

**A TEXTUAL STRUCTURE ANALYSIS OF ENGLISH
ARGUMENTATIVE ESSAYS ON TOURISM**

NUTTAPORN KONGPOLPHROM

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
(LINGUISTICS)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2013**

COPYRIGHT OF MAHIDOL UNIVERSITY

Thesis
entitled
**A TEXTUAL STRUCTURE ANALYSIS OF ENGLISH
ARGUMENTATIVE ESSAYS ON TOURISM**

Nuttaporn Kongpolphrom

.....
Mrs. Nuttaporn Kongpolphrom
Candidate

Pattama Patpong

.....
Lect. Pattama Patpong, Ph.D.
Major advisor

Somsonge Burusphat

.....
Prof. Somsonge Burusphat, Ph.D.
Co-advisor

Sujaritlak Deepadung

.....
Assoc. Prof. Sujaritlak Deepadung,
Ph.D. Co-advisor

B. Mahai

.....
Prof. Banchong Mahaisavariya,
MD., Dip Thai Board of Orthopedics
Dean
Faculty of Graduate Studies

Sumitra Suraratdecha

.....
Lect. Sumitra Suraratdecha, Ph.D.

Dean
Mahidol University
Research Institute for Languages and
Cultures of Asia,
Mahidol University

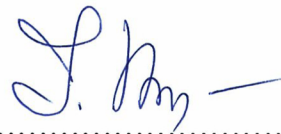
Thesis
entitled
**A TEXTUAL STRUCTURE ANALYSIS OF ENGLISH
ARGUMENTATIVE ESSAYS ON TOURISM**

was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Doctor of Philosophy(Linguistics)

on
May 17, 2013



.....
Mrs. Nuttaporn Kongpolphrom
Candidate



.....
Assoc. Prof. Jirapa Vitayapirak, Ph.D.
Chair



.....
Prof. Somsonge Burusphat, Ph.D.
Member



.....
Lect. Pattama Patpong, Ph.D.
Ph.D.
Member



.....
Prof. Banchong Mahaisavariya,
MD., Dip Thai Board of Orthopedics
Dean
Faculty of Graduate Studies
Mahidol University



.....
Assoc. Prof. Sujaritlak Deepadung,

Member



.....
Lect. Sumitra Suraratdecha, Ph.D.

Dean
Linguistics
Research Institute for Languages and
Cultures of Asia,
Mahidol University

ACKNOWLEDGEMENTS

This dissertation would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study.

First and foremost, my utmost gratitude go to Dr. Pattama Patpong, my advisor, whose sincerity and encouragement I will never forget since she has been my inspiration as we hurdle all the obstacles in the completion this research work. Her efficiency and consistency have dramatically influenced me; in addition, she has continually and convincingly conveyed a spirit of adventure in regard to Systemic Functional Linguistics.

Besides, it gives me great pleasure in acknowledging the support and help of Professor Somsong Burusphat, Associate Professor Sujaritlak Deepadung, and Associate Professor Jirapa Vitayapirak, whose enthusiasm for discourse analysis had lasting effect. They all possess the attitude and substance of linguistic geniuses. Without their guidance and persistent assistance, this dissertation would not have been possible.

Deepest gratitude is also due to the generosity of Associate Professor Sureepong Phothongsunan, Dr. Atthasith Boonsawad, and Dr. Nanta Thonginkam, Candidate, whose facilitation on data and guidance on this research is extraordinary.

I would like to express my love and appreciation to my beloved family members, Phromphan Kongpolphrom, my husband and Praewa Kongpolphrom, my daughter for their understanding & endless love, through the duration of my Ph.D. study.

Finally, thanks and appreciations also go to my fellow researchers at Mahidol University in mentally and physically supporting me throughout.

Nuttaporn Kongpolphrom

A TEXTUAL STRUCTURE ANALYSIS OF ENGLISH ARGUMENTATIVE ESSAYS ON TOURISM

NUTTAPORN KONGPOLPHROM 5036129 LCLG/D

Ph.D. (LINGUISTICS)

THESIS ADVISORY COMMITTEE: PATTAMA PATPONG, Ph.D. (LINGUISTICS),
SOMSONGE BURUSPHAT, Ph.D. (LINGUISTICS),
SUJARITLAK DEEPADONG, Ph.D. (LINGUISTICS)

ABSTRACT

This study aims to identify the essential components needed in argumentative essays written by collegiate Thai student writers in an English program. The frameworks selected are integrated into the analysis on move structure, textual metafunction, and cohesion. The objectives of this study are to explore the move structure in students' argumentative essays, the textual metafunction focusing on the Theme system, and cohesion made by students through cohesive devices. The data utilized were 100 argumentative essays in response to the essay topic "Ecotourism should be promoted," written by students enrolled in the English for Tourism course in a Thai private international university in Semesters 1/2011 and 2/2011. The essays chosen were those consisting of at least three paragraphs: the introduction, the argumentative essay body, and the conclusion; however, those not selected lacked the aforementioned essential components and were not considered argumentative essays.

The findings reveal that most students could effectively write their General Statements in the essay introduction (82%), followed by Generalization (79%), and Hook 60%. In the essay body, students produce Topic Sentences at 94%, followed by Support (90%), and Concluding Statements (62%). In the essay conclusion, most students produce their Restatement (91%), Clinchers and Final Closing (69% and 39% respectively). Textual metafunction profiles show that most of the unmarked topical Themes are found in this analysis (55%), Textual Theme (39%), marked Topical Theme (4%), and Interpersonal Theme (2%). Lastly, the degree of using Multiple Theme is high (69%), but just 31% of Single Theme is selected in this research. Thematic progression yields a high frequency of Simple Linear Theme pattern (4%), Constant Thematic Pattern (40%), and Split Rheme (6%). This research on cohesion analysis of argumentative essays shows that most students employ reference devices (46.76%), lexical cohesion (39.77%), conjunctions (12.66%), and substitution (0.81%). No instance of ellipsis is found in this study. The combination of the three frameworks results in effective organization, clarity, and coherence of argumentative essay.

KEY WORDS: ARGUMENTATIVE / MOVE / STAGE / THEME / RHEME /
COHESION

292 pages

การวิเคราะห์โครงสร้างเรียงความโต้แย้งภาษาอังกฤษเกี่ยวกับการท่องเที่ยว

A TEXTUAL STRUCTURE ANALYSIS OF ENGLISH ARGUMENTATIVE ESSAYS ON TOURISM

ณัฐพร กองพลพรหม 5036129 LCLG/D

ปร.ด. (ภาษาศาสตร์)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์: ปัทมา พัฒน์พงษ์, Ph.D. (LINGUISTICS),

สมทรง บุรุษพัฒน์, Ph.D. (LINGUISTICS), สุจิตต์ลักษณ์ ศีผดุง, Ph.D., (LINGUISTICS),

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อระบุองค์ประกอบจำเป็นในการเขียนเรียงความโต้แย้งของนักศึกษาไทยที่ศึกษาวิชาภาษาอังกฤษเพื่อการท่องเที่ยวหลักสูตรภาษาอังกฤษในมหาวิทยาลัยเอกชนแห่งหนึ่ง กรอบแนวคิดที่นำมาใช้ในการวิจัยได้บูรณาการไว้ใน การวิเคราะห์โครงสร้างลำดับชั้นของภาษา ไวยากรณ์ระบบและหน้าที่ของการแสดง ความหมายจากความสัมพันธ์ของข้อความ และการเชื่อมโยงความ วัตถุประสงค์ของการวิจัยนี้คือ เพื่อสำรวจองค์ประกอบของเรียงความโต้แย้ง ได้แก่ โครงสร้างลำดับชั้นของภาษา ไวยากรณ์ระบบและหน้าที่ของการแสดง ความหมายจากความสัมพันธ์ของข้อความโดยเน้นที่ระบบโครงสร้างแสดงข้อความหลักที่ปรากฏต้นประโยค และการเชื่อมโยงความโดยใช้กลไกการเชื่อมโยงความในเรียงความโต้แย้งของนักศึกษา ข้อมูลที่นำมาใช้วิเคราะห์ในครั้งนี้คือ เรียงความโต้แย้งหัวข้อ “การท่องเที่ยวเชิงนิเวศน์ควรได้รับการสนับสนุนหรือไม่” ของนักศึกษามหาวิทยาลัยเอกชนแห่งหนึ่ง ที่ลงทะเบียนเรียนวิชา ภาษาอังกฤษเพื่อการท่องเที่ยว ในภาคการศึกษาที่ 1 และ 2 ของปีการศึกษา 2011 จำนวน 100 ชิ้น เรียงความที่นำมาใช้ในการวิจัยคือ เรียงความที่ประกอบด้วยอนุเลขอย่างน้อย 3 อนุเลข ได้แก่ บทนำ เนื้อเรื่อง และบทสรุป เรียงความที่ขาดองค์ประกอบดังกล่าวจะไม่ถือว่าเป็นเรียงความโต้แย้งและไม่นำมาใช้เป็นข้อมูลในการวิเคราะห์

ผลการวิเคราะห์ข้อมูลพบว่า นักศึกษาร้อยละ 82 สามารถเขียนข้อความเกริ่นนำได้ ร้อยละ 79 สามารถเขียนใจความหลักของเรียงความได้ และร้อยละ 60 สามารถเขียนประโยคที่ชวนให้ติดตามในบทนำของเรียงความได้ ในส่วน เนื้อหาเรียงความ นักศึกษาร้อยละ 94 สามารถเขียนประโยคใจความสำคัญได้ ร้อยละ 90 สามารถเขียนข้อความสนับสนุนได้ และร้อยละ 62 สามารถเขียนประโยคสรุปได้ ในส่วนสรุปของเรียงความ นักศึกษาร้อยละ 91 สามารถเขียนประโยคการ กล่าวซ้ำได้ ร้อยละ 69 สามารถเขียนข้อความสรุปได้ และ ร้อยละ 39 สามารถเขียนประโยคปิดท้ายได้ การวิเคราะห์ ไวยากรณ์ระบบและหน้าที่การแสดง ความหมายจากความสัมพันธ์ของข้อความแสดงให้เห็นว่า มีการใช้ลักษณะทั่วไป คิดเป็นร้อยละ 55 ข้อความหลักที่ประกอบด้วยหน่วยเชื่อม คิดเป็นร้อยละ 39 ลักษณะต่างจากทั่วไป คิดเป็นร้อยละ 4 และ ส่วนหน่วยหลักที่แสดงความสำคัญ ผู้ร่วมเหตุการณ์ คิดเป็นร้อยละ 2 การวิเคราะห์การพัฒนาข้อความหลักแสดงให้เห็นการใช้แบบสลับที่ ร้อยละ 54 แบบคงที่ ร้อยละ 40 และแบบแตกมาจากข้อความรองร้อยละ 6 และสุดท้ายการวิเคราะห์ใจความ สำคัญเดี่ยวและใจความสำคัญหลากหลาย พบการใช้ใจความสำคัญหลากหลาย มากถึงร้อยละ 69 แต่พบการใช้ใจความ สำคัญเดี่ยวเพียงร้อยละ 31 การวิเคราะห์การเชื่อมโยงความพบว่า นักศึกษาใช้คำอ้างอิง ร้อยละ 46.76 ศัพท์ปรากฏร่วม ร้อยละ 39.77 คำเชื่อม ร้อยละ 12.66 การแทนที่ร้อยละ 0.81 และไม่พบการใช้การละไว้ งานวิจัยนี้มีประโยชน์ต่อนักศึกษา ในด้านการเรียบเรียง โครงร่างเรียงความโต้แย้ง ความชัดเจนของประโยค และความสอดคล้องของเรียงความ

CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT (ENGLISH)	iv
ABSTRACT (THAI)	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Objectives	4
1.3 Contributions of the Study	5
1.4 Research Questions	5
1.5 Scope of the Study	6
1.6 Theoretical Framework	6
1.7 Organization of the Dissertation	9
1.8 Definition of Terms	10
CHAPTER II LITERATURE REVIEW	12
2.1 Introduction	12
2.2 Genres	12
2.3 Moves in the Argumentative Essay	18
2.4 Systemic Functional Linguistics	20
2.5 Cohesion	29
CHAPTER III RESEARCH METHODOLOGY AND FRAMEWORK	38
3.1 Research Methodology	38
3.1.1 Data Collection	38
3.1.2 Data Preparation	42
3.1.3 Data Analysis	44

CONTENTS (cont.)

	Page
3.2 Theoretical Frameworks	49
3.2.1 Move Analysis	49
3.2.2 Systemic Functional Linguistics	51
3.2.3 Cohesion	56
3.3 Scope and Limitation	57
3.3.1 Data Collection	57
3.3.2 Completeness of Data	58
3.3.3 Research Generalization	58
CHAPTER IV MOVE ANALYSIS	59
4.1 Introduction	59
4.2 Text Illustrating Move Analysis	61
4.3 The Analysis of Moves in the Essay Introduction	67
4.3.1 Hook	68
4.3.2 General Statements	70
4.3.3 Thesis Statement	76
4.4 The Analysis of Moves in the Essay Body	84
4.4.1 Topic Sentence in the Essay Body	85
4.4.2 Supports in the Essay Body	100
4.4.3 Concluding Sentence in the Essay Body	105
4.5 The Analysis of Moves in the Essay Conclusion	107
4.5.1 Restatement in the Essay Conclusion	108
4.5.2 Clincher in the Essay Conclusion	109
4.5.3 Final Closing in the Essay Conclusion	113
4.6 Conclusion and Discussion	114
CHAPTER V TEXTUAL METAFUNCTION ANALYSIS: THE SYSTEM OF THEME	116
5.1 Introduction	116
5.2 Text illustrating textual resources	118

CONTENTS (cont.)

	Page
5.3 The System of Theme	125
5.4 Single and multiple Themes	171
5.5 Thematic progression (construction of flow of information)	176
5.6 Conclusion and Discussion	210
CHAPTER VI COHESION ANALYSIS	213
6.1 Introduction	213
6.2 Text Illustrating Cohesion Resources	216
6.3 Cohesion Resources in 100 Argumentative Essays	219
6.4 References	221
6.5 Lexical Cohesion	232
6.6 Conjunctions	239
6.7 Substitution	247
6.8 Ellipsis	248
6.9 Conclusion	249
CHAPTER VII CONCLUSION AND DISCUSSION	251
7.1 Conclusion	250
7.2 Discussion	256
7.3 Suggestions for Further Studies	264
BIBLIOGRAPHY	266
APPENDICES	
Appendix A Move Analysis	277
Appendix B	278
Appendix C Cohesion Analysis	285
Appendix D Course Outline	287
BIOGRAPHY	292

LIST OF TABLES

Table	Page
2.1 The Structure of Argumentative Essay	18
3.1 Mark Allocation	40
3.2 Essay Source	41
3.3 The Structure of the Argumentative Essay Used in This Research	43
3.4 Move Analysis on Argumentative Essays of Tourism Students	46
3.5 Codes of Move Structure	46
3.6 Codes of Stage Structure	47
3.7 Cohesion Analysis	48
4.1 Score Allocation for Final Exam Essay in the English for Tourism Course	59
4.2 Prototypical Argumentative Essay with Conventional Moves	61
4.3 Swale's CARS Model for Article Introductions	65
4.4 Move Analysis in 100 Argumentative Essays of Tourism Students	66
4.5 Unconventional Move Flow	82
5.1 Argumentative Essay Outline	118
5.2 Clauses Numbering in the Prototypical Text	121
5.3 Analysis of Theme System in the Prototypical Text	123
5.4 The Characteristics of Themes and Rhemes	126
5.5 The Percentiles of Theme Choices in Students' Argumentative Essays	128
5.6 The Distribution of Textual Theme Elements	129
5.7 Examples of Linkers and Binders	130
5.8 The Distribution of Interpersonal Theme	143
5.9 The Distribution of Topical Theme	150
5.10 The Distribution of Theme Selection	165
5.11 Theme Selection	171

LIST OF TABLES (cont.)

Table		Page
5.12	Theme Selection in Argumentative Essays	177
5.13	Three Types of Thematic Progression	204
6.1	Argumentative essay outline	217
6.2	Number and percentages of cohesive devices occurred in 100 essays	219

LIST OF FIGURES

Figure		Page
4.1	Moves in the Argumentative Essay	60
4.2	Stages in the Argumentative Essay Moves	61
4.3	Swales' CARS Model in Abstracts	63
4.4	Moves in 100 Argumentative Essays of Tourism Students	66
4.5	Type of Generalization in the Essay Introduction	71
4.6	Types of Thesis Statements in the Essay Introduction	77
4.7	Move Flow Employed by the Student Writers	81
4.8	Type of Topic Sentence in the Essay Body	85
4.9	Types of Supports in the Essay Body	100
4.10	Types of Clinchers in Essay Conclusion	109
5.1	The Percentiles of Theme Choices in Students' Argumentative Essays	128
6.1	Comparison of Cohesive Devices Occurred in 100 Essays	220
6.2	Distribution of References	221
6.3	Distribution of Lexical Cohesion	233
6.4	Distribution of Conjunctions	240

LISTS OF ABBREVIATIONS

AE	Academic English
CARS	Create A Research Space
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESOL	English as a Second or Other Language
ESP	English for Specific Purpose
GMAT	Graduate Management Aptitude Test
GRE	Graduate Record Examination
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
SFL	Systemic Functional Linguistics
TAT	Tourism Authority of Thailand
TESOL	Teaching English as a Second Language
TOEFL	Test of English as a Foreign Language
WTO	World Tourism Organization

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is an indispensable skill for all language learners, since it is used for both professional and academic purposes. In the academic realm, writing serves several purposes, for example, as a tool for student admission into an institute and placement of students into courses with varying proficiency levels, as one form of course assignments, and as one of the requirements for graduation especially in the undergraduate level. The amount of writing used in each academic level varies. It is at the tertiary level that writing is used most extensively. At this level, students are required to write many types of genres or texts, for example, narration, description, compare-contrast, causes-effects, and argumentative.

The argumentative genre involves the persuasion of the readers to agree with a writer's position on an issue. The approach usually includes the acknowledgement of the opposing view and its refutation through the presentations of its disadvantages. Successful argumentative essays show a conclusion or a solution to a particular problem through systematic and methodical reasoning and arguing which is presented in a relevant, coherent manner (Aarts, 2005). The argumentative genre puts a great demand on the writer's logical, critical thinking and persuasive abilities. Due to its ability to reveal students' thinking capability as well as linguistic competency, the argumentative writing is integrated into many tertiary language curricular and standardized tests such as TOEFL, IELTS, GMAT, and GRE. In other words, it has become an indispensable ingredient of students' academic life which they must master.

As crucial as it is, the argumentative essay appears to be a challenge for students studying English as a second or foreign language in many countries. Thai students are not an exception. Most obvious is the organization problem. To begin with, the paragraphs which make up the essay may not conform to the conventional

essay structure. While three parts—the introduction, body, and conclusion—are expected of an essay, the essays composed by Thai students may lack one or more of those. Besides, the internal structure of each paragraph may be organized without unity and coherence. The paragraph may not begin with a topic sentence which establishes the topic to be discussed in the paragraph. Even with the existence of the topic sentence, it may lack conciseness and vividness. The support for the claim made in the topic sentence may be irrelevant, illogical, or inadequate. Very often, the support consists of students' opinions rather than facts or proven theory, which makes the essay appear weak or biased. It seems that students have problems with the overall structure of the essay, the structure of the paragraphs within the essay, and the content within the paragraph. It is clear that Thai students need help in organizing the structure and content of this compulsory type of writing in the higher academic level to contain unity and coherence. In order to design and provide suitable instruction, it is necessary to explore the characteristics of their writing, which can be revealed through the analysis of their written products.

Unity and coherence are achieved through many components. To elaborate, the paragraphs that constitute the essay have to conform to the convention of the argumentative essay structure. The paragraphs within must also conform to the conventional structure of paragraphs and each segment of the argumentative essay. Most importantly, each sentence must be related to the essay topic and to each other. In previous research, researcher on unity and coherence in the argumentative essay exist. However, they may not yield the complete picture of all the components that constitute unity and coherence. First, available studies may focus only on certain parts of an essay. For example, Henry and Roseberry (1997) investigated the functions, strategies, and linguistic features of the introductions and conclusions of essays, leaving out the body, which is the core of this text type. Even in studies where the whole essay is analyzed, the use of a single framework in analysis yields only partial information about the unity and coherence. For example, although Ding (2007) analyzes the whole argumentative essay, only moves are identified. Likewise, Afful's (2005) analysis of the introductions of the examination essays consists only of move identification. In another case, Jenkins & Pico's (2006) collaboration to analyze the argumentative essay on English as a Second or Other Language (ESOL) only

employed the framework for personal and impersonal Themes from the Systemic Functional Linguistics (henceforth SFL). As stated previously, unity and coherence are made up of the structure of the paragraphs that constitutes the essay, the structure within each paragraph, and the structure and connection of the clauses within each paragraph. The analysis of unity and coherence need a combination of frameworks that cover the essay structure, the paragraph structure, and the content within the paragraph where clauses by clauses are explored.

The essay structure in students' argumentative essay can be revealed through the analysis of the move structure. Moves are the parts of text that together constitute a particular genre. Move structure analysis involves the identification of moves, its order, and key linguistic features (Henry & Roseberry 2001: 154) to explain how different genres achieve their communicative purpose. The argumentative essay is composed of three main parts: the introduction, the body, and the conclusion. The introduction provides a general background of the topic, and the thesis statement indicating the writer's position on the issue. The body includes statements about the opposite side of the argument, followed by a refutation. This can be done in a point-by-point or block fashion. The conclusion includes the restatement of the important point in the body and a final statement. By analyzing the moves in students' argumentative essay, their ability to structure the essay according to the essay structure convention will be revealed.

The content, arrangement, and connection of and between clauses can be revealed through the combination of textual metafunction and cohesion analysis. Textual metafunction and cohesion are topics under the Systemic Functional Linguistic approach which studies language according to the functions it serves. Halliday & Matthiessen (2004) divide these functions, or metafunctions, into ideational, interpersonal, and textual. While ideational metafunction is concerned with the encoder's ideas and experience, the interpersonal metafunction involves the interaction between the encoder and the interlocutor. The third function, textual metafunction, is about the presentation of the other two into text. It looks at the two major components of a clause: the Theme, or the topic of the clause, and the Rheme, or what is said about the topic. Embedded in textual metafunction are textual, interpersonal, and topical Themes. These Themes identify and explain the elements in

a clause and their functions. The topical Theme is about who does what or what was done. The interpersonal Theme is about attitude and assessment in which an event or action occurs. The textual Theme identifies the relation of the clause to other clauses. Together, these Themes allows insight into how the writer encodes the topic, its content, his attitudes about the topic in his clause, and its connection of the previous clause to make his messages understood to the readers.

Textual metafunction explores the point of departure at each clause that makes up an argumentative essay within the point of departure—Theme—its internal Theme, namely textual, interpersonal, and topical (ideational) Themes has to be investigated. In relation to cohesion analysis, conjunction is only one resource of textual Theme. Therefore, this research also explores other types of cohesive resources constituting unity and coherence of the argumentative essay. Cohesive resources identified by Halliday & Matthiessen (2004) include conjunction, reference, substitution, ellipsis, and lexical cohesion.

The combination of the three frameworks—move structure, textual metafunction, and cohesion—will provide a thorough picture of the how unity and coherence are created both through the paragraph structure and internal content explored clause by clause.

1.2 Objectives

This research aims to investigate the characteristics of the argumentative essays written by Thai students taking English for Tourism in English program at a Thai private international university. To achieve this goal, the three main areas of argumentative essays are investigated.

1.2.1 To explore the move structure in students' argumentative essay, which is the macro structure of argumentative essay.

1.2.2 To explore the textual metafunction focusing on the Theme system in student's argumentative essays, which is the micro structure.

1.2.3 To explore cohesion made by students through cohesive devices, which is the micro structure.

1.3 Contributions of the Study

The results of the analysis of the whole argumentative essay using a multi-framework that covers both the macro and micro structures of the essay will provide a complete picture of the characteristics of the argumentative essay written by Thai students. The results will reveal the degree of unity and coherence which are the result of the conformity of the external essay structure and the content of the paragraphs within to the conventional essay form. The results will also show the characteristics of the components within and between the clauses, sentences, and paragraphs appeared in the essay that leads to unity and coherence.

From the data, proper instruction that is tailored to the characteristics of writing by Thai students can be designed. For example, the instructor may choose to provide a quick review of the features or resources which students have already mastered. On the other hand, s/he may choose to emphasize those features to increase students' confidence in using them. This can be done by providing plenty of examples. For the features or resources which students lack or possess with limitation, the instructor should make students aware of their shortage or limitation, and provide proper instruction and reinforcement for these resources.

The application of the multi-framework, move analysis, the Systemic Functional, and cohesion in this research, can be an inspiration for other researchers to seek for approaches for any analytical work for a more complete data.

Finally, the framework of this study where multiple frameworks are integrated can be applied in the analysis of written work in other English for Specific Purposes courses such as English for Hotels, English for Secretaries, or English for Import and Export.

1.4 Research Questions

1.4.1 What are the moves in the argumentative essays written by Thai students?

1.4.2 What is Theme system in the argumentative essays written by Thai students?

1.4.3 What cohesive devices are used in the argumentative essays written by Thai students?

1.5 Scope of the Study

1.5.1 This research is conducted through a case study from a Thai private university context.

1.5.2 This study analyzed and described the macro and micro structure of the whole argumentative essay written by Thai tertiary students.

1.5.3 The frameworks used in the analysis were moves, textual metafunction, and cohesion.

1.5.4 The data were 100 argumentative essays to the writing prompt *Ecotourism should be promoted* written by students enrolled in the English for Tourism course in a Thai private international university in Semesters 1/2011 and 2/2011.

1.5.5 The essays chosen were those consisting of at least three different paragraphs; the introduction, the argumentative essay body, and the conclusion; however, those without being selected lack aforementioned essential components and are not considered as an argumentative essay. Taught how to write an argumentative essay in English for Tourism course, the data was collected from a Thai private international university, so the result cannot be generalized as the background of Thai students vary from one university to another.

1.6 Theoretical Framework

The combination of three frameworks which include move analysis, textual metafunction, and cohesion is beneficial to text analysis since it results in a thorough investigation of argumentative essay.

1.6.1 Move Analysis

Genre refers to a distinctive type of text. Texts that belong to the same genre contain similarities in terms of structure, style, content, and intended audience (Swales, 1990: 58). Within text under the same genre are moves or the major parts of the text which are conventionally structured to achieve communicative purposes.

The analysis of a genre involves the identification of moves or parts, the order in which they are structured, and the key linguistic features (Henry & Roseberry, 2001: 154). According to Swales (1990: 68-69), by learning about the stages of a text, students will write an essay with the correct moves.

The argumentative essay consists of three main moves, each of which is constituted through three stages. The conventional moves and stages of the argumentative essay can be used as the criteria upon which the argumentative essays in this study are measured. The analysis will offer information on the types of moves and stages students include in their essay, and the order in which they are structured. The extent in which students can follow the conventional moves and stages of the argumentative essay, and the moves and stages which are recognized or ignored will be revealed. The characteristics of moves and stages used by students will also be revealed, which in turn will yield students' knowledge of composition. This information can be extremely useful for curriculum and instructional design, and teaching methodology.

1.6.2 Textual Metafunction

According to the Systemic Functional Linguistics Approach to language description, language is functional—it exists and evolves to serve human's needs and desire for meaning expressions. Three types of functions exist: ideational, interpersonal and textual. Ideational metafunction is concerned with the expression of the encoder's ideas or experience of the world. It includes the participant, process, and circumstance. Interpersonal metafunction, as the name implies, involves the interaction between the encoder and the interlocutor. These two functions, however, are not included in the analysis. For ideational metafunction, although it is concerned with the Participant or subject of the clause, it covers a variety of subject or actor types or participant roles, many of which are not recommended for use in academic writing,

as they are informal. In other words, personal pronouns should be avoided, and compound predicate and nominalization should be used. Most of the clauses suggested in academic writing involve participants, which are typically realized by nominal groups and process types, which is realized by verbal group; nevertheless, other kinds of process types, for example, relational, existential, and verbal process are not recommended in this genre of writing as these linguistic elements result in vagueness. Likewise, the nature of interpersonal metafunction is more suitable for analyzing text that contains exchanges of dialogue, which is not the nature of written academic text. The choices of Themes in textual metafunction, on the other hand, correspond with the use of nominalization as the clause subject to create formality.

The nature and choices of textual metafunction correspond with the nature of academic writing. Textual metafunction involves the system of Theme, which involves the topic of a clause, or Theme, and what is said about the Theme, or Rheme. Within internal structure of Themes, there are three types of Themes: topical, interpersonal, and textual Themes. Topical Themes are the participants, process, or circumstance in the beginning of the clause. Interpersonal Themes are items before the Rheme that indicate the relationships between participants in the text, or the position, point of view, or attitude of the speaker or writer. Although the name “interpersonal” is the same as that of the interpersonal metafunction, they belong to different grammatical categories and serve different purposes. Interpersonal metafunction is one of the segments of functional perspectives, which is used to analyze spoken discourse such as dialogue, speech, and script. In contrast, interpersonal Theme is the subtype of internal Theme structure. In fact, the interpersonal Themes is one of the Theme choices, concerning with modal adjunct, vocative, and finite verbal operator. Textual Themes are sets of connecting words. Since clauses are the basic elements of a paragraph, they are also the crucial components in the creation of unity and coherence. On the other hand, textual metafunction analysis offers insight into how the writer exploits clauses to make the topic and its idea understood by the readers, and how unity and coherence are created through elements in and between clauses. To sum up, textual metafunction explores linguistic features at clause level, but textual Theme is selected as a point of departure of the clause; therefore, it belongs to group/phrase.

1.6.3 Cohesion

Cohesion is a textual feature that promotes coherence (Halliday and Hasan, 1976: 23). It is concerned with the explicit use of linguistic tools to make connection between ideas. Cohesion in Halliday & Matthiessen (2004) framework provides detailed categorization and descriptions of both the grammatical and lexical items, namely, references, conjunctions, substitutions, ellipsis, and lexicon. Each type is subdivided further to cover all the available tools that may be used in a clause. Moreover, the functions each type performs are clearly explained. The inclusion of the analysis of the cohesive devices used in students' argumentative essay will yield information on students' awareness of and ability to use, in addition to clause Themes, cohesive devices to create unity and coherence.

1.7 Organization of the Dissertation

In Chapter I Introduction: the background which led to the conduct of this study was described. The background includes writing, the quality of good writing, problems in writing Thai students encounter, and the rationale for the selection of the analysis frameworks.

In Chapter II Literature Review: the three analysis frameworks: Moves, textual metafunction, and cohesion are reviewed in terms of theories and previous studies conducted using such framework.

In Chapter III Research Methodology: the context of the study and the procedure in which the study was conducted were detailed. Then, the data analysis procedures were explained.

In Chapter IV Move analysis: the results of the move analysis of the argumentative essays were presented.

In Chapter V Textual Metafunction: the results of the textual metafunction analysis of the argumentative essays were presented.

In Chapter VI Cohesion: the results of the cohesion analysis of the argumentative essays were presented.

In Chapter VII Conclusion and Suggestions: the conclusions from the study and suggestions for further studies on text analysis are discussed.

1.8 Definition of Terms

Genre	Genre is defined as a class of communicative events, which share set of communicative purpose and vary in its proto-typicality.
Move	Move refers to a segment of text that is shaped and constrained by a specific communicative function and is made up of linguistic features which give a segment of a uniform orientation and signals the content of discourse in it.
Stage	Stage means subcategory of a move in the process or development of argumentation.
Academic Writing	Academic writing is a discourse which responses to such academic discipline as college an essay.
Argumentative essay	Argumentative essay refers to persuasive essay, in which writers take stance and make great attempt to convince the readers with evidences such as fact, example, prediction, and authority.
Theme	Theme is the point of departure for the clause and is also one of the means by which the clause is organized as a message.
Rheme	Rheme is defined as what follows Theme and is presented in local environment.
Marked Theme	Marked Theme refers to the occurrence of some phenomenon that is less typical or frequent. This involves Theme as a participant, circumstance, or process and a special specification of thematic matter.

Unmarked Theme	Unmarked Theme depends on Mood type and type of Bound clause which will identify the key to the interpersonal status of the clause.
Thematic Progression	Thematic progression is a method of development of a text created through the author's choice of theme and produce different types of Thematic Progression.
Cohesion	Cohesion is defined as the textual lexicogrammatical resource for expressing relations within text without creating grammatical structure. Cohesive resources include reference, substitution, ellipsis, conjunction, and lexical cohesion.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the three main frameworks used in the analysis of the argumentative essay in this study, namely move analysis, textual metafunction, and cohesion. For each framework, related topics that provide theoretical foundation, descriptions, implications, and applications of the framework in the study are covered. Previous studies conducted using the same analysis frameworks are also reviewed. In the first framework, move analysis, the concept of discourse communities which paves the way for genre study is reviewed, followed by the concept of genre, and moves in each part of the argumentative essay. In the second framework, systemic functional linguistics and its ideational, interpersonal, and textual metafunctions are briefly introduced, followed by detailed review of textual metafunction. In the last framework, research conducted on cohesion in general, in academic texts, and in the argumentative essay is reviewed.

2.2 Genres

Recently there has been an increase in research in genre in the area of language teaching. Different genres of essays require different moves and stages. Swales (1990) has profoundly contributed research on genres and moves and his work has been extended by many concurring researchers such as Paltridge (2004), Wennerstrom (2006), and Hyland (2007). Research on specific genre of essay requires thorough understanding of the emergence of genre in a given discourse community, its concept, and its moves, which will be discussed in turn.

2.2.1 The Concept of Discourse Community

According to Perelman and Olbrechts-Tyceta (1969), all language belongs to a community. This community may be academic or social. Communication and understanding of the people within the community are the result of familiarity with the contextual elements of that community. The term “discourse community”, which was first used by sociolinguist Martin Nystrand (1982) and further developed by American linguist John Swales (1990), refers to the groups of people who have developed and adopted preferred ways of communication to achieve a goal or purpose. Examples of discourse communities are groups of readers and contributors for a certain academic journal. Membership of a discourse community may occur through training or personal persuasion. A discourse community possesses their own genre and specific terminology or jargon (Swales, 1990). To become a member of a certain discourse community, a person needs to learn the specific language, concepts and expectations established within that community.

The concept of discourse community is useful in suggesting the social nature of writing. Writers need to learn to participate and function in different speech communities. The concept of discourse community shows that different academic or professional groups write according to their registers and genres. To produce a text within a community, the writer first needs to define the goals and judge how the message will be interpreted by a community, and conform to the convention of writing in a given discourse community (Swales, 1990: 45). In other words, the text produced must fit the standards of the discourse community to which it is appealing. Writers especially in second language have to become proficient in the communication characteristics of a community if they are to write successfully (Hyland, 2004).

Writers have to conform the convention of writing in a given discourse community. It can be clearly seen that a discourse community stringently relies on communication and its members. The goals must be publicly announced to invite individuals to enter a discourse community. Then, intercommunication among members with different mechanisms is required and some specific terms among members are established. The continuity of such discourse community is also based on its members who maintain the existence of discourse community. In Thai discourse community, the communication through written verbal sounds comprehensible among

Thais, even when used in academic articles. Thai articles contain informality in wording to fit to the mechanisms of communicative practice; however, this informality results in the inferiority of Thai articles (Jaroongkhongdach et al., 2011: 8). His analysis reveals that Thai articles are usually of a poorer quality in comparison to international articles.

The analysis of discourse of the argumentative essay should be conducted to discover moves in the introduction, the body, and the conclusion. The work of Reznitskaya et.al (2007) brings about fruitful finding and serves as inspiration for the researcher to continue a more thorough work on discourse analysis on the argumentative essay. The researcher aims to conduct research on written discourse as this makes it possible for those interested in text analysis to observe the many different moves written in this genre of writing. According to McCarthy, a paragraph consists of four to twelve sentences, and those sentences are well formed in a way that the utterances of natural, spontaneous talk are not (McCarthy 1991: 25). He adds it is important to observe grammatical errors in well- formed written texts and how the structuring of sentences has implication for the essay organization as a whole. This means that relevant sentences make up well written paragraphs, and well-written paragraphs leads to effective essay writing.

McCarthy's discussion on written discourse analysis is consistent with some other researchers such as Adel (1996) and Suarez-Tejerina (1996). Adel's work on the use of metadiscourse in argumentative texts written by university students in Sweden integrates both content and grammar as one approach and finds many crucial aspects as to how much students can express themselves in argumentative essay writing (Adel, 1996: 153). Similarly, Suarez-Tejerina's (1996) work on an English-Spanish contrastive study of book reviews also conforms to McCarthy in that the sum of discourse analysis including grammar as one whole leads to the micro study of the text. Although his comparative work is on book review's moves, the model can be applied to some other genre such as an argumentative essay. The researcher applies the frequency of use in percentages of different writing composition in paragraphs such as the introduction, the body, and the conclusion in this current research. The work can be easily adapted and used in an argumentative essay. So far there has been consensus to McCarthy's research which means that there was a thorough research done on this topic.

Regarding the concepts of discourse community, argumentative English essays generally constitute their own discourse community. The discourse community of academic essay is large, complex and unified. One reason is the number of members in this community is countless. In the Thai context, they are Hotel Management students who are required to take this subject as their core course, Marketing, Finance, Communication Arts students who take this subject as their free elective course. It can be said that these members share something in common in the way of their role as university students, but they build up several distinctive genres and sub-genres according to a wide variety of events. Those differences among genres and sub-genres including specific terms lead this discourse community to be a complex one. Finance students might not be able to make use of tourism terminology as well as Hotel Management students since they have less background in tourism. However, they all are unified through the use of participatory mechanism, in this sense, essays. In relation to large size of community, this research only concentrates on one genre belonging to the discourse community of university students. It is an argumentative essay. The corpus of argumentative essay is selected to adapt with English for Tourism course for students majoring in English. These essays are relevant and useful for students as they have to experience such writing for higher education in the future.

2.2.2 The Concept of Genres

Swales (1990) presents six defining characteristics of a discourse community, one of which is the possession and utilization of one or more genres in achieving its communicative aims. In other words, genres are the properties of discourse communities (Swales, 1988: 211). Genre is defined as a distinctive type or category of discourse. There are genres in linguistics, rhetorics, literary studies, films, television, or even music.

A genre consists of moves and stages. Moves are the main parts of a text. Stages are smaller units within a move. In his analysis of the introductory section of a research article, Swales (1990) uncovered three moves: establishing a territory, establishing a niche, and occupying the niche. Each move contains steps. He also indicates that some steps and moves can be compulsory or optional. In his analysis and

identification of each move and step, he used both communicative purpose and the linguistic structure and features of the text such as paragraph organization, syntax structure, and lexicons.

Genre is the tool for analyzing the language required of non-native speakers in academic and professional settings. It provides the models and descriptions of academic and scientific texts. In academic settings, genre studies have been carried out to show the principles that shape and constrain scientific written texts (Atkinson, 1990: 46). Through the analysis of genre, the structure of information and the form-function relationship in specific areas of language use are revealed (Bhatia, 1991). In terms of pedagogical implications, the moves and steps in a certain genre can be taught to writers. This is a shortcut to increase students' proficiency in a limited time. With sufficient understanding of a genre is acquired, students can exploit the conventions and procedures to achieve their communicative purposes (Bhatia, 1995). In this respect, genre study enhances the ability of non-native speaker students to understand and to produce models and descriptions of academic and scientific texts.

2.2.3 Research on Argumentative Genre

Recently, there has been research on discourse analysis focusing on different perspectives. In English for specific purposes (ESP), for example, genre analysis describing the discourse structure of written and spoken genre or move analysis was seriously conducted (Paltridge, 2004: 63). In Paltridge's work, generic structure, text type, and schematic structure are analyzed on the premise that texts should be analyzed in different stages (Paltridge, 2004: 63; Hyland, 2004: 92). Each stage has its own moves as each move establishes different purposes (Swales, 1990: 127). In contrast, Swales has applied his move theory to numerous text types such as articles, research papers, and abstracts. His work has been patterned by many writing experts in various parts of the world. In particular, Ding (2007) has adopted Swales' Create A Research Space (CARS) model to work on moves in the personal statement of applicants to medical and dental schools. Ding's research confirms the notion that moves make it possible for students to write effectively. However, his work has some limitations. The data were small (only 30), and collected from only one source (website). Hence, his work needs cross disciplinary and cross-cultural comparison.

Similarly, Aviles' (2007) work on genre analysis of students' essay introduction is based on Swales' framework and yield significant findings in the variation among the choices students made in the introduction, and the disciplinary variation exists in a number of ways (Aviles, 2007: 139-160). Research on genre analysis has proven theoretical contribution to genre knowledge that these studies have practical pedagogical implications for writing courses across cultures (Ding, 2007: 392, Swales, 1990: 105, Hyland, 2007a: 29, Paltridge, 2004: 79). Paltridge and Swales are two researchers whose work had been tested and further analyzed by other researchers. As a result, both their moves make it possible to write more efficiently and to differentiate between the different types of genres.

The work of the aforementioned researchers are essential for further research on moves in that discourse communities are the professional or academic groups that have developed particular conventions of communications to achieve purposes. One of the conventions is a genre—communicative events recognized and shared members of a community. In writing, a genre refers to the specific type of text. It consists of moves, the main parts, and steps, the smaller components within each part. Teaching these parts to the students facilitates their understanding and acquisition of the structure of the text to be produced.

The research on Textual structure Analysis of English Argumentative Essays on Tourism makes it possible for researcher to explore the move structure of argumentative essays through the examining of both usual and unusual sequences. Once the system of moves is identified, a convention move flow is anticipated by trained writers of English argumentative essay; nevertheless, the phenomenon of moves exhibited by Thai student writers is inverted in some essays. In fact a conventional kind of essay proceeds according to guidance of writing instructors. In the same way, Swales' CARS model leads to a more organized statement of proposal. Although these written texts purposes differ, they can be composed with linearly moves, which leads to a thorough understanding of the readers. Therefore, the texts achieve both academic and communicative purposes.

2.3 Moves in the Argumentative Essay

Academic writing is one of the genres adopted in universities. This essay genre measures the ability of students to write by following conventional moves. Hence it is imperative to conduct research on argumentative essay. The moves in the argumentative essays have been an area of interest for long. The purpose of the argumentative essay is to persuade the readers on the writer's position. It then requires rhetorical techniques to serve its persuasive purpose (Ruiying & Allison, 2003: 379). Ruiying & Allison concludes that moves in the analytical discussion of the argumentative essay should consist of a piecemeal approach and specific information, so that a solid argument can be built. The writer may support their claims by providing their examples, facts, or many sensory experiences. Moreover, moves in an argumentative essay consist of the complicated development of three different components in paragraphs: the introduction, the body, and the conclusion. All of these essay components are essential in argumentative writing.

The following table illustrates the moves and stages in the argumentative essay.

Table 2.1 The structure of argumentative essay (adapted from Hyland (2004:33) and Swales (1990: 143))

Move	Stages
The Introduction	Hook
	Generalization
	Thesis Statement
The Body	Topic Sentence
	Supports
	Concluding Sentence
The Conclusion	Restatement of Proposition
	Clincher
	Final Closing

According to Table 2.1, the argumentative essay consists of different moves, and each move different steps, as discussed in the following sections:

2.3.1 Moves in the Introduction of the Argumentative Essay

In the introduction, it is recommended that writers start with a hook. A hook is a way of anchoring the readers' attention on the topic. A rhetoric statement, a question, or an anecdote can be used for this purpose. Then the writer proceeds to the generalization by providing the background of the essay topic. Following the generalization, a thesis sentence, one of the most essential components in the introduction, is placed to explicitly list the body of the paragraph as well as to reveal the genre of the essay (Oshima & Hogue, 2006: 62).

2.3.2 Moves in the Body of the Argumentative Essay

The body of the argumentative essay consists of arguments to support a writer's standpoint. Each argument is related to other arguments that are adduced to support the standpoint. Together, these arguments form a more or less complex argumentation structure. The complexity of the argument depends to a large extent on the reactions that arguers get (or expect to get) to their argumentation Jenkin et.al, 2006: 23).

The body of the argumentative essay consists of three different appropriate stages: a topic sentence, stylistic supports, and decent closing statement. Although the topic sentence can be written in many ways, it is recommended that the most important issue is placed as the subject or point of departure in a topic sentence. In addition, it is essential that the controlling idea be provided in the Rheme of the topic sentence. The argumentative topic sentence is different from those of other essay genre as it requires contrastive coordinators and subordinators such as *although*, *while*, *but*, *yet*, *however*, and *nevertheless*. These connectors create the argumentative point of view as pointed out by Oshima & Hogue (2006: 109).

After students have written the effective topic sentence, they proceed to the second stage, the supports of the topic sentence. The support can be facts drawn from different disciplines such as business, English, management, linguistics, communication, and law. In such cases, expressions such as *according to* or *referring*

to should be employed. Otherwise, students may quote an authoritative figure, in which case, the affiliation which the authoritative figure is a member of, for example, Tourism Authority of Thailand, must be provided. To indicate the probable consequence of a certain action, students may use the prediction method, in which case, expressions such as *be likely to*, *be bound to*, *seem*, *probably* can improve the quality of the body paragraph (Bates, 1998). Each of the support should be joined with proper transition. After sufficient support, students can proceed to the concluding sentence. Without the concluding sentence, the cohesion of the text might be less convincing, since a text should be tied or placed cohesively (Halliday & Hasan, 1976: 329). This concluding sentence in the body paragraph can be the paraphrased restatement of their topic sentence. Alternatively, students can include their insight in the last sentence.

2.3.3 Moves in the Conclusion of the Argumentative Essay

The conclusion is the final paragraph in an essay. This is the opportunity for the writer to convey a strong, effective message that readers will remember. The conclusion has three main purposes. First, it signals the end of the essay. Second, it reminds the readers of the writers' main point. Last, it leaves the readers with final thought on the topic. To reinforce the writer's position, the restatement of the proposition is recommended. The imprint can be created through recommendation, prediction, or suggestion. Whatever technique used, it should be critical enough to convince the readers of the writer's position.

2.4 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is an approach towards language descriptions developed in terms of its functions by Michael Halliday of the Prague School. Language in the Systemic Functional Linguistics perspective is a set of symbolic systems that serves three broad metafunctions: ideational, interpersonal, and textual. The metafunctions, are expressed through clauses, which is the major components of the analysis of the systemic linguists.

Halliday considers language as a system of meanings conditioned by its functions, metafunction. He concludes that the most abstract and general functions are common for all the human languages. (Halliday & Matthiessen, 2004: 19-21). One of the most crucial functions is textual metafunction, which organizes the text. In fact textual meanings are occupied with the text organization and are expressed in the text organization into two parts, Theme and Rheme (Halliday & Matthiessen, 2004: 23). The textual metafunction analysis is the main focus in this research. The following sections are concerned with characteristics of each metafunction. Then research on textual metafunction will be reviewed.

(1) Ideational Metafunction

In this metafunction, a clause is viewed as representation (Halliday & Matthiessen, 2004: 177). The ideational metafunction is concerned with how we represent reality in language. It consists of two components: experiential and logical modes of meanings. While the experiential metafunction organizes our experience and understanding of the world, the logical metafunction looks at the meanings between clauses in clause complexes.

The experiential metafunction is about Participants, who does what to whom, and the Process, or what was done. The other types of information such as where and when, why and how are in the circumstance category. Participants are named differently according to the process employed. Participants take many roles such as Actor, Goal, Carrier, and Sayer. The process types are consisted of doing (material and behavioral), projecting (mental and verbal), and being (existential and relational). The circumstance includes categorical details namely extent, location, contingency, cause, accompaniment, matter, role, manner-means, quality-comparison, and angle.

(2) Interpersonal Metafunction

This metafunction is concerned with the grammatical choices that enable speakers to enact their complex and diverse interpersonal relations. In this metafunction, the clause is organized as an interactive event, and the organization of

the message is characterized as exchange (Halliday & Matthiessen, 2004: 106). Therefore a clause is viewed as exchange or negotiation.

The interpersonal metafunction comprises three smaller areas: the speaker or writer persona, social distance, and relative social status. Social distance and relative social status are applicable only to spoken texts. The speaker or writer persona concerns the stance, personalization and standing of the speaker or writer. This involves looking at whether the writer or speaker has a neutral attitude, which can be seen through use of positive or negative language. Social distance means how close the speakers are; for example, speakers may anticipate the relation through the use of name or nickname. Relative social status asks whether they are equal in terms of power and knowledge on a subject.

(3) Textual Metafunction

Textual metafunction is the realization of the ideational and interpersonal meanings. Since the flow of information in the text is in its local context (Patpong, 2009), textual resources create the flow of information involving two simultaneous orientations in text development—guiding and enabling both text producers and text receivers (Halliday, 1978). The guiding orientation concerns the speaker's point of view and the enabling orientation concerns the reader's point of view.

Textual metafunction is concerned with the creation of text. In this metafunction, a clause is viewed as a message. Each clause contains two parts: the Theme, or the point of departure, and Rheme, or the rest of the clause. There are three types of Theme choices: topical, interpersonal, and textual. The topical Themes include the Participant, Process, or Circumstance. The interpersonal Themes are the constituents that indicate the relationship between participants in the text, or the position or point of view that is being taken in the clause. The textual Themes are sets of connecting words.

Theme selection is concern with the choice between marked and unmarked Themes topical Themes. Theme markedness depends on the choice of Mood. The element that typically occurs in the first position of any Mood type is called “unmarked Theme.” In the same Mood type, the other element placed in the first position for any reason is called the “marked Theme” (Halliday & Matthiessen, 2004:

167). Research on Theme choice makes it possible for researchers to distinguish linguistic features in different types of texts. The work of Thompson (2004: 147) confirms that the type of clause constituent does not affect markedness. In fact, a marked Theme choice in a Wh-question occurs when the Wh-words group does not come in first position. Therefore, it is rare to find. Similarly the pattern of Theme choice in texts relate to the mode variation between texts. Eggins (2006: 323) argues that written and spoken discourse involves different theme choices. In academic writing, the mode demands the Thematization of abstraction. Texts reveal through its topical Themes. In contrast marked Themes are found in casual conversation, not academic texts. Eggins's work and Halliday & Matthiessen's work are alike in that their work shed light to the improvement of discourse analysis as researchers can distinguish the written and spoken discourse. Research on Theme selection such as that conducted by Matthiessen (1995: 547) identifies the subtypes of marked and unmarked Theme selection to describe its possibility of occurrence on certain types of texts. Matthiessen's research complement other SFL researchers in that the findings on theme selection signifies types of texts such as narrative, descriptive, process, and expository. Once criteria on texts and their interrelation to Theme choice is set because of these scholars, research on text analysis shows promising complementary.

The system of Themes is of central interest in textual metafunction. Language is used to relate what is said (or written) to the real world and to other linguistic events. This involves the use of language to organize the text itself. The textual metafunction is about the verbal world, especially the flow of information in a text (Halliday & Matthiessen, 2004: 650).

2.4.1 Textual Metafunction in General

Research on textual metafunction takes many forms and serves several purposes. First, Themes can be examined in terms of the preferences, relation to text types and writers. Textual metafunction analysis can reveal the characteristics of texts that are produced in conformity to a particular genre for certain purposes. By using more thorough perspectives, Nakim's (2010) Theme system analysis of Thai historical Texts reveals some of the significant features of text types in different eras. Themes used by these three different periods of Thai history such as narrative of places as texts

in the Sukhothai period, and travelogues in the Ayuthaya and Rattanakosin periods were revealed.

The use textual metafunction, focusing on Theme-Rheme structure leads to the identification of language typology as found in both Nakim (2010) and Cheung's (2011) studies. Nakim discovers that the most favored Theme used in the texts produced in the three periods is unmarked topical Theme. However, there is high frequency of ellipsed unmarked topical Themes. Likewise, in a comparison between business texts in Chinese and English, Cheung found more ellipsed Theme in sales promotion letters written in Chinese, which reflects Chinese rhetoric of subject omission. Both Nakim and Cheung make use of different comparison techniques to compare and contrast text features in numerous aspects. Cheung and Nakim's research demonstrate the applicability of the system of Theme in Halliday's Systemic Functional Linguistics to the extended texts produced in real-life contexts. Their textual comparison studies both warrant and call for greater attention on textual metafunction analysis of inventive methods.

Smythe and Nikolai's (2002) thematic analysis of Accounting student's presentation results in the identification of different types of Themes selected by different levels of users—the undergraduates use Multiple Theme repeatedly, the graduates are preoccupied with Topical Theme, and the professionals use a diversity of Theme. Their work on thematic analysis is the first step to curriculum design development.

Textual metafunction is instrumental to the analysis of text structure as studied by Patpong (2006). Patpong makes use of Theme-Rheme structure to analyze Thai narratives and finds distinguished features in her research. Her research informs that the mapping of textual onto interpersonal meanings is not in a sharply defined relationship as there is no relationship between Theme and Mood system in Thai. However, Thai shows a certain relationship between textual and ideational means. Her work is similar to Adebola (2011) in that Themes are selected to guide/ address in interpretation of a clause as a message, by relating it to the method for developing the text. In addition, the system of conjunction dominates Thai narrative discourse. In fact, Adebola's (2011: 290) Theme-Rheme analysis reveals the significance and realization of organization structure of the text messages. Through Theme choices and Theme

development, writers sequence and focus the advent in a discourse. By using the proper Theme or point of departure, the writer gives focused information in a clause. Textual metafunction analysis helps reveal the arrays of text organization. Exploration of the textual meaning of language leads to thorough understanding of text organization (Butt et al., 2000: 134).

Patpong and Nakim's works compliment each other as part of their work is based on textual metafunction, which has successfully explored the system of Theme in great depth.

Smythe and Nikolai (2001), Nakim (2010), Patpong (2009), and Cheung (2011)'s works are based on structured texts such as presentation, business letter, narrative, and travelogue; however, naturally occurring texts such as messages can also be analyzed using textual metafunction with different aspects. In particular, Adebola's (2011) textual analysis of selected text messages of males and females through Theme-Rheme structure identifies Theme selection intention. Adebola's research confirms that marked Themes occur more than unmarked Theme since there is no rigid form to be followed as the liberty to prioritize whatever the texts want is there. Her work also reveals the significance and realization of organizational structure of text using Systemic Functional Linguistics approach. Like Chueng (2011), Adebola (2011) ratifies that the analysis of component of textual organization is a tool in enhancing proper understanding of text and construes the intended messages of writers through what they front and give thematic status.

In short, the overview of textual metafunction sheds lights to more in-depth studies of essay genre as all languages will have textual resources for organizing the presentation of clause as message, assigning different textual statuses to different parts of the clause (Matthiessen & Halliday, 2004: 23). From textual point of view, a clause is viewed as a message in the unfolding text; however, in academic writing, nominalization is commonly use at the beginning of the clause, which results in the more formal use of language comparing to any other essay genres such as expository, narrative, or descriptive. Since the sub- genres are numerous, it is vital that textual metafunction be one effective application to identify text organization of a certain essay genre such as argumentative essay.

2.4.2 Textual Metafunction Research in Academic Writing

In academic writing, textual metafunction is applied for text analysis such as essays of different genres. For instance, Li (2009) applies textual metafunction to underline Theme and Thematic progression in the development of academic text, which includes forming a semantic chain, contributing to comprehensive understanding of Theme and Thematic progression in the development of the text. Li validates that thematic progression not only helps cohesively organize the paragraph but also satisfies the second demand of the expository essay to hold the reader's attention to the text. Li's research is similar to Cheung's (2011) in that Li considers thematic system as psychological subject. Both believe that Theme selection and progression reflects the reasoning characteristics and the common law of human mind. In addition, influence can be made from the analysis of Theme-Rhemes in different kinds of texts to create a more objective and efficient impact of Theme-Rheme studies.

