	16.22	6	16.22
Education	5	13.51	5	13.51
Media	5	13.51	5	13.51
Uncategorized	5	13.51	5	13.51

As shown in Table 7, there is no difference in the topics between students' first and second drafts of argumentative essays. The findings were revealed that the number of topics in students' first and second drafts of argumentative essays is equal. This indicates that students have not changed the topics in their second drafts. The first three topics that students chose the most in both drafts were technology (24.32%), followed by ethic (18.92%), health (16.22%), education (13.51%), and media (13.51) respectively.

However, in the second drafts, there were some students who slightly adjusted their topics by adding or deleting some words in order to make them clearer and show how the issue is controversial. As shown below are examples of students' topics in the first and second drafts of argumentative essays:

Example 1

Topic: *Working Part Time* (First draft)

Improved topic: *Should Students Work Part Time?* (Second draft)

Example 2

Topic: *Pirating Movies and Music from the Internet* (First draft)

Improved topic: *Should People Pirate Movies and Music from the Internet?* (Second draft)

Example 3

Topic: *Bilingual Schools in Bangkok* (First draft)

Improved topic: *Should the Government Support to Build More Bilingual Schools in Bangkok* (Second draft)

In the above examples, it could be seen that students adjusted their topics from general statement to question and narrowed their topics. This is due to the fact that topics in argumentative writing must be a controversial or arguable issue. By questioning on the controversial issue, it shows two-sided point of views.

4.2.2 The Rhetorical Pattern in Students' Argumentative Essays

To investigate the rhetorical pattern of students' argumentative essays, the researcher studied whether the essays consisted of three major parts: introduction, body and conclusion and also investigated how these three major parts were organized.

Table 8

The Organization in Students' First and Second Drafts of Argumentative Essays

Organization	First draft (*N* = 37)		Second draft (*N* = 37)	
	No. of Essay	Percentage (%)	No. of Essay	Percentage (%)
Introduction + Pro argument 1, 2, 3 + Counter-arguments and refutation + Conclusion	35	94.59	35	94.59
Introduction + Counter-arguments and refutation + Pro argument 1, 2, 3 + Conclusion	2	5.41	2	94.59

According to the findings, it could be seen that students organized their first and second drafts of argumentative essays using two different patterns. According to the first one, 94.59% of the students organized their essays by starting with the introductory paragraph, followed by the three main arguments in the three body paragraphs. Then, students provided the possible counter-arguments and the refutation. The last part of the essay was ended by the conclusion. Regarding the second pattern, only 5.41% of the students wrote the argumentative essays in accordance with this pattern. The major difference between these two patterns is the counter-arguments and the refutation paragraph appearing right after the introductory paragraph, followed by all arguments and ended the essays with the conclusion. Noticeably, students organized their first drafts and second drafts in the same way. Consequently, the number of essays applied each plan is

equal in both drafts. This shows that students did not change their organizational pattern between drafts.

4.2.3 The Introduction and Conclusion

In this study, an introduction is considered by three main components: a clear thesis statement, containing enough background and containing two-sided point of views. Regarding the conclusion paragraph, the researcher studied whether it is effective, restates the thesis statement and sums up all arguments mentioned in the body paragraphs. Table 9 presents the characteristics of the introduction and conclusion in the students' first and second drafts of an argumentative essay.

Table 9

The Introduction and Conclusion of the Students' First and Second Drafts of Argumentative Essays

		First draft (*N* = 37)		Second draft (*N* = 37)	
		No. of Essay	Percentage (%)	No. of Essay	Percentage (%)
Introduction	- contain a clear thesis statement	30	81.08	33	89.19
	- contain sufficient background	28	75.68	34	91.89
	- contain two-sided point of view	25	67.57	29	78.38
Conclusion	- effective	29	78.38	32	86.49
	- restate the thesis	32	86.49	34	91.89
	- summarize all main arguments	27	72.97	30	81.08

As demonstrated in Table 9, 81.08% of the students wrote a clear thesis statement in their introductory paragraph in their first drafts. Moreover, 75.68% of the students also provided readers with sufficient background information. However, only 67.57 % wrote the introductory paragraph containing two-sided point of views.   Regarding the concluding paragraph, 78.38% concluded their essays effectively and almost all of them

(86.49%) knew how to restate the thesis statement. Furthermore, 72.97% of the students summed up all arguments and counter-arguments in this paragraph.

With regard to the second drafts, 89.19% of the students wrote a clear thesis statement in their introductory paragraph. Moreover, 91.89% of the students also provided readers with sufficient background information. 78.38 % of the students wrote the introductory paragraph containing two-sided point of views. Regarding the concluding paragraph, 86.49% concluded their essays effectively and almost all of them (91.89%) knew how to restate the thesis statement. Furthermore, 81.08% of the students summed up all arguments and counter-arguments in this paragraph.

To conclude, students could improve their introductory and concluding paragraph better as shown by the higher percentage in all aspects in the second drafts.

4.2.4 The Body Paragraph

For the body paragraph, the researcher studied whether each body paragraph consists of topic sentences that support the writer' position; the reasons stated are convincing and relevant to the thesis and there are counter-arguments and refutations presented. Table 10 presents the characteristics of the body paragraphs in the students' first and second drafts of an argumentative essay.

