

CHAPTER IV

RESULTS

This study was aimed to analyze the argumentative essays written by the Thai fourth-year English major students at Naresuan University in Phitsanulok. The results were presented in this chapter.

Research Question One

What are major characteristics of the argumentative pattern written by fourth-year English major students?

Finding One: The Major Characteristics of Argumentative Essays

To obtain the finding 1, 43 essays were given numbers and were assigned into each of the three stages (thesis, argument, and conclusion). Then each stage was analyzed and explained in terms of move sequence according to the Hyland's framework (see Chapter II). The major characteristics are shown in Table 3, Table 4, and Table 5.

Table 2 The Number of Sentences Possessing in the Move Concerned

MOVE STAGE	Number of Sentences	Number of Functions	M1	M2	M3	M4	M5
Thesis	107	127	-	37	50	33	7
Percentage	25.65	24.37	0	7.10	9.59	6.33	1.34
Argument	281	355	18	15	176	146	
Percentage	67.38	68.13	3.45	2.87	33.78	28.02	
Conclusion	29	39	8	2	16	13	
Percentage	6.95	7.48	1.53	0.38	3.07	2.49	
Total	417	521					
Percentage	93.49	100					
Unidentified	29						
Percentage	6.50						

N=446 sentences, 43 essays * the central move

Thesis Stage M1 = Gambit M2 = Informing * M3 = Proposition

M4 = Evaluation M5 = Marker

Argument Stage M1 = Marker M2 = Restatement * M3 = Claim M4 = Support

Conclusion Stage M1 = Marker * M2 = Consolidation M3 = Affirmation M4 = Close

Note that in Table 3, the total number of sentences in column 2 and the total number of functions in column 3 were different. That is because there were some sentences which had more than one function. There were 417 sentences or 93.49 % from all essays the functions of which could be identified and 29 sentences or 6.50 % the functions of which could not be identified.

Table 3 showed that most functions appeared at the argument stage, 355 functions or 68.13%. Out of 355 functions, 18 functions (3.45%), 15 functions (2.87%), 176 functions (33.78%), and 146 functions (28.02%) were found used in marker, restatement, claim, and support move respectively. The second most appeared at the thesis stage; 127 functions or 24.37 % were found. Out of 127 functions, 37 functions (7.10%), 50 functions (9.59%), 33 functions (6.33%), and 7 functions (1.34%) were employed in informing, proposition, evaluation, and marker move respectively. The least use of the functions was found in the conclusion stage; only 39 functions or 7.48% were used. Among them, 8 functions (1.53%), 2 functions (0.38%), 16 functions (3.07%), and 13 functions (2.49%) were found occurring in marker, consolidation, affirmation, and close move respectively.

Table 3 The Number of Essays Possessing in Each Stage

Stage Move	Number of Essays Possessing in Each Stage				
	M 1	M 2	M 3	M 4	M 5
Thesis	-	17	43	17	6
Percentage	0	39.53	100	39.53	13.95
Argument	9	9	40	39	-
Percentage	20.93	20.93	93.02	90.70	-
Conclusion	7	2	15	9	-
Percentage	16.28	4.65	34.88	20.93	-

N= 43

Thesis Stage

M1= Gambit

M2 = Informing

* M3 = Proposition

M4 = Evaluation

M5 = Marker

Argument Stage

M1= Marker

M2 = Restatement

* M3 =Claim

M4 = Support

Conclusion Stage

M1= Marker

* M2 = Consolidation

M3 = Affirmation

M4 = Close

* the central move

In terms of moves used, at the thesis stage, move 3 (proposition) appeared the most, 43 from 43 essays or 100 %, move 2 and move 4 (information and evaluation) were used the second most, 17 from 43 essays or 39.53 %, move 5 (marker) was used the least, 6 from 43 or 13.95 % and move 1 was not used. At the argument stage, move 3 (claim) appeared the most, 40 from 43 essays or 93.02 %, move 4 (support) was used the second most, move 1 and move 2 (marker and restatement) were used the least, 9 from 43 essays or 20.93 %. At the conclusion stage, move 3 (affirmative) appeared the most, 15 from 43 essays or 34.88 %, move 4 (close) was used the second most, 9 from 43 essays or 20.93 %, move 1 (marker) was used the third most, 7 from 43 essays or 16.28%, move 2 (consolidation) was used the least, 2 from 43 essays or 4.65 %.



