

APPRAISALS ANALYSIS ON THE ARGUMENTATION STRUCTURE OF INDONESIAN UNDERGRADUATE STUDENTS' RESEARCH ARTICLES

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Abstract

This research aims to analyze the argumentation structure of undergraduate students' research articles that focus on the introduction section. The data collection was conducted by analyzing the proceedings in the "Background" section written by undergraduate students at university in Indonesia. The data were then analyzed by using a corpus. This research found types of the argument of this study were *proclaim*, *disclaim*, *entertain*, and *attribute*. The lexical choice that was used *proclaim* with a total of 46. *Entertain* lexemes a total of 37. The next lexical choice was used *disclaim* with a total of 33. Finally, *attribute* a total of 26 as the lowest *engagement* in appraisal. Through the findings and discussion, this study implies that the more complex argumentation structure, the more academic vocabularies that the students could use to enhance the quality of their writing. In order to enable undergraduate students to be critical, *disclaim* lexemes through rebuttal section could be endorsed more in the writing activities. Since this study was limited to only one proceeding as the data, we suggest that more data sources can be conducted to broaden the discussion about this topic.

Keywords: *Argumentation Structure, Appraisal Analysis, Undergraduate Students'*

Background

In the past decade, there has been much research about Indonesian writers. One of the topics is writing an introduction of an undergraduate research article. In good writing, the argument is essential and can reinforce the research. Writing an argument requires a coherent and cohesive paragraph (Afshar, 2017). One of which is critical thinking, with it can build opinions and knowledge to defend arguments. It raises the initiation to find out how students argue in their research articles. Afshar (2017) argued that the better the student's argumentation is higher their critical thinking. However, when writing the argument, undergraduate students should be careful in interpreting and inferring the results. By writing good research articles, it is hoped that undergraduate students can make reasonable arguments and exciting

articles for their readers. Thus, studies on argumentation building in academic writing must be conducted more.

Different from undergraduate students in western. In Indonesia, Lubis (2020) found that Indonesian undergraduate students were less assertive and thought critically in writing. Indonesian undergraduate students tend to only use their experience as a reference in writing arguments because they avoid complications and contradictions. This is confirmed by Rusfandi (2015) that background knowledge such as language and education greatly influences students' argumentation texts. Therefore, differences in backgrounds like this cause some undergraduate students to think critically and logically to defend their arguments in writing. While others put forward arguments

based on experience, hesitated, and did not use logical reasons.

Currently, there have been many studies on the argumentation of undergraduate students. Previous studies tend to elaborate on the argumentation structure in the discussion section. However, the study rarely finds research investigating argumentation structures in the introduction. The introduction is essential to attract the attention of the reader. Moreover, writing in the introduction must emphasize logic. Therefore, to fill this gap, this research aims to analyze the argumentation structure of undergraduate students' research articles that focus on the introduction section. This research was conducted to answer how Indonesian undergraduate students write their linguistic cues to engage the arguments with the readers.

Research Methods

This is a content analysis study that uses a corpus-based approach. Content analysis was flexible and used textual, audio, and visual data. Content analysis was one of education's most prominent automated essay assessments (Stemler, 2015). The corpus-based study was pieces of text that have been collected. The corpus consisted of computer-searchable texted or spoken language transcripts and specific linguistic data types (Thumawongsa, 2017; Brezina & Gablasova, 2018; He, 2019). The researcher used a corpus-based approach for investigated the argumentation structure in the Research Article in the "Background" section written by undergraduate students. The investigation results improved the researchers' analysis of the argumentation structure in the "Background" section of the research article.

This research was managed by analyzing the proceedings in the "Background" section written by undergraduate students at university in Indonesia. The study was conducted by

analyzing Proceedings 7th Undergraduate Conference on ELT, Linguistic and Literature. The proceedings consisted of a collection of research papers. There were 18 paper resources in the proceedings referred to in the data collection. The proceedings were published by Sanata Dharma University Press Member of APPTI (Association of University Publishers in Indonesia) in 2019.

In this study, the researcher used analysis. The components used were adopted from Martin & White (2005) related to language appraisals. This component contained the researcher identifying the argumentation structure in the research article "Background" section. The corpus was analyzed by determining the verbs corpus and the absolute frequencies of the verbs developed by Martin & White (2005).

In this research, the researcher used tables to collect data. Furthermore, to collect data, this research used corpus. By applying the corpus, researchers directly referred to different texts and genres. The researcher collected the proceedings on January 14, 2021. The researcher found the argumentation structure through the academic vocabularies that the author used in the research, the researcher selected relatively new proceedings because the latest journals were more updated.