Table 10

The Body Paragraphs in the Students' First and Second Drafts of Argumentative Essays

Body	First draft (*N* = 37)		Second draft (*N* = 37)	
	No. of Essay	Percentage (%)	No. of Essay	Percentage (%)
- Include topic sentences that support the writer's position	31	83.78	33	89.19
- Convincing and relevant reasons to the thesis	29	78.38	32	86.49
- Contain opposition / counter-arguments	30	81.08	34	91.89

As shown in Table 10, 83.78% of the students' first drafts presented the body paragraphs including topic sentences that supported the writer's position. 78.38% of the students could provide the relevant and convincing reasons. Besides, 81.08% of the students provided the counter-arguments in their body paragraphs of their argumentative essays.

According to the result of second drafts, 89.19% of the students presented the body paragraphs with topic sentences that supported the writer's position. Furthermore, 86.49% of the students provided the relevant and convincing reasons. Finally, the number of students who could present the counter-arguments in their body paragraphs is very high (91.89%).

4.2.5 The Linguistic Features in Students' First and Second Drafts of Argumentative Essays

To examine the linguistic features in students' first and second drafts of argumentative essays, the researcher looked at the following aspects: argumentative verbs appearing in the essays and sentence structures.

Table 11

The Linguistic Features in Students' First and Second Drafts of Argumentative Essays

Linguistic Features	First draft		Second draft	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Argumentative verbs				
Argue	21	56.76	27	49.09
Claim	8	21.62	13	23.64
Agree	3	8.11	7	12.72
Others	5	13.51	8	14.55
Total	37	100	55	100
Sentence structures				
Simple sentences	742	50.17	835	50.67
Complex sentences	332	22.45	374	22.69
Compound sentences	231	15.62	256	15.53
Compound-complex sentences	174	11.76	183	11.10
Total	1479	100	1648	100

As shown in Table 11, 56.76% of the students used the argumentative verb 'argue' in their argumentative essays, followed by 'claim' (21.62%), 'agree' (8.11%) and other argumentative verbs (13.51%). However, the number of argumentative verbs is not high because they appeared mostly in the counter-arguments or opposition and refutation paragraphs.

According to the finding of the second drafts, the number of argumentative verbs found in students' second drafts of argumentative essays is higher than the first drafts. This demonstrates that the students use more argumentative verb in their second drafts.

Regarding the sentence structures, the students wrote the highest number of simple sentences in their essays (50.17%), followed by complex sentences (22.45%) and compound sentences (15.62%). The least frequent type of sentence structure appearing in the students' essays was compound-complex sentences (11.76%)

However, in the students' second drafts of their argumentative essays, students lengthened their drafts by adding more sentences. Consequently, the number of sentences found in students' second draft is higher than in the first drafts.

4.3 Summary of the Chapter

This chapter reported how students improved the quality of argumentative writing from the first draft to the second draft. Additionally, the major characteristics and the differences in terms of salient features of argumentation and basic writing elements found in the students' first and second drafts were reported. In the next chapter, the discussions of the finding including implication of the study and the recommendations for the future research were presented.

CHAPTER 5

CONCLUSIONS AND DISCUSSIONS

This study intended to investigate the major characteristics in the first and second drafts of argumentative essays written by third-year English majors who were taught by the integrated process-genre approach at SWU. This chapter presents the conclusions and discussions of the findings. It also includes the implications, the limitations, and the recommendations for further studies.

5.1 Conclusions

This research examined the major characteristics of argumentative essays written by third-year English major students who were instructed by the integrated process-genre approach. The informants were 37 third-year English major students, enrolled in EN 431 – Composition 2 at SWU. The researcher collected the first and second drafts of argumentative essays written by 37 third-year English major students in EN 431 - Composition 2 class, a compulsory course in the first semester of the academic year 2008. The students were selected purposively as they were all English majors, who were required to learn to write an argumentative essay. All of them are Thai native students studying in the Faculty of Humanities at SWU.

In the Composition 2 class, students were taught to write an argumentative essay by an experienced writing instructor who taught writing based on the integrated process-genre approach. Students practiced writing through many stages of the writing processes including pre-writing, drafting / writing the first draft and revising. At the pre-writing stage, the students were explicitly taught with the rhetorical pattern of argumentative

writing. During five weeks of writing class based on the integrated process-genre instruction, students produced their first and second drafts of the argumentative essays on a selected topic. After that, the researcher collected the first drafts. After getting feedback and comments on their first drafts, students revised their papers and produced the second drafts. Then, all 37 second drafts were collected. Finally, 74 drafts of argumentative essays were collected and then analyzed qualitatively and quantitatively.

The first and second drafts of students' argumentative essays were scored holistically and analytically by two raters using the scoring guide devised by Knudson (1992). The mean scores of the first and second drafts were compared using paired t-test to find out whether the students could improve their drafts from the first to the second. In addition, the basic writing elements of effective argumentative writing were used to analyze the data.

The analysis of major characteristics of argumentative essays written by third-year English major students at SWU could be concluded as follows:

Firstly, the students who were taught with the integrated process-genre approach improved and produced the effective argumentative essays. That is, most of them could write an argumentative essay that contained all major aspects of argumentative writing: claim, data, opposition and refutation.

Secondly, regarding the organization of argumentative writing, students mostly used Plan A in their writing. They started their writing with the introductory paragraph and then provided the reasons that support the writer's opinion. In addition, almost all of the students could anticipate the oppositions or counter-arguments and also provided the responses to the counter-argument. For the concluding paragraph, they could write it effectively by restating the topic sentence, summing up all arguments and presenting the possible counter-arguments.

