

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

**A Thesis**

**Presented to Department of English Language Education as Partial Fulfillment of the  
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



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**2022**

**APPROVAL SHEET**

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# STATEMENT OF WORK'S ORIGINALITY

## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, June 15<sup>th</sup>, 2022

The writer,



Alfa Lisa Muslimah Febrivanti Reddy  
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## MOTTO

*“Great things come from hard work and perseverance. No excuses”*

-Kobe Bryant-



## DEDICATION

I dedicate this thesis to Allah SWT, who give me the health and sanity to finish this thesis. I also dedicate this thesis to myself. Thank you for me, myself, and I. Thank you for surviving this far through ups and downs. Even though I am always overthinking and anxious about everything, I am still working on this thesis. Then, thank you to my parents, who keep supporting and praying for me.



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Alfa Lisa Muslimah Febriyanti Reddy

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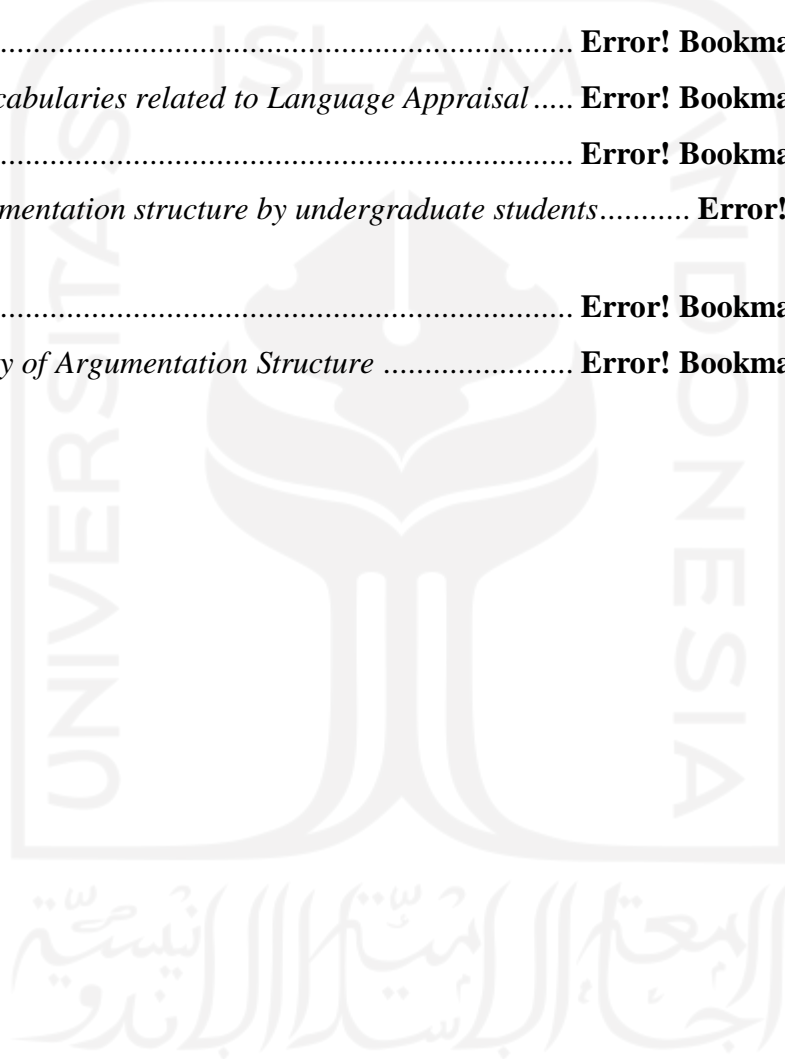
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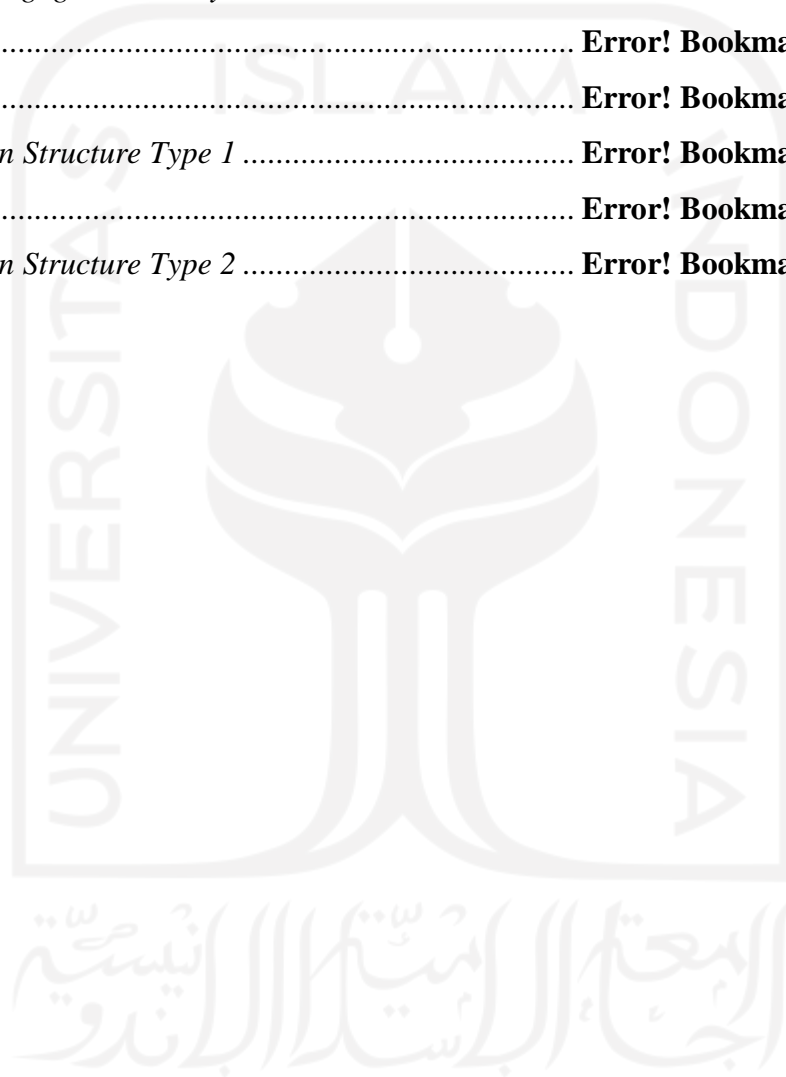
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# APPRAISALS ANALYSIS ON THE ARGUMENTATION STRUCTURE OF INDONESIAN UNDERGRADUATE STUDENTS' RESEARCH ARTICLES

**Alfa Lisa Muslimah Febriyanti Reddy**

**18322074**

## ABSTRACT

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

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

## CHAPTER I

### INTRODUCTION

In the past decade, there has been much research about Indonesian writers. One of the topics is writing an introduction of an undergraduate research article. To produce a qualified writing, the argument is essential and can reinforce the research. Writing an argument requires a coherent and cohesive paragraph (Afshar, 2017). One of the ways to obtain cohesion and coherence is through learning argumentation structure. To learn this, critical thinking is necessary. This is because critical thinking can build opinions and knowledge to defend arguments. It raises the initiation to find out how students argue in their research articles. Afshar (2017) found that the better the student's argumentation the higher their critical thinking. However, when writing the argument, undergraduate students should be careful in interpreting and inferring the results. By making reasonable arguments and exciting articles for their readers, it is hoped that undergraduate students can produce qualified research articles. Thus, studies on argumentation building in academic writing should have more attention.

