

# Move Analysis of the Argumentative Essays Written by the Undergraduate Students: A Genre-Based Approach

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## ABSTRACT

**This qualitative-move analysis study determined the moves present in the argumentative essays written by the undergraduate students at one of the private schools in Kapalong, Davao del Norte. The purpose of this study was to analyze the moves present in the argumentative essays and to identify what was its over-all organization as compared through the framework of Hyland. Further, this study was gleaned through the theory of Hyland (2004) of which he stated that in writing effective argumentative essay, it must consist of an introduction that consists of hook, generalization and thesis statement; body that consists of topic sentence, support and concluding sentence; and lastly, conclusion that consists of restatement of proposition, clincher and final closing. There were twenty (20) corpora of the study which were the argumentative essays written by the undergraduate students. Results showed major changes in the over-all organization of the argumentative essays of the undergraduate students when compared to the adopted framework. From the introduction, the moves present were topic sentence, hook and thesis statement with the absence of generalization of which from the framework, topic sentence was in the body of the essay. While in the body, there was an occurrence of the move generalization of which in the framework, it was the move 2 in the introduction part. Also, in the conclusion of the argumentative essays, there was an existence of the move support of which, from the adapted framework, it was the move 2 in the body of the essay. Thus, results implied that the writing styles of each writer varies according to context and geographical location. Lastly, results of the study were deemed substantial to teachers and administrators and other stakeholders to create program and activities that will hasten and develop the writing skills of the students.**

***Keywords:- Education, Move Analysis, Argumentative Essays, Qualitative Study, Genre-Based Approach, Kapalong, Philippines***

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**TABLE OF CONTENTS**

	<b>Page</b>
<b>TITLE PAGE</b>	<b>1001</b>
<b>ABSTRACT</b>	<b>1002</b>
<b>ACKNOWLEDGMENT</b>	<b>1003</b>
<b>TABLE OF CONTENTS</b>	<b>1004</b>
<b>LIST OF TABLES</b>	<b>1005</b>
<b>CHAPTER</b>	
<b>1 INTRODUCTION</b>	<b>1007</b>
Purpose of the Study	1007
Research Questions	1007
Theoretical lens	1008
Scope and Limitations of the Study	1008
Importance of the Study	1009
Definition of Terms	1009
Organization of the Study	
<b>2 REVIEW OF RELATED LITERATURE</b>	<b>1011</b>
<b>3 METHODOLOGY</b>	<b>1019</b>
Research Design	1019
Research Participants	1019
Research Materials	1020
Role of the Researcher	1020
Data Sources	1021
Data Collection Procedure	1021
Data Analysis	1022
Trustworthiness of the Study	1022
Ethical Considerations	1024
<b>4 RESULTS</b>	<b>1027</b>
<b>5 DISCUSSIONS</b>	<b>1059</b>
Implications for Teaching Practice	1063
Recommendations for Further Research	1063
Concluding Remarks	1063
<b>REFERENCES</b>	<b>1065</b>

**LIST OF TABLES**

<b>Table</b>		<b>Page</b>
<b>1</b>	Moves of Argumentative Essays Written by Undergraduate Students	<b>1032</b>
<b>2</b>	Move Structure of Argumentative Essays Written by Undergraduate Students	<b>1047</b>
<b>3</b>	Over-all Organization of the Argumentative Essays Written by Undergraduate Students	<b>1050</b>
3.1	Comparative Table of Argumentative Essays Move Structure Introduction between Hyland’s Framework and the Undergraduate Students Output	<b>1051</b>
3.2	Comparative Table of Argumentative Essays Move Structure Body between Hyland’s Framework and the Undergraduate Students Output	<b>1053</b>
3.3	Comparative Table of Argumentative Essays Move Structure Conclusion between Hyland’s Framework and the Undergraduate Students Output	<b>1056</b>

## CHAPTER 1 INTRODUCTION

Writing has been given great emphasis in the Philippine educational system since the teaching and learning of English as a Second Language (ESL) support the aim of enhancing the English competence of Filipino learners. However, writing is a complicated process primarily because it requires a combination of skills. With this nature of writing, many are convinced that writing is a complex task. It is the most difficult of the language abilities to acquire; more so, if the language to be used is considered a second or a foreign language. Thus, students are facing with difficulties in writing that they try to avoid the task for they find it a struggle (Pablo & Lasaten, 2018).

In Hungary, a study was conducted about the move analysis of ten essays published in scholarly journals in literary criticisms of which all of the essays are analyses of given literary works. It found out that not a single step in the model could be found in all of the examined papers. Move 1 Step 2 (Making Topic Generalizations) was the most common in the introductions with 8 out of 10 frequencies followed by Move 1 Step 3 which is the reviewing items of previous research with 6 out of 10 frequencies. Further, there are steps which did not appear in all of the papers – Move 2 Steps 1C and D (Question-Raising and Continuing a Tradition). Also, another surprising result proved to be the complete absence of Move 3 – occupying the niche in one of the essays (Santa, 2015).

In the Philippines, a study about coherence in the argumentative essay of the students was conducted of which it was analysed in the argumentative essays of first year College of Liberal Arts students at De La Salle University. Study revealed that convention of textual feature which consists of the command in spelling, capitalization, punctuation, grammar, usage, and sentence structure received the highest rating among the argumentative essays of the students. However, the support and elaboration of textual feature which consist of the thoughtful or insightful presentation of ideas received the lowest rating among the argumentative essays of which author emphasized that students lack of analysis in presenting their insights like with the use of transitional devices (Garing, 2014).

In the local context, one local college in Kapalong, Davao del Norte, I, as a researcher have observed that most of the students have problems in writing essays specifically in terms of the organization of ideas, choice of words, development of the thesis statement, and word structure. Also, most of the problems of the students are struggling in developing the topic or thesis because they have minimal lexis and vocabulary and they always commit errors about the basic of word structure. Lastly, most of the students' essays do not follow the basic structure which contains the introduction, body and conclusion. Others just immediately discuss and elaborate the topic which should be done in the body and some end their essays with discussions without giving their conclusion. Hence, the researcher found an urgent need to conduct the study to propose basic structure of effective essay writing.

Thus, with reference from the previous paragraphs and studies presented, it is evident that the essays are not established and are following different structures. Moreover, it is also certain that adequate studies have not yet been formulated to investigate the move structure of the essay writing written by undergraduate students in the context of a local college. There is one study using the CARS Model but it is in the context of literary criticisms and it was conducted in the global setting of which the corpora were taken from different online journals (Santa, 2015). Hence, I have come to state his desire to study the move structure of argumentative essay writing to pacify the need for substantive researches about effective essay writing. Additionally, I, as a researcher, consider the significant social relevance of my research by which the results of my study could be a good reference for English teachers in teaching effectively essay writing as well as this study may be a good point of reference for students and even writers who express the love for writing.

They may use the result of the study as their guide in writing effectively and comprehensively English essays.

### **Purpose of the Study**

This qualitative study, specifically employing a genre-based approach, aimed to identify the moves present in the argumentative essays of the undergraduate students in a local college using the Effective Argumentative Essay Structure Model of Hyland (2004) which identifies three major moves in writing essays namely, move 1 (introduction), move 2 (body), and move 3 (conclusion).

At this stage in the research, move analysis of the argumentative essays is defined as the move analysis of which argumentative texts should not be perceived as decontextualized, instead, it should be a thorough analysis which should entail an examination of the purposes of the text, the meaning of the text for its readers, and the effect of the text on society (Connor, 2008).

### **Research Questions**

This study sought to analyze the argumentative essays written by undergraduate students in a local college. Specifically, the study answered the following research questions:

1. What are the moves of the argumentative essays written by the undergraduate students?
2. What is the over-all organization of the argumentative essays written by the undergraduate students?
3. What is the comparative analysis of the Argumentative Essays Move Structure between Hyland's Framework and the Undergraduate Students' Output?

### **Theoretical Lens**

The study was gleaned through the lens of Hyland's (2004) Model of the effective Structure of Argumentative Essay of which he presented three stages in writing argumentative essay. Step 1 is the Introduction Stage with three moves which are the hook, generalization and thesis statement. Step 2 is the Body Stage with three moves which are the topic sentence, supports and concluding sentence. Lastly, the Conclusion Stage with three moves which are the restatement of proposition, clincher and final closing.

In the Introduction stage, the hook is a way of anchoring the readers' attention to the topic of which a rhetorical statement, question, or personal anecdote can be used for this purpose. The generalization will state the main idea which is to be defended in the essay, and provide readers with background knowledge that will serve as a foundation for their understanding of the argument. Lastly, the thesis statement is used to explicitly define the body of the paragraph as well as to reveal the genre of the essay.

Further, in the Body stage, the topic sentence states the most important issue and serves as a point of departure for discussing the subject. In addition, it is essential that the controlling idea be provided in the theme of the topic sentence. Next is the support of which in this stage, writers would logically compare and contrast methodology with other methodologies, breaking down opposing arguments. Lastly, the concluding sentence of which without it, the cohesion of the text might be less convincing, since a text should be tied in or placed cohesively. Also, the concluding sentence in the body paragraph can be the paraphrased restatement of their topic sentence.

Lastly, the Conclusion stage consists of the restatement of proposition of which it signals the end of the essay. Next is the clincher which reminds the readers of the writers' main point. Lastly, the last move in the conclusion stage is the final closing which leaves the readers with final thoughts on the topic.

Similarly, the study used the "Creating a Research Space" or CARS Model developed by Swales (1990). The model attempts to explain the organizational pattern of writing the introduction to scholarly research studies. Further, following this model in the current study, this served as a reference in analysing the move structure of the argumentative essays. How the student introduces the argument, how they provide

meaningful and significant grounds and claims, and lastly, how they conclude the argument to sort everything in the introduction and body of the essay.

Consequently, these models of Hyland (2004) and Swales (1990) were used to analyze whether the argumentative essays written by the undergraduate students in the local college setting followed the step by step structures and moves in writing argumentative essays effectively. It was analysed as well whether the steps indicated in the models in every move was observed and manifested in the written outputs of the students. Thus, output of the study provided relevant and useful model that would help undergraduate students and even English teachers in writing effectively essays most specifically an argumentative essay.

### **Scope and Limitations of the Study**

This genre-based phenomenological study analyzed the moves of different argumentative essays written by the undergraduate students in a local college specifically those who are taking Bachelor of Secondary Education major in English. Following the suggested range of entries from Clark and Braum (2013) which is 10-100 entries, I randomly selected the twenty (20) argumentative essays as the total number of research materials to be analyzed which was coming from the whole class.

However, I considered the length of the essay so that I can establish the move analysis of the essay with its basic format and structure that contains introduction, body and conclusion since I only got 20 corpora as the subject for analysis of the study as suggested as well by the panel of experts. Also, the study was conducted from November 2019 to February 2020.

Lastly, this paper was subjected for further improvements since the perceptions and way of analyzing the content of the study varies from one person to another person, hence, their move structure analysis may be different from one group of people to another. This was one of the limitations of the study of which the application of CARS Model in the context of essay may bring different interpretations and analysis. Thus, I acknowledged further research to be conducted to justify and verify the results found in my study.

### **Importance of the Study**

This genre-based approach phenomenological study, as a significant endeavor, provided the additional reference and point of view for individuals, authorities and organizations interested in gaining awareness about the effective way of writing essay like argumentative essay.

The knowledge gained in this undertaking would be beneficial to Higher Education Institution's **Language or English Teachers** because they may use the findings of the study as their point of reference in discussing among their students about the proper way of writing essays following the proper structure and format like basic structure which contains the introduction, body and conclusion.

Also, this study will be beneficial among **students** for this may guide them in writing essays specifically argumentative essay. They may refer in the results of the study about the proper construct and move structure of the essay so that they could have an effective essay output.

This study may also benefit the **School Administrators** as they may utilize the results in creating or designing curriculum that would enhance the writing skills among second language learners.

The **Department of Education Officials** could utilize the result of the study as an opportunity to improve the curriculum that highlights the improvement and development of the writing skills among secondary learners. Further, they could devise and strategies, learning resources and materials that will cater the needs of the students towards effective essay writing.



Likewise, this study may help as well the **linguists** who manifest the interest and will to study the ways in writing effective essays convenient to both writers and readers.

Also, this study will serve as a point of reference for **other researchers** who manifest the enthusiasm to study the same topic and thesis under study which will be utilizing different research design as not used in the current study.

Lastly, the knowledge derived in this study will also draw on and contribute to scholarly works about effective ways in writing essays following the CARS Model of Swales (1990) and Effective Structure of Argumentative Essay by Hyland (2004).

### **Definition of Terms**

It is important to define essential technical terminologies frequently used in this study. Thus, this section provides the definitions to acquaint the readers with the concepts of the inquiry.

**Moves Analysis.** It is an analysis of the general structural patterns of texts typically determines the series of moves made. Normally, moves contain at least one proposition and they differ in length. Thus, move types that manifest frequently than others are considered to be obligatory while moves that appear not so frequently are regarded optional (Connor & Mauranen, 2008). In the study, it refers to the moves of construct present in the argumentative essay.

**Argumentative Essay.** It is defined by its purpose which is to persuade the reader of the correctness of a central statement. This text type is characterized by a three stage structure which represents the organizing principles of the genre: Thesis, Argument and Conclusion. In turn, each stage has a structure expressed in terms of moves, some of which are optional elements in the system (Hyland, 1990). In the study, it refers to an essay which explains about the author's argument to a certain issue or topic just like premarital sex, same sex marriage, rice tariffication and other social issues.

**Undergraduate Students.** Undergraduate students mean the students who have not finished graduation. In the Philippine setting, they are the students who are pursuing 2-year associate degrees or 4-year bachelor degrees after post-secondary education (high school). This term, then, encompasses freshmen through senior college students (Minor, 2016). In the study, this refers to the students who are taking Bachelor of Secondary Education major in English.

**Genre-based Approach.** An approach of study which is based on a particular genre which discusses certain forms of discourse that feature a common structure, style, intended audience, and content and which are aimed at completing certain communicative functions. Also, this approach may study the forms of hierarchies, chains, sets and networks that are shared by members of discourse communities (Swales, 2004). In the study, this refers to the argumentative essay as genre subject for analysis.

### **Organization of the Study**

Chapter 1 describes the problem being studied. Also, the research questions and underpinning theories that served as guiding light in this undertaking are presented. Basic terminologies in the operation of this study are also defined. Moreover, this chapter also paved the way in understanding the core of the study as it emphasized the prime purpose and significance. This also included the limitations of the research.

Chapter 2 tackles the fundamental concepts, writings and other studies related to this study from different authorships. This is essential to establish a profound underpinning for this inquiry.

Chapter 3 includes the research design, the roles of the researcher as well as the manner of data collection and analysis. Trustworthiness and credibility were given explanation alongside its ethical consideration.

Chapter 4 presents the findings of the study which were based from the pre-established research questions. The findings elucidated as to what were the moves found in the argumentative essays written by the undergraduate students and what was its over-all organization. Also, this chapter explains the CARS Model of Swales (1990) and Effective Argumentative Essay Writing of Hyland (2004) as these were used as the basis in analyzing the argumentative essays written by the undergraduate students.

Chapter 5 explains the results of the study as well as the discussion of each set of findings. It also presents the study's implication on language teaching and further research to be conducted alongside its concluding remarks.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

The following studies, articles, concepts, and citations, are the supporting related facts that give insights about the understanding of the current study – move analysis of the argumentative essays written by undergraduate students through the analysis of Creating a Research Space of Swales and Effective Argumentative Essay Structure of Hyland.

#### **Moves and Stages of Effective Argumentative Essay by Hyland (2004)**

The Effective Argumentative Essay structure introduced by Hyland (2004) is composed of three major moves which are the introduction, body and conclusion wherein each move comprises of three stages. For introduction, these are the hook, generalization and thesis statement. For body, these are the topic sentence, support and concluding sentence. Lastly, for the body, these are the restatement of proposition, clincher and final closing. For clarity of concept, below are the explanation of each move and stages.

**Introduction.** A hook is an opening statement usually located in the first sentence in an essay that attempts to grab the reader's attention so that they will continue reading. It can be done by using different types of hooks which can be a question, quote, statistic, or anecdote. Further, there are strategies for writing an essay hook which include: using literary quotes, quote from a famous person, telling a personal story, sharing a fact or a definition, drawing a scene or may start with a thesis statement (Hanski, 2019).

Furthermore, another effective device on how to write great hooks for essays or novels is appealing to the audience's need to argue. Starting the essay or any written task with a controversial statement, direct statement from people, will not make readers immediately yell and argue with you, yet will certainly get them involved in further reading. However, one should keep in mind that the hook should sound thought-provoking, but not offensive (Column, 2016).

Lastly, it is also defined by that hook is a piece of writing at the beginning of the essay that engages the reading audience. Usually, it is a sentence or group of sentences that draw people into reading the whole essay or research paper. Also, it sparks a person's curiosity of which the writer wanted that whoever reads the essay wonder what will happen next. Lastly, hook also a way to make an introduction standout (Davis, 2019).

A generalization is a statement which applies to most all cases and to most all times in writing. When writers combine specific points of an essay into a broader focus, this is known as making a generalization. Moreover, an unsupported generalization is a broad statement, which cannot be concluded from the essay evidences or details. Further, it is approximately composed of two sentences while relating to the topic of the essay. It also makes broader statement of the topic in general. In addition, do not include generalizations in the essay thesis statement and body paragraphs. Writers can develop generalizations and include these in the essay conclusion, but generalizations must be supported by specific evidence and details of the body paragraphs. Lastly, never include unsupported generalizations and avoid absolute words, such as nothing, everything, none, all, everyone, definitely, worst, best and never (Pennington, 2019).

Additionally, it is also added that generalization is convenient because it allows the writer to classify a subject effectively. They function as stereotypes that would bring awareness to commonly known subject matters. However, this process can be tricky because there are always exceptions to stereotypes and generalizations. When a writer uses hasty generalization or oversimplifications or judgments of groups without credible data, it can harm the credibility of a certain piece and become offensive to many readers (Murray, 2014).

A thesis statement tells the reader how they will interpret the significance of the subject matter under discussion. Also, it is usually a single sentence near the beginning of the writing article which is most often, at the end of the first paragraph that presents the argument of the writer to the reader. Further, the rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of the writer's interpretation about the subject being discussed (Ramage, et al., 2018).

In addition, a thesis statement does not only tell the reader as to what will be the overall subject of the essay, but also, it gives readers the precise perspective of the writer on that topic. He also added that the thesis can be a simple point or a very complex point, but essentially it tells the reader why you are writing this paper. It must be an original, supportable hypothesis or assertion about a topic which targets a specific point or aspect of the law, articulates a problem, and ideally attempts to resolve it. In short, the thesis statement embodies the writer's argument (Cannataro, 2017).