Table 4 The Variety of the Use of Moves in the Essays

The use of move	Thesis Stage	Argument Stage	Conclusion Stage
Central move only	13	26	-
Percentage	30.23	60.46	-
Central move + one optional	20	12	1
Percentage	46.51	27.90	2.33
Central move + two optional	10	3	1
Percentage	23.25	6.97	2.33
Central move + three optional	-	-	-
Central move+ four optional	-	-	-
Optional move only	-	-	20
Percentage	-	-	46.51
Total	43	41	22
Percentage	100	95.34	51.16

N=43, Thesis-Central Move = M 3

Argument-Central Move = M 3

Conclusion-Central Move = M 2

In terms of the variety of moves used, at the thesis stage, 13 out of 43 essays (30.23%) contained the central move only, 20 out of 43 essays (46.51 %) contained the central move and one optional move, and 10 out of 43 essays (23.25 %) contained the central move and two optional moves. The students did not use more than three moves in this stage. At the argument stage, 26 out of 43 essays (60.46%) contained the central move only, 12 from 43 essays (27.90 %) contained the central move and one optional move, and 3 out of 43 essays (6.97 %) contained the central move and two optional moves. The students did not use more than three moves in this stage. At the conclusion stage, no essay contained the central move only. One out of 43 essays (2.33%) contained the central move and one optional move, and 1 out of 43 essays (2.33 %) contained the central move and two optional moves. The students did not use more than three moves in this stage.

Tables 3, 4, and 5 answered the first question of the major characteristics of the essays. The major characteristics can be discussed according to the use of sentences, the number of moves used in each stage, and the variety of the moves used.

Regarding the sentences used, students tended to devote the content to the argument stage. It was evident that most of the sentences from the whole were found in this stage. 355 functions out of 521 functions or 68.13% were found. The number of functions used occurred in the thesis stage, (127 functions) and the conclusion stage, (39 functions) as the second and the third most respectively.

Regarding the variety of the moves used, it can be concluded that in the thesis stage, 46.51% of all students could use the central move together with one optional move. There were 30.23% of all students who used the central move only and only 23.25% of them could use the central move together with more than one optional move. In the argument stage, it was found that most students used the central move only, claim and support. There were 26 students or 60.46% of all students that employed only the central move. Twelve of them or 27.90% could use the two central moves together with another optional move and only 3 students or 6.97% could use the central move together with more than one optional move. This means that they had the ability to use

all moves in this stage. In the conclusion stage it was found that most students could not use the central move, as there were only two students who used the central move in their essays. Instead, students tended to be able to use the optional move, especially the affirmation move, well.



Research Question Two

To what extent did the argumentative patterns written by fourth-year English major students correspond to the framework of the argumentative pattern proposed by Hyland?

From the findings in Tables 3, 4, and 5 can be answered the second research question. As can be seen from the overall characteristics discussed in research question one, most students had the tendency to write an argument corresponding to the framework of Hyland. That was because the researcher could identify the functions of individual sentences and of the paragraphs in the way that Hyland has proposed. The principle to judge whether or not the essay was written according to the framework is based on whether most of sentences in each individual essay could be fitted into moves and stages according to those identified by Hyland or not.

However, from the findings of this study, it could not be said that the writers of these 43 essays wrote their argument corresponding entirely to the framework. The reason was that there still were some sentences and paragraphs in some essays the functions of which could not be identified. In addition, as shown in Table 5, there were 2 essays that did not have the argument stage and 21 essays that did not have the conclusion stage.

To answer this research question, it could be concluded that most students had the ability, to some extent, to write an argument corresponding to the framework proposed by Hyland even though the problems of building and ordering their elements of the argumentation were found.

Research Question Three

In terms of argumentative patterns, what is the difference between high-rated and low-rated essays written by the fourth-year English Major students?

To get the findings, the essays scored low and high (from the mean average) were classified and placed into two groups, high rated and low-rated essays (see Appendix B). Then five high-rated and five low-rated essays (from the top 10% and the bottom 10 %) were analyzed descriptively.