"Background" paper on undergraduate student proceedings was changed to .txt to analyze the data because the software could only read documents via "Notepad". Next, the part converted to .txt was entered into AntConc or AntMover. The software processed and provided results with sentence categories automatically. Furthermore, the number of moves and steps in compiling counted against the refinement results shown in the "Outline" tool. This tool pointed out the steps in moving comments without sentences to simplify further statistical analysis. Finally, the results that have been obtained from each article are

translated into a table that indicates several comment movements and steps in compiling—the form of rhetorical patterns of academic argumentation contained in the corpus (Dash & Ramamoorthy, 2019; Lubis, 2020).

Table 3
Corpus of Vocabularies related to Language Appraisal

Engagement
Contract
<ol style="list-style-type: none"> 1. Disclaim: establish the researcher/the authorial in a position that contradicts or rejects. <ul style="list-style-type: none"> • deny (no, don't, never) • counter (but, however, unfortunately) 2. Proclaim: establish the researcher/the authorial in a justifiable position, emphasizing or overriding alternative positions. <ul style="list-style-type: none"> • concur (of course, obviously, admittedly, indeed, certainly) • pronounce (clearly, already, contend) • endorse (has demonstrated that, has shown, the paper proves/underscores that)
Expand
<ol style="list-style-type: none"> 1. Entertain: The researcher/the authorial clearly conveys the proposition based on its own part which shows the proposition as one of the various possible positions. <ul style="list-style-type: none"> • it seems, the evidence suggests, apparently • perhaps, probably, maybe, it's possible, in my view, I suspect that, I believe that, probably, it's almost, certain that, may/will/must. 2. Attribute: propositions the researcher based on the subjectivity of an external voice, which shows the proposition as one of the various possible positions.

Engagement
Contract
<ul style="list-style-type: none"> • acknowledge (X said., X believes ..., according to X, in X's view, X argue..., X state..) • distance (X claims that, it's rumoured that)

The data for this study were collected from the corpus and proceedings of undergraduate students in Indonesia. The researcher has conducted this research by using content analysis. To build the trustworthiness of this research, the researcher triangulated the data by three techniques: expert judgment, peer debriefing, and rich, thick description (Qorih, 2020). Expert judgment was needed to check the quality of research. Therefore, the supervisor reviewed this research as an expert judgment to ensure its quality. Furthermore, the ultimate goal of this research was to improve the writing of the argumentation structure of undergraduate students. Meanwhile, the rich, thick description has been used in the treatment and description taken through Martin & White (2005). The engagement corpus by Martin & White (2005) was used to describe the data thickly. The researcher also applied the software "Antcont" to analyze the data.

Finding & Discussion

Through data analysis it was found that the argumentation structure of students' academic writing in the introductory section were written in four types of structure. The summary of each argumentation structure is presented in the table below.

Table 4
Types of argumentation structure by undergraduate students

Types	Argumentation structure
1	Claim-evidence-rebuttal-warrant
2	Claim- evidence-rebuttal

Types	Argumentation structure
3	Claim-evidence
4	Claim- data

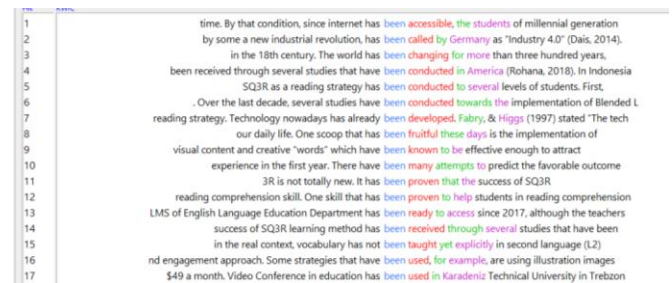
As for the linguistic cues to engage the developed arguments with the readers, the corpus analysis found the following linguistic cues:

Table 5
The Frequency of Argumentation Structure

Appraisals	No	Sample Argument
Disclaim	33	However, with the two interconnected variables above, the use of internet sources and writing skill has a close relation in English language.
Proclaim	46	Indeed, the use of internet is no need to be doubt anymore.
Entertain	37	A big transition where we have to move from industrial 3.0 to digital technology then it will makes everything what we do will connect to the internet. This is a stage where industries have reformed into a new and developed marketplace.
Attribute	26	According to Moore (2014), comprehension is an active and complex interaction that enables the reader to create a mental representation and process of

Appraisals	No	Sample Argument
		constructing meaning of the text.