Also, a concise, clear, and specific thesis statement is essential to a successful written output. Developing a strong thesis statement enables students to frame the structure of their paper, evaluate relevant and irrelevant evidence, mobilize appropriate secondary sources, and take a position in a larger scholarly conversation. Further, most problems of the students, their thesis statements tend to be confusing, overly specific, overly vague, or otherwise poorly matched to the content of the essay. She further added that the consequence of a less articulated thesis statement is that the rest of the paper suffers. Without one, it is difficult to assemble body paragraphs of argumentative evidence to prove that thesis, or to reflect on the implications of that thesis in a paper's conclusion (Lewandoski, 2018).

**Body.** A topic sentence identifies the main idea of any paragraph that a writer writes. It may also state the main point or argument that the writer is making in the paragraph. Also, while it often appears at the very beginning of the paragraph, it can appear elsewhere, especially in a creative writing piece depending on the technique and creativity of the writer. But, the important concept is the topic sentence lets the reader know exactly what will be covered in the paragraph. Lastly, the opening topic sentence alerts the readers to a change of subject and focus, and cues readers about what the paragraph covers (Fincher, 2015).

Also, topic sentence clearly and concisely introduces an idea and stresses the importance of themes mentioned later in the paragraph. It binds the paragraph's context with its concepts, which altogether connect to a larger ideas mentioned in the thesis statement. Also, it is the reader's map to the ideas presented by the writer. In that sense, a topic sentence acts like a road map that when drawn accurately can be essential, but can also be disastrous if it guides the reader down the wrong path (Martel, 2017).

It is also added that topic sentence must ensure that when the readers read it, only that particular sentence, they can have a broad, bird's eye view of the full paragraph even if it is added with supporting material and a closing sentence afterwards. Further, it is elucidated as well that a paper with good topic sentences should therefore easily be skimmed by reading only the first sentence of each paragraph (Pacheco-Vega, 2018).

Support and elaboration consist of the specific details and information writers use to develop their topics. The key to developing support and elaboration is being direct and specific. Also, good writers use concrete, specific details, and relevant information to construct mental images for their readers. Without this attention to detail, readers struggle to picture what the writer is talking about, and will often give up altogether. Two important concepts in support and elaboration are sufficiency and relatedness. Sufficiency in essay writing means the author finds enough information to support a thesis, and also finding information that is credible and accurate. On the other hand, relatedness in essay writing, information should be relevant to the writer's goal and strengthen the writer's ability to meet that goal (Gore, 2015).

It is emphasized that elaboration can be used to mean a lot of different things. However, when talking about studying using elaboration, it involves explaining and describing ideas with many details that will make stronger the subject or the topic being discussed by the writer. Further, elaboration also involves making connections among ideas you are trying to learn and connecting the material to your own experiences, memories, and day-to-day life (Smith & Weinstein, 2016).

The concluding sentence is the easiest paragraph to write because in many ways, it is just using ideas the writer has already mentioned in his introduction and main body paragraphs. However, this is the last part the examiner or reader will read and it is therefore crucial that it will finish strongly. Also, it is suggested in writing concluding sentence, never write any new ideas in the conclusion; make sure you answer the question in the conclusion; vary the language; and do not try to include everything for two sentences are enough (Pell, 2018).

It is emphasized that concluding paragraph is important because it shows the reader exactly how all of the points made in the paper fit together to support the thesis. Think of the concluding paragraph as a math problem. Concluding paragraphs should bring the paper to a satisfactory end and should not introduce new. The thesis should be restated; important info can be restated as well, but it is important to not just repeat. Additionally, well-written concluding paragraphs will emphasize why the information is important and will reconnect to the beginning and/or the examples/evidence from the body paragraphs points (Merk, 2017).

**Conclusion.** Restating the propositions in the concluding paragraphs is very much important since the writer has already spent time and energy crafting a solid thesis statement from the introduction of which the whole paper focuses on that thesis statement. That is why it is so important to address the thesis in your concluding statements. Many writers choose to begin the conclusion by restating the thesis or propositions presented in the body part of the essay, but it is suggested that the thesis statement must be in the conclusion part anywhere—the first sentence of the paragraph, the last sentence, or in between (University of Maryland, 2019).

Additionally, a thesis statement serves as your papers or outputs guiding idea which prepares the readers to the main points of the paper and the direction it will take. A thesis restatement, which comes in the paper's conclusion, is the thesis's associated argument mentioned again in the concluding paragraph. It differs from the thesis in both word choice and sentence structure. Restating your thesis at the end of the paper allows to remind the readers of what you have proven in the body paragraph and helps to bring your paper to successful close (The College Writers, 2019).

It is important to note that in restating the proposition, the writer must restate the thesis by making the same point with other words or paraphrase and review the supporting ideas. For that, the author emphasized that the writer must summarize all the arguments by paraphrasing about how you proved the thesis. Also, connect back to the essay hook and relate your closing statement to the opening one. Lastly, combine all the suggestions to improve and expand the conclusion of the essay (Engman, 2017).

A clincher sentence can be defined as a statement, argument, fact or situation that is decisive or conclusive. In academic writing, this is a statement in an expository paragraph which reiterates the topic and summarizes how the information in the paragraph supports the topic. Normally, each paragraph starts with a topic sentence which tells the reader about what the paragraph will discuss. This is followed by the body which gives evidence and arguments that support the topic statement. The final sentence of each of these paragraphs is clincher sentences. The statement should not simply be a summary, but it should make the reader feel that the writing is complete (Delafontaine, 2016).

It is further illustrated that in any essay, it is essential to both begin and end on a strong note so that the readers could understand the importance of the topic of which in an essay, clincher is the literary device

used by the writer to strengthen the readers' attention at the end of the essay and keep them hooked even after they're done reading. Similarly, he also explained that in writing an argumentative essay, writers can call their readers to take certain actions to bring about change or at least recommend a solution (Bodden, 2020).

Final closing is a conclusion which provides closure and drives main points of the essay one last time. It is the chance of the writer to impress and give readers the understanding why the paper really matters. In other words, the closing statement should answer the question "So what" by giving the audience something to think about after they finish reading the essay; and a conclusion that gives completeness of the paper. Ending it on a positive note would be a good practice (Engman, 2017).

Lastly, it is also advised that before writing the final closing, it is important to identify the tone of the whole speech. It is asking oneself as to how do you want reader feel after reading the speech. The speech should build toward that feeling and the final closing sentence should be the conclusion of that feeling. Further, before writing the final closing, it is important to identify the goal of the speech or what do you want readers to do as a result of hearing you speak. Identifying this in advance helped you write a closing that reinforces the goal of the speech (Gonzales, 2016).

### **Creating a Research Space (CARS) Model**

The 1990's model of genre analysis on the three-move introduction proposed in influential work by Swales called CARS (Create a Research Space) has been regarded as a breakthrough in academic writing style of English, that is very helpful for studying the English discourse community. Primarily, the CARS model has been used as a basic framework in analysing research article introductions (RAIs) and has been employed in analysing research article from different languages and also been applied in many different discipline (Qamariah & Sri Wahyuni, 2017).

Further, the basic application of CARS is connecting the communication purpose in the text through move. The CARS model is organized by three movements – move one (1) is called establishing centrality with three sub-steps: claiming centrality; making topic generalization(s) and reviewing items of previous research. Move two (2) is establishing a niche with four sub-steps which are the counter-claiming, indicating a gap, question-raising and continuing a tradition. Lastly, the move three (3) is named occupying the niche which is highlighted by outlining purposes, announcing present research, announcing principal findings and indicating research article structure (Qamariah & Sri Wahyuni, 2017).

To fully understand each of the moves and steps of the Creating a Research Space (CARS) Model, I, as the researcher will primarily use the explanation and perspectives of Lintao & Erfe (2012) in their study, A Move-analytic Contrastive Study on the Introductions of American and Philippine Master's Theses in Architecture for better understanding of the moves and steps. Below is the explanation of Lintao & Erfe (2012) about the steps and moves of the Creating a Reserch Space (CARS) Model.

In Move 1 - Establishing a territory - the researcher persuades the readers about the significance of the area of study by making relevant propositions with reference to previously published works, which can be done in three steps: (Step 1, Step 2 and Step 3), the first two is optional and Step 3 is obligatory (Lintao & Erfe, 2012).

In Move 1, Step1- Claiming centrality - the researcher can achieve this step by addressing the discourse community that what the researcher conducted is part of a lively, significant or well- established area. The following are examples of statements that distinctively demonstrate a centrality claim in introductions: (1) Knowledge of ... has a great importance for... (2) Recently, there has been a spate of interest in how to... These statements signify writers' assertion that their research is interesting, valid,

relevant, classic and has gotten the attention of many other researchers (Swales, 1990) as cited by (Safnil, 2014).

Move 1, Step 2- Making topic generalization characterizes the current state of the art of knowledge, of technique or requirement for further progress presented in a more general and neutral statements. This step can either be statement about practice or statement about phenomena. Similarly, it establishes a territory or knowledge by emphasizing the frequency and complexity of data. Examples of Move 2, Step 2 are the following: (1) There is now much evidence to support the hypothesis that... (2) A standard procedure for assessing has been... (3) An elaborate system of ... is found in the ... (4) English is rich in related word (Biber et al., 2007).

Move 1, Step 3 - Reviewing items of previous research are the section where the researchers review significant previous researches and situate them in the current study to establish connection and build strong thesis argument. Also, in citing the research of others, writers may use integral citation (citing the author's name in the sentence as in the first instance) or non-integral citation (citing the author's name in parenthesis only as in the second and third instances) in reviewing previous items of research in the study. In the same manner, the writer may use as well the use of different types of verbs (e.g. reporting verbs such as "shows" or "claims") and verb tenses (past, present perfect or present) varies across disciplines (USC Libraries, 2014).

In Move 2 - Establishing a niche, this is a key move in introductions because it connects Move 1 to Move 3 by linking the need to conduct the current research. In this move, writers specify a gap in the previous research or in the current knowledge about a particular research topic and use this gap or shortcoming to create a space for the present research (Biber et al., 2017).

In addition, there are four ways by which writers can establish a niche: (1) when they disagree in some way with the results of previous research and want to dispute or challenge it (Step 1A - Counter claiming); (2) when they find the results of the previous research lacking in validity and reliability (Step 2A - Indicating a gap); (3) when they want to answer a particular question arising from the previous research (Step 3A - Question raising); and (4) when they want to look further at the development of a particular case (Step 4A- Continuing a tradition) (Swales, 1990).

Additionally, it is indicated that features of Move 2 that will help writers achieve fully or successfully the move is the use of negative or quasi negative quantifiers, the use of lexical negation, and the use of negation in the verb phrase. Likewise, the following statements signal Move 2 which serves as an indication for the achievement of the move: (1) the first group...cannot treat... and is limited to... (2) the method, upon which the present study is based, eliminates many of these limitations by... but it treats only... (Lintao & Erfe, 2012).

On the other hand, move 3 - Occupying the niche, has the purpose of turning the niche established in Move 2 into a research space that justifies the present study (Swales, 1990). In this particular move, researchers submit to validate or substantiate the gap that has been pointed out, fill the gap, answer specific questions or continue the established tradition, all part of Move 2 (Salom et al., 2015).

Moreover, Swales (1990) stresses obligatory Step 1 of Move 3 which can take one or both of the following: Step 1A: the writers present an outline of their purpose/s and Step 1B: the writers describe what they consider to be the main features of their research. The other two optional steps of Move 3 are the announcement of summary of findings (Step 2) and description of the structure of the present study (Step 3). Examples of statements depicting Move 3 are as follows: (1) this paper reports on the results obtained... (2) the present works extends the use of the last model (Swales, 1990).

### CARS Model and other Genre-based Approach Studies

Genre is a type of text or discourse which achieves certain goals in communication. Through genre analysis, different genres are distinguished from the other by describing their rhetorical structure, in which moves and steps are used. Moves were defined as a segment of which possessed by both of writers' purpose and content they wish to communicate. The totality of moves or the overall purpose would then dictate its accepted linguistic convention shared by the participants of the same communicative event, qualifying it to produce its own unique genre (Swales and Feak, 2009).

In this regard, it can be now indicated that genre analysis has been proved as one of the most popular and productive frameworks for the evaluation of specialized communication in scholarly, institutional, and professional settings. The genre has also been explained as the evaluation of established linguistic behavior in institutionalized scholarly or professional context. The rational beyond such acceptance among applied linguists is perhaps due to its considerable pedagogic suggestions for the practitioners in the communicative ESP and EAP classroom (Hyland, 2015).

Similarly, it is emphasized that in writing the problem statement, writer should articulate and focus on the following four key issues, which form major paragraphs of the problem statement and should be at most two pages: first, state the ideal situation of how phenomenon under study should be, that is, the underpinning theory or principle that explains the problem or provides intellectual context of the problem; second, describe what is the undesirable situation being experienced, or what controversy or conflict exists; third, explain the consequences of the undesirable situation being experienced from casual observations or existing data relating to the problem; and fourth, state what the study intends to investigate to fill the gap in knowledge that would create a desirable situation for the problem under study (Rukwaro, 2016).

In addition, a contrastive study between Thai and English studies in biochemistry conducted of which the study reveals that the structural organization of the conducted studies displays similarities across both languages in terms of the moves identified and the general move sequence within the Swales model. However, introductions in Thai do not state the principal finding which is different from that of the introductions in English. In this case, author claimed that presenting the findings in introductions shows the characteristics of scientific articles in competitive communities predominantly those in American and English speaking countries. This typical writing style is triggered by the competition among researchers to obtain research grants which are mainly granted for those that have worthwhile qualities (Kanoksipalatham, 2014).

Furthermore, another study conducted about cultural influences in writing style between Chinese and English psychological studies of which the study revealed that there are similarities between the Chinese and the English introductions as it both followed the three obligatory moves in the Swales models. However, there are differences noted in the use of language like Chinese writing tends to be more implicit than English writing. Also, even though move 1 exists in Chinese introductions, which is the centrality claim for the topic, it is still lacking in explicitness (Loi & Evans, 2014).

In connection, based on Chinese traditions, writing will be more highly valued when arguments are expressed implicitly in the text. Thus, Chinese writers avoid making strong claims about the findings from previous researchers. It is strongly believed that criticizing the work of others in public is interpreted as embarrassment. It is stated that a face-saving strategy, which is common in Chinese culture. Nevertheless, apart from those differences, it is important to emphasize that the move analysis in Chinese followed the Swales models (Lu, 2000; Loi and Evans, 2014).

Also, another study conducted which examines the research articles of Philosophy students in the University of Sto. Tomas, Philippines of which authors concluded that the thirty (30) Philosophy RAIs taken from selected journal publications in the University of Santo Tomas revealed similarities with Swales'



CARS model (2004) although minor differences were likewise noted. Specifically, a majority of the RAIs typically exhibited a Move 1 that featured the use of Background Information supported by Review of Related Literature. Move 2s, on the other hand, were not as observable among the majority of the RAIs; although when present, they centered on the presentation of real-world problems and/or inconsistencies of the philosophical theory with modern research. Lastly, Move 3 steps were also noted in the corpus and the more prominent steps include statement of the purposes and nature of the research. In addition to other steps, instances of Fronted Move 3s were likewise observed although these were located at the beginnings of the introductions (Briones, 2012).

Consequently, another study analyzed the 90 English and Persian abstracts written in the discipline of literature by English and Persian native speakers, based on the IMRD and CARS models. The findings revealed that literature RA writers typically focus on Introduction and Results, ignore Method and Discussion, and do not mention the niche in previous pertinent work; secondly, although none of the models were useful, literature abstracts typically matched CARS more than IMRD of which concerning the sequence of moves, only 13% of the abstracts manifested the I-M-RD sequence (Marefat & Mohammadzadeh, 2013).

Likewise, it has been explored as well the rhetorical moves of 32 abstracts in the fields of Artificial Intelligence and Architecture (two influential subfields in Computer Sciences) based on Hyland's (2000) five rhetorical move model. The findings showed that there were four conventional moves and one optional move in abstracts in both related disciplines. The author indicated that Hyland's model is more powerful to be applied to research article abstracts in Artificial Architecture and Intelligence in so far as the subfields are concerned (Esfandiari, 2014).

However, some authors examined 50 abstracts of English articles (25 were written by native writers of English and 25 written by Iranian non-native writers of English) in the field of Electronic Engineering. The analytical model proposed by Santos (1996) was adopted. The result revealed that abstract section Moves used by both groups do not completely corresponds to the model proposed by Santos (1996). The results of chi square analyses further showed that there were no significant differences regarding the frequency of each move between two groups (Abarghooinezhad & Simin, 2015).

Lastly, the content and structure of the introductions of the undergraduate research papers of the three different programs in College of Arts and Sciences of the University of Southeastern Philippines was assessed and it was being studied. The findings of the study revealed that establishing a research territory (Move 1) through claiming centrality (Step 1) and reviewing previous research (Step 3), establishing a niche (Move 2) through highlighting a problem (Step 1B) and presenting justification (Step 1F), and occupying the niche (Move 3) through announcing research descriptively and announcing research purposefully (Steps 1A and 1B respectively) were common to all three programs (Fernandez, 2016).

### **Argumentative Essay**

Writing an argumentative essay is one of the most common types of assignments set in any university. This genre of writing calls for students to argue for and against a convinced proposal. However, most tertiary students (whether in L1, L2 and EFL) are unable to argue or propose a convincing thesis statement which became one of the most problems of the students upon writing argumentative essays; argumentation is a procedure to compose an argument by looking for actual evidence to back up the claim or a thesis statement. To write a good piece of argumentative writing is often difficult for EFL/ESL students. Basically, writing an argument begins with taking a stance and giving evidence in order to convince the readers to execute the action or to accept the idea based on a controversy (Ka-kan-dee & Sarjit Kaur, 2015).

Additionally, it is also noted that argumentative writing is a challenging communication task that needs sophisticated cognitive and linguistic abilities. Likewise, many research studies confirm that an

argumentative writing essay is the most difficult genre for both ESL and EFL students. As a result, study revealed that most Thai EFL students are unable to produce good argumentative essays because of their lack of readiness for English argumentative writing and insufficient practice with writing during classroom instruction (Nippold & Ward-Lonergan, 2015).

Moreover, study about effective argumentative writing found out that there are some issues to decide on choosing the appropriate strategy to enhance argumentative writing ability. These strategies include: (1) employing different topics and various activities in the classroom in order to motivate student to be an active learner; (2) analyzing textual examples and presenting students' understanding based on those texts in front of the class; and (3) understanding students' learning styles and affording necessities to develop their writing ability (Ka-kan-dee and Kaur, 2015).

On the other hand, another research revealed that a classroom which used metacognitive instruction strategy that includes questioning the students with higher order thinking skills, let them criticized the viewed materials and letting them making inferences from given situations could influence better the writing ability for students with moderate writing ability compared with control classroom (Panahandeh & Esfandiari, 2014).

In connection with this, author mentioned that the most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value and importance. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which type of exercise can facilitate learning of the target area. However, once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning (Bakir, 2013).