Finding Two

High-Rated Essay 1

(1) After I read your announcing board, I really agree with your policy that all of English teachers will speak English in the class because English is the important thing in daily life. (2) It's an international language. (3) Not only student in English major, but we should emphasize English skills for everyone in university because every fields have to concern with English.

(4) Nowadays, I realize that Thai students have problems about speaking and listening in English.

(5) They rarely have no an opportunity to practice their English skills; moreover, they do not dare to speak with foreigners. (6) If their teachers speak with them in English everyday, they will fell familiar with English and will not fell embarrass anymore.

(7) Lastly, I would like to suggest you that the teacher should be flexible with students, shouldn't expect to much with them because this project is new for Thai student. (8) Sometimes they probably don't understand what the teacher said. (9) The teacher should be calm in the first and raise the level gradually. (10) I believe that your policy will successful absolutely.

In this essay, the writer began the essay by using a proposition move and an evaluation move in the first sentence. Then an informing move (2) was used. Noticeably, the writer used various moves in the thesis stage (1, 2), but these moves were not organized according to the proposed order.

In the argument stage, the writer proposed a claim in sentences 3 and 4 without any supporting ideas. In sentence 5, the writer proposed a claim again and supported the idea in sentence 6. In sentence 7, the writer proposed a claim with a marker move. In sentences 8 and 9, it seemed that the writer did not write a clear statement; thus it is hard to know what the writer's purpose was. The writer concluded the essay by using an affirmative move in the conclusion stage.

It can be seen that the writer composed the essay with precise distinction between thesis, argument, and conclusion stages. Therefore, this essay had all elements necessary for a good argumentative essay.

High-Rated Essay 2

(1) According to the new policy of our University which let teachers speak English in all English courses, I agree with it. (2) For I realize the benefit of this policy that it will improve the qualities of our students, teachers and lessons.

(3) Firstly, students will be able to improve their English, if they have given a chance to practice.

(4) Even though they may confuse in the first time, they may adapt themselves rapidly.

(5) Secondly, our teachers will have a chance to sharpen their speaking skill.

(6) They will be aware to improve their pronunciation and their intonation all the time.

(7) Lastly, English lessons will be more efficient. (8) That is because students will not just only study English, but they can also use English in the same time, especially speaking and listening skills. (9) As we know that, reading and writing can be practiced outside the class, but in Thailand, which do not use English as a native language, practicing speaking and listening skills are very difficult.

(10) Therefore, giving a chance to both students and teachers to use English during the class is the beat way to improve their abilities.

In the first sentence, the writer began the essay by using a proposition and followed by an evaluation in the second sentence, which are moves in the thesis stage.

In the argument stage, the writer employed the marker and claim moves in sentence 3 and supported the claim in sentence 4. In sentences 5 and 6, the writer used the same pattern as in sentences 3 and 4 by employing marker, claim, and support moves. Again in sentences 7 and 8, the writer proposed marker, claim and support moves. But in sentence 9, the writer proposed a claim without a support idea.

In sentence 10, the writer proposed a marker and emphasized the idea by using an affirmative move.

In terms of organization, the writer had a clear position and developed the idea from the thesis to the conclusion stage. This essay, therefore, contained all expected elements an effective argumentative essay should have.



High-Rated Essay 3

(1) I agree for the policy that all English professors must use only English in all English courses. (2) This policy is very useful for all English major students in both Humanities and Social Science and Education Faculty. (3) It is specific for English major students because most English courses are taken by English major students. (4) Although most students in other majors or faculties take only English Foundation course, it is also useful for them because they will get the good basic English skills. (5) I think it isn't difficult for them because they had already studied English when they were in primary and high school. (6) And they could pass English examinations for entering into the university.

(7) This policy makes all English develop their English skills; it can help them practice and improve their English skills especially in English comprehension even if they are not English major students. (8) Nowadays, English is more important; it is involved in all occupations. (9) It is good for us who have good basic English skills to communicate with other people because there are a lot of foreign investors who are interested in running their business in Thailand. (10) That causes many changes for us to run business with them.

(11) English is necessary in daily life. (12) If we have good basic English skills, it is advantage for us to success in our business.

The writer started the essay by using a proposition move in the first sentence and employed an evaluation move in the second sentence. Both moves are in the thesis stage.