To show the corpus data, we display the most prominent lexical cues that Indonesian undergraduate students used in presenting their claims and evidence. In the figure below, it was found that the use of passive present perfect tense (*has/have + been + v3*) was favored by the student writers in this data. This means that the authors tried to describe that previous research has been carried out and continues until now, but there have been no significant changes.



Argumentation Type 1: Claim-Evidence-Rebuttal-Warrant

In this study, we found that the most prominent type of argumentation structure is to put claims as the opening, followed by evidence. The evidence was in the form of giving examples, providing samples, and delivering status quos. As was found by Qin and Karabacak (2010), undergraduate students tend to safely present their arguments by opening with claims. Toulmin (2003) explained that claims refer to the author's standpoint that enables the readers to believe in. In the data below, the author chose to present the status quo by using adverbs and present progressive as a means to show current attempts and conditions. This is

similar to the findings by Lubis (2020) who found that the use of present perfect was also favored in delivering findings and discussion sections.

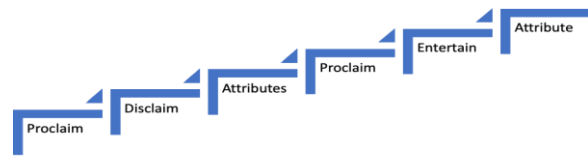
Vignette 1

Argumentation structure type 1

In this era, education has a main role to build students' characteristics [**claims**] The characteristics are honesty, politeness, religiosity, curiosity, discipline, hard work, creativity, tolerance, independence, democracy, and love of peace. [**evidence**]. However, the previous curriculum was not eligible anymore with this situation. [**rebuttal 1**]. Hence, the Ministry of Education created and developed a system called the 2013 Curriculum. This is the newest curriculum in Indonesia. The curriculum was created to help students to gain character education. In this curriculum, students are expected to have those characteristics. The characters are related to various attitudes, behaviours, motivations, and skills (Musfiroh, 2008). Furthermore, character education in this study is the deliberate use of all dimensions of school life to foster optimal character development. [**warrant 1**]

In this type of argumentation structure, the appraisals that were used by the author were started with *proclaim* as a way to present the claims and evidence. The author subsequently used *disclaim* as a way to emphasize her disagreement towards her own claim. However, the rebuttal in this data was meant to present the current status quo that commonly be brought in the evidence. To this extent, Indonesian student writers who used argumentation structure type 1 should pay attention to the lexical choices in order to avoid ambiguous presentation of evidence and rebuttals. Thus, we display the linguistic cues into a ladder below:

Figure 3
Argumentation Structure Type 1



In this finding, the ladder represents the structure of the background section. It was clear that this type of argumentation structure enables the students to have more experiences in using academic lexemes as a means to engage with the readers. The authors describe the context of current phenomena, especially current studies in related areas. The lexical choices that the authors tend to write are; “*has been conducted*”, “*has been developed*”, and “*found that*”.

As for paragraph two, the authors did several disclaims to their previous proclaims. The common expressions of *disclaim* that were used are; “*but*” and “*however*”. Thus, four types of *engagement appraisals* were optimally used in this type of argumentation structure.

Argumentation Structure Type 2: Claims-Evidence-Rebuttal

The sample of introductory section that use this structure is displayed in the artifact below.

Vignette 2.

Argumentation structure type 2

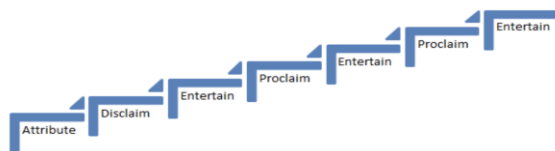
Another problem is on the linguistics part in term of polysemy knowledge. [**claim**] For example, many EFL learners know that “bear” is an animal. [**evidence**] However, Fromkin and Blair (2000) expressed “bear” can also be a verb which means “to tolerate,

to carry, and to support” (p. 157).
[rebuttal]

This type of argument is also helpful to put undergraduate students with *entertain* lexemes. Toulmin (2003) and Henkemans (2000) suggested that in order to create a qualified argumentation structure, it was necessary to let the students experience lexemes. This is in order to let the students add their own voices and standpoint during discussing the evidence and to draw the warrants. For example: the writer starts with entertain, which involves a noun to convey the proposition clearly. The choice of the word entertain in this paragraph is "most of...". After engaging the readers, the writer emphasizes something that happened by claiming the issue in the related field in the same section. The word the author chooses to claim in their research is "have to know". They also used "most" and "because of". After that, it is continued by describing something that happened, namely proclaim. The choice of word proclaims that the author uses in this paragraph is "in order to". If this is well developed, the students could have advanced argumentation structure as categorized by Henkemans (2000) such as serial or convergent argumentation structure. The last rung is back to using entertainment, which is the purpose of involving readers.