5.2 Discussions

5.2.1 The Improvement in the Quality of Argumentative Writing from the First Draft to the Second Draft

According to the statistic findings, it was found that the students had an improvement in the quality of writing from the first draft to second draft as shown by the higher mean scores of the second draft for both holistic and analytic scores. The reason why students could improve their second drafts might result from the feedback given by the teacher. Many students found that the teacher's comments are very useful in helping them to revise and edit their papers effectively. With the feedback given, the students had a clear picture of their writing. Consequently, their second drafts of an argumentative essay had considerably improved. The essays were unified, coherent, well-organized and logically developed paragraph within a paragraph and between paragraphs. Noticeably, the second drafts of the students had very few mistakes concerning grammar, and spelling when comparing with the first draft.

According to Meeampol's (2005) study, it is suggested that the plausible reason accounting for a positive impact on the students' writing ability is that the process-based instruction required students to take time with writing. The writing based on this approach could not be finished in one draft; students need to write several drafts before reaching the final product. Therefore, the improvement between drafts is understandable.

5.2.2 The Major Characteristics of Students' Argumentative Essays

5.2.2.1 Topics of Students' Argumentative Essays

According to the findings, it was found that students were interested in debating on five main categories of topics including technology (24.32%), ethic and moral value (18.92%), health (16.22%), education (13.51%), media (13.51%), and the topics that

could not be categorized (13.51%). Although the students had the freedom in choosing their topic, they were likely to make a discussion within their frame of understanding since it helped them to clarify their arguments easily. It is not surprising that students selected to discuss the most on the topic of technology. This is due to the fact that at present technology has an influence on students' daily life, and how good or bad of technology is still one of the most controversial issues in the society. Consequently, it might be easy for them to argue on the topic. According to Knudson (1992), he suggests that students should be encouraged to write an argumentative essay with the topic that they are knowledgeable about. He also notes that "a lack of background knowledge will result in students' making unsupported claims that may or may not be logically connected to the proposition, warrant, or opposition (p.176)." In addition, the second topic that students argued about is ethic or moral value is understandable because this type of topic is common for argumentative writing. As shown below are examples of students' topics of their argumentative essays:

Example 1: *Should a Teenager Girl Date a Person Online?*

Example 2: *Should Children Use the Internet for Learning Instead of Library?*

Example 3: *Should Young Thai People Live Together before Marriage?*

Example 4: *Is Abortion Good Solution for Teenager's Pregnancy?*

5.2.2.2 The Overall Rhetorical Pattern in the First and Second Drafts of Students' Argumentative Essays

According to the findings, it revealed that most of the students wrote the essays consisting of three major parts in six paragraphs: one for introduction, four for body and one for conclusion. These six paragraphs were organized in two different patterns. If we look closely, we can see that these two patterns applied by third-year English majors are

quite similar to Plan A and Plan B of basic patterns of argumentative essay proposed by Reid (1988). According to Reid (1988), there are three basic organizational plans for argumentative essays: Plan A, Plan B and Plan C.

The finding revealed that 94.59% of students preferred using Plan A rather than Plan B. Provided here is a brief outline of Plan A: introduction + pro argument 1, 2, 3 + counter-arguments and refutation + conclusion. For Plan B, the counter-arguments and refutation appears right after the introductory paragraph.

However, none of the students applied Plan C or a zig-zag pattern (Maccoun, 1983, as cited in Hatch, 1992) in their writing. This is due to the fact that the organization of Plan C is quite complex for them. In Plan C, the outline would be introduction + con + pro, con + pro, con + pro + conclusion.

5.2.2.3 The Introduction, Body and Conclusion

With respect to the overall rhetorical pattern of argumentative essay in students' first and second draft, most of them had a clear pattern of organizing argumentative writing. The students wrote their essays contained six main paragraphs. In the introductory paragraph, most of the students had a clear thesis statement or claim. However, this finding might contrast with Chaya's study (2005) which found that Thai students have problems in writing a clear thesis in their first draft of an argumentative essay. In the present study, in the pre-writing stage, students were taught to analyze the model of an argumentative essay, based on the genre approach. They also learned the elements of each part of an essay: the introductory paragraph, body paragraph (arguments and refutation) and the concluding paragraph. Also, the students learned to analyze each element and function of an essay. For example, in the introductory paragraph, the students learned that the first sentence aims to introduce the issue and provides background

information to the expected readers (Intraprawat, 2002). The next sentences state the importance of the issue and different point of views on the issue. Then the writer states his/her position as the main idea or thesis and shows how the main idea relates to the rest of the essay. The last sentence in the introductory paragraph indicates the organization or the scope of an essay. In addition, in the pre-writing, the students practiced writing the thesis statement. Therefore, they could write their introductory paragraph effectively with a clear thesis statement. As shown below is the example of a good and effective introductory paragraph of the student's first draft.

Title: Should Violence on TV Be Banned?