In the argument stage, the writer proposed a claim in sentence 3 without a supporting idea and also proposed a claim again in sentence 4 following a supporting idea. In sentence 5, the writer brought up a claim and a supporting idea in the sentence and proposed a support idea again in sentence 6. In sentence 7, it seemed that the writer used a restate move, which the writer did not put in the right position. In sentence

8, the writer moved back to the thesis stage again and used an informing move alternatively with an evaluation move in sentence 9 and sentence 10. In sentence 11, the writer used an informing move and an evaluation move in sentence 12 which moved back into the thesis stage.



High-Rated Essay 4

(1) According to the announcement which require all English teachers and students use only English in class. (2) I think it's a good way to improve an English of the students, but I'm afraid that effect from this policy will be deadful because of many reason. (3) First reason is each student has different English background, some are excellent but some are weak. (4) When these student study in the class, maybe some of them don't understand what their teacher said. (5) Second, some of the subjects such as mathematic and science are very difficult to understand even if the teachers who teach those subjects explain in Thai, so if the teachers explain in English, may be it's hard for weak students to understand it. (6) In the conclusion, please consider about this policy again for the benefit of all students who will be the power to develop our country. (7) I suggest that we should use English just in some classes which concern about English language such as Oral English or English discussion classes.

The writer began the essay by using an informing move in sentence 1. In sentence 2, it seemed that the writer preferred the position of using English. However, the writer finally took the opposite stance, saying, "...but I'm afraid that effect from this policy..." It is obvious that the writer did not agree to the use of English in class. Therefore, in the thesis stage the writer employed informing move (1), proposition move (2), and marker move (3).

In the argument stage, the writer used a marker move following a claim in sentence 3 and proposed a supporting idea in sentence 4. In sentence 5, the writer proposed a marker, claim and supporting idea in one sentence. In the conclusion stage (sentences 6 and 7), the writer used the marker and consolidation moves to strengthen the argument. Even when concluding the essay, the

writer brought up a new idea that should occur in the argument stage. However, the writer composed the essay by using the three important parts (thesis, argument and conclusion stages).



High-Rated Essay 5

(1) I don't agree with this policy. (2) Although English is important language for today, now Naresuan is not ready yet for this policy. (3) Some university in Bangkok have teaching all subject in English because before being the student in those universities the candidates have to pass English Test in all subjects to make sure that they come from good background in English.

(4) If Naresuan University will be used this policy, I believe that there are many students can't adjust themselves for this policy. (5) Most students in our University are not good background education in English. (6) Teaching in English every subjects in the class will effect the scores of the students because they don't understand what the teacher say. (7) Moreover, I want to ask you a question that are you sure the teacher in our university can speak English very well and they can communicate the information correctly to the students.

(8) If the university still want to use this policy I think before launching this policy the University should be solve the problems that I said above.

The writer began the essay by using a proposition move (1) in the thesis stage in one sentence. In the argument stage, the writer proposed a claim in sentence 2 followed by a series of supporting ideas in sentences 3-6 and proposed a claim again in sentence 7. In the conclusion stage, the writer used an affirmative move (8) to confirm the idea that the writer did not agree with using only English in class.

In this essay, although the writer composed the essay in only eight sentences, the writer employed all stages that a good essay should have.

Characteristics of the High-Ratted Essays

The results of the descriptive analysis of the high-rated essays revealed some important characteristics of argumentative writing, which can be discussed as follows:

1. High-rated essays had good patterns of organization. All writers of this group employed every stage of argumentation in their writing. A clear distinction among Thesis, Argument, and Conclusion Stage is made to allow readers to follow the development of the argument easily. In addition, these writers built their argument in a precise order from the thesis to the argument to the conclusion respectively.

2. The writers of this group had a clear proposition and supportable claim. In addition, they proposed rather effective support to the claim raised. In terms of proposition, most of the students made a clear decision to write for or against the policy. Having made a clear decision enabled them to control their ideas well and made them write effectively. According to claims and support, these students clearly knew how to present and support an argument in a way that was recognizable to English speakers as effective. Their claims were supported by concrete evidence.

