

AN ANALYSIS OF RHETORICAL PATTERNS: A STUDY OF THAI
UNIVERSITY STUDENTS' ARGUMENTATIVE COMPOSITIONS

A MASTER'S PROJECT
BY
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Presented in Partial Fulfillment of Requirements

for the Master of Arts Degree in English

at Srinakharinwirot University

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AN ABSTRACT

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The purpose of the study concentrated on analyzing the rhetorical patterns of 16 argumentative compositions written by Srinakharinwirot University English majors. The samples were divided into three categories: three highly, three moderately, and three lowly- rated essays. Taeko and Kyoko's (1996) framework of argumentative organization was applied to this study. The findings of the analysis revealed that highly and moderately-ranking essay writers know how to develop and organize the argumentative composition. However, the informants in those two groups were unable to raise adequate specific supporting details in their writing. Lowly-rated writers, however, did not understand the key concept of the argumentative rhetorical organizational features. Nor did they understand specific supporting information. Therefore, they failed to produce a complete argumentative composition after the preferable rhetorical characteristics.

การวิเคราะห์รูปแบบความเรียงเชิงโต้แย้งของนิสิตศึกษามหาวิทยาลัยไทย

บทคัดย่อ
ของ
ณัฐวดี บุญสิริ

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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งานวิจัยครั้งนี้มีจุดประสงค์เพื่อวิเคราะห์รูปแบบความเรียงเชิงโต้แย้งของนิสิตนักศึกษามหาวิทยาลัยไทย ตัวอย่างที่ใช้ศึกษา คือ เรียงความเรียงโต้แย้งภาษาอังกฤษ จำนวน 9 ฉบับ ซึ่งแบ่งออกเป็นสามกลุ่ม คะแนนสูงที่สุด 3 ฉบับ ระดับ คะแนนปานกลาง 3 ฉบับ และ ระดับคะแนนต่ำสุดอีก 3 ฉบับ จากจำนวนความเรียงเชิงโต้แย้งทั้งหมด 16 ฉบับ ต่อจากนั้น ทำการ วิเคราะห์ข้อมูลโดยใช้ทฤษฎีการวิเคราะห์รูปแบบความเรียงเชิงโต้แย้ง (argumentative organizational rhetorical patterns) ของ Taeko and Kyoko (1996) แล้วจึงนำผลที่ได้มาวิเคราะห์เปรียบเทียบหาความแตกต่างของการใช้รูปแบบความเรียงเชิงโต้แย้ง ระหว่างกลุ่มต่างๆ จากผลการวิจัยพบว่า นิสิตกลุ่มที่มีคะแนนสูง และ คะแนนปานกลางรู้วิธีเขียนและเรียบเรียงความในการเขียนความเรียงภาษาอังกฤษเชิงโต้แย้งดีพอสมควร แต่บางครั้งนิสิตไม่สามารถหารายละเอียดข้อมูลเฉพาะมาสนับสนุนความเรียงเชิงโต้แย้งได้ชัดเจนเพียงพอ ส่วนนิสิตในกลุ่มที่มีคะแนนต่ำนั้นยังไม่เข้าใจโครงสร้างความเรียงเชิงโต้แย้งและไม่สามารถหาข้อมูลรายละเอียดเฉพาะในการสนับสนุนประเด็นที่ต้องการได้ ทำให้ข้อมูลส่วนใหญ่ที่นิสิตในกลุ่มคะแนนต่ำใช้ในการเขียนสนับสนุนประเด็นหลักต่างๆเป็นข้อมูลทั่วไป ไม่เจาะจง และทำให้ความเรียงเชิงโต้แย้งนั้นขาดข้อมูลรายละเอียดที่ไม่สมบูรณ์ชัดเจนพอ

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Chapter 1

Introduction

Thai students usually struggle to translate from their own language into English word by word while writing English compositions. Without realizing the constraints between the two languages, the students make numerous errors continuously. These problems can be divided into two different types: micro level or lexico-grammatical errors (Ferris, 1996), and macro level or rhetorical organizational patterns (Hirose, 2003).

At the micro level, errors are identified as surface problems which the EFL/ESL learners are supposed to face first while writing English. Sometimes, it is called sentence-level grammatical errors. Micro level errors refer to word choice and sentence construction such as subject-verb agreement, run-ons, comma splices, missing articles, verb form errors and punctuation marks. In other words, micro level deals with a variety of lexical errors, problems with sentence structures, missing words, unnecessary words, word order problems, word forms, extra words, spelling, singular-plural, capitalization, incomplete sentence, unclear meaning, repetitions, redundancy, pronouns, verb tenses, and verb voices (active versus passive) etc (Ferris, 1996).

At the macro level, problems are called macro-level features, macrostructures, the macro-level of discourse, or rhetorical patterns in written discourse. That is to say, specific-to-general or inductive style of writing is mostly found in L2 writing rather than general-to-specific (deductive English) as preferred in L1 writing. In this sense, the inductive writing type in L2 and deductive writing type in L1 are dominantly different. For instance, most of L1 writers begin an essay with general

information of school uniform which can represent what students like as well as what the symbol of a school is. Then, they conclude the essay with another main point of specific detail about students. In other words, the students can choose their clothes freely while going to school instead of school uniform. It is suggested that the majority of L1 writers commonly employ general-to-specific or deductive style of writing. In contrast, the L2 writers start the essay with specific information about the students first. That is to say, the L2 writers begin that they should be allowed to wear their favourite or casual clothes as they prefer rather than wearing the school uniform. Later, they end the essay with generalization of school uniform which characterizes the symbol of each school (Hirose, 2003, p. 208-209). In other words, most L2 writers generally produce specific-to-general (inductive) in the rhetorical organizational patterns. Frequently, a number of EFL/ ESL students fail to be aware of these differences in English structures. As a result, they are unable to organize, generate, and develop their ideas in terms of coherence in text logically (Hirose, 2003).

Problems of coherence in students' writing are increasingly studied by several researchers all around the world in order to investigate how composition written by EFL/ ESL learners fail to develop after the expectations of the native English-speaking audience.

In Thailand, micro level and macro level problems are widely studied. Obviously, there are a few studies on contrastive rhetorical patterns. Nevertheless, there have been insufficient studies which examine English organizational characteristics in L2 writing.

Hence, in terms of macro level organization, the significant purpose of the present study is to analyze the argumentative rhetorical patterns used by 16 fourth-

year English majors at Srinakharinwirot University (henceforth SWU) in order to investigate argumentative rhetorical traits in Thai University students' writing to see how they arrange the standpoint of the whole essay, thesis statement, topic sentence (main supporting sentence and supporting detail(s)), and concluding sentence.

Objective of the Study

The research questions of the study were as follows:

1. What are the argumentative patterns employed by highly, moderately and lowly-rated composition writers?
2. Are there any differences in the use of these argumentative organizational patterns employed by highly, moderately, and lowly- rated writers?

Significance of the Study

The results of the study are beneficial as follows:

1. The analysis of argumentative organization features can be applied to study the student writing quality as well as students' writing weaknesses in terms of text coherence.
2. The results of the study can be applied to teach students how to write proper English argumentative papers.

Scope of the Study

1. The data were collected from 16 argumentative compositions written by SWU fourth-year English majors.
2. Any grammatical errors made by the informants such as punctuation marks and misspellings were ignored.

3. The framework of the argumentative organization pattern introduced by Taeko and Kyoko (1996) was adopted to this study.

Definitions of Terms

1. The argumentative rhetorical pattern

The argumentative rhetorical pattern refers to the relationships of the details and of the main ideas within a paragraph. A model of argumentative organization pattern in English writing applied by Taeko and Kyoko(1996) is as follows:

I. Standpoint of the whole essay (take one side, both two sides, or no stand point)

II. Thesis statement (controlling idea(s))

III. Topic sentence

Main supporting sentence (supporting detail(s))

Main supporting sentence (supporting detail(s) and concluding sentence)

IV. Topic sentence (optional)

Main supporting sentence (supporting detail(s) and concluding sentence)

V. Topic sentence (optional)

Main supporting sentence (supporting detail(s) and concluding sentence)

VI. Concluding sentence (an opinion or a summary of the writer's final idea(s))

Taeko and Kyoko (1996)

2. Standpoint

Standpoint of the overall argumentative composition refers to the writer's thought regarding the given topic of an argumentative essay. His/Her standpoint might take one side between the two different ideas of the whole essay. Sometimes, the writer may not address his/her standpoint in the written discourse at all. Hence, there is no standpoint in the writing.

3. T-Unit

T-unit is used as a valid measurement of language development (Hunt, 1965). It is applied to measure the sentence- combining of overall syntactic complexity in written discourse. In this way, a t-unit refers to a simple sentence, compound sentence, and complex sentence (Hunt, 1965). A compound sentence is divided into two or more t-units, whereas a complex sentence is counted as one t-unit. For instance, the following shows some of the participants' sentences.

Mr. A will get just concrete information, but he will never get any sensation from the poem. (2 t-units)

Although reading books enrich our imagination, knowledge from books will fade from our memory as time goes by. (1 t-unit)

To sum up, this study aimed to analyze SWU fourth- year English majors' compositions in order to examine how the students organized the argumentative rhetorical patterns in their English writing. The framework of argumentative features proposed by Taeko and Kyoko (1996) was used in this analysis. In this study, the t-unit (Hunt, 1965) was also applied as a measurement unit.

Chapter 2

Review of the Related Literature

In this chapter, coherence in EFL and ESL students' writing is provided together with related research in rhetorical pattern analysis. Also, research related to rhetorical patterns in Thailand is presented.

Coherence in EFL and ESL Students' Writing

Coherence can be regarded as two different types: coherence as internal to the text and coherence as internal to the reader (Grabe and Kaplan, 1996). The rhetorical pattern is related to coherence because it shows how writers organize their ideas in their texts. Therefore, two types of rhetorical patterns: inductive (specific-to-general) style of writing and deductive (general-to-specific) style of writing are presented (Hinds, 1990).

Coherence is used as an abstract term of written discourse in order to analyze the quality of effective writing in several EFL/ ESL writing studies. It does not solely refer to sentence-level connectedness and paragraph unity, but it is defined as an overall discourse unity (Lee, 2002). A model of text construction can be called a coherence theory (Grabe and Kaplan, 1996). It can be divided into two different ways: coherence as internal to the text and coherence as internal to the reader.

Coherence as internal to the text can be called the formal properties of the text. Cohesion can link between the surface text and the reader to produce coherent interpretation which is intended by the writers (Halliday and Hason, 1988). Kintsch and Van Kijk (1978) point out that coherence is the propositions of microstructures to form the macrostructure of a text in order to create the overall global coherence to the

text. Therefore, coherence is based on the surface structure which consists of cohesion and information structure to the discourse topic in macrostructure. That is, a text itself can explain the meaning of what a text refers to. For example,

I was born in the end of culture revolution. Since my mother's family is "the blacks" instead of "the red", one of my mother's grandparents three children was to send somewhere afar, of course, they let the daughter in order to, keep the sons close. My mother was sent to Gui Zhou.
(Chandler, 2003, p. 273)

Based on the given sample, the text might be translated about the writer's life. That is to say, the writer describes that she was born in the end of culture revolution; her mother was black-skinned rather than lighter-skinned. Therefore, one of her grandparent's children needed to be sent to somewhere else, while their sons still lived with them. Also, her mother was sent to Gui Zhou. This text itself can describe clearly what the overall meaning of the essay is to the reader/ audience, regardless of the reader's knowledge.

Coherence as internal to the reader concentrates on the role of the reader to the text. In this way, the reader can employ their knowledge of the world or content schemata and knowledge of text structures (formal schemata) to make sense of the meaning of a text. The interaction between the text and the reader's knowledge base plays a major role in text coherence. In this sense, coherence is described as the readers' understanding of the writer's intentions via the overall discourse meaning of a text. Therefore, the reader can be regarded as an important factor of a text in order to analyze whether a text is coherent or not (Grabe and Kaplan, 1996). For instance,

Life with Stephen, who as you know is nine, is just great. For Christmas he got a chainsaw from his godmother. I am wondering how much the new floor will cost me. (Enkvist, 1990, p. 17)

According to the given example, the reader might understand the meaning of each sentence, or even each word thoroughly. However, the reader has to interpret the text probably that Stephen will ruin the new floor with his chainsaw (Enkvist, 1990).

