CHAPTER II

LITERATURE REVIEW

This chapter discusses academic discourse analysis, specifically rhetorical structure analysis proposed Hyland model (1990). Then, it discusses the traditions of genre studies and investigates overlaps and distinctions among them. Finally, it reviews what has been one on argumentative writing and corpus analysis.

Hyland (2003a) discussed several limitations of the Genre Analysis. Hyland defines genre as "abstract, socially recognized ways of using language for particular purposes" (2003a, p. 18). According to Hyland, writers utilize an argumentative essay to take a stance on an issue, convincing readers to agree with a particular opinion or concept. Ferris (1994) further pointed out that little exposure to the convention of formal argumentation for ESL/EFL students would be another significant problem. Simple sentences and monotonous words dominated their essay. Genre analysis in the present study was conducted to investigate the linguistic features in student essays. Analyzing genre means investigating instances of the student texts to get insights into how they use this genre and why they write it the way they do.

2.1 Rhetorical Patterns

Rhetoric is a study that in addition to imparting an art and guiding good practice-encourages critical and substantive reflection about the situated relations of discourse to reason, character, and com- munity in human action. (Fleming, 1998). In Merriam Webster dictionary states that rhetoric is the art of speaking or writing effectively. In a broad sense, and may also refer to that same subject in a somewhat deprecatory sense (given to insincere or grandiloquent language). Also, pattern is a form or model proposed for imitation.

Rhetorical pattern in this study refers to ways of organizing information. This study adopted rhetorical patterns as well as each pattern's general structure and their purpose as proposed by Hyland (1990).

2.2 Argumentative Essay

An argumentative essay can be defined as writing addressing a controversial issue, followed by the writer's stance and debate of opposing perspectives. Then, the writer justifies his or her perspective by presenting reasons and elaborated support to influence the readers. Finally, the essay is finished with a conclusion.

The argumentative essay is a genre of writing that requires the student to investigate a topic, collect, generate, evaluate evidence, and establish a concise stand on the topic. Generally, argumentative writing requires the student to investigate a topic in response to a persuasive topic by collecting, generating, and evaluating evidence; and establishing a position on the topic in a logical and concise manner. Writing an argumentative essay is more challenging because the writer holds a position on a controversial issue, provides reasons and opinions, and clarifies and elaborates those opinions to convince the audience on an issue (Reid, 1988). These definitions suggest that an argumentative essay consists of a controversial topic, the writer's stance, arguments, and reasons to justify the position.

Hyland defines argumentative essay "… by its purpose which is to persuade the reader of the correctness of a central statement" (p 68). He uses the genre analysis approach by using the terms stage and moves. Genre and moves are important elements because Hyland (2003) has defined genre as "… abstract, socially recognized ways of using language for particular purposes" (p18) and moves as defined by Bhatia (2001) are "…rhetorical instruments that realize a subset of specific communicative purposes associated with a genre" (p. 84).

Based on the review above, it is evident that the production of argumentative writing requires the writer to attend to the context of the situation and rhetorical goals

and several steps following the convention of the essays: the introduction, the body, and the concluding paragraph.

2.3 The Organizational Structures of Argumentative Essays

Students can use several organizational patterns of argumentative writing as models for their writing, and similarly, many researchers use the patterns as a criterion to evaluate students' writing quality.

"Superstructure is the organizational plan of any text and refers to the linear progression of the text" (Connor, 1990. p. 74). The raters will be used to identify the occurrence of the superstructure components in the student's essays.

The rhetorical structures of argumentative writing are Hyland's (1990) descriptive framework of the generic structure of argumentative essays.

$$\boxed{\textit{Thesis ^ Argument ^ Conclusion}}$$

Figure 2.1 Hyland's Model (1990)

According to Hyland, an argumentative text contains thesis and a reasonable solution to a controversial problem, similar to the Argument Stage in which reasons are offered to support the writer's stance. Evaluation is also presented to test the solution proposed by the writer. Finally, conclusion reinforces the reader of the writer's point of view.

In this model, each stage contains several moves which are either obligatory or optional (see table 2.1).

Tabel 2.1
Argumentative Essay Model

STAGE	MOVE
1.Thesis Introduces the proposition to be argued	M1 - Gambit. Attention grabber: controversial statement or dramatic illustration