The work of Leonard (2011) confirms that Them-Rheme framework is applicable to text analysis such as an academic essay. Leonard suggests that academic writing is often marked at the beginning of sentences. In addition, verb tense can be represented in Rheme and many beginning academic writers usually have this constraint. Leonard's research warrants that Theme-Rheme division illuminates how sentences build up each other to create a cohesive paragraph, which in turn builds up each other to create a cohesive essay. Li's (2009) work is based on expository essay, so the objective of writing is mainly explanation in logical division of ideas. Leonard's work, on the other hand, is based on cause and effect essay, which results in different genre of writing and the focus is on genre of essay and its Theme-Rheme analysis. Both Leonard and Li affirm that cohesive paragraphs make up an effective essay.

Theme-Rheme analysis is one approach of textual analysis. It is a micro view of writing (that is clause by clause analysis) that encourages teachers to introduce students a Theme-Rheme approach in academic writing. Leonard's research is extended by the work of Ignatieva (2012) on text analysis with functional perspective. In her work, essays written by UK students and teachers are grouped into three different levels: poor, good, model texts. These groups of texts are compared to determine dominant features of the student writing in relation to the grades they receive. Her study reveals that success in the academic writing is linked to a large

number of complex Themes, grammatical metaphors, as well as to a high lexical density. However, the data Ignatieva uses should be enriched with some qualitative study in order to draw more convincing conclusion and to contribute to our better understanding of student academic writing in Spanish.

Although Cheung, Leonard, and Ignatieva employ textual metafunction analysis as their framework, they discover arrays of writing features under different size of corpus. To Li, logical reasoning is derived from Theme selection; however, Leonard believes that effective essays are the consequences of cohesive paragraphs, consisting of Theme as loaded words, followed by Rheme, which reflects the proper use of verb tense. In contrast, Ignatieva's comparative work shed light to marking criteria as she ratifies that essays with multiple Themes are grouped and labeled as model text.

In sum, studies have shown that textual metafunction in academic essay is one of the effective ways of text analysis. The research on text structure analysis of English argumentative essay is conducted to see how students produce clauses with Theme-Rheme discussed in their writing class. Logical reasoning skill in writing argumentative paragraph results in effective essays, and multiple Theme is one of the most important features of academic writing such as an argumentative one. Findings of Theme-Rheme analysis are an initial step to improve writing curriculum.

2.4.3 Textual Metafunction Research and Its Pedagogical Implications

Textual metafunction is beneficial to writing classes as the messages are clear if Theme system is identified. The inclusion of varying Themes in different moves of essay is distinctive. Writing teachers can emphasize the use of Themes at different moves. The use of Themes at different stages is also unique. Research on move analysis alone is incomplete without the analysis on Theme system as discussed. Besides work pertaining Theme choice and thematic progression supplement writing classes. Namely, Donohue (2012: 12) applies textual metafunction in his film class and he was successfully utilizes the resource to increase coherence in writing film script in his class. The similar application was used in Spanish writing class to see the quality of texts produced by her student writers (Ignatieva, 2012: 821). Ignatieva research reveals that success in academic writing is based on multiple Theme since

multiple Theme measures the writing ability of students. Li's research on thematic progression improves his teaching methodology as he discloses the law shared in the organization of a language through which the topical function, interpersonal function, and textual function can be realized by student writers in his essay writing class (Li, 2009: 65). These researchers gain tremendous advantages from the textual metafunction. If only textual metafunction can be applied to the research on Textual Structure analysis on English Argumentative Essays, the findings can be a partial improvement of writing proficiency among Thai student writers.

2.4.4 Thematic Progression

Thematic progression refers to the way in which the Theme of a clause may pick up, or repeat, a meaning from a preceding Theme or Rheme (Paltridge, 2000: 140). Paltridge (2000) suggests three types of thematic progressions: Theme reiteration or constant Theme pattern, zigzag or linear Theme pattern, and a multiple-Theme or split Rheme patterns. In the Theme reiteration pattern, the same Theme is picked up and repeated at the beginning of each clause. In the zigzag Theme pattern, the Rheme of the preceding clause becomes the Theme of the following clause. The multiple Theme or split Rheme pattern, a Rheme may include a number of different pieces of information pattern, each of which may be taken up as the Theme in a number of subsequent clauses.

Danes (1974) contributes to the relevant of functional sentence perspective for the organization of discourse (text) in that he classifies the three main patterns of thematic development to be adopted in works relating on theme progression. In addition to Danes' research on thematic progression, Fries's work on Emergence and development of concept of Theme contributes a great deal to discourse community he describes the two notions of *Given* and *New*. This description facilitates SFL research on thematic development in that text organization is identified. Fries' hypothesis (1995: 7) is close to those of Danes in that Thematic progression correlates with genre types. Fries and Danes's research is extended by Ghadessy (1995: 128) in that Themes in the analysed texts show different organizations. His research is consistent to others as Ghadessy's findings reveal that the most frequent Themes relate to the major text

Participants and temporal elements in the schematic structure for a Situational Action model.

The analysis of different patterns of Themes as discussed above proves that they convey differing means and intentions of the speakers and writers. As Smythe & Nicolai (2002) claims, the use of Themes among accounting professionals reflects their oral communication concerns. Jaroongkhongdach et al. (2011) also find similar result that in written discourse, the use of Themes among Thai writers is subjective to their cultural values. Although Smythe & Nicolai and Jaroongkhongdach's research focus differently, their findings are similar in that the occurrence of Theme reflects the concern and focus of the writers and speakers. Similarly, the patterns of thematic development in argumentative essays are differently selected as a specific Theme pattern is needed in a specific move and stage. Split Rheme is essential in the essay introduction as the focus of writers is on thesis statement. Such emphasis as discussed by Jaroongkhongdach is consistent and productive in thematic progression and is beneficial to further research on thematic progression.

In essays, thematic development plays a major role in creating coherence, which is discussed in the following section.

2.5 Cohesion

Writing a cohesive essay is one of the most important writing skills to develop because a cohesive and coherent essay is easy to understand and the writer is likely to attain vivid picture of messages. Because essays exist to convey opinion and information to readers, spending a little time and energy to plan will result in an essay that clearly communicates ideas and draws readers to the conclusion the writer intends to elicit.

2.5.1 Cohesion Research in General

Cohesion can be defined as the set of linguistic devices beyond grammatical structure for constructing relations (Halliday, 1994: 309). Cohesion constitutes coherence or texture, which is an aspect of the study of cohesion, and must

have structure in order to embody effective communication. Halliday & Hasan's list of cohesive tools include reference, ellipsis, substitution, conjunction, and lexical cohesion. These specific surface level ties, they argue, are meant to create connections between sentences that will contribute to the overall understanding and unification of the discourse (Halliday & Hasan, 1976). Their work provided guidance for analyzing cohesive ties within text and prompted a number of researchers to explore the relationship between cohesive ties and qualities of texts such as proficiency, maturity, and contextualization. In fact, studies on this topic revealed the result as already predicted by Halliday & Hasan (1976: 23) that the use of cohesive ties relied on the register of the text.

Early studies on cohesion involved the conceptualization of cohesion and cohesive devices from the Systemic Functional Linguistics (SFL) perspectives (Halliday, 1964; Hasan, 1968), and the Hartford-based stratificational linguistics perspective (Gleason, 1968). As a matter of fact, the concept of cohesion encountered a major overhaul in the late 20th century. Martin (1992) used the text-oriented conception of semantics from the Hartford stratificationalists (Gleason, 1968; Gutwinski, 1976) in reforming cohesive ties as discourse semantic systems. Therefore, the cohesive devices based on discourse include identification, negotiation, conjunction, and ideation. In brief, identification focuses on participants and their share in a discourse; negotiation provides a framework of moves for information, goods and service exchanges in dialogue; conjunction makes up the linguistic tool for connecting messages; ideation centers on the lexicon used to interpret institutional activity.

According to Martin's reformulations, the concept of cohesive devices result in a semantic layer of resources for the analysis of cohesive relation as discourse structure, which correspond to the lexicogrammar structure as follows: identification-textual meaning, negotiation- interpersonal meaning, conjunction- logical meaning, and ideation- experiential meaning. This interaction led to the study in experiential grammar (cohesive harmony), and in relation to textual grammar (method of development). The work in this phase enhances the understanding of cohesion in that it is simply one aspect of texture, which ought to be interpreted not only from the lexicogrammatical, but also the semantic perspectives. Martin (2003) asserts that although the texture of short texts may exist without cohesion in most texts, however,

some forms of cohesion are normal even in texts that appear incoherent. Similarly, coherence can also exist without texture, when the text is short enough and when the social context of the text is readily accessible (Martin, 2003: 216).

The cohesion concept, Martin claims, seems to depart from lexicogrammatical features toward resources in social meanings. The integration of social context in the interpretation of text meaning gave rise to register and genre theory. In seeking to construe relations in texts, categories of meanings are invented, namely tenor (interpersonal meaning and social relations), field (ideational meanings and institutional activity), and mode (textual meaning and information flow across media). This system of tenor, field, and mode is known as register (Martin, 1992). Apart from register, a higher level of context-genre- was established. Genre or the interaction between social processes and register represents the social processes through which social subjects in a given culture live their lives. Accordingly, some experts affirm that texture is not the sole source of coherence because register and genre play an integral role in how readers decipher texts within the broader scope of semantics.

Research on cohesion varies greatly. First of all, it is studied by mode, that is, written mode versus spoken mode. Various kinds of texts are then studied within each mode. Researchers peruse texts ranging from expository (Tangkiengsirisin, 2010) to argumentative (Wenxing & Ying, 2012) in the written mode. Nevertheless, they examine telephone conversations (Gonzalez & de los Angeles, 2010) to learn more about dialogue-based cohesion in the spoken mode. Some experts (Liu and Braine, 2005) contest the effects of teaching the use of cohesive devices as it pertains to the quality of student writing at the university level. Studies have been conducted across teaching methods, writer's ages, levels, and L1 backgrounds, and text types; for instance, Xin-Hong (2007), Regina and Mirella (2008), Shun-ying (2010), and Wilbur (2010). Many researchers can agree that students tend to rely heavily on lexis in academic prose, especially in argumentative style writing, even though their lexical network lacks diversity. Sometimes they overuse words, which results in repetition. Such incompetency in collegiate writing can be attributed to inadequate and/or improper training and instruction by their professors who often do not expose students to (enough) real life scenarios of writing that will aid them on their journey of

becoming strong writers and thinkers, argues Ahmed (2010) in a study he did on Egyptian students' problems with cohesion and coherence in EFL essay writing. Despite this fact, students usually have a firm grasp of theoretical concepts surrounding the tactics needful for successful essay writing.

2.5.2 Cohesion Research in Academic Writing

Research on cohesion in academic writing is established English, Thai, and other languages, and the occurrence of cohesion types differs greatly. This difference is dependent on text types. The degree of occurrence of cohesion types on narrative essay can be compared and contrast to that of argumentative one as discussed below.

2.5.2.1 Cohesion in Essays

Halliday & Hasan's (1976) work on cohesion profoundly impacts English composition teaching. Cohesion and cohesive devices usually play an important role in English texts. High-rated essays have more cohesive ties than the low-rated ones. In other words, cohesion and coherence interact extensively. Yet not all cohesive texts are coherent because the use of connective links in the text must conform to a reader's expectation for particular genres and his or her real world knowledge. Subordinating conjunctions include the cohesive devices that promote coherence according to Crossley et.al (2010).

Contrariwise, Witte and Faigley (1981) discovered that lexical collocation signifies the best overall writing ability in ESL students. Studies claim that non-native speakers' cohesion use differs from that of native speakers. L2 texts may sometimes appear incoherent to native readers; therefore, found that ESL writers rely on a restricted repertoire of features in unified text construction. Apparently, they commonly utilize sentence transitions; however, a contextualized flow of information does not result from this method as learned by researchers. Instead excessive use of transitions reflects Non native speaker (NNS) writers' efforts to constrain a unified idea flow within the confines of a limited syntactic and lexical range. Therefore, text cohesion should be effectively taught in order to supply learners with linguistic means of developing coherent essay writing.

First, Halliday & Hasan's (1976) work on text cohesion has generated criticism by linguists like Carrell (1982) who argues that cohesion is not

achieved through grammatical or lexical ties, but follows from readers' use of word and text schemas to connect ideas, and that explicit cohesive ties are not needed when ideas in the text can be connected without them. Consequently, the reader believes that instruction on cohesive device usage ought to be secondary to organizing the flow of ideas in a text. The quality of writing depends so much on outside factors such as the readers' background information, which surpasses cohesion analysis. L2 instruction associated with cohesion in academic texts is largely contributed to specific and limited types of devices such as sentence transitions and coordinating conjunctions to conjoin, overtly, ideas and sentences.

Second, in terms of using cohesive devices, experts garnered the following results from their studies. Biber (1988) and Myers (1989) claim that learners frequently use coordinating conjunctions, nouns dealing with classification and categorization, and demonstrative pronouns in written academic discourse because these features establish contextual ties between ideas. In comparison, enumerative nouns usually associated with categorization and division (e.g., class, type, category, issue, matter, and problem) represent a key feature of academic texts as reported by Tadros' (1994) analysis on cohesive devices. Written texts produced by L2 writers coupled with phrase and sentence level conjunctions accounts for the most typical means of combining ideas and information in text.

Conversely, demonstrative pronouns and enumerative and resultative nouns have received comparatively small attention in textbooks and reference guides for scholarly writers. Quirk et al (1985) identified several functions of demonstratives in discourse, arguing that these pronouns are often ambiguous in their referential and determinative properties. While writing textbooks do not incorporate enumerative and resultative nouns into their pages, studies reveal that these nouns are prominent attributes of academic prose because they introduce information further elaborated in the text (Tadros, 1994). Students tend to exhaust, highly, demonstrative pronouns but not in a feasible way conducive to reader comprehension and interpretation of text. Third, implications rendered from the studies these linguists conducted on composition teaching focus on the necessitation of teaching the proper manipulation of cohesive devices. Guy Cook (2007: 127 cited in Sanczyk 2010: 38) argues that cohesion has been neglected in language teaching

whereas Ulla Connor (1984 cited in Sanczyk, 2010) suggests that cohesion may be developmental in ESL writing as L2 gradually develops to the native speaker model as students' English proficiency level rises. Undoubtedly, ESL learners constantly struggle in cohesive writing due to a limited vocabulary, wrong use of collocation, inconsistency in employing reference devices and the inappropriate use of conjunctions. But as instructors give students the chance to practice and produce these missing components of academic writing; they will improve their ability to construct cohesive texts. Until this happens, insufficient linguistic savvy and inadequate knowledge of cohesive links will perpetually impede strong L2 writing.

Finally, many activities exist to help students ameliorate their paragraph coherence in essay writing. A coherent text makes it possible for readers to understand the conveyed information. Coordinate and subordinate conjunctions, for example, facilitate the flow of information and reduces choppy sentences. Also, cohesive devices such as repeated nouns, exploited by many students, and substitution benefit paragraph composition in that they decrease ambiguity and alleviate redundancy throughout the text. Experts avow that students must obtain sufficient and purposeful pedagogy, which can build lexicon, avert overuse and misuse of lexical items and learn new terms in context. Extensive reading on a variety of academic sources aims to supplement student writers' endeavors to become skilled essayists.

2.5.2.2 Cohesion in Argumentative Essays

Distinctive characteristics identify effective composition as it relates to text cohesion. One of these traits includes a sense of direction whereby readers are signaled to the movement of the text- in the same direction or in a new one. The achievement of this goal requires a clear relation between one sentence and the next. Declarative statements made in one sentence or paragraph not only foreshadows, but also is informed by the aforementioned, according to Alacon et al (2011: 114). One can accomplish the connection desired in effective writing by using transitional terms, adding pointing words, employing key terms and phrases, and through substitution (repeating words differently). Transitions help writers to establish the kind of text they devise, to construct a strong argument and to connect sentences.

For readers, transitions assure them of the writer's argument, and guide them through the twists and turns of arguments; whether the writer reaffirms

a previously stated notion, extends it, illustrates it, or generalizes it. Resources such as cohesion enable students to compose argumentative essays with texture, reckon Alacon et al (2011: 114). The cohesion devices of conjunction, reference, substitution, ellipsis and lexicon allow students to concoct persuasive essays that will convey the writer's stand on the issue at hand; however, language connoisseurs have found that ESL learners unanimously flounder to succeed in this crucial genre of academic prose.

As Crowhurst (1990: 349 cited in Chase et al, 2011: 1) put it: (*in American society*) the literate, educated person is expected to be able to articulate a position on important matters so as to persuade colleagues, fellow citizens, governments and bureaucrats. A necessary practice in higher education, argumentative or persuasive writing should convince an audience to support the main idea or theme presented by the writer, done in a way where a conflict exists between the perspectives of the writer/speaker and the reader/audience (Hinkel, 2002 cited in Dastjerdi & Samian, 2011: 66). How does cohesion relate to argumentative writing in student-produced text? Writers employ particular cohesive stratagems to develop coherent paragraphs, the ingredients needful for a solid argument. In argumentative essays, precisely, the application of conjunction is unique. For instance, Reznitskaya et. al. (2007: 452) recommends contrastive conjunctions such as *but* in persuasive texts since they help readers to see the real debate. More cohesive devices should be considered and practiced in the creation of a cogent disputation to make for a well-rounded, believable and coherent essay.

Cohesion makes up the glue that serves to hold paragraphs together intelligibly. Conjunctive devices make it possible for writers to bind the two clauses and to make it easier to sequence messages. Dastjerdi & Samian (2011: 74) conducted a study on Iranian graduate ESL students where they evaluated their argumentative essays with emphasis on cohesive devices woven within them. They concluded that participants of the research preferred using simple conjunctions such as *and*, *but*, and *because* more frequently than others such as *nonetheless*, *on the other hand*, and *furthermore*. This fact may be attributed to the reality that students learn these favored conjunctions early on in their schooling and felt more at ease to employ them in writing as hypothesized by Dastjerdi & Samian (2011: 74).

Moreover, students depend on reference devices when constructing a persuasive essay. Reference symbolizes information from elsewhere such as personals, demonstratives, and comparatives; hence it leads to the economy of wording and diminishes repetition. It is essential to the productive reader comprehension of a register of text (Munby, 1978: 33). While ESL writers commonly use this cohesion device, they, oftentimes, struggle in consistency resulting in befuddling syntactic structure. *As for reference devices, some students used these ties in an inconsistent way and in consequence caused trouble in comprehension*, explained Liu and Braine (2005: 623-636 cited in Sanczyk, 2010: 31).

Research on substitution enhances stylistic use of language since the writer synonymizes lexical items, which leads to language sophistication. Substitution denotes the replacement of one component by another; for example, yes/no, verbal and nominal elements such as *so, not, neither/nor, do, and one*. Ellipsis is the omission of a component. It fosters the variety of style as the readers proceed to surmise the substituted term; though ellipsis applies more to spoken texts than it does to written and thus is not ordinarily employed by ESL writers. Linguists harmonize with the notion that reference and conjunction devices are more familiarly utilized as opposed to substitution and ellipsis in argumentative prose; nonetheless, they disagree on the issue that lexical cohesion correlates with a learner's proficiency level in essay writing, particularly argumentation.

Despite these facts, lexicon overshadows all other cohesive devices in persuasive writing because students have a stronger command of lexical items, including repetition, meronymy, and collocation. Lexicon increases paragraph effectiveness as readers broaden their horizon by experiencing the writer's substitution. But Dastjerdie and Samian concluded that students find themselves in problematic situations in regards to lexicon use because the study on the Iranian graduate students showed that they were generally weak in lexical cohesion. Limited vocabulary and the misuse of collocations accounted for erroneous use of cohesive techniques (2011: 75).

Finally, in academic writing various types of thematic progress in the development of text create different essay genres (Li, 2009: 66). Halliday believes that writers of English make choices of cohesion according to distinct

registers of essays; for this purpose, cohesion plays a major role because it represents the range of possibility that exists for linking purposes in the art of persuasion. Outstanding argumentation depends on the clever use of cohesive ties (conjunction, reference, substitution, ellipsis and lexicon). In one instance, Granger and Tyson found that French learners lacked the ability to change or thrust forward argumentation via connectors (1996: 17-25 cited in Sanczyk, 2010: 34). Iranian graduate students struggled to excel in persuasive assignments given their poor use of lexical items. Generation of texture in argumentative writing flows from widespread and efficient application of cohesion. Yet language experts should execute more research to engender teacher methodology and curriculum design that will prepare students to plan, draft, and revise cohesively no matter the style of writing.

CHAPTER III

RESEARCH METHODOLOGY AND FRAMEWORK

This study attempted to uncover the most possible thorough characteristics of the argumentative essay written by Thai students. As such, it employed a triangulated framework, integrating macro structure (i.e. move analysis) and micro structure (i.e. textual metafunction and cohesion analysis) in its analysis. Since it is difficult to construct a tripartite analysis framework that is congruent, it is important to give a detailed description and explanation of the procedural method following in this study.

3.1 Research Methodology

This study attempts to identify the characteristics of unity and coherence in the argumentative essay composed by Thai tertiary students in a private international university. In so doing, the argumentative essays composed by Thai tertiary were analyzed using different yet complementary frameworks. The characteristics were examined in terms of moves, textual metafunction, and cohesion. The results were reported through the types and percentages of the linguistic components appeared in the essays. Examples of each linguistic component were then provided with descriptions and explanations.

3.1.1 Data Collection

The data in this study consisted of both secondary and primary data. The secondary data were collected from scholarly literature on the topics related to the study, which were acquired from both printed and online sources. The primary data were 100 essays composed on the writing prompt “Ecotourism should be promoted.” by Thai tertiary students from a Thai private international university in Bangkok. These two main sources of data are described as follows:

3.1.1.1 Secondary Data Collection

a) Website search

To obtain the most recent status of research on academic writing in Thailand and worldwide, studies conducted on academic writing, argumentative writing, analysis of academic writing based on move structures, textual metafunction, and cohesion were searched. Various university websites and online database which house internationally recognized journals such as TESOL Quarterly, ELT Journal, Modern Language Journal, and the ESP Journal were visited for the search of studies conducted domestically and internationally.

b) Literature search

Printed sources including textbooks, journals, and theses on the topics which provide the theoretical foundations, up-to-date situations of Thai academic writing, and foundation on English for Tourism are consulted. Work that provide theoretical frameworks on move structure analysis, Systemic Functional Linguistics (SFL), textual metafunction, Theme system, and cohesion by leading scholars such as Swales (1990), Halliday and Matthiessen (2004), Thompson (2004), Partridge (2004), Butt et al, (2000) are consulted. Review of textbooks on English for Tourism textbooks provides insight into the feasibility of data and data processing. Finally, dissertations on related topics are consulted, which makes it possible for the researcher to structure this Ph. D. dissertation.

3.1.1.2 Primary Data Collection

Data collection strategies involve how data for a study are gathered, whereas data sources refer to the people or messages from which the data are sampled (Marrigan & Huston, 2004: 37). Subjects, data collection, and method are the main concern in this section as described below:

a) Subjects

The subjects in this research were 100 second-year Bachelor degree English-major students taking the English for Tourism as one of their free elective courses in the 1/2011 semester, whose final exam essay were drawn for the analysis. Students enrolled in the five groups (20 students in one group) were assigned to write an argumentative essay in the first semester as part of the final exam. The students composed a 250-word argumentative essay on the writing prompt *Ecotourism*

should be promoted. The first twenty essays of each section were randomly drawn for this study by the course coordinator; however, 10 out of 20 essays were usable. This results in another round of data collection in the following semester. The unselected essays are those without quality of an argumentative essay. Many of the essays are in paragraphs. Only essays with argumentative approach were selected. Finally 100 argumentative essays were successfully drawn.

It is interesting to note that the unusable essays which are disregarded in this research lack argumentative essay features; however, they can be drawn in further study to see the effectiveness of teaching methodology in writing classes and the of instruction base.

The marks assigned to the essay were as follows.

Table 3.1 Mark Allocation

Organization	Content	Vocabulary	Grammar
40	20	20	20

According to the above table, 40% was assigned to organization, 20% to content, 20% to vocabulary, and 20% to grammar.

b) Data Collection

Essays collected on this research is a expected to have argumentative features as these students have completed 4 English courses, which are required before taking English for Tourism. Therefore, most of the students make little or no errors on grammar. Moreover, students are trained how to write argumentative essay in English for Tourism course. In fact, they are taught to write the introduction, the body, and the conclusion.

However, a problem was found upon examination of the collected essays. 10 out of 20 essays from 5 sections were unusable since they appeared in a non-essay form or essays of other genres rather than argumentative. Those unusable essays were written in one paragraph, and some were expository or narrative kinds. In an interview with them later, writers of these essays admitted that they failed to read the instructions properly.

The completeness and naturalness of the essay data are necessary for the analysis of move structure and textual metafunction analysis. Under this criterion, the researcher selected only the work that appeared in an essay format. Under this criterion, 50 essays were derived. However, the number of essays was still insufficient. Consequently, the researcher needed to collect another 50 essays in the following 2/2011 semester. In the second round with the same data collection criteria used in the first round, another 50 essays was obtained. The essay source was displayed as shown in Table 3.2 next.

Table 3.2 Essay Source

Semester	Section 1	Section 2	Section 3	Section 4	Section 5
1/2011	E 1.1-E1.10	E 2.1-E 2.10	E 3.1-3.10	E4.1-4.10	E5.1-5.10
2/2011	E 1.11-E1.20	E 2.11-E 2.20	E 3.11-3.20	E4.11-4.20	E5.11-5.20

Note: “E” stands for Essay, numerical number stands for the ordinal number of essay.

c) Method

After the desirable number of essays was derived, the content of the essay was scanned for all essential parts intended to be analysed in this research. The essays to be analyzed had to contain three main parts: the introduction, the body, and the conclusion. Then, a text analysis on all of the stages produced in the introduction, the body, and conclusion was conducted.

For each of the 100 essays, only one paragraph that is most argumentative was selected for the analysis of the distinguished argumentative traits. This one paragraph selection is based on the many patterns of argumentative essays. In some argumentative essay pattern, just one argumentative paragraph is placed in the body. In others, all of the body paragraphs are argumentative. Students are free to select one of these many patterns of argumentative patterns; therefore, it is fair to select one argumentative paragraph for this analysis. According to Behrens and Rosen (2007: 124), students should be able to persuade the reader by using relevant evidence. Arguments are not won on the basis of logic and evidence alone, but also on claims and supports from the writer’s opinion in the real world. When these argumentative traits had been checked, the data is ready to be used by the researcher.

The researcher then checked for the completeness of data in the body paragraphs. The paragraphs had to contain three main components: the topic sentence, the support, and the concluding sentence. The topic sentence is the most important point of departure in student's essay as it summarizes, argues, and positions the writers' point of view. As Oshima & Hogue (2006: 45) point out, an effective topic sentence serves as the door to the new world of readers. After the topic sentence, the data were scanned for claims and their elaboration. When students make claim, they should be able to elaborate their claims in a systematic way. In general, claims are made through facts, examples, prediction, answers to the opposite side of argument, or an authority's statement. Any claims made must also come from reliable sources. With sufficient, decent support, readers can understand their discussion and development of their paragraph. Since coherence is one feature which was investigated in this study, coherence instruments were also investigated. The tools of making a coherent essay vary because of the naturalness of the data.

Finally, the data should contain the conclusion of the essays. A restatement of thesis sentence or a proposition is required in this process of data collection. Exhibiting a restatement of a thesis sentence helps signal the readers that the writers are not swaying the discussion; therefore, the essay results in a more improved organization. Following the restatement of the essay conclusion is one of the clinchers students try to make use of. They can include suggestion, prediction, anecdotes, comparing and contrasting their discussion, and quoting good statements from famous writers. The paragraphs must contain a concluding statement to be included in the analysis.

3.1.2 Data Preparation

After 100 essays were successfully collected, they were analyzed for move structure, textual metafunction, and cohesion. For move structure, the essays were divided into three main parts: the introduction, the body, and the conclusion. Then the Theme system was analyzed for Theme choices and thematic development. Finally, the cohesive devices used to create coherence in the essays were analyzed. The preparation of the data for each analysis framework are discussed thereof.

3.1.2.1 Move Analysis

According to Hyland (2007b: 53), the most useful way of argumentative essay analysis is by breaking the text analysis into main stages. Accordingly, the essays were divided into the introduction, the body, and the conclusion. The work of Hyland (2007b) on argumentative essay analysis and Swales' (1990) move analysis were integrated, as illustrated in the following table:

Table 3.3 The structure of the argumentative essay used in this research (adapted from Hyland (2007b: 33), and Swales (1990: 143))

Move	Stage
1. The Introduction	Hook
	Generalization
	Thesis Statement
2. The Body	Topic Sentence
	Supports
	Concluding Sentence
3. The Conclusion	Restatement of Proposition
	Clincher
	Concluding Sentence

Referring to Table 3.3, the framework for text analysis provides a model for students to write their own argumentative essays. Students need to write the three main stages illustrated in Table 3.3 in order to make an effective essay. In each stage, they should be able to strengthen their discussion through careful supports selected by them. The more students make claims in their body paragraph, the more development their essay will show.

3.1.2.2 Systemic Functional Linguistics: Textual Metafunction

To explore textual metafunction, the clauses in the essay were segmented. Clause boundaries were marked—clause complex were marked by “III” and clause simplex were marked by “II” respectively. Later data are tabulated and analyzed in terms of Theme system.

a) The Identification of Clause Boundaries

1. Clauses in each essay were segmented and given clause boundaries.

2. Theme and Rheme were identified.

3. Theme choices in each clause were analyzed: textual, interpersonal, and topical, to see the frequency of Theme selection.

b) Clause numbering

Each clause simplex and clause complex of each essay were counted and numbered to see what kind of clauses students tend to use (simplex or complex).

c) Textual analysis

Textual metafunction refers to the creation of text. This metafunction focuses on Theme, the point of departure of a clause, and Rheme, the part following the Theme and includes what is said about the Theme. All clause simplexes were analyzed in terms of Theme system and Theme choices to see its internal thematic structure. The frequency of different types of Theme selection (i.e., textual, interpersonal and topical Themes) was counted to unveil the students' writing proficiency. Then, the three kinds of Themes were tabulated and totaled using the Microsoft Excel Program. This analysis made it possible for the research to see how students select their Theme selection.

3.1.2.3 Cohesion

Each of the five types of cohesive device—references, conjunctions, substitution, ellipsis, and lexicon—that were used to create cohesion in the essays were investigated. Each device was further categorized into the subtype it belonged. The frequency of each type was counted and converted into percentage according to the parts of the essay in which they were used, the introduction, the body, and the conclusion.

3.1.3 Data Analysis

In this section, the data analysis is based on three main issues, moves structure, textual metafunction, and cohesion. First, the researcher has analyzed move structure of the argumentative essay as move analysis is related to the discussion of

context of tourism. With this sample argumentative essay topic on *Ecotourism should be promoted*, assigned to test students in the final examination at a private international university, students need to include different kinds of perspectives in their discussion, so they might have to move from the most significant perspective to the least one. For example, the introduction should include the reasons of promoting ecotourism; the host government should be discussed in the first body paragraph, followed by business suppliers; lastly, the conclusion of the essay was analysed to see the correct moves. These three components make an argumentative essay.

In addition to move analysis, the research aims to analyze text organization of Thai students' argumentative essays, textual metafunction focusing on Theme system analysis is selected as a framework of this study. Theme and Rheme make it possible for student writers to write vividly (Bloor & Bloor, 1995: 226-227). For example, *I want to promote ecotourism*. This statement is not formal and vivid. Instead, if the writer produces *the promotion of ecotourism should be encouraged*. The latter statement is vivid as the focus of the clause is laid at the beginning.

In argumentative essay, cohesion plays a major role as it represents the range of possibility that exists for linking purposes. Writing a paragraph with cohesion is not an easy task as students need to learn how to apply this resource in the same manner as they learn how to make a move from an introduction to the body and to the conclusion of their essays. In addition, understanding cohesion within the text can create semantic links that could be beneficial to EFL learners (Janjua, 2012: 150). A cohesive text results in effective paragraph writing. Therefore, students need to learn how to produce such text by applying conjunction, reference, substitution and ellipsis, and lexical cohesion in their argumentative essays as claimed by Janjua (2012: 153). Therefore, it is important to explore cohesion in the argumentative essay.

The following section discusses the analysis of move structure, textual metafunction, and cohesion.

3.1.3.1 The Analysis of Move Structure

At the stage of move analysis, the researcher identifies the standard moves in the argumentative essay genre. Then each move will be labelled as suggested by Swales (1990) and Hyland (2007b). The move structure in the introduction contains Hook, General Statement, and Thesis Sentence. The move

structure of the body consists of a Topic Sentence, Supports, and a Concluding Sentence while that of the conclusion is made up of a Restatement, Clincher, and a Concluding Statement. In fact, such moves are typical in argumentative essays (Paltridge, 2004: 64).

The following is the table of move analysis, from which each move is tabulated.

Table 3.4 Move analysis on argumentative essays of tourism students

Essay No.	Move 1 The Introduction			Move 2 The Body			Move 3 The Conclusion			Total
	Stage 1 Hook	Stage 2 General Statements	Stage 3 Thesis	Stage 1 Topic Sentence	Stage 2 Support	Stage 3 Closing	Stage 1 Restatement	Stage 2 Clincher	Stage 3 Final Statement	
E 1.1-5.20	x	x	x	x	x	x	x	x	x	x

According to Table 3.4, during the course of move analysis, move structure of the argumentative essays of students from English programs is identified and labeled in their essays. A student who provides essential elements of essay composition will be given one x on every component provided. The researcher employs different notations to refer to different essay components as illustrated below:

Table 3.5 Codes of Move Structure

Alphabet	Reference
I	Introduction
B	Body
C	Conclusion

Referring to Table 3.5, different alphabets are assigned to each move. I refer to *Introduction*, B refers to *Body*, and C refers to *Conclusion*. Student's essays are counted stage by stage, so the research can reveal to what extent students

can write according to the required organization discussed in writing class. The stages of each move are counted by using numeral notations.

Table 3.6 Codes of Stage Structure

Number	The Introduction Move	The Body Move	The Conclusion Move
1	Hook	Topic Sentence	Restatement
2	General Statement	Support	Clincher
3	Thesis Statement	Concluding Sentence	Final Closing

According to Table 3.6, the stages of each move are numbered with 1, 2, and 3; however, the same numeral notions mean differently in different stages. In particular, *1* refers to Hook in the introduction, Topic Sentence in the body, and Restatement in the conclusion. *2* means General Statement, Support, and Clincher. *3* refers to Thesis Statement, Concluding Sentence, and Final Closing. In short, students' essays are rated by moves and stages deployed.

Finally, the alphabetical and numeral notions of moves and stages are tabulated, using Microsoft Excel to the conventional moves produced by students.

3.1.3.2 The Analysis of Textual Metafunction

The researcher employed Systemic Functional Linguistics (SFL), focusing on textual metafunction analysis of the Theme system to assess how Thai students organize their text clause by clause.

Textual metafunction is a useful framework in this research, since it will reveal the characteristics of the written work by Thai students. To make it simpler, it is time universities changed their curriculum to fit to the needs of a particular group of students. Textual metafunction is a framework in this research as the analysis will reveal the characteristics of writing according to a topic and a controlling idea. Moreover, the different topics revealed in students' essay convey different focus in a clause as Systemic Functional Linguistics views at clauses as messages (Halliday & Matthiessen, 2004: 67). This research reveals the difference of

Themes used in the essays, so there should be more teaching focus on Themes selected in each clause.

3.1.3.3 The Analysis of Cohesion Resources

Cohesion is the explicit use of linguistic resources to create connection between ideas. Cohesive devices help bind text together. Halliday and Matthiessen (2004) identify cohesive resources as conjunction, reference, substitution, ellipsis, and lexical cohesion.

In each essay, each type of cohesive devices are identified and totalled by basing on symbol x. If one cohesive device is found, x is marked. Finally all of the cohesive devices are tabulated and tallied. The following is the table of cohesion analysis.

Table 3.7 Cohesion Analysis

Essay No.	Conjunction	Reference	Substitution	Ellipsis	Lexicon	Total per Essay
E 1.1-E 5.20	X	x	x	x	x	x
Total per type	X	x	x	x	x	x

In the cohesion analysis, every type of cohesive resources are drawn out from 100 essays to see the frequency of use. This analysis leads to the focus of cohesion in writing and the use of cohesive resources in different moves and stages of essay.

The researcher examines the five main kinds of cohesions required in their writing. The first is conjunction as it includes both conjunction proper and continuity (Halliday & Matthiessen, 2004: 534). Second, reference is analysed in these 100 essays. Third, substitution is a relation between linguistic terms, such as words or phrases; whereas reference is in relation between meanings. Fourth, ellipsis is the relation within the text and in the great majority of instances the presupposed items is present in the proceeding text. Finally, lexical cohesion includes two main kinds of cohesion through vocabulary, that is, reiteration and collocation.

3.2 Theoretical Frameworks

This research is based on three main frameworks, move analysis by Swales (1990), textual metafunction and cohesion by Halliday & Matthiessen (2004), Halliday & Hasan (1976), for cohesion analysis. The combination of the three frameworks tends to be a successful adaptation of rhetorical approach used for analyzing highly valued text such as argumentative essays, which are tested in universities where English program is offered in Thailand and in other countries.

3.2.1 Move Analysis

3.2.1.1 Genre

The first framework integrated in this text based research is based on Swales' framework (1990) to reveal students' moves in argumentative essay. As this framework is based on genre of argumentative essays, move analysis proposed by Swales should be conducted. Swales' framework as described by Hyland is a kind of analysis similar to Generic Structural Potential (known as GSP) proposed by Hasan (1984) (Hyland, 2007a: 47). Hasan and Hyland's concept is similar to Swales' in that ESP genre studies are motivated by teaching outcome. Many researchers such as Paltridge (2001), Wernnerstorm (2006), and Swales & Feak (2012) analyze genre to discover how a particular aspect of the real communicative world works in order to pass on the understanding to student writers.

Although there are some differences on perspectives of genre, there is general agreement that genre develops because of recurrent ways people get things done in their group and community (Swales, 1990: 41-48). Next, genre provides social experience, has specifiable linguistic characteristics that are determined by a group, not individual writers, and incorporates both forms and context based on purposes and context. In addition the language of text should be taught together functions texts usually perform for writers in specific contexts (Hyland, 2007b: 51).

3.2.1.2 Moves and Key Features

When genre is defined, it can be examined for their move structure and key features such as the introduction, body and conclusion, and the

constituents within each move. It is important that stages of text development is revealed with purposes and sample expressions. For Halliday, the complication of the text has to do with introducing the concept first; however, Swales prioritizes text sequence (Martin, 1992: 541). Swales points out that learning stages of a text is beneficial to L2 students as they learn how to write with correct moves of a genre.

(1) In the introduction of such a text as argumentative essay, providing a hook in the introduction is to impress the reader with rhetorical statement. Following a hook, general statements are to give back ground of the essay topic and some expressions suggested include the use of all of the quantitative words such as all, many, some, others, or the majority. These sub moves, if identified, serves as a pattern for students, especially those who study English as a second language, is likely to foster their writing with sequence and leads to effective paragraph. In the same way, the stage of writing a proposition (thesis statement) in the essay's introduction is to summarize the main idea in the body paragraph. These sequence as explained in Swales' framework that it improves characterization of text in a given discourse community (Swales, 1990: 68-69).

(2) In the essay body, the three main stages should be initiated. This includes the topic sentence, supports, and closing. If student writes successfully proceed to Move 2, they tend to develop their paragraph in an organized manner.

(3) In the conclusion, the stages are restatement, clincher, and final statement. These constituents are needed to complete the final part of the argumentative essay.

In short, this research on textual structure analysis of English argumentative essay adapts Swales' (1990) The Create A Research Space (CARS Model) to examine the move and stage exhibition in students' essays. The researcher bases her analysis of the moves and stages of the text on conventional argumentative essay moves and stages. In Swales' work, moves within research articles' introduction are revealed by dividing each move into different stages. Likewise, the moves in this study are identified in different stages. The similar frameworks are productive in move analysis as it reveals the needed moves and stages in two kinds of texts, research abstract and argumentative essay.

3.2.2 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) views language as multidimensional unit, for which SFL is concerned with language in use. SFL focuses on the idea that language is a system of option in among a particular culture and context. Systemic Functional Linguistics would seem to provide a description of how the structure of English relates to the situational variables (Field, Tenor and Mode) of the social context (e.g. essays) in which the language is functioning. This phenomenon can hardly be explained by traditional grammar as the forms and function of a language are completely identified. However, SFL does the job as the paradigmatic dimension of language or choice relation is comprehensively identified (Bache, 2010: 2564). The interpretation of language construes three simultaneous modes of meaning: ideational, interpersonal, and textual. In addition clause by clause analysis in SFL makes it possible for writers to place the most important point of departure as a subject and less important one as a controlling idea. The two components are needed for effective sentences, which can be applied to write a thesis sentence and a topic sentence. Such clause is functionally identified by applying SFL.

This research employs textual metafunction as the analysis framework as stated in Chapter 1. Textual metafunction is described in detail in the following section.

3.2.2.1 Textual Metafunction

Textual metafunction is concerned with the creation of text. In fact, textual metafunction is the presentation of ideational and interpersonal meaning. Speaker and listener share information in text that explicitly convey in context. Theme is one of the major textual systems, and a clause is viewed as a message. This research employs textual metafunction as the textual meaning views clause as message and shows how the text such as an argumentative essay is organized; therefore, needed framework such as textual metafunction is implemented as the theory benefits academic English essay, especially an argumentative essay.

3.2.2.2 Theme and Rheme

The system of Theme is under the textual metafunction of the language. It is concerned with the organization of information or text within individual clauses. Theme and Rheme are concerned with lines of meanings as the text develops.

Once Theme is selected, Rheme follows. The structure carry this line of meaning is called thematic structure. In fact, Theme is the most important component of a clause or point of departure of the clause. It construes personal or impersonal, emphasis, ellipsis, and so on. As a text such as an argumentative essay develops, its Themes develop clause by clause. Readers realize the text cohesion, conciseness, and clarity because of its Theme selection. In the course of writing, the systemic selection of Themes provides/leads to an effective proportion and topic sentence. Within internal Theme structure, there are three choices of Theme-topical, interpersonal, and textual Themes. Characteristics of three Theme choices are based on Halliday & Mathiessen's (2004) work. Each Theme choice is elaborated below:

(1) Topical Theme

As Theme is the initial point of departure in a clause, it should include the most prominent point of meaning as its beginning. In other words, the most important topic comes first and follows by the less prominent point. According to Butt et. al, this kind of Theme includes the nominal group, verbal group, adverbial group, or prepositional phrase (Butt et.al, 2000: 136). Some premodification, postmodification and other group complexing can also be included in topical Theme. Such Themes are found in students' essays as illustrated below.

Topical Theme	Rheme
The tourist from Europe	flooded to Asian countries
The suppliers and local people	are pleased to welcome international tourists

According to the above examples, these topical Themes are simple Themes. They are composed of obligatory topical Themes. In terms of Theme selection, a clause can select either unmarked or marked topical Theme.

• **Unmarked Topical Theme**

Referring to Halliday (1978), in an individual clause, the first topical element of a declarative clause is considered a subject of the clause. In this case the Theme choice is a neutral or 'unmarked' one. This point of departure contains no extraordinary Theme. An example is given below.

Unmarked topical Theme	Rheme
Charles Dicken	makes a trip to Italy because of the attractive promotional package.

- **Marked topical Theme**

There are two kinds of marked topical Themes, which are Marked Theme with a transitivity role and Absolute Theme or Theme matter.

- **Marked Theme with Transitivity Role**

There are three main kinds of marked topical Theme. First, complement marked Theme is involves with non-subject participant functioning as a Theme. When the topical Theme of a declarative clause is not the Subject, it gains a greater textual prominence. Non-Subject Themes are marked Theme and are often important in structuring the larger discourse.

The second marked Theme is that circumstantial marked Theme as Adjunct informing time, place, manner, and cause. An example is given below.

Marked topical Theme	Rheme
In 2011,	Thailand was badly affected by wicked floods.

The third marked Theme is Process, which is found in conversation. The possibility of Process occurrence is low in this study as this research is conducted on essay analysis, not a dialogue.

- **Marked Theme as Absolute Theme (or Theme Matter)**

Marked topical Theme as Absolute Theme (or Theme Matter) is the same in meaning. Absolute Theme plays a major role in the textual structure of the clause. In fact, Absolute Theme is categorized as textual subjects matter. In English, Absolute Theme is marked by some expressions placed before the topical Theme (e.g. as for). It does not function as a constituent of the clause which follows it. In English, absolute Themes occur sometimes in spontaneous talk; they do not occur normally in written text. Therefore, they were not often found in the students' essays. An example is given below.

Marked topical Theme	Rheme
As for myself I	do not favor multiculturalism

(2) Interpersonal Theme

Interpersonal Theme refers to an item that comes before the Rheme which indicates the relationship between participants in the text, or the position or point of view that is being taken in the clause. In this study, an interpersonal theme includes one or more of the following components: modal adjunct, finite element and Wh-elements in elemental interrogative clauses. An example is given below.

Theme		Rheme
Textual Theme	Topical Theme	
Perhaps,	the tourism	should have the tour for tourist II to participate with local people in the country [[that you are travelling,]]

(3) Textual Theme

Textual Theme is realized through conjunction, which consists of structure and non structure conjunctions, continuative, and relative element in embedded clause. To elaborate, a conjunction is a word or group that either links (paratactic) or binds (hypotactic) the clause in which it occurs structurally to another clause. Non structural conjunctions are known as conjunctive Adjuncts. Relative elements link the clause in which they occur to another clause. An example of structural conjunction *when* is given below

Theme		Rheme
Textual Theme	Topical Theme	
When	tourists	visit Thailand,
	the revenue	increases.

Moreover, conjunctives provide a cohesive link back to previous discourse. This conjunctive device is analyzed to anticipate the flow of information under Theme-Rheme selection; however, the types of conjunction is thoroughly discussed in cohesion analysis in Chapter 6. An example is given.

Theme		Rheme
Textual Theme	Topical Theme	
Furthermore,	ecotourism	promotes environmental conservation.

In addition to conjunctives, continuatives indicate a relationship to previous discourse. A continuative is one of a small set of discourse signalers such as yes, no, oh, now. These signal the new moves (Halliday & Matthiessen, 2004:80).

Theme		Rheme
Textual Theme	Topical Theme	
Now	Thailand	is prepared for terrorism.

Although continuatives play a major role in signaling the moves, Relatives relate a depending clause to another clause as illustrated below.

Theme		Rheme
Textual Theme	Topical Theme	
which	which	improves quality of life

Relative elements function as both textual and topical Theme and relate the relative clause to the preceding one, so they serve to specify a participant.

3.2.3 Cohesion

There are two resources used to promote coherence in academic writing: readers' background and cohesion. Background knowledge includes knowledge about the topic under discussion and the readers' cultural background (Alarcon and Morales, 2011: 115). Cohesion is the use of explicit linguistic devices to create unity of and connections between ideas in text. Halliday and Matthiessen (2004) divide the cohesive devices into five types: references, conjunctions, substitution, ellipsis, and lexicon.

References refer to the indication of information from elsewhere. There are three types of references: personals, demonstratives, and comparatives. Personal references include the third person, singular and plural, determinatives and possessives (he/him/his, she/her/hers, it/its, and they/them/their/theirs). Demonstratives include specific and non-specific pronouns, determiners, and adverbs (this/these, that/those, here, there, it, the). Comparatives include adjectives and adverbs that signal features of identity, similarity, and difference or to particular features of quality and quantity.

Conjunctions mark relations where one span of text elaborates, extends, or enhances another, earlier span of text (Halliday & Matthiessen, 2004: 540). There are three types of conjunctions: elaborating, extending, and enhancing. Elaborating conjunctions re-present, restate, or clarify the previous clause. Extending conjunctions either add or vary the previous clause. The final type, enhancing conjunctions, include a variety of connecting words that signal spatio-temporal, manner, causal-condition, and matter relationship.

Substitution is the replacement of one component by another. Substitution includes yes/no, verbal, and nominal elements such as *so* (I think so), *not* (Perhaps not), *neither/nor* (Nor did he), *do* (He might do), and *one* (Give me one).

Ellipsis is the omission of a component. Ellipsis includes yes/no, and wh- items such as *yes* (Is he at home? – Yes.), and *who* (He is at home. – Who?).

Lexical cohesion is the use of same or relative lexical items. Three types of lexical cohesion are elaborating, extending, and enhancing. Repetition, synonymy, and hyponymy are under the elaborating category. Meronymy is the extending type. Finally, collocation is the enhancing type. Repetition is the re-use of the same exact word. Synonymy is the use of words with same or similar meanings (cheer-applause).

Hyponymy is the use of words which is either a superclass or subclass of the previously used word (vehicle—car, train). Meronymy is the use of words which is a part of something (tree—trunk, branch, leaf). Finally, collocation is the use of words which usually co-occur (grow old, quick as lightning, flesh and blood).

To sum up, this text based research applies three approaches—move analysis, textual metafunction analysis, and cohesion analysis—on students' argumentative essay on tourism. The combination of three frameworks is advantageous for L2 learners such as Thai students in English programs at universities in Thailand. Students will learn how to compose essays by making the proper moves, employing effective Theme selection and Theme structure, and making use of cohesive devices in different supportive pieces. In short, these frameworks complement one another.

3.3 Scope and Limitation

Since this research is conducted on textual analysis of argumentative essay of English for tourism, the content of the essay is limited to tourism discourse community, and they are English for academic purpose. Although students apply tourism concept such as perspectives in tourism: business suppliers, the government, tourists, and local people, English for Tourism students still need to follow the stages of writing argumentative essay by using terminology discussed in writing classes. However, there is some limitation to be discussed.

3.3.1 Data Collection

At universities where English programs are offered, English proficiency of students is different. Some of them graduated from Thai high schools, but some were educated in international schools. These students are grouped into the same class despite their proficiency difference. There have been problems relating to students' writing. In fact the quality of their writing is low. Therefore, it is difficult to collect 100 essays and use them in one time. Some of the essays are usable in the first round of collection. This results in the second round of data collection.

3.3.2 Completeness of Data

The researcher aims to conduct a qualitative analysis of argumentative essays effectively written by English for Tourism students; therefore, initially 100 essays randoming from semester 1/2011 is insufficient as 10 out of 20 essays from 5 sections were usable because many of the students do not read the instruction properly, so they ended up with producing a paragraph or other kinds of essays. To solve this problem, the researcher selects the argumentative essay level to be analyzed, hoping that the results of this analysis will help reveal the characteristics of the argumentative essays composed by the students.

Moreover, since this research is a text-based analysis, it focuses on three main linguistic features, which are an essay organization or moves (based on Swales, 1990), textual metafunction and cohesion, based on Halliday & Matthiessen (2004) and Halliday & Hasan (1976). However, the mark allocation of the essay weighs heavily on the organization of essay (Moves), which is counted for 40%, so students try their best to make use of paragraphs and the components in a paragraph; however, they ignore the topic and controlling ideas in their thesis and topic sentences. When the essays are analyzed, the Theme and Rhemes selected by these students might be monotonous; therefore, textual metafunction plays role in this analysis. In other words, they might employ many of the unmarked topical Themes throughout their essays. Lastly, students fail to make use of cohesion types as they omit the cohesive devices in their supports. In short, the result might be negatively affected by this unusual phenomenon, for which solution will be provided in Chapters 4-6.

3.3.3 Research Generalization

Since is research is conducted by a Thai private international university, the result cannot be generalized for all writers in that they possess different writing proficiency found in academic writing. However, this research paves way to further text analysis on other group of writers such as those taking academic English in public universities.

CHAPTER IV

MOVE ANALYSIS

4.1 Introduction

One feature through which a piece of writing is measured is organization. In Jacob et. al (1981) ESL Composition Profile (1981), writing with good organization is well-organized, contains logical sequencing, and is cohesive. Sokolik (2003: 95) gives an example of an expansion of rubrics of organization to embrace a clear introduction, separate paragraphs, a conclusion, and transitions between and within paragraphs. A piece of writing with good organization is convincing since all parts are underlined and connected with logic.

Organization is so important that a large portion of score is allocated to it. In the English for Tourism course that the researcher was responsible for, organization receives the highest weight. The score allocation is displayed below:

Table 4.1 Score Allocation for Final Exam Essay in the English for Tourism Course

Score Allocation	Percent
Organization	40
Clarity	20
Argumentative Support	20
Grammar	20
Total	100

On the scale of 100 percent, 40% is allocated to organization. To gain good scores on organization, students' essays must contain the parts or moves that are appropriate to the genre of writing and are organized in the structure conventional to that genre (that is argumentative essays).

The argumentative essay contains three major conventional moves, that is, the introduction, the body, and the conclusion, organized as shown in Figure 4.1.

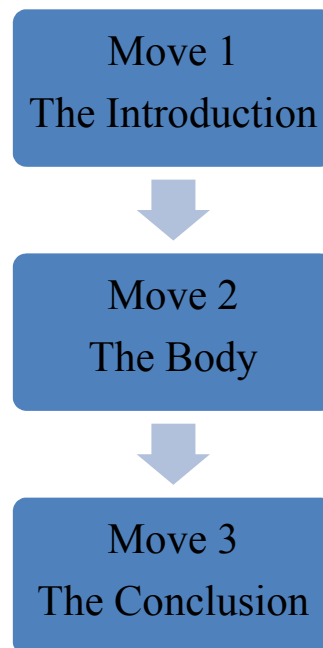


Figure 4.1 Moves in the Argumentative Essay

Each move of the argumentative essay is subdivided into stages, the small components within a move. The stages in each move are as illustrated in Figure 4.2.

Move 1, the introduction, contains three stages: Hook, General Statements, and Thesis Statement. A Hook is a rhetoric statement. Placing a Hook in an essay introduction makes it possible for writers to introduce an issue. The next component, the General Statements, leads to background information that provides a wider scope of the essay issue. The introduction ends with a Thesis Statement—a proposition that states the writer’s point of view about the issue (Black, 2006: 105).

Move 2, the essay body, contains the Topic Sentence, Supports, and the Concluding sentence. The topic sentence addresses each point outlined in the thesis statement. The point expressed in the topic sentence is elaborated and supported by the supporting sentences (Savage & Shafiei, 2007: 104). The information in the body paragraphs should also be organized in order of importance, chronology, or terms of effects (Lyons & Heasley, 2006: 104).

Move 3, the conclusion, which is composed of Restatement, Clincher, and a Final Statement (Hopper et.al, 2000: 179). The functions of the conclusion are to restate, evaluate or reflect, and give advice.