In terms of rhetorical pattern, Hinds (1990) studied rhetorical patterns written by Japanese and American learners. He classified the rhetorical patterns in two different groups: general-to-specific (deductive) organization style of writing and specific-to-general (inductive) organization style of writing. In this sense, deductive or general-to-specific organization is regarded as preferable norm in L1 writing, whereas inductive (specific-to-general) pattern is mostly found in EFL and ESL or L2 writing. Hinds found that a majority of his Japanese EFL students seemed to produce the specific-to-general (inductive) pattern rather than deductive or general-to-specific pattern. In this way, inductive and deductive structures of writing are clearly different. Deductive organization is used in a text analysis as the expected norm in English writing. For example, in L2 writing, most Japanese writers began their writing with the specific information first on general election for the House of Councillors on June 11th. Then, they ended the writing with general details of Prime Minister Fukuda, who decided to have the next general election because he had no confidence for his future management of his state affairs. That is, most L2 writers often employed specific-to-general (inductive) style of writing, while in L1 writing, a majority of native English-writers started their writing with general information of Prime Minister Takeo Fukuda, who had the minority of representatives in the House of Councillors and was from Liberal Democratic Party (LDP) (Hinds, 1990, p. 91). The L1 writers finished the writing by gradually describing the supporting details point by point. Finally, they pinpointed out the specific information in the essay of general election on Sunday, June 11th (Hinds, 1990, p. 91). In other words, most L1

writers clearly produced more deductive (general-to-specific) style of writing than did the L2 writers (Hinds, 1990).

In short, coherence can be divided into two categories: coherence as internal to the text and coherence as internal to the reader. Coherence as internal to the text consists of microstructures producing the macrostructure of the text in the overall global coherence. In this sense, coherence as internal to the text can explain what a text is (Grabe and Kaplan, 1996). In terms of coherence as internal to the reader, the reader plays a significant role in the overall meaning of a text. In this way, coherence is related to the reader's understanding and the writer's intentions in order to describe the overall meaning of a text. In other words, the readers can be described as a prominent part in analyzing coherence (Grabe and Kaplan, 1996).

Related Research in Rhetorical Pattern Analysis

Several studies on EFL and ESL writings were conducted to analyze their written discourse. The objectives of those studies concentrated on how to improve L2 writing or errors made by L2 learners. Obviously, Japanese and Chinese writings were often selected to examine their text coherence.

Numerous studies regarding argumentative rhetorical patterns are presented in this section such as argumentative organizational pattern: situation (problem introduction), problem development, solution, and evaluation (Connor, 1987), the location of main idea(s), the macro-level rhetorical patterns, and presence or absence of a summary statement (Hirose, 2003), global organization and the organization of supporting points (Liu, 2005), and Topical Structure Analysis (TSA) (Lautamatti, 1978; Witte, 1983).

Connor (1987) studied argumentative patterns in student writing across cultures and languages from England, Finland, Germany, and the United States. Her selected participants were from the project of the International Association for the Evaluation of Education Achievement (IEA). The students were asked to write an important problem in their community or in their young life, and then indicated how to solve their problems at the end of the paragraph. She evaluated the deep structure of rhetorical characteristics in argumentative compositions rather than the surface-level patterns of language. In this sense, the surface-level features refer to the sentence structure employed by the writers. In her analysis, 10 argumentative essays were selected randomly from each of the four countries. According to her analysis, both the highly-rated essays and the low-ranking compositions in the sample selected countries followed argumentative organizational pattern: situation (problem introduction), problem development, solution, and evaluation. In other words, the highly-rated and the lowly-rated compositions obviously employed the situation + problem + solution + evaluation structure.

Hirose (2003) examined the relationships between L1 and L2 writing. She compared L1 and L2 writing in terms of organizational patterns in argumentative compositions. She revealed that there were two types of contrastive rhetorical patterns. Interestingly, the specific-to-general (inductive) organizational framework was generally found in Japanese EFL students, whereas L1 learners mostly used the general-to-specific (deductive) organizational pattern. In her study, the participants had to learn the major key concepts of formal writing such as topic sentence, topic development and the three-part structure of introduction, body, and conclusion in argumentative essays. In her research, she evaluated the three types of rhetorical

organizational features: the location of main idea(s), the macro-level rhetorical pattern, and presence or absence of a summary statement.

Regarding the location of main ideas, it is interesting to note that the majority of her example essays put the main idea in the initial position of the introduction in the paragraph. None of them produced the main idea in the final position of the paragraph in their essays.

In the macro-level rhetorical pattern, there were three structures: explanation (the writer's opinion preceding a supporting reason), specification (the writer's opinion and a preview statement of a supporting reason), and induction (a supporting reason preceding the writer's opinion). Both explanation and induction patterns were commonly produced in the L1 and L2 writing. None of the students, accordingly to this study, used specification structure. In this sense, specification indicates the writer's opinion and a preview statement of a supporting reason for the subsequent argument that is just mentioned, and then it is explained in further detail.

Regarding presence or absence of the summary statement, the results of her study indicated that more L1 writers employed the summary statement in the final section of the paragraph than did L2 writers. Interestingly, a few writers used neither opinion nor a summary in the final part of the essay.

In short, both L1 and L2 argumentative compositions revealed developmental problems. Most L2 writers used the inductive organization (specific-to-general) pattern rather than a deductive type organizational characteristics (general-to-specific) as expected in L1 writing (Hirose, 2003).

Liu (2005) analyzed online instructional materials on argumentative writing for Chinese and American student writers. The purpose of her study was to find out the fundamentals of writing argumentative essays, organizational strategies, and

techniques. All of the select websites were created by experienced writing teachers and experts. For instance, the American websites consisted of the Purdue Online Writing Lab (POWA) (<http://www.powa.org>), and Guide to Grammar and Writing (GGW) (<http://ccc.comment.edu/grammar/index.htm>). The Chinese websites consisted of China Basic Education (CBE) (<http://www.cbe21.com>), People's Education Press (PEP) (<http://www.pep.com.cn>), and Wave of Distance Education (WDE) (<http://oyrc.netease.net>). She discussed two types of organization of argumentative compositions: global organization and the organization of supporting points.

According to the global organization, she revealed that it covered all three basic parts of the essay: introduction, body, and conclusion. Her study indicated that Chinese participants employed this three-part pattern clearly.

In the organizational structure of supporting points, parallel and progressive characteristics were found in this study. In this sense, parallel means the main points relevant to the thesis which support the main argument from different perspectives, whereas progressive pattern refers to the supporting points which are produced to support the thesis statement.

Both parallel and progressive traits play a significant role in the conventional organizational features employed by the Chinese participants.

Lautamatti (1987) proposes Topical Structure Analysis (TSA) to analyze topical development in discourse. The TSA is widely used in examining a coherent piece of discourse. Lautamatti explains that the model concentrates on the semantic relationships between sentence topics and the discourse topic regarding the progressive meaning in a text. It is applied to describe how topics repeat, change, and return to earlier topics in the discourse. She points out that coherence in text can be

described in three different kinds of progression: parallel, sequential and extended parallel progressions.

First, parallel progression is the use of word repetition in order to refer to the same topic in discourse. That is to say, the topics of successive sentences are the same. Secondly, in sequential progression, the sentence topic is always different. The comment of the previous sentence becomes the topic of the next sentence. The last linguistic progression is extended parallel progression, the topic of which returns to the same sentence topic that takes place in the beginning of the text. Then, the first and the last topics of a text are the same but may be interrupted by some sequential progression (Lautamatti, 1978).

Witte (1983) adopted the TSA in order to investigate English argumentative essays written by 48 freshmen university students. After rated holistically by qualified English teachers, the example compositions were divided into two categories, highly-rated and lowly-rated essays. Obviously, there were significant differences between the lowly-rated and highly-rated compositions regarding the occurrence of topical structure variables. In the high-quality texts, it was interesting to note that parallel and extended parallel progressions were found at a higher level of topical depth than in the lowly-rated essays. In addition, the researcher also revealed that parallel progression of the TSA did not appear in the low-score essays at all. In other words, both parallel and extended parallel progressions were rarely produced in the lowly-rated texts.

In sum, this session deals with the argumentative organizational patterns: situation + problem + solution + evaluation structure adopted by Connor (1987), the location of main idea(s), the macro-level rhetorical patterns, and presence or absence of a summary statement evaluated by Hirose (2003), global organization and the

organization of supporting points proposed by Liu (2005), and Topical Structure Analysis (TSA) analyzed by Lautamatti (1987) and Witte (1983).

Even though several researchers aimed to investigate the quality of students' writing, particularly in EFL/ EFL writing, obviously it is still difficult for EFL and ESL learners to produce English organization pattern, topic, and paragraph development as expected by the dominant English- speaking audience.

Research Related to Rhetorical Patterns in Thailand

In this section, the topical structure analyzed by Buacomecote (2003) and the rhetorical organization investigated by Raksasat (2006) are presented respectively.

Buacomecote (2003) analyzed topical structures in essays written by third-year English majors at Srinakharinwirot University. Her study focused on the rhetorical organization. She chose Lautamatti's (1978) theory of Topical Structure Analysis to analyze her three sample groups of high, middle, and low essay quality writing. All of her sample essays were studied to see the different characteristics of the Topic Structure Analysis (TSA). According to her study, 15 sample essays were randomly analyzed from 56 informants. Then five most highly-rated essays, five moderately-rated essays, and five lowly-rated essays were selected by two qualified English teachers. Furthermore, t-units (Hunt, 1965.; Gaies, 1980.; Polo, 1997) were adopted to segment the essays. Later, the parallel, sequential, and extended parallel progression of topical structure characteristics were analyzed to see the significant differences in TSA among highly, moderately, and lowly-rated essays. The results indicated that the highly and moderately rated essay writers frequently used parallel progression and extended parallel progression most, whereas the lowly-rated essay writers employed parallel progression more often. Interestingly, both sequential

progression and extended parallel progression were used equally in lowly-rated essays. Also, the findings revealed that there were not significant differences in the patterns of parallel, sequential and extended parallel progressions within those three groups of rated- compositions.

In another rhetorical pattern research, Raksasat (2006) examined the rhetorical organization used by 16 Srinakharinwirot University third-year English majors. The purpose of her study was to analyze whether the informants could produce the preferable English pattern with introduction, body, and conclusion as well as to see how they developed the topic in a paragraph. Oshima and Hogue's (1997) rhetorical pattern was employed in this study. The pattern had a thesis statement (controlling idea(s)), topic sentence, main supporting sentence, supporting detail, concluding sentence, and summary or comment in the final paragraph. In each essay, t-units were analyzed to investigate the overall organization and the rhetorical pattern.

In her findings, sample essays seemed to follow the English rhetorical organization expected by the native English speaking audience appropriately. In other words, the informants could produce the introduction, body, and conclusion. However, they could not generate specific and general supporting details. Particularly, there was no relationship between the thesis statement and the topic sentence within each paragraph. Thus, the students lacked the awareness of the proper English rhetorical characteristics as expected by native English speaking audience in that sense.

Briefly, Buacomecote (2003) focused on Topical Structure Analysis (TSA) in order to analyze SWU students' writing. Her selected compositions were rated and divided into three different categories: highly, moderately, and lowly-rated essays. The highly and moderately-rated essay writers produced more parallel progressions

and extended parallel progressions than did the lowly- rated essay writers. That is to say, the lowly- rated essay writers used parallel progression more often. In Raksasat's (2006) study, Raksasat concentrated on analyzing the overall English pattern with introduction, body, and conclusion as well as topic development in a paragraph. Her participants could produce the introduction, body, and conclusion pattern properly; however, there were no relation between the thesis statement and the topic sentence within a paragraph.

In conclusion, this chapter has been associated with coherence in EFL and ESL students' writing, related research in rhetorical pattern analysis as well as research related to rhetorical patterns in Thailand. Coherence, in this sense, can be classified in two categories: coherence as internal to the text and coherence as internal to the reader. Both text-based and reader-based coherence plays an important role in analyzing text meaning in order to support the understanding of the overall meaning of a text. Regarding related research in rhetorical pattern analysis, several relevant studies were examined. There were a variety of research such as Topical Structure Analysis (TSA) adopted by Lautamatti (1978), argumentative organizational pattern proposed by Connor (1978), the location of main idea(s), the macro-level rhetorical, and presence and absence of a summary statement produced by Hirose (2003), and the global organization and the organization of supporting points in argumentative compositions analyzed by Liu (2005). In research related to rhetorical patterns in Thailand, Buacomecote (2003) investigated her select essays by analyzing Topical Structure Analysis (TSA) in her students' writing, whereas Rakaksat (2006) studied the overall English pattern with introduction, body, and conclusion, including topic development in a paragraph.

Chapter 3

Methodology

This chapter describes the methodology used in this study. It consists of information about the informants, the data collection and the data analysis.

Informants

The informants of this research were 16 fourth-year English majors. All of them enrolled in the course entitled EN 433: Advanced Composition Writing in the Faculty of Humanities at Srinakharinwirot University in the second semester of the academic year 2002.

Data Collection

The participants were assigned to write an argumentative composition on the topic of “Knowledge from books or from experience, which one is more important?” The selected data were collected on January 3rd, 2002. The students completed the task without consultation of dictionaries or reference books in three hours during the class period. After writing, all the data were collected immediately and rated by two qualified English teachers.