Different from undergraduate students in western countries, in Indonesia, Lubis (2020) found that Indonesian undergraduate students were less assertive and thought critically in writing. Indonesian undergraduate students tend to only use their experience as a reference in writing arguments because they avoid complications and contradictions. This is confirmed by Rusfandi (2015) that background knowledge such as language and education greatly influences students' argumentation texts. Therefore, differences in backgrounds like this cause some undergraduate students to think critically and logically to defend their arguments in writing. While others put forward arguments based on experience, hesitated, and did not use logical reasons.

Regardless of the importance of researching argumentation structure, one study was found and internationally recognized in reputable journals. Lubis (2020) elaborated the argumentation structure in the discussion section. However, the study rarely finds research investigating argumentation structures in the introduction section. The introduction is essential to attract the attention of the reader. Moreover, writing in the introduction must

emphasize logic. Therefore, to fill this gap, this research aims to analyze the argumentation structure of undergraduate students' research articles that focus on the introduction section.

#### A. Formulation of the Problem

This research was conducted to answer a question about:

How do Indonesian undergraduate students write their linguistic cues to engage the arguments with the readers?

#### B. Objectives of the Study

This research aimed to describe how Indonesian undergraduate students write their argumentation in the background section of research articles.

#### C. Significance of the Study

This research is expected to extend an empirical contribution to the writing of undergraduate students' arguments in the background section of research articles. Empirically, this study may enhance the reader's understanding of the argumentation structure of the "background" section through this research that describes language appraisal as experienced by Indonesian undergraduate students'.



## CHAPTER II

### LITERATURE REVIEW

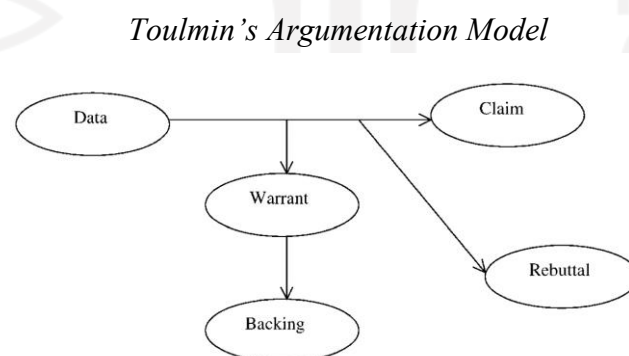
#### A. Conceptual Review on Argumentation Structure

Palau & Moens (2009) defined that arguments are pieces of facts that support an assertion. The assertion results from an argument in the form of facts for further premises in the argument. On the other hand, Prakken (2010) explained that arguments could be formulated by following inference rules into trees. The feasibility of these inference rules can be observed logically. It is because inference has two regulations; deductive and defeasible. . Juthe (2018) pointed out that when used as a single proposition, inference and reason require different propositions to form a syllogism or deductive reasoning. He supported the argumentation structure of Henkemans (2000), which demonstrated a logical approach with premise connections to different conclusions. This means that the arguments' findings can be seen logically and accepted with reasonableness or rejected on a solid basis. It takes the assertion of logical arguments and facts to get an acceptable premise in an argument.

Henkemans (2000) explained that positioning an argumentation structure is not only understanding how to defend an argument. It is also crucial in evaluating the arguments. He highlighted some approaches that there are three types of differences in argument structure: (1) serial reasoning (or subordinate argumentation), (2) linked reasoning (or coordinate argumentation), and (3) convergent reasoning (or multiple argumentations). Serial reasoning connects one reason with the other to support each other's reasoning. Meanwhile, linked reasoning was connected to a cause through reasoning. The last is when many arguments support a point of view, it is called convergent reasoning or reasoning that unites a point of view. These three types of argumentation structures will relate to each other. Bermani et al. (2017) found that Toulmin's argument pattern is an argument model that still often be used to provide written argumentation structures in academic discourse. They supported Toulmin's findings (1958) as acceptable and valid for analyzing argumentative texts. Bermani et al. (2017) endorsed the statement from Toulmin (2003). That discourse of argument in academic writing is similar to formal logic and provide point to the same claims and evidence. Moreover, Stab & Gurevych (2017) found that the core set of the argumentation structure referred to Cohen (1987). That a claim in an argumentation structure consists of a premise. Through a comprehensive literature review, it was found that Cohen (1987) started to

introduce the concept that argumentation structure was mainly about to what extent claims and evidence were interrelated with each other. The argumentation structure itself was then about which between two aforementioned were presented in certain orders. Pre-order argumentation structure or deductive argument was when the author presented claims in the beginning and the evidence were presented later as mean to support the claims. The second type of argument was post-order or inductive argument which was presented in opposition to the deductive one. The last one was a hybrid argument by which the authors combine pre-order and post-order argumentation structure. Cohen (1987) also suggested that linguistic cues in developing arguments are essential. Thus, in order to develop an argument, linguistic cues matter to create coherence and cohesion. To this extent, Toulmin' argumentation model was then popular as the development of Cohen's argumentation structure. Erduran et al. (2004) found that the argumentation structure as proposed by Toulmin (1958) elaborated the relation between claims and evidence by involving other structures such as warrant, backing, and rebuttal. Claims indeed were displayed either in the beginning or in the end of the argument. Subsequently, warrants, backing or rebuttal were presented. These three structures were the development part of Cohen (1987). The structure was presented below:

**Figure 1**



Crossley et al. (2022) proved that using Toulmin's argumentation structure model could assess their students' academic essay quality. They found the argumentation structure of each essay and annotated it. The first, one final claim as the highest element in writing an essay. The second, two primary claims as to the middle element. The last, counterargument and rebuttal as the lowest element of essay writing. In the same vein, Chuang & Yan (2022) showed that undergraduate students used claims and data more than counterarguments and rebuttals. This study is consistent with Qin & Karabacak (2010) that undergraduate students do not tend to use counterarguments and rebuttals. Furthermore, Abdollahzadeh (2017)

pointed out that undergraduate students who avoid rebuttal have weak argumentative writing because they do not contain higher quality elements in rebuttal as in the study by Erduran et al. (2004). This represents that the reasoning of undergraduate students' arguments is relatively weak.

