Arguing Dialogically: Engagement Resources Used in an Indonesian Senior Secondary EFL Textbook

Fadhila Yonata

STAIN Sultan Abdurrahman Kepulauan Riau

fadhilayonata92@gmail.com

Entika Fani Prastikawati

Universitas PGRI Semarang

entikafani@upgris.ac.id

Abstract

The current study aims to disclose how arguments of writer and sources of other voices are generated in the pedagogical-proposed texts in the textbook under appraisal analysis. While a plethora of studies on evaluation of interpersonal linguistic features or Engagement resources used in students' writings in tertiary context, little studies focus on senior secondary level. To fill this niche, this study investigates Engagement resources of expository text in Indonesian mandatory EFL textbook which is used as model or sample for writing section. Students in this level may not be expected to produce good arguments since they are actually in progress to learn how to articulate their ideas through certain genres. Considering this condition in mind, the sample or model text used in the classroom is crucial. Following appraisal framework (Martin & White, 2005), two exposition texts are generated as source data in attempt to investigate linguistic features and strategy of the textual voice in expressing authorial or external voices. The findings suggest the needs of evaluation of text provided in textbook from the lens of appraisal analysis as an alternative and it is also recommended for teachers as facilitator in writing exposition text to overtly take Engagement resources into account in teaching process in order to facilitate students' writing with intertextuality.

Keywords: Appraisal; Engagement resources; Exposition; Genre-based approach; Textbook

INTRODUCTION

In this current modern world of knowledge, mastering communication properly in English as the most foreign language used globally is pivotal for language learners. This provides opportunity to actively participate and integrate in an international networking and society. In achieving this purpose, students need to be provided with logical arguing ability in which they express sense-making and factual statements convincingly without meaning any offense to others. Therefore, facilitating students with knowledge to construct arguments relying on 'dialogic positioning' will let them evaluate their propositions and projections with authorial voices or other sources by considering target audiences (Martin & White, 2005). It means students need to be aware of arranging statements so that they can maintain feeling and respect of other people. Moreover, they also have to be able to utilize sufficient additional or supplemental voices to strengthen their propositions. It sometimes highly complex and difficult for novice writers to manage the choice of disagreement expressions as they can get support respectively from target discourse community (Alotaibi, 2019; Cheng & Unsworth, 2016). To anticipate this, arguing in proper way is paramount to be taught from the early stage for EFL students.

In the sphere of EFL pedagogical context, arguing in this way is covered in productive skills namely speaking and writing. This study focuses on writing section since this dialogic consideration is commonly used in written text. Moreover, the study of investigating strategy in voicing arguments is also viewed from appraisal

theory specifically Engagement analysis. The number of studies under Engagement analysis have been conducted to evaluate interpersonal linguistic features of students' writings in tertiary context (Lee, 2010; Loghmani, Ghonsooly, & Ghazanfari, 2020; Mori, 2017; Yuliana & Gandana, 2018; Widhiyanto, 2017). Furthermore, the study of this appraisal subsystem is also conducted to investigate sections or even the whole research articles (Alotaibi, 2019; Cheng & Unsworth, 2016; Xu & Nesi, 2019). Lee (2010) examined intertextuality of tertiary students' persuasive essays. Following Engagement framework, textual analysis has revealed that there are some differences in the attribution used by native English speakers and ESL students. The findings showcased the persuasive discourse needs to be heteroglossicallly oriented. The successful texts have to attribute more multi-voices and it should be taught to students in regards the way to embed projection of ideas, locution and facts.

Moreover, Mori (2017) reported the use of appraisal framework to analyse source use in essays. Specifically, the study focused on engagement and dialogism in undergraduates' writing. By implementing semi-ethnographic case study, the researcher observed the process of writing in one semester and compare the products to see the contrast of each writer and to reveal before and after-style of the texts. The result documented students' writings that those texts have had a complex orchestration of ideas and voices. As novice writers, introducing students about engagement framework in textual analysis may facilitate them to build dialogic voices in their writing. The prior studies obviously show that engagement resources need to be assimilated to teaching writing.

A plethora of previous studies indicates a text as product of knowledge has its characteristics of structures and forms. This study, presumably, views texts used as model in EFL textbooks provide insight for students on particular structures of arguing propositions. The texts are evaluated based on the representation of linguistics resources and expressions used by the textbook authors to explicate the students how to

project their authorial stances as rhetorical moves in respect to expository writing discourse. The association of linguistic features and rhetorical moves in certain genre then is considered as effective and good writing (Alotaibi, 2019). Evaluating linguistics resources and rhetorical moves provides the quality of the sample texts pertaining to authorial stances in writing. The sample texts have privilege to be right and reference for students because contents in the textbooks are believed as the manifestation of curriculum (Weninger, 2021). This is also the impetus of this study to give recommendation for textbook users and authors in senior secondary school level.