Data Analysis

The sample compositions were divided into t-units (Hunt, 1965). Then, the data were rated into three highest, three middle, and three lowest quality of writing by the raters. The two raters were Thai English teachers who were professors of teaching English writing at a government university in Thailand. Both of them had had

experience scoring English compositions written by Thai university students for at least three years. Then the inter-rater reliability measured by the Pearson- Product Moment Correlations was conducted.

The selected samples of argumentative essays are provided with plausible explanation. Also, the chosen data were analyzed as follows:

1. The argumentative organization characteristics applied by Taeko and Kyoko (1996) were adopted. The rhetorical patterns were investigated in the following steps:

1.1 The standpoint of the overall argumentative compositions was analyzed and described whether the writer took side of the writing between knowledge from books, knowledge from experience, both of them, or no stand point at all.

1.2 The thesis statement in a paragraph was put in boldface type.

1.3 The topic sentence in a body paragraph was analyzed and underlined with the thesis statement showing a single main point

1.4 The supporting details were divided into general detail and specific detail.

1.5 The concluding sentences were put in italics, and they were analyzed whether they were an opinion or a summary from the writer's idea(s).

2. The t-unit analysis (Hunt, 1965) was used to segment the sample argumentative essays.

3. The results of the study were analyzed, discussed, and illustrated in tabulations of the argumentative rhetorical features in the participants' essays.

4. Conclusions and discussion relevant to the findings of the study were described as well as implications, limitations of the study and suggestions for further studies.

In short, the sample argumentative essays in the study consisted of 16 essays written by fourth-year English majors at SWU. Each essay was rated by two Thai qualified English teachers. Then, the inter-rater reliability was applied in order to

investigate the reliability between the two Thai English teachers. The writing was classified in three highest, three middle, and three lowest- ranking score of argumentative compositions. Later, the t-unit analysis (Hunt, 1965) was used to segment the essays. The pattern of argumentative rhetorical organization (Taeoko and Kyoko, 1996) was adopted to see the argumentative characteristics in the students' writing. Finally, the findings of the study would be discussed and described.

Chapter 4

Findings

In this chapter, the research findings are described and presented in tables. There are some plausible explanations provided under the table. Nine analyses of the argumentative rhetorical features of highly, moderately, and lowly-rated students' writing are presented.

In Table 1, the inter-rater reliability analyzed by the Pearson- Product Moment Correlations was conducted in this study in order to investigate the reliability between the two qualified English teachers.

In Table 2, the findings presents an analysis of the patterns of the topic development within a paragraph in the argumentative organizational characteristics produced by highly, moderately, and lowly- rated essay writers. Also, some plausible explanations are shown under the table.

Table 1 A Correlation of Scores Rated by the Two Raters

	N	Rater 1	Rater 2
Rater 1	16	1	.752
Rater 2	16	.752	1

The findings from table 1 revealed that both raters had a correlation at .752, which refers to the acceptable level of inter-rater reliability. That is, it is clear to note that the two Thai English teacher ratings were reliable enough for the study. Then, three highest-rated, three moderately- rated, and three lowest-rated score essays were chosen. Consequently, nine argumentative compositions were analyzed. (The selected samples of essays are provided with some plausible explanations.)

Essay 12 (high # 1)

Knowledge from books and knowledge from experience

(t-1) In a very long human history, (t-2) all the knowledge and wisdom of the ancient people are kept in books, (t-3) still these knowledge were created by long years of experience of our ancestor. **(t-4) Therefore, in conversation about knowledge, books and experience are never to be left out. (t-5) Yet who holds greater importance in knowledge is to be discussed.**

(t-6) Books, the keeper of all knowledge exist from the beginning of human's wisdom and were among us since then. (t-7) Knowledge of every fields, history or even tales that has long forgotten are vivid and alive in books. (t-8) Moreover books are not only teacher of young students, but also a source of knowledge for high-educated professor. (t-9) In books there lie knowledge and also experiences of those who walked the long journeys.(t-10) The stories can be ranged from a hot summer day of a boy ventured in mysterious forest, to the great adventure of Marco Polo and even to the story of a man on the moon. (t-11) In their experience, there are much for us to learn, to experience and to feel the way that people of yester years used to feel. (t-12) Here a question has arisen: (t-13) Would it not be better if we just go out and create our own knowledge and experience our own adventure?

(t-14) Experience, long known as source of all knowledge and new creation is one of the essential things that make human be human. (t-15) At the beginning of our race, we are nothing of importance but ape. (t-16) However ever since we know how to turn our experience, both in false attempts and in long observation of things, into knowledge, (t-17) we human race are proved to be rapidly wiser. (t-18) We observed the power of fire and after countless attempts we were be able to use its power to suit our purposes. (t-19) We travelled across high mountains, vast deserts and even great oceans to learn more knowledge by every step we take. (t-20) *A wise man once said "a long journey and years of hard experiences will make a man out of a boy,"* (t-21) *with these words I highly agreed,(t-22) yet all the knowledge and experiences that once be of highly uses will be perished, if die with its creators.*

(t-23) From all of the above perspectives, I believe that books and experience hold equal importance in knowledge. (t-24) Without experience all the knowledge in book would never exist and without books all the knowledge of our time and of the olden days with be wasted and lie only in memory of its creators. (t-25) If our knowledge should die, let it die on dusty shelves of a library rather than lost forever under the graveyard. (t-26) For in old books knowledge is not died but is awaiting to be recovered. (t-27) Since one will never learn too much in one life, I suggest that we learn and treasure the old but useful knowledge from books, (t-28) and let us create new knowledge from our journeys, observations and experiences.

Analysis of Essay 12 (high # 1)

In the overall organization of the essay, the informant takes two sides of the standpoint; she is for both knowledge from books and from experience. She also concludes in the conclusion paragraph that both knowledge from books and from experience are equally important. A thesis statement is provided. The two body paragraphs contain relevant adequate supporting details point by point. The third body paragraph is related to the topic sentence with an opinion in the concluding point. Also, the conclusion ends with an opinion in the final paragraph.

Standpoint: takes both sides (knowledge from books and from experience)

“(t- 23) From all of the above perspectives, I believe that books and experience hold equal importance in knowledge.”

The informant provides her standpoint; she is for both sides of knowledge from books and from experience. The writer states that both books and experience are equally important in t-unit 23 in the fourth paragraph of the essay.

Paragraph 1= the introduction

A thesis statement is stated with general ideas.

“(t-4) Therefore, in conversation about knowledge, books and experience are never to be left out. (t-5) Yet who holds greater importance in knowledge is to be discussed.”

In the first paragraph, the informant contains general background of the thesis statement at the beginning of the paragraph. Later, she produces a thesis statement in t-units 4 to 5.

Paragraph 2 = a body paragraph

The topic sentence presents a single idea which corresponds to the thesis statement.

“(t- 6) Books, the keeper of all knowledge exist from the beginning of human’s wisdom and were among us since then.”

In the second paragraph, a topic sentence is stated in t-unit 6, which corresponds to the thesis statement produced in the introductory paragraph.

“(t-7) Knowledge of every fields, history or even tales that has long forgotten are vivid and alive in books. (t-8) Moreover books are not only teacher of young students, but also a source of knowledge for high- educated professor. (t-9) In books there lie knowledge and also experiences of those who walked the long journeys.(t- 10) The stories can be ranged from a hot summer day of a boy ventured in mysterious forest, to the great adventure of Marco Polo and even to the story of a man on the moon. (t-11) In their experience, there are much for us to learn, to experience and to feel the way that people of yester years used to feel. (t-12) Here a question has arisen: (t-13) Would it not be better if we just go out and create our own knowledge and experience our own adventure?”

Supporting detail: with specific information

The contrastive analysis is one-sided (the importance of knowledge from books). The supporting detail is developed with some illustrations or examples. That is to say, the writer starts talking about the great adventure of Marco Polo and the story of a man on the moon as examples from knowledge from books in t-unit 10.

No concluding point

Paragraph 3= a body paragraph

The topic sentence presents a single idea which corresponds to the thesis statement.

“(t-14) Experience, long known as source of all knowledge and new creation is one of the essential things that make human be human.”

In the third paragraph, the second aspect of the thesis statement is mentioned.

The topic sentence is stated in t-unit 14. The writer describes knowledge from experience.

“(t-15) At the beginning of our race, we are nothing of importance but ape. (t-16) However ever since we know how to turn our experience, both in false attempts and in long observation of things, into knowledge, (t-17) we human race are proved to be rapidly wiser. (t-18) We observed the power of fire and after countless attempts we were be able to use its power to suit our purposes. (t-19) We travelled across high mountains, vast deserts and even great oceans to learn more knowledge by every step we take.”

Supporting detail: no specific information

Explanations of knowledge from experience are formulated regarding the topic sentence. Specific details or illustrations are not generated in this paragraph.

The supporting details are general information. In other words, the writer talks about travelling across high mountains, vast deserts and great oceans in order to gain knowledge from experience in t-unit 19.

“(t-20) “A wise man once said” a long journey and years of hard experiences will make a man out of a boy,” (t-21) with these words I highly agreed,(t-22) yet all the knowledge and experiences that once be of highly uses will be perished, if die with its creators.”

Concluding point: an opinion in t-units 20-22

The informant concludes this paragraph with an opinion in the concluding point produced in t-units 20 to 22. That is to say, she agrees that a long journey and years of hard experience will make a man out of a boy which supports the topic of knowledge from experience of the paragraph.

Paragraph 4= conclusion

The fourth paragraph contains 6 t-units supporting the opinion of the essay.

The writer concludes that knowledge from books and from experience are equally important in t-unit 23. Also, both of them support each other in several aspects.

“(t-23) From all of the above perspectives, I believe that books and experience hold equal importance in knowledge. (t-24) Without experience all the knowledge in book would never exist and without books all the knowledge of our time and of the olden days will be wasted and lie only in memory of its creators. (t-25) If our knowledge should die, let it die on dusty shelves of a library rather than lost forever under the graveyard. (t-26) For in old books knowledge is not died but is awaiting to be recovered. (t-27) Since one will never learn too much in one life, I suggest that we learn and treasure the old but useful knowledge from books, (t-28) and let us create new knowledge from our journeys, observations and experiences.”

Essay 13 (high # 2)

Knowledge from books and experience

(t-1) Everyday when you wake up from your dream and let yourself get out of your bed, you learn all the time. (t-2) You can obtain knowledge from not only an academic literature but also a real experience happening in your life. (t-3) **There are many factors making each one more important for each person; however, it seems that knowledge from experience, in my opinion, is more important.**

(t-4) First of all, it is true that books, which are considered major printed materials, are used to teach students from kindergarten to university. (t-5) They learn a lot of new information in order to get various knowledge. (t-6) But books provide just theories to people that they may not understand practically. (t-7) In addition, the state or fact of knowing written in books are actually from real experiences before they are edited. (t-8) Most examples from real situations researches or experiments are used to give more explanation so that learners can really understand things following each theory. (t-9) *And knowledge from books is limited.* (t-10) *It is possible to see just pictures are literal information printed on papers.*

(t-11) On the other hand, knowledge from experience offers people greater learning. (t-12) Experiences always let you encounter real apprehension through your mind, senses or emotions. (t-13) You are able to know more than in books, gain dissimilar knowledge, and perceive senses easily. (t-14) For example, when you study science, you will never really know facts until you do experiments. (t-15) Or when you learn language, you can't speak if you don't use your wonderful experience while practicing to improve yours. (t-16) *At last, it's possible that you can get more marvelous chances to learn new things from experiences, which you may not find in books.* (t-17) *Cultural learning from each group of people is an effective example in this case.*

(t-18) In conclusion, there can be no doubt that we can gain familiarity, awareness or understanding through study and experience. (t-19) We acquire erudition from both of them. (t-20) Although we have different point of views to those ways of knowing depending on individual idea, we can adjust them into proper relationship to form brilliant creations (t-21) and make progressions from knowledge we earn as a result of creativity for this vivacious world.

Analysis of Essay 13 (high # 2)

Overall, this essay seems to follow the English argumentative organizational patterns properly. That is to say, it contains a standpoint from knowledge from experience, an introduction, two body paragraphs, and a conclusion. The informant addresses the standpoint clearly in the first paragraph by supporting knowledge from experience. Then, she explains in further details to support her standpoint in the body paragraphs. However, the essay provides some insufficient supporting details to support the standpoint in the writing.

Standpoint: one side (knowledge from experience)

“(t-3) There are many factors making each one more important for each person; however, it seems that knowledge from experience, in my opinion, is more important.”

The essay obviously supports the standpoint of knowledge from experience in t-unit 3.

Paragraph 1= the introduction

A thesis statement is provided with controlling ideas.

“(t-3) There are many factors making each one more important for each person; however, it seems that knowledge from experience, in my opinion, is more important.”

The thesis statement focuses on that knowledge from experience, in the writer’s opinion, which is more important in t-unit 3 of the paragraph. From t-units 1 to 2, the informant states with some controlling ideas that we also gain both academic literature (knowledge from books) and real experience in our life, which weakens her standpoint.