In this study, we selected the Toulmin (2003) model as the construct of argumentation structure to analyze the data. This consideration was due to its comprehensive historical concept and empirical reliability. This means that theory of argumentation structure has been used in both practical and empirical research (Erduran et al., 2004; Qin and Karabacak, 2010). One of the empirical findings that we valued as our thematic analysis is from Qin and Karabacak (2010) which is presented in the table below:

**Table 1**

*Argumentation Structure Analysis Sample*

Elements	Definition with Illustrative Examples
<i>Claim</i>	<b>Definition:</b> An assertion in response to a contentious topic or problem <b>Example:</b> <i>Foreign language learning is not essential for internationalization.</i>
<i>Data</i>	<b>Definition:</b> Evidence to support a claim. It can take various forms, such as facts, statistics, anecdotes, research studies, expert opinions, definitions, analogies, and logical explanations. <b>Example:</b> 1. <i>An old Chinese lady with no knowledge of English active in international art exchange because of her great skill in paper-cutting.</i> (anecdote) 2. <i>Countries such as Germany, France, Italy and Japan, though much more internationalized than China, do not place as much emphasis on English learning as China.</i> (fact)
<i>Counterargument claim</i>	<b>Definition:</b> The possible opposing views that can challenge the validity of a writers' claim; these opposing views can also be supported by data (Németh and Kormos, 2001) <b>Example:</b> <i>The importance of English education has been recognized by many countries in the world, including developed European countries.</i>
<i>Counterargument data</i>	<b>Definition:</b> Evidence to support a counterargument claim <b>Example:</b> 1. <i>Under a 1990 law, all Spanish schoolchildren are now taught a foreign language (98% choose English) from the age of 8 and in some regions start at 6.</i> (fact) 2. <i>In the Madrid region there are 26 bilingual schools and colleges in which courses--with the exception of Spanish literature and mathematics--are taught in English; by 2007 there will be 110.</i> (fact)
<i>Rebuttal claim</i>	<b>Definition:</b> Statements in which the writer responds to a counter-argument by pointing out the possible weakness in the claim, data, or warrant, such as logical fallacies, insufficient support, invalid assumptions, and immoral values (Ramage and Bean, 1999) <b>Example:</b> <i>The French government, one of the important European countries, is trying all the means to resist the spread of English and preserve their own language.</i>
<i>Rebuttal data</i>	<b>Definition:</b> Evidence to support a rebuttal claim <b>Example:</b> 1. <i>The French have spent billions on promoting their language in French-speaking territories in Africa and the Pacific.</i> (fact) 2. <i>The French government has imposed sanctions on officials or agencies using Americanisms or English phrases where a French equivalent exists.</i> (fact)

**B. Empirical Review on Language Appraisals in Argumentation Structure as The linguistic Cues**

The current theory that is popularly used to analyze argumentation structure is language appraisals theory by Martin & White (2005). Pasaribu & Dewi (2021) highlighted that Martin & White's (2005) appraisal theory provides robust foundational analysis and presents a valuable way of dealing with the context and needs of students in writing. Martin

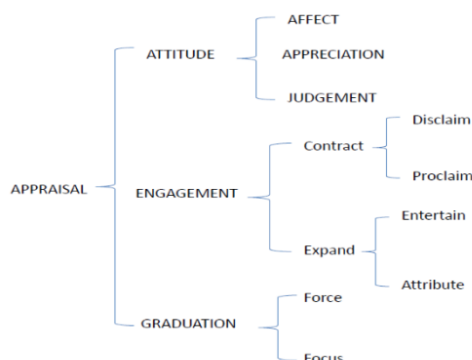
& White (2005) defined *language appraisals* as one of the sources of semantic discourse, which means interpersonal. In discourse semantics connect other meanings, namely discussion, and complicity. This appraisal is categorized as three main interrelated things, namely "*attitude*," "*engagement*," and "*graduation*". In this *attitude*, there are three things regarding sensitivity, namely *affect*, *judgment*, and *appreciation*.

*Engagement* is forming a specific dialogical position related to the meaning of what is agreed in the explanation that is maintained in one meaning rather than using another (Martin & White, 2005). This is followed by quoting or informing, stating the possibility, denying, affirming, etc in the argument. *Engagement* is divided into two, namely, contract and expand. The first is that the contract is a disclaim and proclaim. The first is that the *contract* is a *disclaim* and *proclaim*. The first in the *contract* is a *disclaim*, namely establishing the authorial in a position that contradicts or rejects. For example, no, do not, and never. The second in the *contract* is a *proclaim*, namely establishing the authorial in a defensible position, emphasizing or overriding alternative positions. For example, of course, obviously, and certainly. The last one in *engagement* is that *expand* is *entertain* and an *attribute*. The first in the *expand* is an *entertain*. The authorial conveys the proposition based on its own part, which shows it as one of the various possible positions. For example, perhaps, probably, and maybe. The second in the *expand* is an *attribute*, namely propositions the authorial based on the subjectivity of an external voice, which shows the proposition as one of the various possible positions. For example, X said, X believes, and according to X.

Furthermore, *graduation* has two sets of subsystems namely *force* and *focus*. In language appraisal, three main things are essential when writing an argument. This aims to find out how the author expresses his argument in writing as explained in the theory of language appraisal. In conclusion, it is a fact that supports a statement. However, it is necessary to explain how the authors are voicing their arguments. Thus, the argumentation structure can be analyzed through their engagement with the readers. In this present study, the researchers can find out the differences in the structure of arguments in an approach. It can also be through language appraisal theory because writing an argument can involve the author's feelings and emotions. The following is a figure in a structured language appraisal:

**Figure 2**

*Overview of Appraisal resources*



There has been a minimum number of research in accordance with the argumentation structure of undergraduate students' academic writing. However, these three empirical findings have been able to highlight that the argumentation structure of undergraduate students has its own pattern. The first study by Liu (2017). He researched in China to analyze undergraduate students' argumentation structure in the whole section of an argumentative essay. He employed language appraisals theory. He found that there are specific differences and similarities in the pattern of using appraisal theory. First, inquiry in the attitude subsystem between low and high-rating essays have many sources of appreciation. Thus making undergraduate students' writing more appreciative than presumed and influenced. Second, high-ranking essays can position the reader in an attitude by using the value of affect through the expression. Essays ranked high have lower engagement frequency but higher *monoglossic* resource frequency. *Monoglossic*, in general, is learning language as a language. In engagement, *monoglossic* is a sound that indirectly refers to another sound. The result is a rhetorical pattern, making the text less logical and flexible but more strengthened and powerful. This falls within the rhetorical pattern that focuses on the partition. *Monoglossic* statement is not based on voice or another point of view, and this *monoglossic* is considered fact and bare statements. In his research, Liu (2017) recommends that the essential thing is engagement. Based on the context of EFL research on Chinese undergraduate students, most use engagement in the argumentation structure. Therefore in this study, the researcher wants to expand the discussion into the argumentation structure in Indonesia as one of the EFL contexts.

In Indonesia, the first study was conducted by Irawati et al. (2018). They found that Indonesian researchers used *rhetorical patterns* in English and Indonesian, which were almost the same as seen from the movement of events, completeness, and sequence of

moving structures in the discussion section of the research article. *Rhetorical patterns* are techniques that researchers use to connect ideas to particulars. This means that Indonesian researchers are trying to expand the results of research in the writing that is disclosed. Although there are similarities in the *rhetorical patterns* of English and Indonesian, which are influenced by several factors, Indonesian researchers are still looking for more information about writing. In addition to examining *rhetorical patterns* in researchers, there can also be conformity and discrepancy in writing research articles as a novice writer for undergraduates when writing.