Apart of the important to evaluate linguistics resources and rhetorical moves, the myriad of previous studies indicates none of the studies focus on senior secondary school especially in investigating appraisal resources in the texts depicted in EFL textbooks. Therefore, this study is potential to fill the existing gap on how authorial stances can be carried out in senior secondary EFL context. Students in this level may be novice or beginner writers and are in progress to learn how to express their ideas through certain genres. This current study provides a departure from prior studies which commonly discuss about students' product to focus on modelled texts as sample in the textbooks. The research questions guiding this study are:

1. How is the strategy used to state voices in expository writing based on the modelling text provided by Mandatory EFL textbook?
2. How do the modelling text provided by Mandatory EFL textbook negotiate engagement resources in achieving the purpose of the texts?

Writing expository text for senior secondary

Within the lens of genre as social process, the main form of exposition text is the genre of arguing (Knapp & Watkins, 2005). From this perspective, Knapp and Watkins accentuate that writers argue their proposition which have intention to persuade the readers to agree with certain point of

view. By learning forms of the text, students are expected possibly to produce arguing text with relevant form and grammatical knowledge of the texts (Knapp & Watkins, 2005). This purpose actually has been stated in the textbook and also called as social function. In Indonesian senior secondary school curriculum, the social function of exposition text is to persuade readers to look at certain issue from writer's perspective. In the frame of systemic-functional approach to academic language, exposition is classified as an analytical genre commonly dealing with argument and persuasion and it is prioritized for students in later years (Llosa, Beck, & Zhao, 2011; Schleppegrell, 2004). Bearing these considerations in mind, expository genres may be challenging for senior secondary students since since it demands high-proficiency students with advanced lexical competence (Jeong, 2017).

Martin and Rose (2008) proposed the structure or stages of expository text consisting of thesis, arguments, and reiteration. In thesis part, the authors clearly state their stance through thesis to be argued for. Arguments are voices required to support authors' proposition to be accepted by a wider readership. Reiteration concerns with restatement of thesis proposed by the authors. Articulating individual ideas or opinion fluently in EFL writing is prevalent challenges to student writers (Llosa, Beck, & Zhao, 2011). Evincing modelling texts as a way to provide prior knowledge to students plays important role in helping students get familiar with the text genre. Regard to these facts in mind, a modelling text is pertinent in operationally guiding students in writing exposition texts.

Teaching writing expository genre is closely related to critical activity since it can be learning vehicle to promote critical thinking by combining prior knowledge and argumentation ability about any given task (Afshar, Movassagh, & Arbabi, 2017; Giroux, 1978). The goal of this teaching is to facilitate learners to express their voices, including ideas and opinions, appropriately and supported with adequate reasons and evidence. In the 21st century, thinking critically as one of crucial basic competencies needs to be taught explicitly by students after graduating secondary education level. The development of technology and human's thought have gradually demanded generations with evaluative, responsive and problem-solving competencies. These are needed to prepare contemporary secondary students to either continue their study confidently to university or survive with critical analysis in life such as tackling problems in workplace and other socio-political issues in society (Pally, 1997). In accomplishing these goals, educational institutions highly needs to consider the materials, especially the model text, which accommodate how to voice propositions critically in proper way.

In learning writing skills, students sometimes only rely on template-given for certain text but they ignore the actual substance of their argument (Liu & Stapleton, 2020). The modelling texts given have to adequately facilitate appropriate meta-process. The needs of evaluating the sample text in textbook is highly important to reveal how a text usually is designed in a textbook. In this study, the data were garnered from a sample text in a mandatory EFL textbook. This textbook is widely used and accessible for every student and teacher since it is published freely in Ministry of Education and Culture website. As an additional information, the textbook is rooted in genre-based approach. Students are introduced with sample text before they construct their own texts. In this case, the text being discussed is expository text. The textbook not only provides definitions about social function of this genre but also steps and linguistic features used in writing a genre-based text. The current study uses that sample text in attempt to evaluate the quality of the text.

APPRAISAL THEORY: ENGAGEMENT RESOURCES

Anchored in the seminal work of Halliday's (1994) Systemic Functional Linguistic (SFL), there are three dimensions of meta-function of language (ideational, textual and interpersonal) when communicators are delivering their intended meaning both in spoken and written. Ideational

metafunction deals with meaning encoded in the representation of process, participants and circumstances. Textual metafunction concerns the structure of a text involving coherence and cohesiveness and how information are rhetorically conveyed in a text. Ultimately, Interpersonal metafunction focuses on relationship established between speakers/writers and hearers/readers through text. In this study, it focuses on interpersonal meaning in evaluating strategy of a text engages readers through linguistics choices from the lens of Appraisal theory. This is an approach to analyse how language is utilized in order to express evaluation, show stances-taking, to construct textual personas and to maintain interpersonal positioning and relationships (White, 2001). Using one of the language features, that is the semantic resources to "negotiate emotions, judgements, and valuations, alongside resources for amplifying and engaging with these evaluations" (Martin, 2000: 145). Martin and White (2005) suggest that appraisal analysis covers three domains of attitude, engagement, and graduation.