“(t-1) Everyday when you wake up from your dream and let yourself get out of your bed, you learn all the time. (t-2) You can obtain knowledge from not only an academic literature but also a real experience happening in your life.”

Paragraph 2= a body paragraph

A topic sentence presents a single idea and corresponds to the thesis statement.

“(t-4) First of all, it is true that books, which are considered major printed materials, are used to teach students from kindergarten to university.”

In the second paragraph, the informant wants to explain how knowledge from books is more limited than knowledge from experience. The topic sentence corresponds to the first controlling idea-- academic literature (books) - in the introduction.

“(t-5) They learn a lot of new information in order to get various knowledge. (t-6) But books provide just theories to people that they may not understand practically. (t-7) In addition, the state or fact of knowing written in books are actually from real experiences before they are edited. (t-8) Most examples from real situations researches or experiments are used to give more explanation so that learners can really understand things following each theory.”

Supporting detail: no specific information is provided.

In t-units 5 to 8, a supporting detail is stated in generality. The writer thinks that knowledge from books is only information printed on paper and too limited.

“(t-9) And knowledge from books is limited. (t-10) It is possible to see just pictures are literal information printed on papers.”

Concluding point: a brief summary = t-units 9-10

The concluding point concentrates on how limited knowledge from books is in t-units 9 to 10. Also, the writer summarizes that knowledge from books is just printed literal information on paper. She concludes with a brief summary of the paragraph.

Paragraph 3= a body paragraph

The topic sentence presents a single idea and corresponds to the thesis statement.

“(t-11) On the other hand, knowledge from experience offers people greater learning.”

The third paragraph presents the importance of knowledge from experience which supports the thesis statement. The topic sentence elaborates the discussion of the thesis statement (knowledge from experience) in the introduction.

“(t-12) Experiences always let you encounter real apprehension through your mind, senses or emotions. (t-13) You are able to know more than in books, gain dissimilar knowledge, and perceive senses easily. (t-14) For example, when you study science, you will never really know facts until you do experiments. (t-15) Or when you learn language, you can't speak if you don't use your wonderful experience while practicing to improve yours.”

Supporting detail: with specific information

In t-units 14 to 15, the informant shows some illustrations relevant to the topic sentence by explaining that learning science needs to do experiments, whereas learning language needs to practice how to speak correctly.

“(t-16) At last, it's possible that you can get more marvelous chances to learn new things from experiences, which you may not find in books. (t-17) Cultural learning from each group of people is an effective example in this case.”

Concluding point: a summary= t-units 16-17

In t-units 16 to 17, the essay still focuses on the importance of knowledge from experience. A summary is also contained in the concluding point.

Paragraph 4 = Conclusion

The fourth paragraph is a conclusion. The writer finishes the essay by summarizing the main idea of the whole essay. That is to say, the informant

concludes that we equally obtain both knowledge from books and from experience in t-unit 19, which does not correspond to the thesis statement in the introductory paragraph. Therefore, the writer fails to organize the essay in English rhetorical patterns appropriately.

“(t-18) In conclusion, there can be no doubt that we can gain familiarity, awareness or understanding through study and experience. (t-19) We acquire erudition from both of them. (t-20) Although we have different point of views to those ways of knowing depending on individual idea, we can adjust them into proper relationship to form brilliant creations (t-21) and make progressions from knowledge we earn as a result of creativity for this vivacious world.”

Essay 3 (high # 3)

Knowledge from books and experience

(t-1) Knowledge means information, understanding and skills that a person has acquired through experience or education. (t-2) According to the meaning, you can't compare which one is more important because concept of knowledge and how you apply it are the most important. (t-3) **However, if I have to decide which one is more important, I think knowledge from experience is more important than knowledge from books.**

(t-4) First of all, human being learn from their experience when they were born. (t-5) They learn by their instinct. (t-6) For example, when babies get hungry, they will cry. (t-7) So they will cry everytime when they want to drink milk. (t-8) Similarly pre-historical man or ape who knows how to fire by chance, they have never read a book.

(t-9) Moreover, we can get any knowledge through our observations. (t-10) For instance, arts, artists can't painting any picture only if they how to paint by reading painting book. (t-11) They have to paint and always practice their skills until they know how to mix color, (t-12) use brushes and painting techniques and finally they might be an famous artist.

(t-13) In Addition, a good explanation of how knowledge from experience is more important than knowledge from books is agriculture especially, Thai farmers. (t-14) As you know that Thailand is an important rice exporter in the world and also an old country which majority of Thai work in agriculture sector. (t-15) Furthermore, in the past until present, most Thai farmers are uneducated and some are illiterate (t-16) but they know how to grow rice and take care of them so that they will have high quality and high quantity of rice. (t-17) The knowledge is like heritage that they get from their ancestors, even, sometimes we don't know why it is. (t-18) Alike His majesty, he research how to develop Thai rice by doing himself in his field (t-19) and then he distributes the developed rice to Thai farmers nationwide, (t-20) and he send the research to universities to teach students so that they will apply to their homeland.

(t-21) On the other hand, I don't argue that knowledge from book is not important because I'm a student who learn academic knowledge from books. (t-22) Moreover, I can say that I get some knowledge that I can't get from my experience such as history subject. (t-23) I'm definitely sure that most students learn history from books which author've gathered almost of events around the world because we couldn't be a part of them. (t-24) The authors also learn from books before they compose their own books.(t-25) *As a result , I think book is a record that we use it to refer or quote to be evidence or due to improve experiments or researchs or use as material to get new knowledge.*

(t-26) Both knowledge from experience and knowledge from books are provide advantages for people who want to know and use it in positive way, (t-27) but don't use you knowledge to cheat others. (t-28) I think it is enough because knowledge is like a junction which you can choose what way you should go. (t-29) So we who are student should learn both knowledge from academic and experience and morality because one who wants to be human can't get knowledge only one way.

Analysis of Essay 3 (high # 3)

In the overall organization of the essay, the informant seems to give a standpoint, introduction, body paragraph, and conclusion as expected by writers of the English rhetorical pattern. The standpoint is one sided. She supports knowledge from experience in the first paragraph. Some specific information relevant to the topic sentence is provided in the body paragraphs. However, no concluding point is produced in the second, the third, and the fourth body paragraphs. There is only one concluding point in the fifth body paragraph. Hence, the informant fails to develop the rhetorical pattern as preferred by native English- speaking writers.

Standpoint: taking one side (knowledge from experience)

“(t-3) However, if I have to decide which one is more important, I think knowledge from experience is more important than knowledge from books.”

The essay contains a standpoint. She supports knowledge from experience in the first paragraph (introduction) in t-unit 3.

Paragraph 1= the introduction

A thesis statement is stated without controlling ideas.

“(t-3) However, if I have to decide which one is more important, I think knowledge from experience is more important than knowledge from books.”

The writer starts the essay with generality in t-units 1 to 2. She describes the meaning of knowledge to the audience. Nevertheless, she does not explain the difference between knowledge through experience and through education (books). Instead, she just jumps to the thesis statement (in t-unit 3) that knowledge from experience is more important than knowledge from books.

Paragraph 2= a body paragraph

A topic sentence presents a single idea and corresponds to the thesis statement.

“(t-4) First of all, human being learn from their experience when they were born.”

In the second paragraph, the topic sentence is in t-unit 4, which explains how humans learn from experience through their instinct.

.(t-5) They learn by their instinct. (t-6) For example, when babies get hungry, they will cry. (t-7) So they will cry everytime when they want to drink milk. (t-8) Similarly pre-historical man or ape who knows how to fire by chance, they have never read a book.”

Supporting detail: with specific information

In t-units 6 to 8, the essay contains some illustrations or examples of babies who will cry when they are hungry or want to drink some milk to support that people learn from their instinct.

No concluding point

Paragraph 3= a body paragraph

A topic sentence presents a single idea, and corresponds to the thesis statement.

“(t-9) Moreover, we can get any knowledge thourgh our observations.”

In the third paragraph, the topic sentence is in t-unit 9. The writer does not explain why knowledge through observation is regarded as knowledge from experience. However, observation, in this sense, is assumed as experience.

“(t-10) For instance, arts, artists can’t painting any picture only if they how to paint by reading painting book. (t-11) They have to paint and always pratice their skills until they know how to mix color, (t-12) use brushes and painting techniques and finally they might be an famous artist.”

Supporting detail: with specific information

This paragraph contains some examples or illustrations in t-unit 10 to 12.

That is to say, artists can practice painting via their skills (knowledge from observation).

No concluding point is found.

Paragraph 4= a body paragraph

A topic sentence presents a single idea and corresponds to the thesis statement.

“(t-13) In Addition, a good explanation of how knowledge from experience is more important than knowledge from books is agriculture especially, Thai farmers.”

In the fourth paragraph, t-unit 13 is the topic sentence of the paragraph. That is to say, the essay describes how important knowledge from experience is in t-unit 13, which is related to the thesis statement in the introductory paragraph. In other words, the topic and the thesis statement are relevant to knowledge from experience rather than knowledge from books.

“(t-14) As you know that Thailand is an important rice exporter in the world and also an old country which majority of Thai work in agriculture sector. (t-15) Futhermore, in the past until present, most Thai farmers are uneducated and some are illiterate (t-16) but they know how to grow rice and take care of them so that they will have high quality and high quantity of rice. (t-17) The knowledge is like heritage that they get from their ancestors, even, sometimes we don’t know why it is. (t-18) Alike His majesty, he research how to develop Thai rice by doing himself in his field (t-19) and then he distributes the developed rice to Thai farmars nationwide,(t-20) and he send the research to universities to teach students so that they will apply to their homeland.”

Supporting detail: with specific information

The essay describes that Thai farmers are both uneducated and illiterate.

However, they still know how to grow their rice as well as how to take care of it in order to obtain more production of rice in t-units 14 to 20.

No concluding point is produced.

Paragraph 5= a body paragraph

A topic sentence presents a single idea, and does not correspond to the thesis statement.

“(t-21) On the other hand, I don’t argue that knowledge from book is not important because I’m a student who learn academic knowledge from books.”

The fifth paragraph presents a topic sentence in the first, t-unit 21. The idea of the paragraph focuses that knowledge from books is as important as knowledge from experience. In this point, the writer suddenly switches the idea to talk about the importance of knowledge from books rather than about knowledge from experience, which she supports. This switch might affect the overall meaning of the essay and finally confuse the audience.

“(t-22) Moreover, I can say that I get some knowledge that I can’t get from my experience such as history subject. (t-23) I’m definitely sure that most students learn history from books which author’ve gathered almost of events around the world because we couldn’t be a part of them. (t-24) The authors also learn from books before they compose their own books.”

Supporting detail: no specific information is presented.

Explanations on the subject are generated to support the topic sentence. There are no specific details or examples given in this paragraph.

“(t-25) As a result , I think book is a record that we use it to refer or quote to be evidence or due to improve experiments or researchs or use as material to get new knowledge.”

Concluding point: an opinion = t-unit 25

The essay concludes that “book” is described as a record of reference in order to improve experiments or studies for getting the new knowledge in t-unit 25. Also, the informant summarizes the writer’s opinion.

Paragraph 6= Conclusion

“(t-26) Both knowledge from experience and knowledge from books are provide advatages for people who want to know and use it in positive way, (t-27) but don’t use you knowledge to cheat others. (t-28) I think it is enough because knowledge is like a junction which you can choose what way you should go. (t-29) So we who are student should learn both knowledge from academic and experience and morality because one who wants to be human can’t get knowledge only one way.”

The sixth paragraph is the conclusion of the whole essay. It is concluded with an opinion indicating that both knowledge from experience and from books are equally important, which does not correspond to the thesis statement, in which she supports knowledge from experience.

Essay 15 (average # 1)

Knowledge from books and experience

(t-1) Knowledge is an awareness or understanding about facts, ideas and skills that all derives from the human beings' learning process. (t-2) People will gain this process from two main sources.(t-3) One is studying from books. (t-4) The another is accumulating knowledge from their real experience. (t-5) However, both of them are very important sources in my opinion. (t-6) **Nevertheless, I still prefer to get knowledge from experience to get it from books because there are lots of advantages for facing the real working world.**

(t-7) One, an important advantage for getting knowledge from experience is the exact awareness how to work. (t-8) In the real working condition, everything is not similar to what people have read from the books. (t-9) It's also impossible for the readers to use their imagine in the real work. (t-10) They have to learn to apply a theory to a real practice. (t-11) Therefore, the only way for them is to experience the work. (t-12) Moreover, the books do not collect every thought or situation that they must face in the reality.(t-13) The knowledge from experience will help them to survive when they front the depressible condition and force them to learn to solve the problems by themselves. (t-14) Furthermore, this knowledge will give them lessons to work with the other, which aren't found in the books. (t-15) For example, there are many successful business men who have never studied in school. (t-16) They don't even know how to read at first, (t-17) but they advances their knowledge via experiencing. (t-18) In the other words, they try everything by themselves without whether it's good or not. (t-19) They also assimilate every knowledge they acquire. (t-20)These cause them to have much knowledge without reading any books. (t-21) *Therefore, the knowledge from real experience is so valuable because it is a first-hand; while as , the knowledge from the books is just a foundation data.*

(t-22) Another advantage is the way to remember whatever knowledge people have learned. (t-23) Learning from real experience or practice will help people to receive knowledge easier than reading the books. (t-24) It's a human nature that they will be better to remember things they did than ones they read. (t-25) Particularly when they make mistakes, they will automatically learn the lessons and force themselves to remember as well as ready for doing better in the next time. (t-26) *This knowledge of learning mistake will occur only from experience.* (t-27) *Unlikely the knowledge from books is normally found everywhere because it's a theory and possible trend, that should happen in this world.*

(t-28) The last advantage is the wider vision that people will get from real experience. (t-29) The knowledge that people get from books will be limited by the fact. (t-30) It doesn't collect any factors which will possible to happen like the knowledge from experience which will derive from the factors of situation, emotion, and action. (t-31) *Therefore, they will teach to be used to the real situation and strong enough with the wider idea of living.*

(t-32) As a conclusion, the knowledge from experience gives people much more things than one from books because it is a direct learning source involving every factor of real life.