3. They seemed to know how to signal their audience to let the audience know the direction or the way the essays are being developed. That the writers signaled the direction to the audience beforehand helped the audience to better understand ideas the writers intend to express. A high frequency use of markers was found in some essays of this group.

4. The writers used various moves within one stage. Not only was the proposition move found used in the thesis stage, the informing, evaluation and marker moves were also found. In the argument stage, apart from the central moves, marker, claim, support moves, and restate moves were employed in their essays. In the conclusion stage, every move was found used; this shows the ability in presenting an argument in different forms via the use of alternative instruments. In addition, the order of the moves used in each stage conforms to Hyland's model. The ability in using different forms of presenting an argument enhanced the writers to have more power in composing a convincing essay according to the situation and the audience.

The Analysis of the Low-Rated Essays

Similar to the analysis of the high-rated essays, the low-rated essays were described individually. Then the major characteristics were described.

Low-Rated Essay 1

(1) I saw your announcement last Monday about teachers of all English courses should use only English in class. (2) I don't agree with your proposal because it's impossible to do. (3) I really know that many student in Naresuan University can't well speak English to the teachers. (4) They fear that teachers won't understand them. (5) I will agree if teachers use English and Thai in class which is difficult such as essays and report writing, journalism. (6) Because these subjects is very difficult and very hard to understand. (7) If teachers use only English, I 'm sure that may be students misunderstand. (8) Another subjects is about conversation should use only English because students have to practice. (9) I'd like to say that you should use both Thai and English each class. (10) Because many students and I don't want it.

The writer began the essay by giving a little information about the university policy. The informing move (1) was employed in the initial position of the thesis stage. Then in sentence 2, the writer raised the proposition associated with the evaluation in the same sentence. Sentence 2, therefore, had two functions, proposition and evaluation. Without any marker, the writer moved to the argument stage (sentence 3) functioning as a claim. Then the writer supported the claim with the evidence that seemed not very strong since it was the writers' own opinion. Leaving the first claim unclear, the writer moved to the second claim (sentence 5). Weaker than the first claim, the second was raised with some support (sentences 6-8). It seemed that sentence 9

should function as the concluding sentence. However, the writer employed sentence 10, the last sentence of this essay, and he stopped his essay there. The reader might expect to read more support for the reason in sentence 10. Therefore, if the writer had stopped his essays at sentence 9, it would have sounded much better.



Low-Rated Essay 2

(1) I am a fourth year student of this university. (2) Since I had seen the announcement of the teachers of all English courses use only English in class, I think that this concept was not good in real situation. (3) Sometimes the students were not understand the instruction of the teachers, so the teachers had to turn back in Thai. (4) Some teachers' pronunciation was not easy to understand. (5) Some teachers lectured very rapidly and the students could not get along with the lesson. (6) It makes the students boring to take part in activities in class.

(7) The teachers should use both English and Thai in class. (8) Most of students are not bilingual.

(9) And most students have inspired to be fluent in English, however, they have to try gradually.

The writer started the essay with the informing move (sentence 1) of the thesis stage telling the information about the writer herself. Then in the argument stage (sentences 2,3) the proposition was raised. The writer moved to the argument stage without providing any signal, the marker move, to the readers; and before stating the claim, the support move was placed in the initial position of the second sentence. In sentence 4 (the argument stage), the second claim was raised although the first claim was still not clarified. Again there was no concrete evidence to strengthen the second claim. Being unaware of the insufficient support to the previous claims, the writer raised another claim, the third one (sentence 5). The third claim was supported by the writer's opinion stated in sentence 6. Even though the support was proposed, it was not strong enough to convince the readers as her support was based on her own opinion which was not strong enough to convince the readers. In sentence 7, it seemed that the writer intended to conclude what had been argued previously (from sentences 3-6). The writer

should have finished the essay here; instead another claim was raised in sentence 8. In sentence 9, which should be the support of sentence 8, the function of the sentence was ambiguous. The reader would probably have the problem about whether the sentence functioned as the support of the previous sentence, a new claim or a conclusion.