	M2 - Information. Presents background material for topic contextualization
	M3 - Proposition. It furnishes a specific statement of the position
	M4 - Evaluation. Positive gloss – brief support of proposition
	M5 - Marker. Introduces and/or identifies a list
2. Argument Discusses grounds for thesis (four move argument sequence can be repeated indefinitely)	M1 - Marker. Signals the introduction of a claim and relates it to the text
	M2 - Restatement. Rephrasing or repetition of proposition
	M3 - Claim. States reasons for acceptance of the proposition. Typically based on: a) strength of perceived shared assumptions b) a generalization based on the data or evidence, c) force of conviction
	M4 – Support. Sates the grounds which underpin the claim. Typically: a) explicating assumptions used to make claim, b) providing data or citing references
3. Conclusion Synthesized discussion and affirms the validity of the thesis	M1 - Marker. Signals conclusion boundary
	M2 - Consolidation. Presents the significance of the argument stage to the proposition.
	M3 – Affirmation. Restates proposition
	M4 – Close. Widens context or perspective of proposition

2.4 Studies on Argumentative Writing

Connor (1990) researched rhetorical measures to analyze and evaluate argumentative student writing. One hundred fifty essays written by high school students from three English-speaking countries were investigated. The study's results

showed that the measure (claim, data, warrant), credibility appeal (writer's personal experiences, knowledge of the subject, awareness of audience), and syntactic factor were the best predictors of writing quality.

The results of the study by Connor (1990) have suggested that rhetorical measures can be used to judge students' argumentative writing. In addition, when learning argumentative writing, students need to be aware of the argumentative structure and use persuasive appeals to improve their writing quality.

Crowhurst (1990) described several studies he conducted examining students' performance in argumentative writing and suggesting teaching strategies. The description of these essays mainly focused on the length, conclusions, organization, and language. The research findings revealed that problems in writing argumentative essays came from the lack of content, poor structure, and immature language. Crowhurst suggested pre-writing activities to familiarize them with the topic and clarify their ideas. An introduction to argument structures is necessary to facilitate reading and writing argumentative essays.

2.5 Definitions of Genre

Martin (1984) gives a brief but precise definition of a genre. 'Genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture' (p. 25). Hyland (2003a) defines genre as "abstract, socially recognized ways of using language for particular purposes" (p. 18). He believes that it is a way of achieving some purposes through using language in specific contexts. Hyland further explains that "Genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and can draw on their repeated experiences of particular contexts to read, understand, and perhaps write the text that occurs in them relatively easily by using conventionalized forms and communicative practices that individuals develop relationships, establish communities, and get things done" (cited in Johns et al. 2006, p. 237). This study defines genre as a way of classifying texts (and experiences). Categorization schemes are used for sorting

genres at the global level and vary across media and genres. In order to investigate the rhetorical patterns in the essays, the notion of the genre was developed by Hyland (1990). Hyland's notion of genre is used in this study.

The ESP approach adopts John Swales's framework (1990) on scientific reports' discourse structure and linguistic features. He proposed that genre is a classification of communicative events which are shared by a specific community to achieve communicative purposes. This study defines genre analysis as a way of examining a type or style of writing in order to understand the conventions, text structures, intentions, and target audience for that genre.

Many researchers hold that genre functions can be used as a tool for analyzing the structural moves and English writing instructions for nonnative speakers in academic contexts (Hyon, 1996). The ESP approach enables learners to raise their awareness of text patterns and the structural moves of writing. In the light of the literature review of genre studies, this study assumes that the student writers who lack familiarity with the conventions of this type of genre may struggle to write appropriate texts. Eventually, the background knowledge about the genre offers a guideline for writers and a framework for researchers to analyze the texts of such genre.

According to schema theory, schema activation helps students organize units of knowledge or ideas for writing and to prepare what will be needed to create a practical text (Hyland, 2004). Knowledge about text types enables the writer to correctly organize information based on a conventional frame (Hyland, 1990). Schema activation helps students understand the organization and content associated with a genre (Hyland, 2004). He also demonstrated an explicit understanding of how target texts are restructured and why they are written, providing learners something to focus on for making writing outcomes clear rather than relying on trial and error whereby learners are suggested to master through repeated writing experiences (Hyland, 2003b) (Hyland, 2007).

2.6 Genre Analysis

      The analysis of linguistic features in small corpora has produced significant findings on language use. For example, the choice of tense was investigated in a study by Henry and Roseberry (2001). This study compared a corpus of introductory paragraphs to guess speakers with a similar corpus of application letters. A corpus is a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description (Kennedy, 1998. p. 1). The corpus 20 video recordings made by both English native speakers and non-native speakers was compared.

      The direct use of corpora has been extensively studied by Tribble (2000) and Aston (2001). The present study will be useful as a valuable raw database and evidence for improvement in writing course design and a reference for the selection of appropriate writing textbooks for Sriwijaya Polytechnic students.

      This chapter addresses a theoretical framework for the present study. Through the literature review concerning the study, the limitations and process approaches were discussed. Thus, the genre-based approach, putting emphasis on communicative purposes in a social context, was introduced as a remedy to address the problems from the two approaches. Therefore, the importance of this study was also identified based on the review of previous studies on argumentative writing and corpus analysis. These research reviews inspire the present study to enrich the available findings.