It is well known that television has played an important role in our daily life. Generally, people have different ideas about watching television. Some people love to watch television for entertainment and relaxation. They think that watching television is a way to reduce their stress; furthermore, they can keep up with the current situation. Nevertheless, television can be harmful. Other people believe that watching television can threaten their lives, particularly a program containing violence such as crime, drugs trafficking, and fighting. The universal definition of the word "violence" is any overt depiction of the use of physical force, or the credible threat of such force, to intend to physically harm an animated being or group of beings (123helpme.com. 2008: online). There is a significant problem with violence on television which people are now facing. The problem has been studied and researched for a long time since television was accessible. Researchers have acknowledged that violence which is portrayed on television is danger. Why is there violence on television? It is because violence is used for drawing people's attention to view such a program. *Although people have their rights to watch television no matter how violent its programs are, it is not as good to watch as they may think because it will cause social problems, threaten viewers, and it is able to make people become aggressive.*

From the example, apart from writing an introductory paragraph with a clear thesis statement, the students could also write the introductory paragraph that contains sufficient background information. They also knew that they should write the introductory paragraph contained two-sided point of views to give readers a clear picture of the issue.

Regarding the body paragraph, the students wrote four body paragraphs: three for the arguments and one for the opposition and refutation. To be more specific, the students include topic sentences in the body paragraph that support the writer's position. Furthermore, most of the student could address the relevant and convincing reasons to the thesis. It should be noted that the results of the current study are different from another study conducted by Phuwichit. According to Phuwichit's study (2003), it is found that the students could not write by providing sufficient evidence in order to convince the audience.

Relating to the concluding paragraph, students concluded their essays effectively and almost all of them learned how to restate the main idea or thesis in other words. Furthermore, the students learned how to sum up all arguments and counter-arguments in this paragraph. As shown below is an example of an effective concluding paragraph from a student's first draft.

Title: Should Bangkok People Use Mass Transportation Instead of a Private Car?

In conclusion, people in Bangkok should use mass transportation because it saves energy, decreases traffic jams, and especially reduces pollution which is a serious problem at present. Using mass transportation may be uncomfortable for some people, but it is another way to help us reduce the global warming. This is not only helping us, but it can help our country and our world.

In conclusion, it could be seen that most of the essays contained all major components of good argumentative essay writing. There are clear thesis statements, convincing and relevant reasons, opposition and refutation and conclusion. One plausible reason accounting for the significant performance of the students in writing an argumentation is the explicit teaching of genre. At the pre-writing stage, teacher provided students with the model of good argumentative writing; mostly all of them knew how good argumentative writing should look like. The students then are aware of the audience

and know how to fulfill the readers' expectation. That is, it contains a clear thesis statement or claim in this case and it has enough supporting details and reliable reasons. Furthermore, in the concluding paragraph, they could restate the main thesis by paraphrasing to strengthen their point of view.

5.2.2.4 The Linguistic Features in the First Drafts of Students' Argumentative Essays

As shown in Table 9, the students preferred using the argumentative verb 'argue' in their argumentative essays, followed by 'claim'. However, if it might be seen, the number of argumentative verbs is not high because they appeared mostly in the counter-arguments or opposition and refutation paragraphs as shown in the following examples:

Example 1: *Some people <u>argue</u> that this project is expensive and needs lots of money to hire professional teachers or to buy educational equipment.*

Example 2: *Some people <u>claim</u> that it is an easy way to get to know someone via the Internet.*

Example 3: *Some people <u>support </u>the availability of hard-core pornographic movies or magazine.*

Regarding the sentence structure, the students wrote the highest number of simple sentences in their essays, followed by complex sentences and compound sentences. The least frequent type of sentence structures appearing in the students' essays was compound-complex sentences. Chaweewong (2009) suggests that the students are likely to produce more simple sentences in their essays than any other types of sentence structures because the simple sentence is produced easily as it contains only one independent clause.

5.2.3 The Differences between Students' First and Second Drafts of Argumentative Essays

According to the result, there are some differences between students' first and second drafts of argumentative essays in the following aspects:

Firstly, in the introductory paragraph, students could improve their second drafts better in all aspects. That is, 89.19% of the students could write an introductory paragraph with a clear thesis statement. In addition, the number of students who could provide sufficient background information in an introductory paragraph increased from 75.68% to 91.89% in the second drafts. Furthermore, the number of students who could write the introductory paragraph containing two-sided point of views increased from 67.57% to 78.38% in the second drafts.

Secondly, with regard to the body paragraphs, changes can be seen in the counter-argument and refutation paragraph. In the first drafts, 81.08% of the students wrote the essays containing the counter-argument and refutation paragraph. However, in the second draft, the number of students who wrote the counter-argument and refutation paragraph increased from 81.08 to 91.89%. This can be assumed that the students knew how this paragraph is important in their essays.

Thirdly, with respect to the concluding paragraph, students concluded their essays effectively, and almost all of them or 91.89% knew how to restate the thesis statement in their second drafts. Furthermore, 81.08% of the students summed up all arguments and counter-arguments in this paragraph. To conclude, students could improve their concluding paragraph better as shown by the higher percentage of all aspects in the second drafts.

Fourthly, with regard to linguistic features in students' first and second drafts of their argumentative essays, the researcher looked at the following aspects: argumentative

verbs and sentence structure. According to the findings derived from the second drafts, the number of argumentative verbs found in students' second drafts of argumentative essays is higher than in the first drafts. This illustrates that the students use more argumentative verbs in their second drafts. The argumentative verb found the most in both drafts is 'argue'.