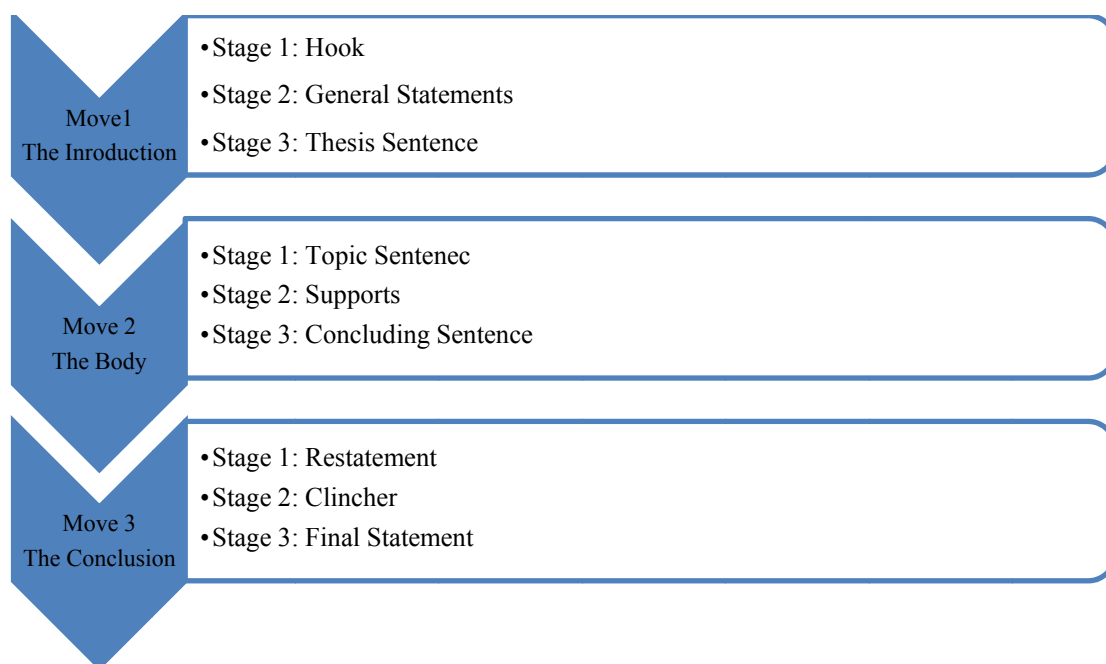


Figure 4.2 Stages in the Argumentative Essay Moves

4.2 Text Illustrating Move Analysis

The moves and stages of an argumentative essay are illustrated in the prototypical text on tourism-related topic below.

Table 4.2 Prototypical Argumentative Essay with Conventional Moves (adapted from James Cook University Sample Essay on Travel: www.jcu.edu.au/tldinfo/writingskills/essay/sample.html)

Should ecotourism be promoted?		
Move	Stage	Prototypical Essay
Move 1 The Introduction	Stage 1 Hook	Tourism can make or break humankind.
	Stage 2 General Statements	Different people prefer different kinds of tourism. Many tourists cling to natural sport tourism as they fall in love with athletic endeavors. Some enjoy independent tourism, for this kind of tour is inexpensive and there is flexibility on itinerary, travel period, and number of travelers. Others believe in adventurous tourism as they are young tourists who pursue excitement and danger.

Table 4.2 Prototypical Argumentative Essay with Conventional Moves (adapted from James Cook University Sample Essay on Travel: www.jcu.edu.au/tldinfo/writingskills/essay/sample.html) (cont.)

Should ecotourism be promoted?		
Move	Stage	Prototypical Essay
	Stage 3 Thesis Sentence	Although there are numerous types of tourism, ecotourism should be promoted as it fosters economic, cultural, and social development.
Move 2 The Body	Stage 1 Topic Sentence	To begin with, sustainable tourism is advantageous as it improves a national economic.
	Stage 2 Supports	According to National Statistic, tourist destination countries tend to have more than ten percent economic growth in a regular political condition. In addition, many people are employed. The destination country cultures are promoted because of tourism. This can promote a national cultures and tradition to tourists; however, tourists may degrade the destination cultures if improper approaches are impose. Next ecotourism promotes social development. When tourists visit a destination, they make comments on local people and other stakeholders. Such comments are in the forms of questionnaires and interviews. The host nation can make use of comments to develop social perspectives at tourist destinations.
	Stage 3 Closing	To sum up, sustainable tourism improves a destination country.
Move 3 The Conclusion	Stage 1 Restatement	In conclusion, ecotourism should be promoted for a more improve economic, cultures, and economic.
	Stage 2 Clincher Selected	There should be balance between the host countries and tourists to optimize tourism revenues. The government of the host nations should enact travel policies and economic, cultural, and social settings. In the same way, the tourists should be educated before they make a visit to destination countries. There should also be international cooperation among tourism stakeholders.
	Stage 3 Concluding Sentence	Then tourist destination can be explored and conserved at the same time.

In the above prototypical text, the essay is divided into three main moves: the introduction, the body, and the conclusion. In addition, each move is subdivided into three main stages. In Move 1, the introduction, the writer exhibits a rhetorical statement in Stage 1, Hook, to grasp the attention of the readers. Then, s/he proceeds to generalize the issue in Stage 2. At the end of the introduction, the writer states the Thesis Sentence in Stage 3. In Move 2, the essay body, three main stages are initiated. These stages include the Topic Sentence, Supports, and Closing. In this prototypical text, the writer successfully proceeds to Move 2, and the paragraph looks organized. The writer then proceeds to Move 3, the conclusion. S/he includes the Restatement, Clincher selected, and the Final Statement.

The model argumentative essay relates to Swales' Claiming Research Space (CARS) model (1990) in that the moves are identified by comparing the conventional essay taken from James Cook University sample essays and those produced by Thai student writers. This argumentative essay model corresponds to Swales' CARS model as illustrated in Figure 4.3 below.

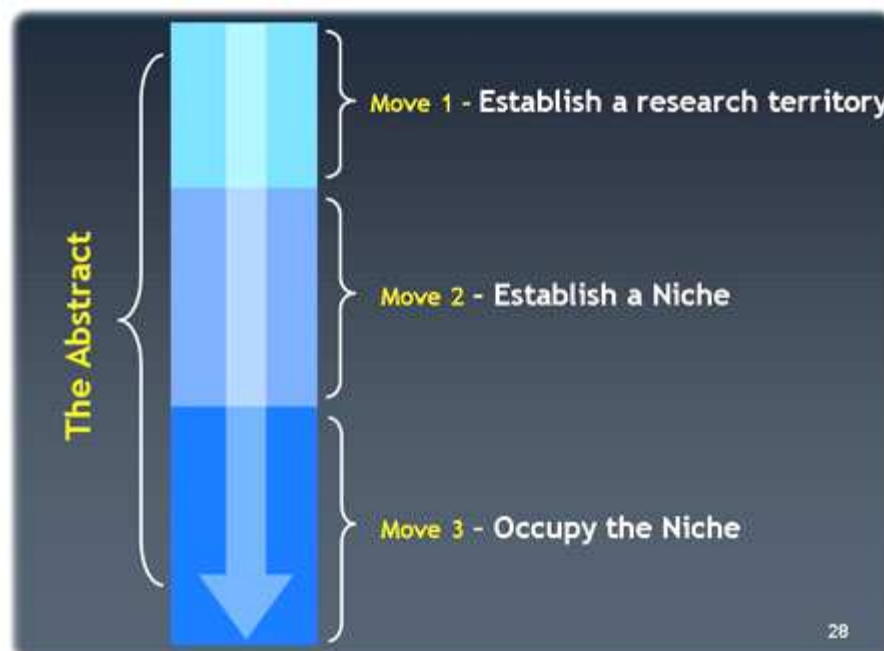
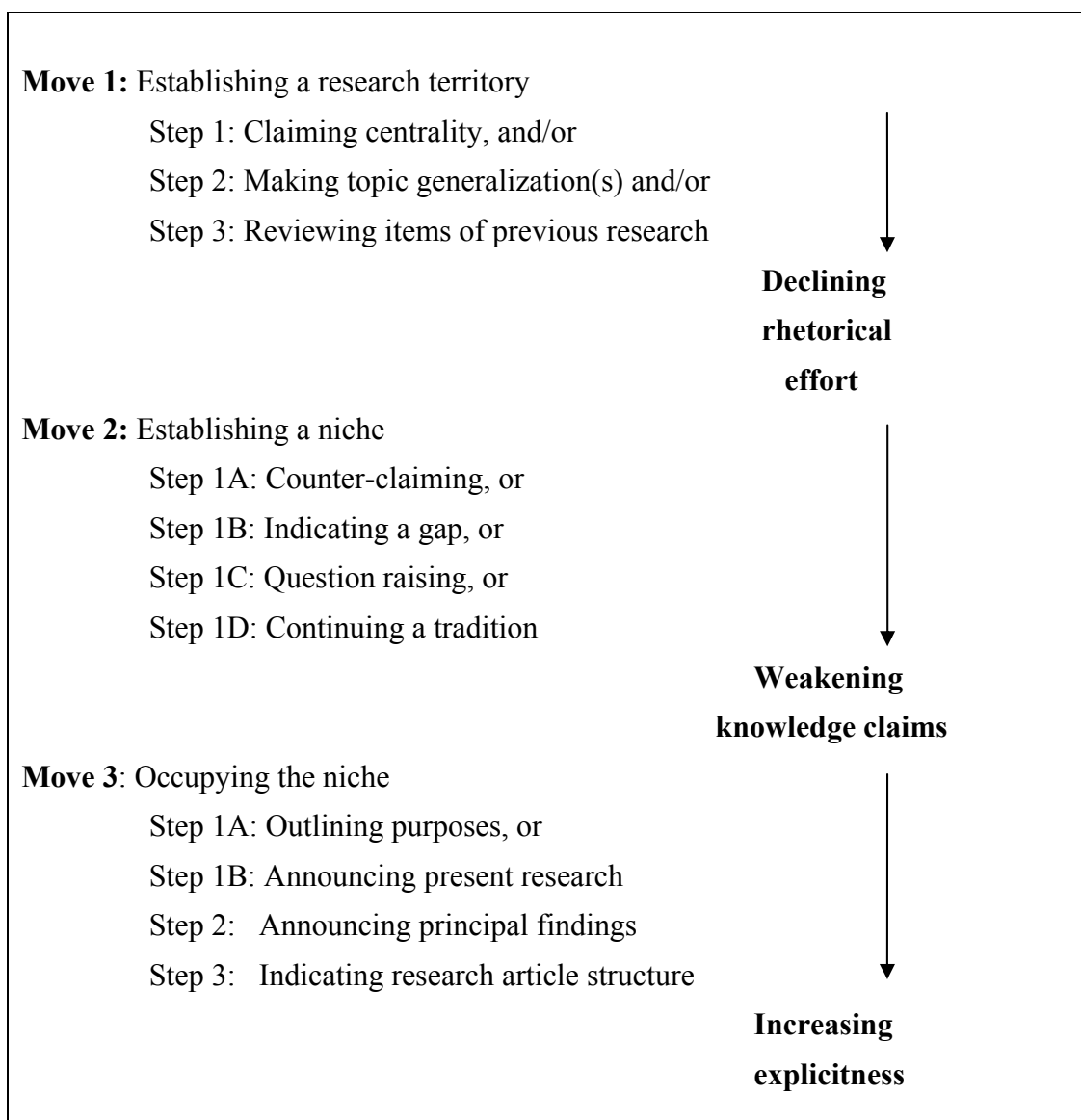


Figure 4.3 Swales' CARS Model in Abstracts (Swales, 1990: 156)

According to Figure 4.3, Swales' CARS model in abstracts outlines three steps for creating a research space, which are all closely related to the concept of niche. In many instances, writers are taught to move from a general to specific focus in their writing. However, conceptualizing the writing in this manner could be too simplistic. It seems to imply a single step from a general description to a specific description without really specifying how or why the move should be made, or what the real purpose behind making such a move is. This is where the CARS model becomes really helpful. The model consists of three main steps and a series of sub-steps that more clearly define what the individual steps are that the writer needs to take, as shown below.

Table 4.3 Swale’s CARS Model for Article Introductions (Swales, 1990: 141)



In Swales’ (1990: 141) model, he contends that individual move implies different purposes. In the same way, although there are three main stages in this model argumentative essay, each step construes different purposes and functions differently. Swales’ framework is patterned to identify generic structures of text type categorized by Paltridge (2001: 63). In his work, Paltridge claims that moves may occur in a cycling pattern. This means that the combinations of moves may repeat themselves within the text. The prototypical discourse structure of argumentative essay illustrated in Figure 4.2 serves a model for students to write their essay effectively in Thai context.

The application of Swales' model can be on the basis moves. For example, Move 1 in argumentative essay can be patterned from Move 1 of CARS model proposed by Swales. In writing the argumentative essay, an introduction is produced. Similarly, establishing a research territory is the equivalent move in writing the argumentative essay.

The results of the move analysis are displayed in Table 4.4. The overall results are displayed for comparison in Table 4.4.

Table 4.4 Move Analysis in 100 Argumentative Essays of Tourism Students

Essay No.	Move 1: The Introduction			Move 2: The Body			Move 3: The Conclusion			Total 100%
	Stage 1 Hook	Stage 2 General Statements	Stage 3 Thesis	Stage 1 Topic Sentence	Stage 2 Support	Stage 3 Closing	Stage 1 Restate-ment	Stage 2 Clincher	Stage 3 Final Statement	
Total	60%	82%	79%	90%	94%	62%	91%	69%	39%	666

Table 4.4 shows the percentage of occurrence of different moves and stages in 100 essays, which can be compared through Figure 4.4.

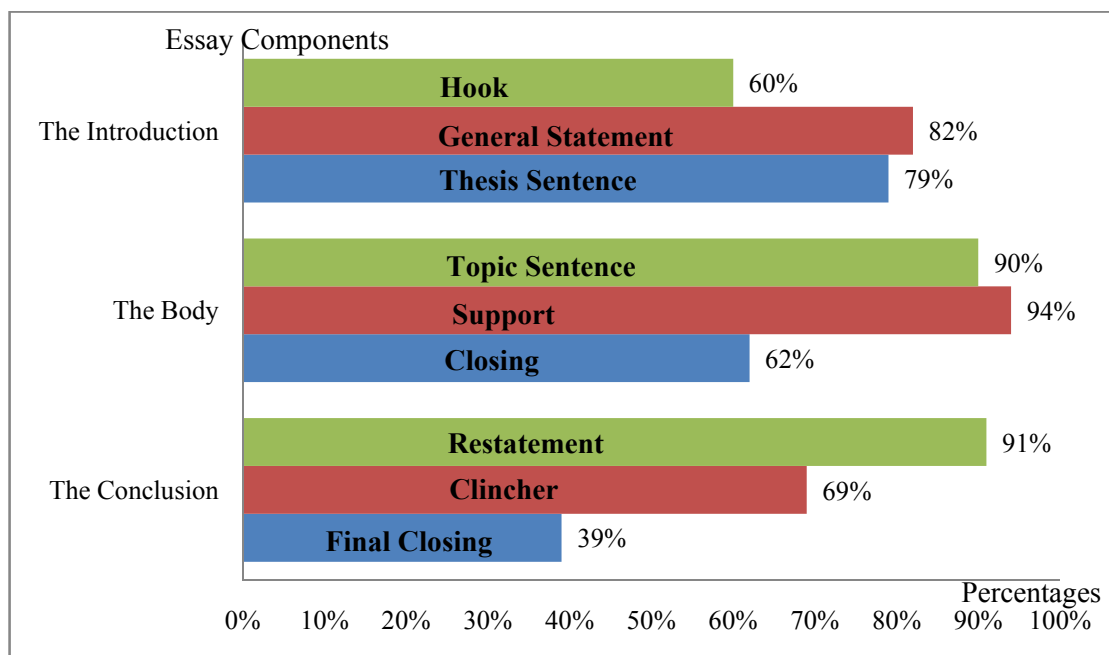


Figure 4.4 Moves in 100 Argumentative Essays of Tourism Students

According to Figure 4.4, it can be concluded that students employ different percentages of moves in different parts of essays. Of all one hundred essays, 67 percent are rated to the completeness of essay composition. In other words, the graded essays contain three main moves, the introduction, the body, and the conclusion. 60 percent of students write Hooks in their essay introduction, and 82% are able to generalize their work in a conventional basis. 79 percent present their essay Thesis in the introduction. Most of the students make correct moves in their composition. This means that they write their essay Hook, followed by General Statements and Thesis Sentence. Once students develop their thesis, they recognize that their Topic Sentence come first at 90 percent, followed by their Supports at 94 percent, and Closing at 62 percent, respectively. In the essay conclusion, 91 percent of students restate their own proposition, and 69 percent select the Clincher guided in their class. Unfortunately, the majority of writers fail to include their Final Closing in their essay conclusion at 39 percent.

The stages which the percentages of the students writers who could produce seem to be lower than others are Stage 1 of Move 1, or the Hook (60%), Stage 3 of Move 2, or the Concluding Sentence of the essay body (62%), and Stage 3 of Move 3, or the Final Closing of the conclusion (39%). In other words, the beginning and closing section of the essay are difficult for some students. The Hook is the part where arousing statement on the issue is presented, and the Closing is the part where a relevant remark which grows out of the discussion is presented. This means some students need skills in interesting readers and drawing a conclusion that follows from the discussion.

4.3 The Analysis of Moves in the Essay Introduction

This section discusses the three stages constituting the essay introduction move.

Different stages of a particular move construe various purposes in the essay part such as the introduction (Paltridge, 2001: 66). Based on Swales' CARS model, the move and stages in the essay introduction are identified.

In the argumentative essay, students are required to make a move from Hook, followed by General Statements, and Thesis Sentence. These conventional stages have been discussed during class sessions. According to Swales (1990: 145), writing the introduction is not an essay task, and most students face constraints on producing this part. Therefore, a considered amount of disciplinary variation in the essay's introduction is found in this research.

4.3.1 Hook

The Hook often appears in the very first sentence. Placing a Hook in argumentative essay is not a difficult task if students have been trained how to work on the feast. Students can think of an essay Hook as they do as a fishing hook. In other words, it is something that grabs a reader's attention and reels him in. The Hook for an essay could be any interesting sentence that captures attention and keeps the reader reading (Brannan, 2006: 288). It can be an interesting question, a line of dialogue, a quotation, or a startling statement (Brannan, 2006: 289). 60% of Thai student writers produce Hooks in their essays as illustrated in Figure 4.4. This means that 40% of the essays do not contain hook. Of all three stages, this is the lowest percentage. As stated earlier, this could mean that students have difficulty writing a concise sentence that attracts attention.

Examples of essay without hooks, ineffective and effective hooks found in this study are displayed below.

(1) E 1.4

Since the economy of a country often benefits as a result of several forms of tourism, sustainable tourism should be promoted. The reasons are as followings:

In Example (1), the readers are hastily brought to the writer's stance, without adequate preparation. Without information that paves the way to the writer's position, the essay introduction is abrupt and incomplete, and the thesis statement seems dull and less convincing.

Although 60% of the student writers write Hooks in their essays, their hooks are either too long or ineffective. Examples of ineffective hooks are shown below.

(2) E 1.1

Nowadays our world has grown very fast, including the technology and modern society.

(3) E 1.8

Ecotourism or sustainable tourism involves with nature based tourism.

(4) E 1.14

The economy of a country often benefits from tourism.

(5) E 2.4

Economy of the country is the main factor that will affect the tourism.

(6) E 2.11

In every country, economy is the important factor to show that which country is developed country.

(7) E 3.2

The new trend of the 21st century is to travel around the world.

(8) E 3.11

Nowadays, people has more free time and money

In Example (2), the topic of the Hook, technology and modern society, does not relate to tourism at all. The hook in Example (3) is too neutral and thus not interesting. The hook in Example (4) is too narrow since it covers only one of the three aspects of sustainable tourism. Example (5) and (6) contain the same flaw as Example (4). In the same way, Example (7) and (8) contain information that does not directly relate to the topic. The irrelevance of the Hooks might distract the readers and do not provide bridge to the next stage—generalization. These examples ratify that Thai student writers do not realize the practical method of writing effective Hook in the introduction of their essay.

An example of an effective hook can be seen in Example 9 below.

(9) E 1.3

Sustainable tourism is the tourism program that involves with nature, or in other word *ecotourism*. Normally, tourists will visit man-made attractions such as department stores, amusement parks, theme parks. However, ecotourism or sustainable tourism is not like that. Tourists will visit the true natural places or the local natural places that are managed to become natural attractions sustainable. **I think that**

sustainable tourism should be promoted because of nature-based element, local participation and education.

In Example (9), the writer makes use of a statement about ecotourism, which serves as attention grasper in his essay.

(10) E 5.2

There is an old saying that life is a journey. I am totally agree with that statement though many people may think that traveling is a waste of time and money I believe that traveling s essential to life and we have to do it in correct way. Ecotourism is the solution and should be promoted since it supports economic, preserve the environment, and promotes cultures.

A well-known saying as shown in Example (10) is an effective Hook. It arouses the readers' interest. It makes them want to know what the writer has to say next, and how this information may be related to them. Unfortunately, this is the only instance of saying as a Hook out of 100 introductions in this research. This could mean that there is the lack of knowledge of famous saying in Thai student writers.

To sum up, despite instruction in class, 40% of the students did not include Hook in their essay. Of the 60% that did, their Hooks are either too long or ineffective. The essay Hook can be a saying, a quote from a famous person, or a question that is related to the essay topic *Should ecotourism be promoted?*. This means writing the Hook in the introduction is difficult for Thai student writers. This writing constraint implies that student should be trained more on how to effectively write Hooks in the essay introduction.

4.3.2 General Statements

General Statements are the stage next to Hook. General Statements introduce the general topic of the essay, provide background of the issue, capture the reader's interest, and conceptualize the main ideas. Generalizations allow the readers to introduce the main properties of a concept in one statement (Lyons & Heasley, 2006: 60).

There are many approaches to achieve General Statements. The approaches presented in this study are synthesized from Oshima and Hogue (2009: 44), Leki (1998: 239), Black (2006: 37), Savage & Mayer (2005: 5), and Behrens &

Rosen (2012: 125). They include the use of quantity words, classification, anecdotes, startling information, contradiction, funnel, and answers to questions.

The finding in this study reveals the placement of General Statements in a high degree at 82%. The variation of making generalization is illustrated in Figure 4.5.

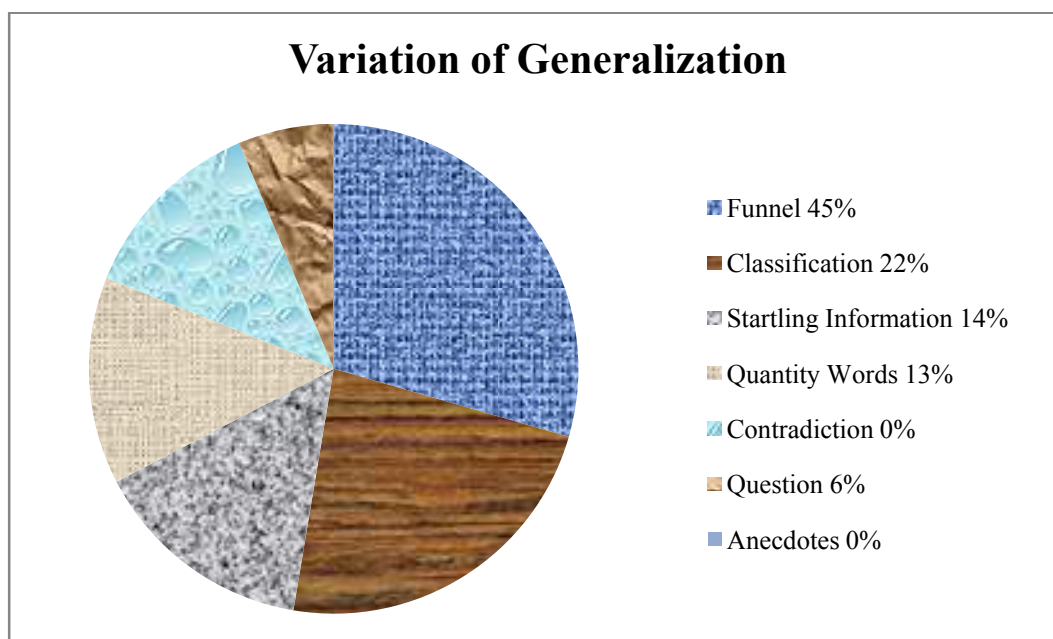


Figure 4.5 Type of Generalization in the Essay Introduction

As Figure 4.5 shows, the most popular type of General Statement is funnel, followed by classification, startling information, quantity words, and answers to questions. The percentages of use are 45 for funnel, 22 for classification, 14 for startling information, 13 for quantity words, and 6 for questions. None of the students employ anecdote or contradiction as their generalization. Uses of each method found in this study are discussed below.

4.3.2.1 Use of Quantity Words

Quantity words help in generalizing the introduction. Some words and expressions which can be used are *almost all*, *each*, *almost every*, *a majority*, *many*, *much*, *some*, *several*, *a number of*, *the number of*, *a minority*, *a few*, *a little*, etc. In this study, quantity words are employed up to 13%. Examples of quantity words in general statements are displayed below.

(11) E 1.7

Nowadays, Thai economy often benefits as a result of several forms of tourism including sustainable tourism. **Many** tourists concern more about nature and this is based on tourism because they want to enjoy with the nature and also participate with the local community as well. So, I think sustainable tourism should be promoted with following reasons to support.

From Example (11), use of quantity words is an effective means of generalization. This writing method offers a clear picture of tourist group, so the essay introduction is effective.

4.3.2.2 Use of Classification

Some writers generalize by using classification based on geographical locations or nationalities. In addition, writers may choose to generalize according to different values and beliefs towards different issues.

In this study, classification is employed up to 22%. Use of classification found in this study is exemplified below.

(12) E.1.5

Ecotourism is also known as ecological tourism or sustainable tourism. **It involves traveling to protected areas where flora, fauna and cultural heritage are the main attractions. Ecotourism is an enriching for those who would like to travel nature destination it provided a new experience and learn how to lives in the planet.** And I think it's a good idea if we try to promote this type of tourist.

As Example (12) illustrates, the main attractions of sustainable tourism are classified into flora, fauna, and cultural heritage. Classification gives a clearer picture of the location where an item or a subject belongs and the components of which it constitutes. Therefore, it is an effective method to employ in writing the general statements.

4.3.2.3 Use of Anecdotes

An anecdote is a story that illustrates a point. The anecdote should be short, to the point, and relevant to the essay topic. This can be a very effective opening for an essay, but it is recommended that writers use it carefully. Surprisingly, none of the students employ anecdotes as their generalization. This

finding implies that students find it hard to match the right anecdotes to the right essay topics. In addition, these students might have less experience on travel and tourism, so they end up using other methods of making generalization.

4.3.2.4 Use of Startling information

In this study, startling information is employed up to 14%. Startling information can be a great way to grab the readers' attention. Startling information as general statements must be true and verifiable, and it does not need to be totally new to readers. It could simply be a pertinent fact that explicitly illustrates the point the writer wishes to make. After a piece of startling information, a sentence or two of elaboration should follow.

An example of startling information as General Statements is shown below.

(13) E 2.5

Nowadays, the economy of a country can get a lot of benefits from tourism. **It can make a lot of money to the country because we can get money from the tourists who come to travel in the country. In the present, there is a lot of kind of tourism that the tourists or people can choose to travel. If we looked at the statistic today, the tourists interested in natural, environments.** So sustainable tourism is a choice for their trip. I think that we should be promoted sustainable tourism in the country

According to Example (13), the fact that tourists are interested in natural environment is exhibited in this introduction. In tourism courses, facts are the most frequently used in the essays, especially an argumentative one. When students include startling information such as this one, they are evaluated to have been studying tourism content by many teachers; therefore, their essays are graded highly.

Making use of startling information is one of the effective ways of writing generalization. The choices of making generalization are based on the essay genre. It is clearly seen that English for tourism students have been trained on tourism in many aspects such as accommodation, transportation, sightseeing, and excursion, so they apply what they have acquired in English for Tourism course. Their choice of generalization is based on surprising facts about tourism perspectives as seen from another example below:

(14) E 2.6

Foreigners and local people help the country by expanding and distributing income when they travel. Thailand is a fertile land which full of natural resources, animal species and a good climate for agriculture and farming. Thailand is full of resources, and people do really need to learn how to use them effectively and efficiently.

In Example (14), the fact about tourists, local people, economic, and natural resources is one of the wise ways of making generalization as these facts are startling information, which leads to an effective thesis sentence.

4.3.2.5 Use of Contradiction

Contradiction is one of the most effective methods of generalizing as contradiction shows the different points of views. Writers usually discuss the opposing points of views first. Then they include their own view in their Thesis Sentence. Unfortunately, none of the student essay introduction contains contradiction in generalization. In fact, making generalization with contracting approach is not an easy task as students need to raise the opposing point of view and refute it.

4.3.2.6 Use of Funnel

Funnel is the most popular method used up to 45% in this study. An introduction always includes some general statements about a subject and a thesis statement that announces the focus of an essay. The thesis statement is usually the last sentence in the introduction because it is the most specific. This is the case in Example (15).

(15) E 3.6

The economy of a country often benefits as a result of several forms of tourism. **In the present we have many kind of tourism that serve to many people who want to travel. But some kind of tourism that interest to use in many country's 'sustainable tourism'**, because this kind of tourism's use the product of environmental that friendly to the natural.

According to Example (15), the writer employs funnel as a tool in making generalization the writer starts discussion on the economy of a nation, then moves on to many kinds of tourism, sustainable tourism, and the promotion of

sustainable tourism. This kind of generalization is effective as it suggests that the writer thoroughly understand the concept of tourism and realizes its interdependency.

4.3.2.7 Use of answering to the question

Another way to catch the reader's attention is with a question. The research reveals that 6 percent of students ask questions and answer them in the following part. In fact, questions can make readers begin thinking about the subject matter in the essay. However, the question should be interesting.

In this study, answers to questions are used at 6%. Such generalization with a question answering is exemplified in Example (16).

(16) E 4.10

What is sustainable tourism? **Sustainable tourism can be divided into two categories. The first one is community tourism that involve with tour that live with local people. The second category is the tourism that explores nature species and animals.** Both of them are concerned to be green tourism that is natural friendly or travelling without effect to environment. So should sustainable tourism be promoted?

In Example (16), the writer responds to the question by defining tourism. This is an effective way of making generalization since it helps the readers to realize the scope of this essay and its discussion. However, only 6 percent could perform this task, so this finding suggests that students do not know how to write a question and answers in response to the essay issue. Writing teachers should take this phenomenon into account.

To sum up, most student writers in this study (82%) could write the General Statements. They employ many different techniques in making generalization. The most popular method is funnel, followed by classification, startling information, quantity words, and answers to questions. None of them make use of anecdote and contradiction in their generalization. Although they make use of various tools to create General Statements, they have problems using certain types. For example, although students can apply quantity word as their generalization, many of the student writers ignore the generating ideas to different perspectives. Some of them make an attempt of using startling information by referring to what they read from the course material; however, they fail to paraphrase the referred information.

The absence of anecdote and contradiction, and the low percentage of answers to questions can be due to the complexity of the methods themselves. Anecdote and contradiction are more complicated and probably less familiar to students than other methods. Therefore, it is recommended that students should be more encouraged to brainstorm on tourism topics in class, and they should be able to draw on advantages and disadvantages.

4.3.3 Thesis Statement

The Thesis Statement is the last stage in the introduction move. It follows the hook and the general statements. The Thesis Statement is the most important part of the introduction.

The Thesis Statement in an argumentative essay is a claim. It states the writer's opinion on the issue (Oshima & Hogue, 2007: 171). However, the side of the argument the writer supports must be stated explicitly. The thesis statement may also address the opposing point of view (Oshima & Hogue, 2006: 147).

In this study, 79% of the student writers wrote the Thesis Statement in their essay. Various types of Thesis Statements are found. Students stated their stances, justification, or main idea. Some provided specific information. Instances of ineffective Thesis Statements are uses of titles, Thesis Statement announcing phrases, or obvious facts. The types of Thesis Statements found in this study are displayed in Figure 4.6.

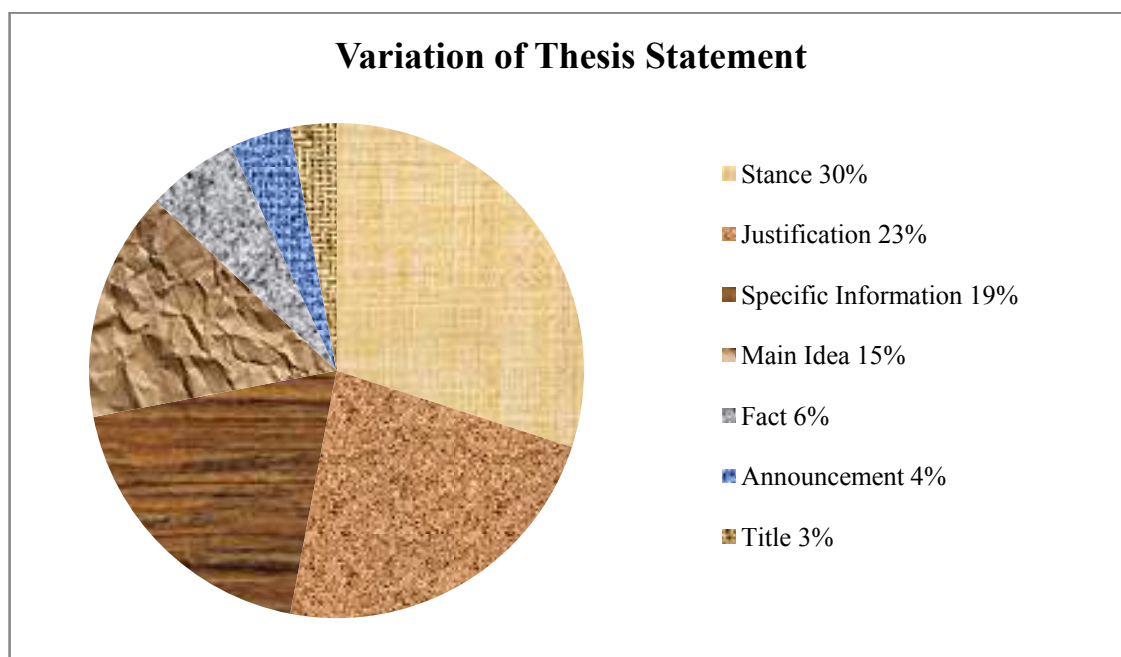


Figure 4.6 Types of Thesis Statements in the Essay Introduction

As shown by Figure 4.6, a variety of methods are used to make the Thesis Statement. The most popular is stance, followed by justification, specific information, main idea, fact, announcement, and title. The percentages are 30 for stance, 23 for justification, 19 for information, 15 for main idea, 6 for fact, 4 for announcement, and 3 for title.

Each type of thesis statement is discussed below.

4.3.3.1 Thesis Statement with Stance

Stance as the Thesis Statement indicates the writer's position on an issue. In this study, 30% of the student writers use stance as their Thesis Statement. Some examples are given below.

(17) E 2.4

There are some negative and positive aspects of ecotourism.

Example (17) is a weak Thesis Statement, since it fails to take a stance. The writer does not state whether s/he agrees or disagrees with ecotourism.

(18) E 1.19

I think that sustainable tourism should be promoted because of the following two reasons; improvement of local community and educational purpose.

Example (18) is an effective Thesis Statement, one—it clearly states the writer’s stance on the issue and specifically states the reasons. It paves the way for the expansion on local community and education improvements in the essay body.

4.3.3.2 Thesis with Justification

An effective thesis statement provides solid reasons why certain proposition should be adopted. 23% of the thesis statements in this study are justification. Examples are given below.

(19) E 1.5

And I think it’s a good idea if we try to promote this type of tourism (ecotourism).

The thesis statement in Example (19) is weak. It merely states an observation. Readers cannot tell the point of the statement. There is no logical reasoning to support ecotourism.

(20) E 1.8

Sustainable tourism can generate income to local residents by employment and reduce the pressure on encroachment of local people.

Example (20) is a strong thesis. The writer justifies why his position should be adopted. The reasons provided make the writer’s position strong and convincing.

4.3.3.3 Thesis with Main Idea

A student writer must ensure that their essay has one main point, expressed as the main idea. 15 percent of the thesis statement manifests as the main idea. However, there is a flaw with this kind of thesis statement. If the thesis statement expresses more than one idea, then it might confuse the readers about essay development, as shown in Example (21).

(21) E 5.4

Companies need to exploit the marketing potential of the Internet, and Web pages can provide both advertising and customer support.

Example (21) is an inappropriate thesis statement. The readers cannot decide whether the essay is about marketing on the Internet or Web pages. The relationship between the two ideas needs to be clearer. This thesis statement could be revised as *Companies need to exploit the marketing potential of the Internet in different approaches*. The revised thesis statement is a stronger thesis statement as it expresses only one main idea.

4.3.3.4 Specific Information

A Thesis Statement should show exactly what the paper will be about. Students produce Thesis Statements with specific information at 19 percent. Specific thesis statement will help keep the topic manageable. For example, if a student writes a cause and effect essay such as Example (22) as shown below, he might need to clarify more about it.

(22) E 4.2

The decline in tourism has many causes and effects.

The above example is a weak Thesis Statement for two major reasons. First the decline of tourism cannot be discussed thoroughly in 250 words. Second, the phrase *many causes and effects* are vague. A good writer should be able to identify specific causes and effects. This thesis statement can be revised as *Although the decline of tourism has many causes, its effects are numerous: less national revenue, low inbound development, and slow economic development*. This is a stronger Thesis Statement because it narrows the subject to a more specific and manageable topic, and it also identifies the specific effects for the existence of tourism decline.

4.3.3.5 Title instead of a Thesis Statement

A title can often give the reader some notion of what the thesis is going to be, but it is not the thesis statement. A Thesis Statement will always be a complete sentence. Some of the students do not understand the difference between the title and the sentence, so their Thesis Statement is incomplete. 3 percent of the Thesis Statements in this study is found to be titles, as exemplified in Example (23).

(23) E 3.8

Also, conserving it in long – term.

Ungrammatical sentence is the result of incomplete knowledge of sentence structure. This means students need grammar lessons on sentence structures.

(24) E1.10

There are four elements of ecotourism: nature – based element, education, environment friendly and local participation.

Example (24) shows a Thesis Statement in a complete sentence. The sentence elements—a subject, a verb and a modifier—are in place, and the message is complete.

4.3.3.6 Thesis Statement with Simplistic Announcement

In this study, 4% of the student writers state the Thesis Statements with simplistic announcements. Examples are shown below.

(25) E 4.9

In my point of view, **I will explain** sustainable tourism should be promoted.

The thesis statement in Example (25) contains an announcement *I will explain* Such phrase is unnecessary and should be omitted in academic writing since it does not convey any new information. It is better to get direct to the point, as in Example (26).

(26) E 5.14

Tourism should be promoted in three main aspects.

In this example, the Thesis Statement is stated straightforwardly without any unnecessary announcing phrase. It is more economical, yet concise, straight to the point.

4.3.3.7 Thesis Statement, not Fact

In writing about tourism, students may use facts to generate their introduction. However, a Thesis Sentence should make a judgment of interpretation. Accordingly, an opinion rather than a fact should be stated.

In this study, 6% of the Thesis Statements are written as facts. An example is given below.

(27) E 3.13

Moreover, if don't have a good plan for ecotourism, there will increase pollution garbage, air, and water pollution.

According to the above example, this thesis informs the writer's opinion. The use of modal *will* is the prediction of the writer that leads to

make a move to the Move 2, the essay body. In other words, *will* shows possibility of the writer's prediction. This means that the message conveyed in the Thesis Statement is not based on fact, but probability.

After Thesis Statement, writers need to categorize their ideas into three to five body paragraphs with argumentations to prove their thesis is convincing. The number of paragraph is based on the length of student's writing. For a 250 words essay, the convention is a 4-5 paragraph essay. For a longer work, more body paragraphs are expected to further develop students' ideas. In short, essay writing is based on hypothesis; the expressions should be more like opinions and beliefs of the essay writers.

The analysis of the argumentation essay's introduction of tourism students illustrated above reveal some interesting findings. 92% of the writers follow the conventional move as shown below:

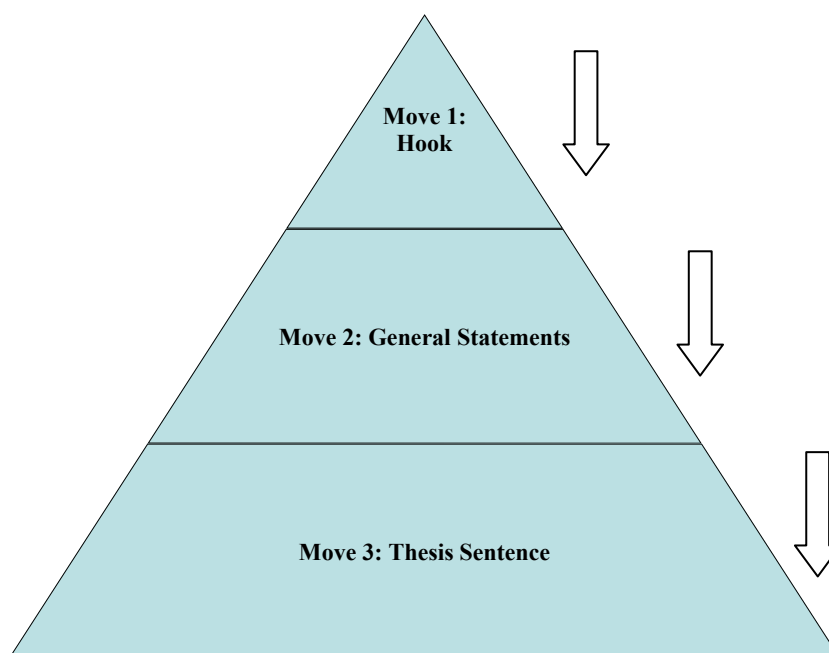


Figure 4.7 Move Flow Employed by the Student Writers

The examples of the essays which violated the conventional essay introduction move structure are shown in Table 4.5 below.

Table 4.5 Unconventional Move Flow

Move 1—The Essay Introduction		
Stages	Essay No. E 2.20	Essay No. E 4.19
Stage 3: Thesis Statement	In my point of view, sustainable tourism should be promoted because nowadays, the tourism industry can benefit a lot to the country in term of economy.	I strongly agree that sustainable tourism should be promoted. It is because the sustainable tourism is the type of travelling which will not harm and destroy environment.
Stage 2: General Statements	Sustainable tourism can also bring another benefits to the local area but not bring another benefits to the local area but not bring much disadvantages to the local area like its concepts ‘maximum profits, less destroy’. Here are the advantages of sustainable tourisms; economy will grow, resentment and rehabilitate.	Sustainable tourism is on natural – based; visiting a natural sites and locations. It is involved with wild animal, plant, natural phenomenon and local culture. Moreover, this kind of tourism will educate people about nature, observing environment until intense learning. This will be the indirect way to acknowledge tourists how to protect the environment as well. It is certain that there will be destruction on the environment whenever the human interaction occurs. In other words, it can be said that Eco-travel asserts a pressure or the environment as it involves human interactions. Therefore, there should be the laws or rules to prevent the pressure on the environment such as “carrying capacity” – it helps limit the number of visitors in particular place.
Stage 1: Hook	None	None

In contrary to the conventional move flow 1 → 2 → 3, these essays employed an inverted order (3 → 2), with the absence of stage 1. The result is incoherent and unfocused essays. These writing errors may be caused by

misunderstanding of placing the right stages at the right time. These students need more review on argumentative essay moves.

Based on 100 argumentative essays, although the structure of the introduction seems conventional, the features of some stages do not. The Hooks are uninteresting, too narrow, or irrelevant. Some of the Thesis Statements do not conform to the conventional Thesis Statement ways of writing and so are not effective.

In brief, the introduction paragraph of the prototypical argumentative essay contains the explanation of the issue, which is a relevant part of an argumentative essay. Students move from a rhetoric Hook to stylistic General Statements. They make different kinds of choices to make their introduction more engaging. These choices such as quantity words, classification, anecdotes, contradiction, funnel and question are their choices of making general statements. These are special linguistic features that confirm the writers' level of certainty about the essay issue; however, overgeneralization should be avoided (Hamp-Lyons & Heasley, 2006: 63). In addition, the research reveals that hedging generalizations and boosting generalizations are also exhibited in tourism student writers when they proceed with Stage 3, Thesis Sentence. The majority of tourism students successfully produce their Thesis Sentence; however, not all of them are capable of making an effective one in the essay introduction. Some of the Thesis Statements are blunt as the statements lack stance, justification, main idea, specific information, title, announcement and fact. In fact, a Thesis Statement is the most important move in the introduction and should be given greater attention as more students can produce Stage 2, the General Statement. This finding is underestimated as producing a higher percentage of Thesis Statement had been hypothesized by the researcher. Therefore, curriculum and pedagogical development on Thesis Statement writing should be initiated and emphasized to improve the competence of Thai student writers.

4.4 The Analysis of Moves in the Essay Body

In the essay body, there are three main stages in making a move. These stages involve placing a Topic Sentence, summarizing main idea of the paragraph. After a Topic Sentence, supports relating to a Topic Sentence are in place. Lastly, a Concluding Sentence should be produced.

A body paragraph is a group of related sentences that show one main idea. There is no limitation of number of sentences in paragraphs. In other words it can be one sentence or ten sentences. The number of sentences is not as important as ideas which are developed in a paragraph (Savage & Shafiei, 2007: 5). When students write a longer paragraph, they can develop their ideas clearly.

The body of the essay, the most important stage of the essay, comes to fruition. The essay topic given must now be explained, described, or argued. Each main idea that a student lists in the essay outline will become one of the body paragraphs. The number of paragraphs varies according to the essay length (Oshima & Hogue, 2006: 149). In order to develop ideas, academic writers realize the facts that a paragraph should be clear, concise, and coherent.

According to the results of move analysis shown in Figure 4.4 above, the finding reveals that Thai student writers successfully write their paragraph with effective topic sentences at 90 percent. This high degree of placing a Topic Sentence is beneficial in many ways. First, it is generally accepted that students can write complete sentence pertaining to their Thesis Sentence. Second, students can control their scope by clinging to the own produced Topic Sentence when writing a paragraph. Finally, they can support and elaborate their Topic Sentence effectively.

In addition, Thai student writers can successfully support their Topic Sentence with a wide variety of writing Supports at 94 percent. This high percentage of student performance suggests that Thai student writers are prepared for a higher level of academic writing. In other words, an essay body paragraph is instrumental for writers to adapt their writing competence to the different genre of writing as genre is described in the terms of the stages that the text moves through (Hyland, 2007: 33). Although different genres have different purposes of writing, almost all genres in

academic writing have the same moves—topic sentence, supports and elaboration, and concluding sentence—which is performed at 62 percent in this research.

The moves in the essay body is discussed in the following sections.

4.4.1 Topic Sentence in the Essay Body

A good paragraph starts with a topic sentence. A topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of the single paragraph. The part of topic sentence that announces the specific area to be discussed is called the controlling idea (Williams et al, 2008: 117). In addition, student writers should realize the strategies of writing effective topic sentences in their essay. An analysis of topic sentence in this research is based on topic sentence writing strategies adapted from Oshima & Hogue (2009: 44), Leki (1998: 239), Black, (2006: 37), Savage & Mayer (2005: 5), and Behrens & Rosen (2012: 125). The research shows variation of topic sentences in Figure 4.8 below.

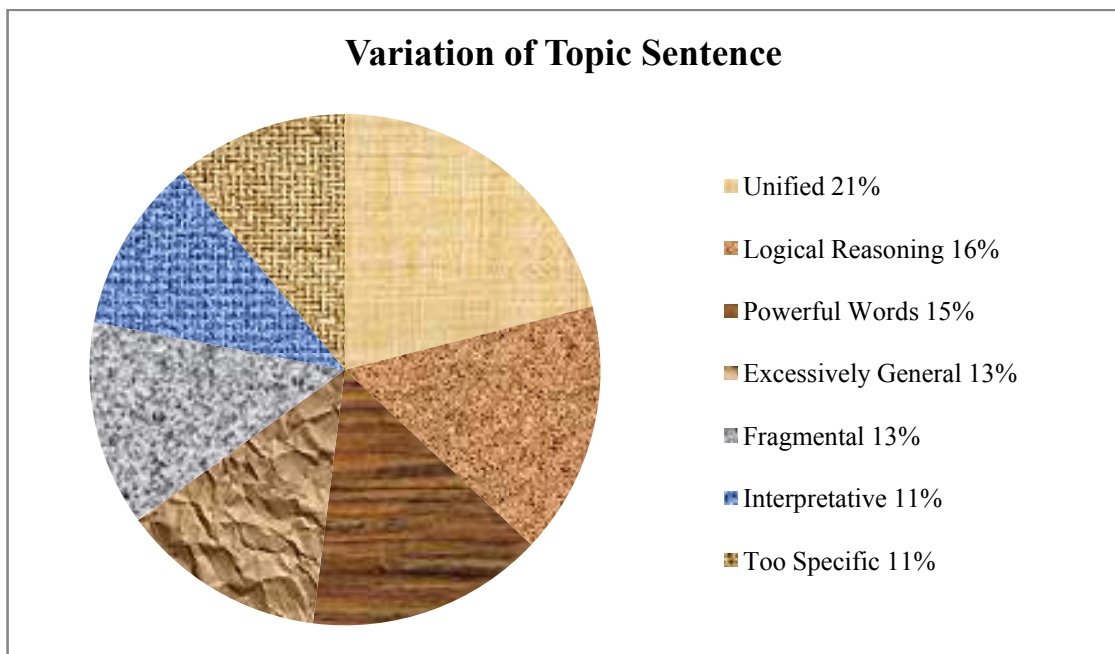


Figure 4.8 Type of Topic Sentence in the Essay Body

According to Figure 4.8, the types of topic sentence can be classified as interpretative, excessively general, too specific, fragmental, unified, topic sentence with logical reasoning, and topic sentence with powerful words. The percentages of each type are 11 for interpretative, 13 for excessively general, 11 for too specific, 13 for fragmental, 21 for unified, 16 for topic sentence with logical reasoning, and 15 for topic sentence with powerful words

Each type is discussed in the following sections.

4.4.1.1 Interpretative Topic Sentence

The argumentative essay mainly involves making a claim—a statement expressing the writer’s opinion as truth which simultaneously allows the readers to disagree. In accordance with this premise, its topic sentence should be an opinion, which will allow the readers to make an interpretation of the issue under discussion. This is achieved by placing a topic followed by the comment or the controlling idea about it (Black, 2006: 37). Facts should be avoided, since it states the obvious, does not interest the audience in reading further, and does not leave room for argumentation.

Examples of facts as the topic sentence are given below.

(28) E 1.2

Sustainable tourism, this definition recognizes that natural environment includes cultural components, and that ecologically sustainable involves appropriate returns to the local community and long-term conservation of resource. This above is the meaning of sustainable tourism which is a good tourism, especially with the environment, also good with the local residents. So, I think that sustainable tourism should be promoted because the sustainable tourism have many advantages which is affected to both natural environment and local community.

(29) E 3.7

The sustainable tourism or ecotourism is the relationship between human and environment. It is on natural based element, local participation, and education. There are three characters of ecotourism including agro – tourism, participative tourism, and pro – poor tourism. There are four types of ecotourism including hardcore natural tourists, dedicated natural tourists, mainstream

natural tourists, and casual natural tourists. The sustainable tourism and ecotourism is the tourism which emphasizes on environment. Sometimes, it is called *green tourism*. It helps the environment and world reducing the waste and litter. It focuses on the long – term improving environment. For example, the sustainable tourism or ecotourism includes the tourists who help to save the environment from pollution. When they travel anywhere, they do not damage the environment in there and also protect the environment, culture, and local tradition in there in order that it will not disappear and becomes heritage to the following visitors. Then, they travel anywhere, the economy in that place will be good. It will make the local people have income to spend in daily life. The sustainable tourism support the environment and economy very well. If the environment in that place is not damaged. It will still beautiful and wonderful. It is sure that there are many tourists want to go there. Then, the travelling support the economy. The good environment persuades the travelling. Therefore, the sustainable tourism should be promoted.

The topic sentences in Examples (28) and (29) are instances of ineffective topic sentences. They contain facts about sustainable tourism. By using facts as either the Thesis Statement or Topic Sentence, it becomes hard for writers to assert anymore opinions. In Example (28), no support is provided at all for the information in the Topic Sentence. After the Topic Sentence, the writer proceeds with additional facts about tourism in the body paragraph. This makes the whole paragraph uninteresting. This is also the case in Example (29).

(30) E 4.1

In addition, sustainable tourism or ecotourism should be well-organized. It should be maximum number of advantages and minimize number of disadvantages and then sustainable tourism can be promoted. As I said that ecotourism should be promoted, the advantages of this ecotourism are alternative employment a pressure on encroachment and destruction the environment from local people. Besides ecotourism can help local people gain more education and income, it can help rise funding to preserve the environment and gain ethic to the local people.

(31) E 5.2

First, ecotourism supports economic. Tourism and economic are handly separated since tourism always come with a lot of money. The distribution

of money raises the country's GDP and GNP. The growth of such business also reduces the unemployment rate. Moreover, tourism can generate money directly to the local unlike other kinds of investment that only the rich one get richer.

In Examples (30) and (31), both writers take their position on the support of ecotourism in different ways. Example (30) focuses on the organization of tourism and Example (31) focuses on the economic development resulting from tourism. Then, support is provided. In this manner, the readers are allowed to agree or disagree with the writer. This is the appropriate manner for an argumentative essay.

4.4.1.2 Excessively General Topic Sentence

A Topic Sentence is the most general statement in the paragraph as it gives only one main idea. However, an effective topic sentence should not be too general, since it will not give any direction for the writer to follow (Oshima & Hogue, 2006: 5). In this study, some of the students produce too general Topic Sentences, as shown in Example (32) and (33).

(32) E 2.11

There are many reasons that tourism should be promoted.

Firstly, tourism industry can make a lot of money to our country. If we promote Thai tourism to the another countries. It can help Thailand have a good economy. That's mean the population will have a better life and have good in quality of life. Thailand will become a developed country. Secondly, the rate of unemployment will decrease because of there are more job near the travel places. They are not poor anymore, if they have more money, they will have more change in the society. Thirdly, Thailand will become a famous country about the tourism because we are many beautiful places with the wonderful nature. Also, Thai people are friendly as same as the words *Thailand is the land of smile*. Importantly, to promote tourism, it can make Thailand get another culture and also we will promote Thai culture, Thai foods, Thai languages, tec. To the foreigners to show the civilization of Thailand.

(33) E 2.12

There are many reasons that the economy of the country often benefits as a result of several forms of tourism and sustainable tourism should be promoted. Firstly, if Thailand attracted a lot of tourism, it can make a lot of money comes to Thailand because when tourist comes to Thailand, they must pay for

food, travelling, hotel, shopping, etc. Secondly, promoted tourism can attract more tourism from other countries and local peoples more travel in country. It's can make Thailand got money from other countries and money will not go outside because local peoples travel in their country. Lastly, when tourism come to Thailand and spend a lot of money, it makes local peoples have more money. If local people have more money, they will use more money that can make economy are good.

In Example (32), the general term *tourism* is used instead of a more specific one, *sustainable tourism*. As the way it is, it should have been classified further into subtypes, such as ecotourism or sustainable tourism.

In Example (33), the benefits of tourism and sustainable tourism should have been included. In fact, the writer can identify the benefits of sustainable tourism on social, cultural, economical, or environmental. The topic sentence that is too general results in a paragraph with no unity.

In fact, a good topic sentence should not be too general. The following examples are effective topic sentences.