Low-Rated Essay 3

(1) I think that I agree for this policy because now English is the most important language to communicate with others especially, the foreigners. (2) And in this age, everything such as a signpost, a traffic sign or poster is used in English. (3) So if all English professors use only English in class, it will be good result to the students. (4) But I think the professors should say slowly because the students may not understand some of words and they can ask at that time. (5) And I believe that many students are nervous to say in English thought one is their professors. (6) So this policy is necessary. (7) But the English professor have to be really excellent in English before to teach the students. (8) I had ever studied in English courses with an English professor. (9) She made me fell silly because I didn't understand in everything that was said by her. (10) She was tortuous. (11) And my friend and I had the same idea.

In the first sentence of the thesis stage, the writer first proposed the proposition in the main claim. Then the evaluation move was employed in the sub-claim, to give a positive comment on the position. Sentence 2 functioned as the informing move of the thesis stage. Then the writer turned back to the proposition again and gave some comments on it (sentence 3). In sentences 4 and 5, the writer tended to move to the next stage, the argument. However, it seemed that the claim (sentence 4) and the support (sentence 5) functioned unsuccessfully. Instead of strengthening the proposition, they weakened it since he wrote, in sentence 5, that students felt nervous to use English but he wrote in sentence 6 that the policy was necessary. This is not a logical conclusion. In sentence 6, the writer concluded what had been stated from

sentences 1-5 and the writer should have ended the essay here. However, she raised another claim in sentence 7 and gave some details from sentences 8-11.

This essay consisted of many undistinguishable stages. The audience would be confused when reading this text. They would not be able to make the decision as to which sentence functioned as which move and belonged to which stage. The writer organized the essay inefficiently. For example, sentence 1 should be placed following sentence 2 and sentence 6 should be at the end of the essay. The writer also needs to revise sentences 4 and 5 to make it function as the support of the proposition. In another perspective, this essay had more the characteristics of a narrative essay than those of an argumentative essay.



Low-Rated Essay 4

- (1) Nowadays, the technology is world wide.
- (2) The communication is an important for most people.
- (3) English is the important too. (4) The students should learn English so much.
- (5) Some students can't illiterate. (6) The usage English is suitable for teaching in the university because the students can learn English very well. (7) The university is launching a new policy requiring all English professors to use English in class.
- (8) I agree on this policy because the students can practice the foreign language.
- (9) The usage English in class can develop the skills of student. (10) In the other hands, I think that the usage only English in class may be difficult for freshy student. (11) Especially, English grammar is the subject that must clearly explain.
- (12) The method of teaching in English of the teachers should be clear and easy.

Sentences 1-5 of the essay functioned as the informing move of the thesis stage. The writer stated the proposition in sentence 6, which was in the argument stage, and the evaluation move was provided in the second part of the same sentence. Then in sentence 7, the writer employed the informing move again and the proposition was stated again in sentence 8 associated with an evaluation move. Then the writer moved to the argument stage in sentence 10 but the claim used did not support the proposition. Instead, it tended to make the proposition weak. Sentence 11, which supported the previous sentence, also made the writer's argument weaker because the idea contradicted the proposition which had been argued previously in sentences 3 and 4. Leaving the previous sentence unexplained, the writer proposed a new claim without any strong evidence to support it. The conclusion was left unstated in this essay. The writer was unable to organize the essay to make it an effective argument.

Low-Rated Essay 5

(1) In my opinion, I think a new policy has advantages and disadvantages because most of the students didn't study at the same level. (2) The advantages of a new policy is most of students can improve their skills such as listening, speaking and writing. (3) They may be intend to study more than the past because a lot of professors taught their students in Thai language. (4) The next advantages, when most of students improve their skills, they may communicate with foreigners. (5) On the other hand, if most of students don't understand the subjects that the professors teach them only English, they don't intend to study. (6) Then, the students may not attend to class so they don't pass the exam. (7) I think a new policy is good for some subjects because some subjects is difficult to understand in English.

In this essay, the writer did not state his proposition exactly whether to write for or against the policy. Sentence 1 of the essay functioned as the proposition move of the thesis stage associated with the reason why he did not choose for or against the policy. The next sentence (sentence 2) was devoted to describe the advantage of the policy with support in sentence 3. Then another advantage of the policy was proposed without any supporting detail. In sentence 5, the writer turned to the disadvantage of the policy using sentence 6 as the support move. In sentence 7, another claim move was raised without any supporting idea. The conclusion was not proposed in this essay.

