Journal of English Teaching and Learning Issues, 7 (2) page 121 – 140, 2024
ISSN: 2615-3920 EISSN: 2685-4473
DOI: 10.21043/jetli.v7i2.29991

Writing a Thesis with Sound Argument: A Linguistic Analysis of Indonesian Undergraduate Students' Academic Texts

Widhiyanto[1], Desi Surlitasari Dewi[2], Hilda Fadilla[3]

[1, 3] Universitas Negeri Semarang, Semarang, Indonesia
[2] English Education Department, Universitas Riau Kepulauan, Batam, Indonesia

Contact:	Widhiyanto	✉	pakwidhi_english@mail.unnes.ac.id

How to cite:

Widhiyanto, Dewi, D. S., & Fadilla, H. (2024). Writing a thesis with sound argument: A linguistic analysis of Indonesian undergraduate students' academic texts. *Journal of English Teaching and Learning Issues*, 7(2), 121–140. https://doi.org/10.21043/jetli.v7i2.29991

ABSTRACT

Writing a thesis necessitates the presentation of a compelling and well-written argument. The thesis should situate research within the broader field of study and promote some contributions to the field. A student-writer needs to compose a thesis that reports and justifies the research conducted. This study explores how one undergraduate student-writer at an Indonesian university stages meanings to develop a thesis—as a macro genre, with sound and engaging arguments by using available linguistic resources. It employs tools of text analyses offered by Systemic Functional Linguistics to examine primarily the interpersonal zone of the arguments. This zone is crucial for a writer to stage meanings to engage with others and others' knowledge in the field of study, utilizing sound arguments as she takes her stances in the academic community. The analysis focused on two key textual features: the organization of meanings to accomplish the social function of the thesis and the utilization of evaluative language resources to engage with others in the literature. This study involved a single respondent, an undergraduate student-writer, as its focus. The analyses indicate that this novice writer employs various linguistic resources to structure her texts in intricate ways. While her argument at the macro-level (the thesis) is structured relatively similar to the typical thesis, significant differences emerge in her micro-level structure. This study revealed additional deviations in her use of linguistic resources for negotiating arguments at the sentence level (micro-level) and below level, including phrase and word levels.

KEYWORDS:
Academic writing (AW);
Sound arguments;
Genre;
Interpersonal meaning.

ARTICLE HISTORY:
Received:
September 7, 2024
Accepted:
December 23, 2024

Introduction

Constructing a thesis with a sound argument is fundamental. The thesis should position the research conducted within and disseminate some contributions to the broader field of study. As a novice writer, a student needs to compose a thesis that not only reports the research

Copyright © 2024 The Author(s). Published by Journal of English Teaching and Learning Issues (JETLI).
This is an Open Access article distributed under the terms of Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0), which permits to copy and redistribute the material in any medium or format. It also allows remixing, transforming, and building upon the material for any purpose.

conducted but also warrants the research by her negotiations of meanings with other researchers in the field. In this case, writing a thesis demands a student's comprehensive academic investment, which denotes a real challenge. Indeed, the quality of arguments in undergraduate theses has not been considered adequately, particularly in academic writing practices in Indonesia. In a wider context, the importance of writing skills has been neglected in Indonesian education (Alwasilah, 2001). Consequently, many Indonesian students, as well as academics, lack the essential skills to write academic texts of the requisite standard (Adnan, 2006; Arsyad, 1999; Arsyad & Adila, 2018; Mirahayuni, 2010). A linguistic analysis was conducted to address such concerns.

This paper reported a small project analyzing an undergraduate thesis written in an English program at an Indonesian university. Nancy (a pseudonym) represents an above-average student in her competencies. Her thesis, which was defended before the board of examiners and graded with an A, serves as a case study for examining how meanings are staged and how interpersonal linguistic resources are used to construct arguments in academic writing. Despite her strong performance, certain aspects of her thesis, such as the organization of arguments and the use of evaluative language at the micro-level, raise concerns about the nuanced application of linguistic resources in achieving the thesis's social purposes. These concerns highlight potential areas for improvement in guiding novice academic writers. The rationale for this research lies in the broader need to understand how undergraduate students, even those with above-average competencies, navigate the complexities of academic writing. By focusing on a high-performing student, this study seeks to identify both effective practices and persistent challenges, offering insights that can inform the teaching of academic writing in similar contexts.

Academic writing (AW, hereafter) in higher education is of paramount importance. In the Indonesian context, it is integrated into all activities falling under the umbrella of the university's "Tri Dharma," which encompasses the three main “Dharmas” (responsibilities) of tertiary institutions: education, research, and community service. AW has become the heart of the activities in these three fields, and it always accompanies each of the ‘Dharmas.’ As an integral component of the education, research, and community service activities, students have become active participants during their studies. Undeniably, in achieving their degree, students are required to write a report on the research conducted in the form of their theses. These theses represent their paramount achievement in doing academic writing and become a partial fulfillment of the requirement for accomplishing their degree (Ermiati et al., 2021; Fitria, 2022). Thus, when these students are to graduate, they are obliged to write the thesis.

In developed countries, on the other hand, the practice of AW commences even before prospective students are admitted to a university. In the U.S., for instance, universities/colleges require high school juniors to take college entrance exams—the SAT or the ACT, each of which tests their writing skills (Klasik, 2013). Australia has many kinds of exams for entering universities, and writing skills become one of the language skills tested (McCurry, 2013). This is evidenced by the fact that prospective students need to display their performance in writing when they apply to enter universities. Nevertheless, many students in both contexts still need to participate in AW upon entering university. To address this, many universities offer a range of resources and guidance for students in AW, including seminars, workshops, individual and spouse guidance, and online resources (Kim & LaBianca, 2018; Zhou et al., 2023). This is done to enhance the quality of students' AW.

In the academic community, AW is the main business of the English for Academic Purposes (EAP) field. The field emerged as the primary domain for the promotion of academic writing in English, predominantly for ESL/EFL learners. These learners are typically enrolled in English-speaking universities, both in English-speaking countries and non-English-speaking countries (Hyland & Hamp-Lyons, 2002; Peacock, 2002). EAP has a specific goal of assisting these students in learning academic English as well as conducting research in English (J. Flowerdew & Peacock, 2001). In this regard, all activities that students do in universities are fundamentally about AW (Hyland, 2013b). This matter has become a real encounter for Indonesian students pursuing a degree in English-speaking countries.