(34) E5.11

The second reason is that eco – tourism will definitely maintaining cultural inheritance and traditions. For several year, a tradition such as Song Kran is gradually melted away since number of tourists has dissolve the real tradition and turning songkran into a normal water throwing festival without realizing the importance's of tradition. Thereby, conservative way of tourism should be applied to keep these traditions with us and for the next general to see.

The topic sentence in Example (34) appropriately balances between specificity and generality. It states the aspect which is about to be discussed and simultaneously allows space for discussion. The readers are aroused to further explore how ecotourism can maintain cultural inheritance and traditions.

4.4.1.3 Too Specific Topic Sentence

With the specific topic sentence example, the writer expresses a specific point that the paragraph will discuss. It is clear that the specific topic sentence gives readers a better idea about the writer's goal (his or her point of view) for the paragraph and tells the reader the direction the writer will take in the paragraph. In this case, the direction is clear (Osima & Hogue, 2006: 5). However, some writers

fail to understand this essence of writing a topic sentence, so they end up with a topic sentence with many examples as shown in Example 35 below.

(35) E 2.4

It is because nowadays, the country promotes many places and many kind of tourism such as forest, sea, home stay. They just promote the places and want people to travel more and more places to make money flow within the country but when people travel more the environment in that place may destroyed by human. Because when they travel they just see and impress in the beauty of that place without caring of the nature and environment in that place. Some people leave waste, garbage in that destination, some destroy natural site as time pass by the tourist attraction is less beautiful because we didn't sustain them. The government should promote sustainable tourism by adding the campaign to make people care more about the nature. The government should tell people what is sustainable tourism which mean we travel to places which make least harmless to the nature just satisfy in nature and take care of nature to make it stay longer or available for people next to our generation.

According to Example (35), the writer includes many examples in this topic sentence. Such examples as forest, sea, home stay should be elaborated more in the body paragraph, not the topic sentence itself. The same writing error is repeated as shown in Example (36) below.

(36) E 2.10

People's lifestyles, attitudes, and cultures are the representation of sustainable tourism. So if the sustainable tourism will be promoted, then it absolutely created the visitors to come those area and could be the causes of impact to the environment like forests, water, and another things. Actually, it is great that because the travelers to visit but the sustainable tourism should not be promoted because many tourists are not natural – lover and care more about the environment. Afraid that if the sustainable tourism promoted then sometimes that area will be destroyed sooner such as culture, life styles, living, and attitude for local people. Another reason is the sustainable tourism is perfectly preserved and has no any disadvantages for the ecotourism. There are many components of ecotourism, nature – based, education and participative that people outside can learn, know, aware them.

Sometimes, it can provide the jobs for the local people, increasing the economy of tourism, people can learn and relax because it is a pure nature or nature – made. Anyway there are many disadvantages than the advantages.

From Example (36), people, lifestyle, attitude, and culture should be omitted as the topic sentence of the paragraph. There should be a better diction which represent these terms. Such diction can be *idiosyncrasies of the tourists* or *the characteristics of the tourists*. In addition, giving examples in the topic sentence makes a too specific topic sentence as exemplified in Example (37).

(37) E 1.13

In the third point, if we do not care of sustaining the environment by doing something that are bad to it, for example, encroaching the forest, killing the animals for business purposes, like, taking snake's skin, bear's feet or ivory from elephant. This will kill the ecological system and may have strong impact to people, like we may have a short age of food. From encroachment of forums, we may significantly face with flush, because we have not enough trees to maintain or balance the water.

In this Example, it is not recommended that writers give example in the topic sentence. Such phrases as *such as, for example* should be avoided in the topic sentence. However, that students realize this fact about effective topic sentence is not true as proved by student writing in this research.

An example of well-balanced topic sentence is given below.

(38) E 5.17

Ecotourism does more than bring local and worldwide awareness to threatened regions of the world. Groups such as TIES use funds generated from ecotourism to establish and maintain national parks and nature reserves. In areas where tourism has damaged ecosystems or polluted rivers, ecotourism relies on region-wide sustainability strategies, fee-entry systems for national parks, and minimally invasive tourism alternatives to reduce travelers' negative impact. For example, entry fees are used to protect neglected regions of the parks and implement better techniques to offset or repair damage caused by tourists. It also helps to protect threatened wildlife and ensures that robust animal populations remain that way. Organizations such as the Nature Conservancy work with local

resorts to help them build properties that will not harm the indigenous fauna. If you visit one of these eco-friendly lodges, you will know that your visit is not harming local animal populations. Furthermore, many ecotourism hotels will use some of your lodging funds to help better protect endangered and threatened animals. They always aim to respect indigenous people's cultures, customs and religions. Through dialogue with local leaders and community members, these organizations seek to quell any tensions that rise between the tourism industry and cultural tradition. Organizations encourage hotel and lodge operators to listen to the concerns of the local communities and community leaders and assist in strategies to deal with any issues that arise.

The topic sentence in Example (38) is so well-phrased that it allows for fruitful and convincing discussion in the supporting section. The writer projects local and worldwide awareness as the contribution from ecotourism, which is an aspect that can be discussed in detail. This claim is elaborated in detail, and in a logical manner in the support.

4.4.1.4 Fragmental Topic Sentence

A topic sentence should be a complete sentence, consisting of both the subject and its predicate. As topic sentence is the most important sentence in a paragraph, it briefly indicates what the paragraph is going to discuss. In fact, the topic sentence is helpful for both writers and readers as they can follow the discussion of the writers. Therefore, a topic sentence should be a complete sentence (Savage & Mayer, 2005: 5). Although the percentage of producing the topic sentence is high at 90%, some students cannot write grammatical correct topic sentences as exemplified in Example (39).

(39) E 1.19

First, by having sustainable tourism, people who live in that area being able to work in terms of guiding tourists, entertaining, and so on. The revenue will be carried to the local people and it could be used for improvement in the local community, such as infrastructure. In this way, the community will be more improved than before and the residence will be employed and be able to earn money. Also, it could be used for concerning the environment in the area or the place. This will be able to attract more tourists around the world. Promoting sustainable

tourism can help local community improve their living standard, and protect the nature around the area.

According to Example (39), this writer makes use of present participle *being* as a main verb. In fact, the writer should replace *being* with *are* to make this topic sentence a grammatically complete one.

(40) E 2.7

For tourist industry have many kind of tourism. Some of them travel for business, travel for shopping, travel for education or knowledge and tourist that travel for save the world like sustainable tourism or ecotourism. Let focus on sustainable tourism in this kind of tourist is from people who want to travel and increase the environment, too. I think that sustainable tourism should be promoted to everybody for come and join together. For promoted this tourism will invite some tourism that want to safe the world but does not know about the place or the location that need this help will come to join in this case. I think that we should promote in many way such as radio, television, newspaper and way to contract teenager easily is via internet by create some advertise on popular website. We can promoted this to many target market such as group of students, group of worker and family. If everybody comes to travel like sustainable tourism our country and world will have more green part on the earth. Much pollution will disappear and the world will become flash again but also have some problems if many sustainable come to travel at the same place such as animal habitant or have a lot of soil in the same land.

In Example (40), the topic sentence is incomplete as the writer employs a prepositional phrase *For tourist industry* as a subject of this topic sentence. In contrast, the subject should be changed into *Tourist industry* to make this topic sentence complete.

A complete topic sentence with both subject and verb is in Example (41).

(41) E 5.18

First, the local people should use the own natural resources to make some OTOR product to persuade to tourists or find some attractive place to be the representative of the area. For example, Pai in Maehongsorn, Northern Thailand, it used to be just a small city that only the local people know. But

after the shooting of some Thai films, It became are of the top tourist place in Thailand. It is not just have the good environment but it also try to conserve the place as it used to be. Now, Pai people seem to have a better ** by selling handmade product or becoming a guide.

The topic sentence in Example (41) is a long sentence, yet it is grammatical. All sentence elements—the transition, subject, modal and main verb, object and modifier—are in place. The readers are not distracted or confused by any grammatical mistakes.

4.4.1.5 Unified Topic Sentence

A paragraph is unified when every sentence develops the point made in the topic sentence. It must have a single focus and it must contain no irrelevant facts. Every sentence must contribute to the paragraph by explaining, exemplifying, or expanding the topic sentence. In order to determine whether a paragraph is well developed or not, writers need to focus on the main point and write relevant sentence (Savage & Shafiei, 2007: 7).

However, one student make mistake as they combine too many ideas in one paragraph. This results in a paragraph without unity as shown in Example (42) below.

(42) E 1.1

First of all, we should promoted the sustainable tourism because it is good for the environment, sustainable tourism are people who love the natural and want to maintain the environment from the damage and disturb the natural. Sustainable However, tourism are also green tourism, special tourism, interest tourism and respect tourism who appreciates the value of the natural. For example, when the sustainable tourism travel they will not damage the natural but they will protect the environment by not make the water and air pollution. They love to see and live with the natural, also they will not encroachment the environment. I think If people in this world be the sustainable tourism we will have good air and clean water to use in our daily life. The natural will remain the same as it used to be in the past if human will not disturb the environment. To promoted more about the sustainable tourism it will help and encourage human to save and keep the environment friendly. When sustainable tourism come to travel they can learn from the natural and study them which we can called education.

Referring to Example (42), the writer tries to discuss two main issues in the topic sentence, the promotion of sustainable tourism and the characteristics of sustainable tourists. Although both topics belong under the same topic sustainable tourism, they are inappropriate to be discussed in the same paragraph. Discussing them in the same paragraph can be distracting to both the writer and the readers.

An instance of a unified topic sentence is given below.

(43) E 4.8

The results of several forms of tourism can boost the economy by attracting members of tourist to the country. Thailand is one of the favorite destination for foreigners which there as a huge number of tourists that come to visit Thailand in each year. From the view of foreigners towards Thailand are good hospitality, beautiful architectures, the friendliness of Thai people, beautiful beaches etc. These are main attractiveness of Thailand that bring a lot of tourists. However, the sustainable tourism is also need to be concerned. The ones who have a throaty on promoting Thai tourism such as TAT need to promote the sustainable tourism in Thailand which is the tourism that concern about environmental Friendly and make sure that the natural resources will not be taken or destroyed. If there is no promoting sustainable tourism there will be no concern on sustaining the environment and the environment may risk to be destroyed.

The topic sentence in Example (43) expresses both a logical consequence (*tourism can boost the economy*), and a means (*by attracting members of tourist to the country*). In other words, the end result is clearly stated, and its cause and method to achieve such end result are also provided. The readers are not left bewildered as what, why, and how something will happen. All the necessary information that is logically related to each other are provided, and this creates a unified topic sentence.

4.4.1.6 Topic sentence with logical reasoning

When it comes to persuasive arguments, the topic sentence should be supported with evidence of the essay. A reader is not going to believe the argument if there is no proof. Readers need to know why sustainable tourism should

be promoted by using logical reasoning topic sentence (Behrens & Rosen, 2012: 122). This kind of topic sentence makes claim, which needs supports and assumption.

An argumentative essay topic sentence is not valid without proof. Assumptions without evidence tend to make the reader question the validity of the essay. The topic sentences need evidence to show how the reasoning of the essay is true. Some of the ways to prove an assumption or premises are through the use of quotations, statistics, facts, and examples in the supports of the body paragraph.

This result of the topic sentence placement in the body of the argumentative paragraph is high at 90 percent as students successfully claim their idea with logical reasoning topic sentence as shown in Example (44).

(44) E 1.6

Lastly, people all over the country will come to travel and turn to become green – traveler or interested in natural environment and realized how much that natural is important. If we promoted the important of natural role in life – cycle and effect to step destroyed or helping reserved natural via online media, book magazine, or even advertise on television.

From the above example, the writer claims that the great attention the travelers possess makes it possible for them to make a trip to destinations, especially natural attractions and finally fall in love with its natural beauty. Such assumption is logical as travelers' interest increases tourism. A similar use of logical reasoning topic sentence is exemplified in Example (45) below.

(45) E 1.6

First, natural based element is one of the wildly accepted components. Many people like to travel in the park, forest and etc. to get the fresh feeling and peaceful from the natural.

According to Example (45), using *one of the* expression is one way of avoiding the writers' being indicative. This example shows that the topic sentence claim here is just one of those possibilities; therefore, readers feel more relax reading this claim as it is neutral as exemplified in Example (46).

(46) E 1.14

First, this tourism is involved with an education and interpretation. It is also manage substantial which appropriated to local people and

use it in long term of conservation resources, sustainable can make us to use long term resources that lead to reduce in decreasing forest and disturbing an animal heritage.

From Example (46), education and interpretation are some of the possible factors to determine type of tourism. The writer presents logical reasoning topic sentence as the fact that sustainable tourism is accepted among tourists is based on education is valid. In addition, interpretation plays a major role in defining tourism. Example (46) points out that this is another effective use of logical reasoning as a topic sentence.

4.4.1.7 Topic Sentence with Powerful Words

Diction will be effective only when the words writers choose are appropriate for the audience and purpose, when they convey message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but, in fact, words can sometimes cause the reader to feel uncomfortable. Using appropriate diction in a topic sentence makes a powerful topic sentence (Black, 2006: 34).

The research finding reveals that students make use of tourism terminologies in their essay. These are excellent diction as shown in Example (47).

(47) E 3.3

Sustainable tourism, well known as ecotourism, is culturally advantageous to a destination country. There are many advantages of sustainable tourism. For example, sustainable tourism can bring a lot of money as profit like the entrance fee, or some other taxes. And it has good effect on creating biodiversity gene for natural gene banks. Also, it will bring some indirect benefits to the local residence. For tourists, they can close to the natural scenery and the wildlife animals. Tourists can to go see the forest, beach, and waterfall they never seen before. Sustainable tourism offers good opportunities to tourists and travel agency to get what they want. But, there still have some disadvantages of sustainable tourism. For example, sustainable tourism brings some *** impacts on environment. Tourists leave the garbage to pollute the environment. And also for the plants, animal habitats, and soil, people easily make air pollution and water pollution. And sometimes, people introduce new production to the environment, and also lead to fire frequently. All of these will destroy the natural scenery and the balance of ecosystem. And for tourists,

sustainable tourism is not convenient sometimes, and it's also dangerous for some situation.

In Example (47), the writer makes use of such terminologies in tourism such as sustainable tourism, ecotourism, and destination country. The high degree of using the appropriate diction arises from class lecture as these students are usually given a set of vocabulary before they write an essay in Tourism class, so they were able to use a topic sentence with correct diction.

In addition to making use of an effective topic sentence with terminologies, students successfully produce their topic sentence according to their selected issues such as accommodation, transportation, and attraction. This can be seen in Example (48) below.

(48) E 3.5

Tourism is the most important sector to gain income to a country. Tourist comes to Thailand, so they will spend a lot of money for serving, eating and shopping. It means the money will separate to local community, household, and government. Economic will growth and government has money to promote Thailand for foreigner. Moreover, we should consider about the environment in Thailand because tourist will destroy and effect to the environment. Sustainable tourism is good choice to promote, but the government should set up the policy for travelling in the nature area, such as user fee. The money that the government collects will return to local people or support their product. If the local people have money, they will not destroy forest. It thinks the government should study from the other countries that have a sustainable tourist to develop or adjust to use in Thailand. Thailand has a very well landscape and tourists like to travel in Thailand because the cost is less expensive than other countries. Thailand can serve tourist many reasons, such as accommodation, transportation and food. This is a very good chance for government to develop travelling in Thailand because sustainable tourism is not much in the world.

From the above example, simple diction makes it possible for readers to understand the message of this topic sentence. The writer in Example (48) chooses *gain* as a collocation of *income*. The appropriate collocation conjures up relevant knowledge on the benefit of tourism on the country's economy. The term

sector which is used to directly refer to the tourism industry makes it clear to the readers that the tourism industry is the business sector that generates income to the country. By using terms that relate to the topic and to each other, it is easier for the readers to generate relevant background knowledge for comprehension.

Above are examples of topic sentences with powerful diction. In some essays, dull phrasing can be seen, as in Example (49).

(49) E 5.8

The second reason to support ecotourism is environment reservation. Ecotourism encourages tourists to visit each destination more environmentally friendly. This will gradually help reduce pollution in many places, making them more sustainably appealing. We would not want to see the beach that we visit is full of trash and the water is contaminated and smelly.

In Example (49), the topic sentence is phrased too plainly. Its structure is *the second reason is ...*. It is too straightforward and unstylish. The topic sentence could have been rephrased with a more powerful statement such as *Ecotourism is instrumental to environmental preservation*. The structure *be instrumental to* adds style to the sentence and creates a more dramatic effect once this topic sentence is read.

In sum, the wide variety methods of making a stronger topic sentence results in a clear and unified paragraph. Writers make use of interpretative topic sentence, an effective paragraph consists of a topic sentence that leads to the second stage in not too general topic sentence, not too specific topic sentence, complete topic sentence, unified topic sentence, logical reasoning topic sentence, and powerful topic sentence in this set of finding. In fact, their choices of making topic sentence stronger affect their paragraph development. Most of them successfully discuss their issue in the next stage because of this high occurrence of using effective topic sentence at 90%. The support without such effective topic sentences discussed above is not bound to be valid in an argumentative essay. The research finding in the next section is interdependent with the high degree of students' producing topic sentences.

4.4.2 Supports in the Essay Body

The research on move analysis yield 94 percent of Support in the body paragraph. This high percentage of support implies that Thai student writers can produce effective topic sentences and develop them with different methods of supports. An analysis of methods used to achieve support stage is adapted from Oshima & Hogue (2009: 44), Leki (1998: 239), Black (2006: 37), Savage & Mayer (2005: 5), and Behrens & Rosen (2012: 125). Some of the most effective methods of making supports are using facts, examples, prediction, authority, and answering to the opposition; nevertheless, only facts, prediction, examples, and authority are found in this research.

In this current research it reveals that 39 percent of Thai student writers use fact as supports in their essay body, 37 percent employs prediction as their supports, 23 percent uses examples in their body, and only 1 percent makes use of authority as their support respectively. None of the student makes use of answering to the opposition. The use of these different methods of supporting their claim is illustrated in Figure 4.9.

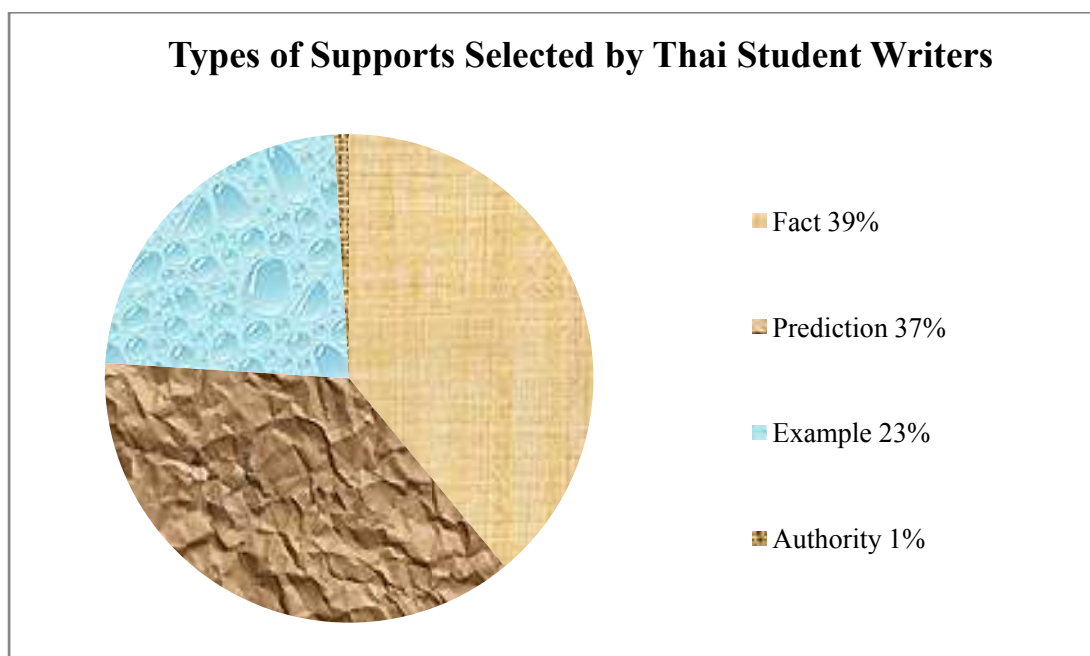


Figure 4.9 Types of Supports in the Essay Body

4.4.2.1 Facts

Using facts as support can be interesting as the readers can learn surprising facts pertaining to the essay topics (Behrens & Rosen, 2012: 23, Black, 2006: 27). The research shows that Thai students' writers make use of facts at 39 percent. According to Figure 4.9, it can be seen that most of the writers prefer to support their paragraphs with facts. This can be due firstly to the issue of tourism essay involves facts about transportation, accommodation, and attraction. Therefore, students try their best to write these facts to support their paragraphs. Second, students are taught these facts in class, so they can pass on the lecture and their theoretical knowledge in writing.

Some useful expressions included in students' essays and indicated that students use facts as their supports are *according to, referring to, based on, it is reported that* are used in this set of data as shown in Example (50) below.

(50) E 4.13

According to WTO, tourism has been increasing in the last 10 years.

From the above example, it can be seen that the writer makes use of prepositional phrase *According to WTO* to convince the reader that the writer's claim is support by facts about the rise of tourism in one decade. This fact is reliable as the writer cites World Tourism Organization (WTO) as a reliable source. Therefore, this support is effective. Another example is illustrated below.

(51) E 3.12

...sustainable tourism should be promoted. It is because sustainable tourism is nature-based tourism plays as an increasing role in today's environment management. **As environmental protection has a limited budget, funding from sustainable tourism is perceived as a way to provide additional resources to finance environmental conservation efforts.**

From the above example, the writer makes use of information from English for Tourism course material. The writer paraphrase what is stated in the textbook to support this paragraph; hence, it is acceptable and effective.

4.4.2.2 Prediction

A prediction as a support in an essay can be produced when the writer strongly believe that the foreseen has high possibility. This kind of support is based on substantial information the writer may provide together with his or her prediction. One can write a prediction support for any experiment or when exploring the themes of a novel, making for a thoughtful essay for school or college. However, prediction in the essay body is based on substantial information provided by the writers (Black, 2009: 26).

The research reveals 37% percent of Thai student writers use prediction as support. They make use of these sets of expressions: *be likely to, be bound to, probably, may, will, tend to, have a tendency to*. One of the student essays is shown below.

(52) E 3.10

Thailand **is likely to** be more developed in the next 10 years because of effective economic policy of the Thai government.

From the above example, it is clear that this writer employ *is likely to* as their means of prediction. However, making prediction is not an easy task as the writer needs to have profound knowledge on the issue he or she is writing about.

Another example of prediction in the essay body is shown in Example (53). This example is extraordinary because students find their way predicting throughout the entire paragraph as shown below.

(53) E 2.10

Sustainable tourism will provide an incentive of conservation in natural area. People will be more concern about natural area. Sustainable tourism will provide the benefits in both financial and physical. It will bring back income to local community. It will help to maintain natural resources. The visitor will concern more on environment.

In Example (53), the writer makes use of *will* as prediction. Prediction in this case shows a chain of consequences as a result of sustainable tourism. Prediction shows to the readers what will happen if a proposition becomes true. This makes it easier for them to judge and decide whether to take side with the writer. However, this writer should not repeat using *will* as this creates repetition in the

body paragraph. In addition, the use of sentence structure is not effective as the writer solely use a simple sentence.

4.4.2.3 Examples

In an argumentative essay the writer is trying to convince the reader by demonstrating the truth or falsity of a topic. The writer's position will be backed up with certain kinds of evidence such as example. The writer is not just giving an opinion, but making an argument for or against something and supporting that argument with example (Oshima & Hogue, 2007: 41).

The research reveals that 23 percent of Thai student writers support their paragraph with examples as exemplified in Example (54).

(54) E 3.14

For example, Tom, a friend of mine, listens to music when he is free because he believes that music heals, especially after his long day of working. Tom always listens to **Kenny G**, one of the greatest jazz musicians. This shows that music helps relax.

According to the above example, it is clear that Thai student writers make use of giving example as seen in Example (54). Providing examples seems to be common among Thai student writers as they can narrate their experience in their own words easily. However, there are a few essays, in which the writers intend to support with examples; nevertheless, they do not know how to exemplify as shown in Example (55).

(55) E 1.11

For example, if we promote sustainable tourism to plant more trees in the forest, it can help to reduce the dangerous situations like flooding, drying, earthquake.

According to Example (55), it is clear that this writer do not understand exemplification as the writer makes use of *if* to show prediction and claim that this is an example. In contrast, writers should name the examples such as people or things. Then the writers proceed with the story in short and finally conclude the example by pointing out the lesson learned from the example. Lastly, the most obvious writing skill found in this research is that most writers can make use of transitions such as *for instance*, *for example*, *in particular*, and *finally* in their examples.

4.4.2.4 Authority

Authority is one method of reporting what experts say about the essay issues. Many writers try to report these sayings in reported speech. However, only 1 percent of Thai student writer support their paragraph in this set of data as exemplified below.

(56) E 5.11

Jurairat, Director of Human Resource at Assumption University, **asserts** that many employees are now on the job training and are evaluated within the timeframe. She also adds that they are willing to do so because they can gain experience and make money at the same time.

According to Example (56), it can be seen that the writer makes use of name, title, organization, and reporting verb such as *assert* to report what Jurairat says. Some other reporting verbs are *say*, *state*, *conclude*, and *point out*. These verbs can be used when the writers want to quote authority in their paragraph.

To sum up, the use of supports in the essay body differs in degree as 39 percent of writers select fact as the supports in their essay body, 37 percent prefer to make predictions based on their substantial information, 23 percent makes use of examples, and only 1 percent cite authority in their essay body. Answering to the opposition is not found in this study.

A few reasons many explain the occurrence of such percentages. First, students choose different types of supports based on their stance, knowledge, and time constraint. Students who side the promotion of tourism tends to make use of facts and prediction as they try their best to convince the reader on the boons of sustainable tourism. Since the merits of sustainable tourism are obvious, many students agree with this type of tourism. Students also acquire tourism factual information in class, so they catch up some issues and restate them in their own words. As a result, the percentage of facts as support is also high.

On the other hand, quite some students oppose the promotion of sustainable tourism. They refute that other forms of tourism should be encourage, and the most available method of supporting the paragraph is giving example. These examples come mostly from their own experience.

Prediction is the second most use support. This is understandable. To convince the readers towards sustainable tourism, one of the easiest ways is to inform them of the consequences of the promotion of sustainable tourism. The predicted information is also easy to supply. They can be based on intuition and world knowledge. This could be why prediction is used quite highly.

Reference to authority is rarely used and answering to the opposition is not used. The minimal selection of authority support at 1 percent shows the lack of knowledge on responsible persons on ecotourism. Therefore, students should be more fed with these authorities. Some supplementary handouts should be distributed to increase their knowledge. Answering to the opposition is an advanced technique. This kind of support is so complicated as students have to initially propose the opposite point of view and later refute it with evidence. This technique is more difficult than any other kinds of supports. This intricate process is therefore avoided in a timed test.

4.4.3 Concluding Sentence in the Essay Body

Concluding sentence is the last sentence in the paragraph. Not all academic paragraphs contain concluding sentences, especially if the paragraph is very short. However, if a paragraph is very long, it is a good idea to use a concluding sentence. It is sometimes helpful to have a concluding expression in the last sentence to signal the end of a paragraph. A typical conclusion consists of a transitional expression that suggests a conclusion such as *in short*, *in conclusion*, a summary of main points in the paragraph, and a concluding thought such as a consequence, a solution, or a suggestion (Oshima & Hogue, 2007: 72-73).

In this study, 62 percent of Thai student writers produce a concluding sentence. Comparing to other components in the body paragraph, the percentage is quite low. It can be concluded that students have constraint writing a concluding sentence.

Some examples of the concluding sentence are given below.

(57) E 3.2

First of all, environmentally, it can help create awareness of environmental conservation to the visitors. It also provides additional resources to the local

communities. Then, economically, it could generate income to the overall economy as well as local economy. It is because revenue from sustainable tourists is greater than other forms of tourism. As sustainable tourism includes local participants, it helps create job opportunities for the local people. As a consequent, the people have income and generate to the local economy, then the overall economy. Lastly, social and cultural impact, it can increase the quality of life of the people in the societies. As I have mentioned before that sustainable tourism can help create employment so it, generate income to the local people. Once they can earn money, they can live their lives more comfortably. So, it help create better societies. Moreover, since it requires local people to expertise their abilities, this could help rehabilitate the arts and other cultural aspects of the societies. It helps remain traditional culture of the societies.

The paragraph in Example (57) is left hanging without a concluding sentence. The writer keeps feeding more and more information in the paragraph, so it is more similar to free writing paragraph. To conclude this paragraph, the writer may restate the topic sentence such as *Tourists are aroused by the preservation of environment.*

(58) E 5.11

The second reason is that eco-tourism will definitely maintaining cultural inheritance and traditions. For several years, a tradition such as Song Kran is gradually melted away since number of tourists has dissolve the real tradition and turning Songkran into a normal water throwing festival without realizing the importance of tradition. **Thereby, conservative way of tourism should be applied to keep these traditions with us and for the next generation to see.**

This is an instance of a good example. It contains a signaling transition (*thereby*), a suggestion (*conservative way of tourism should be applied*), and a restatement of the paragraph's main point (*to keep these traditions with us and for the next generation to see*). The readers are informed about the closing, reminded about the important point made in the paragraph, and guided on the overall purpose of the writer.

In sum, in the essay body, a good paragraph consists of a Topic Sentence, Supports, and a Concluding Sentence, which discusses Restatement of a Topic Sentence, suggestion, writer's insight, recommendation, consequence, result, solution,

or effect. Most students in this study write support paragraphs that conform to the conventional paragraph structure. Various methods are employed to write each stage of the paragraph. For example, students use powerful words or logical reasoning to structure the topic sentences. Examples, prediction, facts, and reference to authority are used as support for the topic sentences. Students also end their paragraphs with concluding sentences.

4.5 The Analysis of Moves in the Essay Conclusion

Applying Swales model on CARS analysis, the conclusion is the last section analyzed in this research. In Swales' Move analysis on research abstract, Move 1 is establishing a research territory, which is compared to the essay introduction. Move 2, establishing the niche is compared to the essay body, and Move 3, occupying the niche is compared to the essay conclusion.

Every essay that has a clear beginning should also have a clear ending. The last paragraph, also known as the conclusion, should make an essay sound finished. The concluding paragraph typically has three parts: First, The summary statement is one or two sentences which restate the thesis in a fresh way to reinforce the essay's main idea. Second, the clincher is a final thought which should create a lasting impression on the reader, and finally the final statement, which signals reader to the essay's ending (Strauch, 2005: 12). Of the three stages, selecting the clincher to fit to the essay issue is essential (Savage & Mayer, 2005: 116).

The result of this research shows that 91 percent of Thai students writers an successfully produce a restatement, 69 percent make use of different types of clinchers, and 39 percent can produce their final closing as seen in Figure 4.4 above.

From the Figure 4.4 presented on page 67, it is clear that the high percentage of restatement implies the effective focus on teaching the structure of the conclusion. However, the decrease in writing skill is spotted on producing both clincher and final closing. The study suggests that students have more constraint writing final clincher and closing. This writing phenomenon is discussed in the following section.

4.5.1 Restatement in the Essay Conclusion

The summary statement is an effective way to start concluding paragraph because it helps to drive home the ideas writers have expressed in an essay. Students are recommended to refer to a thesis statement again and restate it in a new way. It is recommended that writers avoid repeating key words and phrases from the thesis statement because readers do not want the summary statement to sound boring or repetitive. Students are recommended to use a thesaurus to find new, interesting words (Hamp Lyons & Heasley, 2006: 117).

As shown in Figure 4.4 above, 91 percent of Thai student writers can successfully produce a restatement of a thesis sentence. The research confirms that students have high paraphrasing skill. In fact, paraphrasing skill is a part of the course fulfillment. Writing teachers usually distribute tourism readings and request students to paraphrase the whole passage; therefore, this can be concluded that this task is effective and should be continued in writing classes. Some of the effective restatements are exemplified below:

(59) E 2.17

Thesis Sentence

I also believe that sustainable tourism should be promoted.

Restatement

At last, all sustainable tourism should be promoted in order to hold the people in the area together.

From Example (59), this student agrees that tourism should be promoted in his thesis statement, and he successfully restate his position in the conclusion. Therefore, the conclusion is effective. According to this example, it is clear that paraphrases are useful devices, both in helping readers to understand thesis sentence and enabling readers to convey the essence of the essay focus. However, this student should avoid using *at last* as his transition in the conclusion as this transition is inappropriate. In contrast, he is recommended to use end-of paragraph expressions such as *in short*, *in brief*, or *in conclusion*.

In short, restatement is essential in the conclusion. After writers have restated their thesis, they should not just summarize the key points of their argument. In fact, the conclusion should offer the reader something new to think about. It should

offer the reader a new way of thinking about what the writers have discussed in their essay. Hence, writers are recommended to select clinchers and place it after restatement.

4.5.2 Clincher in the Essay Conclusion

The clincher, also referred to as the closer, is the last opportunity to connect with the reader. One way to make the most of this moment is to return to the technique writers used for attention grabber. In this research, the clinchers suggested are adapted from Oshima & Hogue (2009: 44), Leki (1998: 239), Black (2006: 37), Savage & Mayer (2005: 5), and Behrens & Rosen (2012: 125).

There are many methods of writing clinchers, which are prediction, recommendation, anecdote and quotation. Students select clinchers according to their essay types as some clinchers work well with a certain essay kinds. For example, recommendation is superb for a cause and effect essay; however, quotation is compatible to an opinion essay.

According to the investigation of clinchers selected by Thai student writers, the data reveals 42 percent use prediction in their conclusion, 38 percent of Thai students make use of recommendation in their essay conclusion, 16 percent prefer to describe the issue, 3 percent use anecdotes, and only one percent uses quotation as clincher as illustrated in Figure 4.10 below.

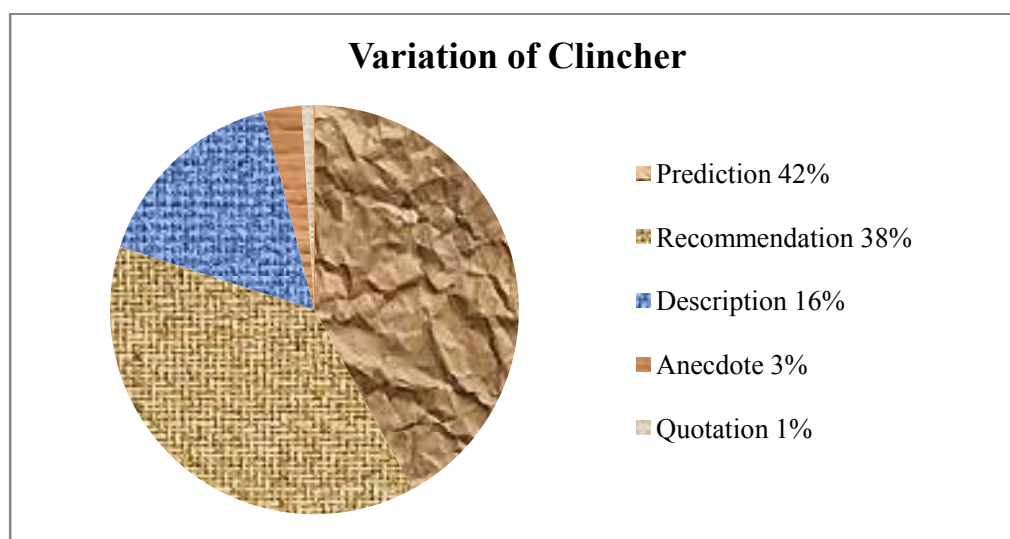


Figure 4.10 Types of Clinchers in the Essay Conclusion

This phenomenon of making conclusion in Thai student writers is discussed thoroughly in the next section.

4.5.2.1 Prediction as a Clincher

Making predictions is more than just guessing what is going to happen next. Predicting helps student writers become actively involved in the essay issue and helps to keep their interest level high. Some of the other benefits of teaching students to make predictions are to foster their critical thinking skill, promote their understanding, and recalling what they have taught in class (Oshima & Hogue, 2007: 47).

The research shows most of Thai student writer make prediction in their conclusion at 42 percent. Making prediction on students ideas are sometimes bias as students side their views without counterargument as seen in the example below.

(60) E 3.10

Thailand will be stronger in each segment not only tourism industry but also education.

In Example (60), it is evident that this student use *will* in making prediction. This student use substantial information developed in their essay body to expand the fact that Thailand will be more developed in different sectors, including tourism and education. A similar example is shown below.

(61) E 4.6

Thailand might become popular for sustainable tourism and increase the country income and high employment rates.

Referring to Example (61), it is clear that the writer makes use of modal verb *might* as might convey 50 percent of certainty. Prediction in example (61) makes it possible for writer to assume the repercussion of sustainable tourism in form of increased revenue and job opportunity.

In short, prediction is mostly selected among Thai student writers, foster student's critical assumption, and increase awareness of the advent developed in the essay body. Although prediction is firstly used to improve reading skill, writers find it useful for concluding the essay as the skill can be used interchangeably. Writing prediction makes an essay convincing as substantial information supported in the essay body leads to effective production.

4.5.2.2 Making a Recommendation as a Clincher

Making recommendation in the conclusion is challenging. The research shows 38 percent of Thai student writers close their essay with recommendation. Students like to express themselves as shown in examples below.

(62) E 2.15

However, the government should think carefully to promote ecotourism.

(63) E 2.2

If we want to use environment for a long time, we should help conserve environment and should not negatively affect the environment.

(64) E 4.5

We should help limit the number of tourists to the destination.

From the above examples, it can be concluded that almost all of the students use *should* as linguistic feature to make a recommendation. Students underline the roles of different stakeholders in the tourism industry; therefore, these conclusions are effective. In addition, using *if* is another way of making a recommendation.

4.5.2.3 Description as a Clincher

Many writers choose to close their essay with descriptive as a clincher. In making description, writers use details to tell how a subject looks, sounds, smells, tastes, or feels. The conclusion with description usually makes the readers feel like responding to what they are reading. However, description in the conclusion more involves with final opinion about the essay issue (Savage & Mayor, 2005: 40).

The degree of selecting description as a clincher in this set of data is 16 percent, which is considered low, compared to making use of prediction and recommendation. Students find hard time describing their final thought in the conclusion as the technique involves the use of adjective and adverb as shown below.

(65) E 5.17

In addition to evaluating environmental and cultural factors, an integral part of ecotourism is the promotion of recycling, energy efficiency, water, conservation, and the creation of economic opportunity of local community for these reasons.

From the above example, it can be seen that the writer tries his best to conclude what he develops in the previous paragraphs, so he tries to describe them in detail. However, the lack of using adjective and adverb to describe his final thought make his description uninteresting. Therefore, this conclusion is less effective.

4.5.2.4 Using Anecdote and Quotation as Clinchers

A memorable conclusion can be made by using anecdote or quotation as clinchers. Students are recommended to make use of anecdote to finish their writing. In addition quoting an authority on the topic is also recommended. Surprisingly, 3 percent of Thai student writers make use of anecdote, and only 1 percent of them make use of quotation in their essay conclusion as shown in examples below.

(66) E 2.11

The method of promotion tourism is very easy because of the improving in communication such as advertisement in TV and billboard as conducted by travel agency in Thailand and in other countries

(67) E 2.6

Thailand was in political upheaval for a while. At that time there was the decrease of inbound tourism as tourists are afraid of protests and bloodshed. The failure of the Thai government weakens tourism industry.

From Example (66), it can be seen that the student writer tells a story of the promotion of tourism by using example of channel of distribution. The writer uses the same clincher method in Example (67). The story of the Thai government selected in this essay conclusion must be written from students interested both politic (66) and tourism (67). The question is that not many students seem to have such interest in their age. These clinchers are quite short but are easily understood because of the examples provided; therefore, it is considered effective.

Nevertheless, the low percentage of making use of this type of clincher suggests the more emphasis of writing curriculum. If students have little or no experience about tourism story, they can use retelling such as the above examples. An example using quotation as closing is exemplified below.

(68) E 1.19

I hope I'm not a tourist attraction - I'm sure that they come here really because St. Andrews is just amazing, a beautiful place. Says Prince William.

From the above example, it is clear that the writer of this essay is a great reader, so he captures the meaningful statement of Prince William. Then he keeps interpreting and linking to the ideas developed in the essay body. This conclusion is excellent, but it is rare among Thai student writers. This suggests that the more emphasis on outside reading on tourism is encouraged among Thai student writers.

4.5.3 Final Closing in the Essay Conclusion

It is sometimes helpful to have a transition at the beginning of the essay conclusion to signal the end of the essay. The research shows that 39 percent of Thai student writer can produce their final closing as shown in the examples below.

(69) E 5.12

Thus, another thing you should be promoted is the environment because it can help us to sustain the world to be green world.

(70) E 5.2

For these reasons, I strongly believe that ecotourism should be supported

(71) E 5.9

We will find out that our economic, culture, and environment will get better as we begin.

From the above examples, it is clear that these writers successfully write their final statement using different techniques. Example (69), the writer makes use of transition *thus* to close his essay. Example 70 shows the use of determiner *these* at the beginning of the final closing, similarly, the last writer (71) finds it more hypothetical to use modal verb *will* in his final closing.

However, the low percentage of occurrence of final closing suggests that students have more constraint to produce a statement that needs critical thinking; similar finding is shown in the concluding sentence in the essay body at 62 percent.

4.6 Conclusion and Discussion

Variation of writing essay reveals that most students could effectively write their general statements in the essay introduction at 82 percent. Although the thesis sentence is mostly underlined in the essay introduction, the degree is lower than generalization at 79 percent. Hooks seems to be a constraint when writing an essay introduction at 60 percent. In the essay body, students perform their writing proficiency well in supporting their paragraph at 94 percent. Although topic sentences are mostly concerned in writing a body of the essay, the percentage is lower than making support at 90 percent. However, this high degree in producing both topic sentences and supports are satisfactory in this research. Unexpectedly, students have constraint writing their essay concluding statement at 62 percent. In the essay conclusion, most students could successfully produce their Restatement at 91 percent, which is dramatically high. However, they have difficulty writing their clinchers and final closing at 69 percent and 39 percent respectively.

The purpose of this research is to explore moves in argumentative essays at the undergraduate level, focusing on three main moves, the introduction, the body, and the conclusion. The findings suggest that students can compose their paragraph well as produce a topic sentence, support their paragraphs logically with variety of academic style, and close their paragraph with their opinion at the end. In addition, their essay introduction is satisfactory. 92% of the students follow the conventional move structure. However, they still need more training, especially in writing a hook and effective thesis sentence. Finally, it can be concluded that students lack skill of writing essay conclusion. Although they can compose their restatement, they find hard time selecting clincher, but they have problem producing a final conclusion at 39%.

These findings have important implications for theory, pedagogy and research argumentative essay writing. Theoretically, this study contributes to the description of undergraduate writing at the global level. The next point has to do with raising the rhetorical consciousness of students about the relationship between the content of the examination answer, on the one hand, and information structure (that is, the frequency of moves, textual selection allocated to each move, the sequencing of moves, and the linguistic realization across each move) on the other hand.

In addition to the macro structure researched in this chapter, micro structure analysis employing textual metafunction, focusing on system of Theme will be discuss in Chapter 5, and cohesion analysis will be discussed in Chapter 6.

CHAPTER V

TEXTUAL METAFUNCTION ANALYSIS: THE SYSTEM OF THEME

This chapter presents the results of textual metafunction analysis in the argumentative essays written by Thai students. It is divided into four sections. First of all, an overview of textual metafunction analysis is described. The Theme-Rheme structure is explored. Then, the Theme choices—textual, interpersonal, and topical—are described and illustrated, followed by Theme selection: marked and unmarked Themes, and Theme Range: single and multiple Themes. Finally, the organization of Themes is described and explained.

5.1 Introduction

Writing draws on a number of knowledge and skills. Having generated the content, the writer's next task is to put it into a united, coherent whole. Creating coherence in an essay can be a problem for Thai students due to many reasons: cognitive level, information processing, and differing composition patterns between Thai and English.

Writing instructors have been attempting to find a way to facilitate the writing process and increasing the effectiveness of the written work. Textual metafunction is one of the approaches. It involves the organization of information within a text, so it is a potential tool to assist the writers to arrange the information into a logical order, as expected by the rhetorical pattern of the English speaking people. Textual metafunction starts its consideration of a message at the level of clause. In this perspective, the clause enables the encoder to form a text using textual resources to accomplish writer's communicative intent. In the SFL perspective, a clause contains two parts: a Theme and a Rheme. Theme as point of departure is what comes first in

the clause, and the rest of it is Rheme. Theme is what the clause is about, or its topic, and Rheme is what is being said about the Theme.

The organization of messages as Theme-Rheme structure is very useful in writing. Through each clause's Theme, the writer signals to the readers the clause's topic, which is expanded in the Rheme part. The same Theme may be reiterated in the next clause, the Theme of the following sentence may occur as the previous Rheme, or the Theme of the following clauses may be introduced as the Rheme of the first sentence (Hyland, 2002: 11). This Theme-Rheme organization reflects method of text development (see also section 5.5).

Research such as that conducted by Promwinai has shown how Themes can assist writing by orienting the readers with the topic or to signpost where the information has come from and where it is going. First, the writer can choose the choice of Theme of each clause to develop the information in the text. For example, a particular topic can be put as Theme, which is then further developed. A concrete example is the use of a passive sentence instead of an active one so that a particular topic is made Theme. Another example is the use of brackets for citation instead of sentence-embedded citations to avoid any interruption of information flow (Promwinai, 2010: 50).

Aside from making the topic of the clause prominent, Themes can be used to ensure readability of the text through message ordering. One way to do this is to place elements from the Rheme of one clause into the Theme of the next, or to repeat meanings from the Theme of one clause in the Theme of subsequent clauses. The effect is the regular rhythm of discourse with which the readers become familiar (Promwinai, 2010: 51). In other words, the Theme is used as the starting point for what follows. Then method of text development or thematic progression will be thoroughly discussed in Section 5.5.

It can be seen that effective writing involves constant decision making of how to order the message to make the topic development clear to the readers. Textual metafunction comes in very useful for this purpose, since it provides methods and explanations to coherent and incoherent text organization.

5.2 Text illustrating textual resources

In tertiary education, writing greatly involves argumentative writing. The argumentative essay is the type of writing where the writer discusses an issue on which he takes a stance and persuades the readers to conform to his idea by demonstrating his thorough consideration of the other available options and the superiority of his conclusion or solution. To successfully achieve such purpose, the writer has to validate the significance of the issue, consolidate his argument, refute the other claims, and present his position. All of these must be presented in a clear, logical manner.

The outline of the argumentative essay may take either the block or point-by-point patterns. Oshima & Hogue (2006: 143) provide the outline of the two patterns:

Table 5.1 Argumentative Essay Outline (Adopted from Oshima & Hogue, 2006: 146)

Block Pattern	Point-by-Point Pattern
1. Introduction Explanation of the issue Thesis statement 2. Body Block 1 A. Summary of other side's arguments B. Rebuttal to the first argument C. Rebuttal to the second argument D. Rebuttal to the third argument Block 2 E. Your first argument F. Your second argument G. Your third argument 3. Conclusion	1. Introduction Explanation of the issue, including a summary of the other side's arguments Thesis statement 2. Body A. Statement of the other side's first argument and rebuttal with your own counterargument B. Statement of the other side's second argument and rebuttal with your own counterargument C. Statement of the other side's third argument and rebuttal with your own counterargument 3. Conclusion—may include a summary of your point of view

According to Oshima & Hogue (2006: 146), the argumentative essay contains five key elements, that is, an explanation of the issue, a clear thesis statement, a summary of the opposing arguments, rebuttals to the opposing arguments, and the writer's own argument. From the above outline and explanation, the argumentative essay contains three typical parts. The introduction involves providing the context of the problem, pointing out the significance of the issue, and stating the thesis by mentioning the opposing view and rebutting it. The body involves addressing in details the opposing view, in block or point-by-point with the counterargument. The conclusion summarily restates the writer's point of view.

In relation to argumentative essay outline, Themes play an instrumental role in the composition of the argumentative essay, in drawing the readers' interest, structuring the argument, refuting the opposite view, and supporting his stance. To begin with, the introduction of the argumentative essay has to grasp the readers' attention by showing to them that the issue is generally accepted, and that it concerns not only the writer but also the readers. The writer also has to provide the background on the topic to the readers.

Clarity and conciseness are also two crucial features of an efficient essay. Therefore, every clause should be clear and concise. Clarity in a clause is the result of placing the right Theme at the right clause and carefully tailoring the Rheme of that Theme.

Theme also helps the writer achieve coherence. Coherence is achieved through logical organization of information in the text. Following the generalization, the thesis sentence can be stated to make transition.

In analyzing textual metafunction, the text has to be divided into clauses, which are then sequenced. Clause boundaries were marked—clause complex were marked “III” and clause simplex were marked “II” respectively. Using those criteria, the prototypical text can be divided as follows:

Text Illustration: Text I

III[1.1] Tourism can make II [1.2] or break humankind. III[2] Different people prefer different kinds of tourism. [3.1] Many tourists cling to natural sport tourism II [3.2] as they fall in love with athletic endeavors. III [4.1] Some enjoy independent tourism, II [4.2] for this kind of tour is inexpensive II [4.3] and there is flexibility on itinerary, travel period, and number of travelers. III [5.1] Others believe in adventurous tourism II [5.2] as they are young tourists [[5.3 who pursue excitement and danger.]] III [6.1] Although there are numerous types of tourism, II [6.2] ecotourism should be promoted II [6.3] as it fosters economic, cultural, and social development. III

III [7.1] To begin with, sustainable tourism is advantageous II [7.2] as it improves a national economic. III [8] According to National Statistic, tourist destination countries tend to have more than ten percent economic growth in a regular political condition. III [9] In addition, many people are employed. III

III [10] The destination country cultures are promoted because of tourism. III [11.1] This can promote a national cultures and tradition to tourists; II [11.2] however, tourists may degrade the destination cultures II [11.3] if improper approaches are impose. III

III [12] Next ecotourism promotes social development. III [13.1] When tourists visit a destination, II [13.2] they make comments on local people and other stakeholders. III [14] Such comments are in the forms of questionnaires and interviews. III [15] The host nation can make use of comments to develop social perspectives at tourist destinations. III [16] To sum up, sustainable tourism improves a destination country. III

III [17] In conclusion, ecotourism should be promoted for a more improve economic, cultures, and economic. III [18.1] There should be balance between the host countries and tourists II [18.2] to optimize tourism revenues. III [19] The government of the host nations should enact travel policies and economic, cultural, and social settings. III [20.1] In the same way, the tourists should be educated II [20.2] before they make a visit to destination countries. III [21] There should also be international cooperation among tourism stakeholders. III [22.1] Then tourist destination can be explored II [22.2] and conserved at the same time. II

(adapted from James Cook University Sample Essay on Travel: www.jcu.edu.au/tldinfo/writingskills/essay/sample.html) retrieved 3 May, 2012.

Clause Division: Prototypical text I

All complex clauses were then enumerated. Any complex clauses that contain simplex clauses were further subdivided with decimal points. The text that has been divided into clauses is illustrated in the table 5.2 below.

Table 5.2 Clauses Numbering in the Prototypical Text

No.	Clause
1.1	Tourism can make
1.2	or break humankind.
2	Different people prefer different kinds of tourism.
3.1	Many tourists cling to natural sport tourism
3.2	as they fall in love with athletic endeavors.
4.1	Some enjoy independent tourism,
4.2	for this kind of tour is inexpensive
4.3	and there is flexibility on itinerary, travel period, and number of travelers.
5.1	Others believe in adventurous tourism
5.2	as they are young tourists [[]]
5.3	who pursue excitement and danger.
6.1	Although there are numerous types of tourism,
6.2	ecotourism should be promoted
6.3	as it fosters economic, cultural, and social development.
7.1	To begin with, sustainable tourism is advantageous
7.2	as it improves a national economic.
8	According to National Statistic, tourist destination countries tend to have more than ten percent economic growth in a regular political condition.
9	In addition, many people are employed.
10	The destination country cultures are promoted because of tourism.

Table 5.2 Clauses Numbering in the Prototypical Text (cont.)

No.	Clause
11.1	This can promote a national cultures and tradition to tourists;
11.2	however, tourists may degrade the destination cultures
11.3	if improper approaches are impose.
12	Next ecotourism promotes social development.
13.1	When tourists visit a destination,
13.2	they make comments on local people and other stakeholders.
14	Such comments are in the forms of questionnaires and interviews.
15	The host nation can make use of comments to develop social perspectives at tourist destinations.
16	To sum up, sustainable tourism improves a destination country.
17	In conclusion, ecotourism should be promoted for a more improve economic, cultures, and economic.
18.1	There should be balance between the host countries and tourists
18.2	to optimize tourism revenues.
19	The government of the host nations should enact travel policies and economic, cultural, and social settings.
20.1	In the same way, the tourists should be educated
20.2	before they make a visit to destination countries.
21	There should also be international cooperation among tourism stakeholders.
22.1	Then tourist destination can be explored
22.2	and conserved at the same time.

As show in Table 5.2, the illustrating text can be divided into 22 complex and 37 simplex clauses.

After the clause subdivision, the data were tabulated into different kinds of Themes and Rhemes: textual, interpersonal, and topical unmarked, and topical marked to see the frequency of Theme selection. The results are as shown in the table 5.3 below.

Table 5.3 Analysis of Theme system in the Prototypical Text

No.	Theme				Rheme
	textual	interpersonal	topical		
			marked	unmarked	
1.1				Tourism	can make
1.2	or			-	break humankind.
2				Different people	prefer different kinds of tourism.
3.1				Many tourists	cling to natural sport tourism
3.2	as			they	fall in love with athletic endeavors.
4.1				Some	enjoy independent tourism,
4.2	for			this kind of tour	is inexpensive
4.3	and			there	is flexibility on itinerary, travel period, and number of travelers.
5.1				Others	believe in adventurous tourism
5.2	as			they	are young tourists [[]]
5.3	who→			who→	pursue excitement and danger.
6.1	although			there	are numerous types of tourism,
6.2				ecotourism	should be promoted
6.3	as			it	fosters economic, cultural, and social development.
7.1	to begin with,			sustainable tourism	is advantageous
7.2	as			it	improves a national economic.
8			According to National Statistic,		tourist destination countries tend to have more than ten percent economic growth in a regular political condition.
9	in addition,			many people	are employed.

Table 5.3 Analysis of Theme system in the Prototypical Text (cont.)

No.	Theme				Rheme
	textual	interpersonal	topical		
			marked	unmarked	
10				The destination country cultures	are promoted because of tourism.
11.1				This	can promote a national cultures and tradition to tourists;
11.2	however,			tourists	may degrade the destination cultures
11.3	if			improper approaches	are impose.
12	Next			ecotourism	promotes social development.
13.1	When			tourists	visit a destination,
13.2				they	make comments on local people and other stakeholders.
14				Such comments	are in the forms of questionnaires and interviews.
15				The host nation	can make use of comments to develop social perspectives at tourist destinations.
16	To sum up,			sustainable tourism	improves a destination country.
17	In conclusion,			ecotourism	should be promoted for a more improve economic, cultures, and economic.
18.1				There	should be balance between the host countries and tourists
18.2				-	to optimize tourism revenues.
19				The government of the host nations	should enact travel policies and economic, cultural, and social settings.
20.1	In the same way,				the tourists should be educated

Table 5.3 Analysis of Theme system in the Prototypical Text (cont.)