Lastly, with respect to sentence structures, the type of sentence structures used the most in students' first and second drafts of argumentative essays is simple sentences. It could be seen that the number of simple sentences in the second drafts is higher than in the first drafts. This is due to the fact that students need to clarify their ideas and try to convince the readers by supporting their claim with enough reasons after getting the teacher's feedback. In the revising stage, many students added more content in their second drafts, especially in the body and concluding paragraphs. To be more specific, the students who did not present enough reasons in their first drafts, improve their second drafts by adding more relevant reasons to make their essays clearer and more convincing. In some cases, students who did not provide the counter-argument and refutation paragraph in their first draft, tended to provide them in the second drafts after getting feedback.

To conclude, according to the results, the students could improve their second drafts as shown by the higher percentage in all aspects of the second drafts. The explanation accounting for the improvement in students' second drafts of argumentative essays is feedback that the teacher provided in the first drafts. Without feedback, the students do not know how to revise their drafts effectively. As Yan (2005) suggests, "the teacher should adopt the role of assistant and guide and work closely with students to encourage them, offering helpful feedback and suggestions. It is crucial for teachers to offer positive and constructive advice on what students have written (p.20)."

5.4 Implications of the Study

The findings of this study indicated directions in EFL writing and writing instructions in many aspects:

1. In academic writing, students should be encouraged to write their essay in many stages of writing including pre-writing, drafting and revising. In addition, the knowledge of writing genre is very important to them. The students should be taught different types of genre so that they know the salient features and the purpose of each type of writing. Then they can plan to write effectively using the structure outline of that type of an essay.

2. Feedback and comments should not be neglected in teaching writing because teacher's feedback is very important for the students to improve and revise their writing drafts effectively.

3. The integrated process-genre approach seems to be effective and useful in teaching argumentative writing for the students at SWU; it might be useful to introduce this teaching technique to other writing teachers and course developers.

5.5 Limitations of the Study

The limitations of this study are as follows:

1. The lessons and materials for teaching argumentative essay based on the integrated process-genre instruction were devised by the writing teacher. The researcher learned the steps of teaching from her and acted as a teacher assistant and an observer during five weeks.

2. This research was conducted with a small group of subjects; the findings may not be generalized to the population.

5.6 Recommendations for Further Studies

This study investigated the improvement from the first draft to the second draft of students' argumentative essays and also examined major characteristics in the first and second drafts of students' argumentative essays. According to the results, it can be seen that to teach students with an explicit genre could facilitate students to write effectively. However, this present study has been done very little concerning writing. It would be interesting and useful to conduct further studies in the field with various methods and various types of discourse. The recommendations for the further studies are as follows:

1. The researcher did not do the experimental study; the further studies should be conducted using the experimental design to see the effects of integrated process-genre approach of teaching.

2. This study was conducted with a small group of subjects; further studies should be done with a large number of subjects.

3. Since there are many approaches in teaching writing, further study should be done with different disciplines in order to find out which one is effective for teaching writing in the Thai context.

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APPENDICES

APPENDIX A

Holistic Scoring Guide for Persuasive Writing
This scoring guide is adapted from Knudson (1992, p.176-177)

Score Point	Rhetorical and Language Control

0	Papers that attempt to address the topic but are general and vague. In general, they are not fluent, do not list or discuss reasons for any argument, and contain many errors in form. They are characterized by some of the following:
	
	• Responses that are persuasive but are unsuccessful in their presentation because of the following types of limitations:
	    o Sparse responses, so that the reader is able to obtain only a vague impression of responding to the task
	    o No more than a brief unelaborated argument
	    o Lists of words or phrases
	• Responses that attend briefly to the task but do not remain on the topic
	• Responses that exhibit a lack of control of written discourse so that communication is impaired

1	Papers that respond to the task with some argument(s) and exhibit some development of logical reasoning. They are characterized by some of the following: • Responses that contain somewhat elaborated arguments • Responses characterized by limited control of written language - the word choice may be limited; errors in usage may occur; sentence structure may be simplistic; and responses may be awkward.

2	Papers that represent good attempts at developing a persuasive argument. The reader has no difficulty understanding the student's view point. These papers are characterized by some of the following:
	• Arguments that are moderately well developed. The development of the argument may be accomplished in several ways:
	    o By stating a reason to convince the audience of a point of view and then developing that reason
	    o By stating several reasons that are not elaborated to support a point of view
	• Responses that contain several reasons to convince the audience of a point of view but have no apparent organizational strategy. The reasons presented, however, are not contradictory.
	• Responses that are only somewhat elaborated but are organized. Those responses present an overall argument.

Score Point	Rhetorical and Language Control
2	Responses that exhibit a control of written language characterized by clarity of expression, some effectiveness in word choice, and correctness of punctuation so that the reader does not have to insert or delete punctuation to understand the point(s) made
3	Papers that represent good attempts at developing a persuasive argument. The reader has no difficulty understanding the student's view point. They are characterized by some of the following: - Arguments are moderately well developed. The development of the argument is frequently accomplished by stating a reason to convince the audience of a point of view, developing that reason, and stating several reasons that are not elaborated upon to support the point of view. - Responses are well organized. - Responses state a point of view, support reason(s) for that point of view, and may state or develop the opposite point of view.
4	Papers that respond to the task with developed and substantiated reasons/appeals. These papers ware well organized, fluent, and function as a unified piece of persuasion. They are characterized by some of the following: - Responses that are organized such that they operate as a unified piece of persuasion—they tend to have openings, to state and develop a thesis, and to have a closing. - Responses that are highly persuasive by developing and substantiating and appeal - Responses that are fluent, contain moderate/few mechanical errors, and show evidence of effective word choice
5	Papers that address the topic, state and elaborate arguments, and exhibit logical thought. These papers are outstanding. - Responses are well organized and fluent. The word choice is effective. - The organization is excellent. Punctuation is very good. Either mechanical errors do not interfere with reading the paper of there are few mechanical errors. - Responses may develop and argument to support a point of view and may list, develop, or elaborate multiple points of view.