Challenges remain despite improving teaching practices in Indonesia since 2004, such as adapting Australian genre-based pedagogy and Systemic Functional Linguistics (SFL) in the 2004 curriculum. Although the curriculum emphasizes the teaching of genre and text organization, many students find it challenging to develop cohesive arguments, primarily through effective interpersonal linguistic resources (Agustien, 2004; Emilia & Hamied, 2015; Widhiyanto, 2017). Thus, this research is interested in exploring these challenges in AW in the Indonesian context. Underpinned by SFL theory (Halliday, 1978, 1985; Halliday & Matthiessen, 2004, 2014), this research explores how meanings are organized to construct comprehensive arguments. Two frameworks within SFL—genre theory (Dreyfus et al., 2015; Martin, 1992, 2009; Martin & Rose, 2008, 2012) and appraisal framework (Martin, 2004; Martin & White, 2005; White, 2003), will be used to analyze the theses. In addition, a thesis represents a macro genre in which its chapters serve different communicative purposes. In this case, the research will explore how Nancy's thesis exemplifies a macro genre, with each chapter contributing to the overall arguments. The analysis will also examine how interpersonal (evaluative) linguistic resources are used to negotiate the writer's stance and interact with the reader and literature.

The present research aims to answer the following two questions: How are meanings staged in Nancy's thesis to achieve its social purposes? Moreover, how does she use interpersonal linguistic resources to argue her position or point of view throughout the thesis?

Argument in Academic Writing

In higher education, argumentation is central to academic discourse. Academic writing often revolves around presenting and developing arguments crucial for scholarly communication. This argumentative approach is not merely about presenting information; it involves engaging with ideas, persuading readers, and constructing well-supported claims. Arguments in academic texts are crafted to influence readers' perceptions and beliefs, making persuasive writing a key feature of academic genres (Christie, 1999; Hood, 2004, 2006).

The primary aim of argumentative writing is to persuade the reader by presenting claims supported by evidence. Effective academic writers anticipate their audience's beliefs and work to convince them of their position. This involves presenting information, addressing readers' views, and establishing credibility through evidence. The structure of academic arguments plays a role, but the effectiveness of persuasion often depends more on how well writers engage with their audience's preconceptions (Alexander et al., 2001; Hood, 2006). Academic texts serve as models for constructing arguments and engaging with scholarly audiences (Padmanabhan, 2011). As one prominent genre in academic writing, the

argumentative or persuasive genre is essential for presenting ideas, challenging existing positions, and gaining support from others (Lee, 2006, 2010, 2015). Learning to argue effectively is thus a vital skill in academic life (Coffin et al., 2012).

Students at the undergraduate level frequently encounter assignments requiring argumentative or persuasive writing (Coffin et al., 2012; Preiss et al., 2013). Mastery of this skill is crucial for academic success and assessment (Coffin & O'Halloran, 2008). However, ESL/EFL students often struggle with developing compelling arguments in their academic writing (Lee, 2006). Writing a thesis involving constructing a long and coherent argument presents significant challenges for many students. These challenges often arise from inadequate training in writing and argument development (Thompson, 2003).

Arguments in academic texts by Indonesian writers

In Indonesia, the development of arguments in academic writing has not received sufficient attention. Despite efforts to enhance scientific writing education, many Indonesian students struggle with constructing and defending arguments. Several factors contribute to this issue. Cultural differences between English-speaking countries and Indonesia can affect rhetorical practices, as Indonesian students often do not view argument development as essential (Hyland, 2013a, 2013b). They may see thesis primarily as reports of research results rather than opportunities for critical engagement and argumentation (Basthomi, 2009; Holliday, 2001).

Interpersonal meaning also poses challenges for Indonesian students. Academic writing classes often tend to avoid personal investment or critique, which hinders effective argumentation (Cahyono, 2000). Indonesian students may use their writing to seek support for their ideas rather than engaging critically with others' positions. This lack of critical engagement and focus on content over argument development is a significant issue. Besides, the practice of using evaluative or interpersonal language in academic writing is not common in Indonesia (Aunurrahman et al., 2016; Emilia & Hamied, 2015). Teaching writing skills often emphasizes sentence-level mechanics rather than higher-level argumentation. This focus on repetitive patterns and grammar rather than argument development results in students being underprepared for the complexities of argumentative writing (Alwasilah, 2001; Gebhard et al., 2013). Consequently, many students are unfamiliar with constructing long, coherent arguments, which affects their performance in writing the thesis.

Additionally, Indonesian students often lack awareness of academic conventions and expectations. Students often do not understand that they enter an academic community with unique practices when they write academic texts. Click or tap here to enter text. This lack of understanding can lead to arguments that are overly literal or not fully developed (Cahyono, 2000; Soedjatmiko & Widiati, 2002).

Method

The text analyses draw exclusively on genre theory (Kwan, 2006; Martin, 1992; Martin & Rose, 2012; Swales, 1990; Swales & Feak, 2004) and appraisal framework (Martin, 2004; Martin & Rose, 2008; Martin & White, 2005). The theory and framework consider a thesis as a macro genre developed as a staged-goal-oriented social activity employing linguistic resources in constructing the arguments. This implies that the analyses are managed by the two-phase analyses, the genre and appraisal analyses, conducted consecutively. The genre analysis

phase explores how writers stage the argument, while the appraisal analysis phase investigates how the arguments are further realized using interpersonal linguistic resources. They also authenticate a complete thesis as the data for the analysis. The unit of analysis for the present research is 'text' – a unit of "language in use" (Halliday, 1978, 1985). Each of the phases of analysis, genre and appraisal analyses, suggests distinctive types of text for analysis.

Step 1: Analyzing the Staging of Arguments – Genre Analysis

The genre analysis began by exploring the structure of the complete thesis and examining the three chapters, each of which is an independent genre: Introduction, Literature review, and Discussion (section). These three chapters have been considered as those where the arguments of the thesis are mostly developed (P. Thompson, 2016; Widhiyanto, 2017). The chapters represent the real challenges for the student writers to develop.

Analysis of the Introductory Chapter

This chapter's exploration assesses how writers justify their research, situate it within the field, and acknowledge previous work. In analyzing this chapter, the CARS model (Swales, 1990) is employed as the foundational framework due to its well-established effectiveness in identifying rhetorical moves in academic writing, particularly in introductory chapters. Bunton's (1998, 2002) extensions of the CARS model provide additional specificity for analyzing theses and dissertations. Furthermore, integrating this model with insights from SFL theory (Hood, 2004, 2006) allows for examining both the structural and interpersonal aspects of academic texts. Combining those two frameworks enables the identification of typical stages and phases in introductory chapters, such as arguing the importance of the study, identifying gaps, outlining research aims, and describing the research while also considering how linguistic resources are used to achieve these purposes. The structure of the standard introductory chapter is displayed in the following table:

Table 1. *Stages and phases in a typical introductory chapter (Bunton, 2002)*

"Staging in CARS model for the introductory chapter"	
Stage 1	**Arguing for the object of the study by**:
Phase 1:	showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional).
Phase 2:	providing background information about the topic (optional).
Phase 3:	introducing and reviewing items of previous research in the area (obligatory).
Phase 4:	defining terms (optional).
Stage 2	**Arguing for the need for new knowledge**
Phase 1:	indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way (obligatory).
Phase 2:	identifying a problem/need (optional).
Stage 3	**Arguing for the writer's contribution**
Phase 1:	outlining purposes/aims, or stating the nature of the present research or research questions/ hypotheses (obligatory).
Phase 2:	announcing principal findings/stating value of research (optional).
Phase 3:	indicating the structure of the thesis and providing mini-synopses (previews) of each subsequent chapter (obligatory).
Phase 4:	outlining the theoretical position (optional).
Phase 5:	describing the methods used in the study (optional).