In this study, the focus is on engagement analysis as the central of study is to disclose the way sample text in textbook suggesting students how to express their own voices and others. This condition also relates to in what way writers elicit addressee's point of view in order to advance writers' opinion (Martin, 2000). The basis of Engagement system is a dialogic perspective introduced by Bakhtin (1986) who argue that all communication forms, both written or spoken, are some way 'dialogic' in which they are influenced by preceding experiences or events, referred to certain shared beliefs, and simultaneously anticipated to potential arguments from the readers/listeners (Martin & White, 2005). Linguistics resources in Engagement system concern with "how language construes social roles and relationships" and with its potential "to influence beliefs, attitudes and modes of interrelating" (White, 2003: 259). By analyzing the representation of Engagement resources, writers' position and strategies in negotiating dialogic space are identifiable. Later, the proposition being

realized possibly reveals writers' stance whether they agree or disagree with certain issues.

The dialogistic point of view in communication leads us to determine the way speakers/writers presenting the relationship with hearers/readers in term of showing shared belief or values (Martin & White, 2005). In term of writing, the writers may use clauses that indicate their value positions whether they stand with, stand against, stand to be neutral, and keep being in no choice. In positioning themselves, the writers may use rhetorical strategies either monogloss or heterologloss sentences. The former is the sentence contains 'bare assertion' which the proposition have been agreed by most of people to be true or taken-for-granted and leaves no room for contentious debates (Martin & White, 2005; Smith & Adendorff, 2014). Moreover, it is also used to introduce 'current issue' being discussed. The latter is the sentence actively allow 'alternative propositions and voices (dialogic expansion) to challenge, fend off, or restrict the scope of such (dialogic contraction)' (Martin & White, 2005: 102).

In heteroglossic utterances, the writers provide dialogic space for readers to propose alternative perspectives (Martin & White, 2005; White, 2003). The space given can be dialogic Expansion to let more space for alternate viewpoints and dialogic Contraction to let less space for others' opinions. The first consideration in subsystem of Expansion is Entertain. Writers utilize Entertain to manifest their authorial voices or viewpoints as one of other possibility stance and open a dialogic space for other opinions. This strategy is used to appreciate target audience who may be disaligned or heterogeneous audiences (Smith & Adendorff, 2014). Linguistic features of this subsystem are modality, mental verb, evidentiality or evidence-based judgement (Martin & White, 2005). In example 1, the use of *I think* indicates the writers reinforce that the offered proposition is from their perspective and if there are other views are welcomed. Another subsystem of Expand is Attribute. This strategy is utilized to use other's voices to express certain proposition. Actually there are two type of

Attribute namely Acknowledge and Distance as it can be seen in example 2 and 3. The former is 'indicators in text which writers more globally supports or rejects the value position being advanced' (Martin & White, 2005: 112) and it is usually realized in reported speech. The latter is to indicate the writers 'disassociate themselves from external voices' (Smith & Adendorff, 2014: 282). It can be expressed by the use of verb claim.

(1) **I think** motorbikes should be banned in housing areas
(2) Experts **argues** that it needs to be repaired.

(3) It is **claimed** that the company has been bankrupt.

The second subsystem of Engagement is Contraction which consists of Disclaim and Proclaim. The former occurs when the writers articulate utterance or sentence that close down the dialogic space or 'reject positions evoked or explicitly referenced by the author' (Swain, 2009: 172). The latter is when the sentence produced rather to express some degree of writers' stances (Martin & White, 2005). The obvious system of Engagement is displayed in figure 1.
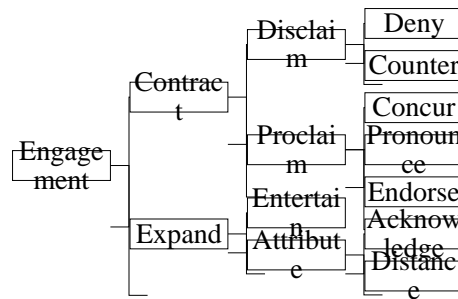

Figure 1. Engagement System (Martin and white, 2005)