Analysis of Essay 15 (average #1)

Overall, the essay is separated into three main parts: introduction, body, and conclusion. The informant presents the standpoint clearly; she says that knowledge from experience can gain more advantages than knowledge from books. Three body paragraphs and a conclusion paragraph provide details and proper illustrations or examples. However, this composition does not have adequate specific details in the body paragraphs.

Standpoint: taking one side (knowledge from experience)

“(t-6) Nevertheless, I still prefer to get knowledge from experience to get it from books because there are lots of advantages for facing the real working world.”

This essay supports knowledge from experience in the beginning of the first paragraph in t-unit 6. Then, the writer explains more details in the body paragraphs to support the standpoint of the essay.

Paragraph 1= the introduction

A thesis statement is stated with controlling ideas.

“(t-6) Nevertheless, I still prefer to get knowledge from experience to get it from books because there are lots of advantages for facing the real working world.”

In the first paragraph, the introduction contains 6 t-units. From t-units 1 to 5, the essay provides some controlling ideas that explain both knowledge from experience and from books. Even though the informant states that both of them are important in t-unit 5, the writer also puts her strong opinion of the advantage of knowledge from experience in t-unit 6 (the thesis statement) of the paragraph.

Paragraph 2= a body paragraph

A topic sentence presents a single idea and corresponds to the thesis statement.

“(t-7) One, an important advantage for getting knowledge from experience is the exact awareness how to work”

In the second paragraph, the topic sentence is in t-unit 7, which corresponds to the thesis statement provided in the introductory paragraph.

“(t-8) In the real working condition, everything is not similar to what people have read from the books. (t-9) It’s also impossible for the readers to use their imagine in the real work. (t-10) They have to learn to apply a theory to a real practice. (t-11) Therefore, the only way for them is to experience the work. (t-12) Moreover, the books do not collect every thought or situation that they must face in the reality. (t-13) The knowledge from experience will help them to survive when they front the depressible condition and force them to learn to solve the problems by themselves.(t-14) Furthermore, this knowledge will give them lessons to work with the other, which aren’t found in the books. (t-15) For example, there are many successful business men who have never studied in school. (t-16) They don’t even know how to read at first, (t-17) but they advances their knowledge via experiencing.(t-18) In the other words, they try everything by themselves without whether it’s good or not. (t-19) They also assimilate every knowledge they acquire. (t-20)These cause them to have much knowledge without reading any books.”

Supporting detail: with specific information

From t-units 15 to 20, the writer indicates that there are numerous successful businessmen who never study in school who can succeed in their business without learning how to read. Also, they support the topic sentence of getting knowledge from experience.

“(t-21) Therefore, the knowledge from real experience is so valuable because it is a first- hand; while as, the knowledge from the books is just a foundation data.”

Concluding point: a summary = t-unit 21

The composition concludes that knowledge from real experience is more valuable than knowledge from books, which is described as foundation data in t-unit 21.

Paragraph 3 = a body paragraph

A topic sentence presents a single idea and corresponds to the thesis statement.

“(t-22) Another advantage is the way to remember whatever knowledge people have learned.”

In the third paragraph, the essay begins with another advantage of knowledge that people have learned (knowledge from experience) in t-unit 22, which supports the advantage of knowledge from experience in the thesis statement of the introductory paragraph.

“(t-23) Learning from real experience or practice will help people to receive knowledge easier than reading the books. (t-24) It’s a human nature that they will be better to remember things they did than ones they read. (t-25) Particularly when they make mistakes, they will automatically learn the lessons and force themselves to remember as well as ready for doing better in the next time.”

Supporting detail: no specific information

From t-units 23 to 25, the writer describes that learning from real experience will help people to remember everything easily. Also, the essay focuses on human nature. We automatically learn from our mistakes or experience. However, no specific details or examples are clearly presented in the paragraph.

“(t-26) This knowledge of learning mistake will occur only from experience. (t-27) Unlikely the knowledge from books is normally found everywhere because it’s a theory and possible trend, that should happen in this world.”

Concluding point: a brief summary in t-units 26-27

The informant concludes that learning from mistakes will happen directly from experience in t-unit 26, while knowledge from books is described as a theory in books in t-unit 27.

Paragraph 4= a body paragraph

A topic sentence presents one single idea and corresponds to the thesis statement.

“(t-28) The last advantage is the wider vision that people will get from real experience.”

The fourth paragraph provides a topic sentence that contains another advantage of knowledge from experience in t-unit 28, which is related to the advantage from the real working world (knowledge from experience) in the introductory paragraph.

“(t-29) The knowledge that people get from books will be limited by the fact. (t-30) It doesn’t collect any factors which will possible to happen like the knowledge from experience which will derive from the factors of situation, emotion, and action.”

Supporting detail: no specific information

From t-units 29 to 30, the essay states that knowledge from books is also more limited. In contrast, knowledge from experience can be gained from several factors such as situation, emotion, and action. In other words, these two t-units are generated with general details. No illustrations or examples are given here.

“(t-31) Therefore, they will teach to be used to the real situation and strong enough with the wider idea of living.”

Concluding point: a summary: t-unit 31

The informant summarizes that getting knowledge from experience or the real situation will give us a wider idea of living.

Paragraph 5= Conclusion

The fifth paragraph is the conclusion of the essay. The writer concludes it by making a brief summary in t-unit 32. That is to say, the informant concludes that

knowledge from experience is more valuable than knowledge from books because it is described as a direct learning source in our real life.

“(t-32) As a conclusion, the knowledge from experience gives people much more things than one from books because it is a direct learning source involving every factor of real life.”

Essay 16 (average # 2)

Which is more important ? Why ? Knowledge from books and knowledge from experience

(t-1) men must learn.”(t-2) This is the fact that we cannot absolutely reject because learning leads us into the world of knowledge (t-3) and the knowledge gives us for good opportunities and abilities to live perfectly in the world of scrambling for power and profit.

(t-4) How we can get the knowledge. (t-5) Since the past men had learned by reading a book because we believe that if people read a lot, they are clever. (t-6) So, most parents often teach their children to read different kinds of book since they were young such as science, language, social science, mathematics, craftsmanship and so on. (t-7) When they grow up they still read more and more especially in the field of their interests. (t-8) For example, doctor interested in physical science and chemistry (t-9) but secretary interested in languages and administrative works. (t-10) Moreover, men realized that books are the valuable resources of knowledge so they have to read, learn or study. (t-11) *On the other hand, books are not the only one way to get knowledge because we can learn by our experiences that are valuable as much as books.*

(t-12) Many people agreed that if we just read the books and do not care social relationship, we would lack of the world view or “ vision” (t-13) As you can see that in many organizations around the world interested in EQ (Emotional Quotient) as much as IQ (Intelligence Quotient). (t-14) It shows that men should not just be clever in thought but they should be clever in emotion too. (t-15) Where EQ come from, certainly it is not in any books so experience will give it to you. (t-16) For example, when you apply for a job the company often need your work experiences because it will be good for you and the company. (t-17) If you have a work experience, you will be chosen before who do not have because you may work better than other people. (t-18) Everything that happened in our lives could be the best experiences of us because we cannot buy, sell or borrow from others(t-19) but we have to learn by ourselves. (t-20) Generally, books printed or wrote by human experience so books could not be occurred if we have no human experience. (t-21) In the prehistoric era, men did not have any books (t-22) but they taught the way of living and passed on various knowledge by verbal instruction. (t-23) *Today, men created computer and Internet to support their needs* (t-24) *and now books are getting decrease its role gradually.*

(t-25) Computer and Internet are more comfortable and faster than books when you would like to find out something. (t-26) When people want to read a newspaper they can get the information easily by using their own personal computer (PC) and (t-27) Internet can search everything that you need in a few minute. (t-28) *So , you should have an experience with computer and Internet because this experience cannot practice in any books.*

(t-29) To conclude, knowledge from book and knowledge from experience are quite important equally. (t-30) We cannot learn everything in a book (t-31) and we cannot learn our experience without a book which can be the best manual. (t-32) We have to read books and accumulate our experience little by little and apply them to your daily life (t-33) and finally you will be a potential man in the world.

Analysis of Essay 16 (average # 2)

Overall, this essay contains an introduction, three body paragraphs, and a conclusion. However, no thesis statement is provided in the first paragraph of the introduction. In each body paragraph, the informant explains many points of details as well as some examples. The standpoint is generated in the conclusion paragraph. The essay takes two sides of knowledge both from books and from experience.

Standpoint: taking two sides(knowledge both from books and from experience)

“(t-29) To conclude, knowledge from book and knowledge from experience are quite important equally.”

The informant presents the standpoint in the fifth paragraph (the conclusion) in t-unit 29. The writer indicates that both knowledge from books and from experience are equally important.

Paragraph 1 = the introduction

No thesis statement is produced.

The first paragraph gives only general information from t-units 1 to 3. The essay presents an idea that men must learn (in t-unit 1). Then, the writer also describes that knowledge gives us good opportunities and abilities to live in the real world in t-unit 3. From those three t-units, they are not precise enough to be the thesis statement. In other words, they are only general details of the paragraph. Therefore, no thesis statement is given here.

Paragraph 2= a body paragraph

A topic sentence presents a single idea.

“(t-4) How we can get the knowledge. (t-5) Since the past men had learned by reading a book because we believe that if people read a lot, they are clever.”

In the second paragraph, the writer begins a topic sentence with a question in t-unit 4. Then she explains that reading books can make people cleverer in t-unit 5.

“(t-6) So, most parents often teach their children to read different kinds of book since they were young such as science, language, social science, mathematics, craftsmanship and so on. (t-7) When they grow up they still read more and more especially in the field of their interests. (t-8) For example, doctor interested in physical science and chemistry (t-9) but secretary interested in languages and administrative works. (t-10) Moreover, men realized that books are the valuable resources of knowledge so they have to read, learn or study.”

Supporting detail: with specific information

From t-units 6 to 10, the essay indicates that most parents teach their children how to read various types of books such as science, language, social science, mathematics, craftsmanship etc. in order to support the idea of reading books in t-unit 4. Also, the writer describes that a doctor should learn physical science and chemistry, while a secretary should learn more about languages and some administrative works in t-units 8 to 9. These ideas are not related to the topic.

“(t-11) On the other hand, books are not the only one way to get knowledge because we can learn by our experiences that are valuable as much as books.”

Concluding point: a summary = t-unit 11

The informant concludes that we should learn both from books and from experience in t-unit 11, which is irrelevant to the topic sentence that supports only knowledge from books.

Paragraph 3= a body paragraph

A topic sentence presents a single idea.

“(t-12) Many people agreed that if we just read the books and do not care social relationship, we would lack of the world view or (vision).”

In the third paragraph, the topic sentence is stated in t-unit 12. The informant indicates that reading books is not enough because social relationship or the world view (vision) is important as well. Then this idea is discussed more details in t-units 13 to 22.

“(t-13) As you can see that in many organizations around the world interested in EQ (Emotional Quotient) as much as IQ (Intelligence Quotient). (t-14) It shows that men should not just be clever in thought but they should be clever in emotion too. (t-15) Where EQ come from, certainly it is not in any books so experience will give it to you. (t-16) For example, when you apply for a job the company often need your work experiences because it will be good for you and the company. (t-17) If you have a work experience, you will be chosen before who do not have because you may work better than other people. (t-18) Everything that happened in our lives could be the best experiences of us because we cannot buy, sell or borrow from others(t-19) but we have to learn by ourselves. (t-20)Generally, books printed or wrote by human experience so books could not be occurred if we have no human experience. (t-21) In the prehistoric era, men did not have any books (t-22) but they taught the way of living and passed on various knowledge by verbal instruction.”