Analysis of the Literature Review (LR) Chapter

Kwan (2006) was the pioneer who developed the framework for the analysis of LR. Following her, the analysis examines how Nancy establishes the research niche by reviewing existing literature, identifying gaps, and outlining the theoretical framework. Kwan was framework identified the stages and phases of the LR, including opening, creating a research niche, and occupying the niche (Kwan, 2006; Paltridge & Starfield, 2007; Swales & Feak, 2004).

Table 2. *Stages, phases, and strategies in Literature Review (Kwan, 2006)*

"Staging for literature review chapter"	
Stage 1	**Opening**
Stage 2	**Body**
Phase 1	Establishing one part of the territory of one's own research by:
Strategy A	surveying the non-research-related phenomena or knowledge claims.
Strategy B	claiming centrality.
Strategy C	surveying the research-related phenomena.
Phase 2	Creating a research niche (in response to Move 1) by:
Strategy A	counter-claiming.
Strategy B	gap-indicating.
Strategy C	asserting confirmative claims about knowledge or research practices surveyed.
Strategy D	asserting the relevancy of the surveyed claims to one's own research.
Strategy E	abstracting or synthesizing knowledge claims to establish a theoretical position or a theoretical framework.
Phase 3	(optional) Occupying the research niche by announcing:
Strategy A	
Strategy B	research aims, focuses, research questions or hypotheses.
Strategy C	theoretical positions/theoretical frameworks.
Strategy D	research design/processes.
	interpretations of the terminology used in the thesis.
Stage 3	**Conclusion**

Analysis of the discussion chapter

The analysis of this chapter focuses on how student writers correlate theories, existing research, and their findings. The framework from Ruiying and Allison (2003) has been widely used for analyzing discussion chapters (Suherdi et al., 2020; Widhiyanto, 2017). The framework for discussion chapters includes stages such as restating the research purpose, consolidating findings, and discussing practical applications, recommendations, and limitations (Richard, 1997; Ruiying & Allison, 2003; Swales & Feak, 1994)

Table 3. Stages and phases in typical discussion chapters (Ruiying & Allison, 2003)

Usually Present	Occasionally Present
"Move 1: Introductory Restatement of"	Centrality
"Purpose, research questions or"	Setting
"Hypothesis"	Niche, Definition
"Move 2: Consolidation of Present Research"	Theory Method
"usually many lower level cycles, and some higher level:"	
"Findings / Results"	Product
"Claims" "Previous research (Support)" "Previous research (Contrast)" "Explanation" "Information" "Evaluation of study" "Limitations"	Evaluation of method/product
"Move 3: Practical Applications /implications"	Caution / Warning
	Previous research
"Move 4: Recommendations for future research"	Previous research

Step 2: Analyzing the Writers' Engagement with Others

The second phase investigates how the writer utilizes evaluative language to engage with readers and other researchers in the text. In so doing, the Appraisal Framework under SFL theory represents a complete tool to achieve this purpose. The ENGAGEMENT system drives the analysis within the appraisal framework (Martin & White, 2005), which deals with evaluative resources that reflect the writer's stance and engagement with others. The other two systems—ATTITUDE and GRADUATION, are considered when contributing to the ENGAGEMENT analysis. The following shows that the ENGAGEMENT framework is a sub-system of the Appraisal Framework.

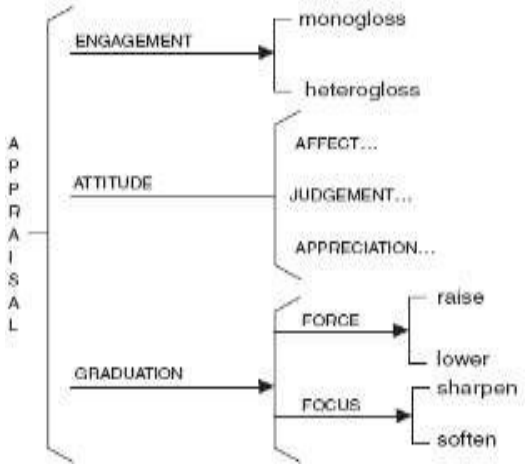


Figure 1. *Appraisal System (Martin & White, 2005)*

The analysis examines how writers use engagement resources to negotiate meanings in their texts within the ENGAGEMENT system. The ENGAGEMENT system, as per Martin and White (2005), is used to determine whether a text shows Monogloss (a single viewpoint) or Heterogloss (multiple viewpoints). Further analysis categorizes types of engagement, such as expanding or attributing, to understand how writers present and negotiate their arguments.

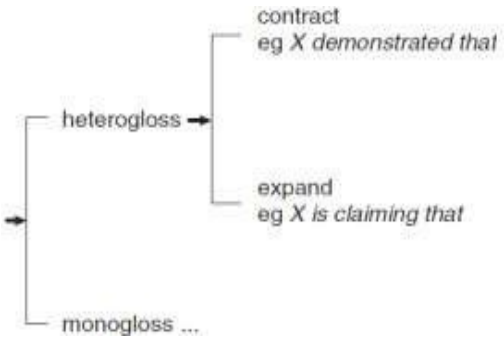


Figure 2. *Engagement framework (Martin & White, 2005)*

Further analysis categorizes types of engagement, such as expanding or attributing, to understand how writers present and negotiate their arguments (Martin & White, 2005), as seen in Figure 3.