APPENDIX B

Scoring Guide for Toulmin's Criteria for Argumentation
This scoring guide is adapted from Knudson (1992, p.177).

Element and Rating	Description
Claim	
6	Clear, complete generalizations related to the proposition are stated.
4	The reader must infer the writer's intent from information given by the writer, but enough information is given so that generalizations are related to the proposition or topic.
2	The writer's assertions are unclear and lack specificity although the generalizations are related to the proposition or topic.
0	There is no claim related to the proposition or topic.
Data	
6	The writer gives supporting data that is complete, accurate, and related to the proposition.
4	The writer gives supporting data that is related to the proposition, but not complete. The reader must infer much from the data.
2	The writer offers weak, inaccurate, or incomplete data.
0	The writer either offers no data or offers data having no relevance to the claim.
Opposition	
6	There is a systematic identification of the opposition.
4	There is an identification of opposing arguments, but these arguments are not specific.
2	There is some offering of opposition, but it is not specific.
0	There is no recognition of opposition offered.
Refutation	
6	There is systematic identification of the opposition and the opposing arguments.
4	Counterarguments are present, but the reader must provide the link between the counterarguments and the specific opposition.
2	There is a vague reference to implied opposition or a weak denial of opposition claims.
0	There is no offering of response to counter arguments.

APPENDIX C

Mean Scores of Students' First and Second Drafts from Holistic Scoring by Two Raters

	Mean Score of Two Raters	
No.	First Draft	Second Draft
1	3.75	4.25
2	3.25	4
3	3.25	3.75
4	4	4.5
5	3.25	3.75
6	3	3.5
7	3.25	4
8	3	3.75
9	3	3.75
10	4.25	4.5
11	3.5	4.25
12	3.25	4
13	3.75	4.25
14	3.5	4.25
15	3.5	4
16	3.2	3.75
17	3.5	3.75
18	3.2	3.75
19	3	3.5
20	4.2	4.75
21	4	4.5
22	3.25	3.75
23	4	4.5
24	3	3.5
25	4	4.5
26	3	3.75
27	3.2	4
28	3	3.75
29	3.5	4
30	3.2	4
31	2.75	3.5
32	3.25	3.5
33	3	3.75
34	3.2	3.75
35	3.5	4.25
36	3.5	4
37	3.25	3.75
$\bar{x}$	**3.38**	**3.97**

APPENDIX D

Mean Scores of Students' First and Second Drafts from Analytic Scoring by Two Raters

	Mean Score of Two Raters							
	First Draft				Second Draft			
No.	Claim	Data	Opposition	Refutation	Claim	Data	Opposition	Refutation
1	4.5	4	2	2.5	6	4.5	3.5	2.5
2	3.5	3	2.5	1.5	5	4	3	2
3	3	3.5	2.5	1.5	4.5	4	2.5	1.5
4	5	4.5	3.5	1.5	5.5	4	4.5	3
5	5.5	4	3	1.5	5	4.5	4	3.5
6	3.5	4	2.5	2.5	5.5	4.5	4	3
7	3	3.5	2.5	2.5	5	4	3.5	3
8	5	4	1.5	1.5	5	4	2.5	2.5
9	5	4	2.5	1.5	5.5	4	4	2
10	5	5.5	3.5	3.5	5.5	5.5	4	4
11	5	3	3.5	2.5	4	4	4	4
12	3	3.5	2.5	1	4.5	3.5	4	4
13	5	4	4	2	5.5	4.5	5	4.5
14	5.5	4.5	4	2	5.5	4.5	4.5	3
15	5	4	3.5	3.5	5.5	4.5	4.5	4.5
16	4	2.5	2.5	1.5	5	3	3.5	1.5
17	5	4.5	4	2	5.5	4	4.5	2.5
18	5.5	4	4	3	5.5	4.5	4.5	3.5
19	5	3.5	4	4	5.5	4.5	4	4
20	4.5	3.5	4	1.5	5.5	4	4.5	2
21	5	3.5	3.5	1.5	5.5	4.5	4	4
22	4	4	3	2.5	5	5	4	3
23	4	3	3	3.5	5.5	4	5.5	4.5
24	4	3.5	1	0	5	4	1	0
25	5.5	4	4	4	5.5	4	4	4
26	4.5	4	0	0	5.5	4.5	4	3
27	4	3.5	4	2.5	5	4	4	4
28	3	2.5	1.5	1	5.5	4	2	1.5
29	3.5	2.5	0	1	5.5	4	4	3
30	5	4	3	1	5.5	4.5	4.5	4
31	5	2.5	3.5	3.5	5	4	5	4
32	5	4	3.5	3.5	6	4.5	5.5	4.5
33	5.5	4.5	3	2.5	5.5	4.5	4.5	3.5
34	5	4	4	4	5.5	4	4	4
35	5	5	2	1	5.5	5.5	4.5	3.5
36	5.5	5	5	4	5.5	5	5	4
37	5.5	4	4	3	5.5	4.5	4	4
$\bar{x}$	4.58	3.80	2.97	2.20	5.31	4.28	4.00	3.22

APPENDIX E

A Sample of the Analysis of Argumentative Essay

Title: Should the Media Be Censored?