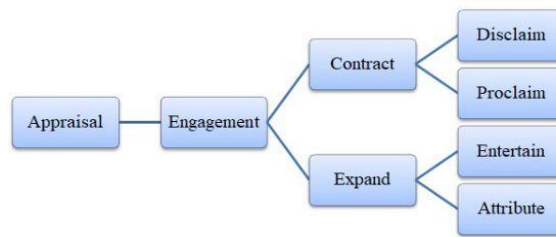
Continuing Irawati et al.'s study on argumentation structure, Lubis (2020) found some types of errors in the delivery of comments. The patterns were categorized into interpreting results as the first step, comparing results with the literature as the second step, accounting for results as the third step, and evaluating results as the last step. The types of errors in conveying the constituent steps of the commentary movement are ambiguous step position, ineffective insertion stop, wordy steps, indistinct steps, incoherent idea steps, steps in incorrect linguistic characters, and wrong step placement. He reinforced that the pattern of rhetorical argumentation usually begins with a comparison of results whose reasons or explanations are emphasized by previous research. Even though there are errors in submitting comments in writing research articles, this can be a reference for undergraduate students to be better at writing arguments, such as using *rhetorical patterns* to connect an idea with a specific thing.

### C. Theoretical Framework

Due to the number of studies found that the most frequently used language appraisals are in engagement. Thus this research used Martin & White (2005) theory. The engagement is divided into two, namely contract and expand. The contract is further divided into disclaim and proclaim. In expand, it is also divided into entertain and attribute.

**Figure 3**

*Overview of Engagement subsystems*



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

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

#### 3.2 Source of the Data

This research was managed by analyzing the proceedings in the "Background" section written by undergraduate students at university in Indonesia. The study was conducted by analyzing Proceedings 7th Undergraduate Conference on ELT, Linguistic and Literature. The proceedings consisted of a collection of research papers. There were 18 paper resources in the proceedings referred to in the data collection. The proceedings were published by Sanata Dharma University Press Member of APPTI (Association of University Publishers in Indonesia) in 2019.

#### 3.3 Research Instrument

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



**Table 2***The Research Instruments*

The Components	The Textual Checklist (Martin & White, 2005)
<b>Engagement</b>	- (deny) negation
<b>a. Contract</b>	- (counter) concession/counter expectation
<b>b. Expand</b>	<ul style="list-style-type: none"> <li>- (concur) naturally ..., of course ..., obviously ..., admittedly...</li> <li>- (pronounce) I contend ..., the truth of the matter is ..., there can be no doubt that...</li> <li>- (endorse) X has demonstrated that ...; As X has shown ...</li> <li>- it seems, the evidence suggests, apparently</li> <li>- perhaps, probably, maybe, it's possible, in my view, I suspect that, I believe that, probably, it's almost certain that ..., may/will/must.</li> <li>- (acknowledge) X said.., X believes ..., according to X, in X's view</li> <li>- (distance) X claims that, it's rumored that</li> </ul>

**3.4 Data Collection & Data Analysis**

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

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

rhetorical patterns of academic argumentation contained in the corpus (Dash & Ramamoorthy, 2019; Lubis, 2020).

**Table 3**

*Corpus of Vocabularies related to Language Appraisal*

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

**3.5 Data Trustworthiness**

The data for this study were collected from the corpus and proceedings of undergraduate students in Indonesia. The researcher has conducted this research by using content analysis. To build the trustworthiness of this research, the researcher triangulated the data by three

techniques: expert judgment, peer debriefing, and rich, thick description (Qoriah, 2020). Expert judgment was needed to check the quality of research. Therefore, the supervisor reviewed this research as an expert judgment to ensure its quality. Furthermore, the ultimate goal of this research was to improve the writing of the argumentation structure of undergraduate students. Meanwhile, the rich, thick description has been used in the treatment and description taken through Martin & White (2005). The engagement corpus by Martin & White (2005) was used to describe the data thickly. The researcher also applied the software "Antconc" to analyze the data.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 FINDINGS

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

**Table 4**

*Types of argumentation structure by undergraduate students*

Types	Argumentation Structure
1	Claim-evidence-rebuttal-warrant
2	Claim- evidence-rebuttal
3	Claim-evidence
4	Claim- data

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

**Table 5**

*The Frequency of Argumentation Structure*

Appraisals	Numbers	Sample Argument
<b>Disclaim</b>	33	However, with the two interconnected variables above, the use of internet sources and writing skill has a close relation in English language.
<b>Proclaim</b>	46	Indeed, the use of internet is no need to be doubt anymore.

A big transition where we have to move from industrial 3.0 to digital technology then it will makes everything what we do will connect to the internet. This is a stage where industries have reformed into a new and developed marketplace.

According to Moore (2014), comprehension is an active and complex interaction that enables the reader to create a mental representation and process of constructing meaning of the text.

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

**Figure 4**

1	time. By that condition, since internet has been accessible, the students of millennial generation
2	by some a new industrial revolution, has been called by Germany as "Industry 4.0" (Dais, 2014).
3	in the 18th century. The world has been changing for more than three hundred years,
4	been received through several studies that have been conducted in America (Rohana, 2018). In Indonesia
5	SQ3R as a reading strategy has been conducted to several levels of students. First,
6	. Over the last decade, several studies have been conducted towards the implementation of Blended L
7	reading strategy. Technology nowadays has already been developed. Fabry, & Higgs (1997) stated "The tech
8	our daily life. One scoop that has been fruitful these days is the implementation of
9	visual content and creative "words" which have been known to be effective enough to attract
10	experience in the first year. There have been many attempts to predict the favorable outcome
11	3R is not totally new. It has been proven that the success of SQ3R
12	reading comprehension skill. One skill that has been proven to help students in reading comprehension
13	LMS of English Language Education Department has been ready to access since 2017, although the teachers
14	success of SQ3R learning method has been received through several studies that have been
15	in the real context, vocabulary has not been taught yet explicitly in second language (L2)
16	nd engagement approach. Some strategies that have been used, for example, are using illustration images
17	\$49 a month. Video Conference in education has been used in Karadeniz Technical University in Trebzon

## 4.2 DISCUSSIONS

### Argumentation Structure Type 1: Claim-Evidence-Rebuttal-Warrant

In this study, we found that the most prominent type of argumentation structure is to put claims as the opening, followed by evidence. The evidence was in the form of giving examples, providing samples, and delivering status quos. As was found by Qin and Karabacack (2010), undergraduate students tend to safely present their arguments by opening with claims. Toulmin (2003) explained that claims refer to the author's standpoint that enables the readers to believe in. In the data below, the author chose to present the status quo by using adverbs and present progressive as a means to show current attempts and conditions. This is similar to the findings by Lubis (2020) who found that the use of present perfect was also favored in delivering findings and discussion sections.