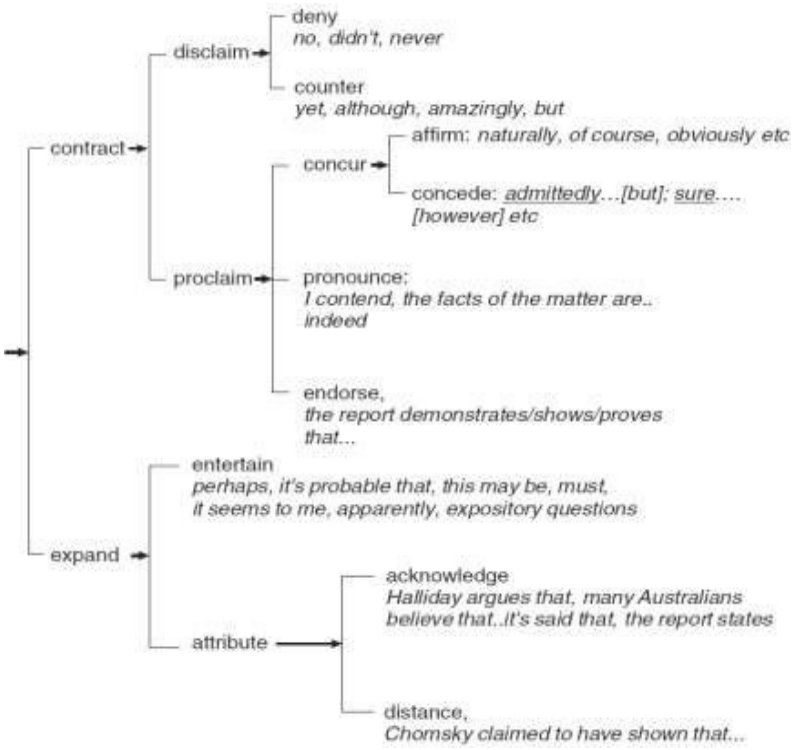


Figure 3. *Complete Engagement System (Martin & White, 2005)*

Results

The present research is intended to uncover the struggle of Indonesian novice student writers in developing well-written, sound arguments in a lengthy academic text—the thesis. One completed thesis, which had been defended before the examination board and got an excellent grade, was analyzed to see the aforementioned challenge. The thesis was written observing the university guidelines of the standard thesis structure.

Nancy's thesis presents a well-structured argument at the undergraduate level. As a novice student writer, she demonstrates her efforts to employ linguistic resources to construct and organize arguments, as well as to engage with both her readers and other scholars in her field. Nancy's thesis represents the most extended academic text written by an undergraduate language learner in the context of Indonesian English as a Foreign Language (EFL). This is particularly notable in her department, where students generally have limited experience producing extended academic texts. This 20,004-word academic text presents the findings of a research-oriented project. The text is structured in accordance with the conventional five-chapter format typically employed in theses (Bunton, 1998; Dong, 1998; Paltridge & Starfield, 2007).

Step 1: Staging meanings in the three chosen chapters

Nancy's introductory chapter

The introductory chapter is essential for establishing the research space and justifying the research. The analysis follows the CARS model (Bunton, 2002; Hood, 2004, 2006; Paltridge &

Starfield, 2007; Swales, 1990). This chapter is analyzed through the moves and steps typical in thesis introductions. In general, the text appears to follow this typical pattern, as illustrated in Table 4.

Table 4. *Stages and phases in the introductory chapter of Nancy's thesis*

Stage 1	
Phase 1.2	Background of Study In the age of globalization, learning English is essential …. It is known that writing is the most difficult English skill to master …. Students also face problems when …. To grasp and create ever-more complex texts, students need …. Web educational applications have increased in support ….
Phase 1.1	SLOWLY application that is popular to ….
Phase 1.3	Previously, there have been researching conducted…
Phase 1.4	(Move to almost the end of the chapter)
n/a	Users may compose and receive letters using the new "SLOWLY" ….
Stage 2	
Phase 2.1	n/a
Phase 2.2	n/a
Stage 3	
Phase 3.1	Research Problems … the writer has determined the problems of the study…The objectives of this study are.
Phase 3.2	This study is expected to give a contribution to the teachers, students, and researchers:
Phase 3.3	Outline of the Research Report Systematically, this research is arranged into five chapters. Each chapter consists of different topic.
Phase 3.4	
Phase 3.5	

Examining the introductory chapter of Nancy's thesis offers insights into how Nancy endeavors to establish a research space (Swales, 1990). The above table indicates that Nancy's introduction text was structured in a way quite similar to the CARS model. Nancy's text diverges from employing the three stages as offered by Hood (2006) and Swales (1990). Nancy's introductory chapter seemed to be structured by observing the car model, yet there was a lack of the three arguments proposed by Hood (2006). The chapter merely describes the study, leading the chapter in the next direction.

Argumentation in stage 1 of Nancy's introductory chapter

Nancy's discussion starts with a lengthy background overview, lacking a clear argument. Consider the following excerpt:

> This section is the first chapter of the final project, which leads the reader to find out what is being researched, why, and for what research is being done. It comprises (1) background of the study, (2) research problems, (3) objectives of the study, (4) significance of the study, (5) scope of the study, (6) definition of terminology, and (7) outline of the research report.

This excerpt demonstrates a general introduction to the chapter without a focused thesis statement or strong justification for the research. It provides background information but lacks a persuasive argument about the importance of the research.

Nancy's text lists headings without engaging the reader or presenting a clear thesis statement. The background information is extensive but does not build a convincing argument for the research. The introduction and reviewed items from the previous research are also so limited. Nancy only reviews a study by Gorshkov (2017)" that does not seem to adequately supply the demand for strengthening the argument for conducting this research. The lack of reviewing previous research indicates Nancy's limited understanding of the body of knowledge in the field. Nancy may not understand how to begin to develop a convincing argument for the chapter and the research as a whole. This practice seems to be common among novice writers in Indonesian context.

Argumentation in stage 2 of Nancy's introductory chapter

In Stage 2, Nancy fails to argue for the need for new knowledge, missing the opportunity to highlight research gaps. This indicates a lack of understanding of the importance of problematization. This observation points out that Nancy's introduction does not address the gaps in existing research or convincingly argue why her study is necessary. This lack of problematization weakens the introduction's impact. Consider the following excerpt:

> There are some reasons …. McNamara (2000:4) explains the reasons as follows. First, language tests play …. Secondly, you may be …. Finally, if you are conducting research in language study …. Based on the reasons, it then seems to be ….

The above excerpt, which was taken from Stage 1 Phase 2, fails to show the research area, which was "Arguing for the need to understand language assessment ('new' knowledge)" (Bunton, 2002). With this descriptive paragraph, no obvious argument is negotiated.

Argumentation in stage 3 of Nancy's thesis

Nancy's introduction does not fully address the phases of Stage 3, such as arguing for the significance of the research. The chapter lacks phases that justify the research's contribution. Nancy's introduction fails to convincingly present the research problems and outline the study's contributions to the field, which are critical elements of a strong introduction. Two phases of the CARS model were missing in Nancy's introductory chapter.

Nancy's Literature review chapter

Nancy's Literature Review (LR) chapter establishes the general territory but lacks depth in identifying gaps. The analysis uses Kwan's model (opening, body, closing), but Nancy's organization resembles this model only partially.