Another study examined the problems which are faced by some EFL students, specifically Indonesian students, in writing argumentative essay. Results of the data indicated that students faced the problems in three categories, those are linguistics problems, cognitive problems, and psychological problems. Mostly, students faced problems in linguistics related to the grammatical structure, formatting words, words classes, error in using words, and the use of article. Second, cognitive problems are related to organizing paragraph, difficulties in remaining word classes, getting lost the generic structure, making a conclusion, and putting punctuation. Last, Psychological problems which included laziness, egoism, bad mood, and difficulties to start writing are also faced by EFL students (Rahmatunisa, 2014).

Lastly, a study about the learning difficulty of Kenyan students in writing English essays showed that content mastery, use of correct grammar and L1 interference are the greatest challenges students' face in learning essay writing skills. It was elucidated and emphasized by the author that these challenges among others lead to students' low achievement in essay writing. This would be partly attributed to expository teaching methods employed by teachers which limit students' participation in the learning process (Nyasimi, 2014).

Thus, from the readings and citations above, it can be hinged that CARS Model was used vicariously in analyzing the research introductions of which different studies and results have been formed. Also, the said model is seldom used to analyze argumentative essay and other genres of literature. Also, it can be gleaned as well that writing seemed to be a difficult skill to master of which most EFL and ESL students are struggling. Specifically, in writing argumentative essays, students are facing problems in delving its way to produce effective output following the basic structure of essay – introduction, body and conclusion. Hence, using CARS Model to argumentative essay could be a good academic endeavor in language as it would yield useful result about basic principles in writing effectively.

## Chapter 3

### METHODOLOGY

This chapter discusses the methods and techniques used in gathering all the data needed for this study. This chapter includes the research design, research materials, role of the researcher, data collection procedure, data sources, data analysis, trustworthiness of the study, and ethical considerations.

#### Research Design

This study is qualitative by design which utilized corpus-based approach and content-based analysis. It is considered a qualitative research since it dealt with a variety of analytic procedures with the intention of collecting social phenomena in a systematically and descriptive manner. It focused on understanding a research query as a humanistic or idealistic approach. It was used to understand people's beliefs, experiences, attitudes, behavior, and interactions. In addition, it generated non-numerical data (Pathak et. al, 2013).

In the current study, qualitative research design is fitted to its purpose which was to examine the content, from a linguistic framework of Hyland (2004) and Swales (1990), of the argumentative essays of the students which corresponds to their stand, attitude and beliefs about SOGIE Bill. In addition, these essays were used as corpora of the study which were analyzed according to its contents' move structure. Thus, the study did not involve numerical data which was the very nature of a qualitative study.

As defined, corpus-based approach is an empirical method of linguistic analysis, patterns, probabilities, elements and description of the language of which it used corpora as the primary data and starting point (Teubert & Krishnamurthy, 2015). In the study, the corpora subject for thorough analysis were the twenty (20) argumentative essays written by the undergraduate students.

Genre-based approach is one of the approaches in language studies that analyze and examine the communicative events holding some communicative purpose of which genres are understood as a significant communicative tools in the social context of the discourse community, and understanding the functions of generic structure and lexicogrammar which helped us to understand the communicative goals. In sum, genres in ESP are forms of communicative action (Fakhruddin & Hassan, 2015).

In the study, genre-based approach was applied and utilized because I used argumentative essay which is considered a genre as well in literature under prose specifically a type of essay which uses conversational language. Additionally, this is being used as an approach since my study primarily focused on this genre which is the argumentative essay. Thus, the study is considered a genre-based approach.

In the same manner, content-based analysis, as used in the current study, is concerned with the lexis and semantics as well as the over-all structure of every argumentative essay. As defined, content-based analysis is an interpretive and naturalistic approach. It is both observational and narrative in nature which made inferences from systematically and objectively characteristics of messages (Elo, et al., 2014).

#### Research Participants

The participants of this study were the undergraduate students which were chosen based on the set pre-inclusion criteria which include: the student must be a regular second year student for the school year 2019-2020; currently taking Bachelor of Secondary Education major in English; must be studying in a local college in Kapalong, Davao del Norte.

Additionally, these participants were the primary source of the research materials used in the study since they were the ones who wrote the argumentative essay about SOGIE Bill with the facilitation of their

English teacher and the researcher. Thus, I acknowledged that the corpora of my study were the intellectual property of my research participants because without them, there would be no research materials used for my study.

### **Research Materials**

The research materials used in this study were the twenty argumentative essays written by the research participants of the study. According to Clark and Braun (2013), the ideal number for entries in a corpora-based study is 10-100 entries. In this case, I, as the researcher, decided to have twenty corpora as the number of entries analyzed and as per advised by the panel of examiners.

Further, for me to be guided in selecting the twenty (20) argumentative essays used as the corpora of the study, I set these pre-inclusion criteria which include: the written output of the students must have a minimum requirement of 700 words; it must constitute the introduction, body and conclusion as the basic structure of the essay; and lastly, it must be done writing within the time limit given which is one and a half hour.

Moreover, the students were given one topic as the focus of their essay which is related to the current issues in the society and in social media. The topic was about Sexual Orientation, Gender Identity and Expression (SOGIE) Bill of which students should present their own stand and argument of the issue in a form of argumentative essay.

To ensure originality and authenticity of the written output of which it should be the intellectual property of the students and not plagiarized, I, as the researcher, served as the facilitator. In here, there was a discussion first given by the English teacher for one and a half hour as to what is Sexual Orientation, Gender Identity and Expression (SOGIE) Bill. Afterwards, the next one and a half hour was given to the students for them to construct their argumentative essay about the topic which was the SOGIE Bill.

In a qualitative study that made use of the Corpus-Based approach, the said materials were considered as the corpora which were randomly selected since only 20 essays were used as the research materials of the study. Thus, I, as the researcher, chose the 20 best essays so that I could establish thorough analysis about the move structure of the students' argumentative essays.

### **Role of the Researcher**

In a qualitative study, it was obligatory that the researcher explained clearly how the methods used, whether interviews, documentary analysis or focus groups, complimented each other during the data collection and data analysis processes (Drisko, 2005; Merriam & Tisdell, 2015). Since the research involves analyzing the move structure and the content of the argumentative essays, the researcher's responsibility was to analyze the moves present in the essay and to analyze accurately the content according to parts and structure – introduction, body and conclusion.

Moreover, the qualitative researcher should explain of their role whether he was an emic- an insider, who was personally involved in the study or if their role was more of etic- an outsider, more of an objective viewer (Punch, 1998). In this study, I considered myself as an objective reviewer who made a close reading and content analysis and move structure analysis on the structural pattern of the argumentative essay of the students.

Lastly, since I needed to have authentic and original corpora coming directly from the students, I became a facilitator in the conduct of the argumentative essay writing which was done for three hours, half for the discussion proper and another half for argumentative essay writing. Then, as an encoder, I encoded the submitted output of the students to have my raw transcript of which in this case, I also functioned as

transcriber. Finally, after all the data gathered, the analysis of the corpora followed of which it formed my major role of the study, as data analyst.

### **Data Sources**

Following the suggested range of entries from Clark and Braun (2013) which was 10-100, the primary source of this corpora-based study was the twenty (20) argumentative essays written by undergraduate students. The said corpora contained a minimum of 700 words and must constitute the basic structure of essays which were the introduction, body and conclusion which were randomly selected for the analysis using the personal account of the researcher.

Further, the said essays served as a stand of the undergraduate students about the prominent issue which was the Sex Orientation, Gender Identification and Expression (SOGIE) Bill of which they were going to present in a form of an argumentative essay.

Lastly, since a thorough analysis and discussion of the argumentative essay's content and structure was in great importance in the study, I, as the researcher, used secondary sources to attain comprehensive discussion and analysis of the essays from supports and citations in the review of related literature, books, journals and articles both from printed and non-printed materials.

### **Data Collection Procedure**

In collecting the data for the study, I used the step by step process of data collection given by Creswell (2002) as cited by Dave (2013) which was individually discussed below.

First, since asking permission is the primary step, I asked first an endorsement letter from the Dean of the Graduate School of St. Mary's College of Tagum to conduct the study. Next, I asked permission from the College President of one of the local colleges in Kapalong, Davao del Norte to conduct my study within the school premises. After it was approved, I sent a letter to the English teacher informing him to discuss the SOGIE Bill among his students and let them write argumentative essay about the topic. With this, I informed first the students about the objective of my study which was to analyze the move structure of argumentative essay before I asked their permission and consent that I used their written outputs as the materials of my study.

Second was the selection of the twenty random argumentative essays from the written output of the undergraduate English major students. For me to establish a thorough analysis of the move structure and the content of the data and to be guided in selecting the essays, I used these pre-inclusion criteria which include: the written output must have a minimum requirement of 700 words; it must constitute the introduction, body and conclusion as the basic structure of the essay; and lastly, it must be done writing within the time limit given which is one and a half hour.

Third was the move analysis of the linguistic corpora from the data collected utilizing two linguistic frameworks. The move structure of the essay was identified according to the content of the argumentative essay from its introduction, body and conclusion that was based on the Effective Structure of Argumentative Essay of Hyland (2004) which has three moves contextualized in argumentative essay. Furthermore, this study also employed the Creating a Research Space Model of Swales (1990) in analyzing the different moves present in the argumentative essays written by the undergraduate students.

Fourth was the peer-debriefing in which the outcomes of the analysis were tabulated to draw conclusions and recommendations for future researchers on the same topic. The results were validated and reviewed by experts in the field relating to Applied Linguistics which in turn to be my defriefer to ensure the credibility and validity of my data as well as to uncover taken for granted biases, perspectives and assumptions on the researcher's part.

Lastly, since the research materials were the intellectual property and output of the students, it was my prime obligation to secure its safety by any means to secure confidentiality of the written outputs. Thus, I put all the written outputs in one plastic envelope and were stored to my personal locker or private document shelf.

### **Data Analysis**

According to Silverman (2016), the chosen data analysis techniques must describe how the process of analyzing the data conducted and how the conclusions are formulated. However, the researcher needs to provide sufficient and clear information so that the reader can refer through the whole data analysis process and create their own conclusions about how fair the processes used in data analyzing was.

In the study, before analyzing the data, I gathered first the data needed from the undergraduate students' output which were the argumentative essay and chose the best 20 outputs. With the data at hand, the researcher then identified the move structure of each datum through the lens of Effective Structure of Argumentative Essay of Hyland to gauge better analysis of the move structure that was presented in tabular form.

Further, with the analysis of the moves, I used content analysis which is a widely used method in communication research and is particularly popular in media and popular culture studies. It is a systematic, qualitative approach used to analyze the content or meaning of communicative messages. Further, it is also a descriptive approach to communication research, and it is used to describe communicative phenomenon and for analyzing communicative messages that follow a specific process. In many communication studies, scholars determine the occurrence of specific ideas, concepts, terms, and other message characteristics and make comparisons in order to describe or explain the communicative behavior (Allen, 2017).

In context of the study, I used content analysis to analyze thoroughly the construct of every move that is present in the argumentative essays written by the undergraduate students. It is now the written discourses and written messages of the students, or the argumentative essays that is considered the phenomenon under study. Further, I also used content analysis to analyze the move structure or sequence of each argumentative essay that is essential for the realization of the research questions of my study.

Finally, I consulted one debriefer and one data analyst holding a doctorate degree related to Applied Linguistics to verify and check the analyzed data to have better and effective interpretations. Then, if any corrections were made, the researcher then incorporated it for improvement.

### **Trustworthiness of the Study**

The trustworthiness of a qualitative research study is often questioned by the quantitative researchers and some readers because the traditional concepts of validity and reliability are addressed differently between the two research approaches (Shenton 2004; Marshall & Rossman, 2014). Further, Lincoln & Guba (1985) as cited by Shenton (2004) proposed four issues of trustworthiness of a study that demand attention: credibility, confirmability, transferability and dependability.

The credibility of the study was achieved by using various methods such as interviews and focus group discussion or any appropriate methods within the qualitative research design which are well-recognized research methods (Kreuger & Casey 2009; Padgett, 2016). Similarly, it is defined by Cohen and Crabtree (2008) as the confidence of the truth in the findings of the study. It is an evaluation of whether or not the research findings represent a "credible" conceptual interpretation of the data.

To address credibility, since my study was all about the move structure analysis of the argumentative essays, I, as the researcher and data analyst, adapted the appropriate linguistic frame of analysis of which in this case, I used the Effective Structure of Argumentative Essay of Hyland (1990) as the primary conceptual

framework and the Creating a Research Space Model of Swales (1990) as the secondary framework in the analysis of the data.

Also, since the very nature of my study was linguistic analysis of the move structure of the argumentative essays, I had one peer defriever and another one data analyst which gained a degree on Doctor of Philosophy relating to applied linguistics so that they could further check and validate if the analyzed data were thorough and exact without the researcher's biases of the argumentative essays relating to the adapted linguistic frame of analysis.

Further, I also asked guidance and help with my analysis of the argumentative essays from my colleagues in the workplace who were also holding a Doctorate Degree in Applied Linguistics as well as to my thesis adviser for me to ensure that I am in the right path in analyzing the written outputs of the students with due consideration to the main objectives of the study which was the move analysis of the move structures of the essays.

Confirmability refers to a degree of neutrality or the extent to which the findings of a study are showed by objectivity and not researcher's motivation or interest (Cohen & Crabtree, 2008). Also, it refers to the steps taken by the researcher to demonstrate that the findings emerged from the data are not their own predispositions or judgments (Shenton, 2004; Anney, 2014).

To address confirmability of the current study, I relied on an independent audit of my research methods with my competent reviewers since they were the ones who have competent knowledge about the different methodologies of research especially a discourse analysis utilizing a genre-based approach.

Further, my debriefer was my panel of examiner who is a doctor related to the field of Applied Linguistics for the linguistic dimension of my study since she is experts in the field of language. Also, after the completion of my data analysis, my data were thoroughly examined by my panel of examiners and defriever and even my thesis adviser from the original linguistic corpora and documents so that they would be able to assess the confirmability of my study as well as the completeness and availability of auditable documents.

Transferability is the degree to which the findings of an inquiry can be applied or transferred beyond the bounds of the project. This means that the findings have applicability on other contexts (Cohen & Crabtree, 2008). In other words, transferability may refer to how well the findings of the current study fit outside the study situation (Lincoln & Guba, 1985; Marshall & Rossman, 2014; Noble & Smith, 2015).

To address transferability in this study, I included in my appendices some of the data analyses that generated answers to the research questions which include the table of each move analysis of every corpus. In addition, the complete set of data analyses were placed on file and were made available upon request from people who need my data especially if they are doing the same research utilizing different approach. Further, these pertinent documents were labelled properly so that it would always be available and will be placed in a secured area.

Also, it is suggested that in addressing transferability, there must be access to the inquiry's "paper trail" of which the richness and depth of the data and the findings can be transferable and have some relevance when applied to other contexts, situations, or individuals (Richie & Lewis, 2003; Houghton et al., 2013). Therefore, future researchers may request the results of this study as their point of reference in using CARS Model of Swales and Effective Argumentative Essay Structure of Hyland in investigating the move structure of any written text in different genre aside from essays since most of the times, the CARS model was used only in Research Article Introductions.

Dependability is important to trustworthiness because it is the stability of the research findings and the researcher's attempt to account for any changing condition in the phenomenon of study, design, or methodology as appropriate (Lincoln & Guba 1985; Houghton et al., 2013). On the other hand, it has been suggested that dependability is difficult to predict in a changing social world. To ensure dependability, the researcher is expected to give the reader sufficient information needed to determine how dependable the study and researcher are (Silverman, 2016).

Since dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation, I ensured that my study was scrutinized by the experts related in the field of Applied Linguistics so that accurateness and validity were achieved and prioritized especially in analyzing the individual argumentative essay in terms of its move structure. Likewise, I always asked help from my panel members to review my manuscript. Also, the panel of reviewers regularly received progress of my study and have a large contribution to the whole process of conducting the study.

Finally, in order to address the dependability issue more directly, the processes within the study were reported in detail specifically in the methodology. At the same time, all pertinent papers and documents were kept safely and stored in one place which enabled the future researcher to repeat the work, if not necessarily, to gain the same results or at least use the findings of the study to generate another work of research to fill the gap that the current study fails to address.

### **Ethical Considerations**

In doing research, ethics is an important aspect to be considered most especially if it involves human participation. Thus, Bryman & Bell (2007), give some important and significant points to be considered in attaining the ethical considerations of a study.

According to authors, ethical considerations include: (1) research participants must not be subjected to any harm, (2) full consent should be obtained, (3) respect for dignity of research participants should be prioritized, (4) there should be voluntary participation and informed consent from the participants, (5) the use of offensive and discriminatory language must be avoided, (6) privacy and anonymity is paramount, (7) acknowledgment from other works through citations must be observed and (8) maintenance of highest level of objectivity in discussions and analysis (Bryman & Bell, 2007).

However, research can present risks to participants; therefore, the researcher has an obligation to ensure that the participants' well-being is safeguarded throughout the research process (Polit & Beck, 2010; Neuman, 2011; Munhall, 2015). Thus, it is emphasized that qualitative research faces many ethical issues that surface during the data collection in the field and in analysis and dissemination of qualitative reports.

In this study, I followed the Belmont Report prescribed by The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1974). I carefully addressed the report's guided principles in the conduct of all human subjects for this research such as the respect for persons, beneficence and justice.

The ethical principle of respect for human persons is concerned with the recognition of autonomy of the research participants. The principle of autonomy can be adhered to by providing adequate information about the research study to the participants in the participants' information leaflet, in an understanding manner to enhance their informed consent (Munhall, 2012; Scott, 2013).

Thus, in context of the current study, to establish the principle of **respect for persons**, I asked first permission to conduct the study from the Dean of the Graduate program of St. Mary's College of Tagum. Next, the letter to conduct the study was sent to the President of one of the local colleges in Kapalong, Davao del Norte since the said school is where my participants are currently studying. Then, I also sent a



communication letter to the classroom president of the undergraduate students informing them that they were chosen as the research participants of my study.

Further, after all the letter and permission was settled, I had a short orientation with the students informing them that they will be writing an argumentative essay about SOGIE Bill with the facilitation of their English teacher of which their written outputs were utilized as the research materials of my study. Also, I explained the risks, the process and objectives of the study to them. I also emphasized that they may benefit the result of the study by using it as their point of reference in writing effectively argumentative essay following the basic structure of it. Lastly, after the short orientation, I let the undergraduate students affix their signature in the informed consent which I discussed during the orientation as a confirmation of their participation to my study.

Another principle was the **beneficence** which underscored that the study should be beneficial and not risky to those people involved in this study. Hence, I minimized the risk incurred on the part of the involved participants by ensuring that the argumentative essays were intellectual property of the students and not plagiarized. Moreover, should they feel any discomfort in giving their written output or essay, they were given the right to withdraw from the study without any explanation and penalties accounted on their part.

As to the benefits of this study, this humble work is hoped to be helpful to the students and English teachers who manifested the love for academic writing by using the result as their point of reference in writing essays effectively following the basic structure as proposed by Hyland (2004) or following the structure of the undergraduate students as the significant result from the conduct of this study which earned from a thorough analysis of the researcher along with his defriever and data analyst. Also, this study was useful in encouraging the concerned educational actors and authorities to formulate measures to assist students in their academic writing.