METHODOLOGY

The data in this study were collected from two sample texts attached in an EFL textbook entitled Bahasa Inggris Kelas XI published by Indonesian Ministry of Education and Culture (MoEC) in 2017. The textbook is designed for twelfth grade of senior high school and has learning goals stated in the national curriculum to improve students' understanding and competence in English such as writing invitations, songs and poems, reports, exposition texts, and ability to ask and give opinions. The contents are delivered contextually in various themes by combining language skills materials with critical thinking-based, collaborative, communicative, literacy-laden and creative activities. This textbook comprises eight chapters and one of them is focused on exposition text. The chapter is initiated by a sample text intended to provide students' scaffolding before exploring the topic. Another sample text appears to initiate writing section. The text is chunked and classified into generic structure of exposition text. Those two sample texts were utilized as source of data in this study. The reason of choosing this such genre because it pursues students expressing their propositions to persuade readers (Knapp & Watkins, 2005). The ability of arguing properly impacts on academic writing ability which it requires the composition of argumentation with writers own perceptions and other voices (Swain, 2009).

Anchored generally in the Systemic Functional Linguistics (SFL) (Halliday, 1994) framework, the study aims to explore the use of language as semiotic system (Eggins, 2004) and specifically it follows the seminal work of Appraisal Analysis (Martin & White, 2005). Specifically, by using language of evaluation in Appraisal system, the study intends to evaluate linguistic features and the way to express authorial voices. Considering these purposes in mind, the study employs Engagement analysis which it can be simply defined as the

linguistics features used by writers to engage with the topics being discussed and addressers (Swain, 2009; White 2003; Martin & White, 2005). In this study, all the data were coded manually in attempts to gain rich and nuanced findings of appraisal analysis (Xie, 2020).

To commence the analysis, the texts were first classified into several moves based on the generic structure of expository text namely Introduction involving thesis statement, Arguments, and Reiteration. Then, Engagement resources were identified in each sentence as the unit of the analysis. To reveal the kind of authorial strategy used in each generic structure, the identification of Engagement system were classified based on generic structure as in table 2. The result of Engagement resources classification then was counted and calculated for the percentage of representation from each category and subcategory of Engagement system. The percentage is gained from the total number of occurrences divided by the total number or sentences. Further, the data then were analysed in depth in order to disclose how sample text direct the student writers to articulate authorial and external voices in exposition text. To make sure the analysis has met the validity, intra-rater analysis was conducted in which the writer involved himself in analyzing the data at two different times. The range is four months for the second analysis from the earliest one.

RESULT AND DISCUSSION

The frequency of engagement resources utilized in the texts attached in the EFL textbook is summarized in table 1. From the total occurrences, it suggests the two texts employed Heteroglossic much more than monoglossic sentence (36% vs. 64%). In each text the number of monoglossic sentences is quite balance which it appeared 39% and 36% in sample texts. This result indicates the texts have promoted dialogic strategy giving space for arguable propositions. When it is seen from subsystem under Heteroglossic, it is apparent that contracting (33%) is slightly more than expanding (31%) sentences. In Contraction subsystem, the distribution of Proclaim as the employment of Pronounce is dominant in Text I and Endorse is in Text II. In Disclaim, the use of Counter and Deny is quite balance. Under Attribution subsystem, Acknowledgment is outnumbered (21%) than Entertain (10%). In this study, none of the texts used Distance as strategy to state voices. Overall, the most number of monoglossic sentences appearing in the texts suggest their level of difficulty that the texts were adopted for low-rated writers or beginner (Mei, 2007).

Table 1. Engagement resources in text model

Text	Monogloss	Heterogloss							Total
	Bare assertion	Disclaim: Counter	Disclaim: Deny	Proclaim: Pronounce	Proclaim: Endorse	Proclaim: Concur	Attribute: Acknowledge	Entertain	
I	9 39%	1 4.5%	-	-	3 13%	1 4.5%	5 22%	4 17%	23
II	5 31%	1 6%	2 12%	3 18%	1 6%	1 6%	3 18%	-	16
Total	14	2	2	3	4	2	8	4	

Authorial voices strategy

The quantification of engagement resources reveals monoglossic as the use of bare assertion is the most frequent resources found in all sentences. When it is viewed from the rhetorical moves of exposition genre, commonly bare assertion is used to initiate the paragraph. The starting sentence of the text is pivotal in attempt to gain readers' interest to read the whole text. In the text, sentence (1) and (2) are expressed to open the whole discourses. It is clearly an opening sentence containing author's opinion side. In the first text,

the main topic *motorbike* is appraised with Attitude: Judgement *nuisance* and *cause for great distress*. The use of Graduation *great* in modifying distress reinforces author's certain position toward motorbike and introduces the main focus in rest of sentences in the text. In another text, the topic about *global warming* is introduced as a phenomenon in the world. As accentuated by Mei (2007), the central issue of writing task is usually pointed out in bare assertion.