Argumentation in stage 1 of Nancy's LR

Nancy opens the chapter with a general overview. Consider the following extract.

> This chapter presents a review of previous studies to review the gap and the novelty of the study to obtain research with the latest findings. Moreover, this study also obtained the theoretical studies to find out the theoretical basis that can be used to solve the problem under study, and the theoretical framework is a conceptual framework to generate conclusions.

The opening statement sets the stage for reviewing previous literature but lacks specificity about how the reviewed studies relate to Nancy's research. It does not clearly articulate the gaps in existing research. The second sentence, "Moreover, this study also obtained the theoretical studies to….", merely describes how the LR will be structured, without any argument negotiated.

As with the typical opening stage of LRs (Kwan, 2006), Nancy's thesis previews the discussion of the chapter ('This chapter presents a review of previous studies to review….'). However, by the use of this 'metatext', there is no investment of her argument to justify her choices in what is necessary for developing a sound argument for the review. The excerpt shows how Nancy only describes what she is about to do in LR without any negotiation.

Argumentation in stage 2 of Nancy's LR

Nancy's 'body' stage (Kwan, 2006) reviews the previous studies on 'writing skills and practices' and the theoretical background of writing skills and other information dealing with the SLOWLY application. However, Nancy only briefly discussed studies in the field without any argument development to promote gaps or ideas about the topic of the research. Consider the following excerpts:

> "Fageeh's study, conducted in 2011, investigated the use of …."
> "Studies done by Beyer (1991) found that the …."
> "Research on Vera Mello (1998) pen pals helps students improve their writing skills."

These excerpts show how Nancy provides a "shop-list" of what she read. She did not develop any argument to relate any of the studies reviewed. The remaining phases are dedicated to explicating the theoretical framework. In this phase, Nancy provided descriptions of the theories related to the study she has conducted. While developing a 'new theory' was not a requirement for her research, her difficulty articulating the theoretical connections suggests a need for stronger guidance in synthesizing and applying existing frameworks.

Nancy's LR should contextualize the discussion further by placing her study among prior research in the field. However, despite reviewing the concerns about the topic in the field, she recounted what others did in the field. As far as I am concerned as an experienced lecturer in the department, this represents a common practice for novice writers, especially in the context of this university. As with the introductory chapter, these two chapters present unique challenges to student writers (Kwan, 2006; Swales & Feak, 2004), especially in the EFL context, as in Indonesia.

Nancy's Discussion Section

The discussion section is placed in the Results and Discussion chapter rather than a separate chapter. The analysis of this section shows that the framework used (Ruiying & Allison, 2003) does not align with typical discussion texts as it lacks consolidation of findings and implications. With almost 2800 words, she tried to develop the text properly, by summarizing the results of the analysis of the research and comparing the findings of her research to other studies. See the following excerpts:

> In that case, it was align(ed) with the statement of Fageeh (2011) ….
> It was in line with the statement of Manchon (2011) that writing ….

> This teaching approach resonates with Fitriani's (2020) research, which ….
> The active engagement, feedback, and guidance provided by the teacher in the first scenario align with the findings of Fitriani's (2020) ….

The complete text of Nancy's discussion section does not signify a sound argument, that the text is merely used for "commenting on results" (Ruiying & Allison, 2003). In this case, Nancy's discussion merely summarizes her findings and relate them to the previous studies without drawing what are important from her research what to suggest for future research. This is a typical discussion section developed by students in the study program.

Step 2: Taking a stance to engage with readers

The Appraisal analysis focuses on engagement, attitude, and graduation resources of the three chapters in Nancy's thesis.

Engagement in Nancy's introductory chapter

Nancy's chapter starts with Monoglossic statements that preview or outline the chapter:

> "This section is the first chapter of the final project, which leads the reader to find out what is being researched, why, and for what research is being done (Monogloss)". "It comprises (1) background of the study, (2) …. (Monogloss)."

This short paragraph represents Nancy's confidence in the argument presented. Nancy begins by using bare assertions, which are 'intersubjectively neutral' (Martin & White, 2005). This is typical for holding a discussion. However, in the absence of a clear thesis statement, it is difficult to see what her argument is. The utilization of such monoglossic sentences continues almost throughout the whole chapter and dominates this introductory chapter. Consider the following excerpt:

> In the age of globalization, learning English is essential …. (Monoglossic). Many students are motivated to …. (Monoglossic). Our personal and professional lives will …. (Monoglossic). The Indonesian government has also declared that English shall be ….(Heteroglossic: Expansion: Entertain).

In the excerpt above, monoglossic sentences can have a 'spotlight' effect (Martin & White, 2005). The use of a Monoglossic sentence projects authorial voice, what claim she has made, and she is the one who is responsible for the proposition. The Heteroglossic sentences used are merely to support Nancy's argument. There is no critical evaluation of others or others' position in relation to the argument being negotiated. In this case, the voice of others in the field (The Indonesian government….), Nancy mainly seeks support for the main topic she argues in her thesis. Consider the following excerpt and the discussion below:

> English has four key skills, they are reading, …. (Sadiku, 2015) (Heteroglossic: Expansion: Attribution: Acknowledgement).
> It is knon that writing is the most difficult …. (Monoglossic). As stated by Richard and Renandya (2002:303) (Heteroglossic: Expansion: Attribution: Acknowledgement), writing is clearly the most….

The excerpt shows the deployment of the combination of Monoglossic and Heteroglossic sentences. The monoglossic statement 'English has four key skills….' initiates

the text by the use of the keyword 'four'. The topic sentence suggests that the argument will be developed through four key points. A Monoglossic statement in the first sentence seems to be her claim, but it appears to be more than just common sense. This argument appears not to develop in the appropriate way. The two references in this text suggest that Nancy depends on both experts to build her argument. The texts cited in paragraph two (referring to Richard and Renandya's statement) are utilized to support her argument. The various instances of Heteroglossic Engagement resources in this paragraph are used to involve external sources to support her argument. The rest of the chapter is mostly written in monoglossic sentences indicating Nancy's high confidence in her actions. Consider the following excerpts:

> Based on the background of this study, the writer has … (Monoglossic). The problem is elaborated into a research question as follows (Monoglossic):

Although the first sentence seems to refer to the previous statement, it was her own statement or stance towards the problem. In this case, Nancy is very confident about what she is doing.

Engagement in Nancy's LR chapter

Nancy's LR chapter indicates further evidence of the struggles of novice writers in developing arguments employing interpersonal language resources. Nancy contextualizes the research report by mainly searching for authentication and warrants from literature. The utilization of both Heteroglossic and Monoglossic sentences is apparent throughout the chapter. However, the use of both kinds of sentences is not meant to construct sound arguments. Considering the following instance, the claim of the argument is not clearly asserted, so the argument does not certainly argue the point:

> 2.1 Review of Previous Study
> To create written work that shows mastery in a new, rarely used language, student writers must … (Monoglossic). This is a difficult skill for students (Monoglossic). Therefore, a teacher must be creative in … (Monoglossic). Students have the opportunity to write … (Monoglossic).