Next principle was **justice** which refers to the notion that people who involved in the study should be treated justly. As such, it goes to show that they were rewarded for their efforts and burdens that they took for the accomplishment of this study. In my case, sensible tokens like ball pen were conferred to my participants to compensate their efforts in this inquiry.

To further ensure the ethical consideration in this research, I removed the name of the students as writers or authors of the argumentative essays that I used in my study. Further, I took full attention in protecting the good name of those people involved in the conduct of the study. Additionally, accurate information was explained and made clear to the readers so that they understood the very purpose and nature of this study.

These previous initiatives were done to adhere to the **Republic Act No. 10173** which is an act that protects individual personal information in Information and Communication Technology (ICT) systems. This act is also known as the **“Data Privacy Act of 2012”** in which the Section 2 of its general provisions states that it is the policy of the State to protect the fundamental human right of privacy of communication while ensuring free flow of information to promote innovation and growth. Any information that potentially identifies the participants such as gender, ethnicity or employment/location description will be carefully phrased to avoid violating this anonymity. Hence, all the data collected will only be used for the purpose of the study.

To conform to Data Privacy Act, I safeguarded the results, findings and the identities of the research participants. As such, I used coding, specifically in my corpora, to ensure confidentiality of their essays and their personal identity through anonymity.

Also, to ensure much more the data privacy, I ensured that all the data were secured and were only used to achieve the main purpose of the study. Likewise, all pertinent data and their copies which may endanger the identities of the participants from disclosure were stored securely in a plastic envelope inside the locker or cabinet for three years. This safe area can only be accessed by none other than the researcher himself. After the allotted time, all data will be burned and completely destroyed in order to protect the confidentiality of all the study's participants.

Lastly, the study was corpora-based analysis research wherein the needed data were collected in various sources. In this case, it was collected and gathered from the argumentative essays written by undergraduate students. The essays were randomly selected of which names and any personal information was covered for the protection of the identity of the person involved.

## CHAPTER 4 RESULTS

This chapter contains the move analysis of the move sequence or structure, the overall organization of the selected argumentative essays written by the undergraduate English major students as well as the comparative analysis of the argumentative essays from the undergraduate students output and to the model of Hyland. As defined, moves are a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse (Swales, 2004). Also, moves are consistent conventional patterns not learned by the users but are parts of their unconscious knowledge which can be recognized by means of move structure analysis.

Further, the essay talks about the viewpoints of the writer about the issue, Sexual Orientation, Gender Identity and Expression (SOGIE) Bill. This is an anti-discrimination bill that recognizes people experience about discrimination based on their SOGIE whether they are a member of the LGBTQ community or not. Since it is argumentative essay, the writers are expected to elucidate their arguments by providing effective supports and evidences that will establish their argument and convince readers to agree with their stand.

### Moves of Argumentative Essays Written by Undergraduate Students

In my study, I have subjected the argumentative essays under scrutiny for move structure or move sequence from the framework of Hyland (2004) which was the Effective Structure of Argumentative Essay and have yielded the following results as examined from the essays based on my objective review of the essays. Additionally, my analysis and objective review was subject for checking and reviewed with my peer defriefer to check the consistency and validity of my results.

Move	Stages	Argumentative Essay	Sample Statement
Introduction	Hook	AE_01	"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."
		AE_03	"We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness"-Thomas Jefferson
		AE_07	"We are all the same; we are all human beings who deserve a chance and equal opportunities in life. May it be for work, life or love we should be given rights." - Anne Curtis.
		AE_08	Respect! Respect! Respect! It is one word with seven letters; a word with two syllables; a word where elders taught to their children. A word which everyone should follow and a word to which every human being deserve to get and enjoy. But the question is, does everyone know this single word with great power?
		AE_19	"The law should be equal. You cannot give a special treatment for a particular law at the expense of another

			sector" - Senator Joel Villanueva.
Generalization	AE_03	For me, this bill will not promote equality, instead, it promotes special treatment. Pushing this law is inconsiderable to the feelings of every woman and everyone against their advocacy. Every one of us has the right to express our emotion, what our heart feels, what we identify ourselves that others might not see. Not all can understand what one person who expressed true feelings. And yes! That is the society that continuously molds us. Raising standards that one must be like this and like that.	
	AE_04	The bill is not only for the rights to use bathrooms but it also protects us from being discriminated at work, school, using facilities, marital or relationship status, disability, HIV status, health status or medical history, language, physical feature and many more. Having this, it helps us to socialize with other people because we are given the right to express ourselves. We are strongly agreeing to have this SOGIE Bill because this is the only way to prevent the discrimination problems that are rampant in our society.	
	AE_06	Passing the SOGIE Bill will affect the rights of women in terms of justice and their privacy. If the bill will be passed, gays will also be having equal rights to women which are not right because gays are also men and they are different from women.	
	AE_10	All of us can experience discrimination in our daily lives and we want it all to be eliminated. The SOGIE (Sexual Orientation and Gender Identity or Expression) bill aims to address this kind of problem, and also to protect all human beings, especially the LGBTQ (Lesbian, Gay, Bisexual, transgender, and Questioning) community.	
	AE_14	As a human, we all know that we have different characteristics in life, thus, we cannot dictate everyone's actions. In fact, in our generation nowadays, we need equal rights as a human being and it is important to know that we lived this world with more kindness, compassion, respect and understanding because through these, our life will become more comfortable.	
	AE_01	But many people, even well-known personalities who are open to LGBTQ don't think the bill is necessary at all. One reason is that the bill is seen as conferring special treatment or special rights to the LGBTQ+ community. This bill also is not essential since there are already	

	<p>Thesis Statement</p>	<p>AE_04</p> <p>AE_11</p> <p>AE_12</p> <p>AE_15</p>	<p>existing laws that safeguard the rights of citizens against discrimination.</p> <p>Additionally, some opinions suggest that the LGBT members are the only one who created a way for them being discriminated by the way they dress; the way they behave can be the reason for them to be judged. But look around, how about those people who did nothing but still receiving such hurtful words because they didn't meet the expectation of others. Can't we consider it as a valid reason for having such a bill that protects ourselves from being judge? And also, the hot issue connected to the SOGIE Bill is the same sex marriage. Having a relationship with the same sex is accepted now in society but not in full recognition because there are still some who are not into it but marrying with same sex is a different level.</p> <p>For me, I am not in favor of having SOGIE Bill in our country, and I strongly oppose on this bill, and I defend that based on our evidence that will support our stand. There are various highly respected people are mentioned to assist our side that was also against or anti-SOGIE Discrimination Bill.</p> <p>One of the issues that arise in this bill is that a transgender and gay can use the female public restroom wherein, we, as women, it is not really appropriate because it is obviously crossing the line of our rights as women.</p> <p>Additionally, the bill would also disregard the law of the Church. Can you imagine a transgender as a nun or a priest? A transgender would go beyond the limits of a moral principle.</p>
		<p>AE_05</p> <p>AE_07</p> <p>AE_11</p>	<p>If the SOGIE Bill will probably approve, not only the LGBTQ or sexgender experience discrimination will be protected on this bill but also all kinds of people who experienced discrimination.</p> <p>Further, around the world, LGBTs are at high risk of suicide which is linked with their experiences of being rejected and discriminated based on their gender identity.</p> <p>SOGIE or the Sexual Orientation, Gender Identity or Expression is a piece of legislation which aims to protect the members of LGBTQ community from different forms of discrimination enacted against to them.</p>

Body	Topic Sentence	AE_14	The Sexual Orientation and Gender Identity Expression (SOGIE) Equality Bill, also known as the Anti-Discrimination Bill (ADB) is the crucial issue in our society nowadays that we need to learn and know why it is so controversial especially to those people who are against on this bill.
	Support	AE_05	According to Atty. Kristine Mendoza, “the bill aims to prohibit discrimination on the basis of SOGIE. So, even the straight people are protected by this bill so that any kind of people who experience any kind of discrimination will be protected. Sexual Orientation, Gender Identity and Expression Equality Bill is not pointing only to the LGBTQ with special rights on this bill.”
		AE_06	Senator Manny Pacquiao argued against a legislative proposal prohibiting discrimination based on gender identity, including a person’s manner of clothing. In his interpellation on the bill filed by Senator Risa Hontiveros, Pacquiao said, “The Bible does not allow cross-dressing. Even in the Bible, we can read na ang babae, dapat magsuot na pambabae; at ang lalaki, magsuot ng panlalaki. That is what I believe.”
		AE_07	Moreover, the stigma that LGBTs face in everyday life takes a toll on their mental and physical well-being. In connection, a study done in Cambodia reveals that SOGIE-based bullying in schools has resulted in reduced school attendance, dropout damaged academic achievement and performance. The study also established that long-term bullying is a major contributory factor to depression, anxiety, loss of confidence, withdrawal, social isolations, self-harm and suicidal tendencies among the victims.
	AE_12	Also, there are already existing laws against discrimination and this would help to slowly eliminate this kind of issue in our country.	
		AE_07	In connection, the bill also acknowledges the Philippines’ duties under international law particularly the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. It, thus, recognizes the non-discrimination of the LGBTQ as both a national and international duty.
		AE_10	The homosexual can use the anti-discrimination provision in the SOGIE law against a homophobic employer but the straight person cannot claim anti-discrimination based on the SOGIE law against a biased homosexual employer. Therefore, this bill can obviously create another

	Concluding Sentence	AE_14	discrimination and unfair treatment to people. That is why, SOGIE Bill needs to be agreeable to everyone, to know and to show what’s the purpose in our life and why we live in this meaningful world.
Conclusion	Restatement of Proposition	AE_03	Therefore, we oppose this law because equality is for everyone, no exemption. Either you are a gay, lesbian, bisexual, transgender or straight in our law we are all equal.
		AE_04	SOGIE Bill for us is good and we wanted this to be implemented because as we have noticed, this bill is not only protected to those LGBTQ members but even to those straight people for them to have equality for their everyday lifestyle. We are free for those judgmental people that surround us even at work, school and anywhere.
		AE_10	To sum up, “SOGIE bill must remain only to be a bill.” If not, it will affect many Filipinos. Those advocating for the passage of the law on prohibiting discrimination on the bases of SOGIE may have the best of intentions but have their facts wrong and objectives muddled.
	AE_18	Therefore, the Sexual Orientation Gender Identity and Expression (SOGIE) equality bill of 2017 is a good intentional bill but a useless one in the next years because we already have laws that protect our human rights.	
Clincher		AE_07	In conclusion, if ever SOGIE law will pass in the congress, it will be a powerful tool to educate the public and generations to come about what it means to be human, to respect those same rights irrespective of sexual identity or gender orientation, or even the way one chooses to dress.
		AE_10	Therefore, we must be well aware in any proposed bill just like SOGIE bill. Disagreeing in this bill is like protecting our own dignity. LGBTQ is slowly accepted by our country but approving SOGIE bill is too much. It is like giving them a special treatment and with such, it can also lead to a worst discrimination and conflict. This bill will only ruin our perspective in LGBTQ community. We don’t hate them; we are just protecting ourselves from possible effect that might come up when SOGIE Bill will become a law. In fact, this bill is one of the longest bills not approved to senate, and we can say that SOGIE bill is not worth accepting for.
		AE_12	SOGIE equality bill is the proposed legislation of the

			Congress of the Philippines that intended to prevent various act of discrimination against people based on their sexual orientation, gender identity or expression wherein this is obviously against the human rights. As an individual, we must think also that this would affect our daily lives if this bill becomes a law especially with those who have strong hold with their religion. Those individual that are part of LGBTQ community had already their freedom to show themselves and as we can see, there are so many advocacies promoting equality.
	Final Closing	AE_01	There is nothing to fear but everyone looks forward to a society that welcomes everyone even people who are coming from the minority.
		AE_07	Hence, the passage of the anti-discrimination bill based on SOGIE will be a major step towards fulfilling the state's duty to respect, protect, and fulfill the human rights of all.
		AE_09	Thus, we encourage everyone to support SOGIE BILL because it will not only benefit the members but also to all people who are victim of discrimination.
		AE_13	However, as a Christian country, we are still asked to remain to be the creation which exercises what is right and pleasant in God's sight.

**Table 1****Moves of Argumentative Essays Written by Undergraduate Students****Move 1: Introduction**

In writing an essay, introduction is the first step that a writer needs to accomplish its output effectively. This is the part of the essay that captures the readers' interest, suggests the importance of the essay's topic, and usually it ends with a thesis sentence or statement.

Also, there are certain guidelines that a writer needs to remember in order to have a good and effective introduction. It must contain an attention grabber for the reader or at least make the essay sounds interesting. It must ensure that it moves from the general to specific in regards to the topic development. It must provide readers with a road-map of the essay in a logical manner. Lastly, at the end, there should be a thesis statement which states the aim of the paper and may give readers an insight into the author's examples and evidences.

To expound further the Move 1, below are the following samples taken from the corpora that show how the students wrote their introduction upon writing their argumentative essay.

The Sexual Orientation, Gender Identity, and Expression (SOGIE) Equality bill is a piece of legislation which aims to protect members of the LGBTQ community from different forms of discrimination enacted against them. While it actually passed in the lower house of Congress in the previous session, it was blocked by certain senators in the upper house. We also disagree about the SOGIE Equality Bill because it doesn't promote equality but it will give rise to the LGBTQ community having their special rights. We don't want it



to happen because there are so many cases, situations, laws, that will be changed in our society, especially in our culture.

### **AE\_06**

From the corpora taken in AE\_06, we can observe that the writer began the introduction by introducing the topic or the subject of the essay by giving its definition and what was the topic all about. Also, the writer described the situation of the subject by pointing out that some of the senators personally do not agree with the bill and it was followed with the thesis or the argument of the writer with regards to the topic being discussed.

"We are all the same; we are all human beings who deserve a chance and equal opportunities in life. May it be for work, life or love we should be given rights." - Anne Curtis.

### **AE\_07**

On the other hand, from the data taken in AE\_07, the writers effectively began the essay by quoting a quote from prominent personality about her point of view about equality which is the main concern of the subject being discussed. This type of introduction was very common to all of the essays of which students began writing their essays with a hook which served as the attention grabber.

All of us can experience discrimination in our daily lives and we want it all to be eliminated. The SOGIE (Sexual Orientation and Gender Identity or Expression) bill aims to address this kind of problem, and also to protect all human being, especially LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) community. But, it is a questionable bill that we cannot even accept. This kind of bill is not necessary in protecting us because this bill highly favored the LGBTQ people. How can SOGIE bill assured that it is not unfair to straight people? Is SOGIE bill can really address discrimination? Or it will only worsen the situation?

### **AE\_10**

Further, from the sample taken in AE\_10, the writer began writing the introduction by claiming a generalization that all of us have experienced discrimination and we want it to be eliminated of which the SOGIE Bill was the answer of the problem about discrimination. However, it was in the introduction as well that the writer posed the thesis statement by pointing out that there was no need to have SOGIE Bill since it only gave special rights to the members of the LGBTQ community. Lastly, to hook readers' attention, the writer ended the introduction by giving questions that will let the readers answer and decide on their own.

"SOGIE bill is basically an anti- discrimination bill. It conceives that many people whether they are LGBTQ or cisgender, experience discrimination based on their SOGIE. Also, the bill seeks to protect all people from this kind of discrimination. At first, the said bill is good especially for those people who belong to SOGIE because it can give the equal treatment they deserve. However, if we dig deeper, we can see that it is not necessary to have this bill because we have already the Anti-Discrimination Act.

### **AE\_19**

Lastly, it was observable as well from the sample taken in AE\_19 that the writer began writing the introduction by giving points and perception as to what is the subject all about. With this, it gave already readers an insight that the writer disagreed with the subject. Also, it was in the introduction that the writer defined the subject and gave supporting statements that tightened his argument by mentioning that there were already existing laws that support anti-discrimination, thus, there is no need to have another synonymous bill. Lastly, the writer ended the introduction by posing another direct quotation from another person who is also anti-SOGIE Bill.

Consequently, there were many ways to do in achieving an effective and well-written introduction in essay writing. However, in my study, I have chosen the model and framework of Hyland (2004) of which he elucidated three ways in writing effective essay's introductions. These were the hook, generalizations and thesis statement and what was presented above were the sample introductions of the argumentative essays written by the undergraduate students. It did not discuss yet individually as to the sub-steps of an argumentative essay presented by Hyland. Hence, to further explain what were these moves, explanations and samples from the corpora were taken for better explanation.

**Hook.** The first sub-step in Move 1 that Hyland (2004) gives in writing effective essay introduction is hook. It is an opening statement that is usually located in the first sentence in an essay of which it attempts to grab the readers' attention so that they will continue reading the whole piece. Also, there were many ways in writing hook. It can be done by asking a question, posing a quote, statistic, or even an anecdote. Further, there were also strategies for writing an essay hook which include: using literary quotes, quote from a famous person, telling a personal story, sharing a fact or a definition, drawing a scene or may start with a thesis statement.

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."

#### **AE\_01**

From the first sample corpora and from the next two samples given, it was noticeable that one common way of the students in writing a hook was by posting a quotation from prominent personalities that was relatable in the subject. We can observe from the first three samples of hook that writers used quotation to introduce the subject. Since SOGIE Bill, as indicated in the corpora of the study, talks about discrimination, the quote from **AE\_01** talks about unity in diversity.

"We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness"- Thomas Jefferson

#### **AE\_03**

Further, in **AE\_03**, this hook exemplified that God created men and women equally, thus, both were exercising the same rights and liberty.

"We are all the same; we are all human beings who deserve a chance and equal opportunities in life. May it be for work, life or love, we should be given rights." - Anne Curtis.

#### **AE\_07**

Lastly, in **AE\_07**, this hook elucidated that men and women were equal in terms of rights and opportunities in life. Thus, everyone must have the freedom to exercise their civil rights which may be in work, life or even in love.

Respect! Respect! Respect! It is one word with seven letters; a word with two syllables; a word where elders taught to their children. A word which everyone should follow and a word to which every human being deserve to get and enjoyed. But the question is, does everyone know this single word with great power?

#### **AE\_08**

Moreover, from the sample taken in **AE\_08**, the writer started writing the essay in a unique way by giving his personal narration and observation about the word "respect." This was the way of the writer to catch the attention of the reader to invite them in continuing reading the whole piece. Further, the writer also asked an introspective question in the last sentence of the paragraph of which it allowed readers to answer

and think of an answer. Thus, with this kind of hook, it surely grabbed the attention of the reader and will to continue reading the whole essay.

“The law should be equal. You cannot give a special treatment for a particular law at the expense of another sector” - Senator Joel Villanueva.

### **AE\_16**

Lastly, from the last sample taken from **AE\_19**, the writer began writing the hook by stating opinions and insights coming from a prominent personality most especially it was a senator who happened to be one who will approve the said bill. In addition, from the perspectives of the senator, it was understandable that the writer as well did not agree with the bill. Most likely, this type of hook grabbed the attention of the readers especially those who wanted to know the different sides and viewpoints of the people towards the bill and later on, they would also have their stand as they already reviewed different opinions and insights from others.