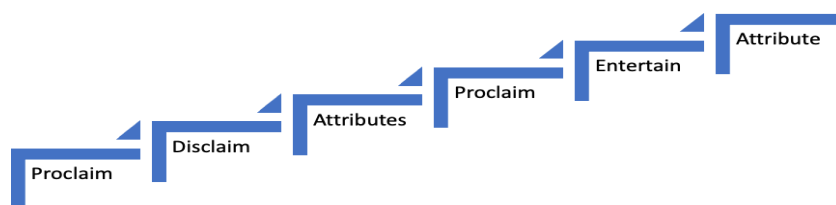
In this era, education has a main role to build students' characteristics **[claims]** The characteristics are honesty, politeness, religiosity, curiosity, discipline, hard work, creativity, tolerance, independence, democracy, and love of peace. **[evidence]**. However, the previous curriculum was not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

#### Vignette 1. Argumentation structure type 1

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

**Figure 5**

*Argumentation Structure Type 1*



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

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

**Argumentation Structure Type 2: claims-evidence-rebuttal**

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

Another problem is on the linguistics part in term of polysemy knowledge.[**claim**] For example, many EFL learners know that “bear” is an animal.[**evidence**] However, Fromkin and Blair (2000) expressed “bear” can also be a verb which means “to tolerate, to carry, and to support” (p. 157). [**rebuttal**]

**Vignette 2. Argumentation structure type 2**

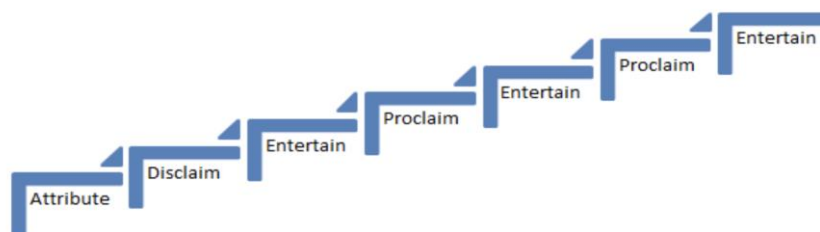
This type of argument is also helpful to put undergraduate students with *entertain* lexemes. Toulmin (2003) and Henkemans (2000) suggested that in order to create a qualified argumentation structure, it was necessary to let the students experience lexemes. This is in order to let the students add their own voices and standpoint during discussing the evidence

and to draw the warrants. For example: the writer starts with entertain, which involves a noun to convey the proposition clearly. The choice of the word entertain in this paragraph is "most of...". After engaging the readers, the writer emphasizes something that happened by claiming the issue in the related field in the same section. The word the author chooses to claim in their research is "have to know". They also used "most" and "because of". After that, it is continued by describing something that happened, namely proclaim. The choice of word proclaims that the author uses in this paragraph is "in order to". If this is well developed, the students could have advanced argumentation structure as categorized by Henkemans (2000) such as serial or convergent argumentation structure. The last rung is back to using entertainment, which is the purpose of involving readers.

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

**Figure 6**

*Argumentation Structure Type 2*



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

**Argumentation Structure Type 3: claims-evidence**

In this type, the author performs the attribute in the third paragraph by showing the proposition. The frequently cited external voice options are; "according to" and "stated that". Since the sentences in the third paragraph shared similar voices, we put the voices into one



argumentation structure. Furthermore, in the same paragraph, the author again proclaims to emphasize the previous proposition of external voices. The sample of argumentation structure type 3 was displayed in the data below:

In this contemporary era, most of EFL learners also assume that learning vocabulary is a tedious lesson and difficult to be learned (Abidin et al., 2011).**[claim 1]** They have to know the meaning and how to use the word properly.**[evidence]** Specifically, Oxford and Scarcella (1994) added that knowing a new word does not mean that the learners only have the skills to recognize the words, know how it is pronounced, know how to spell it, and know what the meaning is. **[evidence]** They also have to know how to use the vocabulary in different contexts (Oxford & Scarcella, 1994). Besides, a single word in English has more than one meaning (Hiebert & Kamil, 2005) or called as homographs (Fromkin & Blair, 2000). **[evidence]** For instance, Fromkin and Blair (2000) proved that “tear as in tear in the eye, and tear as in a tear in her blouse” (p. 156). As have mentioned, “tear” has more than one meaning.**[evidence]**

### **Vignette 3. Argumentation structure type 3**

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

### **Argumentation Structure Type 4: claims-data**

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

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

Raymond S. This textbook consists of eleven chapters and two hundred fifty-six pages.[data]

#### **Vignette 4. Argumentation structure type 4**

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

## CHAPTER V

### CONCLUSION

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

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# APPENDICES

## Appendix 1. Analysis of Corpus Analysis

### Appendix 1.1 Disclaim

The image displays two screenshots of the AntConc 3.5.8 (Windows) 2019 software interface, showing concordance search results for the terms 'no' and 'do not'.

**Top Screenshot: Search for 'no'**

- Search Term:** no
- Concordance Hits:** 5
- Hit 1:** , there should be no such excuse as no access to books. However, the negative effects
- Hit 2:** dvanced (CEFR level C2) levels. Technology no longer becomes an unfamiliar thing in this
- Hit 3:** language. Indeed, the use of internet is no need to be doubt anymore. Yet, the
- Hit 4:** .g. e-books). Thus, there should be no such excuse as no access to books.
- Hit 5:** sh as a compulsory subject (Permendikbud No 20 Year 2016) for junior high school and senior

**Bottom Screenshot: Search for 'do not'**

- Search Term:** do not
- Concordance Hits:** 6
- Hit 1:** . The senior high school grades and tests do not closely relate to first year performance
- Hit 2:** make a lot of mistakes because they do not know the language very well. In
- Hit 3:** mistake made by them is that they do not know whether a sentence should be
- Hit 4:** . They could seek further information that they do not know yet. They can learn by
- Hit 5:** of this survey proves that people who do not like to read in general may
- Hit 6:** " (p. 157). That is why most EFL learners do not like to learn vocabulary because of

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 11

Hit	KWIC	File
1	internet does not always bring the benefit but also bring the other side, which is	data.corpus.1
2	tactics are not unique to the Instafamous but are common to anyone trying to boost	data.corpus.1
3	audiences using the familiar trappings of thin but buxom bodies, sports cars, and designer clothes."	data.corpus.1
4	to these audios and videos or not. But due to the lack of tools the	data.corpus.1
5	g theinternet connection in the class activities, but it is also maximizing the use of	data.corpus.1
6	e one and only factor 77 language accomplishment, but most of the researchers still retain that	data.corpus.1
7	let the user tweet about their feeling but only limit up to 280 words. Twitter can	data.corpus.1
8	to those with access to broadcast media. But rather than overturn the traditional hierarchies	data.corpus.1
9	topics. Today, that phenomenon is still used, but the use is decreased overtime. Nowadays, teacher	data.corpus.1
10	in order to respond the message faster but they can still communicate with each other.	data.corpus.1
11	, and/or culturally distant from each other, but who are unified in active learning communities	data.corpus.1