This excerpt represents an opening of a paragraph, but the 'point to argue' in each is not explicitly stated. The paragraph is overly descriptive without any sense of arguing a point. Nancy affirms the sentences with no obvious compelling language to argue for any point for readers to agree, react, or pay certain attention.

Nancy appears to observe the typical LRs in developing the LR text. However, the analyzed text appears flawed compared to the typical argument structure. There are some misuses of inappropriate language in realizing it. For instance, there is no statement of the point of the argument, typically presented in the first sentence of a paragraph. She directly uses others' statements to initiate the paragraph. Consider the following excerpt, especially the first sentence, where the point for the argument is commonly positioned.

> Nunan (2003) stated study (Heteroglossic: Contract: Proclaim: Endorse) that writing is a work of …. According to Kirani (2008) study (Heteroglossic: Contract: Proclaim: Endorse), there are four primary issues …. The problems are about context, …. Besides, the students often see writing as ... (Hadfield and Hadfield, 2005) (Heteroglossic: Contract: Proclaim: Endorse).

The above text represents a poor paragraph. The first sentence, the topic sentence, does not state the writer's point for the argument. It does not play its vital role properly. Nancy initiates the paragraph without any claim, but she directly uses other's words. This is not the typical practice of not imparting a strong point about her argument in this opening paragraph. The use of Heteroglossic: Contract: Proclaim: Endorse in her first sentence does not validate her claim for using the voices of others. This represents her inability to convey a strong claim for a sound argument. Moreover, the sentences within the paragraph indicate an incoherent paragraph. The series of sentences, which are Heteroglossic, are inadequately linked. Typical paragraphs of this kind occur almost everywhere in the LR.

The theoretical framework, which usually plays a role in summaries of the discussion in LR, is developed in a monoglossic one. This is typical, yet a sound argument could not be found in it. Consider the following excerpt:

> This study focuses on investigating the use of SLOWLY Application … (Monoglossic). Classroom observations, questionnaire and interviews are used as … (Monoglossic). The study is limited to focus … (Monoglossic). To support the research, the researcher provides the theoretical … (Monoglossic):

For the sake of closing the LR chapter, the argumentation is not evident in the text. The utilization of Monoglossic sentences portrays an appropriate stance for summarizing the LR chapter. At this concluding paragraph, Nancy positions the point for her argument. Finally, she is still confident in anticipating her stance on how to become a better analysis of her.

Engagement in the Discussion section of Nancy's thesis

As with the genre analysis of the previous two chapters, the Discussion section opens with a paragraph of monoglossic sentences to state her argument. Consider the following excerpt:

> In this discussion, the results presented in the previous studies will be interpreted (Monoglossic). The purpose of this discussion is to examine the findings of this study in relation to previous research (Monoglossic). Based on the data, the implementation of SLOWLY as a tool to help students writing skill, the elaboration is discussed here (Monoglossic).

The three monoglossic sentences in this opening show how strong the position that Nancy negotiates. She is as confident in making statements as she may have learned from the previous chapters. The following paragraphs are used to connect her research to the previous studies in the field.

> In that case, it was align(ed) with the statement of Fageeh (2011) ….
> It was in line with the statement of Manchon (2011) that writing….

The excerpts above show that Nancy is confident with her research results, which are in line with those of other studies. This shows that besides, she lacks her critical review of others' research results; she uses them for "commenting her results".

The play of monoglossic and heteroglossic sentences further indicates that Nancy understands what she has done well. The use of a claim at the beginning of the paragraphs

represents the ability to manage the discussion. However, she has not met the complete stages of the genre of the discussion text.

Conclusion

In short, analyzing Nancy's thesis depicts the challenges novice academic writers face in composing lengthy academic texts within the Indonesian context. This exploration uncovers a real problem in her thesis, namely the lack of clear purposes in such text in this sense, her thesis does not pose clear communicative functions, whether they are arguing a case or merely reporting on an exploration. The above two-phase analysis for analyzing her thesis suggests that Nancy is confident in composing her thesis. The genre exploration uncovers the strategic arguments in the chapters of her thesis, which differ from those of the typical texts demanded in conventional English academic contexts.

Structurally, the individually selected chapter indicates her efforts in observing the typical stages of the genre in question. The text structure was meant to accomplish its purpose; however, it was not staged to convey the total elements demanded for the development of the argument for such stage (such as the argument's claim, pieces of evidence, and the restatement of the argument's point) of the genre. Moreover, the exploration of Appraisal resources indicates that Nancy effectively negotiates meanings for her prospective readers, the literature, and other researchers in the field. Her inability to utilize the micro-level interpersonal language contributes to those at the text levels. In this case, she appears not to fully understand that evaluative language is essential in constructing arguments above and beyond the clause (sentence) and staging of texts as a whole. The present research reinforces the significance of analyzing student texts at different levels to identify how meaning patterns are integrated and staged to achieve the purpose of the text. This study emphasizes the importance of understanding both the structural and interpersonal aspects of academic writing.

References

Adnan, Z. (2006). Some potential problems for research articles/ written by Indonesian academics when submitted to international English. Asian EFL Journal, 11(1), 109–127. http://asian-efl-journal.com/March_2009.pdf

Agustien, H. I. R. (2004). Setting up new standards: A preview of Indonesia's new competence-based curriculum. TEFLIN Journal, 15(1), 1–13. https://doi.org/https://doi.org/10.15639/teflinjournal.v15i1/1-13

Alexander, P. A., Buehl, M. M., & Sperl, C. T. (2001). The persuasiveness of persuasive discourse. International Journal of Educational Research, 25(7–8), 651–674. https://doi.org/https://doi.org/10.1016/S0883-0355(02)00008-3

Alwasilah, A. C. (2001). Empowering college student writers through collaboration. TEFLIN Journal, 12(1), 123–141. https://doi.org/https://doi.org/https://doi.org/10.15639/teflinjournal.v12i1/1-14

Arsyad, S. (1999). The Indonesian and English argument structure: A cross-cultural rhetoric of argumentative texts. Australian Review of Applied Linguistics, 22(2), 85–102. https://doi.org/https://doi.org/10.1075/ARAL.22.2.06ARS

Arsyad, S., & Adila, D. (2018). Using local style when writing in English: The citing behaviour of Indonesian authors in English research article introductions. Asian Englishes, 20(2), 170–185. https://doi.org/https://doi.org/10.1080/13488678.2017.1327835

Aunurrahman, A., Hamied, F. A., & Emilia, E. (2016). Exploring an academic writing class in an Indonesian university context. Language Circle: Journal of Language and Literature, 11(1), 1–12. https://doi.org/https://doi.org/https://doi.org/10.15294/lc.v11i1.7842

Basthomi, Y. (2009). Examining research spaces. TEFLIN Journal, 20(2), 140–158. https://doi.org/https://doi.org/10.15639/teflinjournal.v20i2/140-158.