**Generalization.** The second sub-step in Move 1 that Hyland (2004) gives in writing effective essay introduction is generalization. It is a statement which applies to most all cases and to most all times in writing. It is also when a writer combines specific points of an essay into a broader focus. Moreover, an unsupported generalization is a broad statement which cannot be concluded from the essay evidences or details. In addition, do not include generalizations in the essay thesis statement and body paragraphs. Writers can develop generalizations and include these in the essay conclusion, but generalizations must be supported by specific evidence and details of the body paragraphs.

“For me, this bill will not promote equality but instead it promotes special treatment. Pushing this law is inconsiderable to the feelings of every woman and everyone against their advocacy. Every one of us has the right to express our emotion, what our heart feels, what we identify ourselves that others might not see. Not all can understand what one person who expressed true feelings. And yes! That is the society that continuously molds us. Raising standards that one must be like this and like that.”

### **AE\_03**

From the samples given above, specifically in **AE\_03**, the writer emphasized his argument by stipulating generalization about SOGIE Bill by using the personal pronoun *me* which emphasizes his own opinion and thoughts about the subject. Also, the writer pointed out that this bill did not promote equality but a special treatment to the LGBTQ plus community. Lastly, the generalization of the writer ended with more elucidation about the bill which he claimed that it did not consider the rights and feelings of others.

The bill is just not only for the rights to use bathrooms but it also protects us from being discriminated at work, school, using facilities, marital or relationship status, disability, HIV status, health status or medical history, language, physical feature and many more. Having this, it helps us to socialize with other people because we are given the right to express ourselves. We are strongly agreeing to have this SOGIE Bill because this is the only way to prevent the discrimination problems that are rampant in our society.

### **AE\_04**

Moreover, from the sample taken in **AE\_04**, it was observable that the writer began writing the generalization by explaining first what was SOGIE bill and what type or forms of discrimination it protected. It gave readers the insights that SOGIE bill did not only focus on bathroom using and gender changing in the birth certificate. Lastly, the writer ended the paragraph with generalization which used the absolute word only which means that there was no other way to prevent discrimination that was rampant in the present situation but only the SOGIE Bill.

Passing the SOGIE Bill will affect the rights of women in terms of justice and their privacy. If the bill will be passed, gays will also be having equal rights to women which are not right because gays are also men and they are different from women.

#### **AE\_06**

Further, from the sample taken in **AE\_06**, it was mainly an assumption of the writer that when the bill will be approved, gays will be having the same rights as women have because there was no sufficient support and evidences of the proposition that gays and women will be equal when it came to their rights once SOGIE Bill will be approved. Further, it can only be factual information once it will be supported with information and evidences like Republic Act or at least any political grounds. Thus, the statement was only an assumption or basically an unsupported generalization of the writer.

All of us can experience discrimination in our daily lives and we want it all to be eliminated. The SOGIE (Sexual Orientation and Gender Identity or Expression) bill aims to address this kind of problem, and also to protect all human beings, especially LGBTQ (Lesbian, Gay, Bisexual, transgender, and Questioning) community.

#### **AE\_10**

Similarly, the generalization statement from the previous sample taken was found to be synonymous to the generalization with the sample taken from **AE\_10** which also used the absolute word *all*. It was merely generalizing that all people, regardless of gender, experience discrimination and it is the SOGIE Bill which will answer the problem.

As humans, we all know that we have different characteristics in life, thus, we cannot dictate everyone's actions. In fact, in our generation nowadays, we need equal rights as a human being and it is important to know that we live in this world with more kindness, compassion, respect and understanding because through these, our life will become more comfortable.

#### **AE\_14**

Lastly, in the next sample taken from **AE\_14**, the writer began writing the generalization statement with the use of the absolute word, *all*. It was generalizing that everyone varied according to character of which as a result, one cannot dictate every individual's actions. In addition, to tighten the coherence of the paragraph, the writer explained further that amidst this variation of character, at least every individual must live with kindness, compassion, respect and understanding so that life would become comfortable.

**Thesis Statement.** The third sub-step in Move 1 that Hyland (2004) gives in writing effective essay introduction is thesis statement. It tells the reader how they will interpret the significance of the subject matter under discussion. Also, it is usually a single sentence near the beginning of the writing article which is most often, at the end of the first paragraph presents the argument of the writer to the reader. Further, the rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of the writer's interpretation about the subject being discussed.

To further explain thesis statement, samples were taken from the corpora of the study.

But many people, even well-known personalities who are openly LGBT, who don't think the bill is necessary at all. One reason is that the bill is seen as conferring special treatment or special rights to the LGBTQ+ community. This bill also is not essential since there are already existing laws that safeguard the rights of citizens against discrimination.

#### **AE\_01**

From the first sample taken from **AE\_01**, the writer placed the thesis statement at the end of the paragraph as concluding sentence. It was pointed out that even well-known personalities see the bill unnecessary since this only conferred special treatment to the members of the LGBTQ community. Also, the writer pointed another argument that there was no need to have this bill because there were already laws of the government that protected the sovereignty from any forms of discrimination. Thus, this bill was no longer needed since LGBTQ belongs to the sovereignty that the government was protecting.

Additionally, some opinions suggest that the LGBT members are the only ones who created a way for them being discriminated by the way they dress; the way they behave can be the reason for them to be judged. But look around, how about those people who did nothing but still receiving such hurtful words because they didn't meet the expectation of others. Can't we consider it as a valid reason for having such a bill that protects our self from being judged? And also, the hot issue connected to the SOGIE Bill is the same sex marriage. Having a relationship with the same sex is accepted now in society but not in full recognition because there are still some who are not into it but marrying with same sex was a different level.

#### **AE\_04**

On the other hand, in the sample presented in **AE\_04**, the writer began the thesis statement by illustrating situations of which he pointed out that it was the way how they dress and the way they behave that LGBTQ members were discriminated. Also, the writer put another scenario that portrayed discrimination to strengthen his first argument. Lastly, the writer ended the argument by agreeing to same-sex relationship but questioning same-sex marriage which most likely allowed the reader to think and made argument for themselves.

For me, I am not in favor of having SOGIE Bill in our country, and I strongly oppose on this bill, and I can defend that based on our evidence that will support our stand. There are various highly respected people mentioned to assist our side that was also against or anti-SOGIE Discrimination Bill.

#### **AE\_11**

Moreover, most of the thesis statement of the students in their essays was through a direct statement that they do not agree with the assumptions and intentions of SOGIE Bill. One good example was taken from **AE\_11**. The writer directly mentioned that he was not in favor of having SOGIE Bill in the Philippines of which this argument was supported in the body of the essay with evidences and statements coming from different personalities who have the same stand with the arguments presented.

One of the issues that arise in this bill is that a transgender and gay can use the female public restroom wherein, we, as a woman, it is not really appropriate because it is obviously crossing the line of our right as a woman.

#### **AE\_12**

Meanwhile, from the sample statement taken from **AE\_12**, the writer wrote his thesis statement by affirming to an issue relating to SOGIE Bill. The issue was all about the transgender and gay who may use the female comfort room. Thus, the writer used this proposition to give his argument stating that this propositions was not appropriate since it was obviously crossing the line of the rights of the women.

Additionally, the bill would also disregard the law of the Church. Can you imagine a transgender as a nun or a priest? A transgender would go beyond the limits of a moral principle.

#### **AE\_15**

Lastly, with the last sample taken from **AE\_15**, the writer began writing the thesis statement by writing first the topic sentence which explained that SOGIE Bill would also disregard the law of the church. Then, the writer posted a question which forms his thesis statement as well. Additionally, this argument was

well-supported in the body of the essay with a direct quotation coming from Sen. Manny Pacquiao and CIBAC Representative Eddie Villanueva.

### **Move 2: Body**

The body of the essay is the main part of the essay and it is very much important because it is in this move that the thesis statement, argument, generalizations and assumptions of the writer will be supported with statements, statistics, etc. depending on the writing style of the writer. Usually, each body paragraph begins with a topic sentence. Also, from the model of Hyland (2004), the Move 2 or the body contained the topic sentence, supporting statement or details to the thesis statement presented and lastly with the concluding sentence.

To further understand the body of the argumentative essay written by the undergraduate students, samples from the corpora were taken below for illustration. (This does not discuss yet the sub-steps of Move 2).

SOGIE Bill or the Sexual Orientation and Gender Identity Expression Equality Bill also known as the Anti-Discrimination Bill. It is a proposed legislation of the congress of the Philippines. It is intended to prevent various economic and public orientation, gender identity or expression. The proposed bill has no bad intention, it was being pushed by the LGBT community particularly their spoke person to protect them from discrimination and to invoice their rights.

#### **AE\_03**

From the sample taken in **AE\_03**, the body paragraph began with a topic sentence. Then it was followed by supporting statements of which it defined and explained what SOGIE Bill was all about and what was the purpose and intention of the bill.

Reluctantly, SOGIE Equality Bill will bring prejudice to us Filipinos. In an interview with CNN Philippines, Joel Villanueva told them about his stand on SOGIE Bill, "The law should be equal, *lahat pantay-pantay.*"

#### **AE\_06**

On the same manner, from the sample taken in **AE\_06**, the paragraph began with a topic sentence explaining that this bill brought prejudice among Filipinos. To support and heighten the topic, the writer gave a supporting statement through direct quotation from prominent personality of which the statement claimed that the bill brought unfair treatment between people.

As what we usually hear, "men and women are equal." But, SOGIE bill is just too much to support this statement. It's not the SOGIE per se is the problem, but some part of it obviously propose that all bad person has given an opportunity to harassed whatever or whenever they are. SOGIE suggests that transsexual has the right to enter the comfort room of women. This is the first error of SOGIE bill, it aims to legally classify persons or human beings according to sexual orientation and gender identity. But the question is, how can we assure that the specific person is a gay, bisexual, or transgender among others? Thus, if this bill will become law, we are doubtless that it will cause massive conflict. It will create possible chaos between straight and LGBTQ.

#### **AE\_10**

On the other hand, the topic sentence, thesis statement and concluding sentence came in one paragraph in the body paragraph as shown in the sample taken from **AE\_10**. The paragraph began with the cliché that men and women were equal. However, the preceding sentence argued and disregarded this proposition by claiming that SOGIE Bill pushed bad persons to continue doing what they love since there was no guarantee that a person will be telling exactly their gender and may use that opportunity to harass

others. Finally, the writer concluded the paragraph with the statement that once the bill became a law, it may cause conflict between straight and the LGBTQ community.

That is why, SOGIE Bill needs to be agreeable to everyone, to know and to show what's the purpose in our life. Why we lived in this meaningful world.

#### **AE\_14**

Lastly, from the last sample taken in **AE\_14**, the writer ended the body paragraph with a concluding statement stating that the bill must be accepted to know what its real purpose.

**Topic Sentence.** This is the first sub-step in Move 2 according to the framework of Hyland (2004). It identifies the main idea of any paragraph and may also state the main point or argument that the writer is making in the paragraph. Also, while it often appears at the very beginning of the paragraph, it can appear elsewhere, especially in a creative writing piece depending on the technique and creativity of the writer. But, the important concept is the topic sentence that allows the readers to know exactly what will be covered in the paragraph. Lastly, the opening topic sentence alerts the readers to a change of subject and focus, and cues readers about what the paragraph covers (Fincher, 2015).

For better understanding and illustration about topic sentence, samples were given below from the corpora of the study.

If the SOGIE Bill will be probably approved, not only the LGBTQ or sexgender who experienced discrimination will be protected on this bill but also all kinds of people who experienced discrimination. That was the main point to have a SOGIE Bill policy.

#### **AE\_05**

From the sample taken in **AE\_05**, the topic sentence was the first sentence of the paragraph. It stressed that the whole paragraph discussed the equal protection among people once SOGIE Bill will be approved. It will not only protect the LGBT but the whole people who experienced any form of discrimination.

Further, around the world, LGBTs are at high risk of suicide which is linked with their experiences of being rejected and discriminated based on their gender identity. Moreover, the stigma that LGBTs face in everyday life takes a toll on their mental and physical well-being. In connection, a study done in Cambodia reveals that SOGIE-based bullying in schools has resulted in reduced school attendance, dropout, damaged academic achievement and performance.

#### **AE\_07**

Consequently, the next example from **AE\_07**, its topic sentence was the first sentence in the paragraph. It opened another discussion that LGBTQ were prone to high risk of suicide cases because of discrimination and rejection relating to their gender and sexual orientation. Further, the topic sentence was supported by a study conducted in Cambodia by giving its results that because of bullying, there was reduced attendance, dropout, damaged academic achievement and performance. With this supporting sentence, the topic sentence was being supported.

SOGIE or the Sexual Orientation, Gender Identity or Expression is a piece of legislation which aims to protect the members of LGBTQ community from different form of discrimination enacted against to them.

#### **AE\_11**

Further, the topic sentence in the next sample taken from **AE\_11** was given in a form of a brief definition of the subject. Probably, this type of topic sentence gave readers the idea that perhaps, the entire paragraph will discuss about SOGIE bill. On the other hand, since the definition itself talked about the full protection of the LGBTQ community, in some cases, if the reader was against the bill, there might be a possibility that the reader will stop reading the whole piece.

The Sexual Orientation and Gender Identity Expression (SOGIE) Equality Bill, also known as the Anti-Discrimination Bill (ADB) is the crucial issue in our society nowadays that we need to learn and know why it is so controversial especially to those people who are against on this bill.

#### **AE\_14**

Lastly, from the last sample taken from **AE\_14**, it was really noticeable that the statement was a topic sentence since it defined what does the acronym SOGIE meant and definitely it included what type of bill SOGIE was of which, as mentioned, an anti-discrimination bill. Similarly, the writer as well pointed out in the statement the importance of knowing more about this bill since it was highly controversial in the media and in the society today.

Thus, from the samples taken, the topic sentence usually came in the first sentence of the paragraph to open a new topic of discussion relating to the subject of the essay. Also, it was followed with a supporting statements or sentences to build up its meaning and impact to the readers' insights as well as to improve the cohesion and unity of ideas in that specific paragraph.

**Support.** This is the second sub-step in Move 2 according to the framework of Hyland (2004). It consists the specific details and information that writers use to develop their topics. The key to developing support and elaboration is being direct and specific. Also, good writers use concrete, specific details, and relevant information to construct mental images for their readers. For the reason of, without this attention to detail, readers struggle to picture what the writer is talking about, and will often give up altogether.

Additionally, there are two important concepts in making support and elaboration, the sufficiency and relatedness. Sufficiency in essay writing means the author finds enough information to support a thesis, and also finding information that is credible and accurate. On the other hand, relatedness in essay writing, information should be relevant to the writer's goal and strengthen the writer's ability to meet that goal.

To further explain and illustrate what is support, below are the samples taken from the corpora of the study.

According to Atty. Kristine Mendoza, "the bill aims to prohibit discrimination on the basis of SOGIE. So, even the straight are protected by this bill so that any kind of people who experience any kind of discrimination will be protected. Sexual Orientation, Gender Identity and Expression Equality Bill is not pointing only to the LGBTQ with special rights on this bill."

#### **AE\_05**

Senator Manny Pacquiao argued against a legislative proposal prohibiting discrimination based on gender identity, including a person's manner of clothing. In his interpellation on the bill filed by Senator Risa Hontiveros, Pacquiao said, "the Bible does not allow cross-dressing. Even in the Bible, we can read *na ang babae, dapat magsuot na pambabae; at ang lalaki, magsuot ng panlalaki*. That is what I believe," Pacquiao told Hontiveros. Senator Manny Pacquiao is right, to avoid harassment and discrimination, we should dress according to our sexuality to avoid incidents like the death of Jennifer Laude in 2014. The state must not take part in disallowing same-sex marriage in the church for the Priests only follow what the Holy Sacrament says.



**AE\_06**

Most of the common supports or supporting statements that the students wrote in their argumentative essays were direct quotation coming from different personalities who shared their insights and opinions about SOGIE Bill. From the samples taken in **AE\_05** and **AE\_06**, these were both a supporting statement with a direct quotation coming from prominent personalities.

From the first sample, it elucidated that SOGIE does not only protect the LGBTQ but also the straight people because this bill does not promote special right but an equal protection to everyone. Additionally, from the second sample, it was an argument of the bill which used Bible verses to support its point and purpose. Also, it claimed that in order not to be discriminated, one must dress accordingly.

Moreover, the stigma that LGBTQs face in everyday life takes a toll on their mental and physical well-being. In connection, a study done in Cambodia reveals that SOGIE-based bullying in schools has resulted in reduced school attendance, dropout damaged academic achievement and performance. Also, the study established that long-term bullying is a major contributory factor to depression, anxiety, loss of confidence, withdrawal, social isolations, self-harm and suicidal tendencies among the victims.

**AE\_07**

In addition, from the sample taken in **AE\_07**, it pictured out real-life like situation and scenario that was observable in the society of which it was supported as well with a conducted study. Also, to strengthen the support and elaboration, the writer included the result of the study to convince the reader to believe his argument. The study claimed that bullying and discrimination weakened the person's academic achievement and even caused stress and depression to that person.

Also, there are already existing laws against discrimination and this would help to slowly eliminate this kind of issue in our country.

**AE\_12**

Lastly, the supporting statement taken from **AE\_12** explained and elucidated that there was no need of having SOGIE Bill since the country had already established different laws which protected and promoted the rights of every individual which in turn protected them as well with any form of discrimination. The writer posted this support to give everyone a strong focus instead to other issues in the senate that was in great need of the country rather than with SOGIE Bill.

**Concluding Sentence.** This is the third sub-step in Move 2 according to the framework of Hyland (2004). It is the easiest paragraph to write because in many ways, it is just using ideas the writer has already mentioned in his introduction and main body paragraphs. However, this is the last part the examiner or reader will read and it is therefore crucial that it will finish strongly.

Also, it is suggested in writing concluding sentence to never write any new ideas in the conclusion; the writer must make sure to answer the question in the conclusion; vary the language; and do not try to include everything for two sentences are enough. Below are the samples taken from the corpora of the study. In connection, the bill also acknowledges the Philippines' duties under international law particularly the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. It, thus, recognizes the non-discrimination of the LGBTQ as both a national and international duty.

**AE\_07**

From the corpora of the study, usually all of the concluding sentences were located at the end of every paragraph. Further, from the sample taken in **AE\_07**, the writer elucidated first in the body paragraph that there were already existing laws that protected every individual with any form of discrimination like the

Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. Thus, the writer concluded that SOGIE Bill is no longer needed since the mentioned rights and laws saved everyone from any form of discrimination because those laws promoted equity and equality among every citizen.

The homosexual can use the anti-discrimination provision in the SOGIE law against a homophobic employer but the straight person cannot claim anti-discrimination based on the SOGIE law against a biased homosexual employer. Therefore, this bill can obviously create another discrimination and unfair treatment to people.