No.	Theme				Rheme
	textual	interpersonal	topical		
			marked	unmarked	
20.2	before			they	make a visit to destination countries.
21				There	should also be international cooperation among tourism stakeholders.
22.1	Then			tourist destination	can be explored
22.2	and			-	conserved at the same time.

According to Table 5.3, it is clear that internal Theme structure consists of textual, marked topical, unmarked topical Themes. In this text, the number of unmarked topical Theme (19 instances) and textual Theme (20 instances) are equally shared. Marked Theme accounts for only a instance. Interpersonal Theme is not found in this text as interpersonal Theme is not commonly used in academic English essay such as an argumentative one. This model organization of the text is clearly produced. The research compares and contrast different essays basing on system of Theme of this illustrating text as discussed in detail in the following section.

5.3 The System of Theme

The Theme-Rheme notion was first conceived in the Prague School, where Themes were associated to the *Given* unit of information, and Rheme to the *New*. While *Given* refers to the previously-mentioned, or the un-newsworthy, *New* reveals new information or what is deemed newsworthy, and is often indicated by the placement of the tonic nucleus. Given + New makes up the information structure of the clause (Danes, 1974: 317).

Halliday & Matthiessen (2004) claim that the Theme is the departure point that the speaker has chosen for his/her text. In English, the Theme, on which the clause depends for its orientation within the context, takes initial position in the clause

whereas the rest of the clause is called Rheme. The basic realization of the THEME system is the structuring of the clause into Theme Rheme. The characteristics of Theme and Rheme in terms of their positions within the clause can be illustrated as follows:

Table 5.4 The Characteristics of Themes and Rhemes (Martin et.al, 1007).

Theme	Rheme
Point of departure of clause as message; local context of clause as a piece of text	Non-Theme – where the representation moves after the point of departure; what is presented in the local context set up by Theme.
↘ initial position in the clause	↘ position following initial position
Given assigned as “Point of departure”	New assigned as “New Information”

From the above table, Theme is realized by initial position in the clause as the “point of departure,” and the Non-Theme or Rheme is realized by the remainder of the clause.

(1) E3.3

No.	Theme				Rheme
	textual	interpersonal	topical		
			marked	unmarked	
1				The economy of a country	benefits from several forms of tourism.

Example (1) shows that *the economy of a country* serves as Theme as it is placed at the beginning of the clause. It is sometimes called the point of departure. The second part of this clause is called Rheme, *benefits from several forms of tourism*. In fact it is the part that moves after the point of departure. The clause as a message is organized into Theme (that is Theme is followed by Rheme). Within the internal structure of Theme, there are three possible choices: textual, interpersonal, and topical (ideational) Theme. The topical Themes are obligatory element whereas the textual Theme and the interpersonal Theme are optional elements (Patpong, 2008: 101-106).

It is interesting to note that the three choices of Theme structure are the same names used in the metafunction dimension. However, three thematic terms are also used in the Theme system.

In terms of Theme – Rheme configuration, Patpong (2006) states that we need to determine where the boundary between Theme and Rheme is located: i.e. Where does the Theme end and where does the Rheme begin? What are groups or phrases found in the Theme position? What are the choices of Theme – Rheme structure?

5.3.1 Theme and Rheme structure

In all languages, clauses constitute messages and make them recognizable as such by granting a distinct status to the thematic structure. In English this is achieved through word order. What we call Theme is placed first. It is the starting point of messages, and the rest of the message is used to develop it, this is what we call Rheme. For the structure of Theme expansion in English, each clause is obligatorily made up of a topical (ideational) choices of Theme. The clause may optionally contain preceding interpersonal and textual Themes. The Rheme boundary covers the remainder of the clause.

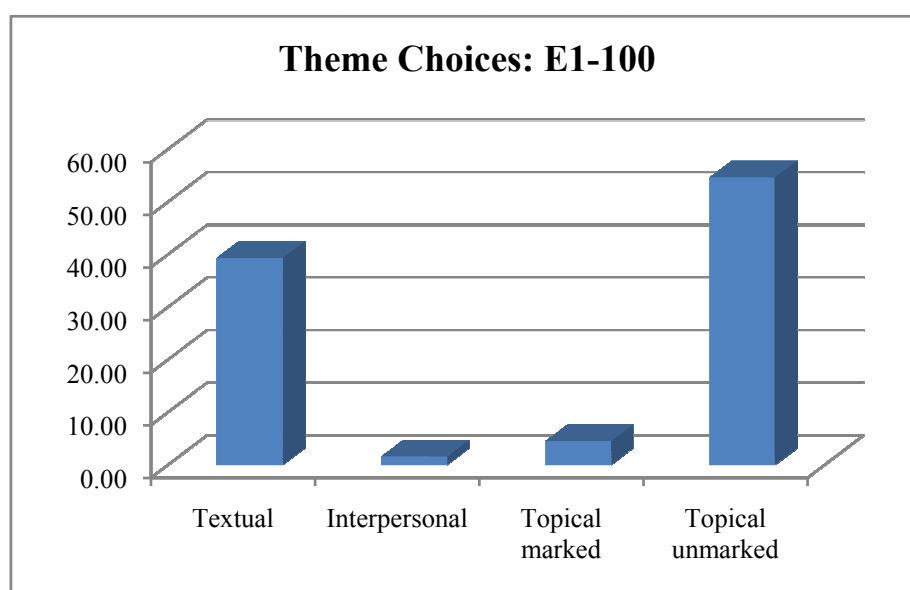
5.3.2 Theme systems

Experientially, clause construes an expression of human experience: Processes, Participants and Circumstances. Textually, Themes contain one and only one of these elements, so the Theme of a clause ends with the first constituent belonging to those categories, which is called topical Theme. There may be other elements in the clause preceding the topical Theme which, in any case, play no experiential role. The preceding elements can be either an optional interpersonal Theme or an optional textual Theme. To sum up, the Theme systems are divided into 3 choices: textual Theme, interpersonal Theme and topical Theme. In this research, the text analysis reveals the Theme choices of Thai student writers in different ways as shown in the following table.

Table 5.5 The Percentiles of Theme Choices in Students' Argumentative Essays

Themes	Percentile of Theme choices
	(Essays 1-100) (%)
Textual	39.0
Interpersonal	2.0
Marked Topical	4.0
Unmarked Topical	55.0
Total	100.0

As shown in Table 5.5, the order in which the Theme choices is used from most frequently to least frequently is unmarked topical, textual, marked topical, and interpersonal. The percentages are 54.61% (unmarked topical), 39.37% (textual), 4.47% (marked topical), and 1.55 (interpersonal).

**Figure 5.1** The Percentiles of Theme Choices in Students' Argumentative Essays

From Figure 5.1, it can be seen that more than half of all the Themes used were unmarked topical. The next rank, textual Themes, was used around ten percent less than the first rank. The first two types of Themes occupied a little short of 94%

marked topical Themes were used sporadically, and interpersonal Themes were hardly used.

Each choice constituting the internal Theme structure can be explained as follows:

5.3.2.1 Textual Theme

The textual Themes come from a different set of connecting words. They consist of four possible choices: (1) continuative, (2) conjunction (structural conjunction), (3) conjunctive adjunct (non-structural conjunction), and (4) relative element. Continuative is one of the small set of words which signal a move in the discourse; a response in the dialogue, or a new move to the next point if the same speaker is continuing (Halliday & Matthiessen, 2004: 81). Some of the examples are *yes, no, well, oh, now* in this analysis, however, continuative is not found. Unlike a dialog, an argumentative essay is an organized text, which omits these utterances. Hence the rest of choices including conjunction, conjunctive adjunct and relative element will be discussed as illustrated in Table 5.6 below.

Table 5.6 The Distribution of Textual Theme elements

Textual Themes	Structural Conjunction	Non-Structural Conjunctive Adjunct.	Relative Elements	Total Themes
Essay 1 - 100	400	640	320	1,360
Percentile	29.41%	47.06%	23.53%	100.00%

According to Table 5.6, the frequency of occurrence of textual elements differs. Most students apply conjunctive adjunct at 47% in their essay, conjunction at 29%, and relative elements at 24% in their argumentative essays. The in-depth discussion is provided in the following section.

(1) Conjunction

A conjunction is a word or group that either links (paratactic) or binds (hypotactic) the clause in which it occurs structurally to another clause (Halliday & Matthiessen, 2004: 85). A word that links paratactically is called a linker or coordinator, whereas a word that binds hypotactically is called a binder or subordinator. Examples of linkers and binders found in this study are shown below.

Table 5.7 Examples of linkers and binders

Conjunction	Examples
Linker (coordinator)	and, or, but, so
Binder (subordinator)	when, because, if, even though, unless, since, in order to, so that

(1.1) Structural conjunction: linker

Halliday & Matthiessen (2004: 186) claims that a linker relates two independent clauses in a paratactic clause nexus. It is used when logico-semantic relation is one of expansion. Examples are given below.

(2) E1.5

7.1		They	can sell local product to tourists
7.2	and	they	will have more income from tourist.
	textual: structural conjunction: linker	topical: unmarked	
	Theme		Rheme

The connector *and* in this example shows a positive additive relationship.

(3) E2.6

9.1			In the south of Thailand,	if you like sea or adventure activity
9.2			you	can
9.3	or		you	can see many kind of fish under the water.
	textual: structural conjunction: linker	Topical: marked	topical: unmarked	
	Theme			Rheme

The connector *or* in this example shows an alternative varying relationship.

(4) E3.4

12.1		The ecotourism	should be promoted
12.2	but	they	need to know the advantage and disadvantage about ecotourism.
	textual: structural conjunction: linker	topical: unmarked	
	Theme		Rheme

The connector *but* in this example shows an adversative relationship.

(5) E3.8

7.1		It	is
7.2	because	these countries	are not well – known in the world
7.3	so	they	will have to promote their countries
	textual: structural conjunction: linker	topical: unmarked	
	Theme		Rheme

The connector *so* in this example shows a general causal relationship.

(1.2) Structural conjunction: binder

A binder is a word that introduces a bound clause.

It relates a dependent clause to the independent clause in a hypotactic clause nexus.

Examples are shown below.

(6) E1.1

12.1	When	sustainable tourism	come to travel,
12.2		they	can learn from the natural
12.3	and	(they)	study them
12.4	which →	which →	we can call education.
	textual: structural conjunction: binder	topical: unmarked	
	Theme		Rheme

The binder *when* in this example signals a relationship of time.

(7) E1.4

19.1		This one guest	is good for people in rural
19.2	because	They	can gain income from travelers.
	textual: structural conjunction: binder	topical: unmarked	Rheme
	Theme		

The binder *because* in this example signals a causal relationship.

(8) E1.9

19.1	if	the environment	change,
19.2		the animal life	will change as well.
	textual: structural conjunction: binder	topical: unmarked	Rheme
	Theme		

The binder *if* in this example signals a conditional relationship.

(9) E3.10

3.1	Even though	there	are many kinds of tourism,
3.2		I	would suggest about sustainable tourism.
	textual: structural conjunction: binder	topical: unmarked	Rheme
	Theme		

The binder *even though* in this example signals a concessive relationship.

(10) E3.6

11.1	So	we	should promote it with well – managed control
11.2	unless	it	will be the way to destroy nature.
	textual: structural conjunction: binder	topical: unmarked	Rheme
	Theme		

The binder *unless* in this example signals a conditional relationship.

Like connectors, binders provide clues to the relationship between two clauses at the clause level. The difference is the unequal weight given to the two clauses. The striking effect of unequal weight is both clauses receive emphasis. When clauses are bound, it does not exist without the other. The message in the main clause draws out readers' anticipation of what to follow in the dependent clause. The interdependency between the two clauses creates flows of ideas.

When the coordinate conjunctions and the conjunctive adverbs are used to connect two clauses, the relationship between them becomes clearer to the readers, be it additive, contrastive, alternative, or consequence. Without clause connectors, the responsibility is relayed to the readers. If the relationship between the two clauses is not clear, the readers may miss the intended message. In this case, the connectors' role is that of signposting to the readers how the previous clause is related to the following. Three issues arise from the examples regarding linkers: level of signposting, weight, and degree of formality and complexity. Linkers minimally provide clause link. They do not go beyond the clause level. Moreover, connectors give equal importance to both clauses. In this manner, although the relation between the connected clauses is demonstrated, there is no emphasis. Also, cohesion created through linkers is loose, since the two clauses are independent of each other. Linking with linkers is also simple in style. They may be used in basic writing. In advanced writing, they should not be overused.

Also, there are only seven connectors, two of which have the same meanings ("yet" and "but"). That means connectors cover only six types of relations. Certainly, there are more than relations required for composing a text which conjunctive Adjunct plays a role.

(2) Conjunctive Adjunct

Conjunctive adjuncts, non-structural conjunctions, are adverbial groups or prepositional phrases which relate the clause to the preceding text (Halliday & Matthiessen, 2004: 81). They signal how the clause as a whole fits in with the preceding text. They are obviously similar to conjunctions in the kinds of semantic relationships that they signal, but, unlike conjunctions, they do not link the clause into

a larger structural unit (Thompson, 2004: 145). The conjunctive adjuncts found in this study can be divided into three types: elaborating, extending and enhancing.

(2.1) Elaborating conjunctive adjunct

Elaborating conjunctive adjunct is subdivided into Appositive and Clarifying as follows:

Appositive

(11) E1.20

23	For example,	a recent time,	the problem of global warming is increasing every day.
	textual: non structural conjunction: elaborating: appositive: exemplifying	topical: marked	
	Theme		Rheme

The conjunctive adjunct *for example* in this example signals the following of examples.

(12) E3.12

5.1	In other words,	humans	use the chemical products [[5.2 that have effect to the environment.]]
	textual: non-structural conjunction: elaborating: appositive: expository	topical: unmarked	
	Theme		Rheme

The conjunctive adjunct *in other words* in this example signals a restatement.

The conjunctive adjuncts in this group either exemplify or restate the message in the previous clauses. Due to their meanings, they will be used in the body of the essays to signal the addition of the minor support.

Clarifying

(13) E2.19

14.1	In conclusion,	sustainable tourism	should be promoted as fast as possible
	textual: non-structural conjunction: elaborating: clarifying: summative	topical: unmarked	
	Theme		Rheme

The conjunctive adjunct *in conclusion* in this example signals the coming of the conclusion.

(14) E1.20

25.1	Actually,		we	are in this problem
25.2	because	in the past,	we	cut a lot of trees,
	textual: non structural conjunction: elaborating: clarifying: verificative	topical: unmarked	topical: marked	
	Theme			Rheme

The conjunctive adjunct *actually* in this example signals an unexpected fact.

Like the appositive type, the clarifying adjuncts elaborate the previous text *for purposes of the discourse* (Halliday & Matthiessen, 2004: 541). Most of them will be found in the body of the essay, except for the summative subtype, which include adjunct such as *in short, to sum up, in conclusion*. This type of adjuncts signals the rhetorical pattern of the conclusion.

(2.2) Extending conjunctive adjunct

Extending conjunctive adjunct is subdivided into Additive, Adversative, and Varying as follows:

Additive

(15) E1.12

18	Moreover,	ecotourism	can promote to environment awareness and ethical visitors.
	textual: non structural conjunction: extending: additive	topical: unmarked	
	Theme		Rheme

(16) E2.3

5	Also,	it	could be used for concerning the environment in the area or the place..
	textual: non structural conjunction: extending: additive	topical: unmarked	
	Theme		Rheme

Both the conjunctive adjunct *moreover* and *also* in these examples signal a positive addition.

Adversative

(17) E1.11

23	However,	the benefits of sustainable tourism	depend on the tourists.
	textual: non structural conjunction: extending: adversative	topical: unmarked	
	Theme		Rheme

(18) E1.12

19.1	On the other hand,	it	can cause overcrowding, pollution, waste, disturbing animal habitat and local people
	textual: non structural conjunction: extending: adversative	topical: unmarked	
	Theme		Rheme

The conjunctive adjuncts *however* and *on the other hand* in these examples signal a statement with opposite meanings.

Varying

(19) E4.1

6.1	Besides,	ecotourism	can help local people gain more education and income,
	textual: non structural conjunction: extending: varying: subtractive	topical: unmarked	
	Theme		Rheme

According to the meanings, this type of conjunctive adjuncts is likely to be used quite often in the argumentative essay, since their meanings allow for the refutation of the opposite claim and the support of the writer’s position. This kind of element is mostly found in the essay body.

(2.3) Enhancing conjunctive adjunct

Enhancing conjunctive adjunct is subdivided into manner, spatio-temporal and causal-conditional as follows:

Manner

(20) E4.1

7	In contrast,	ecotourism	also give disadvantages.
	textual: non structural conjunction: enhancing: manner: comparative: negative	topical: unmarked	
	Theme		Rheme

The conjunctive adjunct *in contrast* in this example signals a negative comparison.

The conjunctive adjuncts in this subcategory consist of both positive and negative comparison. This is another category that is likely to be used quite often in the argumentative essay, since the adjuncts under this category, e.g. *likewise*, in a different way, allow for the negation or support of a point. Therefore, the occurrence is high in Move 2, the essay body.

Spatio-temporal

(21) E5.5

9	Secondly,	ecotourism	helps support the economic in several ways.
	textual: non structural conjunction: enhancing: spatio-temporal	topical: unmarked	
	Theme		Rheme

(22) E4.19

11.1	Lastly,	I	think
11.2	that	sustainable tourism	should be promoted.
	textual: non structural conjunction: enhancing: spatio-temporal	topical: unmarked	
	Theme		Rheme

The conjunctive adjuncts *secondly* and *lastly* in these examples signal a sequence of support for a claim. This type of adjunct appears very useful for the part of text that involves enumeration of any kind. When enumerated adjuncts are used to precede a statement, the statement's own sequential order in relation to others becomes clear. This type of conjunctive adjunct should be emphasized in writing instruction.

Causal-conditional

(23) E3.18

15.1	Therefore,	sustainable tourism	is needed to promote carefully
	textual: non structural conjunction: enhancing: causal-conditional: causal: general	topical: unmarked	
	Theme		Rheme

(24) E5.5

12.1	As a result,	GDP	is likely to increase
	textual: non structural conjunction: enhancing: causal conditional: specific	topical: unmarked	
	Theme		Rheme

The conjunctive adjunct *therefore* and *as a result* in these examples signal general causal relationship.

(25) E1.11

25	Otherwise,	they	will be valueless.
	textual: non structural conjunction: enhancing: causal-conditional: conditional: negative	topical: unmarked	
	Theme		Rheme

The conjunctive adjunct *otherwise* in this example signals a negative condition.

(26) E4.2

27.1	Nevertheless,	relevant association	should implement effective regulation
	textual: non structural conjunction: enhancing: causal-conditional: conditional: concessive	topical: unmarked	
	Theme		Rheme

The conjunctive adjunct *nevertheless* in this example signals a concession.

Under the causal-conditional conjunctive adjunct category, subclasses namely result, reason, purpose, conditional-positive, conditional negative, and concessive. They can be used to initiate the argument, provide reasons, show potential consequences, and negate. Based on casual-conditional conjunctions' meanings, they should be expected in all Stages in Move 2, a topic sentence, supports, and a concluding sentence as discussed in Section 5.5.1.2

The first point to note about conjunctive adjuncts is its variety. Halliday & Matthiessen's (2004) three major categories of conjunctive adjuncts are further divided into 22 subcategories. The various types are certain to cover a number of types of relationships. Furthermore, each subtype contains many conjunctive adjunct items which can be selected to best suit the type of relationship desired. As well as versatile, most conjunctive adjuncts are lexically dense, the feature associated with formality. When used, they promote formality in the same manner as do binders.

Certain registers call for use of certain types of conjunctive adjuncts (Halliday & Matthiessen, 2004: 545). Moreover, *different stages (generic elements) within a text may also vary in favoured types of Themes because they deploy different methods of development* (Halliday & Matthiessen, 2004: 549). This is the case for the argumentative essay, where certain types of textual Themes are especially used in certain moves. Writers may make use of conjunctive adjuncts in a topic sentence to contrast the discussion of the previous paragraph; similarly, the

conjunctive adjuncts can be used to support the topic sentence argumentative and to end the paragraph as a counterargument.

In this study, textual Themes accounted for 39.37% of all the Themes occurred. That means students made quite an effort to connect clauses. Moreover, all kinds of textual Themes were found in use. Since the meanings of most textual Themes lend themselves for use along the body of the essay, the high percentage of occurrences of textual Themes mean that their essays can be expected to be cohesive and, accordingly, coherent to a certain extent.

(3) Relative element

Relative elements link the clause in which they occur to another clause. They are thematic in nature, and therefore they tend to occur in the initial position. There are four specific relative items found in the corpus of one hundred essays: *that*, *who*, *where*, *which*. Examples are given below.

(27) E1.9

9.1	There	are many countries	9.2	that	face with this problem
	topical: unmarked			textual/topical: relative element	
	Theme	Rheme		Theme	Rheme

The relative element *that* in this example joins the clause that modifies a place.

(28) E1.7

9.1	Nowadays,	there are many people	9.2	who	destroy the forest
	topical: marked			textual/topical: relative element	
	Theme	Rheme		Theme	Rheme

The relative element *who* in this example joins the clause that modifies people.

(29) E1.9

2.1	It	involves traveling to protected areas	2.2	where	flora, fauna and cultural heritage are the main attraction.
	topical: unmarked			textual/topical: relative element	
	Theme	Rheme		Theme	Rheme

The relative element *where* in this example joins a clause that modifies a place.

(30) E1.8

15.1	To illustrate,	it is an ecotourism	15.2	which	concern about the environment
	topical: marked			textual/topical: relative element	
	Theme	Rheme		Theme	Rheme

The relative element *which* in this example joins a clause that modifies an abstract noun.

The use of relative elements to join two clauses creates clarity of connection. First, each of the relative elements themselves carries clear meanings—*who* is used for people, *where* is used for a place, etc. In other words, the clue is quite obvious. Moreover, the modifying clause is placed right after the relative elements—nearness in location reduces the possible confusion of misinterpretation.

In brief, conjunctive adjuncts are mostly found in the argumentative essay because of its multi-application in numerous Moves and Stages, followed by conjunction since conjunctions promote the relationship of the clauses. Finally, relative elements modify nouns. There are many kinds of relative elements, but the frequent use involves the high degree of *that* in all Moves because *that* refers to place, thing, and person; therefore, *that* instance is multipurpose. Following *that*, *who* is used throughout students' essay, especially in the essay body. This frequent use is common since it is clear to start a clause with a human being as a subject. The percentage of use

of *if* and *when* is equally shared, and they are found in the conclusion since students employ prediction method as one of their clinchers. Unexpectedly, *which* is rarely used in this set of information since students are not sure how to use it, so many writers end up with replacing *which* with *that*. In so doing the number of using *that* instances increase dramatically.

5.3.2.2 Interpersonal Theme

Interpersonal Theme refers to an item that comes before the Rheme which indicates the relationship between participants in the text, or the position or point of view that is being taken in the clause. In this study, an interpersonal Theme includes one or more of the following components: modal adjunct, finite element and Wh-elements in elemental interrogative clauses as illustrated in Table 5.8. In fact interpersonal Theme is the interaction between the conversationalists, which is rarely found in academic essay.

Table 5.8 The Distribution of Interpersonal Themes

Interpersonal Theme	Modal Adjunct	Finite Element	Wh-Elements	Total Themes
Essay 1 - 100	10	30	55	95
Percentile	10.53%	31.58%	57.89%	100.00%

According to the above table, it can be seen that Wh-elements are mostly used in argumentative essay at 57.89%, followed by finite element at 31.58%, and modal adjunct element at 10.53%. The in-depth discussion is provided in the next section.

(1) Wh-elements in elemental interrogative clauses

Wh-elements are mostly used in an argumentative essay at 58%. Wh-elements or interrogative elements function simultaneously both as interpersonal and topical Theme. They are interpersonal because they construe the mood and they are simultaneously topical because they represent participant or circumstance. The presence of Wh-elements in thematic position signals that an *answer* is required from the addressee. In addition, some of these elements are used in Move 1: Stage 1, hook in the essay introduction. Some are used in Move 2: Stage 3,

the essay concluding sentence, and some are used in Move 3: Stage 3, the essay conclusion. Some examples are given below.

(31) E1.3

19.2	Why	It should be promoted?
	interpersonal/topical: Wh-element	Rheme
	Theme	

According to Example (31), this interrogative is found in Move 3: Stage 3, Final closing.

(32) E2.3

11.4	And	Why	it should be protected.
	textual: structural conjunction: linker	interpersonal/topical: Wh-element	Rheme
	Theme		

According to Example (32), the writer makes use of *why* in a thesis sentence (Moves 1: Stage 3) as an alternative to writing reasons to promote tourism. However, Example 33 reveals that Wh-elements can also be used in the final closing as shown below.

(33) E2.10

11	Which	people can live with limited sources and dismiss unnecessary things?
	interpersonal/topical: Wh-element	Rheme
	Theme	

Although Example (32) is drawn from a thesis sentence, and Example (33) is extracted from the final closing. These Wh-elements in elemental interrogative clauses produce the same effect as the finite element in the question form. It forces readers to seek deeper understanding of the meanings they have read using any methods—looking for connections in ideas or re-read the whole argument.

(34) E4.10

1	What	is sustainable tourism?
	interpersonal/topical: Wh-element	Rheme
	Theme	

Questions, used at any stage of the essay, seem to be a highly effective tool in calling for increased concentration from readers. Wh-element *what* in Example 34 is used as the opening sentence in Move 1: Stage 1, hook. By asking what sustainable tourism is, the readers are aroused to discover the answer which definitely available in the content to come. They tend to read the rest of the essay with more care and concentration. Indeed a Wh-element gives readers a purpose for reading.

To sum up, the phenomenon of applying Wh-questions in this research yields important information on the correct use of them. Many students make use of Wh-questions in the essay introduction (Move 1: Stage 1) and the essay conclusion (Move 3: Stage 3). These are correctly used. However, some of them use these Wh-words in their Thesis Sentence (Move 1: Stage 3), which is not recommended. Students are not allowed to ask a question in a Thesis Sentence since writers are expected to answer an essay question in their Thesis Sentence.

(2) Finite element

The finite element is a small set of finite auxiliary verbs construing primary tense or modality. Its presence in thematic position signals that a response is expected. In this study, finite element is found at 32% through the essays. Some examples are:

(35) E5.2

12	Will	anybody	go to the beach with dirty sand?
	interpersonal: finite element	topical: unmarked	Rheme
	Theme		

According to Example (35), interpersonal Theme in a declarative clause is selected for various reasons. The finite element signals tense, polarity, and modality (Thompson, 2004: 53). Future tense is claimed in this example, positive proposition is used, and validity is explicitly expressed by *will*. This use is

allowed in the essay conclusion (Move 3: Stage 3). However, finite element also shows negative proposition as exemplified by Example (36) which follows.

(36) E4.7

2	Wouldn't	it	be good to promote a sustainable tourism in Thailand?
	interpersonal: finite element	topical: unmarked	
	Theme		Rheme

Examples (35) and (36) employ different kinds of finites, which can be used in the essay conclusion (Move 3: Stage 3). Finite element *will* shows probability, but the other *wouldn't* is inclined to speculation by the writer. In fact, prediction is recommended in argumentative writing. The use finite element in *yes* or *no* an interrogative clause makes sense in the final closing (Move 3: Stage 3) since it arouses the reader to answer this question; therefore, this stylistic final closing is attractive.

(37) E2.6

14.5	And	do not	give	effect to environment.
	textual: structural conjunction: linker	interpersonal: finite element	topical: unmarked	
	Theme			Rheme

(38) E1.14

18.4	do not	cut	the trees
	interpersonal: finite element	topical: unmarked	
	Theme		Rheme

Examples (37) and (38) shows the application of interpersonal element in imperative clause. It is the Predicator functioning as the unmarked Theme in imperative clauses. As described by Halliday & Matthiessen (2004: 76), the basic message in imperative clause is to command someone to do something. The subject is typically not present. If is 15 present, it is a marked Theme. For example *You do not cut the trees*. However, Examples (37) and (38) omit the subject in their clauses.

In sum, finite elements in interrogatives such as those used in Examples (35) and (36) appear to be an effective tool in the argumentative essay. When used, readers are provoked to ponder the answer to the questions and the issue under discussion. It is an interesting strategy to force readers to process the information presented more carefully. They may even have to go back and read the whole argument. It is an interesting psychological tool to use with readers. Its effect may be more effective than the linguistic tools provided by the writer. However, Examples (37) and (38) is not recommended in academic writing as it is considered informal. It is more conventional to use a complete declarative clauses at all cases in academic writing.

(3) Modal Adjunct

Modal adjuncts express the speaker or writer’s judgement on, attitude toward, or assessment of, the content of the message. They can express probability (e.g. maybe), usuality (e.g. sometimes), typicality (e.g. regularly) or obviousness (e.g. clearly). It can also express opinion (e.g. personally), admission (e.g. to tell you the truth), persuasion (e.g. seriously), entreaty (e.g. kindly), presumption (e.g. evidently), desirability (e.g. hopefully), evaluation (e.g. wisely) or prediction (e.g. surprisingly) (Halliday& Matthiessen, 2004: 81).

The research reveals the low degree of usage of modal adjunct at 11%. Examples of modal adjuncts found in the student essays are shown below.

(39) E1.3

2.1	Normally,	tourists	will visit man-made attractions such as department stores, amusement parks, theme parks.
	interpersonal: modal adjunct: usuality	topical: unmarked	
	Theme		Rheme

The modal adjunct *normally* in this example suggests a generalization.

(40) E 2.1

12.1	Perhaps,	the tourism	should have the tour for tourist
12.2			to participate with local people in the country [[]]
12.3	that →	→ that	you are travelling,
	interpersonal: modal adjunct: probability	topical: unmarked	
	Theme		Rheme

The modal adjunct *perhaps* in this example suggests a possibility.

(41) E 2.14

6.1	In my opinion,	I	think
	interpersonal: modal adjunct: opinion	topical: unmarked	
	Theme		Rheme

(42) E4.8

8	Also,	in my point of view,	every organization in tourism	should got the average profit.
	textual: non structural conjunction: extending: additive	interpersonal: modal adjunct: opinion	topical: unmarked	
	Theme			Rheme

The modal adjuncts *in my opinion* and *in my point of view* in these examples suggest an expression of a personal point of view.

(43) E3.5

10.1	Sometimes,	it	can provide the jobs for the local people
	interpersonal: modal adjunct: usuality	topical: unmarked	Rheme
	Theme		

The modal adjunct *sometimes* in this example suggests possibility of occurrence.

Modal adjuncts seem to be interpreted according to the literal meanings they carry. As such, they mainly show the writer's attitudes. Their effects on unity are minimal. Their role seems to be on signposting, indicating whether the writer's discussion is in a general sense or attending to specific details. The clause in Example (40) is used in the essay introduction to make a generalization about tourists' behavior. In other examples, the modal adjuncts either show individual opinions or assessment. In other words, modal adjuncts can be used to show the difference between accepted truth and personal, individualized opinions.

Another interesting point is that modal adjuncts found in this study seem to be fronted as Themes rather than embedded in the clauses. By fronting them as Themes, they are highlighted, and their literal meanings seem to increase.

To sum up, the use of interpersonal Theme is quite low at 2% in this set of essays, and out of the percentage, wh-elements are mostly found in argumentative essay since of the methods of writing hook in Move 1: Stage 1 is asking rhetoric question, from which students can choose. Nevertheless, interpersonal is not recommended in other moves of argumentative essay as this application results in informality.

5.3.2.3 Topical (ideational) Theme

Topical (ideational) Themes are obligatory for all main clauses (including imperatives). They contain a constituent that plays a role in transitivity: Participant, Process, or Circumstance. A Process element is realized by a verbal group. Participant is inherent in the process, and it is realized by a nominal group. A circumstantial element is almost always an optional component of the clause, and it

is realized by an adverbial group or preposition phrase (Halliday & Matthiessen, 2004: 175-177). These elements are illustrated and discussed below.

Table 5.9 The Distribution of Topical Themes

Topical Themes	Participant	Circumstance	Process	Total Themes
Essay 1 - 100	2,333	167	2	2,502
Percentile	93.25%	6.67%	0.08%	100.00%

The research shows the high degree of occurrence of Participant constituent at 93.25%, followed by Circumstance at 6.67%, and Process at 0.08% respectively. This finding sheds light to a more emphasis application of Circumstance Theme since it is essential that writers apply Circumstance Theme to show reason, means, and manner. This benefit increases the clarity of the message. The following section discusses an in-depth identification of topical Themes subtypes.

(1) Participant

Participants include people, things, places or ideas participating in a process being spoken or written about. They may be categorized as human/non-human (i.e. tourist/gas); concrete/abstract (i.e. people/reason); or specific/non-specific (i.e. this tourism/ foreigners). The finding shows a high degree of applying Participant as Theme at 93%. The Participant Themes are realized by both simplex and complex nominal group as follows:

(1.1) Simplex nominal group

A simplex nominal group is expressed by a pronoun, common noun, proper noun or relative element. Examples are given next.

Pronoun:

(44) E2.10

16	We	should learn more how to preserve the nature and its value.
	topical: unmarked	Rheme
	Theme	

The first person plural pronoun *we* in this essay is used to refer to tourists and local people, which are stated by the writer as the two major parties involved in ecotourism. The terms tourists and local people are used until the end of the support paragraph. The use of nouns instead of pronouns creates a distant, formal, yet academic tone. Then, without any preparation for the reader for a shift from distant to intimate tone, the personal pronoun is introduced.

In the argumentative essay, the first person personal pronoun can be a tool for the writer to show an agreed-upon point between him and the readers. However, if the strategy means a sacrifice of the maintenance of the tone of the entire essay, the loss seems to be greater than the gain. Other strategies, for example, using lexical items that are identical in meanings, for example, *both parties*, can be an option. Otherwise, the writer may increase the use of first person personal pronouns to create balance in tone.

This example reminds us of the amount of consciousness needed in selecting the choice of Theme. Personal pronouns are, indeed, personal, and perhaps, informal. Its use in academic writing, which requires objectivity, and perhaps, distance, must be carefully designed.

(45) E4.10

13	Therefore,	I	would vote for promoting sustainable tourism.
	textual: non structural conjunction: enhancing: causal-conditional	topical: unmarked	
	Theme		
			Rheme

Although Example (45) shows the use of first person personal pronoun like Example (45), its use is more appropriate. This clause appears as the last clause of the body paragraph. After all the reasons and examples of the advantages of ecotourism have been given. In the Thesis Statement, the writer used the first person personal pronoun *I* (this means the writer want to promote sustainable tourism). The use of first person personal pronoun at the concluding clause accords with its use in the thesis sentence. The use of first person personal pronoun at the thesis sentence

foregrounds its uses elsewhere in the essay, and indeed, both first person personal pronouns and possessive adjectives are used later in the essay. The spread of the first person personal pronouns and possessive pronouns across the essay expresses the formal and informal tones as suggested in academic writing (Lyons & Heasley, 2006: 22). In short, impersonal style is recommended.

Common noun:

(46) E2.4

2.1	People	are interested to travel more than in the past
	topical: unmarked	
	Theme	Rheme

The use of the topical unmarked Theme *people* in this essay at the introductory paragraph is appropriate to the stage of the text, since the introduction serves to give the overview of the circumstance regarding the topic, and *people* conveys generality in meaning. The clause means *people* in general suggesting that the value expressed by the clause is true for most people. The word *people* in this sense is used consistently across the essay. The effect is the maintenance of the claim that the writer's arguments and claims are true for all people. It can then be concluded that unmarked topical Theme expressed by common noun can be an effective tool for generalization, and if used consistently, can maximize the effects of the writer's claims and support.

Proper noun:

(47) E4.6

9	Thailand	is very specialize Tourism country.
	topical: unmarked	
	Theme	Rheme

This example demonstrates that proper nouns as the unmarked topical Theme can be a double-edged sword. On the one hand, it renders specificity, and consequently, focus to the essay. On the other, it limits the boundary on which the

writer's claims take effect. The stimulus for the essay is *Should ecotourism be promoted?*. Nowhere in the stimulus limits the context to Thailand. *Thailand* is used as the boundary only because the participants in this study are Thai. With this unintended misunderstanding by the writer, the justification for his position is confined to Thailand.

Although the writer could have used Thailand as a specialized context for the promotion of ecotourism, he failed to do that. Although substantial reasons are given (increasing natural destination, income for the local people, and high employment), they are general reasons that apply to all settings rather than Thailand alone. The writer's limitation of the context only to Thailand regrettably makes him miss the opportunity to expand the boundary of his claim.

It may be concluded that proper nouns as the unmarked topical Theme should be exploited only when the topic of the essay renders itself to specificity. Otherwise, the boundary of the writer's claims will regrettably be limited.

(48) E5.11

7	For example,	Khao Yai	is one of the biggest primary forest in the country.
	textual: non structural conjunction: elaborating: appositive: exemplifying	topical: unmarked	
	Theme		Rheme

In Example (48), the specific nature of the proper noun is exploited strategically well. While in Example (47), the proper noun *Thailand* is used to set the context of the essay, the proper noun *Khao Yai*, which is a popular National Park in Thailand, is projected as an example for the reason why ecotourism should be promoted. The use of this unmarked topical Theme is used to exemplify the writer's experience. In so doing, it is necessary that the writers name the specific examples such as Example (48).

The two examples of proper nouns as the unmarked topical Theme offer the suggestion for its use. In an essay where the writer establishes the context of his claim, the proper nouns as the Theme should be used as an assertion of

supporting reasons or examples rather than the focus of the essay to expand the boundary of his claim.

Relative element:

(49) E2.4

11.3	They	will buy something from the place	11.4	that	they visited
	topical: unmarked			textual/ topical: unmarked	
	Theme	Rheme		Theme	Rheme

The relative pronouns are used to connect a modifying clause to the main clause. However, the use of a relative clause to modify the head noun in the main clause should be justified—the modifying clause should add significant information about the head noun in the main clause and make it specific or distinguished. This is not the case for this example. The message in the Rheme simply refers back to the referent in the main clause spatially. In other words, the relative clause is used to repeat a redundant piece of information, which is simplistically. Such use reflects the immaturity of the writer's writing ability. An effective alternative to a simplistic relative clause can be a use of complex lexical phrases, for example, *They will spend money buying souvenirs from that tourist attraction.*

(1.2) Complex nominal group

A complex nominal group is expressed by a combination of nouns or noun with prepositional phrase (i.e. Noun + Noun, Noun + Prepositional phrase) and a head noun with a rankshifted clause (noun + embedded clause). Examples are given below.

Combination of nouns:

Noun + Noun

(50) E2.11

4.1	Sustainable tourism or ecotourism	is a growing sector today's travel tourism
	topical: unmarked	
	Theme	Rheme

Referring to Example (50), the Noun + Noun structure cannot occur arbitrarily. In this example, the two nouns that co-occur are synonymous in meanings. The effect of the synonymous complex nominal group Theme is the enhancement of the meaning of one or both of the nouns. The reader ignorant of the meaning of one word can learn the meaning from the other. The reader who knows the meaning of one word gain deeper understanding of it from the meaning of the other. The use of Noun+ Noun structure for meaning enhancement is then effective.

(51) E3.8

8	Asian countries and African countries	are promoting their countries to get more foreign income.
	topical: unmarked	
	Theme	Rheme

This is another example that shows that the nouns that are combined to make an unmarked topical Theme must share similar lexical features. That is, both Asian countries and African countries belong under the same hypernym *country*.

Asian countries and African countries are used as examples of some developing countries that promote their countries through tourists. This means the Noun + Noun structure allows the writer to give more number of examples.

However, some students fail to employ complex nominal group as shown in Example (52) below.

(52) E5.1

8	Chak Pra tradition in Suratthani	will begin of tour out of the Buddhist Lent.
	topical: unmarked	
	Theme	Rheme

Based on Example (52), the ungrammatical use of *tradition* creates writing error. When a common noun is used with a proper noun, they are capitalized. The correct use should be *Chak Pra Tradition*. Therefore, this error results in ineffective essay.

Another important point about this example is the use of multiple hyponyms as examples of a hyponym. The effect is the readers' orientation from a broader context (developing countries) towards concrete examples (Asian and African countries).

Noun + Prepositional phrase

(53) E2.8

7.2	the environment in that place	may be destroyed by human.
	topical: unmarked	Rheme
	Theme	

This is another example of a simplistic use of an otherwise effective tool. The prepositional phrase should have been used to add specificity or extraordinariness of its noun, not just as a repetition tool that does not any echoic effect. The prepositional phrase is also made redundant due to the presence of the article *the*, which alone suffices in expressing specificity.

(54) E5.18

6.1	For example,	Pai, a tourist attraction in Maehongsorn, Northern Thailand,	used to be just a small city
	textual: non structural conjunction: elaborating: appositive: exemplifying	topical: unmarked	Rheme
	Theme		

This is another stylistic modification of a noun. An appositive is used to modify the noun. Within it contains a prepositional phrase which adds complexity to the message.

(55) E2.12

15.3	because	people from other countries	will come to our country.
	textual: structural conjunction: binder	topical: unmarked	Rheme
	Theme		

Example (55) above shows the use of a prepositional phrase to modify a noun.

Head noun with a rankshifted clause:

Common noun + Embedded clause

(56) E5.18

10.1	The other thing [] []	is culture and festival.
10.2	that Ecotourism	should be promoted
	topical: unmarked	Rheme
	Theme	

Example (56) shows the application of complex Theme in this clause. A complex Theme contains a common noun and an embedded clause. This kind of Theme is recommended in composing a clause. The more complex the Theme is, the clearer picture readers can imagine when reading prose. Without embedded clause *that Ecotourism should be promoted*, this Theme is hard to imagine what *thing* refers to. In academic writing, such vague lexicons *thing, good, bad, interesting* should be omitted.

(57) E2.4

5.2	Because	people [] [] [] []	want to spend their money
5.3			who have a free time or
5.4			who have more money
	textual: structural conjunction: binder	topical: unmarked	Rheme
	Theme		

Example (57) shows the placement of a unified, coherent sentence. The meaning is organized in a highly linear order. That is, the first clause states a change in people's behavior; then, the second clause provides the reason for this change, with the cause of the change (people with more time and money) appearing as the subject of clause 5.2. With a left-to-right logic, the readers need not juxtapose the meaning.

(58) E3.4

5.1	Ecotourism [[]]	plays an important role in environmental management.
5.2		which typically involve nature based tourism
	topical: unmarked	
	Theme	Rheme

Example (58) is another exhibition of an effective use of a complex noun by a noun with embedded clause as a Theme. The embedded clause is used to provide connection with the previously stated clause and ground for the following. The clause 5.1 stated that tourism brings about an environmental problem, but there is a kind of tourism which is environmentally friendly. Then, ecotourism is introduced, which a clause identifying the reason why it is the solution. Clause 5.2 explains how ecotourism can be the solution. The order of the information creates a problem, after which a solution is provided. This information-ordering technique promotes the writer's knowledgeable image and establishes his credibility.

In sum, a nominal group complex is suggested in academic writing. Many writers apply a Theme with an embedded clause. These elements involve a prepositional phrase, a clause or both, which make the Theme vivid and concrete. This application increases the essay clarity. This resource is recommended in writing classes in that a topic, point of departure of the clause, precedes the controlling ideas. Students value placing nominal group complex in their essential Stages of essay composition such as a thesis sentence of which unclear topic sentences or thesis sentences deprive the readers and results in ineffective essays. In addition to embedded clause, the post modifier in the nominal group and embedded clause are

recommended in argumentative essay because both elements make a noun definite. Therefore, readers hardly come across awkwardness in the essay. Nevertheless, the correct position of head noun, if misused should be realized by English writers if not results in ineffective essays.

(2) Circumstance

In this research Circumstance is found at 6.67%. The Circumstance is realized by an adverbial group or prepositional phrase (Halliday & Matthiessen, 2004: 74). All of the Circumstance Themes are marked Themes. There are two types of circumstantial Theme found in the student essays, which are temporal and spatial circumstantial Themes. Both elements are essential in essay writing. Each one will be discussed in turn.

(2.1) Temporal circumstantial Themes

Temporal circumstantial Themes are realized by a nominal group or prepositional phrase. Most of the student writers use them to refer to time as shown in Examples (59) and (60) below.

(59) E1.1

1	Nowadays,	our world has grown very fast, including the technology and modern society.
	topical: marked	
	Theme	Rheme

(60) E4.11

13	In the present,	the environmental have damaged from any kinds of people.
	topical: marked	
	Theme	Rheme

In the writing produced by Thai writers, it is common to witness such temporal adverbs as these being use to introduce the current situation. The meanings are equivalent to the items commonly used in Thai speaking rhetoric, so its use is transferred to English. The use of temporal adverbs as a shortcut to description of the present circumstance reflects the writer’s inability to develop the background of the topic.

Example (60) shows the transfer of L1 (first language) composition habit to L2 (second language). It also shows that providing background on a topic is a problem for Thai student writers.

(61) E3.17

6	In the past,	tourism was a cause of environment problem.
	topical: marked	Rheme
	Theme	

The use of the temporal marked Theme in Example (61) here comes at the right time. It bridges the previous message with the following. That is, due to global warming, we have to save the world. Tourism was a cause of environmental problem in the past, but there are campaigns for environment. It also provides grounds for the argument for the promotion of sustainable tourism. This example shows that one use of the temporal marked Theme is to show cause and effect according to chronology.

(62) E3.14

12.1	Today,	there are many places
12.2	that	promote sustainable tourism]], such as Poland, Norwegian fiords, etc.
	topical: marked	Rheme
	Theme	

Again, the use of temporal topical marked Theme in Example (62) strengthens the writer's argument that ecotourism should be promoted. This assertion is made after the advantages of ecotourism have been presented. The statement about the adoption of ecotourism by developed countries validates his claim.

(2.2) Spatial circumstantial Themes

The research shows the use of spatial circumstantial Theme by way of prepositional phrase as shown in Examples (63) to (66) below.

(63) E2.5

3	In the world,	there are countries having the different culture and different environment.
	topical: marked	Rheme
	Theme	

(64) E2.17

1.1	In every countries	economy is the important factors
	topical: marked	Rheme
	Theme	

(65) E2.6

6.1	For example,	in the north of Thailand	we have a lot of mountain
	textual: non structural conjunction: elaborating: appositive: exemplifying	topical: marked	Rheme
	Theme		

(66) E2.6

9.1	In the south of Thailand,	if you like sea or adventure activity
	topical: marked	Rheme
	Theme	

Examples (63) to (66) above demonstrate the specific use of spatial circumstance Theme in the argumentative essay—that is, to establish the broad context and to provide the overview of the topic in the essay introduction, and to provide specific examples. Examples (63) and (64) establish the world and the country as the broad contexts. Examples (65) and (66) use the regions of Thailand as examples of places with tourists attractions. That means one role of the spatial circumstance Theme is to provide general-to-specific information. Moreover, examples such as Examples (63) and (64) show that a preposition with a nominal group can function as a marked topical Theme.

(67) E3.2

2.3	because	in Thailand,	there are many environment [[]]
2.4	that →	→ that	is very good for Thailand.
	textual: structural conjunction: binder	topical: marked	Rheme
	Theme		

Aside from the above role, Circumstance is used as the marked Theme, it seems to be for an emphatic purpose. This essay establishes Thailand as the context of discussion. Then, the phrase *in Thailand* is used again, to say that the country has the nature suitable for ecotourism. The result is the emphasis of Thailand as a highly suitable context for ecotourism.

(3) Process

The process Theme is predicator in an imperative. Examples are given below.

Imperative clause:

(68) E2.1

7.4	don't	destroy	the environment.
	interpersonal: finite element	topical: unmarked	Rheme
	Theme		

(69) E2.6

14.5	and	do not	Give	effect to environment.
	textual: structural conjunction: linker	interpersonal: finite element	topical: unmarked	Rheme
	Theme			

The essays from which the examples are drawn offer understanding how why the imperative is used. In Example (68), second person personal pronouns *you* as an implicit pronoun and in Example (69) first and second person personal pronouns *you* and *we* as implicit addressee are used to a great extent. They are understood in implicit context. Their uses establish an informal tone and

provide the basis for the writer to converse with the readers. The imperative is, in fact, a line of dialogue from the writer to the readers. From these excerpts, it can be concluded that imperatives will be used as Themes in the essay that have an informal tone, with extensive use of first and second person personal pronouns, as a way for the writer to talk to the readers. In fact informal tone expressed by using pronouns is not encouraged in academic writing. Writers are recommended to use noun to create impersonal style.

Although imperatives as dialogue lines are consistent with the overall tone of the essay, it may not be appropriate for the communication mode. Moreover, imperative creates the sense of superiority and insult, since it sounds like an order.

Existential declarative clause:

(70) E5.2

1.1	There	is an old – saying
	topical: unmarked	
	Theme	Rheme

In Example (70), the use of existential *there* reminds us of the typical opening line of a fairy tale, *Once upon a time, there was a city* It can be an interesting technique to used in the essay introduction as a hook.

(71) E4.18

5.1	There	is a huge number of tourists
	topical: unmarked	
	Theme	Rheme

According to Example (71), it is clear that existential clause can be found in the thesis sentence to introduce the writer's proposition; however, it is typically used to introduce a character of a folktale.

(72) E4.19

17.2	there	will be less natural disaster such as flood, erosion of soil and so on.
	topical: unmarked	
	Theme	Rheme

Existential *there* in Example (72) tends not to be used as a simple clause, but a complex one. Another use of existential *there* is to begin a complex clause where the subordinate clause shows the consequence of the message in the previous clause. Also, like in the previous essay, existential *there* appears more than once.

In sum, the high degree of occurrence of Participant constituent is anticipated as the texts are developed through a wide range of Participant throughout the essay. However, Circumstance should be more used as it is necessary that students name the examples. In addition, tourism discussion should be exemplified by names of the tourist attractions. Without tourist attraction names, reader may not understand tourism description, and it may be interpreted by writing instructor that students lack knowledge on tourist attraction, which results in the low use of Circumstance. In addition, other types are Circumstances of manner, cause, or purpose. These are essential in academic writing as the use is differently intended. Therefore, students should be encouraged to make use of them. Lastly, the low percentage of Process is acceptable in the research as Process is not encouraged in academic writing.

5.3.3 Theme selection: unmarked Theme / marked Theme

As was mentioned in Section 5.3.2.3, the topical Theme is selected from one of the transitivity elements in the clause – a Participant, a Circumstance and / or a Process. The topical Theme can be divided into unmarked and marked Theme. Each mode type of Theme selection will be illustrated in the following table.

Table 5.10 The Distribution of Theme Selection

Theme Selection	Marked	Unmarked	Total Themes
Essay 1 - 100	230	2,812	3,042
Percentile	7.56%	92.44%	100.00%

According to Table 5.10, in terms of thematic selection, unmarked topical Themes are highly selected at 92.44%. They are selected from the Participants in the argumentative essays. However, marked topical Themes are selected at 7.56%. This low percentage of use is effective as it shows that student do not fuse their mother tongue in English in a high degree. To elaborate, there is a higher degree of marked Theme in Southeast Asian language, but marked Themes in English clauses written by Thai writers are rare. The mode type of Theme selection will be discussed in turn.

5.3.3.1 Theme selection: unmarked Theme

The selection of unmarked Theme depends on the mood of clauses which include declarative, interrogative and imperative.

(1) Theme in declarative clause

In a declarative clause, the unmarked Theme is the Subject. The Subject can be either a simple nominal group or complex nominal group. Examples are given below.

Simple nominal group as unmarked Theme:

(73) E1.3

10.1	Tourists	will not only visit
	topical: unmarked: common noun	Rheme
	Theme	

(74) E1.12

3.1	It	can generate income to local residents by employment
	topical: unmarked: pronoun	Rheme
	Theme	

(75) E2.4

2.1	People	are interested to travel more than in the past
	topical: unmarked: common noun	Rheme
	Theme	

Complex nominal group as unmarked Theme:

(76) E1.4

11.3	and	the traveler and people in country	will get benefit each other.
	textual: structural conjunction: linker	topical: unmarked	Rheme
	Theme		

(77) E1.10

6.2	but	some of powerful people	used it for huge trade and illegal such as trading wood or trading animal [[6.3 that will become instinct.]]
	textual: structural conjunction: linker	topical: unmarked	Rheme
	Theme		

(78) E5.18

5.2	because	people	want to spend their money
5.3	who		have a free time or people
5.4	who		have more money
	textual: structural conjunction: binder	topical: unmarked	Rheme
	Theme		

One observable point about the simple and nominal groups as unmarked Theme is that the simple nominal group is used where nouns are referred to in general rather than specific sense. This is the case for *tourists* (Example 73), and *people* (Example 75). In fact, Theme is expected by a pronoun *it*. On the other hand,

complex nominal groups, when used, limit the scope of the Themes through the modifying constituents as seen in Examples (76) to (78).

Halliday & Matthiessen (2003: 541-542) point out the general principle of the unmarked Theme, that it identifies the key to the interpersonal status of the clause—its arguability status. The Theme of the declarative Mood as the subject can be overridden easily. That is, the clause may be varied in terms of structures, so that the focus is changed from the subject to other elements fronted. This may imply that the weight or strength in the students’ claim is not sufficient, intentionally or unintentionally. In this study, unmarked Themes are selected more than half of all Themes. Students should be trained on marked and unmarked Theme selection when appropriate to create clauses with strength when writing the argumentative essay.

(2) Theme in interrogative clause

In an interrogative clause, the unmarked Theme can be the wh-word or group which represents the missing information that the other person is being asked to provide. Wh-elements function simultaneously both as interpersonal and topical Theme. Examples are given below.

(79) E4.10

1	What	is sustainable tourism?
	interpersonal/topical: Wh-element	Rheme
	Theme	

(80) E1.14

17	How	can we help to save the earth?
	interpersonal/topical: Wh-element	Rheme
	Theme	

(81) E2.3

11.4	and	Why	it should be protected.
	textual: structural conjunction: linker	interpersonal/topical: Wh-element	Rheme
	Theme		

As stated earlier, use of Wh-element as the Themes create special effect on the written work. Wh-element Themes arouse the readers to ponder the answer to the projected question, and/or to focus their attention to the answers provided by the writer. It is an effective signposting strategy.

(3) Theme in imperative clause

In an imperative clause, the unmarked Theme can be a verbal group functioning as predicator, preceded by negative marker if negative. Examples are given below.

(82) E1.13

11.3	and	don't	worry	too much about profit
	textual: structural conjunction: linker	interpersonal: finite element	topical: unmarked	Rheme
	Theme			

(83) E2.1

7.4	don't	destroy	the environment.
	interpersonal: finite element	topical: unmarked	Rheme
	Theme		

(84) E2.6

14.5	and	do not	give	effect to environment.
	textual: structural conjunction: linker	interpersonal: finite element	topical: unmarked	Rheme
	Theme			

Unmarked Themes in imperative clauses may be suitable for certain genre such as manuals and recipes that involve giving orders or instructions. They do not, however, seem to be an effective strategy in such academic genre as the argumentative essay. Although they do not jeopardize the coherence or unity of the text, they destroy the relationship established between the writer and the reader. Although the goal of the argumentative essay is the reader's agreement, it must be through consent, not a command. By using imperatives, the writer imposes superiority over the readers, so this style is not recommended in argumentative essay.