(1) Motorbikes are a nuisance and a cause for great distress (Text I).
(2) Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. (Text II)

By expressing opinions in the form of monoglossic, the students are suggested to show their authorial voices in order to determine the author's stance or in what side they are. Actually, monoglossic is completely indicative of two audience type, whether they align or not with the writer's voice (Martin & White, 2005). Therefore, in choosing the use of monogloss, students as authors actually have been taught to realize that they may have two side of readers (Smith & Adendorff, 2014). To the readers completely aligned with the voice, they may agree with the proposition without any comment. To those who are in the opposite way, they disagree with the proposition and certainly need to be emphasized why things are there. Thus, the model text suggests that in writing introduction of expository text it needs to emphasize clear stance of author's position in the beginning.

Engagement category which is also frequently identified is Expand. The findings report the sample text mostly used expansion in supporting author's voice in expository text. It is not surprising as expository opens for argumentative space, claims made by the authors need to facilitate other's additional point of view (Martin & Rose, 2008). The most frequent use of Expand category is Entertain. In engagement system, the role of Entertain suggests 'authorial voice' is as one of

other number of possibilities (Martin & White, 2005). The number of mental verb projections, such as *I think* indicates subjectivity and possibility of other's proposition in communicative context. As in sentence (3), the sample text suggests authors to show their claim in subjective manner. It is not a commonsensical proposition because the proposition that 'motorbike is a hazard to humans, animals and environment' may not be accepted by all audiences. The word 'hazard' indicates something that is likely to cause damage. Therefore, the author open up more authorial spaces to comment on this statement by utilizing Entertain resources.

(3) **I think** they are a hazard to humans, animals as well as the environment (Text I)

Moreover, in regards of Entertain resources, the sample text also implements modal auxiliaries as it can be seen in sentence (*4*) and (5). In these extracts, *should* and *would* are utilized in order to anticipate disalignment. In sentence (*4*), there may be readers who have opposite positions. Therefore, the writer do not claim that that is exactly the case (Smith and Adendorff, 2014). By doing so, the writers have tried to keep readers who are disaligned with them reading the rest of opinions. The other instantion, *would like*, as a modal indicates a bit short of commitment of the truth of writers' stance and allowing other alternate stances (Smith and Adendorff, 2014; White, 2003).

(4) **I think** motorbikes **should** be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, disease, and accident. (Text I)
(5) First **of** all, I **would like to** point out that motorbikes are a major contributor to the pollution in the world. (Text I)

Other way in expanding space based on sample text is the use of Attribution. The sample text indicates to the use of acknowledgment as in the sentences (6) and (7). The two sentences reveal the writers attribute the proposition from a source though it is only in neutral position toward the

proposition (Mei, 2007). These sentences clearly documents exposition text needs evidence such as expert's opinions or previous empirical studies.

In the text, sentence (6) is the external voice about the hazard of motorbike. The word experts is utilized to reinforce writers' proposition and indicate the information cited associating with writers' proposition. Further, the citation is written in a way to give possibilities as one possible viewpoint among other various viewpoints indicated by the use of the conditional and possibility through modality. The use of Attribution here, is to generate a proposition that noise from motorbike may cause deafness. The use Graduation extreme to show the degree of noise which can cause deafness. Another argument is noise may bother children and adult's concentration. The letter actually may be commonsensical since it sometimes occurs in our daily life. The former may be new information for some people. These all information are quoted from previous study which enhances the reliability of the supporting information.

In sentence (7), the proposition that extensive deforestation is an external voice. The word according to indicates neutral side and no judgement on individual subjectivity. These instances are typically to figure out that the writers actually explicitly show their agreement toward the external voices (Smith & Adendorff, 2014). However, from the backdrop of these sentences, quoting an empirical study is to reinforce the argument that it is a factual information. As senior secondary students, the sample doing so may suggest that when writers intend to propose arguments outside their expertise, they should use external voices (Lee, 2006).

(6) Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adult (Fields, 1993). (Text I)

(7) …according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. (Text II)

In the exposition text, sometimes writers' propositions are to contract dialogic space through Disclaim and Proclaim (Martin & White, 2005). The first instance of Disclaim is Counter as it is seen in sentence (8), the choice of word *even though* is to 'invoke a contrary position which is then said not to hold' (Martin & White, 2005: 120). The common proposition *motorbikes are considered as the most convenient form of transportation* is countered by the notion of the hazard of motorbike. Therefore, it presents the 'normal' expectation that motorbike as the most convenient transportation does not necessarily mean they have no danger in certain condition. This indicates contrary to our expectation (Lee, 2006). The authorial voice has been included in sentence (8) to ensure the reader that the direction should be set. The topic has been set and shaped to one side of point of view. Another subsystem of Disclaim is Deny as exemplified in sentence (9). The findings report the limited number of Disclaim reveals writers do not compromise other stances (Smith and Adendorff, 2014).