#### **AE\_10**

On the other hand, the sample taken in **AE\_06** explained and concluded that SOGIE Bill would cause bias and unfair treatment against non-member of the LGBTQ community since members of the said community would use this bill as their ground to let anyone superior go along with their yearnings. Further, this concluding statement was supported first with a concrete scenario so that the writer's claim would be understandable for its readers.

That is why SOGIE Bill needs to be agreeable to everyone, to know and to show what's the purpose in our life and why we lived in this meaningful world.

#### **AE\_14**

Lastly, from the concluding sentence taken in **AE\_14**, the writer concluded that everyone must agree first with this bill so that they would know what was really the purpose - what it may cause among the lives of each individual.

### **Move 3: Conclusion**

The move three of writing an essay is the conclusion. It usually restates the thesis or the argument of the writer and it leaves the reader something about the topic to think about. Also, it must provide closure for the reader by reviewing its main points, linking the main idea of the essay to a larger issue, predicting an outcome related to the main idea, giving an opinion or using a quotation that helps sum up an essential aspect of the main points. Additionally, the conclusion must remind readers of the primary focus of the essay; avoid introducing new ideas and avoid apologies.

Below are the examples of the concluding paragraph of the argumentative essay written by the undergraduate students taken from the corpora of the study for further illustration (This does not discuss yet the sub-steps of Move 3).

We should not let SOGIE equality bill to be implemented in our country because the SOGIE bill will undercut family authority, religious freedom, freedom of expressions and freedom of conscience. Therefore, I concluded that we must focus on making a law which is acceptable and fair for every Filipino, because it is very important to think the welfare of many people than to think the goodness of oneself.

#### **AE\_02**

It was observable from the sample taken in **AE\_02** that the writer summed up the conclusion by mentioning that the SOGIE Bill must not be implemented because it is not promoting equality to everyone but only deteriorating one's freedom to family, religion, expressions and conscience.

Therefore, generally speaking, SOGIE Bill has a great help to everybody because it can reduce experiences of discrimination because in every wrong action, it has its equivalent sanctions and penalties according to the bill. With this, everyone can boost their confident to do something that make them comfortable. SOGIE Bill for us is good and we wanted this to be implemented because as we have noticed, this bill is not only

protecting those LGBTQ members but even to those straight people for them to have equality for their everyday lifestyle. We are free from those judgmental people that surround us even at work, school and anywhere. Men and women regardless of their gender are already equal and enjoy the same rights. We already have existing bills that will protect everyone from unjust discrimination, harassment, and abuse. We can also show respect and compassion towards our brothers and sisters in the LGBT community.

#### **AE\_04**

Moreover, in the sample taken from **AE\_04**, the writer began the concluding paragraph with a clincher by putting a conclusive statement that SOGIE Bill diminished the occurrence of discrimination since everyone felt comfortable about expressing themselves. Then, it was followed by a restatement of the proposition of the writer of which the writer wanted this to be implemented since it did not only protect the LGBTQ community but everyone in this country regardless of gender.

In conclusion, we deeply disagree with the SOGIE Equality Bill as it goes against many; already established norms, laws, and religious beliefs in the country.

#### **AE\_06**

Lastly, from the last sample taken from **AE\_06**, the writer ended briefly the essay by restating his proposition of the said bill. It simply summarized the essay by mentioning that SOGIE Bill will go against many considerations - the norms, laws and most especially the religious beliefs of every Filipino.

**Restatement of Proposition.** This is the first sub-step in Move 3 according to the framework of Hyland (2004). This is mainly important in the concluding paragraph since the writer has already spent time and energy crafting a solid thesis statement from the introduction of which the whole paper focuses on that thesis statement. That is why, it is so important to address the thesis in the concluding statements.

Also, many writers choose to begin the conclusion by restating the thesis or propositions presented in the body part of the essay, but it is suggested that the thesis statement must be in the conclusion part anywhere—the first sentence of the paragraph, the last sentence, or in between. Below are the examples of restatement of propositions from the corpora of the study.

Therefore, we oppose this law because equality is for everyone, no exemption. Either you are a gay, lesbian, bisexual, transgender or straight in our law we are all equal.

#### **AE\_03**

From the sample taken in **AE\_03**, the writer explicitly restated his argument or proposition to conclude the whole essay. Similarly, it was observable that it was a restatement of propositions because of the direct opposing words that the writer used upon stating his concluding paragraph.

To sum up, “SOGIE bill must remain only to be a bill.” If not, it will affect many Filipinos. Those advocating for the passage of the law on prohibiting discrimination on the bases of SOGIE may have the best of intentions but have their facts wrong and objectives muddled.

#### **AE\_10**

Moreover, from the sample taken in **AE\_10**, the writer opposed with the bill because it did not promote equality but a special treatment for the LGBTQ community. Additionally, the writer assumed that the bill may create unjust and unfair treatment because of its intentions as he stated that those advocating the bill may have the best intentions but have their facts wrong.

SOGIE Bill for us is good and we wanted this to be implemented because as we have noticed, this bill is not only protecting those LGBTQ members but even those straight people for them to have equality for their

everyday lifestyle. We are free from those judgmental people that surround us even at work, school and anywhere.

#### **AE\_04**

Further, from the sample taken in **AE\_04**, the writer implicitly stated his proposition and argument by giving the good side and effect of the bill once it will be approved. The writer assumed that this bill will protect all people from any form of discrimination.

Therefore, the Sexual Orientation Gender Identity and Expression (SOGIE) equality bill of 2017 is a good intentional bill but a useless one in the next years because we already have laws that protect our human rights.

#### **AE\_18**

Similarly, from the sample in **AE\_18**, the writer as well implicitly restated his proposition by stating that SOGIE Bill was a good intentional bill. Thus, from these two samples, we can observe that the writer implicitly and explicitly stated his stand or proposition in the concluding paragraph of the essay.

**Clincher.** This is the second sub-step in Move 3 according to the framework of Hyland (2004). It is a statement, argument, fact or situation that is decisive or conclusive. In academic writing, this is a statement in an expository paragraph which reiterates the topic and summarizes how the information in the paragraph supports the topic.

Normally, each paragraph starts with a topic sentence which tells the reader about what the paragraph will discuss. This is followed by the body which gives evidence and arguments that support the topic statement. The final sentence of each of these paragraphs is clincher sentences. The statement should not simply be a summary, but it should make the reader feel that the writing is complete. Hereunder were the examples of clincher taken from the corpora of the study.

In conclusion, if ever SOGIE law will pass in the congress, it will be a powerful tool to educate the public and generations to come about what it means to be human, to respect those same rights irrespective of sexual identity or gender orientation, or even the way one chooses to dress.

#### **AE\_07**

From the sample taken in **AE\_07**, the writer included a clincher statement that was conclusive by nature of which it claimed that once this bill will be approved, it will be a powerful tool to educate everyone the real essence of respect between one another. Thus, it can be concluded that this statement is a good clincher since it gave the readers an avenue to think about what was really meant by SOGIE Bill.

Therefore, we must be well aware in any proposed bill just like SOGIE bill. Disagreeing in this bill is like protecting our own dignity. LGBTQ is slowly accepted by our country but approving SOGIE bill is too much. It is like giving them a special treatment and with such, it can also lead to a worst discrimination and conflict. This bill will only ruin our perspectives in the LGBTQ community. We do not hate them; we are just protecting ourselves from possible effect that might come up when SOGIE Bill will become law. In fact, this bill is one of the longest bills that have not been approved to senate, and we can say that SOGIE bill is not worth accepting for.

#### **AE\_10**

Further, from the last sample taken in **AE\_10**, the clincher statement of the writer was given through the present situation of the bill and the future upshot of it once it will be approved as a law. Thus, it can be gleaned from the statement as well that it is an expository paragraph that contained the final argument of the writer about the topic being discussed.

SOGIE equality bill is the proposed legislation of the Congress of the Philippines that intended to prevent various act of discrimination against people based on their sexual orientation, gender identity or expression wherein this is obviously against with human rights. As an individual, we must think also that this would affect our daily lives if this bill becomes a law especially with those who have a strong hold with their religion. Those individuals who are part of LGBTQ community had already their freedom to show themselves and as we can see, there are so many advocacies promoting their equality.

### **AE\_12**

Lastly, from the last sample taken from **AE\_12**, it was an example of implied clincher since the writer wrote an expository paragraph which reiterated or restated what was SOGIE Bill in the concluding paragraph of the essay to support his stand presented in the body of the essay. However, after that statement, the writer presented an argument of which it persuaded everyone to think thoroughly what it meant by this bill most especially those who have strong hold and faith with their religion. Thus, the clincher provided was conclusive by nature.

**Final Closing.** This is the third sub-step in Move 3 according to the framework of Hyland (2004). It is a conclusion which provides closure and drives main points of the essay one last time. It is the chance of the writer to impress and give readers the understanding why the paper really matters. In other words, the closing statement should answer the question “so what” by giving the audience something to think about after they finish reading the essay; and a conclusion that gives completeness of the paper. Ending it on a positive note would be a good practice.

For further explanation and illustration of final closing, below are the examples taken from the corpora of the study.

There is nothing to fear but everything to look forward to in a society that welcomes everyone even people that is coming from the minority.

### **AE\_01**

This sub-step is the least observable step in Move 3 in the argumentative essays of the students. Further, in the sample taken in **AE\_01**, the writer ended the essay with a final closing which stated that there was nothing to fear about since the essence and purpose of the bill was to promote equality among others even the minority.

Hence, the passage of the anti-discrimination bill based on SOGIE will be a major step towards fulfilling the state’s duty to respect, protect, and fulfill the human rights of all.

### **AE\_07**

Similarly, from the sample taken in **AE\_07**, the writer as well ended the essay with a fulfilling statement by mentioning that the bill’s purpose was to realize the duty of the state in fulfilling and protecting the human rights of every people.

Thus, we encourage everyone to support SOGIE BILL because it will not only benefit the member but also to all people who are victims of discrimination.

### **AE\_09**

Moreover, the writer stated his final closing by restating his stand or proposition about SOGIE Bill with his main points that the bill will not only benefit the LGBTQ members but also the people in the Philippines. This final closing was observable as shown in the sample taken in **AE\_09**.

However, as a Christian country, we are still asked to remain to be the creation which exercises what is right and pleasant in God's sight.

**AE\_13**

Lastly, from the sample taken in **AE\_13**, the writer ended the essay with a final closing which gave everyone the idea that no matter what our insights and beliefs about the bill, we were still asked to remain the creation that God has created.

Argumentative Essay	MOVE STRUCTURE		
	Introduction	Body	Conclusion
AE_01	M1.1	M2.1 – M2.2 – M1.3 – M2.1 – M2.2	M3.1
AE_02	M2.1	M1.3 – M2.2 – M3.1 – M2.3 – M2.2	M3.2 – M3.3
AE_03	M1.1	M2.2 – M1.3 – M1.2 – M1.3 – M2.2 – M1.3 M2.2 – M2.3	M3.1
AE_04	M1.1	M2.1 – M1.2 – M1.3 – M2.2 – M1.3 – M2.2	M3.2 – M3.1 M3.3
AE_05	M2.1	M2.1 – M2.2 – M2.1 – M2.2 -	M3.1 – M3.2
AE_06	M1.3	M2.2 – M1.2 – M2.2 – M2.1 – M2.2 M1.3	M2.2 – M2.3 M3.1
AE_07	M1.1	M2.1 – M2.3 – M1.3 – M2.1 – M2.2 – M2.1 M2.2 – M1.3 – M2.1 – M2.2 – M2.3 – M1.3 M2.1 – M2.2 – M2.3	M3.2 – M2.2 M3.3
AE_08	M1.1	M1.3 – M2.1 – M1.2 – M2.2 – M1.3 – M2.1 M2.2 – M1.3 – M2.2	M3.1
AE_09	M2.1	M2.2 – M1.3 – M2.2 – M1.3 – M2.2 – M2.1 M2.2 – M2.3	M3.1 – M2.2 M3.2 – M3.3
AE_10	M1.3	M2.1 – M1.3 – M2.3 – M2.2 – M2.3	M3.1 – M3.2
AE_11	M2.1	M1.3 – M2.2	M1.3 – M1.2 M2.3
AE_12	M2.1	M1.3 – M1.2 – M2.2 – M2.1 – M1.3 – M2.2	M3.2 – M3.3
AE_13	M2.1	M2.2 – M2.1 – M1.2 – M1.3 – M2.2 – M2.1 M1.2 – M2.3	M3.2 – M3.3
AE_14	M2.1	M2.2 – M1.3 – M2.2 – M1.2 – M2.1 – M1.3 M2.3 – M2.2 – M1.3 – M2.2 – M2.1 – M1.2 M2.3	M3.1 – M3.2 M3.3
AE_15	M1.1	M2.1 – M1.3 – M2.2 – M1.2 – M2.1 – M1.2 M2.2 – M2.1 – M1.3 – M2.3	M3.2 – M3.3
AE_16	M1.1	M2.2 – M2.1 – M2.2 – M2.1 – M1.2 – M1.3 M2.2 – M2.1 – M1.2	M3.1 – M3.3
AE_17	M2.1	M1.3 – M2.2 – M1.2 – M2.2 – M1.2 – M1.3 M2.2 – M1.3 – M2.2	M3.1 – M3.3
AE_18	M2.1	M2.1 – M2.2 – M1.2 – M1.3 – M2.2 – M1.3 M2.3 – M1.2 – M1.3	M3.1 – M3.2

AE_19	M1.1	M2.1 – M2.2 – M1.3 – M2.2 – M1.3 M2.2 – M1.2 – M2.2 – M2.1 – M1.3 – M2.2	M3.2 – M3.1
AE_20	M1.3	M1.3 – M2.2 – M1.3 – M2.2	M3.1 – M3.3
<b>Total Moves</b>	<b>20</b>	<b>152</b>	<b>43</b>

**Table 2**  
**Move Structure of Argumentative Essays Written by Undergraduate Students**

Table 2 shows the different moves present in the introduction, body and concluding paragraph of the argumentative essays written by the undergraduate students. Primarily, the main purpose of the table is to analyze and identify as to what are the moves present in the essays. Further, for better understanding of the table, the capital letter “M” symbolizes the Move and the numbers 1, 2 and 3 are the move numbers correspondingly which made it M1 for introduction, M2 for body and M3 for conclusion.

Further, the number every after the dot (.) represents the stages under each corresponding move of which for Move 1 (M1), it refers to the first stage to achieve this move is hook (M1.1), then generalizations (M2.2) and last is the thesis statement (M1.3). For Move 2 (M2), it consists of the three stages which are the topic sentence (M2.1), support (M2.2) and the concluding sentence (M2.3). Lastly, for Move 3 (M3), it also has three stages which are the restatement of proposition (M3.1), clincher (M3.2) and lastly, the final closing (M3.3).

To easily identify the most common and prevalent move present in the introductory paragraph, I personally identified and analyzed the content and structure of the paragraph as a whole as to what stage did it dominantly represent according to the meaning and purpose of the writer. Further, the first paragraph of the essays automatically represented as the essays’ introduction. However, in the body and concluding paragraph, each stage may occur many times as shown and analyzed in the content and construct of the essay.

In the introductions of the essay, there were three different moves present. These were the topic sentence, hook and the thesis statement. Usually, the undergraduate students began writing their introduction by abbreviating and defining what SOGIE (Sexual Orientation, Gender Identity and Expression) bill is or they would explain why the bill was created and what was the primary purpose of the bill. Thus, in this case, the topic sentence was the most common stage in Move 1 of the argumentative essays written by undergraduate students which was the introduction.

Further, another move that was present in the introduction of the argumentative essays was the hook or the attention grabber of the readers. Normally, the style of writing of the undergraduate students in writing hook was by giving and stating quotations coming from prominent and novel persons which primarily connects to the body of their essay at the same time a quotation that strengthened their argument or stand about the subject being discussed which was the SOGIE bill. Additionally, the students were able to write situational hook in such a way that they have presented real life-like scenario which probably makes the reader think to be in that situation. As a result, this hook invited the readers to read more the essay.

Lastly, the last move which was present in the introduction is the thesis statement. In this move, the students wrote what was their argument, either they support or not the given topic and what was their stand about the subject, Sexual Orientation, Gender Identity and Expression Bill.



On the other hand, in the body of the essays, there were five different moves present. These were the support, thesis statement, topic sentence, generalization and concluding sentence. Frequently, it was in the body of the essay that the students provided all the support or the supporting statements of their essay. Further, the way of the undergraduate students in giving supporting statements was by giving direct quotation coming from different people and personalities.

Another move was the thesis statement. Just like in the introduction of the essay, the thesis statement of the students in the body paragraph stated about their stand on the subject, the SOGIE Bill. Another way was by stating a general assumption about the subject. In connection with this, another move observed was the generalization. Usually, we can easily identify the generalization statements of the students because they always used absolute words like “all”, “only” and “everyone”; and the most common phrase or hedges that the undergraduate students used were “all of us”, “everyone is experiencing discrimination” and “most of us.”

Additionally, another move that was present in the body paragraph of the essays was the topic sentence. Undeniably, topic sentence will be present in the body since most of the paragraphs of the undergraduate students in the body paragraph started with a topic sentence. It could be a topic that will be discussed in the whole paragraph which may be connected from the previous paragraph or another topic to be discussed that was related to the subject of the essay. Lastly, the last move present in the body paragraph was the concluding sentence. It is a sentence or sentences that sum up all the ideas presented in the body of the essay.

Finally, in the concluding paragraph of the essay, there were four moves that were present, these were the restatement of proposition, final closing, clincher and the support. In the first move in the conclusion, the students usually restated their proposition about SOGIE Bill in the first sentence of the concluding paragraph. They restated their proposition by restating if they agree or disagree with the bill or by stating if the bill was good or bad to all people.

Also, another move that was observable in the conclusion was the final closing. This is a sentence that usually ended the essay as well as the concluding paragraph of the whole piece. Similarly, it was also to be found in the concluding paragraph, another move, the clincher. It is a sentence that can be presented through an argument, fact or situation that is decisive or conclusive in nature.

However, in the concluding paragraph of the undergraduate students' argumentative essays, their style of writing the clincher was through making inferences and stating assumptions by explicating real life-like situations. Example, if the argument was cons, the writer mentioned that SOGIE Bill will not create equality but a special treatment to the LGBTQ Community, so, why approve this bill?

Lastly, the last move that was present in the concluding paragraph was the support. Originally, support was one of the stages under move 2 which is the introduction. However, in the argumentative essays of the undergraduate students, support was still a visible move in the concluding paragraph. After the writer restated the proposition, they still posted a supporting statement that strengthens the argument. It was done by giving direct quotation or by giving practical scenarios that made the readers agree or believe their argument.

### **Over-all Organization of the Argumentative Essays Written by the Undergraduate Students**

Table 3 shows the over-all organization of the argumentative essays written by the undergraduate students. The table presents that in the introduction, the moves present were the topic sentence, hook and the thesis statement. While in the body, the moves present were the support, thesis statement, topic sentence, generalization and the concluding sentence. Lastly, in the conclusion, the moves present were the

restatement of proposition, final closing, clincher and the support. These moves in the introduction, body and conclusion were identified in the moves structure in the individual essay as shown in table 2.