5.3.3.2 Theme selection: marked Theme

Marked Theme consists of transitivity, which includes non-subject or complement participant Theme and circumstantial Theme. Non-subject can be a nominal group and circumstantial Theme function as adjunct, which is expressed by an adverbial group or a prepositional phrase as discussed with examples in turn.

(1) Marked Theme as a transitivity role

The marked Theme includes a non-subject participant (as complement) and a circumstance (as adjunct).

Non-Subject participant Theme

Non-subject or complement participant can be a nominal group or nominalization.

(85) E2.7

3.1	Phuket	the tourists are dreaming for.
	topical: marked	
	Theme	Rheme

Circumstantial Theme

The circumstantial Theme functioning as adjunct can be expressed by either an adverbial group or a prepositional phrase as the following examples.

(86) E2.11

16	Accidentally,	the Kenya people can conserve their culture to other.
	topical: marked	
	Theme	Rheme

Referring to Example (86), this manner circumstantial Theme is used to show the unexpected outcome of Kenya's conservation, so this example is effective.

(87) E2.17

1.1	In every countries	economy is the important factors
	topical: marked	Rheme
	Theme	

Example (87) illustrates the use of place circumstantial Theme in this clause to emphasize the vitality of economic factor.

(88) E3.12

2.1	In the present	we have many kind of tourism
	topical: marked	Rheme
	Theme	

According to above examples, temporal circumstantial Theme is used to indicate present time in that tourism takes many forms.

(2) Marked Theme as an absolute Theme

Absolute Theme has a role in the textual structure of the clause. It does not function as a constituent of the clause which follows it (Eggin, 2004: 318). In English, absolute Themes occur sometimes in spontaneous talk; they do not occur normally in written text. Therefore, they were not found in the students' essays.

Marked Theme has multipurpose by Promwinai (2010: 52) enumerates the purposes marked Themes serve in writing. First, it serves as a foreground manner, condition, or cause. Second, use of marked Theme is also an instrumental tool in a text's manifestation into a particular genre such as a recipe, scientific explanation, or legal argument. Third, in adult texts, marked Themes can be used to signal discontinuity as the writer shifts from one move in an activity sequence to the next. Fourth, marked Themes can also be employed to signal new phases in a discourse: a new setting in time, or a shift in major participants. In other words, they function to signal discontinuity. Finally, a marked Theme with a clear reference can be used as a Theme to foreground the whole concept that has been explained earlier.

Promwinai (2010: 281) also stresses that coherent progress of the text should rule against all other goals. Even when marked Themes are used

intentionally for discontinuity, they should be to establish the text's register, genre, and its Theme. In her study, marked Themes were only in the Thesis, as the gambit, and the support stage, to project the citation.

In this research, findings shows low degree of marked Theme, and all of them play transitivity role, not absolute. Some marked Themes are found. These findings are different from that of Pormwinai's research as it is a longer work, dissertation. Such work requires extended description of all kinds. However, in a 45 minute time test, students usually write with quick response. Therefore, they try their best to place simple phrases. On the contrary, in research writing, students can scrutinize some of the most formal and academic features in their pieces. Some uncommon structures such as inversion is used in longer work. Although research and essay are both academic text, they differ in length and time constraint.

5.4 Single and Multiple Themes

In the student essays, Theme can be either a single Theme or a multiple Theme. The single Theme is composed of the topical Theme alone, while the multiple Theme consists of one or two thematic elements in addition to the topical Theme. Each type of Theme is illustrated in Table below.

Table 5.11 Theme Selection

Themes	Single Theme	Multiple Theme	Total Themes
Essay 1 - 100	1,106	2,450	3,556
Percentile	31.10%	68.90%	100.00%

According to Table 5.11, multiple Theme most selected at 68.90% and single Theme is second to multiple Theme at 31.10%. The types of Themes are their examples are discussed in turn.

5.4.1 Single Theme

A single Theme consists of only one topical Theme. It can be either an unmarked Theme or a marked Theme as follows:

5.4.1.1 Unmarked Theme

The occurrence of unmarked Theme is typical or frequent as seen in the following examples.

(89) E1.11

2.1	Many tourists	concern more about nature
	topical: unmarked	Rheme
	Theme	

(90) E4.14

1	The tourism	is one of the source gendered income for local people in Thailand.
	topical: unmarked	Rheme
	Theme	

Single unmarked Themes seem to be used to refer to nouns with meanings in general, as in Examples (89) and (90). A single unmarked Theme is used when there is no need for introductory, connecting, or qualifying remarks.

5.4.1.2 Marked Theme

A marked Theme is said to be a Theme where the writer consciously or unconsciously affects the organisation of the text by choosing something other than the Subject for the starting point of their message as seen in the following examples.

(91) E1.17

1.1	In the world today,	tourism is very popular to many country of the world
	topical: marked	Rheme
	Theme	

(92) E4.18

6	From the view of foreigners,	Thailand has good hospitality, beautiful architectures, friendliness of Thai people, beautiful beaches, etc.
	topical: marked	Rheme
	Theme	

(93) E1.19

12.1	With this information,	the conclusion is that the sustainable tourism should be promoted
	topical: marked	Rheme
	Theme	

The marked single Themes are used when there is a need to provide contextual boundaries as in Examples (91) and (92) or reference to the information in the previous clause as in Example (93).

5.4.2 Multiple Theme

A multiple Theme consists of textual or interpersonal or both beside the topical Theme (Halliday, 1994). Therefore, the types of multiple Theme can be one of the following structure as textual ^ topical, interpersonal ^ topical or textual ^ interpersonal ^ topical. Examples are given below.

Note: ^ means *is followed by*

textual ^ topical

(94) E2.6

6.1	For example,	in the north of Thailand	we have a lot of mountain.
	textual: non structural conjunction: elaborating: appositive: exemplifying	topical: marked	
	Theme		Rheme

(95) E4.19

11.1	Lastly,	I	think II[11.2] that sustainable tourism should be promoted.
	textual: non structural conjunction: enhancing: spatio-temporal	topical: unmarked	
	Theme		Rheme

(96) E2.12

15.3	because	people from other countries	will come to our country.
	textual: structural conjunction: binder	topical: unmarked	
	Theme		Rheme

The textual Themes are coupled with the topical Themes when there is a need to connect the information in the clause with the previous one. The textual Themes help provide the necessary links.

interpersonal ^ topical

(97) E1.14

18.4	do not	cut	the trees
	interpersonal: finite element	topical: unmarked	
	Theme		Rheme

(98) E4.7

2	wouldn't	it	be good to promote a sustainable tourism in Thailand?
	interpersonal: finite element	topical: unmarked	
	Theme		Rheme

(99) E2.1

12.1	Perhaps,	the tourism	should have the tour for tourist II[12.2] to participate with local people in the country [[12.3 that you are travelling,]]
	interpersonal: modal adjunct: probability	topical: unmarked	
	Theme		Rheme

The interpersonal Themes are put to precede the topical Themes when the writer desire to express negative imperatives, ask questions, or show possibility.

textual ^ interpersonal ^ topical

(100) E2.3 (15)

	Thus,	in my opinion,	sustainable tourism	should be promoted.
	textual: non structural conjunction: enhancing: causal-conditional: causal: general	interpersonal: modal adjunct: opinion	topical: unmarked	
	Theme			Rheme

(101) E2.6

14.5	and	do not	give	effect to environment.
	textual: structural conjunction: linker	interpersonal: finite element	topical: unmarked	
	Theme			Rheme

(102) E5.1

4.3	because		the increasing tourists	go to Samui Island
	and	do not	have	the room.
	textual: structural conjunction: linker	interpersonal: finite element	topical: unmarked	
	Theme			Rheme

The textual and interpersonal Themes are used to precede the topical Themes when the writer wants to connect the information in the present clause to the previous while at the same time express personal attitude (Example 100), make an imperative (Example 101), or show a consequence (Example 102).

In short, the development of single and multiple Themes by Thai student writers implies their writing proficiency. The use of single Theme when necessary shows that student recognize its utility. In other words, writers relate their writing experience with the preceding clause. In addition, the high degree of multiple Theme use shows that students are able to write concise messages, so textual Theme and topical Theme play role. In some cases, interpersonal Theme is also selected. The selection of single and multiple Theme extends the notion of thematic progression, which is discussed in the following section.

5.5 Thematic progression (construction of flow of information)

Theme makes it possible for writers to control their text in different paragraphs. At this point, it leads the effective methods of text development (Eggins, 2004: 324). In this set of essays, Themes are selected differently, based on the method of argumentative essay constituents.

5.5.1 Theme selection in relation to method of argumentative essay development

Theme selection in argumentative essays is dramatically unique. According to Butt et.al (2000: 152), learners organize meanings effectively into clauses, clause complexes, paragraphs and text, realizing the beginning and the end of all units of language organizational focus points. Theme selection in argumentative essays varies in degree as different Moves and Stages are expected differently. The introduction, the body, and the conclusion consist of different Stages, which require distinctive Themes. This research finding is consistent to Butt et. al. (2000) in that students select specific Themes in different essay parts as illustrated in the following table.

Table 5.12 Theme Selection in Argumentative Essays

Essay Moves	Paragraph Stages	Percentages of Themes Selected			
		Textual	Inter-personal	Topical	
				Marked	Unmarked
The Introduction	Hook	39	2	6	53
	General Statements	37	4	10	49
	Thesis Statement	25	3	7	65
The Body	Topic Sentence	42	2	7	49
	Supports	36	1	4	59
	Concluding Sentence	45	6	3	46
The Conclusion	Restatement	33	13	3	51
	Clinchers	36	4	16	44
	Final Statement	35	11	2	52

Referring to Table 5.12, in the essay introduction, students select unmarked topical Themes in their hook at 53%. They make use of textual Theme in their Hook at 39%. Marked topical Theme is selected in a low degree in their hook at 6%, followed by interpersonal Theme. Most students employ nominalization in their hooks. Following hook, students produce general statements by selecting unmarked topical Theme at 49%. They also choose textual Theme in making generalization at 37%, followed by marked topical Theme at 10%, and interpersonal Theme at 3%. The

introduction cannot be completed without a thesis sentence. Most students select unmarked topical Theme in their thesis sentence at 65%, but the degree of textual Theme is low at 25%, followed by marked topical Theme at 7% and interpersonal Theme at 3%. The variation of Theme selection shows the obligation of use at different stages.

In the essay body, again, unmarked topical Theme is selected in a higher degree at 49%, followed by textual Theme at 42%, marked topical Theme at 7%, and interpersonal Theme at 2% in their topic sentence. The ratio of textual and unmarked topical Theme is proportionate a student start their topic sentence with a transition or an adverb. The next stage in developing the essay body is to support a topic sentence. Unmarked topical Theme is highly selected at 59%, followed by textual Theme at 36%, marked topical Theme at 4%, and interpersonal Theme at 1%. The essay body is finished with the concluding sentence. The percentage of textual and unmarked topical Theme is shared at 45% and 46%, followed by interpersonal Theme at 6%, and marked topical Theme at 3%.

In the essay conclusion, most students write their restatement with unmarked topical Theme at 51%, followed by textual Theme at 33%, interpersonal Theme at 13%, and marked topical Theme at 3 percent. The essay is not complete without a clincher. The data shows that the majority of students write their clinchers with unmarked topical Theme at 44%, followed by, textual Theme at 36%, marked topical Theme at 16%, and interpersonal Theme at 4%. Then they produce their final statement in different degrees. Most of them select unmarked topical Theme at 52%, followed by textual Theme at 35%, interpersonal Theme at 11%, marked topical Theme at 2% respectively.

In each move, the pattern of Theme selection is the same. In terms of frequencies unmarked is followed by textual Theme. Sometimes, marked Theme is followed by interpersonal Theme or interpersonal Theme is followed by marked Theme. However, in some stages, interpersonal Theme dominates and follows by marked Theme. This phenomenon can be assumed that the frequency of Theme occurrence is based on the function of the paragraph. In other words, the introduction is to prelude, the body is to persuade, and the conclusion is to wrap up and leave a final thought. The interdependency of Theme selection is its paragraph function makes up an effective essay.

5.5.1.1 The Introduction

The introduction consists of three main stages: hook, general statements, and thesis sentence. Hook, attention grabber, preludes the essay issue, and students are suggested to write vividly by making use of nominalization. Most of the Themes selected to produce hook in argumentative essay are unmarked topical Themes at 53% as exemplified below:

(103) E 1.3

1.1				Sustainable tourism	is the tourism program
	textual:	interpersonal:	topical: marked	Topical: unmarked	
	Theme				

(104) E 1.5

1.1				Sustainable tourism	is a tourism [[]]
	textual:	interpersonal:	topical: marked	Topical: unmarked	
	Theme				

(105) E 1.8

1.1	Since			the economy of a country	often benefits as a result of several forms of tourism,
	textual:	interpersonal:	topical: marked	Topical: unmarked	
	Theme				

From the above Examples (103) to (105), students are more comfortable to produce unmarked topical Theme. According Examples (103) to (105), common nouns are selected to show the clarity of the messages convey in the first clause of the essay introduction.

Following Hook, General Statements are placed. General statements provide the readers with background information on the essay issue. Although there are many methods of writing generalization, which may results in variety of selecting Themes, unmarked Themes are most selected. Students select unmarked topical Theme to make general statements by referring to different points of views pertaining the essay topic. In addition, using textual Themes, writers can effectively relate their message conveyed in hook to general statements. Therefore, some of the conjunctions such as linkers and binders are used to make the introduction coherent. Some of the examples are given below.

(106) E 1.15

1.1			Nowadays,		there are several forms of tourism
1.2	and			the tourism industry	is booming in many countries in the world.
2			Especially, in Thailand,		the tourism industry is the main salary to the economy.
3	moreover,			the tourism industry	can create more works for local people in the various forms of job.
4.1	On the other hand,			the tourism industry	can also increase the pollution to the environment in some situations
4.2	such as			an unplanned eco-tour	can impact the environment and even the local people.
5	Then,			we	should consider about the sustainable tourism as the choice of our purpose.
6.1				The sustainable tourism	is to be friendly with environment
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(107) E 1.17

1.1			In the world today,		tourism is very popular to many country of the world
1.2	and			(it)	makes a lot of income to many people around the world as well as offer excitement, happiness and joyful to the travelers.
2	however,			the consequence of tourism	could probably harmful and destroy the environment such as littering polluting, overfishing as well as encroaching.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

According Examples (106) and (107), both writers make use of linker *and* as their conjunction to tie their hook with general statements as seen in clause no. 1.2 of Examples (106) and (107). It is clearly seen that the most selected Theme in the student’s essay introduction is unmarked topical Theme. Some of the examples are given below.

(108) E 2.13

1				Sustainable tourism	is travelling without damaging environment, economy and culture in the place we go.
2.1				Sustainable tourism	protects environment and nature for the next generation
2.2	and			-	take experience for local people
2.3	and			-	have participating with local people.
3				Sustainable tourism	is important for nature and environment.
4				It	is a good way for preserving the nature.
5.1				I	think
5.2				Everyone	should be careful about nature
5.3	and			-	participate with local people for conserving and protecting environment.
6.1				I	think
6.2				sustainable tourism	should be promoted
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(109) E 2.20

1				There	are many types of tourism.
2				Traveling together with conserving the natural environment	would be the best choice.
3				This kind of tourism	is called as “sustainable tourism.”
4				It	is not only the conserving natural travel, but also the touching local cultures and societies.
5.1				I	would like to agree with promoting the sustainable tourism
	textual:	interpersonal:	topical: marked	topical: unmarked	
No	Theme				Rheme

According to Examples (108) and (109), it is clear that unmarked topical Themes are selected by student writers in this set of information. Some of them are Simplex nominal groups such as *it* and *I* as Participants in both examples; however, most students usually start their generalization with common nouns to introduce their generalization. The common noun such as *sustainable tourism* is usually selected by students as sustainable tourism is the essay topic, therefore, it is repeated.

Finally, unmarked topical Themes are highly selected as thesis statement in the essay introduction at 65% of the total selection in this set of essay corpus. In fact, a thesis statement or a proposition is the most important stage of composing the essay introduction in that the statement outlines the essay body and identifies the essay genre such as an argumentative one. Some of the examples are provided below.

(110) E 3.11

7.1				Sustainable tourism	is a good choice
7.2				-	to be promoted,
	textual:	interpersonal:	topical: marked	topical: unmarked	Rheme
	Theme				

(111) E 4.19

7.3	When			human interaction	Occurs
	textual:	interpersonal:	topical: marked	topical: unmarked	Rheme
	Theme				

According to Examples (110) and (111), it is clear that *human interaction* is an unmarked topical Theme used by student writers. This exhibition of complex nominal groups (Noun+Noun) is recommended in thesis statement as the Theme leads to sentence clarity. However, interpersonal Theme is at 25 %. Some of the interpersonal Themed selected are exemplified in Example (112).

(112) E 3.15

4		In my point of view,		sustainable tourism	should be promoted for many reasons.
	textual:	interpersonal:	topical: marked	topical: unmarked	Rheme
	Theme				

Based on Example (112), almost all of the interpersonal Themes selected are expressions of the writers' point of views such as *in my point of view*, *in my opinion*, and *in my view*. These expressions should be omitted in argumentative writing as they make the essays personal. In fact, a formal academic writing should be impersonal (Black, 2006: 38).

In addition, the finding reveals the unnecessary use of both binder and linker such as *however* and *but* in Thai student writers. Some of the examples are given below.

(113) E 3.1

6	However,			an organization	should carefully promote the sustainable tourism in the right way.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(114) E 3.17

3.1	but			the sustainable tourism	should not be promoted
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

According to Examples (113) and (114), it is not important that student writers select *however* and *but* as textual Themes in their thesis statement as the link is incorrect and ungrammatical. *However*, is not semantically correct in Example (113) and *but* is a linker, which is not properly used to join two clauses, but start the clause. Therefore, the selection of textual Theme is recommended if necessary.

5.5.1.2 The Essay Body

Theme selection in the essay body is distinctive as students need to be able to control the use of unmarked Themes. In fact the essay body serves as the core discussion of argumentative essay. At this point conjunctions and other connecting words play a major role. Compared to unmarked topical Theme (49%), these textual Themes (42%) work as signpost words in the three main stages in the essay body: topic sentence supports, and concluding sentence because the work they do in shaping and structuring text. This effective work makes their use critical to the

organization of texts which achieves their purpose effectively. The findings of the essay body are discussed below.

To begin with an effective paragraph starts with a topic sentence. A topic sentence summarizes the main idea of a paragraph. It is imperative that student writers place a signpost word at the beginning of the topic sentence. Some signpost words are *first*, *second*, *last*, *on one hand*, and *on the other hand*. In fact, these are textual Themes. Most student select unmarked topical Themes at 49% as their topic sentences. Some of the examples are given below.

(115) E 4.9

13	Second,			sustainable tourism	can make local people have the job in their break.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(116) E 4.20

5	Second,			it	promotes national culture.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

According to the above Examples (115) and (116), students select conjunctive adjuncts such as *second* as their Themes. This extending conjunctive adjunct serves as their additive Themes in their topic sentences. In other words, additive makes it possible for readers to gain more messages that follow.

In argumentative essay body, adversative Themes expressed by *however* are expected when necessary. For example, when student writers produce counterarguments, adversative Themes are in place. Some of the examples are as follows:

(117) E 2.9

14.1	However,			it	has benefit to local people
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(118) E 3.3

4.1	However,			tourists	not only bring profit to the country,
12.1	So			they	do not need
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(119) E 5.12

5.1	However,		nowadays		many tourist attractions are ignored
	textual:	interpersonal:	Topical: marked	Topical: unmarked	
	Theme				Rheme

(120) E 5.5

7	On the other hand,			local people	will be able to learn more about the visitors as well.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

Examples (117) to (119) confirm the fact that student successfully select Adversative Themes when they contradict their argumentation. Most of them select *however* in their clause; nevertheless, some select *on the other hand* to avoid repetition as seen in Example (120).

In some essays, there is none of the textual Themes, so students may lose some scores on this writing error. As much as 49 % of these students who produce their topic sentence with unmarked topical Theme should include textual Theme their essay before submission. The examples are given below.

(121) E2.4

5.1				Tourism	is popular more than in the past
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(122) E3.13

4				The sustainable tourism or ecotourism	is the relationship between human and environment.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(123) E 5.14

3.1				Ecotourism advocacy groups such as TIES or the Nature Conservancy	help certify
3.2	and			-	promote sustainable lodges
3.3	and			-	raise worldwide awareness about the challenges a particular region faces.
	textual:	interpersonal:	topical: marked	topical: unmarked	
No	Theme				Rheme

Based on Examples (121) to (123), none of the textual Themes is selected, and this writing style is against argumentative essay convention since the text is not shaped with signpost words. In fact, each example needs such conjunctions as *to begin with*, *first*, *on one hand*, or *on one side*. These students need more training in terms of using textual Themes in their topic sentence. In short, the lack of textual Themes results in ineffective essays.

Following a topic sentence, supports based on stylistic methods are placed to convince the students' argumentation. At this point, students may employ two or more methods of supporting their topic sentence in a paragraph. These methods range from fact, example, prediction, authority, and answering to the opposition. Nevertheless, different methods require different Themes. The finding reveals that 59% of students select unmarked topical Theme in supporting their paragraph. In addition 36% of these student writers employ textual Themes in their paragraph. These textual Themes are used for specific purposes. The benefit of selecting textual Themes in their discussion is to make a cohesive and coherent paragraph and to signpost the reader for a more improved communication. Some examples are illustrated as follow.

(124) E5.15

6.1	To begin with,			it	is important
6.2				-	to promote culture
6.3	because			each country	has different culture and convention.
7.1	If			we	have more knowledge,
7.2				we	can practice them correctly.
8.1	If			we	consider deeply,
8.2				we	can found
8.3	that			many traditions	seem the light
8.4	which→			which→	leads us

8.5				-	to see a goal.
9.1	Furthermore,			there	are some festival
9.2	that→			that→	should be sustained such as Song Kran in Thailand.
10.1				It	is opportunity
10.2				-	to requite the parents
10.3	and			-	to have a connection with new friends.
11.1	When			the culture	brings the good thing for us,
11.2				we	should promote it.
12	In addition to cultural preservation,			the economic	should be promoted.
13.1	Since			the economic growth	increase,
13.2				it	will also affect to GDP.
14.1				It	is a good news
14.2	if			GDP	increase
14.3	because			it	means
14.4	that			the population	have more income
14.5	and			the employment rate	is higher than before.
15				The population	will have more quality of life.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

It can be concluded from Example (124) that most students select unmarked topical Themes in their discussion. In addition, they also select textual Theme, so binders and linkers are selected to provide logical reasoning view points. In clause no. 6.3, 13.1, and 14.3, students provides logical reasoning supports; therefore, such binders as *since*, *because* are placed in these clauses. Moreover, Example (124) confirms that the two types of supports are selected with correct used of textual Themes. To make it clear, the selection of *if* in clause no. 7.1, 8.1, 14.2 shows that prediction method is used to support the writer’s discussion and the textual Themes *if* used is necessary. Besides, binder *that* and relative element *that* in clause no. 8.3, 14.4 and 9.2 to create the flow of information.

The selection of unmarked topical Themes at 59% reflects the proper use of simplex nominal group expressed by personal pronouns such as *it* and *we* throughout discussion and common nouns *population* in clause 15 and proper noun GDP in clause 14.2 are used properly. This example shows the cohesive and coherent paragraph. Hence this paragraph is effective.

The essay body is not complete without the concluding sentence. Referring to Chapter 4 Move Analysis, 62% of the students place concluding sentences at the end of their essay body; however, their Theme selection varies. A majority of students conclude their essay body without textual Themes but unmarked topical Themes at 46%. Although the percentage makes sense in general text, the figure is a failure in writing a concluding sentence. This failure in paragraph composition leads to the review of lesson plan and teaching methods among writing instructors. On the other hand, students leave their paragraph hanging without signaling the reader their ending of supports. Only 45% of students select textual Themes in their paragraphs. Some of the examples are given below.

(125) E 2.19

5.1	First,			the unemploy- ment rate in local area	will decrease
5.2	because when			the travelers	come to those local areas,

5.3				the creation of products	will be bought
5.4	so			It	can create more jobs.
6	Moreover,			the income for those local people	will be more and high standard of life increase as well.
7.1	Even though,			there	are few adverse impacts
7.2	which→			which→	destroy the environment
7.3	and			-	disturb animal habitual life,
7.4				we	can improve
7.5	or			-	prevent the problems by collecting some fee for travel, getting taxes, and so on.
8.1				The revenue	can be used
8.2	that→			that→	we receive
8.3				-	to improve
8.4	and			-	prevent the problem
8.5	or			-	changed the environment system in those local areas.
9			As know,		sustainable tourism can draw with three other types of tourism.
10.1	First,			agro-tourism	is tourism

10.2	that			-	encourage the tourist
10.3				-	to experience local life directly.
11	Moreover,			they	can bring more travelers to there.
12.1	Second,			participative tourism	is a type of tourism [[]]
12.2	that→			that→	brings the specialist in environment
12.3				-	to improve the area.
13.1				The last	is pro-poor tourism [[]]
13.2	that→			that→	can help the poor
13.3				-	to travel easily
13.4	because			the sustainable tourism	is low cost and suit for middle class
13.5				-	to take rest in holiday.
	textual:	interpersonal:	topical: marked	topical: unmarked	
No	Theme				Rheme

According to Example (125), the paragraph is ended without signaling the reader with any textual Themes as seen in clause 13. The writer provides the third support and end the discussion immediately. In fact, there should be another clause with textual Theme to complement the essay body. The following clause might be *in short, the cleaner, the environment, the more attractive the destination will be*. This sample concluding sentence with textual Theme *in short* should be inserted at the end of the essay body. The following example is one of the effective paragraphs.

(126) E 4.19

8.1	In other words,			it	can be said
8.2	that			eco-travel	asserts a pressure or the environment
8.3	as			it	involves human interactions.
9.1	Therefore,			there	should be the laws or rules
9.2				-	to prevent the pressure on the environment such as “carrying capacity”
9.3	which→			which→	helps
9.4				-	to limit the number of visitors in particular place.
10.1	Thus, if			the sustainable tourism	is promoted,
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

Referring to Example (126), it can be concluded that the selection of unmarked topical Theme is mostly selected at 46%. However, it is better to integrate to use textual Themes as a paragraph signposts the reader with *thus* as conjunctive adjunct. This is effective in that the paragraph is not ended without writer's insight. Although paragraph Example (126) is brief, there are all of the required components in making a cohesive and vivid paragraph. These are a topic sentence with textual Themes in clause 8.1, supports with the mixture of textual and

topical Themes, and a concluding sentence with textual Theme. This results in an effective essay body.

5.5.1.3 The Essay Conclusion

The conclusion of the essay is one of the most essential parts of composition. The three main parts of the conclusion, restatement, clincher, and final statement require different use of Themes.

First, restatement of the thesis statement signals the reader the control of text. The finding reveals that 51% of students select unmarked topical Themes in their essay. To recapitulate, 91% percent of students place their restatement in the analysis of Moves in Chapter 4, and out of this 91 essays, 33% select textual Themes. The percentage of their restatement exhibition is dramatically high (91%), but the percentage of selecting a textual Theme is low at 33%. Within the textual Themes, students make use of conjunctive adjunct to start their essay conclusion. Most of them employ clarifying as conjunctive adjunct in this clause. Some of the effective examples with textual Theme are given below.

(127) E 1.4:

20.1	In conclusion,			I	think
20.2				sustainable	should be promoted
20.3	because			it	has many benefits
20.4	but			we	have to promote in the right way
20.5	and			-	promote
20.6				-	to help preserving the environment too.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(128) E 2.18

12.1	In conclusion,			Thailand	have a money from tourism more than a thousand of million baht per year [[]]
12.2	that→			that→	make Thai people richer than before.
13.1	So			I	strongly agree with the economy of a country often benefits as a result of several forms of tourism
13.2	and			sustainable tourism	should be promoted.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(129) E 4.20

9	In conclusion,			sustainable tourism	is very good.
10.1				The aim of sustainable tourism	ensures
10.2	that			development	brings a positive experience for local people and tourism companies.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(130) E 5.1

17	To sum up,			these topics	can give the knowledge to you about ecotourism (economic, culture, environment) more or less.
	textual:	interpersonal:	topical: marked	topical: unmarked	Rheme
	Theme				

The above Examples (127) to (130) show that students realize the placement of restatements with textual Themes in their essay conclusion. However, the degree of selection is still low, and the variety of conjunctive adjuncts should be used in this set of text. Almost all of the students use *in conclusion* and *to sum up* in their restatement. Similarly, other expressions such as *in brief*, *in short*, *to conclude* and many more should be encouraged.

In addition to the selection of textual Themes, unmarked topical Themes are selected in this set of text at 51%. Although a student provides a restatement in the essay conclusion, without textual Themes, the conclusion is not complete a textual Themes structure an essay. Readers find it easier to move from the introduction to the body, and the conclusion; therefore, textual Themes are needed in producing a restatement. Some of the ineffective examples of restatements without textual Themes are given below.

(131) E 2.4

17.1				The economy in the country	will be improved
17.2	if			we	supported tourism.
18.1				We	should promoted tourism to foreigner
18.2	and			-	attract them
18.3				-	come

18.4				-	to travel in our country.
19				It	has a lot of benefits for country and economy.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(132) E 3.11

12				Thailand	can serve tourist many reason, such as accommodation, transportation and food.
13.1				This	is a very good chance for government to develop travelling in Thailand
13.2	because			sustainable tourism	is not much in the world.
14.1				The sustainable tourism	is a good choice for tourist,
14.2	and			the government	should support this type of tour in Thailand.
15				It	will be valuable for tourist's experience.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

The selection of unmarked topical Themes in Examples (131) and (132) show the unorganized conclusion as some readers may misunderstand that both paragraphs are the extension of their essay body. Consequently, both paragraphs should be rewritten by employing textual Themes in their restatements.

Following restatement, the selection of clinchers in the essay conclusion yields the variety of use of Themes suggested. Students select unmarked topical Themes at 44%, textual Theme at 36, marked topical Themes at 16% and interpersonal Themes at 4%. This comes to the speculation that the more variety of methods of clincher placement results in varying Themes, and Theme selection is highly based on unmarked topical Theme. Some of the examples are given below.

(133) E 1.18

19	To conclude,			this kind of tourism	can be deserved careful consideration.
20.1	When			the environment	promises to additional resources of environmental conservation,
20.2				we	need to further exploitation to environmental nature.
21.1				Sustainable	is one of many ways
21.2				-	to help the environment, nature and animal
21.3	which→			which →	we need people
21.4				-	to help
21.5				-	to promote and support
21.6				-	to be successful.
22.1				We	can imitate any countries
22.2	which→			which→	has been succeed, such as Kenya and Australia.
	textual:	interpersonal:	topical: marked	topical: unmarked	Rheme
	Theme				

(134) E 3.13

21	Therefore,			the sustainable tourism	should be promoted.
22.1			For the long – term improving environment,		we should promote the sustainable tourism,
22.2	because			it	focuses on the environment.
23.1				It	does not damage the environment
23.2	and			-	help to reduce pollution such as waste and litter.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

(135) E 5.4

24.1	In conclusion,			ecotourism	is a superb way and also win – win solution for tourisms nowadays
24.2	because			it	conserves nature,
24.3				-	maintain tradition,
24.4	and			-	improve the prosperity in the community
24.5				-	visited.

25	Then,	why should not		it	be promoted in every place – of tourists.
	textual:	interpersonal:	topical: marked	topical: unmarked	Rheme
	Theme				

The above Examples (133) to (135) show the selection of both textual and interpersonal Themes in the essay conclusion. Referring to the analysis of Moves in the necessary conclusion, students select variety of methods (prediction, recommendation, suggestion, anecdote, description, question, and quotes) as their clinchers in their essay conclusion. This variety reflects the variety use of both textual and topical Theme selection, not interpersonal Themes since interpersonal Theme is not recommended in an academic essay. Then writers finish the conclusion with a final statement.

The final statement is rhetoric and teaches lesson. Referring to Chapter 4 Move Analysis, students place their final statement in a low degree at 39% as the process of producing a final closing is most complicated. However, out of these 39 essays, unmarked topical Themes are selected in their final statement at 52%.

(136) E1.15

15.1	In conclusion,			sustainable tourism	is one of the forms of tourism [[]]
15.2	that→			that→	can be beneficial to the environment.
16	Moreover,			it	also can help to remain the natural resources for the next generation.
17.1	Therefore,			the sustainable tourism	should be promoted in the tourism industry [[]]

17.2	that→			that→	can create a good thing returning to the environment.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

According to Example (136), a number of unmarked topical Theme is used in the conclusion.

(137) E 4.20

9	In conclusion,			sustainable tourism	is very good.
10.1				The aim of sustainable tourism	ensures
10.2	that			development	brings a positive experience for local people and tourism companies.
	textual:	interpersonal:	topical: marked	topical: unmarked	
	Theme				Rheme

Example (137) shows the higher number of unmarked topical Theme. Although the writer skips textual Theme, repetition of *sustainable tourism* is placed at the beginning of the clause. Therefore, this essay conclusion is coherent and effective.

In sum, Theme selection in parts of the essay is based on different stylistic features. Theme selection in the essay introduction is different from that of the body and the conclusion. In the introduction, unmarked topical Themes are most selected as hook, and the ratio is similar in the general statement (high degree of unmarked topical Theme). Interpersonal Themes are least selected in both hook and general statements. In contrast the selection of unmarked topical Themes is dramatically high in Thesis Statement. The remarkably high percentage of unmarked topical Themes as hook and thesis sentence indicates that students successfully exhibit

their stylistic features of composing the essay introduction. In addition, that numerous kinds of Themes are selected in making generalization is caused by the many patterns of choosing general statements in their essay introduction.

The selection of Themes in the essay body is unique. Unmarked topical Themes are most selected in the topic sentence, the supports, and a concluding sentence. The selection is similar in the essay conclusion as unmarked topical Themes are mostly selected in restatement, clincher, and final statement. It is clear that Theme selection is based on the variety of methods adopted at all Moves and Stages. Most students select unmarked topical Theme in their essay. This high selection is common as argumentative essays are developed through the unmarked topical Themes expressed mainly by participants.

The following section discusses Thematic progression.

5.5.2 Thematic Progression

Thematic Progression is defined by Paltridge (2000: 140) as the way in which the Theme of a clause may pick up, or repeat a meaning from repeating Theme or Rheme. Theme is the background information given to the hearer/reader, but Rheme follows. Theme of the clause can come from any element of the previous clause. The different ways of selection the Theme show its variety of patterns of thematic progression. Butt et. al. (2000: 142) concludes that thematic choices are expected. In addition, they are connected with ideas. There are three patterns of thematic progression, which are linear Theme, constant Theme, and split Rheme patterns. Thematic progression makes it possible for researcher to see how text utilizes its Theme this interpedently functions with cohesion, which is discussed in Chapter 6.

Thematic progression variation is based on many factors such as text types, context, and writing convention. Thematic progression in argumentative essay is unique. Thematic elements succeed each other. The research yields three patterns of thematic development, which are constant Theme, simple linear Theme, and split Rheme as illustrated in the table below.

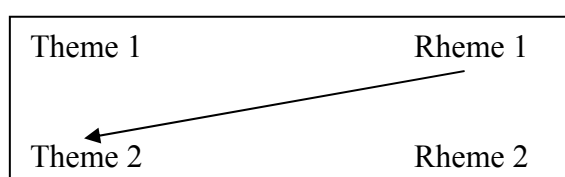
Table 5.13 Three Types of Thematic Progression

Essay 1 - 100	Simple Linear Theme	Constant Theme	Split Rheme	Total Theme /Moves
Introduction	10	100	40	150
Body	320	58	0	378
Conclusion	60	130	0	190
Total Theme	390	288	40	718
Percentile	54%	40%	6%	100%

According to Table 5.13, it is clear that thematic progression differs according to different moves in the essay. The distribution of simple linear Theme occurs in the greatest degree at 54%. In fact, most students employ simple linear Theme in their essay body, followed by conclusion, and introduction, respectively. The occurrence of a constant Theme pattern is second to simple linear Theme pattern at 40%. The spread of constant Theme in the essay conclusion is in a greater degree, followed by the introduction, and the body, respectively. The occurrence of split Rheme pattern is in the lowest degree at 6% in the essay introduction only. The research shows useful information on Theme progression as discussed below.

5.5.2.1 Simpler Linear Theme Pattern

Simple linear Theme pattern or zigzag pattern allows new information to be a given information in the following clause as described in Halliday & Matthiessen (2004: 93). The frequency of occurrence of this type is high at 54%. It is assumed that there is a closed semantic relationship between the system of information and the system of Theme. Thematic development of this pattern is based on the fall of the Theme within the Given and the fall of the new within the Rheme (Halliday & Matthiessen (2004: 94). The pattern is shown below.



Simple linear Theme pattern is one of the most successful method of writing as the pattern achieves cohesion in the text by building only newly introduced information (Eggin, 2004: 325). Some examples are given below.

(138) E 1.9

	Theme	Rheme
12.3	and they	don't have any guide tour [[]]
12.4	who ←	teach them how to travel in the protected areas

Based on Example (138), it is clear that the Given Information *and They* leads to new information *guide tour*. Similarly, the Given Information *who or the guide tour* leads to travel method in the same clause (12.4). These Thematic elements move the paragraph forward.

(139) E 3.2

	Theme	Rheme
2.1	Sustainable tourism	is instrumental to tourism development
2.2	The development ←	protects the environment.

According to Example (139), the new information proved in clause 2.1 refers to development, which becomes a Theme in clause 2.2. This pattern of thematic progression helps readers to focus on the main idea in a given aparagraph.

(140) E 4.12

	Theme	Rheme
6.2	we	should promote sustainable tourism.
7.1	Sustainable tourism ←	is a kind of tourism
7.2	that→	is popular nowadays.

Example (140) is similar in that the pattern of thematic progression cannot leave the writers lose track of writing.

(141) E 4.12

13.2	Because in Thailand	there are many natural attractions
14.1	Each of them ←	is the wonderful place
14.2	These places ←	attract tourists all over.

In Example (141), it is recommended that text be develop in a zigzag pattern as the developmnet of text expand the writers' views. In fact, a zigzag pattern is known as simple linear Theme.

(142) E 4.18

	Theme	Rheme
6	From the view of foreigners,	Thailand has good hospitality, beautiful architectures, friendliness of Thai people, beautiful beaches, etc.
7.1	These ←	are main attractiveness
7.2	that ←	motivate a lot of tourists

According Example (142), Theme progresses the colors of Thailand as a tourist destination, its charm, and its magnet to tourists.

5.5.2.2 Constant Theme Pattern

Text can be more focused if writers select constant Theme as the repetition of Theme make a paragraph coherent. In this research constant Theme pattern is the second to simple linear Theme pattern. Constant Theme pattern unifies a paragraph (Eggs, 2004: 324). The repetition of pronoun form such as *I, you, we, they, he, she, it* make it possible for students to create a cohesive and coherent paragraph. This pattern of thematic progression is shown below.



With constant Theme progression occur in a higher degree in the essay introduction and the conclusion. The examples of constant Theme pattern are given below.

(143) E 1.2

	Theme	Rheme
8.1	When tourists	come to travel in a sustainable tourism trip,
8.2	they	will get more knowledge, and awareness about the importance of the environment both biological and physical.

According to Example (143), *tourists* is referred by pronoun *they* to make this clause clear. This pattern of Theme progression is encouraged among advanced writers as they are to use the same subject to increase text clarity in subordinating clauses (Black, 2006: 55).

(144) E 1.8

	Theme	Rheme
11	Moreover, the sustainable tourism	gains local participation.
12.1	it	will give career opportunities to the local people
12.2	and (it)	generate more income

(145) E 2.12

	Theme	Rheme
4.1	Some of them	travel for business,
4.2	some	travel for shopping,
4.3	some	travel for education or knowledge
4.4	and some	travel for saving the world like sustainable tourism or ecotourism.

(146) E 1.18

	Theme	Rheme
17.2	because when overcrowd	is coming to our area,
17.3	they	maybe make some bad environment such as water pollution, air pollution and garbage.

(147) E 2.4

	Theme	Rheme
11.1	If tourist	come to travel
11.2	and then before they	go back to their country
11.3	they	will buy something from the place [[]]

Referring to the above examples, this pattern of thematic progression is used when the writers has many points to discuss about a single topic. This case is clearly demonstrated by the examples given. In Example (145) the Theme is *some (of them)* which is assumable *tourists*. The writer has multiple issues to discuss about the tourists as the Theme. That is, they 1) travel for business, 2) travel for shopping, and travel for saving the world. In Example (147), the issues about the tourists are sequential—they 1) come to travel, 2) buy something, and 3) go back to their country.

In sum, thematic progresses accordingly in argumentative essay. Simple linear Theme pattern is selected most in the essay body as students try their best to develop ideas.

5.5.2.3 Split Rheme Pattern

Split Rheme pattern is the Theme of one clause that introduces a number of different pieces of information (Eggins, 2004: 325). Split Rheme pattern occurs only 6% in the essay introduction. This can be interpreted that by writing instructors that split Rheme pattern is usually needed in a thesis sentence, which is placed as the last sentence in the essay introduction. The research shows only 6% frequency of occurrence of split Rheme pattern in the essay introduction. These students place a thesis sentence with split Rheme pattern to show what they discuss in their body paragraph. However, the percentile is quite low. This low percentage is due to the fact that students find it difficult to write an argumentative essay thesis sentence with extended reasons, which are usually in split Rheme pattern. An example is given below.

(148) E 4.16

	Theme				Rheme
3.1				I	think
3.2				sustainable tourism	should be promoted.
	textual:	interpersonal:	topical: marked	topical: unmarked	

According to Example (148), this thesis sentence is not extended as the writer states that *tourism should be promoted*; however, the writer omits the three main reasons of promoting tourism and let the reader figure out these reasons in the essay body. This thesis sentence is ineffective in an argumentative essay, but it is more effective if the reasons can be elaborated such as the following example.

(149) E 5.15

	Theme				Rheme
5.1			To maintain ecotourism,		we should promote them
5.2	which→			which→	are culture, economic, and environment
	textual:	interpersonal:	topical: marked	topical: unmarked	

Example (149) shows reasons to promote ecotourism on three main areas: culture, economic, and environment. In addition the following clauses involve the discussion of these three reasons; therefore, it is considered split Rheme pattern. Example (149) is one model thesis sentence; nevertheless, fewer students follow this pattern of thematic development. To solve this problem, a more emphasis on how to write a stronger thesis sentence with extended reasons should be implemented.

5.6 Conclusion and Discussion

The research on Textual Structure Analysis on English Argumentative Essay shows the significant features of textual metafunction profiles in the argumentative essays. Most of the unmarked topical Themes are found in this analysis at 55%, followed by textual Theme at 39%, marked topical Theme at 4%, and interpersonal Theme at 2%.

Conventionally, argumentative essay consist of three distinguished parts: the introduction, the body, and the conclusion. These constituents require variety of Themes. The research yields the high degree of using unmarked topical Themes, which are subdivided into three main elements: Participant, Circumstance, and Process. However, most of the writers employ Participant at 93%. Circumstance is second to Participant in this set of essay at 7%, followed by Process at 1%. Although the use of temporal circumstantial Themes and spatial circumstantial Themes are

formal, most of the student writers fail to use them. Therefore, they should be more encouraged to make use of them. However, process type is not recommended in formal setting, so the minimal use of the process is acceptable in argumentative essays.

In addition to unmarked topical Theme, textual Theme plays a role in this set of essay at 39%, which includes the use of conjunctive adjunct at 47%, structural conjunction at 29%, and relative element at 24%. Within conjunctive adjunct and conjunction, the distribution of textual Theme shows vivid fact on elaborating, extending, and enhancing in their pieces. These are three elements are needed to develop an effective paragraph. In addition the percentage of using conjunction and relative clauses are dispersed in this research as students are encouraged to write clauses with many sentence structures.

Within the Theme selection, it reveals the high use of unmarked topical Theme at 92% as the application of unmarked topical Theme is preserved for academic English, followed by marked topical Theme at 8%. In fact, marked Themes are not usually selected in an argumentative essay.

Interpersonally Theme is found in a low degree at 2% since some of the subtypes of interpersonal Themes are not recommended in argumentative essay. Although modal adjunct and finite element are accepted in academic writing, wh-elements in interrogative clauses are not recommended in this essay genre as it might lead to informality in writing. Lyons & Heasley (2006: 13) assert that academic writing takes many forms from various disciplines, and the ways in which they create and share knowledge. The rules of academic writing in English are quite complicated; nevertheless, most students find that they can differentiate formal and informal writing and formal, academic writing (Lyons & Heasley, 2006: 16). Student writers' recognition is derived from in-class lecture. Therefore, the use of interpersonal Theme is low.

The last and the most important analysis is the notion of thematic progression in this study. The research yields the high frequency of simple linear Theme pattern at 54%, followed by constant Theme pattern at 40%, and split Rheme pattern at 6%.

Most students adopt simple linear Theme pattern highly in their essay body, conclusion, and introduction respectively. This pattern of development creates a cohesive and coherent paragraph because new information will falls within the Rheme (Danes, 1974: 111).

Similarly, constant Theme pattern or Theme iteration shows the same Theme since the Theme in the text consists of co-referential items which extends through a sequence of sentences or clauses (Fries, 1995: 321). Constant Theme pattern scatters in the introduction and the conclusion of the essays as the relation between clauses are needed to start and to end the essay issue. However, the use of constant Theme pattern is quite low in the essay body on the researcher's assumption that different kinds of supports are drawn to persuade the readers. To make it simpler, the variety of methods suggested in the essay body makes it possible to deploy some simple linear Theme pattern.

The frequency of occurrence of split Rheme pattern should not be ignored as the low application of 6% yields distinctive linguistic features in argumentative essay. Although, split Rheme pattern is encouraged in writing a thesis sentence, the degree of use is extremely low for various reasons. To elaborate, the thesis sentence, which reveals the use of split Rheme pattern is inadequate. An extended thesis sentence is recommended; nevertheless, students fail to do so. Moreover, generic and powerful set of vocabulary, which is needed to summaries the various reasons to be discussed in the essay body is not recognized by Thai student writers. The lack of vocabulary knowledge results from insufficient reading, which is revealed by Thai national research. To solve this problem, students should be encouraged to read more.

A number of methods for identifying Theme have been reviewed in detail in this research, and the boundary between Theme and Rheme adopted for the present study diverges from Halliday's identification of Theme. Lastly, single and multiple Themes are identified. The degree of using multiple Theme is high at 69%, but just 31% of single Theme is applied in this research. This writing phenomenon is useful for both teachers and students who are interested to study argumentative essay writing as it is clear that multiple Theme is more beneficial in persuasion, and clauses with single Theme is essential in that the clauses with single Theme serves as a pause against those with multiple Themes. They are both needed in argumentative essay writing, and the finding reveal proportionate use of them.

CHAPTER VI

COHESION ANALYSIS

This chapter presents the results of an analysis of cohesion in the argumentative essays written by English for Tourism students.

6.1 Introduction

Efficient writing entails many qualities, one very important of which is coherence. Coherence refers to the connection and arrangement of ideas in the text according to logic and sequence. Text that is coherent has a focus, progresses in a logical manner, and thus is easier for readers to comprehend and interpret.

Cohesion is one of the linguistic resources that create coherence. Cohesive resources may be grammatical or lexical. Grammatical cohesive devices include conjunctions, references, substitution, and ellipsis. Lexical cohesion is created through the reiteration of the same or related lexemes from the same semantic field (Janjua, 2012: 150). These five types of devices not only allow the writer to elaborate, extend, or enhance meanings in the text, but also signals to readers how meanings are related.

Halliday & Hasan (1976) believe that the writers of English make choices of cohesion according to different genres of essay. The argumentative essay is the genre which the writer seeks the readers' agreement on his stance on a problematic issue by providing counterarguments of the opposing sides and sufficient support of his position. In order to achieve such purpose, the writer should work on the four unique dimensions of the argumentative essay suggested by Connor (1990: 74, 76), that is, superstructure—the organizational plan of any text and the linear progression of the text, logical reasoning—the interrelationships of writers' assertions and associated support or data provided to substantiate those claims, persuasive appeal— affective appeal and establishment of writer's credibility, and audience awareness—the awareness given to the reader's perspective by dealing implicitly or explicitly with possible counterarguments.

Cohesive devices are potential tool to address the dimensions above. They are instrumental in structuring all parts of the argumentative essay, since they embeds the range of tools for introducing and supporting the writer's argument and rebutting the opposite side of the argument. Moreover, cohesive devices are the major tools for linking and signposting ideas. To begin with, conjunctions help the writer to structure the macrostructure of the essay. In the essay introduction, expressions such as *despite and the claim that ...* (Oshima & Hogue, 2006: 147) can be used to begin the thesis statement. In the essay body, the writer is to develop his argument as outlined in the thesis statement. Whether the writer's argument succeeds in persuading the readers or not depends largely on the strengths of the body, since it is in the body that the writer rebuts the opposite argument with his own counterarguments. The essay body then is the essence of this kind of essay. For successful argumentation, many types of conjunctions are useful. Conjunctions that connect the opposing view to your own such as *but* (Davis & Liss, 2006) and *however* (Oshima & Hogue, 2006: 148) can be used. Contrastive conjunctions, represented by enhancing conjunctions, are particularly recommended in the argumentative essay, since they make it possible for readers to see the real argumentation (Reznitskaya et al. 2007: 452). To provide adequate support for the stated thesis, additive conjunctions such as *moreover* and *furthermore* can be used both within and between paragraphs. Conjunctions such as *for example/instance* can be used to give examples. Conjunctions that show results such as *as a result* can be used to show the potential result of certain action. In particular can be used to emphasize a point. In the conclusion, the conjunctions that signal the essay closure such as *in conclusion*, and the conjunctions that help in summarizing and concluding the writer's argument can be used.

Each type of conjunctions also serves specific purposes. That is, adversative conjunctions allow the writer to provide contradictory information, concessive conjunctions allows the writer to show the superiority of his position to the opposing claim, the causal-conditional conjunctions help show the potential effects of a certain assertion, the additive conjunctions which suggest additional information help in extending previously given information, and finally, the manner-means conjunctions allow the writer to show the solutions to the problem under discussion (Alarcon & Morales, 2011: 123-124).

While the conjunctions of various types especially help the writer to make and strengthen the argument, the other types of cohesive devices help make transitions between previous and subsequent ideas. Besides conjunctions, references are another useful device for the composition of the argumentative essay. References establish the relationship between things or facts (Halliday & Matthiessen, 2004: 536). According to Alarcon & Morales (2011: 125), singular and plural personal pronouns and demonstrative pronouns play certain roles in the argumentative essay. The singular personal pronouns show individual evaluation and stance on the issue. The plural personal pronouns were used to include the readers in the argument and to suggest general truth or accepted beliefs. The demonstratives *this*, and *that* connect new to given information. The definite article *the* is used when the writer wants to show that s/he and the readers share common grounds.

Lexicon or lexical cohesion is another useful device for the composition of the argumentative essay. Cohesion created by lexicon may be through reiteration of the same or related words (repetition, synonyms, hyponym, and meronym), or the use of words that usually co-occur (collocation). The creation of cohesion through lexicon is most flexible, since lexical cohesion is not governed by the preceding or following clause. As Halliday & Hasan (1976) point out, lexical cohesion is the central device to make a text hang together. Oshima & Hogue (2006: 22) agree with Halliday and Hasan on this point. They suggest such techniques as repeating key nouns, using synonyms, and using consistent pronouns, since the frequent repetition of key nouns is the easiest way to achieve coherence.

Substitution and ellipsis are two other forms of anaphoric cohesion which presuppose something by means of what is substituted or omitted (Halliday & Matthiessen, 2004: 561-562). They can be useful tools in creating a complex relationship between items in text, since they make cognitive demand on the readers in supplying the substituted or omitted items. However, they do not occur very often in the argumentative essays, probably due to two reasons. First, the structures through which substitution and ellipsis manifest are quite complex (conversion, as in *So was I*, or *do* as in *He might do*). In terms of meaning, substitution and ellipses carry the sense of uncertainty and assumptions of possession of knowledge on the readers' part. Moreover, ellipses are not commonly used in written language (Halliday & Hasan: 1976).

Previous studies seem to suggest that cohesion is created according to the type of writing. The writer can use cohesive devices as effective tools, not only to structure the essay according to the conventional pattern, but also to manipulate the messages so as to weaken the opposite view and validate his own. As a result, it is important for instructors to raise students' awareness of the role and potential of cohesive devices and to give explicit instruction to students.

6.2 Text Illustrating Cohesion Resources

The outline of the argumentative essay may take either the block or point-by-point patterns. Oshima & Hogue (2006: 143) uses of cohesive devices to promote connection between clauses and paragraphs are displayed in the model text below.

Table 6.1 A Prototypical Essay with Variety of Cohesive Devices (adopted from James Cook University Sample Essay on Travel: www.jcu.edu.au/tldinfo/writingskills/essay/sample.html, retrieved 3 May, 2012.

<p>The introduction</p>	<p>Tourism can make or break humankind. Different people prefer different kinds of tourism. Many <u>tourists</u> cling to natural sport tourism as they fall in love with athletic endeavors. Some enjoy independent tourism, for <i>this</i> kind of tour is inexpensive and there is flexibility on itinerary, travel period, and number of <u>travelers</u>. Others believe in adventurous tourism as they are young tourists <i>who</i> pursue excitement and danger. Although there are numerous <u>types</u> of tourism, <u>ecotourism</u> should be promoted as it fosters economic, cultural, and social <u>development</u>.</p>
<p>The body</p>	<p>To begin with, <u>sustainable tourism</u> is advantageous as it improves a national economic. According to National Statistic, tourist destination countries tend to have more than ten percent <u>economic growth</u> in a regular <u>political condition</u>. In addition, many people are employed. The destination country cultures are <u>promoted</u> because of tourism. This can promote a national <u>cultures</u> and <u>tradition</u> to tourists; however, tourists may degrade the destination cultures if improper approaches are impose. Next ecotourism promotes social development. When tourists visit a destination, they make comments on local people and other stakeholders. Such comments are in the forms of questionnaires and interviews. The <u>host nation</u> can make use of comments to develop social perspectives at <u>tourist destinations</u>. To sum up, <u>sustainable tourism</u> improves a destination country.</p>
<p>The conclusion</p>	<p>In conclusion, ecotourism should be promoted for a more improve economic, cultures, and economic. There should be balance between the host countries and tourists to optimize tourism revenues. The government of the host nations should enact travel policies and economic, cultural, and social settings. In the same way, the tourists should be educated before they make a visit to <u>destination countries</u>. There should also be international cooperation among tourism stakeholders. Then tourist destination can be explored and <u>conserved</u> at the same time.</p>

This model text is an argumentative essay on ecotourism from James Cook University Sample Essay on Travel (www.jcu.edu.au/tldinfo/writingskills/essay/sample.html, retrieved 3 May 2012). The content is divided into three parts: the introduction, the body, and the conclusion.

As shown by the use of bold type, smaller italics, highlighted bands, colored characters and arrows, primary and secondary colors, it can be seen that the essay is highly cohesive. Cohesive devices are used to connect clauses both within and between paragraphs. Substitution items *some* and *others* are used to substitute for *tourists*. However, not all types of cohesive devices are used in this illustrating text. Ellipsis was not found.