Supporting detail: with specific information

Examples of EQ (Emotional Quotient) and IQ (Intelligence Quotient) are given to support the idea of social relationship (the world view or vision) of the topic sentence in t-unit 12. Also, the essay concentrates on work experience while applying for a job. That is to say, we might be selected for a job first if we have more work experience as stated in t-units 16 to 17.

“(t-23) Today, men created computer and Internet to support their needs (t-24) and now books are getting decrease its role gradually.”

Concluding point: a summary: t-units 23-24

The writer concludes the paragraph with a summary. The computer and Internet are created to support humans' needs, while books are less important and their role is reducing.

Paragraph 4= a body paragraph

The topic sentence presents a single idea.

“(t-25) Computer and Internet are more comfortable and faster than books when you would like to find out something.”

In the fourth paragraph, the essay begins with a statement that the computer and Internet are easier and faster than books in t-unit 25. Both of them are related to the computer and Internet in the concluding point of the third paragraph in t-units 23 to 24.

“(t-26) When people want to read a newspaper they can get the information easily by using their own personal computer (PC) and (t-27) Internet can search everything that you need in a few minute.”

Supporting detail: without specific information

There are two t-units (t-units 26 to 27) in the paragraph. The essay talks about the personal computer (PC) and Internet, which can search everything within a few minutes. There are no examples or illustrations available in the paragraph.

“(t-28) So, you should have an experience with computer and Internet because this experience cannot practice in any books.”

Concluding point: an opinion = t-unit 28

The paragraph ends with a summary saying that the experience of computer skill and Internet skill cannot be practiced in any books. In other words, we have to learn those two skills throughout our experience instead (in t-unit 28,) which corresponds to the topic in t-unit 25.

Paragraph 5 = Conclusion

In the fifth paragraph, the conclusion of the essay ends with a brief summary. The essay concludes that both knowledge from books and from experience are equally

important in t-unit 29. In addition, we cannot solely learn everything from books or from experience. Both of them support each other relatively.

“(t-29) To conclude, knowledge from book and knowledge from experience are quite important equally. (t-30) We cannot learn everything in a book (t-31) and we cannot learn our experience without a book which can be the best manual. (t-32) We have to read books and accumulate our experience little by little and apply them to your daily life (t-33) and finally you will be a potential man in the world.”

Essay 2 (average # 3)

Knowledge from books and knowledge from experience

(t-1) Having a good knowledge is very important for people at the present time because it can help them get a good job and be acceptable in this competitive society. (t-2) Someone increases his knowledge by reading books. (t-3) While someone argues that increasing knowledge from experience is more important. (t-4) **Therefore, it is interesting to find out which one is more important between knowledge from books and knowledge from experience.**

(t-5) Reading books are very advantageous for people who like to study by themselves. (t-6) There are many kinds of book for people to read. (t-7) They can choose any one what they want. (t-8) If only they open a big book and take time only a couple of days, they can have a specific knowledge in that thing. (t-9) *Also, reading books are an easy way because it is easy to find and read.* (t-10) *You can take them to anywhere and read them in any place.*

(t-11) However, reading a book will not be advantageous for you if you read it by without these things. (t-12) First of all, while you read a book, you should also use your brain in thinking and considering. (t-13) For example, you should think about good or bad, some ideas, and mottos. (t-14) *Moreover, reading will not be advantageous for you if you do not practise because it is easy for you to forget.* (t-15) *Also, you will have a good brain, but lack of skill.*

(t-16) Therefore, raising you knowledge only from the book is not much enough. (t-17) Also, it should go together with experience. (t-18) Having knowledge from real experience will support you to have wider attitudes and be able to build an image easily. (t-19) Having an experience outside is a good chance for you to adapt, practice and use your knowledge. (t-20) Moreover, it will not only help you have skill, (t-21) but also help you learn how to solve problems. (t-22) *Sometimes, learning from real experience can possible have some problems that you have never learned from books.* (t-23) *So, it is necessary for you to ask someone.* (t-24) *Therefore, this will also teach you how to make friend and work with others.*

(t-25) In conclusion, it is not only knowledge from books which is important, but also knowledge from experience. (t-26) Both of them support to each others. (t-27) Reading books are an important basic for your brain while gaining experiences are an important basic for your skill. (t-28) Therefore, if you would like to be a perfect person, you should have these 2 things.

Analysis of Essay 2 (average # 3)

In the overall rhetorical pattern of the essay, it can be divided into three-parts: introduction, body and conclusion. However, the informant produces a general thesis statement in the first paragraph. The given information is not precise enough. There is inadequate elaboration in the body paragraphs. The essay writer develops the supporting details within the paragraph ineffectively.

Standpoint: taking both sides of knowledge from books and from experience

“(t-25) In conclusion, it is not only knowledge from books which is important, but also knowledge from experience. (t-26) Both of them support to each others.

In the fifth paragraph, the informant addresses the standpoint supporting both sides of knowledge from books and from experience in t-units 25 to 26. The writer indicates that both of them cannot be separated. In other words, they support each other in many aspects as the informant has discussed in the composition.

Paragraph 1= the introduction

The thesis statement is stated generally.

“(t-4) Therefore, it is interesting to find out which one is more important between knowledge from books and knowledge from experience.”

In the first paragraph, t-units 1 to 3 are general information that leads the audience to the thesis statement in t-unit 4. The thesis statement does not show if the writer supports knowledge from books or from experience. Then, the audience has to find out in the essay. This is called “a delayed thesis statement of purpose”, which has an influence on the unfavourable effect of making the essay appear incoherent to the English-speaking reader/ audience.

Paragraph 2= a body paragraph

A topic sentence presents a single idea, as an answer to the thesis statement.

“(t-5) Reading books are very advantageous for people who like to study by themselves.”

In the second paragraph, the advantage of reading books is the topic generated in t-unit 5. The topic sentence also explains the direction of the paragraph.

“(t-6) There are many kinds of book for people to read. (t-7) They can choose any one what they want. (t-8) If only they open a big book and take time only a couple of days, they can have a specific knowledge in that thing.”

Supporting detail: without specific information

From t-units 6 to 8, the informant does not give any illustrations or examples relevant to the topic sentence at all.

“(t-9) Also, reading books are an easy way because it is easy to find and read. (t-10) You can take them to anywhere and read them in any place.”

Concluding point: a summary = t-units 9-10

The essay concludes with a summary of the advantage of reading books in t-units 9-10, which is relevant to the topic in t-unit 5.

Paragraph 3= a body paragraph

A topic sentence presents a single idea, but does not correspond to the thesis statement.

“(t-11) However, reading a book will not be advantageous for you if you read it by without these things.”

In the third paragraph, the topic sentence is provided in t-unit 11 at the beginning of the paragraph. It is not related to the thesis statement at all because the

informant talks about the disadvantage of reading books instead of another advantage of it as discussed in the second paragraph.

“(t-12) First of all, while you read a book, you should also use your brain in thinking and considering. (t-13) For example, you should think about good or bad, some ideas, and mottos.”

Supporting detail: with specific information

The given examples of good or bad ideas and mottos are stated in t-unit 13, which are too general and short to be disadvantages of reading books. The writer does not explain more in further details in order to support those examples.

“(t-14) Moreover, reading will not be advantageous for you if you do not practise because it is easy for you to forget. (t-15) Also, you will have a good brain, but lack of skill.”

Concluding point: a summary: t-units 14-15

The essay concludes with a summary in t-units 14 to 15. That is to say, we should practice and use our brain more often; otherwise, we might forget everything easily or we may eventually lose the memory skill.

Paragraph 4= a body paragraph

A topic sentence presents one single idea, but does not correspond to the thesis statement.

“(t-16) Therefore, raising you knowledge only from the book is not much enough.”

In the fourth paragraph, the topic sentence is stated in t-unit 16, which is not relevant to the thesis statement in t-unit 4. That is, instead of discussing the importance of knowledge from books or from experience generated in the thesis statement, the writer switches the idea immediately that knowledge from books is not enough. It might affect the overall meaning of the essay and confuse the audience.

“(t-17) Also, it should go together with experience. (t-18) Having knowledge from real experience will support you to have wider attitudes and be able to build an image easily. (t-19) Having an experience outside is a good chance for you to adapt, practice and use your knowledge. (t-20) Moreover, it will not only help you have skill, (t-21) but also help you learn how to solve problems.”

Supporting detail: no specific information is given.

In the fourth paragraph, knowledge from experience is stated in order to compare to knowledge from books discussed in the topic sentence.

“(t-22) Sometimes, learning from real experience can possible have some problems that you have never learned from books. (t-23) So, it is necessary for you to ask someone. (t-24) Therefore, this will also teach you how to make friend and work with others.”

Concluding point: a summary in t-units 22 – 24

The informant concludes with a brief summary saying that learning from real experience might have some troubles. Thus, we should know how to make friend with other people or even how to ask someone else.

Paragraph 5= Conclusion

In the fifth paragraph, an opinion is in t-units 25 to 28 in the conclusion of the essay. The writer concludes that both knowledge from books and from experience are equally important in many ways. Moreover, they support each other. Then, in order to be a perfect person, we should learn from both of them.

“(t-25) In conclusion, it is not only knowledge from books which is important, but also knowledge from experience. (t-26) Both of them support to each others. (t-27) Reading books are an important basic for your brain while gaining experiences are an important basic for your skill. (t-28) Therefore, if you would like to be a perfect person, you should have these 2 things.”

Essay 8 (poor # 1)**Knowledge from books and experience**

(t-1) Knowledge is something you can learn and can get some ideas from. (t-2) As we know, familiarity, awareness or understanding gained through experience or study. (t-3) There are many ways to obtain the knowledge. (t-4) So, some people have made the question that which one between knowledge from books and knowledge from experience is more important? and why ?

(t-5) Activity or practice through which knowledge or skill is gained is the definition of experience. (t-6) In my opinion, knowledge from experience is more important because, in reality, although we had read and earned a lot of education from books, (t-7) it does not as useful as you have learned from the real field. (t-8) Experience will teach you how to flex, adapt, or handle each situation that comes.

(t-9) As you can see from most of companies, if they want to employ some executives or managers, companies will ask for or require experience. (t-10) Similar to the political parties, if they want the leader or honorary secretary of the party, they will choose or select a person who has qualification and, above all, a lot of experiences in politics.

(t-11) On the other hand, knowledge from books teaches us only basic or ordinary things. (t-12) Some readers might remember all the letters from books (t-13) but they cannot imagine how to deal with the obstacles in real events. (t-14) However, some writers had added their own experience to their books how to arrange or set everything completely (t-15) but learners could not understand what are the writers trying to communicate. (t-16) By the way, most of people say that knowledge that get from books is easier to forget which different from knowledge from experience that we will remember it longer or even be unforgettable. (t-17) I can say that we learn experience and get knowledge from it by heart.

(t-18) In conclusion, I think the best way to get knowledge perfectly is to gain it from both sources. (t-19) Although experience is more important, it should have been supported by knowledge from books. (t-20) Books will pave our foundation and experience will build up or raise those skills and lead us to succeed.

Analysis of Essay 8 (poor # 1)

Overall, the essay has three parts: introduction, body, and conclusion. The informant takes two sides of both knowledge from books and from experience. However, there is no obvious thesis statement. In the supporting details, a topic sentence is found: a comparison of the importance of knowledge from books and from experience. No concluding point in any body paragraphs is stated. Obviously, the essay is inadequate in terms of rhetorical patterns.

Standpoint: taking both sides (knowledge from books and from experience)

“(t-18) In conclusion, I think the best way to get knowledge perfectly is to gain it from both sources.”

In the fifth paragraph, the informant states the standpoint taking both sides of knowledge from books and from experience in t-unit 18.

Paragraph 1= the introduction

No thesis statement is found.

The introduction contains no thesis statement. The sentences in the introduction provide only general information related to where we get the knowledge from, which is relevant to the topic sentence.

Paragraph 2= a body paragraph

The topic sentence presents one single idea.

“(t-5) Activity or practice through which knowledge or skill is gained is the definition of experience.”

In the second paragraph, activity or practice through knowledge or skill (experience) is stated as the topic sentence in the beginning of the paragraph in t-unit 5.

“(t-6) In my opinion, knowledge from experience is more important because, in reality, although we had read and earned a lot of education from books, (t-7) it does not as useful as you have learned from the real field. (t-8) Experience will teach you how to flex, adapt, or handle each situation that comes.”

Supporting detail: no specific information

From t-units 6 to 8, the paragraph is exemplified with the importance of knowledge from experience, which is relevant to the topic sentence in t-unit 5.

However, there are no illustrations or specific information produced.

No concluding point is presented.

Paragraph 3= a body paragraph

A topic sentence presents a single idea.

“(t-9) As you can see from most of companies, if they want to employ some executives or managers, companies will ask for or require experience.”

The third paragraph generates a topic sentence that is relevant to the second paragraph which supports knowledge from experience.

“(t-10) Similar to the political parties, if they want the leader or honorary secretary of the party, they will choose or select a person who has qualification and, above all, a lot of experiences in politics.”