(8) Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. (Text I)

(9) Global warming is not a new problem… (Text II)

Under the subsystem of Proclaim, there is Endorse as in sentence (10) and (11) indicating justification of authorial voice. Sentences (10) and (11) are used to explicitly intervene writers' stance (Martin & White, 2005) and make readers believe what previous sentence claims about motorbike as a major contributor of pollution. The writers need to add more information in order to strengthen their stance. The locution *research has shown* reinforces the proposition that it is not only a subjective claim but it has been studied by prior research. Moreover, the word *consequently* is construed as strengthening the reason in claiming writers' view and anticipating argumentation against from the readers. The writers narrow the dialogic space by endorsing the quoted proposition from Science Daily. This such way is presumably credible and authoritative in order to

convince readers about the proposed proposition (White, 2003).

(10) **A** recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007). (Text II)

(11) Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily). (Text I)

Other proclaims are Concur as it is shown in sentence (12) and Pronounce in sentence (13). In sentence (12), the preceding sentence is *Motorbike riders go so fast that they are unable to stop on time* and the use connector *thus* suggest cause and effect (Lee, 2006). The utterance then express 'strong commitment of the writers' and provide little space for alternative proposition (Mei, 2007). In sentence (13), the choice of word *irrefutable* indicates strong subjectivity of author towards certain side of opinion. This word is used to strengthen and close down other voices on human activities as the source of global warming.

(12) …**th**us they end up hitting other people or animals. (Text I)

(13) …there is **irrefutable** evidence that human activities have changed the atmosphere of our earth. (Text II)

The finding indicates expository text uses limited number of disclaim since it tends to open up dialogical space rather than completely close other point of views as the purpose of the text is to persuade readers. The use of contrasting voices may be difficult for beginner writers (Mei, 2007). Moreover, in order to achieve the goal of the text, expanding through attribution and entertain are generated to support author voices. Theoretically, utilizing these resources suggest readers' position in neutral side. In the other way, proclamation sentences tends to intervene the readers by showing external references to support authorial voices. These kind of sentences need highly author's critics and broad of knowledge since authors' interpersonal intentions are explicit in the statements through linguistic features such as adjective with gradual emotions and tensions.

Rhetorical strategies in expository text of senior secondary level

The expository text generally have intention to persuade or argue about certain issue from one side (agree or disagree) (Martin & Rose, 2008). The findings can give operationally how the sample text teaches students in voicing their ideas. In this part, the pattern of voice is described as to provide the evaluation on voices in expository text. The explication is anchored in the generic structure of an exposition text for secondary school level.

Starting from introduction paragraph, the student writers are guided to initiate the paragraph with monoglossic as to state bare assertion. The use of Entertain by utilizing I think is suggested to prepare students with argument-based voice. By stating this phrase, the students as writers actually have told to the readers that this assertion is from their personal viewpoint. The counter arguments from the readers are welcomed since the readers also have right to respond with personal views.

In the body paragraph, which consists of arguments, the sample text educates students to support authorial voices with various reasons namely empirical evidences, reputable sources and experts' voices as indicated in the frequent use of Acknowledge. This fact reveals that to do critical thinking is to advance the personal argument with supporting reputable evidences. The argumentation proposed by students then does not stand alone as it seems to be scientific as supported by other reputable reasons. In some paragraph, there is also alternate way in supporting the personal argumentation as it is indicated in the use of Endorse. By stating this, the students are actually taught not only to use other arguments as expansion but also use other source as contraction. The contractive sentence, Endorse, is to anticipate disaligned readers by promoting references and to foreground writers' opinion.

In the last paragraph or the conclusion, the students are suggested to use Entertain in attempt to re-state the thesis statement by using mental verb. The authorial voice is obviously noticed in order to inform readers the author's stance through

the use of I strongly believe and the word ban indicating writers stand in one side of point of view. The proposition is to disagree motorbikes in housing areas. Further, the mental verb projection (I believe) and modal auxiliary (should) in the concluding sentence indicate there may be other opinions whether people agree or disagree to ban motorbikes from housing areas.

As writing an exposition ability is not only needed in secondary school level, the proper sample text is highly demanded in order to give prior knowledge to students how to write other type of genres in the future. The expository text teaching may be assumed as introduction to do critical thinking in writing since this such genre demands students to argue on certain issue by showing their stances and supporting their proposition with reasons. The model text tends to suggest more instances of clauses with heteroglossic statements. Specifically, hypothesis statement in introduction section is set in a dialogically expansive manner by implementing Entertain option. This is in line with findings that high-rated essays commonly used heterogloss resources (Lee, 2010; Mei, 2007). Moreover, the study from Mei (2007) reported the frequent use of monoglossic statement was commonly found in low-rated essays. Therefore, the model text in EFL textbook actually has facilitated learners with appropriate rhetorical strategies.