The types of cohesive devices used most in this illustrating text are lexicon, references, conjunctions, and substitution respectively. Under the category of lexicon, repetition is used the highest, followed by synonyms, and collocation. In the references category, the demonstrative references are used most, followed by the personal and comparative types. Under the conjunction category, extending conjunctions were used as much as enhancing conjunctions, and just a little more than the elaborative type.

Based on the illustrating text, the attempt to create cohesion through lexicon occurred along the text. The vocabulary used is all concerned with tourism and ecotourism. The use of related words creates unity and ease of understanding for readers.

In terms of references, there is high use of the demonstrative pronoun *the*. There is also high use of personal pronoun to refer to abstract nouns and individuals, to avoid redundancy. Comparative references are used to suggest variety and tentative amount. The use of references to cohere the text creates conciseness and continuity despite word economy.

The use of conjunctions to create connection between ideas in this essay is quite effective, particularly in the body. Conjunctions are used to add ideas, structure the argument, rebut a point, to signal the direction of the essay, and to show a consequence. The use of conjunctions in this essay strengthens the argument, and provides direction for ease of reading.

Substitution is rare and ellipsis is not found in this illustrating text. Ellipsis is hardly used in the argumentative essay, since they suggest indefiniteness, which is not the suggested feature of this type of essay. Its nature is also not in accordance with this text. The writer of this text seems to write all clauses with explicitness—all participants, actions, and circumstances are spelled out. No assumptions are made or required on the readers' part, which might explain why ellipsis, which requires cognitive supply, is not used.

6.3 Cohesion Resources in 100 Argumentative Essays

The analysis of the 100 argumentative essays on ecotourism revealed the use of all four types of cohesive devices, except for ellipsis. The overall picture is displayed in percentage in Table 6.2 below.

Table 6.2 Number and Percentages of Cohesive Devices Occurred in 100 Essays

Types of Cohesive Devices and Number and Percentages of Occurrences				
Conjunctions	Elaborating	Extending	Enhancing	Total
	148 (1.95%)	490 (6.44%)	325 (4.27%)	963 (12.66%)
References	Personal	Demonstrative	Comparative	Total
	904 (11.88%)	2418 (31.79%)	235 (3.09%)	3557 (46.76%)
Substitution	62 (0.81%)			62 (0.81%)
Ellipsis	0 (0%)			0 (0%)
Lexical Cohesion	Elaborating	Extending	Enhancing	Total
	2767 (36.37%)	17 (0.22%)	242 (3.18%)	3026 (39.77%)
Total				7608 (100%)

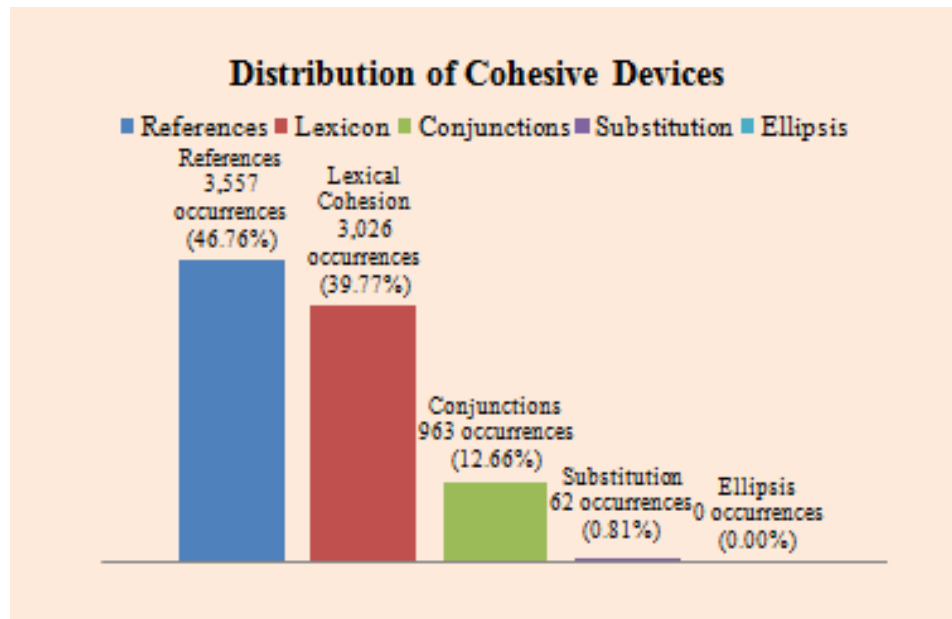


Figure 6.1 Comparison of Cohesive Devices Occurred in 100 Essays

Table 6.2 shows the number and percentages of cohesive devices found in 100 essays, divided according to types and subtypes of cohesive devices. Altogether, 7,608 devices were used. References, the most used devices, occurred 3,557 times or 46.76%. Lexical cohesion was the next order, occurring 3,026 times or 39.77%. Conjunctions were the third most frequently used device, occurring 963 times or 12.66%. Substitution was found the fourth, occurring 62 times or 0.81%. No instance of ellipsis was found in this study.

The number of cohesive devices used in the essays is compared in the Figure 6.1. From the figure, it can be seen that references dominate other types of cohesive devices. The use of references alone almost equals half of all the devices. Another cohesive device competing with references is lexicon. Although the percentage of lexicon comes second, it does not leave too much distance from the percentage of references. While references occupy five tenths, lexicon occupies four tenths. Together, the two types of devices account for almost 90% or nine tenths. 12% or a little above one tenth is occupied by conjunctive devices. Substitution is hardly noticeable, and ellipsis is invisible.

The next sections discuss each type of cohesive devices found in this study starting from the most used to the least used devices.

6.4 References

References as cohesive devices are defined as the indication of information from elsewhere (Dastjerdi & Samian, 2011: 66). References may be categorized according to expressions or phoras. The categories of expressional references are personals, demonstratives, and comparatives (Halliday & Matthiessen, 2004: 554-561). The phoric categories are exophoric and endophoric.

The distribution of the three types of expressional references used in the essays is shown in Figure 6.2.

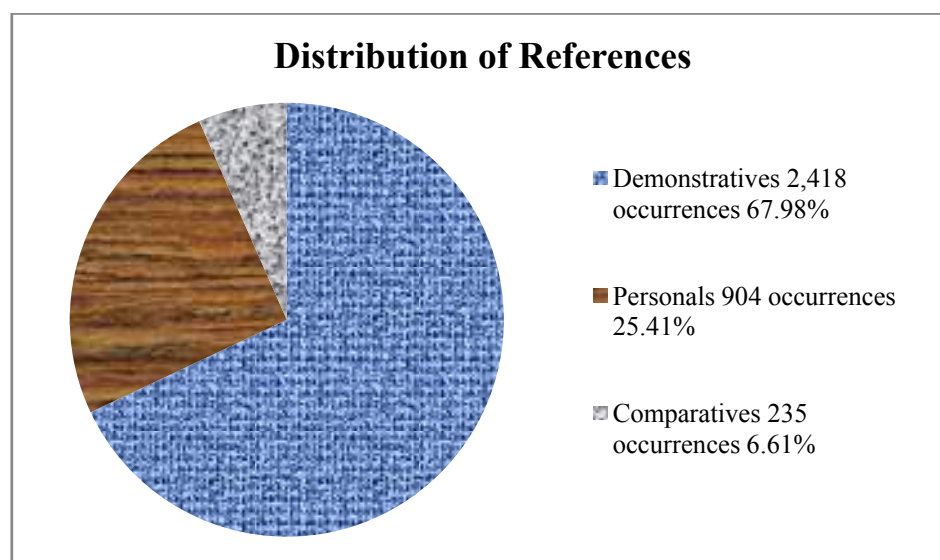


Figure 6.2 Distributions of References

In this study, references appeared 3,557 times. Of this figure, 2,418 occurrences or 67.98% were demonstratives, 904 occurrences or 25.41% were personals, and 235 occurrences or 6.61% were comparatives. The use of each subtype is discussed below.

6.4.1 Expressional References

Expressional references refer to personals, demonstratives, and comparatives (Halliday & Matthiessen, 2004: 554-561).

6.4.1.1 Demonstrative References

Demonstratives embrace the pronouns, determiners, and adverbs that refer to both specific and non-specific, near and remote references, namely *this/these, that/those, here/there, it, and the*.

Demonstratives indicate identifiability and direction--they inform the readers that the pronoun's antecedent has been mentioned and the whereabouts of the antecedents. In this way, demonstratives create anaphoric relation (Alarcon & Morales, 2011: 124-125).

Examples below illustrate use of demonstrative pronouns.

(1) E 5.20

The best way to increase country financial income is through individual expendable in tourism. Even though, I feel supportive with **this** issue, however, it's not that easy to achieve this goal.

this in Example (1) refers back to the aforesaid sentence *The best way to increase country financial income is through individual expendable in tourism*. The content in the sentence is referred to as *issue*, which literally means *a vital or unsettled matter* (Merriam Webster Online Dictionary, Definition 6 b [1]), meaning increasing the country's financial through individual expendable in tourism is an unresolved matter.

In terms of reference, *this* did refer back to its antecedent, and the reader is able to make this cross reference. Thus, it can be said that the attempt to cohere the meaning in the previous clause with a demonstrative is successful. However, this connection attempt is somehow problematic due to the erroneous lexical use of the words *individual, expendable* and *issue*. What the student writer probably meant was *The best way to increase country financial income is through increasing individual tourists' expenses*. This content should be referred to as *way, method* or *approach* rather than *issue*. The word *expendable* is contradictory in terms of meaning with increasing the country's financial income, since *expendable* suggest sacrificing what is not wanted. Moreover, referring to increasing the country's income through increasing tourists' expenses is not quite an issue. Although readers can make an inference using structural knowledge, the mismatch of contextual vocabulary replacement creates uncertainty.

This example shows that the noun following the demonstrative must correspond with the antecedent which its demonstrative refers to. Although readers can use their structural knowledge in making the connection between the demonstrative and its antecedent, lexical flaw can lead to confusion or uncertainty. The instance reminds us of the role of accuracy and shows the interdependency between grammar and lexis.

(2) E 5.17

Finally, the cultures are important to promoted too. In addition to evaluating environmental and cultural factors, an integral part of ecotourism is the promotion of recycling, energy efficiency, water convation, and creation of economic opportunities of local communities for **these** reasons, ecotourism often appeals environmental and social responsibility educates.

Example (2) is an instance of correct decoding of cross reference in the face of erroneous grammatical reference. *these* does not refer to recycling, energy efficiency, water convation, and creation of economic opportunities of local communities, but *the promotion*, which is singular. Accordingly, the correct demonstrative should be *this*, not *these*. The mistake in grammatical reference, however, did not obscure the readers' reference clue. Even though some readers may interpret *these* for recycling, energy efficiency, water convation, and creation of economic opportunities of local communities, they can still understand that ecotourism appeals to responsible educates because the four elements are integral parts of ecotourism. This could be because whether the readers interpret *these* correctly as referring to the promotion, or incorrectly as referring to the four elements to be promoted, both antecedents can be taken as 'reasons' and correspond with the result of the promotion without damage in meaning.

This example demonstrates the more important role of semantics over syntax. Despite wrong reference, nearness in meaning can bridge understanding.

(3) E 4.1

However, sustainable tourism still give maximum profit for the local people and the environment. To avoid disadvantages, the policy maker should focus more on visitor organization by charging entrance fees, limiting the number of

visitor and so on. **These** can help to preserve the environment and income for the local communities.

This is an example of good reference, both structurally and semantically. *These* is a plural demonstrative, and it is used to refer to plural nouns, *charging entrance fees, limiting the number of visitor and so on*. The antecedent of *these* also corresponds with its consequence which follows *these*. Readers find no grammatical, syntactic, or semantic distraction in decoding the corresponding reference.

(4) E 2.13

Sustainable tourism should be promoted because there are many positive impact, first, the unemployment rate in local area will be decrease because when the traveler come to **those** local area the creation of products will be buy so it can create more job ...

This example demonstrates the use of demonstrative pronoun *those* to refer to the previously mentioned item which is farther away or less immediately under observation or discussion (Merriam-Webster Dictionary, Definition 2 a.) *those* here refers to 'local area'. The university which the students who write the essay study at is located in central Bangkok, and the students are very likely to be city people. In their perception, local area is distant from them. In terms of aspect, this use is accurate. The incompatibility of the number between the antecedent and its demonstrative pronoun, however, is inaccurate. *those* should be used to replace plural noun, which is not the case here. Despite this grammatical flaw, readers can still make the connection between the pronoun and its antecedent.

Example (4) shows that the attempt to cohere two items requires both grammatical and lexical knowledge. To decode the connection, however, semantic knowledge seems to play a more important role. If the pronoun and the meaning of the following clause correspond, the reader can still make connections despite grammatical flaw.

(5) E 2.5

Nowadays, (i) **the** economy of a country can get a lot of benefits from tourism. It can make a lot of money to (ii) **the** country because we can get money from (iii) **the** tourists who come to travel in (iv) **the** country.

Example (5) demonstrates definite article with two types of identification. The first is the endophoric *the*, that is, its identification is provided within the text. This is the case for (i), (ii), and (iii). The other *the* is a specifying *the* which *merely announces that the identity is specific; it does not specify it. ... The information [meaning] is ... in the air, so to speak,...* (Halliday & Matthiessen, 2004: 558). This is the case for (i) *economy* here refers to that of a country the writer refers to, whatever country it is. Hinkel (2001) also reported the same incident in her study. That EFL students like Thai students misuse demonstrative pronouns like *this*, *that*, *these*, and *those*, but accurately use demonstrative *the* is quite unordinary, since the use of *the* is much more complex. One explanation is different channel of learning. The use of demonstrative pronoun may be learned from school through the unproductive grammar-translation method. On the other hand, demonstrative *the* may be acquired as part of lexical chunks through exposure to language in natural setting. Students may demonstrate correct use without realizing it.

Use of demonstratives need to be correspondent in forms and meanings with their antecedents. Students have problems in using demonstratives the same way they have with personal pronouns.

Demonstratives are the first most used cohesive devices. From the 3,557 referents found 2,418 occurrences were demonstrative referents. This is due to the definite article *the*. However, use of *the* may not necessarily contribute to coherence, since their occurrences seem to be the result of conformity to the grammatical rules of English. This is different from other devices, which is created intentionally as deemed necessary by the writer. This could be one explanation for the incongruence between the degree of coherence and the percentage of cohesive devices in some studies.

6.4.1.2 Personal References

Personals embrace third-person determinative and possessive pronouns in both singular and plural forms, and in all genders (masculine, feminine, and neuter), namely *he/him/his/his*, *she/her/hers/hers*, *it/its/its*, and *they/them/theirs/ their*.

Personal pronouns help writers to avoid repetition of lexical items. Third-person personal pronouns may refer to the whole preceding clause or some piece of information. Both singular and plural forms may refer to persons, things, or abstract notions. When used, they allow both the writer and readers to track and keep track of the noun under discussion.

Some example showing uses of personal references are given below.

(6) E 2.9

The first reason, the sustainable tourism will make the economy of the country also sustainable for a long run. For example, if we promote the sustainable tourism in the popular place of tran***, it will make that place have a revenue from tourism for long run and make the economy is good for long run too. **He** will have benefits from tourism and economy that both from inside and outside tourist.

In Example (6), the pronoun *he* is used without an antecedent. When considering the meaning of the clause together with those coming previously, the student writer should have meant *he* for *people* or *the local people*, in which case, the personal pronoun should be *they* instead of *he*.

This example demonstrates the significance of having an antecedent in all uses of pronouns. It also demonstrates students' inability to make correct correspondence between the antecedent and the pronoun in terms of form.

(7) E 4.20

Second, it promotes national culture. For example, Thailand is conservative not same west culture, so when tourists stay in Thailand, **he** will go along in Thai culture.

In Example (7), the pronoun *he* is supposed to refer to *tourists*. However, the pronoun *he* is not in accordance with its antecedent *tourists*. The pronoun to be used to refer to 'tourists' should be *they* instead of *he*.

This is another example of misuse of pronoun in terms of number. That is, students are ignorant or reckless about the obligatory correspondence between the antecedents and the referents, and the difference between singular and plural pronouns. In other words, student's grammatical knowledge of making references through pronouns is deficient.

(8) E 2.10

To conclusion, I can confirm that sustainable tourism should be promoted with **its** advantages from the above paragraph which it will benefit to the country with the conservation of natural, ...

Example (8) demonstrates appropriate use of personal pronoun reference, both in form, meaning, and usage. *its* here refers to *that of sustainable tourism*. The pronoun *its* corresponds in form with its antecedent. The meaning of the word following the pronoun *advantages* is in accordance with the preceding message *sustainable tourism should be promoted*. The messages cohere between the body paragraph and the conclusion. This cross sectional reference creates unity of the essay.

(9) E 2.14

I would like to agree with the sustainable tourism promoted because it is the mean to generate the revenue to local communities as well as protect the natural environment together with learning the local cultures at a particular attraction site.

I would like to discuss **them** in details. First of all, ...

(10) E 2.14

As we can see that the deforestation would cause from the locals as **they** have been forest clearance in order to do plantation. So if we do the sustainable tourism to a destination, it can generate the income to local and it is also reduction for deforestation from the locals as **they** have sources for **their** income, so they are not needed to cut or destroy any forest.

Examples (9) and (10) show use of personal pronouns that are accurate in terms of number, variants, and position. In Example (9), *they* refers to *the locals*. The antecedent is plural, and the pronoun is in a corresponding plural form.

In Example (10), the variants of *they*, namely the object form *them*, and the possessive form *their* are diverged accurately according to the form required by their grammatical position.

The findings in this study are congruent with Liu and Braine's (2005) study, that students demonstrate problems in using references—antecedent missing, ill correspondence between referents and antecedents. All of these jeopardize comprehension.

To many instructors, pronouns seem to be a basic lesson. This study proves otherwise. The acquisition of personal pronouns by Thai students can be an interesting and worthwhile exploration to help Thai students use personal pronouns more accurately.

Both the singular and plural forms of the third personal pronouns in this study mostly refer to people involved in the essay topic, that is, tourists, and the local people. In this way, the nouns under discussion is emphasized and kept prominent as long as the discussion goes. In this sense, the personal pronouns effectively create internal coherence.

6.4.1.3 Comparative References

Comparatives are the adjectives and adverbs that signal comparison. This comparison may be in general or particular senses. The general comparison includes identity, similarity, or difference. Particular comparison may be in terms of quantity or quantity. Comparative references are suggested by such words as *same, equal, identical, similar, additional, other, different, more, fewer, less, further, so, similarly, likewise, differently, and better*.

Comparative references can be effective tools in an argumentative essay, since they can be used to show the inferiority or disadvantages of the opposite argument and the superiority of the writer's position.

Examples of comparative references employed by student writers are given below.

(11) E 3.18

... The local people are linked with their natural and cultural asset. **Other** travel activities are bicycle tours, elephant safari, trekking, walking and wildlife, and our world.

What is interesting about this example is the proximity of reference. The immediately preceding clause does not provide information helpful to the interpretation of the connection between the two clauses. Readers have to go back to the preceding paragraphs, where they will find in the thesis statement the writer's attempt to say that sustainable tourism both yield benefits and protect the environment and wildlife, ["... *sustainable tourism,*" *getting benefit for travel and protect the environment and wildlife*], and in the first support paragraph, where examples of

activities for sustainable tourism are provided [*Some elements of sustainable tourism are, for instance, observing wildlife, observing the movement of animals, smell surrounding of the area, listening the sound of natural and learning about biological and physical*]. The sentence “*Other travel activities are bicycle tours, elephant safari, trekking, walking and wildlife, and our world*” is the provision of more examples in the second body paragraph. This sentence then connects with the message in the previous paragraph, not in the same paragraph.

The chains of meanings in this example are not related step-by-step. In other words, there is a gap in chain interaction (Hasan, 1984: 216-217). This example contains a gap—a chain disjunction. This example shows us that connection of ideas must be governed by the arrangement of ideas. Ideas must be arranged in logical order before they are connected. Connection of misplaced ideas does not promote cohesion, but causes confusion instead.

(12) E 4.8

So, ecotourism can be one of the most effective wages to reduce or solve the problems. Third, the ecotourism not only satisfy their own needs, but also help local people to have more alternative sources of income, such as OTOP of Thailand. It is shown that the Economic of Thailand could be growth **faster than** the past. Fourth, the sustainable tourism should be promoted to interest many types of people. People have **different** needs but most of them concern about the environmental impact.

This example shows the effectiveness of comparative adjectives in giving support for the writer’s claim in an argumentative essay. The sentence *It is shown that the Economic of Thailand could be growth faster than the past* shows the higher economic benefit from tourism compared to the earlier time, which support the adoption of ecotourism. The sentence *People have different needs but most of them concern about the environmental impact* demonstrates people’s general agreement as the basis for the adoption of tourism.

From the example, comparison is an effective means to support the writer’s counterargument. Student writers should be taught both this technique of strengthening the argument and how to compose clauses with comparative references.

Comparatives are effective tools for the argumentative essay. Moreover, they can be used to show a list of alternatives, like in Example (12). Like personals and demonstratives, students have problems using them. The problem for comparatives found in this study is the information gap—some message is put between the antecedent and the referent, causing confusion.

To sum up, reference is the most frequently used cohesive devices (3,557 from 7,608 occurrences or 46.76%) in this study. Alarcon & Morales (2011: 120) explain that this is because referents are used grammatically as part of a clause as either subject, modifier or object.

In all 3,557 occurrences of references, 2,418 occurrences or 67.98% were demonstratives, 904 occurrences or 25.41% personals, and 235 occurrences or 6.61% comparatives. The extreme use of determinatives is due to one particular item—the definite article *the*. Both types of definite article *the* occur highly frequently in student essays. In Example (12), for instance, four occurrences of *the* was found within three lines. It may be said that *the* occurred in every line of essays. It is then not surprising that *the* contributes to the high percentage of determinatives.

The endophoric *the* did contribute to the clarity of meanings of the clauses they connect, since their identification of specificity is clearly provided endophorically. *the* suggests that the subsequent item is specific and the readers know exactly the specific item being referred to (Alarcon & Morales, 2011: 125). On the other hand, the specifying *the* which occurred a great deal in the essays usually refers to the nouns that there is only one, and whose identification must be assumed by the readers. This kind of use calls for great cognitive processing of information on the reader's part. Since the definite article is known to be difficult even to native speakers to comprehend and use, readers in second language may fail to decode its identification. In other words, high use of specifying *the* may not contribute to the unity and coherence of the text.

One effect of the definite article 'the' is the writer's establishment of common ground with the reader (Alarcon & Morales, 2011: 125), since its use assumes that the readers know what the writer is referring to when the definite article is used.

The personal references in this study mainly refer to two types of nouns: abstract and people. The abstract nouns involve tourism-related words such as *tourism*, *ecotourism*, *profit*, *environment*, and *economy*. People referents include words such as *tourist*, *government*, and *local people*. Use of personal pronouns help create linkage of meanings between clauses. However, the pronouns used must correspond with their antecedents in terms of number, variant, position, meaning, and effect. Otherwise, the result would be confusion rather than facilitation.

It was found in this study that comparatives seem to be useful cohesive devices for the argumentative essay. They make it possible for the writer to make superior his counterargument and position by comparing between past and present time, values, conditions, or states. Comparison is one technique that can be employed in the argumentative essay.

6.4.2 Phoric References

Aside from the categorization of references according to expressions, references can also be categorized according to phoras (Halliday & Matthiessen, 2004: 552-553). Exophoric referents are those whose identity is embedded in the environment of the text, that is, the reference links the text to its environment. Exophoric referents are first and second person personal pronouns. However, Halliday & Matthiessen (2004: 552) point out that exophoric reference does not contribute to the cohesion of the text. Another type of reference is endophoric—the referents whose identities are within the text itself. The identity may come before the referent or anaphoric, or it may come after the referent, or cataphoric. In the analysis of cohesion, only the anaphoric type of reference, or third person forms, is of concern, since it provides a link with a preceding portion of the text. Examples of endophoric reference are provided below:

6.4.2.1 Anaphoric

(13) E 4.9

..., sustainable tourism should be promoted because **it** is a specialized tourism.



it in Example (13) refers back to *sustainable tourism*.

(14) E 4.8

... Many people or organization can get **their** profit from this tourism.

their in Example (14) refers back to ‘that of *Many people or organization*’.

6.4.2.2 Cataphoric

(15) E 5.1

In addition to cultural, the tourism will know more culture at tourism attraction. **That** is the way you can maintain the culture.

That in Example (15) refers to *the way you can maintain the culture*, which comes after it.

Almost all of the personal references occurred in this study are anaphoric references. This is in accordance with Halliday & Matthiessen’s (2004: 552) projection, that cataphoric references are rare compared with anaphora.

Anaphoric reference creates chains of meaning where the following items continuously refer to the pervious items (a. ← b. ← c. ← d.). In this way, the readers are constantly reminded of the concepts in the text, and meanings are then reinforced along the text. In this sense, references not only provide clausal reference but also guide textual organization.

6.5 Lexical Cohesion

Lexical cohesion occurs through two means: reiteration and collocation. By functions, lexical cohesion either elaborates, extends, or enhances meanings. The lexical categories that elaborate are repetition, synonymy, and hyponymy. The extending category consists of meronymy, and the enhancing category consists of collocation (Halliday & Matthiessen, 2004: 570-578).

Lexical cohesion is a useful cohesive tool. Repetition is an effective and easiest means of cohesion, especially in discourse that requires clarity such as legal document (Cook, 1989). Lexical chains made by using related words bind a text both

structurally and semantically (Hoey, 1991), and enable transition from old to new information (Reynolds, 2001).

The distribution of lexical cohesion according to semantic categories in this study is shown in Figure 6.3 below.

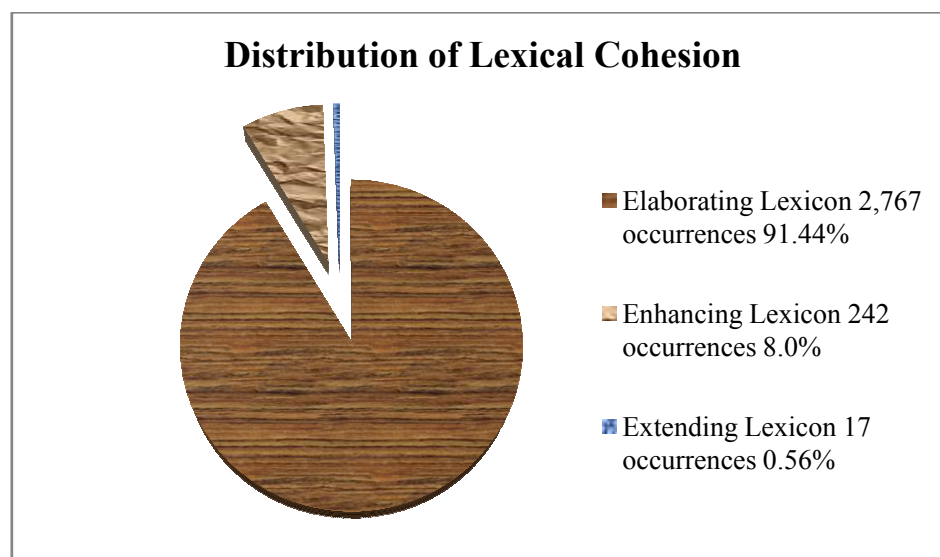


Figure 6.3 Distribution of Lexical Cohesion

In this study, lexical cohesion is the second most used cohesive device, after references. It accounts for 3,026 occurrences or 39.77% of all 7,608 devices used. From 3,026 lexical cohesive devices, elaborating lexicon accounts for 2,767 occurrences or 91.44%, enhancing lexicon 242 occurrences or 8.00%, and extending lexicon accounts for 17 occurrences or 0.56%.

Each type of lexical cohesive device is discussed below.

6.5.1 Elaborating Lexical Cohesion

6.5.1.1 Repetition

Repetition is the use of the same lexical item in the subsequent clauses. The repeated lexical item need not be identical in form: inflexional or derivational variants are considered repetition. As a result, use of any forms of *dine*—dining, diner, dinner—is considered repetition (Halliday & Matthiessen, 2004: 571-572). Repetition is the most direct way of cohering the meaning with the previous clause.

Below are some examples of repetition found in this study.

(16) E 1.19

I think that **sustainable tourism** should be promoted because of the following two reasons; improvement of local community and educational purpose.

Firstly, by having **sustainable tourism**, people who live in that area will be able to work in terms of guiding tourists, entertaining, and so on. The revenue will be carried to the local people and it could be used for improvement in the local community, such as infrastructure.

Second, promoting **sustainable tourism** can be an educational purpose...

(17) E 1.17

As you said the economy of a **country** often benefit as a result of serial of tourism. I think that sustainable tourism should be promoted.

First, tourism is the important part of each country. The tourists will know what the special thing is in your **country**. Each of the country should have the way to persuade people both your countries and other country to travel....

To sum up, we should maintain the image of own country for promote the other country or own country to travel in own country because each country have the unique image, if we can improve and maintain, it will be benefit for that country. ...

The two examples of repetition are given for comparison. Repetition in Example (16) is used effectively. Repetition of key expressions in the thesis statement at the beginning of the support paragraphs makes reading easier for readers and helps emphasize the points the writer is making.

On the other hand, in Example (17), the word *country* is repeated up to 11 times, which is clearly excessive. Other words, phrases, or expression could have been used instead.

Excessive repetition of head words causes negative effects. First, it reflects on the writer—his limited vocabulary range and writing ability. It also

makes the writing piece look dull and less convincing. Meisuo (2000: 83) points out that lexical restriction is general for foreign language learners.

These examples show that a cohesive device must be used with care and consciousness. Excessive use spoils the essay; effective use promotes the message. Lexical repetition should be used to remind or emphasize a point.

6.5.1.2 Synonyms

Cohesion through synonymy is the use of word whose meaning is similar or opposite (antonym) to the one previously used, for example, *hedge* and *bush*, *sleep* and *wake* (Halliday & Matthiessen, 2004: 572-574). Synonymy is a potential tool for the reinforcement of concept without excessive exact repetition.

Examples of synonymy appeared in this study are given below.

(18) E 1.8

Ecotourism or sustainable tourism is involved with nature-based tourism. Ecotourism perceived as a way to help saving the environment. It can generate income to local **residents** by employment and reduce the pressure on encroachment of local **people**.

Example (18) shows two instances of synonyms. The first instance of synonym use both strengthens and elaborates the meaning of the head word, because the meanings of the head word are explained with words with similar meaning. In the second instance, *people* is used to replace *residents*. The use of synonym in the same sentence avoids exact repetition, clarifies the meaning of *residents*, especially for readers who do not know this word, and shows the writer's range of vocabulary.

This example confirms that writing involves high-order thinking to serve the writer's purpose. Writers have to carefully select words for clarity of meaning as well as style.

6.5.1.3 Hyponymy

Cohesion through hyponymy is based on attribution. Hyponymy involves the use of hyponym—a super class or subclass, or another class of the same level of classification of the hypernym—the previously used word. In other words, a hyponym is a kind of a hypernym. Examples are *vehicle-train*, *literature-Chaucer*, and *body fuels—carbohydrates, fats, proteins* (Halliday &

Matthiessen, 2004: 575). Since hyponymy involves subclasses of a super class, its use should involve class identification.

Examples of hyponymy appeared in this study are provide below.

(19) E 1.3

Sustainable tourism is the tourism programme that involves with nature, or in other word “ecotourism”. Normally, tourists will visit **man-made attractions** such as **department stores**, **amuzement parks**, **theme parks**. However, ecotourism or sustainable tourism is not like that.

In Example (19), *department stores*, *amusement parks*, and *theme parks* are the hyponyms for the hypernym *man-made attractions*. In this example, hyponyms promote the meaning of their hypernym through shared meanings. Readers who do not understand the meaning of *man-made attractions* can infer its meanings from its hyponyms.

Examples of elaborating lexical cohesion found in this study show that elaborating lexical cohesion makes the meanings of the antecedent clear or clearer due to exact or shared semantic properties. In terms of repetition, the same concept is reiterated and the effect is constant memory reminding. For synonymy and hyponymy, the concept is clarified and the effect is increased understanding. A caution about repetition is excessiveness, as in Example (19). A variety of related lexical item should be used instead.

6.5.2 Enhancing Lexical Cohesion: Collocation

Collocation is the use or placement of word which can be expected to co-occur with the word previously used. Examples of collocation are *twinkle + star*, *polish + shoes*, and *grow + old* (Halliday & Matthiessen, 2004: 577).

Collocation is an advanced language skill. High-rated essays contain more collocation than low-rated ones. A text is more cohesive when the lexical items in it are colder to each other (Janjua, 2012: 151).

Collocation found in this study is illustrated below.

(20) E 1.1

I think if people in this world be the sustainable tourism we will have good air and clean **water** to **use** in our daily life.

(21) E 2.3

First of all, it will **make** the economic of the country **better**. If you can promote your country to attract foreigner to come, they will come to our country and **spend money** on travel, transportation, and hotel.

(22) E 2.4

Some people **leave waste**, garbage in that destination, some destroy natural site as time pass by the **tourist attraction** is less beautiful because we didn't **sustain** them.

The cohesive effect of lexicon through collocation is implicit. Rather than promoting cross reference between clauses, collocation creates the sense of conformation to readers' expectation. That is, readers are familiar with words which co-occur or are used together. When coming across expected strings of words, they can read faster and their comprehension is eased. On the other hand, violation of collocation causes readers to have to stop and process information, which may or may not conform to their existing repertoire. Reading consumes more time, and requires more effort.

What can be learned about collocation is that it displays the writer's level of familiarity with the language used in writing. Accurate use of collocation promotes the writer's image and credibility, save reading time, ease information processing, and ultimately, reading.

6.5.3 Extending Lexical Cohesion: Meronymy

Extending lexical cohesion increase the scope of meaning of the item modified. This category of lexical cohesion includes only one type: meronymy. Meronymy is the use of meronyms—words which are parts or members of holonyms—words denoting the whole. Examples of holonyms and meronyms are *gardens—flower, fountain, exhibition center-hall, roof, façade, and tree-trunk, branch, leaf* (Halliday & Matthiessen, 2004: 576).

Meronymy involves the identification of components. It can be expected to be used in the part of the essay that involves enumeration such as the thesis statement or the topic sentence. Since meronymy involves categorization, it may also help in the organization of the essay.

Examples of meronymy are given below:

(23) E 1.8

Ecotourism head nature-based **tourism** which comprise of four elements which are nature-based, education, environment friendly, and local participation.

(24) E 1.10

There are four elements of **ecotourism**; **nature-based element, education, environment friendly and local participation.**

(25) E 5.16

In addition to cultural preservation, the **economic** should be promoted. Since the **economic growth** increase, it will also affect to **GDP.**

(26) E 5.20

I will explain why and how ecotourism should be promoted which included Thailand as an example. I'll also describe the **benefit** of promoting ecotourism in **financial, culture, and environment.**

In each example, the items in Example (23)-(26) are meronyms of the items in gray highlights. As explain above, meronym is the word which is a part of something. In Examples (23) and (24), the writer's listing of the elements of ecotourism makes the readers see the concept of the holonym 'ecotourism' clearer, and paves the way for further discussion. In this sense, the use of meronym promotes greater conceptual understanding. In Example (25), the meronym shows the sequential effect of ecotourism. In Example (26), the meronym manifests as the list of the benefits of promoting ecotourism.

From the examples, it seems meronymy is a cohesive method that can be manipulated at the writer's will. In this study, the roles of meronymy include conceptual clarification, showing a consequence, and showing a list of something (in this case, benefits of promoting ecotourism). There may be other manners in which meronymy is beneficial to composition. The exploration of the other ways of effective exploitation of meronymy in different kinds of text seems to be a worthwhile research topic.

The analysis of lexical cohesion in this study yield several findings, which can be discussed according to their characteristics and functions. In terms of characteristics, lexical cohesion creates both explicit and implicit cohesion. Lexical reiteration in this study explicitly created coherent text, as was also found in Palmer's (1999) study. Collocation, on the other hand, creates implicit cohesion.

Lexical cohesion also creates focus of the text. Like references, when related lexicon is used throughout the text, the theme of the essay is emphasized. Coupled with references, which naturally occur along the text, lexical cohesion promotes text coherence.

The role of lexical cohesion may also be discussed according to functions: elaborating, extending, and enhancing. In this study, elaborating lexical cohesion serves two purposes: reminding and clarification of concepts. Extending lexical cohesion seems to be a tool that can be manipulated to serve the writer's purpose: conceptual clarification, showing a consequence, and showing a list of something, to name some. Enhancing lexical cohesion facilitate reading by conforming to the readers' expectation. All three types of lexical cohesion are very potential tools for text's unity and coherence.

6.6 Conjunctions

Conjunctions as cohesive devices are discourse markers of specific meaning which presupposes present items in the discourse (Dastjerdi & Samian, 2011: 66). In general, conjunctions connect clauses or sections of text, helping to demonstrate the text pattern (Bloor & Bloor, 1995). Halliday & Matthiessen (2004) divide the types of cohesive conjunctions according to the meanings they signal of the clause that follows. There are conjunctions that signal 1) elaboration, 2) extension, and 3) enhancement. Each category of signals further includes subtypes of conjunctions that indicate the relationship between clauses under the same category of meanings. In this study, of all 7,608 cohesive devices used in this study, conjunctions occupy 12.66% (963 occurrences) of all cohesive devices used. The distribution of the three types of conjunctions used in the essays is shown in Figure 6.4.

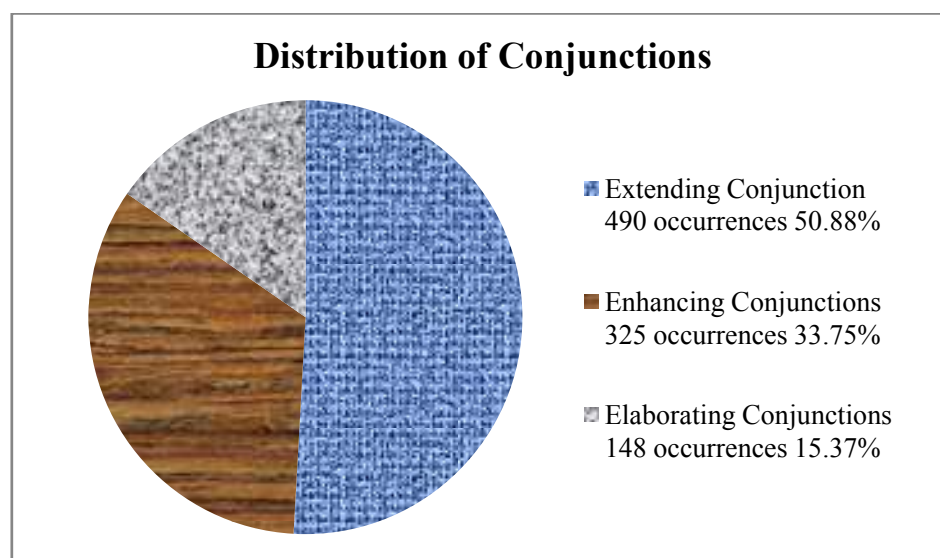


Figure 6.4 Distribution of Conjunctions

As shown by Figure 6.4, from all 963 conjunctions, extending conjunctions were used most (50.88% or 490 occurrences), followed by enhancing (33.75% or 325 occurrences), and elaborating conjunctions (15.37% or 148 occurrences).

The use of the types and subtypes of conjunctions as cohesive devices in the essays is discussed below.

6.6.1 Extending Conjunctions

Extension involves the stretch of meanings of the previous clause through addition or variation. Added information may be positive or negative. Variation includes replacive, subtractive, or alternative (Halliday & Matthiessen, 2004: 543).

Due to the nature of the argumentative essay, which requires refutation of the opposite claim, high use of additive conjunctions, especially adversative ones, can be expected. Negative addition such as *but*, *however* are used for refutation. After the refutation, positive additive conjunctions can be used to strengthen the writer's own stance.

Examples of extending conjunctions are given below.

Positive Addition

(27) E 2.15

... ecotourism can promote awareness and ethics to the visitors, **and** most importantly, ecotourism can help protect watershed and soil erosion ...

(28) E 2.10

... people will be more concern about natural area when they visit them. **Moreover**, the sustainable tourism will provide the benefits in both financial and Physical ...

Both *and* in Example (27) and *moreover* in Example (28) are positive additive conjunctions. They suggest the addition of a point aside from the previously mentioned one.

Negative additive conjunctions are not found in this study.

Adversative

(29) E 2.18

... The ecotourism should be promoted **but** they need to know the advantage and disadvantage about ecotourism.

(30) E 1.3

Sustainable tourism is the tourism programme that involves with nature, or in other word, "ecotourism". Normally, tourists will visit man-made attractions **However**, ecotourism or sustainable tourism is not like that. Tourists will visit the true natural places or the local natural places that are managed to become natural attractions sustainable.

Both *but* in Example (29) and *however* in Example (30) are adversative extending conjunctions. They suggest an antithesis.

Varying

(31) E 1.18

... some kind of activities like adventuring, hiring may disturb animals **or** maybe tourist who uneducated do something that cause the effect to the environment ...

(32) E 2.17

... sustainable tourism must be promoted in order to hold the people in the area together. Because it will show them that they way they living is good or can be better.

So they not need to change they life style to match up with the world, **instead** the world will interested in them.

or in Example (31) is alternative varying, and *instead* in Example (32) is replacive varying conjunctions. They both suggest an alternative to the previous clause.

Of all three types of conjunctions, extending conjunctions are used the highest (50.88% or 490 occurrences). However, the most frequently occurred conjunction is not adversative, but positive. In fact, the highest positive conjunction used is *and*. Alternative conjunctions occurred sparingly.

The findings suggest that students use the adversative conjunction to refute the opposite argument, and additive conjunctions to provide support. The support portion is larger than the refutation portion, hence the higher use of positive additive conjunctions.

It is also found that simple conjunctions such as *and* and *but* are used highly more often than complex conjunctions such as *moreover* or *however*. This provides information about the level of knowledge of this group of student writer. Appropriate pedagogy should be implemented to teach students to use a variety of conjunctions.

6.6.2 Enhancing conjunctions

Enhancement involves the increase or improvement of value, quality, or attractiveness. Four kinds of enhancing conjunctions are spatio-temporal, manner, causal-conditional, and matter. Spatial conjunction suggests place, and temporal conjunction suggests time. Manner conjunctions involve a way, style, or behavior in which an action is conducted. Causal-condition conjunctions suggest results, reasons or purposes. Matter conjunctions suggest a subject or substance of a discourse or writing (Halliday & Matthiessen, 2004: 544-548).

Enhancing conjunctions suggest the same information as adverbs do. They suggest information such as time, place, reasons, and manners.

Examples of enhancing conjunctions are given below.

Spatio-temporal

(33) E 1.11

I think that sustainable tourism should be promoted to the travelers... **First of all**, as we know that sustainable tourism is the form that is to be friendly with the environment, so we have to conserve the environment for the next generation... **Second**, the sustainable tourism can help to reduce the danger to the local people and the environment. ... **Last**, the sustainable tourism can also help to remain the natural resource.

first of all, second, and last are spatio-temporal conjunctions. They mean *my first, next, or last point is ...* (Halliday & Matthiessen, 2004: 542).

The spatio-temporal conjunctions not only help to add support to the writer's stance. They also show sequence and important order of ideas.

Manner

(34) E 1.19

... it [the revenue from tourism] could be used for improvement in the local community, such as infrastructure. **In this way**, the community will be more improved than before ...

(35) E 3.11

This project is a good idea because we can see the coordinate between stakeholder, senior of the community and local people. This can save our world and also save our communities. **Thus**, people no need to worry that they won't have money.

in this way in Example (34) and *thus* in Example (35) are manner-means conjunctions. They suggest the consequence that occurs as a result of a method.

Causal-condition

(36) E 4.6

Thailand is very specialized Tourism country. **So** we should look through country strength.

(37) E 1.1

To conclude, the sustainable tourism is very good for the environment in this world. If tourism help to maintain the natural it we make the travel places are more attractive. **Then**, the beautiful places will stay with us as long as they lived.

so in Example (36) and *then* in Example (37) are causal-conditional conjunctions. They suggest a consequence of a certain cause.

These examples are instances of conjunctions that enhance the preceding information by showing its potential result. With the use of the conjunctions, connection between clauses is created.

Matter

Matter conjunctions were not found in this study.

Due to the variety of information enhancing conjunctions suggest, they are used up to 33.75% (325 occurrences). Enhancing conjunctions serve several purposes. The spatio-temporal conjunctions help especially in structuring the support in a paragraph or an essay. The manner-means conjunctions, like Alarcon and Morales (2011: 124) suggest, give the consequence of an action, or the effects of a certain situation. The causal-condition conjunctions designate the result of an action, helping to establish evidence for argumentative claims (Alarcon & Morales, 2011: 123).

In this study, the extending conjunction *and* is used the highest. Simple conjunctions are used much higher than complex conjunctions. As suggested by the use of enhancing conjunctions, contextual details about the first clause are often provided. Examples are provided, but the cases of restatement are seldom. The findings show that students' knowledge of conjunctions and their uses is still limited to a few simple ones. They should be taught to use a variety of conjunctions so that they can add complexity and style to their composition.

6.6.3 Elaborating Conjunctions

Elaborating conjunctions include apposition and clarification. Apposition or the side-by-side placement of a clause to define or modify the previous one, is achieved through exposition (re-presentation or restatement) or exemplification. Clarification is the elaboration of an element in a different way such as summary.

Almost all subcategories of elaborating conjunctions involve the restatement of the meaning in the previous clause. Another category of elaborating conjunction involves summation. In other words, elaborating conjunctions will be used when the writer aims to make the meaning in the previous clause clearer, or to summarize it. For these purposes, elaborating conjunctions are likely to be used in the body of the argumentative essay to clarify meanings, and in the conclusion, to signal the closure of the essay. This is also the case in this study—elaborating conjunctions in this study are used to clarify meanings, give examples, or signal essay closure.

Examples of elaborating conjunctions found in this study are given below.

Apposition

(38) E 1.3

Sustainable tourism is the tourism programme that involves with nature, or **in other words**, “ecotourism”.

(39) E 1.16

We can see that sustainable tourism help everyone and benefits the country. **For example**, a recent time, the problem of global warming is increasing everyday. ...

In Example (38), *in other words*—an expository appositive conjunction—suggests a restatement. In Example (39), *for example*—an exemplifying appositive conjunction—suggests the following of examples.

Clarification

(40) E 1.16

If human still destroy nature, the nature will destroy human back one day. **Actually**, we are in this problem, because in the past cut a lot of trees, ...

(41) E 1.16

We can see that sustainable tourism help everyone and benefits the country. For example, a recent time, the problem of global warming is increasing everyday...

In conclusion, it is a good vision to promote the sustainable tourism in the country.

In Example (40), *actually*—a verificative clarifying conjunction—suggests that the writer is going to reveal a fact, and in Example (41), *in conclusion*—a summative clarifying conjunction—informs the reader that the writer has finished his support and is going to close.

Examples of conjunctions provided confirm the assumptions made above about the purposes of elaborating conjunctions, that is, signposting the content of an essay and signaling the addition of supportive examples for a reason or a claim. First, elaborating conjunctions signal the provision of further or secondary support. *for example* and *actually* also signal the addition of supporting evidence. *for example* precedes the provision of an example to support a reason. *actually* precedes the provision of a fact. The summative conjunction *in conclusion* also provides a signal of text closure.

In this study, elaborating conjunctions are used for 15.37% or 148 occurrences. Of this figure, a large proportion is the summative conjunctions. As confirmed by the move analysis, the use of summative conjunctions in almost every essay proves that students recognize the structure of the essay. The high use of summative conjunctions conversely means low use of restatement conjunctions. This is understandable, since restatement is an advanced skill. A restatement is used when the writer foresees that the meaning of the previous clause will not be understood by the readers. This, in turn, means that the previous clause itself may be sophisticated in style or meaning. This level of complexity can be beyond second language learners' ability, and may explain the rarity of restating conjunctions. However, since restatement adds style and complexity to writing, students should be introduced to this style of writing and the conjunctions used for restatement.

The only other type of conjunctions in this category used by students are exemplifying (*for example*). The result shows students' familiarity and ability to use only some conjunctive items.

6.7 Substitution

Substitution as cohesive device refers to the replacement of one component by another (Dastjerdi & Samian, 2011: 66). Substitution is used to avoid the repetition of a lexical item (Bloor & Bloor, 1995).

Substitution is realized through the following words and structures (Halliday & Hasan, 1976: 91; Halliday & Matthiessen, 2004: 563 - 565) below:

Nominal: *one, ones, same*

- These biscuits are stale. – Get some fresh *ones*.

Verbal: *do*

- Subject + modal + *do*: Has he arrived? – He might *do*.
- *Neither* + auxiliary + subject: I didn't want to see it all.
– No, *neither* did I.

Clausal: *so, not*

- Subject + verb + *so*: Is he at home? – I think *so*.
- *So* + auxiliary + subject: He is at home. – *So* is she.
- Adverb + *not*: Is he at home? – Perhaps *not*.

In this study, substitution occurred for only averagely 1%, or 62 occurrences. Alarcon and Morales (2011: 120) suggest that substitution suggests indefiniteness and indecisiveness, which may not support claims. Writers tend to prefer spelling out complete information rather than leaving the readers to make assumptions. The only category of substitution occurred was nominal—*one, ones, and some*. Examples of substitution are demonstrated below.

(42) E 2.15

According to ecotourism, tourists need to interact directly with the natural environment, then it may result to effect the nature in bad ways such as overcrowding, waste, pollution and other environmental destructions. However, monetary instruments could be used in order to make a number of tourists suitable with the carrying capacity, those monetary **ones** such as user charges, impose some taxes and etc.

Answer to question Will you help us? – *I could* tomorrow.
We mustn't lean on it. – *Why not?*
Who will help us? – *Not me.*

In this study, no ellipsis is found. This could be due to the fact that ellipsis is more common in the spoken language (Thompson, 2004: 184). The nature of ellipsis is also incompatible with that of the argumentative essay, which requires that the writer show judgment and decision. Writers tend to prefer providing complete information rather than leaving the readers to make assumptions. These reasons explain why it is not found in the formal written work such as an argumentative essay.

Like, substitution, ellipsis seems to create a special effect on the writing piece. The omission of items adds style to the writer. By omitting some elements, the writer looks more sophisticated. At the same time, readers are required to exercise some processing of information. Although the examples given from Halliday & Matthiessen (2004) are spoken language, carefully used ellipsis is possible in written language.

6.9 Conclusion

The analysis of the cohesive devices used to create cohesion in the essays on ecotourism by English for Tourism students reveal several interesting facts. First of all, ideas must be arranged so that they are in order before any attempts to connect them can be made. Connection of misplaced ideas causes confusion and misinterpretation. Next, most cohesion requires antecedents. In this study, some cohesive items are used without antecedent. Cohesion also requires accordance of forms and meanings. Unequal links cause confusion rather than clarity. The proper connection between antecedents and cohesive devices require both grammatical and lexical knowledge. In some of such instances, clarity in meanings can be decoded from contextual words, which shows the importance of lexicon over structure in reading comprehension.

Certain cohesive tools such as comparative references, adversative, additive, exemplifying, and cause and effect conjunctions are especially useful for the argumentative essay. They enable the writer to make and support his/her arguments. Certain cohesive devices such as collocation and substitution can be used to create a more intellectual writing style, since some of their features require higher linguistic knowledge or higher information processing. Ellipsis can also be used to create a writing style; however, ellipsis was not found in this study.

The analysis shows that all linguistic items used are meaningful and effect text one way or another. In other words, all writing acts count. It reminds us of the difficult, complex nature of writing. It raises the question on the preparedness of the writing instructors, whether they are equipped with the insights into the arduous act of composition.

From the findings, some pedagogical suggestions can be made. As a writing lecturer, the researcher views writing as the representation of the writer's ideas or opinions. According to this definition, content of the text leads the language. In composition, the content of the text should be in place before the language is polished. Students should be taught to work on the structure and content of the writing piece before working with language.

According to Halliday & Hasan (1976: 4), cohesion occurs when *the interpretation of some element in the discourse is dependent on that of another*. The decoding of meaning of one device depends on the antecedent. The analysis of the cohesive devices in this study reveals both redundancy and misuse. Accordingly, cohesive devices should be a lesson in the composition course. The content of the instruction should focus on the list, meanings, and usage of each category of devices. Due to the interdependence between two items, which is the prime feature of cohesion, an exercise where students identify the relationship between the cohesive elements and the antecedents can help them decide whether to use any cohesive devices and which device to use to see the relationship between the clauses.

The next chapter summarizes the results of the study and discusses significant findings found in the study. Some possible directions for further studies are also provided.

CHAPTER VII

CONCLUSION AND DISCUSSION

7.1 Conclusion

The aim of this dissertation is to investigate argumentative essays written by Thai students in English program at a Thai private international university in Thailand. The analysis of move, textual metafunction, and cohesion in argumentative texts are investigated and instrumental to the development of writing curriculum. This empirical research reveals distinctive information on the exhibition of Thai student writers in three main aspects

7.1.1 Move Analysis

Move analysis is a tool to discover the macro structure of student's argumentative essays. The introduction, the body, and the conclusion of an essay are thoroughly investigated to see the variation of use in each stage under an individual move.

The introduction of the essay, which consists of three main constituents, hook, general statements, and thesis statement, preludes the readers with variety of styles. The research reveals the high degree of general statement placement and its analysis as there are many kinds of general statements suggested in Move 1, the essay introduction. In addition, thesis statement frequency of occurrence is secondly found. Hook placement is lowest captured.

The body of the argumentative essay is discussion for, against, or on both views. At this point students are to organize their ideas logically. To elaborate, the essay is outlined by using a logical division of ideas in both points of views. This means they can agree or disagree with the essay issue. In addition, they can outline their essays to follow the logical idea arrangement by comparing and contrasting the given issue, which involves *ecotourism*. In fact, outlining organizes writers' thought. Although there are various patterns of essay organization, the body paragraph

composition is identical in that it contains a Topic Sentence, Supports, and a Concluding Sentence as revealed in this research.

Similar to the introduction, the essay body is composed of the three main stages, but it is labeled differently. The topic sentence, a summary statement containing a topic at the beginning of the clause is ideally followed by the controlling ideas. After a topic sentence, supports follow and dominate the paragraph.

The research reveals that students are capable of presenting their supports in the essay body. Students make use of different topic sentences to develop their arguments. A topic sentence frequency of occurrence is second to placing supports, followed by a concluding sentence. A concluding sentence seems to be the hardest part of student writers as the degree of placement is low.

The final move in an argumentative essay is the conclusion, which consists of three main stages. A Restatement, Stage 1, summarizes the discussion of the essay, which yields high frequency of occurrence, followed by Clinchers and Final Closing. The final closing is also the most difficult stage for student writers in this set of data, which will be further discussed in Section 7.2.1.3.

Although the essay organization is complete, the clauses in these essays are likely to be less effective without a micro analysis; therefore, textual metafunction is applied to explore to what extent student order their words in good texts.

7.1.2 Textual Metafunction

Textual metafunction is concerned with the creation of text (Butt et al, 2000:134). One of the main textual systems is Theme. The research on Textual Structure Analysis of English Argumentative Essays applies the textual meaning of language to explore the organization of English argumentative essays. The structure of Themes is identified to see its variation and clarity of a clause as Theme is the point of departure while Rheme follows (Halliday & Matthiessen, 2004: 64).