Similarly, the frequency occurred in the third column in Table 3, its data were taken in the moves occurrence in each essay as shown in Table 2. The occurrence of each move was counted and that represents the frequency occurred of each move. The total moves in the introduction was 20 of which 9 of the moves were for topic sentence, 8 moves were for hook and lastly, 3 moves were for the thesis statement. The total moves occurrence in the body of all the argumentative essays was 152 of which 53 of those moves were for the support, the other 39 were for thesis statement, the remaining 31 were for the topic sentence, the other 16 were for generalization and the remaining 13 moves were for the concluding sentence. Lastly, in the conclusion of the argumentative essays, there were 43 moves occurrence of which 15 of the moves were for the restatement of proposition, 13 moves were for final closing, the remaining 12 moves were for the clincher and the last 3 moves were for the support.

After the analysis of the move structure of each argumentative essay, I counted the frequency occurrence of each move and have it tallied through a table to see the significant result of the data and corpora. Significant and salient results have been obtained in every move of the argumentative essay. There have been major changes in the adapted framework of Hyland (2004) which was the effective structure of argumentative essay when it was compared to the argumentative essays written by the undergraduate students which helped me for a thorough analysis for my Research Question number 3.

Move	Stage	Frequency Occurred
Introduction	Topic Sentence	9
	Hook	8
	Thesis Statement	3
Body	Support	53
	Thesis Statement	39
	Topic sentence	31
	Generalization	16
	Concluding Sentence	13
Conclusion	Restatement of Proposition	15
	Final Closing	13
	Clincher	12
	Support	3

**Table 3**

**Over-all Organization of the Argumentative Essays Written by Undergraduate Students** (Note: The overall frequency occurrence of moves in Introduction is 20, Body is 152 and Conclusion is 43 as shown in Table 2.)

Move	Stages	Code
Introduction	Hook	M1.1
	Generalization	M1.2
	Thesis Statement	M1.3
Body	Topic sentence	M2.1
	Supports	M2.2
	Concluding Sentence	M2.3
Conclusion	Restatement of Proposition	M3.1
	Clincher	M3.2
	Final Closing	M3.3

## The Structure of Argumentative Essay by Hyland (2004)

### Comparative Analysis of the Argumentative Essays Move Structure between Hyland's Framework and the Undergraduate Students Output

The third research question is the comparative analysis of the move structure and move organization between the framework of Hyland and the output of the undergraduate students. It was now in this part of which the salient points especially the major changes were discussed between the output of the undergraduate students and the framework of Hyland. It was compared as to the organization of moves whether the undergraduate students followed the sequence of the framework of Hyland or not. Likewise, it was to evaluate as well as to how the students wrote their argumentative essay.

In the Move 1 or in introduction, from the adapted framework of Hyland, the sequence of the stages is from hook, generalization and followed by the thesis statement. However, in the argumentative essays written by the undergraduate students, topic sentence became the most common move that occurs in Move 1 as it obtained a total of 9 moves out from the total 20 moves in the introduction part. However, from the adapted framework, topic sentence is the first stage supposedly in the second move which is the body (Refer Table 3.1).

This salient result implied that the undergraduate students tend to define first the topic or the subject to be discussed to give readers insights as to what was the discussion of the whole essay all about. For illustration, below are the samples taken from the corpora of the study to show how the undergraduate students write their introduction.

Hyland's Framework	Undergraduate Students Output
<b>INTRODUCTION</b>	
Hook	Topic Sentence
Generalization	Hook
Thesis Statement	Thesis Statement

**Table 3.1**

### Comparative Table of Argumentative Essays Move Structure in the Introduction between Hyland's Framework and the Undergraduate Students Output

The SOGIE Bill is basically an anti-discrimination bill. It recognizes that many people, whether they're LGBTQ experience discrimination based on their SOGIE. The bill seeks to protect all people from this kind of discrimination. I, as a student of this community is strongly opposing the bill prohibiting discrimination on the basis of sexual orientation and gender identity or expression.

#### **AE\_02**

In this year, we all know that there are some massive debates and arguments about the Sexual Orientation, Gender Identity and Expression Equality Bill especially to those people who experience discrimination. We all know that this bill protects everybody. However, there are some people who agree to this bill and there are some people who disagree. I know that it is hard for us to decide if this kind of bill will be approved or not for we know that this bill has its own advantages and disadvantages.

#### **AE\_05**

In addition, from the sample taken in **AE\_05**, the writer began writing the introduction by stating situations that there has been a lot of debates and discussion about the SOGIE Bill. However, it was notable as well that the writer used the absolute word all twice which may represent generalization, but, in the last

sentence of the paragraph, the writer pointed out that the bill has its own advantages and disadvantages. Thus, it can be gleaned that the whole paragraph can be marked as M2.1 or the topic sentence.

Consequently, topic sentence and the hook were the two stages that frequently occur in the first move or in the introduction. However, topic sentence obtained the highest frequency occurrence of 9 and hook obtained only 8. Thus, hook became the second stage that frequently occurred in Move 1.

Respect! Respect! Respect! It is one word with seven letters; a word with two syllables; a word where elders taught to their children. A word which everyone should follow and a word to which every human being deserve to get and enjoy. But the question is, does everyone know this single word has great power?

#### **AE\_08**

Most people believe they deserve the government's rights to them. The rights of one's Filipino should be granted to an upstanding citizen who pays their taxes, serves their community and abides by the law. Our women in general would disrespect over entitlement for the LGBT community and the SOGIE BILL. The act can be used by many of the LGBT community as an excuse or threat to other people who would not consent to their terms.

#### **AE\_15**

From the first sample taken in **AE\_08**, the writer began writing the introduction by giving emphasis on the word respect. In this case, the writer used tautology as they repeatedly mentioned the word "respect." Similarly, it was noticeable as well that the writer explicated that respect has been taught by elders to children, and thus, the writer ended the paragraph with a notable question that surely enticed the readers' attention.

On the other hand, from the sample taken in **AE\_15**, the writer presented a general assumption of which they illustrated that all people paid taxes and abides the law, and thus, we were all equal. However, if SOGIE bill will be approved, the LGBTQ community may use this bill against women and even other people so that they may favor their terms. In this scenario, readers were more interested to read more the whole piece so that they would know as well what was the stand of the writer.

Further, the remaining three moves of the total 20 moves occurrence in the Move 1 were obtained by the stage thesis statement. In the adapted framework, this stage was the third stage as well in Move 1. Thus, the undergraduate students' argumentative essays follow this order as given by Hyland. In addition, the students' way of writing their thesis statement was by directly stating if they agree or disagree with the bill or by explaining and posting that the bill was good or bad. For better explanation, below are samples taken from the corpora of the study.

The Sexual Orientation, Gender Identity, and Expression (SOGIE) Equality bill is a piece of legislation which aims to protect members of the LGBTQ community from different forms of discrimination enacted against them. While it actually passed in the lower house of Congress in the previous session, it was blocked by certain senators in the upper house. We also disagree about the SOGIE Equality Bill because it doesn't promote equality but it will give rise to the LGBTQ community having their special rights. We don't want it to happen because there are so many cases, situations, laws, that will be changed in our society, especially in our culture.

#### **AE\_06**

Human in its nature always finds way to make things in favor to their wants and desires even the law recognizes only men and women. We strongly disagree in this bill to become a law for it will tolerate members of LGBTQ or even pure male and female to do what they desire of doing even it is unpleasant since they are protected by the law, which are very contrary to God's eyes. Further, even if the world will

change into modern one, the truth and the word of God will always be the truth. We respect the members of the LGBTQ as a human. In fact, we loved to be with them.

**AE\_20**

The two samples above illustrate what was the style of the undergraduate students upon writing the thesis statement. It was observable that the students explicitly stated their argument or took a stand about the subject whether they agree or disagree. Further, the students as well provided assumptions and explanations why they do have that stand so that it could build up more their argument.

On the other hand, in the Move 2 of the argumentative essays, from the adapted framework, the sequence of the stages was from topic sentence, support and the concluding sentence. Nevertheless, in the output of the undergraduate students, the sequence of the stages was from support, thesis statement, topic sentence, generalization and then last is the concluding sentence. The support or the supporting statement became the most common move that occurred in Move 2 as it obtained a total of 53 moves out from the total 152 moves in the body part of the argumentative essay. However, from the adapted framework of Hyland (2004), support was the second stage supposedly in the second move which is the body (Refer Table 3.2).

Hyland’s Framework	Undergraduate Students Output
<b>BODY</b>	
Topic Sentence	Support
Support	Thesis Statement
Concluding Sentence	Topic Sentence
	Generalization
	Concluding Sentence

**Table 3.2**

**Comparative Table of Argumentative Essays Move Structure in the Body between Hyland’s Framework and the Undergraduate Students Output**

This salient result implied that the body of the argumentative essays written by the undergraduate students was supported with vast and array of supporting details and statements that was in connection or related to the argument or to the stand of the students about SOGIE Bill. It was indeed in the body paragraph of the argumentative essay that they explained thoroughly their stand and argument present either in the introductory paragraph or to the previous paragraph presented in the body part.

In connection with this, another observable structure and feature of the argumentative essay written by the undergraduate students was that, their common way of giving supporting statements and details was through stating a direct quotation and statements coming from different personalities who shared their insights and opinions about SOGIE Bill. To further explain this stage, samples from the corpora were taken below.

According to Atty. Kristine Mendoza, a lawyer who works at the office of Sen. Hontiveros, "the bill applies to all. Even cisheteros have sexual orientation and gender identity or expression. The SOGIE Equality Bill does not provide LGBTQI with special rights". Furthermore, she said, "the bill aims to prohibit the discrimination on the basis of SOGIE, so even the straights are protected by this bill". Also, the other concern of the people is about the sex indicating on the birth certificate. But Atty. Mendoza says this isn't in the bill at all. She mentioned, "Nope, the bill only prohibits discrimination and mandates creation of non-discrimination and diversity programs. It does not yet provide legal recognition of transgender persons in their documents. Hence, in the eyes of the law, a transwoman is still legally a man." Everything has a limitation so as this bill.

**AE\_04**

In connection, a study done in Cambodia reveals that SOGIE-based bullying in schools has resulted in reduced school attendance, dropout, damaged academic achievement and performance. However, the study also established that long-term bullying is a major contributory factor to depression, anxiety, loss of confidence, withdrawal, social isolations, self-harm and suicidal tendencies among the victims.

### **AE\_07**

From the first sample taken from **AE\_04**, it was a kind of supporting statement that used direct quotation coming from prominent personality who shared thoughts and opinion about SOGIE. And this style of giving supports was the most common type of support that the undergraduate students were using most of their body paragraphs.

On the other hand, in the second sample taken from **AE\_07**, it was a kind of giving supporting statements with the use of previous studies that have the same result or at least having results that could make stronger argument for the writer. From the sample's supporting statement, it was explicated that SOGIE-based discrimination directly affects the academic performance of the students. Thus, it can be gleaned that the writer implicitly meant that SOGIE Bill was needed in order to protect the performance of every student in school.

Moreover, another important and salient result that was found in Move 2 (body) moves structure was that, two stages from move 1 which was the introduction were also visible in the Move 2. These stages were the thesis statement and generalization. From the total moves of 152 in the body part, 39 of these moves were obtained by thesis statement and the other 16 moves were obtained by generalization. With these results, it can be gleaned that the manner of writing of the undergraduate students is different from the writing style as suggested by Hyland.

Further, the manner of the students in giving their thesis statement was by giving assumptions about the topic Sexual Orientation, Gender Identity and Expression Bill. They provided situations that created results once the bill will be approved or once the bill will be disapproved. Also, another way of the undergraduate students in giving their thesis statements was through asking introspective questions that stimulated the mind of the readers. Samples are given below for further explanation.

What happens to Christians like us if we are to be threatened by punishment every time we share our Bible-based beliefs on matters of transgender and homosexuals?' First and foremost, we strongly believe that SOGIE Equality Bill is a big sin in our Almighty God and it can't help promoting the anti-discrimination to each one of us.

### **AE\_02**

As one of the people who don't agree for passing this bill, I want to voice out my opinion. For me, this bill will not promote equality, instead it promotes special treatment. Pushing this law is inconsiderable to the feelings of every woman and everyone against their advocacy.

### **AE\_03**

From the first sample taken from **AE\_02**, the style of the writer in stating his statement was by asking an introspective question that stimulated the mind of the reader to answer the question as well. In this case, to have an answer with the question, the reader inclined to read more the essay so that the question will be answered as well by him as he continued to read.

While from the sample taken in **AE\_03**, the writer illustrated assumptions and situations that once the bill will be approved, it will oppress women and other people with their basic rights since LGBTQ

community will use this bill as their instrument so that the government or persons in authority went along with their favor.

Meanwhile, another additional move that appeared in the argumentative essays written by the undergraduate students was the generalization. The manner of stating general statement or generalization of the students was by using the absolute words “all”, “only”, “many”, “mostly” and “everyone.” For example, the students habitually mentioned this phrase - all of us experiencing discrimination. With this, the writer was assuming that every individual people were eventually experiencing discrimination because of the absolute word, all. To explain this, sample is given below.

The bill is just not only for the rights to use bathrooms but it also protects us from being discriminated at work, school, using facilities, marital or relationship status, disability, HIV status, health status or medical history, language, physical feature and many more. Having this, it helps us to socialize with other people because we are given the right to express our self. We are strongly agreeing to have this SOGIE Bill because this is the only way to prevent the discrimination problem that is rampant in our society.

#### **AE\_04**

From the given sample above taken from **AE\_04**, it can be easily marked as generalization because of the phrase, the only way in the last sentence of the paragraph. The writer has this assumption already that SOGIE Bill will be the only means to resolve the problem and issues about discrimination. Similarly, the writer mentioned that it will be through this bill that we were able to socialize others because we were able to express ourselves.

Also, another notable move in the body of the argumentative essays written by the undergraduate students was the topic sentence. Though it significantly appeared in the Move 1 of the essay, still, it appeared in the Move 2 as it was suggested from the framework of Hyland (2004). Out from the total move occurrence of 152 in the body of the essay, topic sentence occurred 31 times in all of the 20 essays. Commonly, the topic sentence of the argumentative essay written by the undergraduate students was always located in the first sentence in every body paragraph of the essays.

Every human being has the right to choose for himself/herself because each of us knows what is best for us, for ourselves. We all have the stand and opinions which deserve to be heard, which deserve to be respected and which deserve to be acted or implemented.

#### **AE\_08**

Further, this anti-discrimination act offers good quality of protection in terms of equality and fairness in Filipinos' right. But some of the rights to be considered are not acceptable in the morality and in the Christian community. That is why it is still hotly debated in the senate.

#### **AE\_16**

From the two samples taken from **AE\_08** and **AE\_16**, the topic sentence was located in the first sentence of the paragraph. The purpose of which was to give readers what will be the discussion was all about in whole paragraph. In the first sample, it gave readers the discussion of the paragraph which was about the right to express and freedom to choose. Further, in the second sample, it gave the readers the idea that this bill offered equality and protection among Filipino. Thus, with this topic, the reader was more interested to read more to know more the stand of the writer.

Lastly, the last move that was noted in the body of the argumentative essays written by the undergraduate students was the concluding sentence. From the total of 152 moves in the body, concluding sentence had a total of 13 move occurrence in all of the 20 essays. Similarly, this move was the least move that occurred of all the three moves in the body of the argumentative essay as suggested by Hyland (2004).

This was used by the students to conclude one of the body paragraphs or can be a concluding statement in the whole statements and supports given in the body.

We can respect each one of us because we are Filipinos, we know how to respect others on who they are and what they are. Let’s put ourselves into the right way without rejecting other people. We can reach our goals with no discrimination and if some people would discriminate you, then make it as inspiration to achieve your goals in life. No law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof.

**AE\_02**

From the sample taken above, it exemplified the general statement of the writer about the subject which was the SOGIE Bill. They did not mention good or bad about the bill but the writer put emphasis on respect that people actually do not need laws to protect them from any form of discrimination only if everyone knows to value respect. Lastly, the writer put emphasis on their concluding sentence that no laws shall object the practice of the religion knowing the fact that our country recognized the separation of the government and the church.

<b>Hyland’s Framework</b>	<b>Undergraduate Students Output</b>
<b>CONCLUSION</b>	
Restatement of Proposition	Restatement of Proposition
Clincher	Final Closing
Final Closing	Clincher
	Support

**Table 3.3**

**Comparative Table of Argumentative Essays Move Structure in the Conclusion between Hyland’s Framework and the Undergraduate Students Output**

In Move 3 or in the conclusion, from the adapted framework of Hyland (2004), there were three stages present of which the sequence of the stages was from restatement of proposition, clincher and followed by the final closing. However, in the argumentative essays written by the undergraduate students, there was an additional stage of which from the framework, it was originally located in Move 2. Yet, in the argumentative essays written by the undergraduate students, the support occurred 3 times with the overall move occurrence of conclusion which was 43. It can be gleaned that in the concluding paragraph, the writer still provided their restatement of proposition with additional and final supporting statement. (Refer Table 3.3).

For richer illustration and explanation about this salient result in the concluding paragraph, below are the samples of the concluding paragraph taken from the corpora of the study.

In conclusion, if ever SOGIE law will pass in the congress, it will be a powerful tool to educate the public and generations to come about what it means to be human, to respect those same rights irrespective of sexual identity or gender orientation, or even the way one chooses to dress. According to Atty. Kristine Mendoza, a lawyer who works at the office of Sen. Hontiveros, “The bill aims to prohibit discrimination on the basis of SOGIE, so even the straight are protected by this bill.” This measure will hopefully spark not just policy reform, but also increase the acceptance of persons of diverse SOGIE in society which will create a healthy environment conducive for all.

**AE\_07**

Therefore, we end that SOGIE Equality Bill should become a law because there is a lot of neither LGBTQ member nor the straight people who will benefit. Based on Senate Bill No.159, the SOGIE Equality Bill protects LGBTQ person from discrimination, gives equal access, promotes program, penalizes employers,



offers programs to protect LGBTQ kids in schools and the bill extends equal rights to all persons. Gay or straight, sexual harassment and assault are punishable by law.

#### **AE\_09**

From the two samples above, it was noticeable that the supporting statement of the writer was through a direct quotation from persons who shared thoughts and beliefs about SOGIE Bill. Also, the writer provided support through a reference from another bill which supported their arguments and stands presented.

On the other hand, the same as suggested by Hyland (2004) in the Move 3 or in the conclusion of the argumentative essay, the argumentative essay written output of the undergraduate students followed the first move in conclusion part, it followed the restatement of proposition as the first move to occur. From the total of 43 moves occurrence in the conclusion, 15 of those moves were obtained by the stage, restatement of proposition.