Text	Text Organization	Remark
Introduction Have you ever thought about the media censorship?	Introductory statement	Question/Getter attention
Censorship occurs when a country or a group of people block certain materials, which can be political, religious, sexual or, violent, so that others cannot access it.	Background Information	
Today, there is much controversy over whether there should or shouldn't be censorship of media.	Different points of view	Controversial issues/ Two sides of opinions
Some people agree strongly that censorship protects society.	View A	
Others disagree, believing that they should be free to decide what they read, see or talk about.	View B	
Although some people think about their personal freedom and losing some details of useful material, censorship is still necessary for protecting society, banning materials resisting our social tradition, and providing an opportunity for children to see good programs.	Anti-thesis-Opposing view Thesis / claim	Clear with three arguments/reasons
Body paragraph 1 First, People in favor of censorship believe strongly that the society needs to protect against violent and pornographic materials.	Topic sentence 1/ 1st reason	Clear transition Support thesis
Some people would support the availability of hard-core pornographic movies or magazines. Entertainment businesses create more violent and pornographic materials because they believe it attracts people to purchase their products. In these situations, the material should be censored, providing a warning that it could be offensive or inappropriate for certain ages. Today many TV programs and moves contain lines or scenes that are inappropriate for children. Because of the reason, censorship is necessary for protecting society.	Evidence / Example Concluding sentence	Evidence-not support the reason Example – not clear Relate to the topic sentence

Text	Text Organization	Remark
Body paragraph 2 Another reason why censorship is necessary is to censor materials are acting in defense of the views and traditions of the society.	Topic sentence 2/ 2nd reason	Clear transition Support the thesis
People expect their governments to act to prevent the distribution or availability of forbidden materials of items.	Evidence /	Clear – support the reason
There is often very strong support in a society for limits on certain kinds of materials for religious or cultural reasons. Allowing people to discuss ideas opposing religion or culture of our society could destabilize.	Example	Clear – no transition
In order to make the society a safer place to live in, the government has to ban materials resisting our social traditions.	Concluding sentence	Confirm the topic sentence/reason 2
Body paragraph 3 One good reason for censorship is that children have an opportunity to see good programs without violent and pornographic materials.	Topic sentence 3 Reason 3	Transition clear Support thesis
People selling pornography and other materials advertise their products, and it will be impossible for children to avoid seeing them.	Evidence 1	Clear-support the reason
Since there were many violent and pornographic materials in society today, censoring the kind of materials gives children a chance to learn some significant one.	Evidence 2	Clear-support the reason
Children were allowed to see more programs because there is censorship on the media	Concluding sentence	Relate to the topic sentence, but no transition

Text	Text Organization	Remark
Refutation paragraph **Opposing view point** Those in favor of removing censorship also claim that the type of materials blocked controls their personal freedom, and is chosen for the wrong reasons. People believe they have the right to decide what they want to see or read or discuss, but the government are not doing it to restrict individual freedom. They aim to make the society a peaceful place. Also, some groups think often useful material for example in textbooks or medical sites in blocked. Actually, it may effect children who have not been educated enough to really understand the kind of textbook. Therefore, censorship is very important for our society.	Transition to opposing view Opposing argument/ Counter-argument Interpretation of opposing view Refutation 1 Refutation 2 Concluding sentence	 Not clear Good conclusion / Related to the topic sentence
Conclusion I believe that censorship is absolutely necessary because people have very valid reasons, for objecting to it. Because of increasing violent and pornographic materials, censorship is necessary to protect society, to ban materials resisting the views and traditions of the society, and to provide children more alternatives to see good programs. Personally, I feel that some forms of censorship are necessary, but the government needs to open about its decision.	Restate thesis Benefit for audience Argument and opposing viewpoint Conclusion	

APPENDIX F

A Sample of Essay Using Plan A

Title: Should the Media be Censored?

Text	Text organization
Have you ever thought about the media censorship? Censorship occurs when a country or a group of people block certain materials, which can be political, religious, sexual or, violent, so that others cannot access it. Today, there is much controversy over whether there should or shouldn't be censorship of media. Some people agree strongly that censorship protects society. Others disagree, believing that they should be free to decide what they read, see or talk about. <u>Although some people think about their personal freedom and losing some details of useful material, censorship is still necessary for protecting society, banning materials resisting our social tradition, and providing an opportunity for children to see good programs.</u>	Introductory paragraph Providing some background information Thesis / claim Presented clearly at the end of the paragraph
First, People in favor of censorship believe strongly that the society needs to protect against violent and pornographic materials. Some people would support the availability of hard-core pornographic movies or magazines. Entertainment businesses create more violent and pornographic materials because they believe it attracts people to purchase their products. In these situations, the material should be censored, providing a warning that it could be offensive or inappropriate for certain ages. Today many TV programs and moves contain lines or scenes that are inappropriate for children. Because of the reason, censorship is necessary for protecting society.	The first reason presented the body paragraph 1
Another reason why censorship is necessary is to censor materials are acting in defense of the views and traditions of the society. People expect their governments to act to prevent the distribution or availability of forbidden materials of items. There is often very strong support in a society for limits on certain kinds of materials for religious or cultural reasons. In order to make the society a safer place to live in, the government has to ban materials resisting our social traditions.	The second reason presented in the body paragraph 2
One good reason for censorship is that children have an opportunity to see good programs without violent and pornographic materials. People selling pornography and other materials advertise their products, and it will be impossible for children to avoid seeing them. Since there were many violent and pornographic materials in society today, censoring the kind of materials gives children a chance to learn some significant one. Children were allowed to see more programs because there is censorship on the media.	The third reason presented in the body paragraph 3