The research benchmarks the system of Theme, so Theme and Rheme structure are included in this study, including the internal Theme structure: textual, interpersonal, and topical Themes. The unmarked and marked Themes are explored to see the proficiency of students. In addition, single and multiple Themes, thematic

organization, which includes the selection of Theme in relation to method of argumentative essay development and thematic progression, are included in this study.

The research reveals the high degree of unmarked topical Theme, followed by textual Theme, marked topical Theme, and interpersonal Theme in argumentative essays. Most of the students apply Participant element in their clause. The dispersion of simple nominal group and complex nominal group exist in their work. However, use of Circumstance seems low in degree, and Process is least selected.

Next, textual Themes are second to unmarked topical Theme in this set of essay corpus. It can be concluded that most students make use of conjunctive adjunct in their textual Theme, and the distribution of structural conjunction and relative element is shared. Lastly interpersonal Themes are found in a dramatically low degree since this kind of Theme is not suggested in academic writing, and the finding shows the realization of not using interpersonal Theme.

Most students apply unmarked topical Theme in declarative clause, interrogative clause, and imperative clause. Marked Theme is rarely because texts are developed through the unmarked Theme selection; that is, Subjects as Themes are selected as point of departure of each clause. In this argumentative essays what are selected as points of departure are key terms such as sustainable tourism, tourist, so the emphasis on the more used will be more discussed in discussion section. Furthermore, marked Theme as an absolute Theme is none in this set of data.

The effective point of departure of a clause simplex results in sentence clarity. In order to improve argumentation, it is necessary to make use of all kinds of clauses. Multiples Themes are mostly found in students' essays followed by single Theme. The need of usage of multiple Themes in different moves of an essay indicates student's writing proficiency.

The research informs in-depth analysis on the construction of flow of information on individual moves and stages. In the essay introduction, when Themes are identified at different moves and stages, the finding reveals that unmarked topical Theme is mostly selected in writing a hook and a thesis statement and general statements. Although unmarked topical Theme is mostly used in the essay introduction, textual Theme is sometimes selected in the essay body, especially in their topic sentence and supports. Similarly, most students make use of unmarked topical

Theme in their concluding sentence. The low degree of selecting interpersonal and marked topical Theme come as no surprise as students are not encouraged to use interpersonal Theme in academic writing. Moreover, the structure of marked topical Theme is not usually found in L2 (second language writers). The micro investigation on the essay body draws conclusion on the high use of unmarked topical Theme in restatement and final statement. In contrast, students try to writer clinchers to their preferences. Therefore, clinchers vary in degree.

Finally, thematic progression finishes text analysis. Thematic progression patterns are classified into three types, which are simple linear Theme, constant Theme, and split Rheme.

More students apply simple linear Theme pattern than constant Theme pattern in their argumentative essays. Nevertheless, split Rheme pattern is hardly found in this set of essays. To effectively utilize simple linear Theme pattern, students are supposed to maintain the use of it in all essay moves as simple linear Theme pattern improves paragraph development; however, the use is not remarkable in the essay introduction and conclusion. Despite the importance of applying simple linear Theme pattern, constant Theme pattern is second to simple linear Theme pattern. The distribution of constant Theme pattern is mostly found in the essay conclusion, followed by the essay introduction. The essay body shows the least distribution.

It can be concluded that the use of both simple linear Theme pattern and constant Theme pattern is common among students in this set of essays; in contrast, split Rheme pattern utilization is low. The research reveals the use of split Rheme pattern in the essay introduction because students are required to extend their thesis sentence with reasons. Unluckily, they do not realize this essential resource.

7.1.3 Cohesion Analysis

Textual Structure Analysis on English Argumentative Essays is not complete without the in-depth analysis of cohesion. In the textual metafunction analysis presented in Chapter V, Theme system is mainly discussed. Within the internal Theme structure, only one cohesive device (i.e., conjunction) is discussed in textual Theme choice. To complement this in-depth research, cohesion is intensively

explored in more detail in Chapter VI, which analyzes the use of other cohesive devices in argumentative essays.

Based on the research, it is highly that most students apply references and lexicon in their argumentative essays. The exploitation of conjunction is more than that of substitution, but none of the ellipsis is found in their work.

The classification of references contains demonstratives, personals, and comparatives. However, demonstrative references are mostly employed in this set of information. The main types of expressional references, which include personal references, demonstrative references, comparative references, are exploited. Students aim to use personal reference to decrease repetition of their lexicons, especially third person personal pronoun. Demonstrative references results in the brevity of wording as writers can express their argumentation with fewer number of words. The application of comparative references is realized by these student writers in this set of argumentative essays.

Followed by references, lexicon is applied in this research. Although the use of lexicon is lower in degree than that of references, the occurrence is across Move 1 to move 3 in argumentative essays. The distribution of lexical cohesion in this research differs in degree. Variation includes elaborating, enhancing, and extending.

Many of the student writers apply elaborating, including repetition, synonyms, and hyponymy, in their paragraph. Although repetition is not recommended in argumentative essays, it is exploited by many writers in this set of essays. In addition, the use of synonyms is one of the devices of lexical cohesion. Some student writers apply hyponymy in their paragraph.

Some students exploit enhancing lexical cohesion in their essays. That enhancing lexical cohesion is second to the use of extending is that Thai students possess limited knowledge of vocabulary. It is possible that the lack of collocation knowledge is their main constraint as their find hard time producing lexical cohesion. Extending lexical cohesion is found in a low degree, so there should be improvements on teaching methodology and course material as this cohesive device increases the scope of meanings. Students should learn how to make use of metonymy.

Although the application of references and lexical cohesion dominate in all of the essay moves, the utilization of conjunctions occurs in this research. Extending,

enhancing, and elaborating, conjunctions are applied in different degree. Most of the student writers use extending conjunction, followed by enhancing, an elaborating.

Extending conjunction involves the meaning of that refers to clauses through addition and variation. Therefore, the use of positive addition, adversative, and varying play roles. The use of extending conjunctions is caused by extended argumentation imposed by students, especially in the process of refutation. When refuting, writers need to explicitly shows their stance and prove it with evidences, from which facts, examples, prediction, examples, and authority are drawn.

Comparing to the use of extending conjunctions, fewer students apply enhancing conjunctions in their argumentative essays. The use of spatio-temporal, manner, casual-condition, and matter is distributed in their work. Students make use of the aforementioned resources to show examples in the essay body and to clarify their claims. These are needed in pacing the stages of essay writing and are instrumental to paragraph development. Elaborating conjunction is found in a low degree in this research.

Slight use of substitution is found in this research. It is recommended that substitution is used to avoid repetition. However, the exploitation should be spared as it may results in informality. The low degree of substitution is assumed that students recognize academic writing rules included in most writing curriculum.

Unexpectedly, ellipsis is not found in these essay corpora. In fact, ellipsis is the omission of a component, which occurs in clause, verbal group, and nominal groups. *yes*, *no* and other elements are not found in this set of essays. This phenomenon is common in academic essay writing.

All of the above conclusion on move analysis, textual metafunction, and cohesion analysis is discussed in the next section.

7.2 Discussion

The research applies move analysis, textual metafunction analysis, and cohesion analysis on argumentative essays and the findings reveal distinctive phenomenon and serves as path way to pedagogical development as follows:

7.2.1 Move Discussion on Argumentative Essays

7.2.1.1 The Essay Introduction

The research indicates that Move 1: Stage 1, hook, is hardly found in the essay introduction. Hook is one of the most important stages, which captures the reader. If students fail to write effective Hook, their argumentative essays are bound to be poorly graded. The teaching methodology in writing class should focus more on hook writing activities. For instance, instructors might supplement handouts on hook composition after lecture. However, these exercises should be task based, focusing on the sequence of placing hook in the essay introduction. An example is given below.

Hook Exercise

Instruction: Fill out the missing Hook in the essay introduction.

.....
 Many students prefer agro tourism as this type of tourism preserves nature. However, some are adventurous, so they opt for adventurous tourism to increase excitement. Others like leisure tourism since they can make a trip when are free. Although tourism takes many forms, ecotourism might be one of the advantageous types as the trip improves, culture, economic, and society.

From above exercise, it is possible that students may develop their proficiency of writing hook through available sequence provided in this exercise. At least, ten items from hook exercise should be imposed to measure the accuracy of the writers.

In addition, more internet search on hook from reliable websites is recommended. Since writing hook is mostly found in a more advanced level of writing, which is not commonly found in writing textbooks in Thai libraries, student writers should find alternative to locate the resource on hook writing, and the internet, information superhighway, is the inexpensive, accessible, and reliable source for Thai student writers. This is one way of applying information technology to enhance writing experience.

7.2.1.2 The Essay Body

The results of this study reveal that a Concluding Sentence is the constraint in writing as the degree is the lowest among a Topic Sentence, Supports, and a Concluding Sentence. This writing constraint is probably triggered by the lack of creative and critical thinking skill, proper guidance from instructors, and word limitation imposed in the examination. All of these would force student writers skip a concluding sentence in their body paragraph. Implications on teaching methodology are to more emphasize on two main areas.

1) Critical thinking skill training should be more conducted both in class and at home. Students may be required to group themselves and brainstorming on the essay outline in class. Then they should be separated to produce their individual outline at the first stage of writing sessions. When they are capable of grouping their ideas, they are to make their own outline without the assistance of peers in the later sessions. This method of training would plan them to work on critical skill at home. Moreover, writing students should be assigned to write a critique on different perspectives on tourism to train them to analytically response to the cases.

2) It is imperative to include a concluding sentence in the essay body. To elaborate, an essay is set of paragraph containing good prose. The organization of an essay is expressed through its different moves which are needed to an argumentative essay. Without the three body components, it is not considered a paragraph. Therefore, a concluding sentence is beneficial as it does not leave the paragraph hanging. Consequently, students should be encouraged to fill in the missing concluding sentence at the beginning. Then they will be able to produce their own concluding sentence after they have seen a proper pattern.

7.2.1.3 The Essay Conclusion

The research confirms that the minority of students find hard time placing Move 3: Stage 3 in their essay conclusion. The final closing finishes the conclusion; however, the degree of occurrence is very low. The final closing generates thought, so students have to sequence their discussion and leave the reader with such statements which teach lessons relating to the essay topics. As seen from the above discussion, students find hard time writing Hook, Concluding Sentence, and Final Closing. These three stages have some common linguistic features. First, they are full

of thought statements, second, they generate new information, and last, they teach lessons relating to the essay topic. These traits involve the effectiveness of thinking process among students. It is important to turn passive learners to active ones. Therefore, existing teaching methodology should be reviewed.

1) Online assignments should be integrated to writing courses. Since students are familiar to computer assisted class room, it is important to make the online assignments authentic and interesting. In other words, it is important to provide well-designed questions for the discussion that help students stay focused and interested. It is important to ask questions that students want to answer, that they are interested, and that invoke them to critically response. In fact, fact-based reading quizzes do not promote an interest in connectedness. In contrast, the promotion of opinion expression through presentation and impromptu are likely to spur authentic discussion. Then they tend to write their reflection on the reading assignments.

2) Brainstorming sessions should be held as the session promotes critical thinking skill. It is important to give students a minute to write down their ideas, and then record them on the board. For example, *What are possible safety (environmental, quality control) problems we might encounter with the increase in tourism?* could be a brainstorm topic in writing class.

3) Case Studies should be promoted as the use real-life stories that describe what happened to a community, family, school, industry or individual to prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences.

4) Cooperative groups in class are recommended. It is imperative that writing instructor pose a question on which each cooperative group will work while circulating around the room answering questions, asking further questions, keeping the groups on task, and so forth. After an appropriate time for group discussion, teacher should ask students to share their discussion points with the rest of the class.

7.2.2 Textual Metafunction Discussion in Argumentative Essays

The analysis of textual metafunction on English argumentative essays benefits student writers in numerous aspects. The findings contribute to the revitalization of some elements in Theme system and thematic organization.

7.2.2.1 Textual Theme

Textual Theme is second to topical Theme, and the distribution conjunctive adjunct is dramatically high, followed by conjunction. However, relative elements should be more distributed as relative elements relate a clause to another clause. The use of relative markers such as *that*, *who*, *which*, *where*, *when* should be made understood among student writers as these relative markers are used differently. In addition, relative element increases the flow of information. When a paragraph is composed of relative clauses, readers seem to understand its connectivity, so the essays tend to be linearly graded. Consequently, relative clause lesson should be included in writing curriculum.

7.2.2.2 Interpersonal Themes

On the basis of findings on Theme system, the low degree of interpersonal Theme containing wh-elements in interrogative clauses, modal adjunct, and finite element should be reviewed separately.

1) Wh-elements in interrogative clauses are acceptable in the essay introduction as students can always use it as hook and final closing. However, it is not acceptable in other stages as the use results in informal writing, so this should be avoided in essay writing.

2) Modal adjunct should be more promoted in argumentative essay as the use is essential. In fact modal adjunct should be placed to the beginning of the clause to make it more formal in academic writing. In addition, sentence variety can be fostered through the use of modal adjunct. Modal adjunct takes forms. Many students realize the use of adverbs as modal adjuncts; nevertheless, the lack of knowledge on prepositional phrases as modal adjunct should be fulfilled. It is possible that curriculum includes modal adjunct and its classification in the essay lesson.

3) Finites used in imperative clauses should be more emphasized in specific moves such as in hook and final closing, not a thesis sentence. These three stages allow the occurrence of Finites.

7.2.2.3 Topical Theme

Unmarked topical Theme occurs in a high degree as unmarked topic Theme is expressed by Participant functioning as Theme in each clause. Circumstantial marked Theme should be more encouraged among student writers. Temporal and spatial circumstantial Themes are mostly found in this set of argumentative essays; however, other kinds of circumstance should be taught to create variety of use.

7.2.2.4 Theme Selection

It can be concluded that most student select unmarked topical Theme; however, marked Theme should be introduced in writing class, especially in an advanced level. Circumstantial Theme and absolute Themes should be made well understood in a higher level writing class. Once students are familiar with English as a second language, they should be trained to overcome the difficulty of first language writing. Learning writing as first language involves different sets of written expressions.

7.2.2.5 Single and Multiple Theme

Although multiple Theme is more selected in student essays, single Theme is necessary as single Theme shows the topic of message conveyed in a clause, followed by controlling ideas. Such single Theme is usually used in a topic sentence. With an effective topic sentence containing single Theme, a paragraph is bound to be unified and developed. Indeed, unity and coherence are promoted in argumentative essays. Lastly, text should be developed with multiple Themes as it shows writing competency of student writers.

7.2.2.6 Thematic Organization

The research reveals unique writing phenomenon among Thai student writers in numerous aspects. Like simple linear Theme pattern and constant Theme pattern occurs in a high degree. In contrast, split Rheme pattern occurrence is inadequate. Based on the research, split Rheme pattern is found only in a thesis sentence placed at the very end of the essay introduction (Move 1: Stage 3); however, the research shows low use of split Rheme pattern. Most students write a thesis statement without extension. For example, *We should promote ecotourism* this thesis statement is less effective as *Ecotourism should be promoted on culture, economic,*

and society. The extended reasons of promoting ecotourism are included in the latter example. Therefore, the latter thesis statement is more effective and should be linearly graded.

According to the interviews with these student writers, most of them refrain from writing extended thesis statement because they have limited vocabulary knowledge. Hence, they omit extended reasons in their thesis statements. This omission is acceptable if their argumentative paragraphs are effectively developed; nevertheless, some essays are incomprehensible because of ineffective thesis statement. It is recommended that students accumulate set of academic vocabulary while studying writing since vocabulary improves diction.

To improve the effectiveness of argumentative essays, thematic development at all moves and stages should be guided in writing classes. The essay introduction and the essay conclusion deploy constant Theme pattern as the emphasis is on the essay issue. Nevertheless, simple linear Theme pattern can be more used in the essay body. Split Rheme pattern is required in a thesis sentence since the pattern signifies essay genre such as an argumentative one.

7.2.3 Cohesion Analysis Discussion in Argumentative Essays

The complement of cohesion analysis on argumentative essays makes it possible for student writers to deploy needed cohesive devices. Overall, references and lexicon are more selected than conjunction and substitution.

7.2.3.1 Conjunction

Although most students prefer to use extending conjunction in their argumentative essays, the distribution of enhancing and elaborating conjunctions is low. In fact, students are encouraged to prove and restate their claims if necessary. Therefore, Apposition and clarification elaborating conjunctions are necessary in argumentative essays. Writing an argumentative essay is not an easy task because students are to write critiques of cases or to apply claims in their argumentative paragraph. After a claim is made, it is important to give examples and restate claims, so elaborating conjunctions play role.

Moreover, some of the enhancing conjunctions should be selected to increase its utilization. Spatio-temporal is usually used in process essay, so

the low use is acceptable; however, the use of manner, casual, condition, and manner should be more emphasized in class. The solution to increase the use is proposed as follows.

1) It is essential that sets of extending conjunctions are included in language focus, especially when the lesson of essay body is taught in class, and when exercises on these sets of conjunctions are imposed assess the students' understanding.

2) Restating claims in argumentative paragraphs and exemplifying should be required by writing teachers to help the student develop the habit of utilizing these devices.

3) It is clear that pedagogical implication should be based on enhancing conjunction to show cause, purpose, condition, concession, manner, and means.

7.2.3.2 References

Demonstrative references dominate in this research; however, some personal and comparative references should be used in a higher degree. Third person personal references should be preserved in argumentative essays and first and second person references should be omitted. In addition, comparative references should be used in a higher degree since comparative is one way of making argumentative paragraph. The increase of use of reference resources can be taught through "fill in the blank" exercise. To elaborate, model essays should be made exercises or references. Students are to fill in the blank with the missing references as appropriate.

7.2.3.3 Substitution

Substitution is the replacement of one component by another. The low occurrence of substitution is caused by the guidance laid in writing class. In other words, student writers are not to use all kinds of contraction and substitution. However, some substitution devices are allowed in academic writing. Word substitution such as *one* or *some* can be used in academic writing to avoid repetition and to promote brevity in essay writing. Consequently, students should be encouraged to rewrite repeated words or structures with substitution. To increase student's writing

competency, it is vital that rewriting exercises be imposed as a part of the curriculum. The paraphrasing of repeating lexicons draws on substitution resources.

7.2.3.4 Lexical Cohesion

The higher degree of lexical cohesion in this research yields the average use of common vocabulary, especially on elaborating lexicon cohesion. However, enhancing and extending lexical cohesion should be more encouraged in writing class. In fact, enhancing lexical cohesion, collocation is necessary in advanced academic writing. To improve teaching methodology, writing teachers should supplement students with collocation used in academic writing. For example, sets of collocation to report evidences in argumentation such as *asserts*, *states*, *concludes*, *declares*, *points out* should be made available in weekly supplementary handouts.

Comparatively, the research shows that the results of cohesion in argumentative essay make sense as the variation is based on different text genre. In other words, Biber's (1988) study, the frequency of cohesion types is based on text types such as information, narrative, and persuasion. Biber's framework on cohesion variation is valid in that such text as an argumentative essay contains conjunctions and lexical cohesion in a high degree as this genre of writing belongs written discourse. The variation will be different in a spoken discourse (Biber et. al, 1999).

In conclusion, Move analysis, results in the more organized essay and more argumentative pattern. Theme-Rheme analysis is instrumental to sentence clarity, and cohesion analysis is a tool to create a more coherent and cohesive essay. The functions of these linguistic features contribute a great deal to academic English discourse community.

7.3 Suggestions for Further Studies

Research on Textual Structure Analysis on English Argumentative Essays should be expanded; however, these notions should be drawn on.

- 1) As this study examines essays written by sophomores at one university in Thailand, the findings cannot be generalized if the scope of the research is not enlarged.

2) The sample size of this research is limited to 100 argumentative essays, so more number of essays should be used in further research to validate the results.

3) This study merely focuses on investigating the occurrence of moves, textual metafunction, and cohesion and their interdependence. Further research should also take into account whether or not these constituents are utilized by native speakers.

4) Further research methodology focusing on bottom up interviews should be conducted to ascertain the cause of these writing errors on moves, textual metafunction, and cohesion.

BIBLIOGRAPHY

- Aarts, B. (2005). *English syntax and argumentation: 2nd Edition*. London: Palgrave.
- Adebola, O. (2011). A textual analysis of selected text messages of male and female. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(4), 290-295.
- Adel, A. (1996). Metadiscourse and Evaluation. In Tognini-Bonelli, E and Del Lungo Camiciottim G 1996. *Strategies in Academic Discourse*. 1996. Amsterdam; John Benjamin Publishing Company.
- Afful, J. B. A. (2005). *A rhetorical analysis of examination essays in three disciplines: The case of Ghanaian undergraduate students*. Ph. D. Thesis, National University of Singapore.
- Ahmed, A. H. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal (LICEJ)*, 1(4), 211-221.
- Alarcon, J. B., & Morales, K. N. S. (2011). Grammatical cohesion in students' argumentative essay. *International Journal of English and Literature* Vol. 2(5), 114-127.
- Atkinson, D. (1990). Discourse analysis and written discourse conventions. *Annual Review of Applied Linguistics*, 11, 57-76.
- Aviles, H. H. (2007). A genre analysis of students' essay introductions. *Memorias Delli Foro Nacional De Estudios En Lenguas (FONAEL 2007)*, pp. 148-162. Available from <http://www.fonael.org> [Accessed on 8 June, 2010].
- Bates, L. (1998). *Transition: An Interactive Reading, Writing, and Grammar Text*. Cambridge. Cambridge University Press.
- Behrens, L. & Rosen, L. (2012). *A sequence for Academic Writing: 5th Edition*. New Jersey: Dearson Edition, Inc.
- Bhatia, V. K. (1991). A genre-based approach to ESP materials. *World Englishes*, 10, 153-166.

- Bhatia, V. K. (1995). *Applied genre analysis and ESP. Functional approaches to written texts: classroom applications*. Paris: TESOL-France, in association with US Information Service.
- Biber, D. (1988). *Variation across speech and writing*. Cambridge: Cambridge University Press.
- Biber, D., Johansson, S., Leech, G., Conrad, S. & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Harlow: Longman.
- Black, C. (2006). *Conquering SAT Writing: Essay and Grammar*. New York: McGraw-Hill.
- Bloor, T., & Bloor, M. (1995). *The functional analysis of English*. London: Arnold.
- Brannan, R. (2008). The Discourse Function of Non- Native Contexts. Paper presented at the Evangelical Society's 60th National Meeting. Thursday, Nov 10
Version 2008-11-10 288 retrieved on January 2012 from http://www.academia.edu/535637/The_Discourse_Function_of_In_Non-Negative_Contexts
- Butt, D., Fathey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using Functional Grammar: An Explorer's Guide*. 2nd Edition. Sydney: Macquarie University Press.
- Carrell, P. (1982). Cohesion is not coherence. *TESOL Quarterly*, 16(4), 479-488.
- Chase, Beth, and Jillian. (2011). An Analysis of the argumentative writing skills of academically underprepared college students. Ph.D. Dissertation: Columbia University.
- Chen, X. (2007). Lexical cohesion in Chinese college EFL writing, *CELEA Journal*, 30(5), 46-57.
- Chen. J. (2008). An investigation of EFL students' use of cohesive devices. *Asia Pacific Education Review*, 5(2), 215-225.
- Cheung, M. (2011). Sales promotion communication in Chinese and English: A thematic analysis. *Journal of Pragmatics*, 43(4), 1061-1079.
- Connor, U. (1990). Linguistic/Rhetorical measures for international persuasive student writing. *Research in the Teaching of English*, 24, 67-87.
- Cook, G. 1989. *Discourse*. Oxford: Oxford University Press.

- Crookes, G. (1986). 'Towards a Validated Analysis of Scientific Text Structure'. *Applied Linguistic* 7/1: 57-70.
- Crewe, W. J. (1990). The illogic of logical connectives. *ELT Journal*, 44(4), 316-325.
- Crossley, S. A., & McNamara, D. S. (2010). Cohesion, coherence, and expert evaluations of writing proficiency. *Proceedings of the 32nd annual conference of the Cognitive Science Society*.
- Danes, F. (1974). Functional sentence perspective and the organization of the text. In F. Danes (ed) *Papers on Functional Sentence Perspective*. Te Hague: Mouton. 106-128.
- Dastjerdi, H., & Samian, S. (2011). Quality of Iranian EFL Learners' Argumentative Essays: Cohesive Devices in Focus. *Mediterranean Journal of Social Sciences*. 2(2), 65-76.
- Davis, J.& Liss, R. (2006). *Effective Academic Writing3: The Essay*. Oxford: University Press.
- Ding, H. (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *Journal of English for Specific Purposes*, 27, 368-392. Retrieved on August 3, 2012 from www.elsevier.com/locate/esp.
- Donohue (2012). Using systemic functional linguistics in academic writing development: an example from film studies. *Journal of English for Academic Purposes*, 11, 4-6. Retrieved on February10, 2012 from www.elsevier.com/locate/jeap.
- Dudley-Evans, Tony. (2002). *Genre models for the teaching of academic writing to second language speakers: Advantages and disadvantages*. Online at http://exchanges.state.gov/education/engteaching/pubs/BR/functionalsec4_11.htm.
- Eggins, S. (2004). *An introduction to systemic functional linguistics*. London, New York: Continuum International Publishing Group.
- Field, Y., & Oi, Y. L. M. (1992). A comparison of internal conjunctive cohesion in English essay writing of Cantonese speakers and native speakers of English. *RELC Journal*, 23, 15-28.

- Fries, P. (1995). Theme, methods of development, and texts. In R.Hasan & P.H. Fries (eds), *current issues in linguistic theory*. Volume. 118. On Subject and Theme. A Discourse Functional Perspective. Amsterdam: John Benjamins. 317-359.
- Ghadessy, M. (1995). *Thematic development in English texts*. London: Pinter.
- Gleason, H. A. Jr. (1968). Contrastive analysis in discourse structure. *Monographs Series on Languages and Linguistics 21*. Georgetown University Institute of Languages and Linguistics.
- González, G., & de los Ángeles, M. (2010). Evaluating lexical cohesion in telephone conversations. *Discourse Studies*, 12(5), 599-623.
- Graft, G. B. C. (2006). *They say/I say: The moves that matter in academic writing*. New York: W. W. Norton and Company.
- Gutwinski, W. (1976). *Cohesion in Literary Texts: A study of some grammatical and lexical features of English discourse*. The Hague: Mouton (Janua. Linguarum Series Minor 204).
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Maryland: University Park Press
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman Publishing Group.
- Halliday, M. A. K., & Matthiessen, C. (2003). *An Introduction to Functional Grammar* (3rd Edition). London: Arnold.
- Halliday, M. H. K., & Hasan, R. (1976). *Cohesion in English*. London: Pearson Education Inc.
- Halliday, M. H. K., & Matthiessen, C. M. I. M. (2004). *An Introduction to Functional Grammar*. 3rd Edition. London, Arnold.
- Halliday, M.A.K. (1978). *Language as social semiotic*. London: Edward Arnold.
- Halliday, M.A.K.(1964). "Comparison and translation." In M.A.K. Halliday, M. McIntosh & P. Stevens. *The linguistic sciences and language teaching*, London: Longman.
- Hamp-Lyons, L. & Heasley, B. (2006). *Study writing*. Cambridge: Cambridge University Press.

- Hasan, R. (1968). *Grammatical cohesion in spoken and written English, Party One*. London: Longman.
- Hasan, R. (1984). Coherence and Cohesive Harmony. In Patpong (2006) *A Systemic Functional Interpretation of Thai Grammar: An Exploration of Thai Narrative Discourse*. Ph.D. Dissertation: Division of Linguistics and Psychology. Macquarie University. Sydney: Australia.
- Henry, A., & Roseberry, R. L. (1997). *An investigation of the functions, strategies and linguistic features of the introductions and conclusions of essays*. Volume 25, issue 4, December 1997, 75-499. Science Direct. Retrieved on June 18, 2010 from linkinghub.elsevier.com/retrieve/pii/S0346251X9700047X.
- Henry, A., & Roseberry, R. L. (2001). A narrow-angled corpus analysis of moves and strategies of the genre: "letter of application". *ESP*, 20, 153-197.
- Hoey, M. (1991). *Patterns & Lexis in Texts*. London: Oxford University Press.
- Holmes, R. (1997). Genre analysis and the social sciences: An investigation of the structure of research article discussion sections in three disciplines. *English for Specific Purposes*, 16, 321-337.
- Hopper, V. et.al. (2000). *Essential of Writing*. 5th Edition. New York: Barron's Educational Series, Inc.
- Hyland, K. (2002). *Teaching and researching writing*. London: Longman.
- Hyland, K. (2004) *Disciplinary Discourser: Social Interactions in Academic Writing*. Michigan: The University of Michigan.
- Hyland, K. (2004). *Genre and second language writing*. Michigan: The University of Michigan Press.
- Hyland, K. (2007). *Disciplinary discourse: Social interaction in academic writing*. Michigan: Pearson Education Limited.
- Hyland, K. (2007). *Genre and second language writing*. Michigan: The University of Michigan Press.
- Ignatieva, N. (2012). Academic student writing in Spanish in terms of success and failure from the functional perspective. *Sino-US English Teaching*, 9(1), 821-832.

- Jacoby, S., Leech, D. and Holten, C. (1995). 'A Genre-Based Developmental Writing Course for Undergraduate ESL Science Majors'. in D. Belcher and G. Braine (eds). *Academic Writing in a Second Language: Essay on Research & Pedagogy* New Jersey: Ablex Publishing.
- James Cook University. (2012). Sample Essay on Travel. Retrieved in June 2012 from Sample Essay, www.jcu.edu.au/tldinfo/writing_skills/essay/sample.html
- Janjua, F. (2012). Cohesion and meanings. *Canadian Social Sciences*, 8(2), 149-155.
- Jaroonkhongdach, V., Todd, R. W., Hall, D., & Keyaravong, S. (2011). Three dimensions of research qualities. *Proceedings of the International Conference: Doing Research in Applied Linguistics*.
- Jenkins, H. H., & Pico, M. L. (2006). SFL and argumentative essays in ESOL. *Proceedings: 33rd International Systemic Functional Congress*, 155-170.
- Johnson, P. (1992). Cohesion and coherence in compositions in Malay and English. *RELC Journal*, 23(1), 1-17.
- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20.
- Leki, I. (1998). *Academic Writing: 2nd Edition* Cambridge: Cambridge University Press.
- Leonard, D. (2010/2011). From narrative to analytical: Using theme/rheme to scaffold students' revisions between genres of writing. *The CATESOL Journal*, 22(1), 216-230.
- Li, Y. (2009). On the significance of theme and thematic progression in the development of text. *Sino-US English Teaching*, 6(2), 61-66.
- Lieungnapar, A., & Watson Todd, R. (2011). Top-down versus bottom-up approaches towards move analysis in ESP. *Proceedings of the International Conference: Doing Research in Applied Linguistics*.
- Liu, M., & Braine, G. (2005). Cohesive features in argumentative writing produced by Chinese.
- Lock, G. (1996). *Function English grammar: An introduction for second language teachers*. CUP: Cambridge. System 33, pp.623-636.
- Lyons, L. & Heasley, B. (2006). *Study Writing: A course in writing skill for academic purposes*. 2nd Edition. Cambridge, Cambridge University Press.

- Martin, J. R. (1992). *English Text: System and structure*. Amsterdam, John Benjamin Publishing Company.
- Martin, J.R., Matthiessen, CM.I.M., and Painter, C. (1997). *Working with Functional Grammar*. London, New York, Sydney, Auckland: Arnold.
- Martin, J. R. (2003). Cohesion and texture. In Schiffrin, Deborah, Deborah Tannen and Heidi E. Hamilton (eds). *The Handbook of Discourse Analysis*. Blackwell Publishing.
- Matthiessen, C., & Halliday, M. A. K. (1997). *Systemic functional grammar: A first step into the theory*. Macquarie University.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- Meisuo, Z. (2000). Cohesive features in the expository writing of undergraduates in two Chinese universities. *RELC Journal*, 32(2), 61-93.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Myers, G. (1989). The pragmatics of politeness in scientific articles. *Applied Linguistics*, 10, 1-35.
- Nakim, T. (2010). A discourse analysis of Thai historical texts from Sukhothai period to the present. Ph. D. Thesis. Mahidol University.
- Nunan, D. (2003). *Practical English Language Teaching*. First Edition. New York: The McGraw-Hill Companies, Inc.
- Nystrand, M. (1982). *What Writers Know: The Language, Process, and Structure of Written Discourse*. New York: Academic.
- Oshima & Hogue, (2007). *Writing Academic English: 4th Edition: Level 4*. New York: Pearson Education.
- Oshima, A & Hogue, A. (2006). *Writing Academic English: Level 3: 4th Edition*. New York: Pearson Education.
- Palmer, J. (1999). Conference and cohesion in the language classroom: the use of lexical reiteration and pronominalisation. *RELC Journal*, 30(61), 61-85.
- Paltridge, B. (2001). *Genre ana the Language Learning Classroom*. Michigan: The University of Michigan Press.
- Paltridge, B. (2000). *Making sense of discourse analysis*. Gold Coast, Queensland: Antipodean Educational Enterprises.

- Paltridge, B. (2004). *Genre and the Language Learning Classroom*. Michigan: The University of Michigan Press.
- Patpong, P. (2006). *A Systemic Functional Interpretation of Thai Grammar: An Exploration of Thai Narrative Discourse*. Ph. D. Dissertation. Macquarie University.
- Patpong, P. (2009). Thai persuasive discourse: A systemic functional approach to an analysis of amulet advertisements. *Journal of Revista Alicantina de Estudios Ingleses*, 22, 195-217.
- Perelman, C., & Olbrechts-Tyceta, L. (1969). *The New Rhetoric: A Treatise on Argumentation*. Trans. John Wilkinson and Purcell Weaver.
- Promwinai, P. (2010). *The demand of argumentative essay writing: Experiences of Thai tertiary students*. Doctoral Dissertation: University of Wollongong.
- Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (1985). *A comparative grammar of the English language*. New York: Longman Group.
- Reynolds, D. W. (2001). Language in the balance: Lexical repetition as a function of topic, cultural background, and writing development. *Language Learning*, 51(3), 532-547.
- Reznitskaya, A., Anderson, R. C., & Kuo, L. (2007). Teaching and learning argumentation. *Elementary School Journal*, 107(5), 449-472.
- Ruiying, Y., & Allison, D. (2003). Research articles in applied linguistics: Moving from results to conclusions. *English for Specific Purposes*, 22(4), 365-385.
- Sanczyk, A. (2010). *Investigating argumentative essays of English undergraduates studying in Poland as regards their use of cohesive devices*. MA Thesis: University of Oslo
- Savage, A. & Mayer, P. (2005). *Effective Academic Writing 2: The Short Essay*. Oxford: Oxford University Press.
- Savage, A. & Shafiei, M (2007). *Effective Academic Writing1: The Paragraph*. Oxford: Oxford University Press.
- Shun-ying, L. (2010). A functional approach to improving non-English majors' writing proficiency. *Sino-US English Teaching*, 7(3), 34-37.

- Smythe, M., & Nicolai, L.A. (2001). A thematic analysis of oral communication concerns with implications for curriculum design. *Journal of Accounting Education*, 20(3), 163-181.
- Sokolik, M. E. (2003). Step it up : a multilevel reading-writing text for learners of English. Ann Arbor, Mich.: University of Michigan Press.
- Strauch, A. O. (2005). *Writers At Work: The Short Composition*. Cambridge: Cambridge University Press.
- Suarez-Tejerina, L. (1996). An English-Spanish Contrastive Study of Book Reviews. L. in Tognini-Bonelli, E and Del Lungo Camiciottim G 1996. *Strategies in Academic Discourse*. Amsterdam. John Benjamin Publishing Company.
- Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students*. 3rd. Edition. Anan Arbor, USA. The University of Michigan Press.
- Swales, J. (1988). Discourse communities, genres and English as an international language. *World Englishes*, 7(2), 211-220.
- Swales, J. (2001). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Swales, J. M. (1981). *Aspects of article introductions*. Birmingham, UK: The University of Aston, Language Studies Unit.
- Swales, J. M. (1990). *English in academic and research settings*. Cambridge: Cambridge University Press.
- Tadros, A. (1994). Predictive categories in expository text. In M. Coulthard (Ed.), *Advances in written text analysis*, (pp. 69-82). New York: Routledge.
- Tangkiengsirisin, S. (2010). Enhancing cohesion in second language writing: A study of Thai graduate students' expository compositions. *International Journal of Learning*, 17(7), 33-45.
- Thomson, G. (2004). *Introducing functional grammar*. 2nd Edition. London: Oxford University Press Inc Universiti Brunei Darussalam, Negara, Brunei Darussalam.
- Tognini-Bonelli, E. (2005). *Strategies in Academic Discourse* Florence: John Benjamins Publishing Co.
- Wasanasomsithi, P. (2004). *Research in English Applied Linguistics*. Bangkok, Sumon Publishing co, Ltd.

- Wenxing, Y., & Ying, S. (2012). The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics & Education*, 23(1), 31-48.
- Wenxing, Y., & Ying, S. (2012). The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics & Education*, 23(1), 31-48.
- Wilbur, E. (2010). Problems in the writing classroom solved by science writing. *Virginia English Bulletin*, 60/61(2/1), 49-53.
- Williams, J.M. and G.G. Colomb. (1993). 'The Case for Explicit Teaching: Why What You Don't Know Won't Help You'. *Research in the Teaching of English* 27/3: 252-63.
- Witte, S. P., & Faigley, L. (1981). Coherence, cohesion, and writing quality. *College Composition and Communication*, 32(2), 189-204.
- Xin-Hong, Z. (2007). Application of English cohesion theory in the teaching of writing to Chinese graduate students. *US-China Educational Review*, 2007(4), 31-37.

APPENDICES

APPENDIX A

MOVE ANALYSIS

(E 5.1)

Ecotourism should be promoted

MOVE 1	INTRODUCTION	Nowadays, “Ecotourism” is not would known, so we should promoted its. Let’s know 3 topics about ecotourism.	Stage 3 Thesis Statement
		Begin with Economic, tourism can increase the employment	Stage 1 Topic Sentence
		vats. For example, today, at Samui Island has a lot of the hotel because the increasing tourists that go to Samui Island and have not the room.	Stage 2 Supports
		The increasing hotel results in employment such as maid, chief and guard. The more tourism will increase the national revenue because there is a lot of selling product or service.	Stage 3 Concluding Sentence
		In addition to cultural, the tourism will know more culture at tourism attraction.	Stage 1 Topic Sentence
MOVE 2	BODY	That is the way goo can maintain the culture for example, Chak Pra tradition at Suratthani that will begin of tour out of the Buddhist Lent.	Stage 2 Supports
		If the tourism never go to tour this tradition, it will lost and become just the story in the culture book or history.	Stage 3 Concluding Sentence
		The last one is Environment, tourism should avoid release the pollution for instance, burning the garbage or smoking this will destroy the air. Don’t drop or leave garbage everywhere you go, you should leave them in the suitable place. Don’t pick the flower, broke the tree even when feed the animal because some animal cannot eat the food that you feed such as dog cannot eat chocolate.	Stage 1 Topic Sentence Stage 2 Supports Stage 3 Concluding Sentence
MOVE 3	CONCLUSION	To sum up these a topic can give the knowledge to you about ecotourism (economic, culture, environment) more or less.	Stage 1 Re-statement

APPENDIX B

(E4.1)

Clause Numbering

III[1.1] Nowadays, there are many kinds of tourism II[1.2] and travelling is the thong II[1.3] that have effective to economic of countries. III[2] The economy of a country of teen benefits as a result of several forms of tourism. III[3.1] Also, I think II[3.2] that sustainable tourism should be promoted.III

III[4] Firstly, there are many kinds of tourism. III[5.1] I think II[5.2] that sustainable tourism should be promoted II[5.3] because sustainable tourism will help II[5.4] to keep many attractions and environment II[5.5] to stay long.III

III[6.1] And other way, tourism have many kind of tourism III[6.2] that will be benefit for economy of a country and for sustainable environment, such as agro tourism that invite traveler to have experience with agriculture and they will learn about culture and tradition. III[7] Furthermore, participative tourism, this kind of tourism will help people to gain revenue and as a agro tourism. III[8.1] They will go into rural II[8.2] to study people in rural II[8.3] and learn about life in country side. III[9.1] Traveler can help them II[9.2]to gain revenue by using their services and goods of the people in rural. III[10] The last tourism to help economy is pro poor tourism. III[11.1] This kind of tourism help people in rural II[11.2] have job to do II[11.3] and the traveler and people in country will get benefit each other. III[12.1] In example, traveler ask people in countryside II[12.2] to guide traveler II[12.3] to see attraction II[12.4] that people in countryside known well, II[12.5] the peoples in countryside say II[12.6] have to use vehicle or animal such as elephant or horse to gurde II[12.7] so when traveler have arrived the place, II[12.8] traveler will give money II[12.9] to buy peoples in country side's services.III

III[13] Otherwise, travelers who go to countryside have many objects. III[14] First is rapture lase element this objective is just travelers who want to see waterfall, sea, coastline, forest. III[15] Second is education, this kind of traveler is learning, environment. III[16.1] They will research II[16.2] and find some species of

plants or animal. III[17.1] Third is environment, II[17.2] the traveler will be in the places II[17.3] that are source of material II[17.4] and study about how to used it valueable II[17.5] and finally is local participation. III[18] Travelers want to study about culture and tradition of people. III[19.1] This one guest is good for people in rural II[19.2] because they can gain income from travelers.III

III[20.1] In conclusion, I think II[20.2] sustainable should be promoted II[20.3] because it has many benefits II[20.4] but we have to promote in the right way II[20.5] and promote II[20.6] to help preserving the environment too.III

Clause Division

No.	Clause
1.1	Nowadays, there are many kinds of tourism
1.2	and travelling is the thong
1.3	that have effective to economic of countries.
2	The economy of a country of teen benefits as a result of several forms of tourism.
3.1	Also, I think
3.2	that sustainable tourism should be promoted.
4	Firstly, there are many kinds of tourism.
5.1	I think
5.2	that sustainable tourism should be promoted
5.3	because sustainable tourism will help
5.4	to keep many attractions and environment
5.5	to stay long.
6.1	And other way, tourism have many kind of tourism
6.2	that will be benefit for economy of a country and for sustainable environment, such as agro tourism that invite traveler to have experience with agriculture and they will learn about culture and tradition.
7	Furthermore, participative tourism, this kind of tourism will help people to gain revenue and as an agro tourism.
8.1	They will go into rural
8.2	to study people in rural
8.3	and learn about life in country side.
9.1	Traveler can help them
9.2	to gain revenue by use their services and goods of the people in rural.
10	The last tourism to help economy is pro poor tourism.
11.1	This kind of tourism help people in rural
11.2	have job to do
11.3	and the traveler and people in country will get benefit each other.
12.1	In example, traveler ask people in countryside
12.2	to guide traveler
12.3	to see attraction

12.4	that people in countryside known well,
12.5	the peoples in countryside say
12.6	have to use vehicle or animal such as elephant or horse to guide
12.7	so when traveler have arrived the place,
12.8	traveler will give money
12.9	to buy peoples in country side's services.
13	Otherwise, travelers who go to countryside have many objects.
14	First is rapture lase element this objective is just travelers who want to see waterfall, sea, coastline, forest.
15	Second is education, this kind of traveler is learning, environment.
16.1	They will research
16.2	and find some species of plants or animal.
17.1	Third is environment,
17.2	the traveler will be in the places
17.3	that are source of material
17.4	and study about how to used it valuable
17.5	and finally is local participation.
18	Travelers want to study about culture and tradition of people.
19.1	This one guest is good for people in rural
19.2	because they can gain income from travelers.
20.1	In conclusion, I think
20.2	sustainable should be promoted
20.3	because it has many benefits
20.4	but we have to promote in the right way
20.5	and promote
20.6	to help preserving the environment too.

Theme Analysis**Textual Metafunction Analysis: Theme-Rheme**

No.	Theme				Rheme
	textual	interpersonal	topical		
			marked	unmarked	
1.1			Nowadays,		there are many kinds of tourism
1.2	and			travelling	is the thong [[]]
1.3	that →			that →	have effective to economic of countries.
2				The economy of a country of teen	benefits as a result of several forms of tourism.
3.1	Also,			I	think
3.2	that			sustainable tourism	should be promoted.
4	Firstly,			there	are many kinds of tourism.
5.1				I	think
5.2	that			sustainable tourism	should be promoted
5.3	because			sustainable tourism	will help
5.4				-	to keep many attractions and environment
5.5				-	to stay long.
6.1	And other way,			tourism	have many kind of tourism [[]]
6.2	that →			that →	will be benefit for economy of a country and for sustainable environment, such as agro tourism that invite traveler to have experience with agriculture and they will learn about culture and tradition.
7	Further-more,			participative tourism, this kind of tourism	will help people gain revenue and as a agro tourism.
8.1				They	will go into rural
8.2				-	to study people in rural
8.3	and			-	learn about life in country side.
9.1				Traveler	can help them

9.2				-	to gain revenue by use their services and goods of the people in rural.
10				The last tourism to help economy	is pro poor tourism.
11.1				This kind of tourism	help people in rural
11.2				-	have job to do
11.3	and			the traveler and people in country	will get benefit each other.
12.1	In example,			traveler	ask people in countryside
12.2				-	to guide traveler
12.3				-	to see attraction [[]]
12.4	that →			that →	people in countryside known well,
12.5				the peoples in countryside	Say
12.6				(they)	have to use vehicle or animal such as elephant or horse to guide
12.7	so when			traveler	have arrived the place,
12.8				traveler	will give money
12.9				-	to buy peoples in countryside's services.
13.1	Otherwise,			travelers [[13.2 who go to countryside]]	have many objects.
13.2	who→			who→	go to countryside
14.1	First			(objective)	is just travelers [[14.2 who want to see waterfall, sea, coastline, forest]] need rapture.
14.2	who→			who→	want to see waterfall, sea, coastline, forest
15	Second			(objective)	is education, this kind of traveler is learning, environment.
16.1				They	will research
16.2	and			-	find some species of plants or animal.
17.1	Third			(objective)	is environment,
17.2				the traveler	will be in the places [[]]
17.3	that →			that →	are source of material
17.4	and			-	study about how to use it valuable

17.5	and finally			(objective)	is local participation.
18				Traveler	want to study about culture and tradition of people.
19.1				This one guest	is good for people in rural
19.2	because			they	can gain income from travelers.
20.1	In conclusion,			I	think
20.2				sustainable	should be promoted
20.3	because			it	has many benefits
20.4	but			we	have to promote in the right way
20.5	and			-	promote
20.6				-	to help preserving the environment too.

APPENDIX C

COHESION ANALYSIS

<p>The introduction</p>	<p>Tourism can make or break humankind. Different people prefer different kinds of tourism. Many <u>tourists</u> cling to natural sport tourism as they fall in love with athletic endeavors. Some enjoy independent tourism, for <i>this</i> kind of tour is inexpensive and there is flexibility on itinerary, travel period, and number of <u>travelers</u>. Others believe in adventurous tourism as they are young tourists <i>who</i> pursue excitement and danger. Although there are numerous <u>types</u> of tourism, <u>ecotourism</u> should be promoted as it <u>fosters</u> economic, cultural, and social development.</p>
<p>The body</p>	<p>To begin with, <u>sustainable tourism</u> is advantageous as it improves a national economic. According to National Statistic, tourist destination countries tend to have more than ten percent <u>economic growth</u> in a regular <u>political condition</u>. In addition, many people are employed. The destination country cultures are promoted because of tourism. This can promote a national <u>cultures</u> and <u>tradition</u> to tourists; however, tourists may degrade the destination cultures if improper approaches are impose. Next ecotourism promotes social development. When tourists visit a destination, they make comments on local people and other stakeholders. Such comments are in the forms of questionnaires and interviews. The <u>host nation</u> can make use of comments to develop social perspectives at <u>tourist destinations</u>. To sum up, <u>sustainable tourism</u> improves a destination country.</p>
<p>The conclusion</p>	<p>In conclusion, ecotourism should be promoted for a more improve economic, cultures, and economic. There should be balance between the host countries and tourists to optimize tourism revenues. The government of the host nations should enact travel policies and economic, cultural, and social settings. In the same way, the tourists should be educated before they make a visit to <u>destination countries</u>. There should also be international cooperation among tourism stakeholders. Then tourist destination can be explored and <u>conserved</u> at the same time.</p>

References—*Italics*

Conjunctions—**Boldface**

Substitution—**Characters in boldface pink**

Repeated head words—Dark gray highlight

Repetition of head words—Light gray highlight

Synonyms—Underlined and joined by dotted lines ◀.....▶

Hypernym—**Characters in red**

Hyponym—**Characters in blue**

Holonym—Dark purple highlight

Meronym—Light purple highlight

Collocation—**Characters in green**

APPENDIX D

COURSE OUTLINE

FACULTY OF ARTS

DEPARTMENT OF BUSINESS ENGLISH

COURSE OUTLINE SEMESTER 1/2011

Course	: EN 3281 English for Tourism
Credits	: 3
Status	: Major Elective
Prerequisite	: BG 2000 English III
Lecturers	: Asst. Prof. Dr. Sureepong, A. Thanaporn, A. Sunisa, and A. Ying

Course Description:

This course is designed to study and practice English for efficient communication in varied principal aspects of travel and tourism.

- Objectives** :
1. identify career opportunities in the leisure and tourism industries;
 2. develop an awareness of history and perspectives that influence travel and recreation in the local and international society;
 3. acquire relevant travel terminologies and have a better understanding of various sectors of the tourism industry;
 4. acquire concepts and theories related to tourism for leisure and business;
 5. expand a scope of learning experience by participating in an outdoor educational tour and embarking on one's own excursion.

Teaching-Learning Activities:

1. Lecture
2. Group Discussion / Critiquing
3. Role Play/ Presentation
4. Assignments
5. Academic Field Trip and Analytical Report (for the trip)

Course Requirement: 80% Attendance (Maximum absence = 6 times)

Marks Allocation:	Attendance and Participation	50 marks
	Assignments	150 marks
	Academic Field Trip	100 marks
	Presentations (2)	200 marks
	Mid-term Examination	200 marks
	Final Examination	<u>300 marks</u>
	Total	<u>1,000 marks</u>

- All students enrolled in this course are required to attend a field trip at one weekend (either Saturday or Sunday) after the mid-term examination, details of which will be announced later.

Teaching Materials:

Textbook

- Phothongsunan, S. (2011). Practical English for Tourism Insights (Revised Edition). Bangkok: Assumption University Press.

Note: Students must have their own textbook. Only new textbooks are allowed in class.

and some selected supplements from:

- Harding, K. (2002). Going International: English for Tourism. UK: Oxford University Press.
- Teaching ESP Courses Handout by Dr. Sureepong

Study Plan and Schedule

Week No.	Lesson	Activity
1	Tourism Origins and Development Historical Aspects of Tourism and Its Movement, Some Tourism terms, Types of Attractions	- Class survey and profile - Group Brainstorming for Presentation I
2	Tourism Origins and Development (continued) Suffixes, Reading on Thailand's Tourism Industry Descriptive Writing on The Tourism Industry	- Assignment: Writing a descriptive essay on the tourism industry (individual work)
3	Astonishing Attractions of Thailand Giving a Tour Commentary, Phrasal Verbs, Creating a Travel Brochure	- Planning Itineraries (Optional) Listening Skill Enhancement and General Tourism Vocabulary (handouts)
4	Astonishing Attractions of Thailand (continued) Bangkok attractions	-Handout on Bangkok attractions (18 pages) to be circulated
5	Business Tourism Its Definition and Advantages and Disadvantages, Modal Verbs	(Presenting one Bangkok attraction as assigned if time allows)

Week No.	Lesson	Activity
6	How a Package Tour is Sold Elaboration on How a Tourism Product is Delivered to the Customer (Organization and Distribution of Tourism: profound level)	Supplementary handouts for Practice Exercises (Space is the new limit; Travel agents; Being a good tour guide)
7	How a Package Tour is Sold (continued) and Developments in Tourism The Shape of Things to Come, The Pros and Cons of Tourism, Tourism and the Environment	Supplementary handout (Pros and Cons of Tourism and Trends of Tourism)
8	Presentation I and Revision for the Mid-term Exam	- Role Play of 5 Regions: The North, The South, The East, The Northeast, The Central
MID-TERM EXAMINATION (Date: July 16, 2011 Time 12:00 – 14:00) <i>Remark : Please check again with the Office of the Registrar.</i>		
9	World Famous Attractions Old world attractions versus new world attractions, the world wonders	- Discussion on Feedback of Mid-term Exam. - Briefing on Presentation II
10	World Famous Attractions (continued) Asian attractions and their distinct characteristics	- (Presenting one world attraction as assigned)
11	Careers in Tourism Usual jobs in the world of travel industry, Seeking the right job to do in tourism	- Class Discussion on the most and least wanted jobs - Assignment: Argumentative Essay Writing (Group Work: to be assigned)
12	Transportation for Tourism Traveling by air, sea, and land and other means of transportation	(Class Discussion on the most practical transport) - Essay Introduction (How to Write)
13	Eco-tourism Concepts and Practices, Types	- Essay Body (How to Write) - Class Field Trip (tentative week)

Week No.	Lesson	Activity
14	Tourism Marketing and Promotion; On Tour and Tourist Information -How to promote tourism products and services; what are the media channels?; what are the strategies? -What tourists experience on tour and useful tourist information while on the go	-Essay Conclusion (How to Write)
15	Presentation II and Revision for the Final Exam	- Presentation II (Group Excursion Presentation and Report due)
FINAL EXAMINATION (Date: September 17, 2011 Time 13:00 – 16:00) <i>Remark : Please check again with the Office of the Registrar</i>		

Final Examination

Mark Allocation

Commentary	100 marks
Essay	100 marks
Itinerary	100 marks
Total	300 marks

Vision

Faculty of Arts

A faculty of high academic standing known for its excellence in language education for business, culture and research with:

- * qualified and dedicated lecturers
- * capable and determined students
- * state-of-the-art courses and technologies
- * international teaching environment

which envisions its graduates to be:

- * Professionally competent, able to communicate effectively with people from other nations and to participate in globalization through their facility as bilinguals and their deep knowledge of other cultures,

- * Responsible leaders for economic progress in a just society, both in their exercise of citizenship and in their business activities.
- * Flexible and compassionate persons who clearly live by their personal values, dare to think for themselves, and respond to new situations innovatively.

Mission

Enabling students:

1. To acquire business language skills, Thai and foreign, for reading, writing and communicating
2. To learn how to mutually appreciate and share cultural values with people of other nations
3. To be professionally competent business men and women capable of responsible business leadership for economic progress and prosperity of the country

**August 24, 2011: Last day to withdraw with “W”
(students withdrawing after this date will be given “WF”).**

BIOGRAPHY

NAME	Mrs. Nuttaporn Kongpolphrom
DATE OF BIRTH	6 May, 1970
PLACE OF BIRTH	Bangkok, Thailand
INSTITUTIONS ATTENDED	Assumption University, (1988-1993) Bachelor of Arts (Business English) Indiana University, (1994-1996) Master of Liberal Studies (TEFL) Mahidol University, (2007-2013) Doctor of Philosophy (Linguistics)
PUBLICATION	Teaching Methodology of English as a Second Language in Thailand
HOME ADDRESS	9/48 Ngamwongwan Road, Soi Ngamwongwan 43, Yak 2-5, Toongsonghong, Laksi, Bangkok 10210
EMPLOYMENT ADDRESS	The Essay Language School, Siam Square, Bangkok, Thailand