In introduction section, writers' proposition is offered in Disclaim: Counter. By implementing this way, the writers firstly remind the readers about common nature of a certain issue, in this case the positive role of motorbike, and counter this proposition with conjunction even though. This strategy is used to align the readers smoothly with the authors' stance. Sometimes, the introducing the issue using this such way is commonly found in high-rated essay (Mei, 2007). Introducing students with Counter system facilitates them to think critical since they need to challenge 'normal' situation. This strategy has taught secondary learners to have ability in creating good quality argumentation.

The model text also consists of the high percentage of category of expand options in both

Entertain and Attribute: Acknowledge. In argumentative writing, reference to scholarship and credible evidences are suggested in attempt to demonstrate that the writers engage with academic writing. As in line with this, Yuliana and Gandana (2018) reported that Indonesian students' exposition essays frequently use expansive dialogic. To sum up, the sample texts have successfully employed Engagement resources as a way to negotiate authorial voices in order to persuade the readers. The use of heteroglossic sentences indicate the students are taught to argue intertextually whether to strengthen their proposition or to provide others voices. Therefore, considering Engagement resources in teaching writing actually is to evaluate whether the materials used in the classroom have prepared students with appropriate ability to write good quality of argumentation (Widhiyanto, 2017). In argumentative genre such as exposition text, arguing dialogically is required in attempt to negotiate propositions for both aligned- and disaligned- target audiences.

The study figures out pattern in the use of engagement resources in the modelling text provided by Indonesian Mandatory EFL textbook for senior secondary context. The core purpose of the study is to evaluate the quality of arguments from the appropriate use of Engagement resources. Appraisal theory framework proposed by Martin and White (2005) as evaluative language tools may be applied to evaluate how certain genre in the form of a text as model in the textbook is designed. Engagement analysis investigates the way writers express their proposition whether open up or close down dialogic space for other propositions through interpersonal linguistics features. Hood (2010) argued 'the ways writers position their own research in relation to other knowledge and other knowers' may be a challenge to beginner writers.

The current study has introduced intertextuality that involves other texts or voices into students' own writing. By employing interpersonal resources, readers' acceptance of wrtiers' proposition is crafted in textual voices (Cheng & Unsworth, 2016). Teaching the appropriate use of textual sources to senior

secondary students is to anticipate them before entering tertiary education level in which intertextual discourse competence is required (Mei, 2007; Mori, 2017; Widhiyanto, 2017). The present study has represented the strategies offered by model text in textbook in terms of articulating voices through interpersonal linguistic features. Though it only discusses limitedly on one kind of genre, the current has contributed to offer insightful Engagement analysis in academic writing especially in model text provided by mandatory EFL textbook. Future researchers are highly suggested to explore more types of genre and more number of text being analysed.

CONCLUSION

The study figures out pattern in the use of engagement resources in the modelling text provided by Indonesian Mandatory EFL textbook for senior secondary context. The core purpose of the study is to evaluate the quality of arguments from the appropriate use of Engagement resources. Appraisal theory framework proposed by Martin and White (2005) as evaluative language tools may be applied to evaluate how certain genre in the form of a text as model in the textbook is designed. Engagement analysis investigates the way writers express their proposition whether open up or close down dialogic space for other propositions through interpersonal linguistics features. Hood (2010) argued 'the ways writers position their own research in relation to other knowledge and other knowers' may be a challenge to beginner writers.

The current study has introduced intertextuality that involves other texts or voices into students' own writing. By employing interpersonal resources, readers' acceptance of wrtiers' proposition is crafted in textual voices (Cheng & Unsworth, 2016). Teaching the appropriate use of textual sources to senior secondary students is to anticipate them before entering tertiary education level in which intertextual discourse competence is required (Mei, 2007; Mori, 2017; Widhiyanto, 2017). The present study has represented the strategies offered by model text in textbook in terms of articulating voices through interpersonal linguistic

features. Though it only discusses limitedly on one kind of genre, the current has contributed to offer insightful Engagement analysis in academic writing especially in model text provided by mandatory EFL textbook. Future researchers are highly suggested to explore more types of genre and more number of text being analysed.

REFERENCES

Afshar, H.S., Movassagh, H., & Arbabi, H.R. (2017). The interrelationship among critical thinking, writing an argumentative essay in an L2 and their subskills. *The Language Learning Journal, 45* (4), 419–433. https://doi.org/ 10.1080/09571736.2017.1320420.

Alotaibi, H.S. (2019). An Exploration of Authorial Stance in SSCI-ranked Journals versus Non-SSCI-ranked Journals. *3L: The Southeast Asian Journal of English Language Studies, 25*(3): 65 – 78. https://doi.org/10.17576/3L-2019-2503-05.