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

Type here to search

30°C 20.02 18/03/2022

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 10

Hit	KWIC	File
1	gives a positive effect on reading interest, however, also decreases reading concentration. On the oth	data.corpus.1
2	and helped them to enrich their vocabularies. However, by using SQ3R method, more time	data.corpus.1
3	big picture and meaning of the text. However, comprehension depends on the readers' characteri	data.corpus.1
4	learners know that "bear" is an animal. However, Fromkin and Blair (2000) expressed "bear" can al	data.corpus.1
5	ey are listening, reading, speaking, and writing. However, in fact, students have low mastery of	data.corpus.1
6	seem to struggle to learn the language. However, in this era of the internet, there	data.corpus.1
7	such excuse as no access to books. However, the negative effects of technology are also 53	data.corpus.1
8	ance, independence, democracy, and love of peace. However, the previous curriculum was not eligible anymore	data.corpus.1
9	style games like Maze Chase and Airplane. However, this research would only focus on Maze	data.corpus.1
10	skills to be implied at university level. However, with the two interconnected variables above, the	data.corpus.1

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

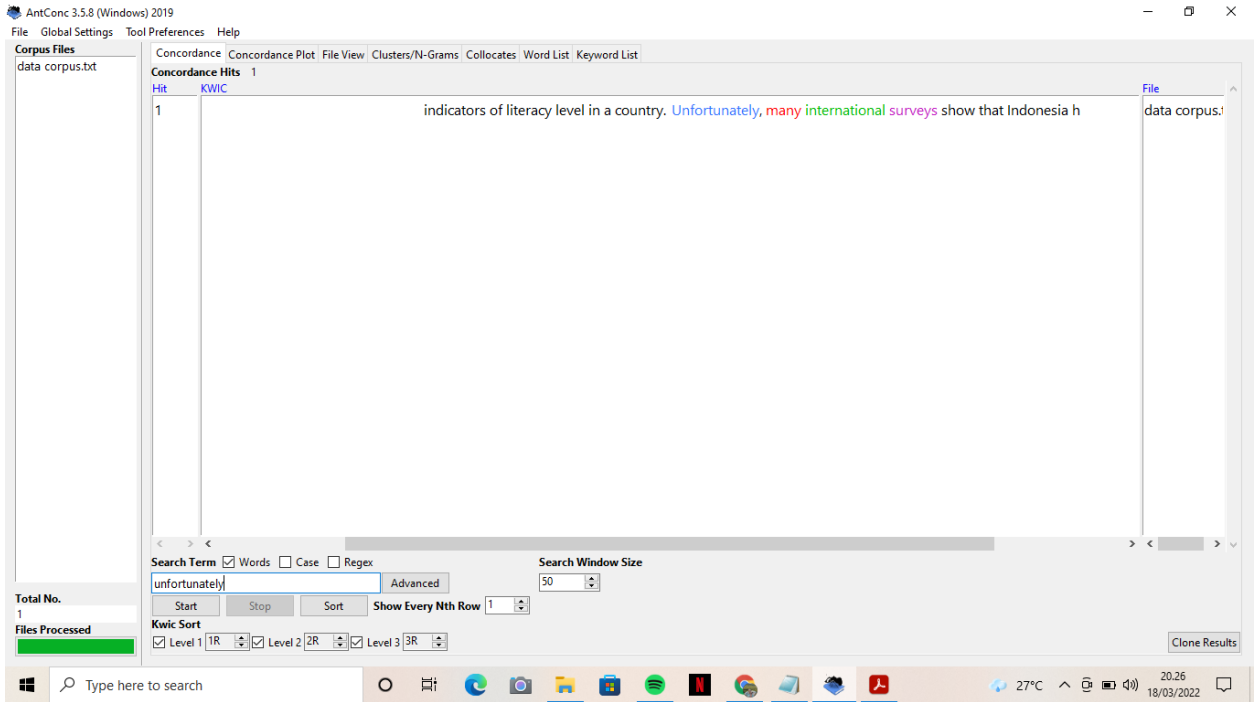
Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

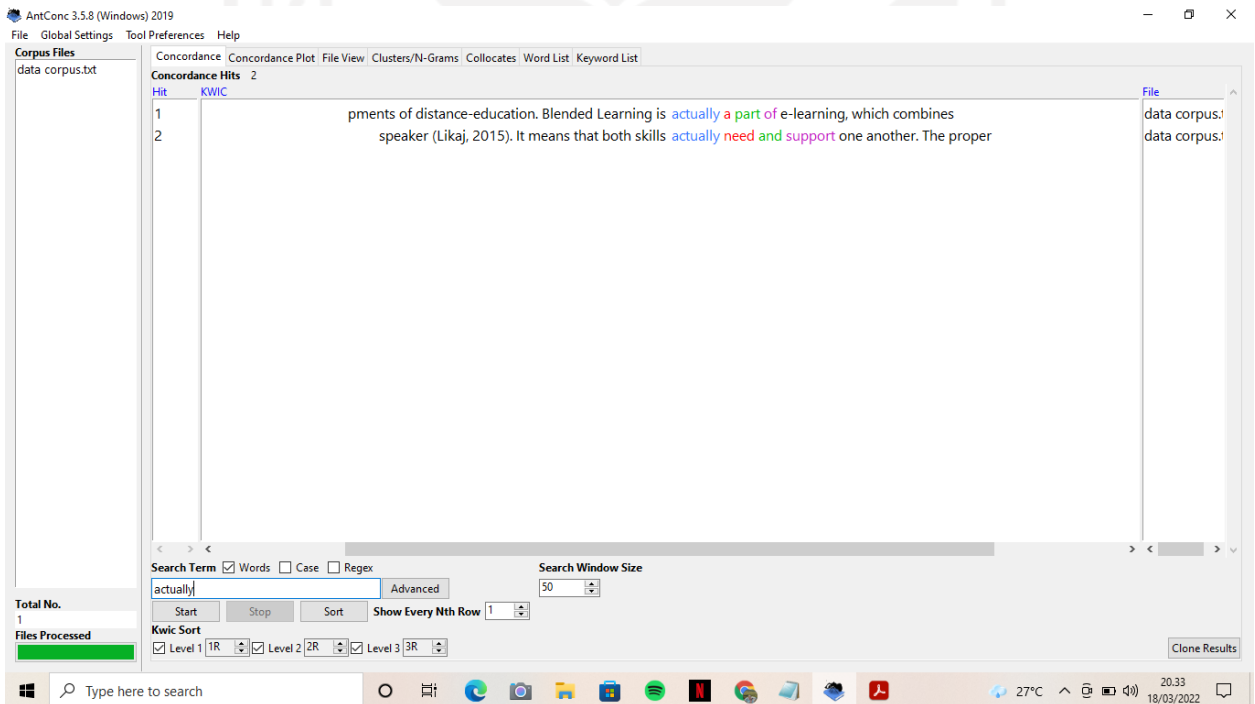
Type here to search

30°C 20.03 18/03/2022





## Appendix 1.2 Proclaim



AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	3R method, more time was needed to clearly explain and give some examples to the	data corpus.txt

Total No. 1  
Files Processed

Search Term  Words  Case  Regex  
clearly Advanced Search Window Size 50  
Start Stop Sort Show Every Nth Row 1  
Kwic Sort  
 Level 1 1R  Level 2 2R  Level 3 3R Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 3