There is a supporting detail but no examples.

In this paragraph, the informant talks about some careers such as executives and managers. People need their work experience while applying for those occupations. Also, a politician needs to have some experiences in politics. However, no illustrations are presented.

No concluding point is found.

Paragraph 4= a body paragraph

A thesis sentence presents single idea.

“(t-11) On the other hand, knowledge from books teaches us only basic or ordinary things.”

In the fourth paragraph, t-unit 11 represents the topic sentence of the paragraph. In other words, the essay begins with support of knowledge from books that can teach us some ordinary or basic things.

“(t-12) Some readers might remember all the letters from books (t-13) but they cannot imagine how to deal with the obstacles in real events. (t-14) However, some writers had added their own experience to their books how to arrange or set everything completely (t-15) but learners could not understand what are the writers trying to communicate. (t-16) By the way, most of people say that knowledge that get from books is easier to forget which different from knowledge from experience that we will remember it longer or even be unforgettable. (t-17) I can say that we learn experience and get knowledge from it by heart.”

Supporting detail: no examples

The topic sentence of knowledge from books is supported with some details from t-units 12 to 17. The essay discusses that some readers may recognize letters from books quite well; however, they might not understand the situations in which the writer has added some experience through the writing. The informant contrasts knowledge from books and from experience, but she presents only general details of the paragraph. Therefore, the elaboration lacks specific information and examples.

No concluding point is presented.

Paragraph 5= Conclusion

In the fifth paragraph, the writer concludes the essay with an opinion that both knowledge from books and from experience are equally important.

“(t-18) In conclusion, I think the best way to get knowledge perfectly is to gain it from both sources. (t-19) Although experience is more important, it should

have been supported by knowledge from books. (t-20) Books will pave our foundation and experience will build up or raise those skills and lead us to succeed.”

Essay 9 (poor # 2)

Which is more important? Why? Knowledge from books and knowledge from experience

(t-1) For this question, I think there are three ways to answer this question. (t-2) First, the answer would be getting knowledge from experience. (t-3) Second, getting knowledge from books. (t-4) The last one, getting knowledge from both of them. (t-5) **But if I have to choose one answer which I think it's much more important, I'm going to choose getting knowledge from experience more than just reading something inside the books.**

(t-6) Why is that? In my opinion, we were born to live our lives in a very big world. (t-7) There are so many things waiting for us to experience. (t-8) It's not a good idea at all to just reading and getting knowledge from books. (t-9) Yes, I'm not going to deny that we can learn so many things by books (t-10) but it's not the same as we learn it by exploring the real things. (t-11) For example, If we would like to know and learn about The Grand Cranyon, one of the seven wonder things of the world which is located in Arizona, USA. (t-12) We can find many books about it. (t-13) In the books, there will have pictures inside, History of The Grand Cranyon or what is the activities that you can enjoy there etc. (t-14) But it's just only those. (t-15) We still can not feel it we don't know exactly how the Grand Cranyon would be when the weather changes or how it would be when we sit under the trees or how the air smells when we're breathing. (t-16) All we can get from books is just knowledge that one person or group of people went there and saw or experienced The Grand Cranyon by their eyes. (t-17) Then, they came back and shared what they've seen into the letters and published it for anyone who's interested in. (t-18) We can see that in the books, (t-19) they can talk about activities that we can join there (t-20) but we cannot really joining it. (t-21) On the other hand, if we go there by ourselves, we can participate to those activities. (t-22) We will get real knowledge from that. (t-23) We've learned it by ourselves. (t-24) We will know how to climb the mountain. (t-25) We will know exactly how hard it is to climb the mountain.

(t-26) Getting knowledge from experience, I think we will remember that by our hearts. (t-27) It will stick to our minds much longer than just reading it. (t-28) We won't forget it fast because we are the person who's really exploring the world. (t-29) We see it through our eyes. (t-30) We touch it by our hands. (t-31) We absorb it to our mind also. (t-32) It's hardly to forget.

(t-33) Books are pieces of paper. (t-34) It contains only letters. (t-35) It's good to read books. (t-36) But in somehow, books cannot give us the real knowledge. (t-37) The real knowledge, we should feel it also.(t-38) We cannot touch the trees through the books. (t-39) We cannot get any smell from books (t-40) or we cannot feel how cold is snow. (t-41) When we touch it by our bared hands.

(t-42) To sum up, I would like to say that getting knowledge from experience is much more important. (t-43) We've lived just once. (t-44) Why don't we go out and experience the world by ourselves. (t-45) It's a good opportunity that we were born to be human. (t-46) So, I don't think that sitting and reading papers will give you

the best knowledge. (t-47) Our world is much more bigger than you can imagine of.
(t-48) It cannot fit into pieces of paper. (t-49) So we should go out and get knowledge
from experience the world by yourself and use the books to be your guide. (t-50)
Don't let the books tell you what the world is let the book leads you to get to know
what is the world by yourself. (t-51) We should find all the answers by ourselves.

Analysis of Essay 9 (poor # 2)

Overall, this essay provides a standpoint with an introduction, three body paragraphs, and conclusion. The writer clearly states the standpoint in the first paragraph of the introduction. Then, supporting details are generated in the body paragraphs point by point. However, there is no concluding point in any body paragraphs. There is neither specific information nor examples in the body paragraphs. The conclusion in the fifth paragraph ends with an opinion. Hence, this essay fails to develop after the English rhetorical feature.

Standpoint: taking one side (knowledge from experience)

“(t-5) But if I have to choose one answer which I think it’s much more important, I’m going to choose getting knowledge from experience more than just reading something inside the books.”

The standpoint is obviously stated in t-unit 5 in the first paragraph. Then, the informant explains more main points within the paragraph to support the standpoint of knowledge from experience. That is to say, the essay describes that knowledge from experience is much more important than reading books.

Paragraph 1= the introduction

The thesis statement is generated without controlling ideas.

“(t-5) But if I have to choose one answer which I think it’s much more important, I’m going to choose getting knowledge from experience more than just reading something inside the books.”

The first paragraph begins with some sentences irrelevant to the thesis statement that leads the audience to the thesis statement given at the end of the paragraph. T-units 1 to 4 talks about three ways to answer the question (Which one is

more important? between knowledge from books and from experience). Then, the writer suddenly switches the ideas to discuss knowledge from experience in t-unit 5 instead.

Paragraph 2= a body paragraph

A topic sentence presents a single idea, unrelated to the thesis statement.

“(t-7) There are so many things waiting for us to experience”

In the second paragraph, the topic sentence is provided in the beginning of the paragraph in t-unit 7.

“(t-6) Why is that? In my opinion, we were born to live our lives in a very big world. (t-8) It’s not a good idea at all to just reading and getting knowledge from books. (t-9) Yes, I’m not going to deny that we can learn so many things by books (t-10) but it’s not the same as we learn it by exploring the real things. (t-11) For example, If we would like to know and learn about The Grand Cranyon, one of the seven wonder things of the world which is located in Arizona, USA. (t-12) We can find many books about it. (t-13) In the books, there will have pictures inside, History of The Grand Cranyon or what is the activities that you can enjoy there etc. (t-14) But it’s just only those. (t-15) We still can not feel it we don’t know exactly how the Grand Cranyon would be when the weather changes or how it would be when we sit under the trees or how the air smells when we’re breathing. (t-16) All we can get from books is just knowledge that one person or group of people went there and saw or experienced The Grand Cranyon by their eyes. (t-17) Then, they came back and shared what they’ve seen into the letters and published it for anyone who’s interested in. (t-18) We can see that in the books, (t-19) they can talk about activities that we can join there (t-20) but we cannot really joining it. (t-21) On the other hand, if we go there by ourselves, we can participate to those activities. (t-22) We will get real knowledge from that. (t-23) We’ve learned it by ourselves. (t-24) We will know how to climb the mountain. (t-25) We will know exactly how hard it is to climb the mountain.”

Supporting detail: with specific information

The essay compares between knowledge from experience and from books in t-units 11 to 16. The writer describes that learning the Grand Canyon through books is much more limited than learning via experience. In the book, there might be a variety of pictures as well as some explanations provided in those books. However, it is still different to see it with our own eyes (direct experience). That is to say, we might not

have the feelings of sitting under the trees, the changes of the weather, and breathing in the air as we learn from real experience.

No concluding point

Paragraph 3=a body paragraph

A topic sentence presents a single idea corresponding to the thesis statement.

“(t-26) Getting knowledge from experience, I think we will remember that by our hearts.”

In the third paragraph, the answer to the second controlling idea of getting knowledge from experience is discussed, which is related to the topic sentence in the first paragraph. Then the topic is provided in t-unit 26.

“(t-27) It will stick to our minds much longer than just reading it. (t-28) We won’t forget it fast because we are the person who’s really exploring the world. (t-29) We see it through our eyes. (t-30) We touch it by our hands.(t-31) We absorb it to our mind also. (t-32) It’s hardly to forget.”

Supporting detail: no specific information is addressed.

The essay describes that we learn from experience or through our eyes by touching our hands and absorbing everything from our mind, which is not easy to forget. Nevertheless, there are no adequate illustrations or examples given in t-units 27 to 32.

No concluding point

Paragraph 4= a body paragraph

The topic sentence presents a single idea, not corresponding to the thesis statement.

“(t-33) Books are pieces of paper”

In the fourth paragraph, “Books are pieces of paper” (in t-unit 33) is the topic sentence of the paragraph. The writer talks about books, but not experience from books. Also, it is rather short and irrelevant to knowledge from experience (the thesis statement) in the introductory paragraph. In other words, there is no relation between the thesis statement and the topic sentence in that sense.

“(t-34) It contains only letters. (t-35) It’s good to read books. (t-36) But in somehow, books cannot give us the real knowledge. (t-37) The real knowledge, we should feel it also.(t-38) We cannot touch the trees through the books.(t-39) We cannot get any smell from books (t-40) or we cannot feel how cold is snow. (t-41) When we touch it by our bared hands.”

Supporting detail: without specific information

The paragraph concentrates on only books as printed letters or pieces of paper, which is irrelevant to the topic. There are no any specific details or examples related to the topic. The development is rather short. Therefore, it is difficult for the audience to believe that learning via books is not as good as learning through experience.

No concluding point

Paragraph 5= Conclusion

The fifth paragraph concludes with t-units 42 to 51. The informant presents the conclusion with an opinion. The essay summarizes that getting knowledge from experience is much more important than taking knowledge from books in t-unit 42 of the conclusion paragraph.

“(t-42) To sum up, I would like to say that getting knowledge from experience is much more important. (t-43) We’ve lived just once. (t-44) Why don’t we go out and experience the world by ourselves. (t-45) It’s a good opportunity that we were born to be human. (t-46) So, I don’t think that sitting and reading papers will give you the best knowledge. (t-47) Our world is much more bigger than you can imagine of. (t-48) It cannot fit into pieces of paper. (t-49) So we should go out and get knowledge from experience the world by yourself and use the books to be your guide. (t-50) Don’t let the books tell you what the world is let the book leads you to get to know what is the world by yourself. (t-51) We should find all the answers by ourselves.”

Essay 7 (poor # 3)**Knowledge from Book and Knowledge from Experience.**

(t-1) There are a lot of opinions about the difference between knowledge from books and knowledge from experience, (t-2) and many people wonder that which is more important. (t-3) Although we have several ideas from philosopher, the answer of this question is still obscure.

(t-4) It is hard for me to say that books are more important,(t-5) or experience is the best way to gain our knowledge. (t-6) In my opinion, books and experiences are like a pair of spoon and fork. (t-7) We can eat food by spoon without fork. (t-8) But it is better to use both of them. (t-9) Knowledge from books and experiences also fullfill each other as well as spoon and fork. (t-10) I think that those sources have both of good points and bad points. (t-11) For example, we can have a lot of informations from every part of the world by reading books. (t-12) Books will provide all informations we want to know. (t-13) We can travel around to world in a single day, (t-14) and we do not have to spend a lot of money too. (t-15) On the contrary, it is almost impossible for most of people to experience such a great trip. (t-16) In fact, it is impossible for everyone to experience around the world trip in a single day. (t-17) In this case, I would like to say that the books are great. (t-18) Moreover, it is miracle that the whole world can be shorten into thin pieces of book page. (t-19) However, our knowledge will be not complete if we never experience things. (t-20) For example, Mr. A read one poem about a very beautiful mountain, (t-21) but he has never been there. (t-22) I am sure that he will get some informations about this mountain from the poem, (t-23) but I am not sure that if he can really appreciate the poem or not. (t-24) It is quite hard for him to know how solf of the fog when it blow though the top of the mountain, or how colourful of the tree leave when the season change. (t-25) Mr. A will get just concrete information, (t-26) but he will never get any sensation from the poem he read.

(t-27) In conclusion, I think that knowledge from books and knowledge from experience are the parallel system of learning. (t-28) Books bring about knowing while experience bring about learning. (t-29) Both kind of knowledge can not separate from each other. (t-30) A man who gain his knowledge by reading only books is not a wise man. (t-31) Besides, he is as a frog under the coconut's shell who knows nothing outside the shell.