Bakhtin, M. (1986). *Speech genres and other late essays*. University of Texas Press.

Cheng, F., & Unsworth, L. (2016). Stance-taking as negotiating academic conflict in applied linguistics research article discussion sections. *Journal of English for Academic Purposes, 24*, 43–57. https://doi.org/10.1016/j.jeap.2016.09.001

Eggins, S. (2004). *An introduction to systemic functional linguistics*. Continuum International.

Giroux, H. A. (1978). Writing and Critical Thinking in the Social Studies. *Curriculum Inquiry, 8* (4), 291–310. https://doi.org/10.1080/03626784.1978.1107557 8

Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. Edward Arnold.

Hood, S. (2010). *Appraising research: Evaluation in academic writing.* Palgrave Macmillan.

Jeong, H. (2017). Narrative and expository genre effects on students, raters, and performance criteria. *Assessing Writing, 31*, 113–125. https://doi.org/10.1016/j.asw.2016.08.006

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. University of New South Wales Press Ltd.

Lee, S. H. (2006). The use of interpersonal resources in argumentative/persuasive essays by East-Asian ESL and Australian tertiary students. Unpublished PhD thesis, University of Sydney, Australia.

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

Liu, F., & Stapleton, P. (2020). Counterargumentation at the primary level: An intervention study investigating the argumentative writing of second language learners. *System*, 102198. https://doi.org/:10.1016/j.system.2019.102198

Llosa, L., Beck, S. W., & Zhao, C. G. (2011). An investigation of academic writing in secondary schools to inform the development of diagnostic classroom assessments. *Assessing Writing, 16* (4), 256–273. https://doi.org/10.1016/j.asw.2011.07.001

Loghmani, Z., Ghonsooly, B., & Ghazanfari, M. (2020). Engagement in Doctoral Dissertation Discussion Sections Written by English Native Speakers. *Journal of English for Academic Purposes, 45*. https://doi.org/10.1016/j.jeap.2020.100851

Martin, J. R. (2000). Close Reading: Functional Linguistics as a Tool for Critical Discourse Analysis. In L. Unsworth (Ed.), *Researching Language in Schools and Communities* (pp. 275-302). Cassell.

Martin, J. R., & White, P. R. R. (2005). *The language of evaluation*. Palgrave Macmillan.

Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox Publishing Ltd.

Mei, W. S. (2007). The use of engagement resources in high- and low-rated undergraduate geography essays. *Journal of English for Academic Purposes, 6*(3), 254–271.

Mori, M. (2017). Using the Appraisal framework to analyze source use in essays: a case study of engagement and dialogism in two undergraduate students' writing. *Functional Linguistics, 4* (1). https://doi.org/10.1186/s40554-017-0046-4

Pally, M. (1997). Critical thinking in ESL: An argument for sustained contents. *Journal of Second Language Writing, 6* (3), 293-311.

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective.* Lawrence Erlbaum Associates.

Smith, J., & Adendorff, R. (2014). Re-thinking Engagement: Dialogic strategies of alignment in letters to two South African newspapers. *Language Matters, 45*(2), 276–288. https://doi.org/10.1080/10228195.2014.909872

Swain, E. (2009). Constructing an effective "Voice" in academic discussion writing: An Appraisal theory perspective. In A. McCabe, M. O'Donnell, & R. Whittaker (Eds.), *Advances in language and education* (pp. 166e184). Continuum.

Weninger, C. (2021). Textbook Analysis. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. https://doi.org/10.1002/9781405198431.wbeal1489

White, P. (2001). Introductory guide to appraisal. http://www.grammatics.com/appraisal/Appraisal.Guide/Framed/Frame.html.

White, P. (2003). Beyond modality and hedging: A dialogic view of the language of intersubjective stance. *Text, 23* (2): 259–284.

Widhiyanto. (2017). Arguments in Academic Writing: Linguistic analysis of arguments constructed in undergraduate dissertations written by student writers from difference academic contexts (doctoral dissertation). School of Education, University of Wollongong.

Xie, J. (2020). A review of research on authorial evaluation in English academic writing: A methodological perspective. *Journal of English for Academic Purposes*, 47. https://doi.org/10.1016/j.jeap.2020.100892

Xu, X., & Nesi, H. (2019). Differences in engagement: A comparison of the strategies used by British and Chinese research article writers. *Journal of English for Academic Purposes*, *38*, 121–134. https://doi.org/10.1016/j.jeap.2019.02.003

Yuliana, D., & Gandana, I. (2018). Writers' voice and engagement strategies in students' analytical exposition texts. *Indonesian Journal* *of Applied Linguistics, 7* (3), 613-620. https://doi.org/10.17509/ijal.v7i3.9812