Hit	KWIC	File
1	as the reading strategy. Technology nowadays has already been developed. Fabry, & Higgs (1997) stated "The	data corpus.txt
2	to access since 2017, although the teachers have already conducted some online meetings using other LMS	data corpus.txt
3	is easy to be accessed because it already has an official website in which both	data corpus.txt

Total No. 1  
Files Processed

Search Term  Words  Case  Regex  
already Advanced Search Window Size 50  
Start Stop Sort Show Every Nth Row 1  
Kwic Sort  
 Level 1 1R  Level 2 2R  Level 3 3R Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 4

Hit	KWIC	File
1	lligent. The phenomenon of Industry 4.0 was first mentioned in 2011 in Germany as a proposal for	data corpus.1
2	tear in her blouse" (p. 156). As have mentioned, "tear" has more than one meaning. Another	data corpus.1
3	ting curiosity gap" (Chakraborty et al, 2017). He mentioned that clickbait is designed to exploit human	data corpus.1
4	ents experience the benefit. Madden et al. (2005) mentioned that teachers are profitable with the existence	data corpus.1

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Total No. 1  
Files Processed 1

Start Stop Sort Show Every Nth Row 1  
Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 10

Hit	KWIC	File
1	is not only presenting the teaching material found at the internet into the classroom activity	data corpus.1
2	any kind of information that can be found in internet. They also can interact with	data corpus.1
3	research to senior high school students. She found out that situation was more interesting when	data corpus.1
4	with each other. Because of it, we found some students are struggling in writing passage	data corpus.1
5	online, or watching TV. It was also found that most students did not go to	data corpus.1
6	ior high school students by Masruroh (2015). She found that SQ3R helped the students to	data corpus.1
7	and skills while reading and writing. She found that technology might be effective for struggling	data corpus.1
8	improve their skills. Furthermore, Harmer (2007) found that the use of internet gives the	data corpus.1
9	Anggraeni, 2018). Chen, Lambert and Guirdy (2010) found that widespread use of the web and	data corpus.1
10	8). Furthermore, Kim, Mendenhall & Johnson (2010) found that writing is the most challenges skills	data corpus.1

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Total No. 1  
Files Processed 1

Start Stop Sort Show Every Nth Row 1  
Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	in Yogyakarta. The policymaker of the university has declared that 40% of the courses are strongly	data corpus.txt

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

Type here to search

27°C 20:58 18/03/2022

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	this era that is increasing and efflorescent has demanded the access rapidly and easily. Nowadays,	data corpus.txt

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

Type here to search

27°C 20:58 18/03/2022

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	den, 2007). The rapid development of technologies has enabled people to learn language anywhere and	data corpus!

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	internet technologies in postsecondary education has exploded in the last 15 years (Chen, Lambert, &	data corpus!

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	has a close relation in English language. Indeed, the use of internet is no need	data corpus.txt

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	less-successful ELT process. The ELT process has implemented many curriculums. They were the 1975 curriculum,	data corpus.txt

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Total No. 1  
Files Processed

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	high-tech strategies (Mosconi, 2015). The concept has launched the fourth technological revolution, which is	data.corpus.txt

Total No. 1  
Files Processed

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	stem. The growing phenomena of clickbait headline has raised in digital era, spesifically on in	data.corpus.txt

Total No. 1  
Files Processed

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	ter. Within December 2018 to March 2019, Mojok.co has reached 2.58M total visits in the last 6	data.corpus.1

Total No. 1

Files Processed

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

Type here to search

21.13 18/03/2022

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 17

Hit	KWIC	File
1	time. By that condition, since internet has been accessible, the students of millennial generation	data.corpus.1
2	by some a new industrial revolution, has been called by Germany as "Industry 4.0" (Dais, 2014).	data.corpus.1
3	in the 18th century. The world has been changing for more than three hundred years,	data.corpus.1
4	been received through several studies that have been conducted in America (Rohana, 2018). In Indonesia	data.corpus.1
5	SQ3R as a reading strategy has been conducted to several levels of students. First,	data.corpus.1
6	. Over the last decade, several studies have been conducted towards the implementation of Blended L	data.corpus.1
7	reading strategy. Technology nowadays has already been developed. Fabry, & Higgs (1997) stated "The tech	data.corpus.1
8	our daily life. One scoop that has been fruitful these days is the implementation of	data.corpus.1
9	visual content and creative "words" which have been known to be effective enough to attract	data.corpus.1
10	experience in the first year. There have been many attempts to predict the favorable outcome	data.corpus.1
11	3R is not totally new. It has been proven that the success of SQ3R	data.corpus.1
12	reading comprehension skill. One skill that has been proven to help students in reading comprehension	data.corpus.1
13	LMS of English Language Education Department has been ready to access since 2017, although the teachers	data.corpus.1
14	success of SQ3R learning method has been received through several studies that have been	data.corpus.1
15	in the real context, vocabulary has not been taught yet explicitly in second language (L2)	data.corpus.1
16	nd engagement approach. Some strategies that have been used, for example, are using illustration images	data.corpus.1
17	\$49 a month. Video Conference in education has been used in Karadeniz Technical University in Trebzon	data.corpus.1

Total No. 1

Files Processed

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort  Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

Type here to search

22.08 18/03/2022



## Appendix 1.3 Entertain

The image displays two screenshots of the AntConc 3.5.8 (Windows) 2019 software interface, showing search results for the term 'seem' and 'possible' in a corpus file named 'data corpus.txt'.

**Top Screenshot (Search Term: seem):**

- Search Term:** seem
- Search Window Size:** 50
- Search Options:** Words (checked), Case (unchecked), Regex (unchecked)
- Search Results:** 1 hit. The text is: "foreign language; therefore, most of Indonesians seem to struggle to learn the language. However,"
- Search Window:** 50
- Search Window Size:** 50
- Search Options:** Words (checked), Case (unchecked), Regex (unchecked)
- Search Results:** 1 hit. The text is: "foreign language; therefore, most of Indonesians seem to struggle to learn the language. However,"

**Bottom Screenshot (Search Term: possible):**

- Search Term:** possible
- Search Window Size:** 50
- Search Options:** Words (checked), Case (unchecked), Regex (unchecked)
- Search Results:** 2 hits. The text is: "feel tempted to study as fast as possible, and then play their gadget again. It municate, facilitate teaching material, and it is possible to put material on the internet whenever"
- Search Window:** 50
- Search Window Size:** 50
- Search Options:** Words (checked), Case (unchecked), Regex (unchecked)
- Search Results:** 2 hits. The text is: "feel tempted to study as fast as possible, and then play their gadget again. It municate, facilitate teaching material, and it is possible to put material on the internet whenever"

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 1

Hit	KWIC	File
1	be focused on the learning. Many teachers believe that by omitting students' gadget or disabling	data corpus.!