As a conclusion, SOGIE Bill should be implemented! It values respect for everyone including the members of the LGBTQ for the reason of, if we want to be respected, it should then first start within ourselves. Other than that, we don't need life to be complicated, let us make it simple by having unity and peace with a healthy environment that is free of any form of prejudice.

#### **AE\_08**

Therefore, we oppose this law because equality is for everyone, no exemption. Either you are a gay, lesbian, bisexual, transgender or straight in our Law we are all equal.

#### **AE\_03**

From the given samples above, we can easily identify the move as restatement of proposition as the writer explicitly mentioned whether they agree or not with the bill, whether it will be implemented or not. There were already markers in the given paragraph of which in the first sample, it was the word "implemented." Meaning, the writer agreed to the implementation of the bill. On the other hand, in the second sample, it was the word "oppose", which basically mean that the writer's stand was against the bill.

Further, the next move to appear after restatement of proposition was the final closing. It obtained a total of 13 moves from the total 43 move occurrence in the concluding paragraph. Nevertheless, in the adapted framework, this stage supposedly was the last stage but in the written output of the undergraduate students, it appeared to be the second stage in their concluding paragraph.

This move tends to be the final words of the writer or basically, it wrapped-up everything. This was usually the final sentence that appeared in the concluding paragraph. It provided closure and drives the main points of the essay one last time. For better illustration and explanation about final closing, below were the samples taken from the corpora of the study.

Thus, we encourage everyone to support SOGIE Bill, because it will not only benefit the LGBTQ members, but also, all people who are victims of discrimination.

#### **AE\_09**

One last thing, according to Manny Pacquiao, "We are all human, we should, and just let us be."

#### **AE\_15**

From the first sample taken from **AE\_09**, the final closing of the writer gave everyone the understanding that SOGIE Bill is a bill that protected every individual from any form of discrimination. The writer be likely to negate the general assumption of everyone that this bill promoted special right among LGBTQ community.

Further, in the second sample taken from **AE\_15**, the final closing of the writer opted to give everyone the quote coming from prominent person of which it allowed everyone to think and decide whether they were agreeing the propositions, arguments and stands presented by the writer. Also, it was really effective that the writer used Manny Pacquiao's direct quotation since he was a notable person and an influential person among many.

Lastly, the last move that was visible in Move 3 was the clincher which obtained a total number of 12 moves from the total move occurrence of 43 in the concluding paragraph of the argumentative essay written by the undergraduate students. This move can be presented in a form of an argument, a fact, or even a situation that was decisive or conclusive by nature. The purpose of this move was to build up the proposition or the argument of the writer in the concluding paragraph.

Below are the samples of clincher taken from the corpora of the study.

We should not let SOGIE equality bill to be implemented in our country because the SOGIE bill will undercut family authority, religious freedom, freedom of expressions and freedom of conscience.

#### **AE\_02**

SOGIE equality bill is the proposed legislation of the Congress of the Philippines that intended to prevent various act of discrimination against people based on their sexual orientation, gender identity or expression wherein this is obviously against the human rights. As an individual, we must think also that this would affect our daily lives if this bill becomes a law especially with those who have strong hold with their religion. Those individuals who are part of LGBTQ community had already their freedom to show themselves and as we can see, there are so many advocacies promoting their equality.

#### **AE\_12**

From the first sample taken from AE\_12, we can say that it was a clincher because it was a form of an argument. However, argument or thesis statement presented in the concluding paragraph was a form of a clincher because a thesis statement could only be found in the body or introductory paragraph of an essay.

Lastly, from the last sample taken from AE\_12, it was an example of implied clincher since the writer wrote an expository paragraph which reiterated or restated what was SOGIE Bill in the concluding paragraph of the essay to strengthen his stand presented in the body of the essay. However, after that statement, the writer presented an argument of which it persuaded everyone to think thoroughly what it meant by this bill most especially those who have strong hold and faith with their religion. Thus, the clincher provided was conclusive by nature.

## CHAPTER 5 DISCUSSIONS

This chapter contains the different moves present in the argumentative essays written by the undergraduate students with significant discussions to explain its importance in writing as a skill in English. Further, the different gathered data which are the twenty argumentative essays will become the basis of the discussion and summative deliberations that would form the conclusions of this research.

### **Moves of the Argumentative Essays Written By the Undergraduate Students**

From the adapted framework of the study, the different moves of the argumentative essay are the introduction, body and the conclusion. Also, each move has a corresponding sub-stages of which for the Move 1, the introduction, the sub-stages are the hook, generalization and thesis statement. For the Move 2, the body, the sub-stages are the topic sentence, support and the concluding sentence. Lastly, for the Move 3, the conclusion, the sub-stages are the restatement of proposition, clincher and the final closing.

#### **Hook**

Hook in writing is very important because it is the opportunity of the writer to grab the attention of the reader. In addition, anyone who has ever written any academic paper or technical writing knows that writing a strong introduction is the key to success. Also, a good hook immediately creates a bond between the author and the audience. Moreover, in the argumentative essays written by the undergraduate students, their style of writing a hook is by citing and stipulating direct quotation and famous quotes coming from prominent personality.

Furthermore, this technique being utilized by the students is parallel to the proposition which states that another effective device on how to write great hooks for essays or novels is appealing to the audience's need to argue. Starting the essay or any written task with a controversial statement, direct statement from people, will not make readers immediately yell and argue with you, yet will certainly get them involved in further reading. However, one should keep in mind that the hook should sound thought-provoking, but not offensive (Column, 2016).

It is also defined that hook is a piece of writing at the beginning of the essay that engages the reading audience. Usually, it is a sentence or group of sentences that draw people into reading the whole essay or research paper. Also, it sparks a person's curiosity of which the writer wanted that whoever reads the essay wonder what will happen next. Lastly, hook is also a way to make an introduction standout (Davis, 2019).

#### **Generalization**

Generalization is important in writing especially in writing essays since it is the way that the writer was able to capsulize all their ideas presented. However, in the argumentative essays written by the undergraduate students, their style of writing generalization is by making inferences about the effects and consequences of the subject being discussed. Also, it was observable as well that the students used the absolute words like "all", "most" and "only" upon giving their generalization statements.

Consequently, this finding is in congruence to the proposition which states that when writers combine specific points of an essay into a broader focus, this is known as making a generalization. Moreover, an unsupported generalization is a broad statement, which cannot be concluded from the essay evidences or details. It is approximately composed of two sentences while relating to the topic of the essay. It also makes broader statement of the topic in general. Further, writers can develop generalizations and include these in the essay conclusion but generalizations must be supported with specific evidence and details of the body paragraphs (Pennington, 2019).

Finally, it is also added that generalization is convenient because it allows the writer to classify a subject effectively. They function as stereotypes that would bring awareness to commonly known subject matters. However, this process can be tricky because there are always exceptions to stereotypes and generalizations. When a writer uses hasty generalization or oversimplifications or judgments of groups without credible data, it can harm the credibility of a certain piece and become offensive to many readers (Murray, 2014).

### **Thesis Statement**

Thesis statement is essential in writing especially in writing an argumentative essay because it explains and summarizes a central claim that a writer will discuss and prove in the body of the essay. Further, a strong thesis statement influences the readers' feedback on the essay as well as their final impression about the whole written output. In the context of the argumentative essay of the undergraduate students, their style of writing their thesis statement is by inferring results and consequences once SOGIE will be approved.

In addition, a thesis statement does not only tell the reader as to what will be the overall subject of the essay, but also, it gives readers the precise perspective of the writer on that topic. It is also added that the thesis can be a simple point or a very complex point, but essentially it tells the reader why you are writing this paper. It must be an original, supportable hypothesis or assertion about a topic which targets a specific point or aspect of the law, articulates a problem, and ideally attempts to resolve it. In short, the thesis statement embodies the writer's argument (Cannataro, 2017).

Also, a concise, clear, and specific thesis statement is essential to a successful written output. Developing a strong thesis statement enables students to frame the structure of their paper, evaluate relevant and irrelevant evidence, mobilize appropriate secondary sources, and take a position in a larger scholarly conversation. Further, most problems of the students, their thesis statements tend to be confusing, overly specific, overly vague, or otherwise poorly matched to the content of the essay. It was further added that the consequence of a less articulated thesis statement is that the rest of the paper suffers. Without one, it is difficult to assemble body paragraphs of argumentative evidence to prove that thesis, or to reflect on the implications of that thesis in a paper's conclusion (Lewandoski, 2018).

### **Topic Sentence**

Topic sentence is very much important in writing as it gives readers as to what is the main topic of each paragraph. Also, it alerts readers to a change of subject and focus, and cues readers about what the next or preceding paragraph covers. Consequently, in the argumentative essays written by the undergraduate students, most of their topic sentence comes in the first sentence of every paragraph of which it signals readers as to what the whole paragraph will be all about. Further, the most common type of topic sentence given by the students was through giving definition of the topic being discussed.

This result and analysis is parallel to the proposition which states that topic sentence clearly and concisely introduces an idea and stresses the importance of themes mentioned later in the paragraph. It binds the paragraph's context with its concepts, which altogether connect to a larger ideas mentioned in the thesis statement. Also, it is the reader's map to the ideas presented by the writer. In that sense, a topic sentence acts like a road map that when drawn accurately can be essential, but can also be disastrous if it guides the reader down the wrong path (Martel, 2017).

It is also added that topic sentence must ensure that when the readers read it, only that particular sentence, they can have a broad, bird's eye view of the full paragraph even if it is added with supporting material and a closing sentence afterwards. Further, it is elucidated as well that a paper with good topic sentences should therefore easily be skimmed by reading only the first sentence of each paragraph (Pacheco-Vega, 2018). Thus, a result of the study is in congruence to this proposition since the topic sentence of the students is written in the first sentence of the paragraph.

## Support

Supports or supporting statements are very much significant in technical writing especially in writing argumentative essay. It is the paragraph that contains facts, statements, example and specifics which guide the readers to a full understanding of the main idea of the written output or task. Its primary purpose is to clarify, illuminate, explain, describe, expand and illustrate the main idea of the essay. In addition, in context of the argumentative essays written by the undergraduate students, most of their supporting statement is a direct quotation about the insights, beliefs, opinion and perspectives about the subject of the different personalities.

Also, it is explained that the key to developing support and elaboration is being direct and specific. Also, good writers use concrete, specific details, and relevant information to construct mental images for their readers. Without this attention to detail, readers struggle to picture what the writer is talking about, and will often give up altogether. Additionally, it is explained that the two important concepts in support and elaboration are sufficiency and relatedness. Sufficiency in essay writing means the author finds enough information to support a thesis, and also finding information that is credible and accurate. On the other hand, relatedness in essay writing, information should be relevant to the writer's goal and strengthen the writer's ability to meet that goal (Gore, 2015).

Lastly, it is emphasized that elaboration can be used to mean a lot of different things. However, when talking about studying using elaboration, it involves explaining and describing ideas with many details that will make stronger the subject or the topic being discussed by the writer. Further, elaboration also involves making connections among ideas you are trying to learn and connecting the material to your own experiences, memories, and day-to-day life (Smith and Weinstein, 2016).

## Concluding Sentence

The concluding sentence in the body paragraph is use to conclude one last time the ideas and statements which are used as supporting evidences and statements by the writer. Usually, it comes only in one sentence since it is preceded by the concluding paragraph of the essay. However, in the context of the argumentative essays written by the undergraduate students, it was observed that the writer concluded their body paragraphs with just one sentence and by using concluding transition markers like “thus” and “therefore.”

Concluding paragraph is the easiest paragraph to write because in many ways, it is just using ideas the writer has already mentioned in his introduction and main body paragraphs. However, this is the last part the examiner or reader will read and it is therefore crucial that it will finish strongly. Also, he suggested that in writing concluding sentence, never write any new ideas in the conclusion. Make sure you answer the question in the conclusion, vary the language and do not try to include everything for two sentences are enough (Pell, 2018).

Lastly, it is emphasized that concluding paragraph is important because it shows the reader exactly how all of the points made in the paper fit together to support the thesis. Think of the concluding paragraph as a math problem. Concluding paragraphs should bring the paper to a satisfactory end and should not introduce new points. The thesis should be restated; important info can be restated as well, but it is important to not just repeat. Additionally, well-written concluding paragraphs will emphasize why the information is important and will reconnect to the beginning and/or the examples/evidence from the body paragraphs (Merk, 2017).

## Restatement of Proposition

Restating the propositions in the concluding paragraph is very much important since the writer has already spent time and energy crafting a solid thesis statement from the introduction of which the whole paper focused on that thesis statement. That is why, it is so important to address the thesis in your concluding statements. In context of the study, the undergraduate students wrote their concluding paragraphs

by restating their proposition whether they agree or disagree with SOGIE Bill. Also, another style that was visible in writing their restatement of proposition is by stating if the SOGIE Bill is good or bad of which as a reader, we would understand if the writer is affirmative or not.

Additionally, a thesis statement serves as your papers or outputs guiding idea which prepares the readers to the main points of the paper and the direction it will take. A thesis restatement, which comes in the paper's conclusion, is the thesis's associated argument mentioned again in the concluding paragraph. It differs from the thesis in both word choice and sentence structure. Restating your thesis at the end of the paper allows to remind the readers of what you have proven in the body paragraph and helps to bring your paper to successful close (The College Writers, 2019).

Finally, it is important to note that in restating the proposition, the writer must restate the thesis by making the same point with other words or paraphrase and review the supporting ideas. For that, the author emphasized that the writer must summarize all the arguments by paraphrasing about how you proved the thesis. Also, connect back to the essay hook and relate your closing statement to the opening one. Lastly, combine all the suggestions to improve and expand the conclusion of the essay (Engman, 2017).

### **Clincher**

Having clincher in the concluding paragraphs is substantial for it gives the readers the final words and stand of the writer about his stand and argument presented from the introduction up to the body of the essay. In context of the concluding paragraph with the argumentative essays written by the students, most of their clincher is a statement of their argument that is conclusive by nature or sometimes it can be a situation of which the writer is experiencing.

Further, some authors explained that a clincher sentence can be a statement, argument, fact or situation that is decisive or conclusive. In academic writing, this is a statement in an expository paragraph which reiterates the topic and summarizes how the information in the paragraph supports the topic. It is further added that each paragraph starts with a topic sentence in most cases of which it tells the reader about what the paragraph will discuss. This is followed by the body which gives evidence and arguments that support the topic statement. The final sentence of each of these paragraphs is clincher sentences (Delafontaine, 2016).

Finally, it is further illustrated that in any essay, it is essential to both begin and end on a strong note so that the readers could understand the importance of the topic of which in an essay, clincher is the literary device used by the writer to strengthen the readers' attention at the end of the essay and keep them hooked even after they're done reading. Similarly, it has been explained that in writing an argumentative essay, writers can call their readers to take certain actions to bring about change or at least recommend a solution (Bodden, 2020).

### **Final Closing**

Final closing is the last move in the concluding paragraph of the essay. It functions almost the same with the concluding sentence in the body paragraph. In context of the study, the style of the undergraduate students in writing final closing was by posting a quote or by posting succinct and concise statement that summarized the whole essay.

Moreover, final closing is a conclusion which provides closure and drives main points of the essay one last time. It is the chance of the writer to impress and give readers the understanding why the paper really matters. In other words, the closing statement should answer the question "So what" by giving the audience something to think about after they finish reading the essay; and a conclusion that gives completeness of the paper (Engman, 2017).

Lastly, it is also advised that before writing the final closing, it is important to identify the tone of the whole speech. It is asking oneself as to how do you want reader feel after reading the speech. The speech should build toward that feeling and the final closing sentence should be the conclusion of that feeling. Further, before writing the final closing, it is important to identify the goal of the speech or what do you want readers to do as a result of hearing you speak. Identifying this in advance helped you write a closing that reinforces the goal of the speech (Gonzales, 2016).

### **Implications for Teaching Practices**

This discourse analysis study is intended to help the English teachers to help the students develop and ignite within themselves the sense of love towards writing since this skill is very essential to the lives of the students. Particularly, this study will help the English teachers to develop strategies and techniques upon writing effectively most especially argumentative essay for the reason of, most of the 21<sup>st</sup> century students are having hard time and difficulties in writing essays. Teachers may utilize the framework given by Hyland (2004) as the structure in writing essays so that students will be guided as they are going to write essays like argumentative essays. With this, students have the end in mind as to what they are going to write, thus, they would find writing a better and much easier activity. As a result, this move analysis study will help them widen their horizon towards a better understanding as to what are the moves or constructs that must be present in the introduction, body and conclusion of the essay.

Further, since the results of the study revealed that there are major changes in the move structure from the framework, it is an indication that English teachers must constantly expose their second language learners into the different and varied writing activities during classroom instructions so that the students writing proficiency will be gradually developing or at least be practiced. Consequently, teachers must also check the written output of the students and provide constructive feedback so that the students will be aware about their problems in writing and what are the significant construct and parts of writing that they need to master and develop.

### **Recommendations for Further Research**

Since the very nature of the study is about the move analysis of the argumentative essay written by the undergraduate students from the framework of Effective Structure of Argumentative Essay by Hyland (2004), I would suggest to conduct further research about move analysis which will be adapting different framework to establish further comparison of the corpora from different settings or at least having different type of essay like expository or narrative essay as subject for a thorough analysis.

Also, since move analysis is going through or concerns with the exploration and investigation of the different constructs present in a certain written output, I would suggest that a research about move analysis in argumentative essay will be further conducted of which, the researcher will be the one who will establish the moves structure and sequence found in the argumentative essay and as a result, the researcher would establish a framework in argumentative essay writing that is applicable in the Philippine setting. For the reason of, in the context of the current study, it is highly observable that there are a major changes of move structure from the adapted framework because the framework of Hyland (2004) is applicable in American setting while the corpora of the study is written by the Filipino Undergraduate students. Thus, the setting or geographical location can be one of the factors of this change – move structuring or sequencing of the argumentative essays.

### **Concluding Remarks**

In conclusion, it is noticeable that the framework of Hyland (2004) in writing effectively an argumentative essay is not followed when it comes to its structures and sequences in context of the argumentative essay written by the Filipino undergraduate students. Thus, from this result, we can further conclude that the writing style of every writer in the world varies according to context or geographical location. They vary upon writing their essay's introduction, body and in the conclusion.

At the beginning of the study, I have been petrified and hesitated of doing this study since move analysis is much more applicable in Research Article Introductions only. Yet, in my study, it was in the argumentative essays of which it was a new venture of a move analysis and study. Certainly, I have doubted myself if I can do this study. However, through the help of my adviser, the wisdom and guidance of a well-esteemed panel, data analyst and defriefer, I have been directed towards a more optimistic direction that reignited my passion in doing this research.

Conducting this research study has absolutely helped me understand how important it is to know the different construct and moves found in an argumentative essay. I have been awakened to the magic of writing particularly in the complexity of writing essays. It shed light to me as an English teacher that writing is complicated yet thought-provoking and entertaining. Now, I have built an enthusiasm to it as I yearn to understand more of its secrets. It is then with great pride and relief that I stand by these conclusions and draw this qualitative, move analysis research study to an end.



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