This essay was scored low probably because of the lack of exact proposition and concrete support for the claim proposed.

Characteristics of the Low-Rated Essays

The results of the descriptive analysis of the low-rated essays revealed some characteristics of argumentative writing that made the essay ineffective, which can be discussed as follows:

1. The pattern of organizing an argument was not clear. Most essays were written in only one paragraph. Readers might encounter difficulty separating these essays into stages. Apart from this, there was no signal or marker appearing in the paragraph to guide the readers whether they were reading the thesis, argument or conclusion stage. Besides the imprecisely ordered pattern of organizing the argument which was obvious in almost every essay of this group, none of these essays included the exact conclusion stage. It was considerably hard to assume a particular sentence or a set of sentences function as the conclusion stage since in such a sentence or set of sentence the intention of the writers cannot be interpreted. The argument written in this format will never work with the audience who may not be receptive to the writers' position nor is it possible even for receptive readers.

2. The writers did not state exactly what their proposition was. Some of these students seemed to be reluctant to argue for or against the policy. Their way out was to stand in the middle, which was not the right way in argumentative writing. As a result of not being pro or con, most students wrote the first half of their essays in favor of one side and the rest of it in favor of the other side. Doing so, the essay would lack the power of persuasion and it might be considered a kind of writing that merely gave fact or expressed the writer's opinion.

3. Writers of the low-rated essays had a tendency to lack the ability to present supportable claims and provide subtle and reasonable support to those claims. Students tended to raise a series of claims in their essay without providing any support. It was often found that there were too many claims in one essay which were left without being clarified. Then the writers moved to another claim and again left it unexplained. It was also found that most writers presented a series of claims that seemed to contradict or at least not support the initial proposition. This made the essays incoherent.

4. The writers seemed to be confused in ordering the moves in each stage, especially in the thesis stage. Informing and gambit moves were expected to occur preceding the proposition move. The evaluation and marker move must follow the proposition move. Nevertheless, it was found that the students were not aware of these restrictions. In some essays, the proposition move was found in the initial position of the essay followed by an informing move. An evaluation move was also found preceding the proposition move. This might result in an incoherent argument.

5. These students seemed to have limitation in using alternative moves. In the thesis stage, it was the proposition and evaluation moves that the writers mostly used. Gambit, informing and marker moves were rarely used. The claim and support moves, which were the central moves, were mostly used in the next stage. Marker and restatement moves were not found to be used. Only the affirmative move was used in the conclusion stage. However, it was very rarely used since in low-rated essays the conclusion stage was not clear or did not even exist.

Table 5 The Differences Between the High and Low-Rated Essays

Stage	Move Score	M1	M2	M3	M4	M5	Unidenti- fied
Thesis	High (5)	-	4	5	5	1	3
	Low (5)	-	9	5	7	-	1
Argument	High(5)	5	1	16	13		
	Low(5)	-	5	21	8		
Conclusion	High(5)	-	1	3	-		
	Low (5)	-	-	-	-		

Thesis Stage

M1= Gambit

M2 = Informing

* M3 = Proposition

M4 = Evaluation

M5 = Marker

Argument Stage

M1= Marker

M2 = Restatement

* M3 =Claim

M4 = Support

Conclusion Stage

M1= Marker

* M2 = Consolidation

M3 = Affirmation

M4 = Close

The results of the descriptive analysis of the two sets of essays revealed some important differences in the characteristics as follows:

1. Most good writers had a clear pattern of organizing argumentative writing. They apparently divided the content into three important parts: thesis, argument, and conclusion while most weak essays came in a big paragraph without separating into three parts: thesis, argument and, conclusion. In addition, these low-rated essays did not propose the conclusion stage.
2. The writers of the high-rated group stated exactly what their proposition was while the writers of the low-rated group tended to have an ambiguous proposition since they did not make a decision whether to write for or against the policy.
3. The high-rated essay writers were able to signal the readers to make them know in what way or direction the essay was being developed. This can be noticed from the use of markers. In contrast, the writers of the low-rated group could not guide the audience as they wrote due to the lack of the use of any markers in any stages of their essays.
4. The two groups had different ability to use various moves in each stage. The writers of good essays tended to have better ability in writing argumentative essays. They used more various moves in their writing than the writers of low-rated essays did.