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Total No. 1  
Files Processed

Kwic Sort  
 Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

Type here to search

27°C 21:30 18/03/2022

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 8

Hit	KWIC	File
1	young people. Some limitations with this study may be apparent. First, with the data taken	data corpus.!
2	of the sites continues to grow, youth may be exchanging "macro blogging" for microblogging"	data corpus.!
3	for students who have stronger reading motivation may be expected to read more text (Hairul,	data corpus.!
4	ng educational unification; connecting people who may be physically, socially, and/or culturally distan	data corpus.!
5	do not like to read in general may eventually enjoy reading more and read more	data corpus.!
6	distance. The constant use of instant messaging may make students' writing skill lacking. Students ar	data corpus.!
7	f output and input. Legibly, comprehensible input may the one and only factor 77 language accomplishmen	data corpus.!
8	sender and the recipient lives, the time may vary according to the distance. The constant	data corpus.!

Search Term  Words  Case  Regex  Advanced Search Window Size 50

Total No. 1  
Files Processed

Kwic Sort  
 Level 1 1R  Level 2 2R  Level 3 3R

Clone Results

Type here to search

27°C 21:32 18/03/2022

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 19

Hit	KWIC	File
1	ording to McKeeman and Oviedo (2013), "technology will be an essential and effective tool that	data corpus.1
2	by tweet. Twitter has many features that will be explained later. The impact of the	data corpus.1
3	in the classroom interaction, the more they will be exposed to the target language continuously	data corpus.1
4	to English for language students. This research will be quite different from the previous ones	data corpus.1
5	students' gadget or disabling the internet, it will be very helpful for the teaching and	data corpus.1
6	their ideas. In addition, through feedback they will bridge the gap of information. Thus, in	data corpus.1
7	era, there is an interesting application that will bring people back to the old-fashioned	data corpus.1
8	it will makes everything what we do will connect to the internet. This is a	data corpus.1
9	ss more interesting. The students' attention span will determine the result of the process of	data corpus.1
10	students the urge to speak. The students will develop their competence in interactive skills by	data corpus.1
11	with different level of students. This research will focus more on English Education students who	data corpus.1
12	gap as the requirement of the CLT will give the students the urge to speak.	data corpus.1
13	representative of productive human resources that will increase significantly when demography bonus occu	data corpus.1
14	from industrial 3.0 to digital technology then it will makes everything what we do will connect	data corpus.1
15	the users through the intensity of interaction will not influence each quality of knowledge (Merivita	data corpus.1
16	information they want to read. Generally, people will read headline first when they read a	data corpus.1
17	find that the headline is interesting, they will read the article, and vice versa. Hence,	data corpus.1
18	a real learning resource for students who will seek information. Even, internet today can be	data corpus.1
19	ove the students' speaking skills, the researcher will use some pre-communicative and communicative acti	data corpus.1

Search Term  Words  Case  Regex Search Window Size 50

Total No. 1

Files Processed

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 6

Hit	KWIC	File
1	becoming a good listener, the learners also must be a good speaker (Likaj, 2015). It means	data corpus.1
2	is fundamental. Students' attention and interest must be captured and patterns for learning and	data corpus.1
3	captured and patterns for learning and studying must be set. The transition for students into	data corpus.1
4	the objectives of learning. It is a must for the teachers to consider the materials	data corpus.1
5	listening and speaking proficiencies, it is a must for the teachers to consider the materials,	data corpus.1
6	essful in acquiring the target language, students must have continuous intensive exposure to the target	data corpus.1

Search Term  Words  Case  Regex Search Window Size 50

Total No. 1

Files Processed

## Appendix 1.4 Attribute

The image displays two screenshots of the AntConc 3.5.8 (Windows) 2019 software interface, showing concordance search results for the word "said" and "according".

**Top Screenshot: Search Term "said"**

- Search Term:** said
- Concordance Hits:** 2
- Hit 1:** ncy in writing skill. Berne and Blachowicz (2008) said there are a great number of teachers
- Hit 2:** by making English captions and comments, some said they wanted to look more sophisticated and

**Bottom Screenshot: Search Term "according"**

- Search Term:** according
- Concordance Hits:** 12
- Hit 1:** lements several values in the students' textbook. According to Adnan and Smith (2010), social function is
- Hit 2:** by using video conference in the classroom. According to Becta (2003), "video conferencing is a synchro
- Hit 3:** through oral and written form. In addition, according to Brown (2001), in English teaching and learning
- Hit 4:** in their workbooks (Lembar Kerja Siswa/ LKS). According to Byrne (1997:2), a language teacher has an
- Hit 5:** someone who is far away with us. According to Lenhart, et al., (2010) "as a tool
- Hit 6:** using what is so called 'broken English.' According to Macmillan Dictionary, if someone speaks in
- Hit 7:** rwick and boyd 2011a; Muntean and Petersen 2009). According to Marwick, Alice E. (2015) social media represen
- Hit 8:** important things in learning is using technology. According to McKeeman and Oviedo (2013), "technology will b
- Hit 9:** reading comprehension activity (Masruroh, 2015). According to Moore (2014), comprehension is an active and
- Hit 10:** , 2001). CLT has several good purposes to gain, according to Radley and Sharley (1987) in Nation and
- Hit 11:** the recipient lives, the time may vary according to the distance. The constant use of
- Hit 12:** the burden of the teacher administrative tasks. According to the teacher, it is highly time-

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 9

Hit	KWIC	File
1	raham, 2003). Furthermore, Moore & Kearsley (2011) stated on their books, Blended Learning is one	data.corpus.1
2	e Video Conference application. Park (2008, p.13) stated "Online chat is text-based real-time	data.corpus.1
3	reat asset in education as Derlin, & Erazo (1996) stated that "distance learning is a means of	data.corpus.1
4	about the National Education Standard. It is stated that learning processes in each unit of	data.corpus.1
5	materials. It is supported by Harmer (1998) who stated that reading is useful exposure to English	data.corpus.1
6	low-level of vocabulary mastery. They also stated that they seldomly did speaking practices in	data.corpus.1
7	er, Feld, & Hoffmann, 2014; Ning & Liu, 2015). As stated, the development of IoT, considered by some	data.corpus.1
8	has already been developed. Fabry, & Higgs (1997) stated "The technology-school link dominates as one	data.corpus.1
9	to look more sophisticated and cooler. Others stated they wanted to seek attention – usually to	data.corpus.1

Search Term: stated Words Case Regex Search Window Size: 50

Total No. 1 Files Processed

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Corpus Files  
data.corpus.txt

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 3

Hit	KWIC	File
1	value of the social function in 2013 curriculum states in a textbook for students in school.	data.corpus.1
2	anguage learning classroom," n.d.). Wilden (2017) states that to make the students successful in	data.corpus.1
3	rch 21, 2006 in San Francisco, California, United States. Twitter let the user tweet about their	data.corpus.1

Search Term: states Words Case Regex Search Window Size: 50

Total No. 1 Files Processed

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Corpus Files  
data corpus.txt

Concordance Hits 1

Hit	KWIC	File
1	the 21st century, mobile technologies were being claimed as a part of the lives of	data corpus.txt

Total No. 1  
Files Processed

Search Term  Words  Case  Regex  
 Advanced  
   Show Every Nth Row   
 Search Window Size   
 Kwic Sort  Level 1   Level 2   Level 3

Type here to search

29°C 22.00 18/03/2022