Below is the ladder of *engagement* lexemes when the students used argumentation structure type 2.

Figure 4
Argumentation Structure Type 2



In type two there are three paragraphs. In this finding, the ladder represents the attribute performed with external voice subjectivity. The lexical choice that the author begins with is "said..." and "expressed". Furthermore, a disclaim breaks the argument presented earlier in the first paragraph after the attribute. Disclaim vocabulary used in this paragraph is "has not been", "does not", "however", and "do not".

Argumentation Structure Type 3: Claims-Evidence

In this type, the author performs the attribute in the third paragraph by showing the proposition. The frequently cited external voice options are; "according to" and "stated that". Since the sentences in the third paragraph shared similar voices, we put the voices into one argumentation structure. Furthermore, in the same paragraph, the author again proclaims to emphasize the previous proposition of external voices. The sample of argumentation structure type 3 was displayed in the data below

Vignette 3

Argumentation structure type 3

In this contemporary era, most of EFL learners also assume that learning vocabulary is a tedious lesson and difficult to be learned (Abidin et al., 2011).**[claim 1]** They have to know the meaning and how to use the word properly.**[evidence]** Specifically, Oxford and Scarcella (1994) added that knowing a new word does not mean that the learners only have the skills to recognize the words, know how it is pronounced, know how to spell it, and know what the meaning is. **[evidence]** They also have to know how to use the vocabulary in different contexts (Oxford & Scarcella, 1994). Besides, a single word in English has more than one meaning (Hiebert & Kamil, 2005) or called as

homographs (Fromkin & Blair, 2000). [evidence] For instance, Fromkin and Blair (2000) proved that “tear as in tear in the eye, and tear as in a tear in her blouse” (p. 156). As have mentioned, “tear” has more than one meaning. [evidence]

This type of argumentation structure was considered to be a basic form of argument as proposed by Cohen (1987). Erduran et al. (2004) and Qin and Karabacak (2010) found similar types of argumentation structure in EFL context. However, this type of argument tends to be performed by very novice writers or some underperformed students. This implies that the students have limited attempts to escalate their evidence and claims into more complex structure. The engagement on this type of argumentation structure was also limited to only *proclaim* and *attribute*. Thus, the use of two other types of engagements such as *disclaim* and *entertain* (Martin & White, 2005) were absent.

Argumentation Structure Type 4: Claims-Data

The sample of introductory section that use argumentation structure type 4 is displayed in the artifact below.

Vignette 4

Argumentation structure type 4

In this study, the writer uses an English textbook to analyze.[claim] The English textbook used by the writer is Pathway to English for Senior High School and MA Grade X. This textbook was published by Penerbit Erlangga. The authors of this textbook are Th. M. Sudarwati & Eudia Grace. The editors are D.W. Priyanto, E. T. Utami, Y. Widiastuti, and Raymond S. This textbook consists of eleven chapters and two hundred fifty-six pages.[data]

This type of argument tends to be found when the students described their initial field observation or possible data resources in the introductory section. This

type of argumentation structure would make limited engagement with readers since the students did not provide warrants. As found by Qin and Karabacak (2010), EFL students tend to have problems in writing subsequent expressions after describing data. Although describing data was also considered to be challenging (Lubis, 2020), yet the students seemed to have a certain template to write it. In the given source, the author has been able to fulfill minimum requirements of describing data source. They prefer to use *entertain* lexemes, especially passive voices. These findings have a different model with those found by Qin and Karabacak (2010) and Qoriah (2020) who found that novice writers tend to use *proclaim* lexemes such as endorsement and announcing.

Conclusion

This research found types of the argument of this study were *proclaim*, *disclaim*, *entertain*, and *attribute*. The lexical choice that was used *proclaim* with a total of 46. *Entertain* lexemes a total of 37. The next lexical choice was used *disclaim* with a total of 33. Finally, *attribute* a total of 26 as the lowest *engagement* in appraisal. Through the findings and discussion, this study implies that the more complex argumentation structure, the more academic vocabularies that the students could use to enhance the quality of their writing. Furthermore, the use of *attributes* lexemes and *proclaim* lexemes could be enhanced. These two types of *engagement* let the students be dependent on external voices rather than their own standpoints. Thus, *entertain* lexemes were recommended to be exposed in writing materials in order to create writing engagement. In order to enable undergraduate students to be critical, *disclaim* lexemes through *rebuttal* section could be endorsed more in the writing activities. Since this study was limited to only one proceeding as the data, we suggest that

more data sources can be conducted to broaden the discussion about this topic.

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