Bunton, D. R. (1998). Linguistic and textual problems in Ph. D and M. Phil theses: An analysis of genre moves and metatext. HKU Theses Online (HKUTO). https://hub.hku.hk/bitstream/10722/39580/1/FullText.pdf

Bunton, D. R. (2002). Generic moves in Ph. D. thesis introductions. In J. Flowerdew (Ed.), Academic Discourse (pp. 57–75). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781315838069-11/generic-moves-ph-thesis-introductions-david-bunton

Cahyono, B. Y. (2000). The overall proficiency in English composition of Indonesian university students of EFL. TEFLIN Journal, 11(1). https://doi.org/http://journal.teflin.org/index.php/teflin/article/view/161/46

Christie, F. (1999). Genre theory and ESL teaching: A systemic functional perspective. Tesol Quarterly, 33(4), 759–763. https://doi.org/https://doi.org/https://doi.org/10.2307/3587889

Coffin, C., Hewings, A., & North, S. (2012). Arguing as an academic purpose: The role of asynchronous conferencing in supporting argumentative dialogue in school and university. Journal of English for Academic Purposes, 11(1), 38–51. https://doi.org/https://doi.org/10.1016/j.jeap.2011.11.005

Coffin, C., & O'Halloran, K. (2008). Researching argumentation in educational contexts: New directions, new methods. International Journal of Research and Method in Education, 31(3), 219–227. https://doi.org/https://doi.org/10.1080/17437270802416582

Dong, Y. R. (1998). Non-native graduate students' thesis/dissertation writing in science: Self-reports by students and their advisors from two U.S. institutions. English for Specific Purposes, 17(4), 369–390. https://doi.org/https://doi.org/10.1016/S0889-4906(97)00054-9

Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2015). Genre pedagogy in higher education: The SLATE project. Palgrave Macmillan UK. https://books.google.co.id/books?id=-nturgEACAAJ

Emilia, E., & Hamied, F. A. (2015). Systemic functional linguistic genre pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. TEFLIN Journal - A Publication on the Teaching and Learning of English, 26(2), 155. https://doi.org/https://doi.org/10.15639/teflinjournal.v26i2/155-182

Ermiati, E., Widiasih, R., Suryati, Y., & Murtiningsih, M. (2021). Student experience in completing thesis and its implications for international students in Indonesia. Open Access Macedonian Journal of Medical Sciences, 9(T6), 45–51. https://doi.org/https://doi.org/10.3889/OAMJMS.2021.7367

Fitria, T. N. (2022). Analysis of EFL students' difficulties in writing and completing English thesis. LLT Journal: A Journal on Language and Language Teaching, 25(1), 295–309. https://doi.org/https://doi.org/10.24071/LLT.V25I1.3607

Flowerdew, J., & Peacock, M. (2001). Issues in EAP: A preliminary perspective. In J. M. P. Flowerdew (Ed.), Research Perspectives on English for Academic Purposes 1st ed (pp. 8–24). Cambridge University Press. https://doi.org/https://doi.org/0 521 80130 3

Gebhard, M., Chen, I. A., Graham, H., & Gunawan, W. (2013). Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education. Journal of Second Language Writing, 22(2), 107–124. https://doi.org/https://doi.org/10.1016/j.jslw.2013.03.005

Halliday, M. A. K. (1978). Language as social semiotic: The social interpretation of language and meaning. Edward Arnold. https://doi.org/https://doi.org/10.1017/S004740450000782X

Halliday, M. A. K. (1985). An introduction to functional grammar (1st ed.). Edward Arnold. https://doi.org/https://doi.org/10.4324/9780203431269

Halliday, M. A. K., & Matthiessen, C. (2004). An introduction to functional grammar (3rd ed.). Edward Arnold. https://www.taylorfrancis.com/books/mono/10.4324/9780203431269/halliday-introduction-functional-grammar-halliday-christian-matthiessen

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). An introduction to functional grammar (4th ed.). Routledge. https://www.routledge.com/Hallidays-Introduction-to-Functional-Grammar/Halliday-Matthiessen/p/book/9781444146608?srsltid=AfmBOopcjUGhGJy5N_huHanB-6pAJVQ48tsaXdRvz048EeY01B6Vw6cE

Holliday, L. (2001). Thesis and research writing in English by Indonesian higher degree students. TEFLIN Journal, 12(1). https://doi.org/http://journal.teflin.org/index.php/teflin/article/view/42/137

Hood, S. (2004). Appraising research : Taking a stance in academic writing (Issue January). [University of Technology, Sydney. https://www.grammatics.com/appraisal/suehoodphd/hoods-phd-links.html

Hood, S. (2006). The persuasive power of prosodies: Radiating values in academic writing. Journal of English for Academic Purposes, 5(1), 37–49. https://doi.org/https://doi.org/10.1016/j.jeap.2005.11.001

Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. English for Specific Purposes, 7(2), 113–121. https://doi.org/https://doi.org/10.1016/0889-4906(88)90029-4

Hyland, K. (2013a). Second language writing: The manufacture of a social fact. Journal of Second Language Writing, 22(4), 426–427. https://doi.org/https://doi.org/10.1016/j.jslw.2013.08.001

Hyland, K. (2013b). Writing in the university: Education, knowledge and reputation. Language Teaching, 46(1), 53–70. https://doi.org/https://doi.org/10.1017/S0261444811000036

Hyland, K., & Hamp-Lyons, L. (2002). EAP: Issues and directions. Journal of English for Academic Purposes, 1(1), 1–12. https://doi.org/https://doi.org/10.1016/S1475-1585(02)00002-4

Kim, E. Y. J., & LaBianca, A. S. (2018). Ethics in academic writing help for international students in higher education: Perceptions of faculty and students. Journal of Academic Ethics, 16(1), 39–59. https://doi.org/https://doi.org/10.1007/S10805-017-9299-5/TABLES/6

Klasik, D. (2013). The act of enrollment: The college enrollment effects of state-required college entrance exam testing. Educational Researcher, 42(3), 151–160. https://doi.org/https://doi.org/10.3102/0013189X12474065/SUPPL_FILE/DS_10.3102_0013189X12474065.PDF