Analysis of Essay 7 (poor # 3)

The essay is divided into three main parts: introduction, body, and conclusion. There is no thesis statement generated in the essay. The topic sentence and supporting details are rather general. Moreover, there is no concluding point in the body paragraph. Therefore, this essay does not meet the rhetorical pattern expected by the English-speaking audience.

Standpoint: taking two sides (knowledge from books and from experience)

“(t-27) In conclusion, I think that knowledge from books and knowledge from experience are the parallel system of learning. (t-28) Books bring about knowing while experience bring about learning. (t-29) Both kind of knowledge can not separate from each other.”

This essay presents two sides of knowledge from books and from experience. The controlling ideas are that books enable people to “know,” but experience makes people “learn.”

Paragraph 1= the introduction

No thesis statement is generated.

In the first paragraph, t-units 1 to 3 talk about several opinions regarding the difference between knowledge from books and from experience. Also, many people might have no answer to the question: Which is more important between knowledge from books and from experience? However, they are not precise enough to be the thesis statement of the paragraph. Consequently, there is no thesis statement in here.

Paragraph 2= a body paragraph

A topic sentence presents one single idea.

“(t-9) Knowledge from books and experiences also fullfill each other as well as spoon and fork.”

In the second paragraph, the informant discusses that both knowledge from books and from experience support each other as spoon and fork in t-unit 9 of the paragraph.

“(t-4) It is hard for me to say that books are more important,(t-5) or experience is the best way to gain our knowledge. (t-6) In my opinion, books and experiences are like a pair of spoon and fork. (t-7) We can eat food by spoon without fork. (t-8) But it is better to use both of them. (t-10) I think that those sources have both of good points and bad points. (t-11) For example, we can have a lot of informations from every part of the world by reading books. (t-12) Books will provide all informations we want to know. (t-13) We can travel around to world in a single day, (t-14) and we do not have to spend a lot of money too. (t-15) On the contrary, it is almost impossible for most of people to experience such a great trip. (t-16) In fact, it is impossible for everyone to experience around the world trip in a single day. (t-17) In this case, I would like to say that the books are great. (t-18) Moreover, it is miracle that the whole world can be shorten into thin pieces of book page. (t-19) However, our knowledge will be not complete if we never experience things. (t-20) For example, Mr. A read one poem about a very beautiful mountain, (t-21) but he has never been there. (t-22) I am sure that he will get some informations about this mountain from the poem, (t-23) but I am not sure that if he can really appreciate the poem or not. (t-24) It is quite hard for him to know how solf of the fog when it blow though the top of the mountain, or how colourful of the tree leave when the season change. (t-25) Mr. A will get just concrete information, (t-26) but he will never get any sensation from the poem he read.”

Supporting detail: with specific information

The essay describes that Mr. A reads a poem of a very beautiful mountain from a book. Then, he can get some explanations about it through the poem (books). However, he might not really understand the softness of the fog when it passes through the top of the mountain, or the colour of the tree leaves while the season changes in t-units 20 to 25. These examples are related to support the thesis statement in t-unit 9. Illustrations are also provided in the elaboration.

No concluding point

Paragraph 3= Conclusion

In the third paragraph, from t-units 27 to 31, they are the conclusion, which are summarized as an opinion of the whole essay. The essay ends with a conclusion with the equivalent importance of both knowledge from books and from experience. They cannot be separated from each other in that sense.

“(t-27) In conclusion, I think that knowledge from books and knowledge from experience are the parallel system of learning. (t-28) Books bring about knowing while experience bring about learning. (t-29) Both kind of knowledge can not separate from each other. (t-30) A man who gain his knowledge by reading only books is not a wise man. (t-31) Besides, he is as a frog under the coconut’s shell who knows nothing outside the shell.”

Table 2 presents that all highly, moderately, and lowly-rated composition writers can produce a standpoint in their writing. That is to say, in those three groups, all of the informants realize how to generate a standpoint in the essay. In terms of the thesis statement, only three examples from moderately and lowly rated essays contain no thesis statement in their writing. Also, only two essays from the high group and one writer from the average group can provide a thesis statement with controlling ideas, whereas two writers from the average and the poor essay writers, one in each, can organize a thesis statement with general details. In the topic sentence corresponding to the thesis statement, most of the informants seem to understand how to develop it within a paragraph. However, an informant in moderately-rated essay and two writers in lowly-rated essay contain no thesis statement corresponding to the thesis statement. Regarding specific detail(s), just only one essay in the poor group cannot produce specific information in a paragraph. In other words, most of the essay writers in the study understand how to develop, generate, and organize the specific supporting detail(s) properly. More interestingly, in the concluding point, none of the informants from lowly-rated essay can provide the concluding point clearly. That is to say, the high and the average essay writers are able to organize the concluding point in the body paragraph(s) appropriately. Obviously, all the informants in those three groups understand how to produce the conclusion paragraph at the end of the essay.

In conclusion, related to the first research question of the study, in highly-rated essays, all three informants in this group understand how to generate a standpoint (one side and two sides), a thesis statement (general detail(s) and controlling idea(s)), topic sentence corresponding to the thesis statement, specific detail(s), concluding point, and conclusion paragraph clearly. Only one writer from this group produces a thesis statement with general information. In moderately-rated essay writers, similar to the

findings in the high score of students' writing, most of the informants in the average group seem to be able to organize a standpoint, a thesis statement (none, general detail, and controlling idea), topic corresponding to the thesis statement, specific information, concluding point in body paragraph(s), and conclusion paragraph.

Nevertheless, one writer from the average group provides no topic sentence related to the thesis statement. In lowly-rated essays, there are different patterns from those two groups. The argumentative rhetorical features in the poor group consist of a standpoint + a thesis statement (none and general detail) + topic sentence corresponding to the thesis statement + specific supporting detail + (no concluding point in any body paragraphs) + conclusion paragraph.

According to the second research question of the study, there were differences in the use of the argumentative organizational patterns employed by highly, moderately, and lowly-rated writers. The results of the study showed that highly, moderately, and lowly rated-essays were different. Most of the participants seemed to follow the rhetorical organizational patterns as desired by the native English-speaking audience. However, most of the informants could not generate, organize, and develop adequate specific information to support the idea(s) within the paragraph properly.

Regarding the standpoint of the writing, two of the informants in highly rated score took one side of the standpoint between knowledge from books and from experience. Only two writers in the average group and two informants in the low group preferred both sides of books and experience. Interestingly, all of the informants in the three rated-categories were able to provide a standpoint in their writing. That is, high, average, and low-score of quality writing could address the standpoint in the writing clearly.

In terms of the thesis statement, most of the writers in highly- rated compositions can generate more thesis statements with controlling ideas(s) than can moderately and lowly-rated informants. Significantly, three essays by average and poor writers do not have thesis statements in their writing.

In regard with the topic sentence corresponding to the thesis statement, it is obvious to note that all of the highly rated-composition writers are able to develop a topic sentence relating to the thesis statement, while a few of moderately and lowly rated score essay writers can produce a topic sentence that is relevant to the thesis statement.

In specific supporting detail(s), nearly all the informants in three- rated groups can employ specific information in supporting detail. However, a writer in lowly-rated group could not. That is to say, only one poor score essay writer presents no specific supporting detail(s).

In the concluding point, none of lowly rated- writers produces a concluding point within the body paragraphs, whereas all six informants in the high and the average essay writers can generate a concluding point obviously. There are two different types of concluding points found in the data: a brief summary, and an opinion.

In the conclusion paragraph, all nine participants in the three-categories understand how to develop and organize the conclusion at the end of the compositions. Moreover, the conclusion can be classified in two various types: a short summary, and an opinion. (similar results to the concluding point in the body paragraph(s))

In short, there are two tables available in this study relevant to the two research questions of the analysis in the first chapter. Table 1 represents the reliability of two qualified English teachers measured by the Pearson- Product Moment Correlations. Table 2 is related to the research purpose of the study demonstrating the argumentative rhetorical traits employed by highly, moderately, and lowly-rated composition writers.

Chapter 5

Conclusion and Discussion

In this chapter, the purposes of the study are provided together with the conclusion and discussion. Later, the implications of the study are described. Also, the limitations and suggestions for further studies are presented.

Conclusion

Regarding the first research question of what argumentative characteristics employed by highly, moderately, and lowly-rated essay writers, most informants in the high and the average quality of essay writing produced similar rhetorical patterns. Their rhetorical characteristics consisted of a standpoint (one side, and two sides), thesis statement (No thesis statement is generated, general information, controlling idea(s)), topic sentence concerning the thesis statement, specific detail(s), concluding point, and conclusion paragraph. However, in the poor group, there were different rhetorical traits in their compositions. Lowly-rated essay writers generally presented a standpoint (one side, and two sides), a thesis statement (No thesis statement is produced, general detail(s)), and a topic sentence associated with the thesis statement, specific supporting information, (no concluding point produced in any body paragraph(s)), and a conclusion paragraph.

Based on the second research question, there were some differences in the use of the argumentative organizational characteristics employed by those three categories. That is, the essay writers both in the high and the average score writing seemed to follow the rhetorical pattern expected by the native English-speaking audience. The organizational features in those two groups consisted of a standpoint

(one side and two sides), a thesis statement (No thesis statement is provided, general details, and some controlling ideas), topic sentences corresponding to the thesis statement, specific detail(s), concluding point in body paragraph(s), and a conclusion paragraph. In the poor students' writing, the informants did not understand how to generate a well-organized composition. In other words, they put insufficient information in the elaboration of the essays. Moreover, they seemed to lack the awareness of the rhetorical traits preferred by English writers/ audience. Their organizational patterns consisted of a standpoint (one side and two sides), a thesis statement (No thesis statement is found, and general details), a topic sentences relating to the thesis statement, specific detail(s), (no concluding point provided in the body paragraph(s)), and a conclusion paragraph.

To sum up, the overall data seemed to follow English organizational traits. However, most of the writers in those three-groups still lacked controlling idea(s) and specific information both in the thesis statement and in the supporting detail(s). Moreover, the informants did not develop and organize the general and specific supporting detail(s) adequately. Therefore, between the thesis statement and the topic sentence, sometimes there was no relationship.

Discussion

The findings of the study support Raksasat's (2006) explanations. She indicated that her participants seemed to follow the overall organizational pattern of English essay properly. Nevertheless, her informants still needed to raise adequate specific and relevant details, or even give proper illustrations in order to support their idea(s) in the writing.

In sum, the results of the present study also revealed that most of the informants in the three groups could realize and understand English conventional features in argumentative writing appropriately. Nonetheless, it could be suggested that nearly all the writers in those three-categories were unable to present relevant specific supporting detail(s) into their compositions properly. In other words, most of the informants could not raise their related or specific information in order to make sense for the meaning of the whole essay. Therefore, it is necessary to bear in mind those students' weaknesses while teaching English compositions in terms of text coherence in order to build the learners' awareness how to raise general and specific detail(s) in the essays. Also, specific information or relevant illustrations in the paragraph are important because they will support the writers' ability in writing to be more interesting and giving sufficient details to the overall meaning of the composition for the audience/ readers in that sense.

Implications of the Study

1. Regardless of the language, these rhetorical organizational characteristics should be applied to teach Thai argumentative rhetorical features for Thai learners in order to build students' awareness of conventions for composition problems.

2. In EFL/ESL students' organizational patterns, learners' background, writing conventions, instruction, experience, and their proficiency level might be taken into consideration while analyzing their texts.

Limitations of the Study

The limitations of this study were as follows:

1. This study did not take into consideration other grammatical errors or any sentence structure problems.

2. Due to the number of small- scale data, the select informants might not be the proper samples of the whole Thai university students in Thailand.

Suggestions for Further Studies

1. There should be another study analyzing argumentative organizational characteristics written by other groups of Thai EFL learners.

2. There should be a study of micro level in terms of grammatical errors in sentence construction together with macro organizational level in order to investigate the data thoroughly and adequately.

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APPENDIX

ESL COMPOSITION PROFILE

Essay: _____ Topic: _____

Feature	Level	Criteria	Score
Content	30-27	EXCELLENT TO VERY GOOD: knowledge • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some know- ledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • or not enough to evaluate	
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization or not enough to evaluate	
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range effective word/idiom choice	

Feature	Level	Criteria	Score
	17-14	and usage • word from mastery • appropriate register GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage but meaning not obscured	
	13-10	FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate	
Language use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number word order/ function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions • meaning confused or obscured	
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate	

Feature	Level	Criteria	Score
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, graphing • handwriting illegible • or not enough to evaluate	

Source: Jacobs, L., Stephen A. Zingraf, Deanna R. Wormuth, V. Faye Hartfield, and Jane B. Hughey. (1981). *Testing ESL composition: A practical approach*, Rowley, MA.: Newbury House.

VITAE

VITAE

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