Text	Text organization
Those in favor of removing censorship also claim that the type of materials blocked controls their personal freedom, and is chosen for the wrong reasons. People believe they have the right to decide what they want to see or read or discuss, but the government are not doing it to restrict individual freedom. They aim to make the society a peaceful place. Also, some groups think often useful material for example in textbooks or medical sites in blocked. Actually, it may effect children who have not been educated enough to really understand the kind of textbook. Therefore, censorship is very important for our society.	Refutation paragraph / Opposing viewpoint
I believe that censorship is absolutely necessary because people have very valid reasons, for objecting to it. Because of increasing violent and pornographic materials, censorship is necessary to protect society, to ban materials resisting the views and traditions of the society, and to provide children more alternatives to see good programs. Personally, I feel that some forms of censorship are necessary, but the government needs to open about its decision.	Conclusion Restate thesis Benefit for audience Argument and opposing viewpoint

APPENDIX G

A Sample of Essay Using Plan B

Title: Should Students Work Part-Time While Studying?

Text	Text organization
In today's society, many college students have a part-time job after school. Whether students should do a part-time job while studying or not is a controversial issue. Many students believe that a part-time job benefits them so much. By doing part time jobs they can earn some money, become financial independent and even can help their family in case of needs, on the other hand, many ague that students should not do part-time jobs because their main duty is studying. <u>Although doing a part-time job while studying will make students' lives hectic and stressful, it has many advantages because it can improve students working skills, brings them some money and gives them some experiences that they cannot find in schools or their textbooks.</u>	Introductory paragraph with some background information Thesis / claim Presented clearly at the end of the paragraph
Some people argue that students should not do part-time jobs because their main duty is studying. They have to concentrate on the lessons and spend their time for studying. By doing part-time job, they will loose an amount of time each day, thus they may have the difficulties in following the lessons. They will be tired after work. Doing a part-time job makes their lives hectic and depressed since they have many tasks to do. They must be responsible both of studying and working. They will more stressful when they have to solve the problems in their work. However, working part-time jobs have many benefits for students so much by these good reasons.	Opposing view point is addressed and refuted
First, it will improve students working skills. By working part-time students can learn how to work and live with other people. It gives an opportunity to young people to learn how to work under pressure. They will have a good time management skills. Students will have a schedule to do their tasks and activities in daily lives, so they will be more disciplinary and responsible. Students can also learn how to deal with the problems that may happen in their future working circumstance. They can learn what they actually like. The more jobs they participate in the more chances they obtain to know different characters of different jobs. Moreover, they can plan to study what will be useful for their favorite jobs. Some of their working skills can be used to their career in future. Hence, they can work capably with high salary and high position in their company or organization.	The first reason with supporting details

Text	Text organization
Second, students will earn some money from their part-time jobs. It is undeniable that money plays an important role on people's life. By doing a part-time job, students can earn some money to help their families in case of needs. Some students may need to get a part-time job to continue their studies because their families may not be able to support them. The extra money is not only support their studying but also supply for their essential demands. Having money from working part-time, they can pay for themselves everyday basic needs such as buying some books, paying for their transport fees, tailoring their clothes or even taking a long holiday without depending on their families' finance. They will have a small amount of money to buy personal things they like. In addition, they will be happy to spend money from their labor, and realize the value of money and spend their money more carefully. It is the best way to learn about the saving.	The second reason with supporting details
The last reason is by doing a part-time job; students will have some experiences that they cannot gain from schools or their textbooks. It is very good for them to do a part-time job since it is not only giving them some extra money but also contributes to their work experience and helps build up their personality. When they have a part-time job, they will have many chances to meet different people and develop their individual personality. For example, they will have more confidence and independence which is significantly useful to accomplish the success in other aspects in their lives, especially in their future work. Can the student know how to talk with her boss in the company she intends to work at if she did not has true experiences from the part-time job? Of course it would be easier if she could take some knowledge from her previous experiences and use them to talk to her boss. Students will gain more social confidence to communicate with others, so getting a part-time job is very necessary when students have to practice the life experiences to become adults. Furthermore, experiences from working part-time will be an advantage for them when they apply for a job. They need to have some experiences for their future careers. This is really an important factor in nowadays-competitive job environment. Most companies prefer to choose the candidate who has some good experiences since that person can work without training. Student's working experiences will create a strong impression for the employer. If they have good experiences, they will have an opportunity to get a good job after they have graduated.	The last argument presented
By working part-time jobs, students will practice working skills and earn some money. It is very necessary and important for them to gain life experiences. Students should do a part-time job when they have the opportunity to do, but they have to attentively study in order to have good results in their education.	Conclusion paragraph Writer try to re-state all reasons but not quite effective enough

VITAE

VITAE

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