Kwan, B. S. C. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. English for Specific Purposes, 25(1), 30–55. https://doi.org/https://doi.org/10.1016/j.esp.2005.06.001

Lange, E. J., & Gorshkov, V. (2017). Authentic writing projects animating international communication and cultural exchange. J Stage, 18. https://www.academia.edu/78644455/Authentic_Writing_Projects_Animating_International_Communication_and_Cultural_Exchange

Lee, S. H. (2006). The use of interpersonal resources in argumentative/persuasive essays by East-Asian ESL and Australian tertiary students. Faculty of Education and Social Work, Doctor of 2005, 560. http://hdl.handle.net/2123/1285

Lee, S. H. (2010). Attribution in high-and low-graded persuasive essays by tertiary students. Functions of Language, 17(2), 181–206. https://doi.org/https://doi.org/10.1075/fol.17.2.02lee

Lee, S. H. (2015). Evaluative stances in persuasive essays by undergraduate students: Focusing on appreciation resources. Text and Talk, 35(1), 49–76. https://doi.org/https://doi.org/10.1515/text-2014-0029

Martin, J. R. (1992). English text: System and structure. John Benjamins Publishing Company.

Martin, J. R. (2004). Mourning: How we get aligned. Discourse and Society, 15(2–3), 321–344. https://doi.org/https://doi.org/10.1177/0957926504041022

Martin, J. R. (2009). Genre and literacy-modeling context in educational linguistics. Annual Review of Applied Linguistics, 13(141). https://doi.org/https://doi.org/10.1017/s0267190500002440

Martin, J. R., & Rose, D. (2008). Genre relations: Mapping culture. Language in Society, 39(3), 411–413. https://doi.org/https://doi.org/10.1017/S0047404510000254

Martin, J. R., & Rose, D. (2012). Genres and texts: Living in the real world. Indonesian Journal of Systemic Functional Linguistics, 1(1), 1–21. https://www.researchgate.net/profile/David-Rose-15/publication/323688001_Genres_and_texts-living_in_the_real_world/links/5aa4b9f445851543e63f8854/Genres-and-texts-living-in-the-real-world.pdf

Martin, J. R., & White, P. R. R. (2005). The language of evaluation appraisal in English (1st ed. 20). Palgrave Macmillan UK. https://doi.org/https://doi.org/10.1057/9780230511910

McCurry, D. (2013). Overview of senior assessment and tertiary entrance in Australia and other countries. Queensland Review of Senior Assessment and Tertiary Entrance. https://research.acer.edu.au/qld_review/5

Mirahayuni, N. K. (2010). Investigating generic structure of English research articles: Writing strategy differences between English and Indonesian writers Ni Ketut Mirahayuni Universitas 17Agustus 1945 Surabaya. TEFLIN Journal: A Publication on the Teaching and Learning of English, 13(1), 1–36. https://doi.org/https://doi.org/10.15639/teflinjournal.v13i1/22-57

Padmanabhan, M. C. (2011). Identity and textual engagement: Experiences of 3 international students writing a doctoral thesis in EAL [University of Wollongong]. In Faculty of Education. https://ro.uow.edu.au/articles/thesis/Identity_and_textual_engagement_experiences_of_three_international_students_writing_a_doctoral_thesis_in_EAL/27661869

Paltridge, B., & Starfield, S. (2007). Thesis and dissertation writing in second language. Routledge. https://www.ccsu.edu/sites/default/files/document/thesis_writing.pdf

Peacock, M. (2002). Communicative moves in the discussion section of research articles. System, 30(4), 479–497. https://doi.org/https://doi.org/10.1016/S0346-251X(02)00050-7

Preiss, D. D., Castillo, J. C., Flotts, P., & San Martín, E. (2013). Assessment of argumentative writing and critical thinking in higher education: Educational correlates and gender differences. Learning and Individual Differences, 28, 193–203. https://doi.org/https://doi.org/10.1016/j.lindif.2013.06.004

Richard, H. (1997). Genre analysis and the social sciences: An investigation of the structure of research article discussion sections in three disciplines. English for Specific Purposes, 16(4), 321–337. http://www.sciencedirect.com/science/article/pii/S0889490696000385

Ruiying, Y., & Allison, D. (2003). Research articles in applied linguistics: Moving from results to conclusions. English for Specific Purposes, 22(4), 365–385. https://doi.org/https://doi.org/10.1016/S0889-4906(02)00026-1

Soedjatmiko, W., & Widiati, A. S. (2002). Foreign language writing and translation. TEFLIN Journal, 13(1). https://doi.org/https://doi.org/https://doi.org/10.15639/teflinjournal.v13i1/82-105

Suherdi, D., Kurniawan, E., & Lubis, A. H. (2020). A genre analysis of research article 'findings and discussion' sections written by Indonesian undergraduate EFL students. Indonesian Journal of Applied Linguistics, 10(1), 59–72. https://doi.org/https://doi.org/10.17509/IJAL.V10I1.24989

Swales, J. M. (1990). Genre analysis: English in academic and research settings. Cambridge University Press. https://books.google.co.id/books?id=shX_EV1r3-0C

Swales, J. M., & Feak, C. B. (1994). Academic writing for graduate students [University of Michigan Press Ann Arbor]. https://doi.org/http://dx.doi.org/10.1016/j.jeap.2007.05.007

Swales, J. M., & Feak, C. B. (2004). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Manusya Journal of Humanities, 18(2), 113–115. https://doi.org/http://dx.doi.org/10.1163/26659077-01802006

Thompson, P. (2016). Genre approaches to theses and dissertations. In K. Hyland & P. Shaw (Eds.), The Routledge handbook of English for Academic Purposes (pp. 379–391). Routledge Taylor & Francis Group. https://ebookcentral.proquest.com/lib/bham/reader.action?docID=4387845&ppg=402

Thompson, S. E. (2003). Text-structuring metadiscourse, intonation and the signalling of organisation in academic lectures. Journal of English for Academic Purposes, 2(1), 5–20. https://doi.org/https://doi.org/10.1016/S1475-1585(02)00036-X

White, P. R. (2003). Beyond modality and hedging: A dialogic view of the language of intersubjective stance. Text, 23(2), 259–284. https://doi.org/https://doi.org/https://doi.org/10.1515/text.2003.011

Widhiyanto. (2017). Arguments in academic writing: Linguistic analysis of arguments constructed in undergraduate dissertations written by student writers from difference academic contexts [University of Wollongong]. https://ro.uow.edu.au/theses1/237/

Zhou, J., Deneen, C., Tai, J., & Dawson, P. (2023). Feedback seeking by first-year Chinese international students: Understanding practices and challenges. Assessing Writing, 57(100757). https://doi.org/https://doi.org/10.1016/J.ASW.2023.100757

This page intentionally left blank.