

RETHINKING ACADEMIC ESSAY WRITING: SELECTED GENRES IN COMPARISON

by

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Abstract

How does opinion, discussion, and argumentative convince readers? How does each of them look different from each other seen from the generic structure, and language use? This conceptual paper is exploring how three selected genres in academic writing differ from each other. By reviewing journals of related topic of recently published, the writer convinces that opinion genre is less strong in persuading readers, and argumentative is very strong in assuring readers, whereas discussion is neutral in affecting readers. The implication is that each genre has its own place to make readers satisfied and each of which indicates the level of ego and sophisticated countering back the statement called rebuttal and arguments and example. By reading this article readers will detect the tone of each genre and to what extent does each genre reach the readers' mind. The implication is that any teacher or lecturer is best recommended to present this model, particularly in EFL context.

Keywords; *Academic Writing, Genres, Opinion, Argumentation, Discussion*

INTRODUCTION

Academic Writing, in general, refers to a broad type of writing set in academic context. It has a unique overall perception of readers perceiving that it is about types of texts such as scientific writing like thesis, and journals. Referring to its term (Hogue, 2008) and (Turmudi, 2014) defines it as "it is the kind of writing you do in college classes which purpose is to explain something or to give information about something and audience is your teacher and your classmates (p.2). This means that it has broader coverage such as essays, scientific article, response paper, and critical analysis, literature review, and so forth. In brief, it has the comprehensive scope of writing types and each which has different characteristics and level of sophistication in content developing. Despite its existence which is crucial for students to know and to master, I experienced contradictive findings.

In a survey study regarding the genre tendency (Turmudi, 2014) showed that the student's tent to choose respectively the provided genres; an opinion with 9.23 %, argumentative with 4.61% and discussion with 0.00 %.The rest were in favor of other genres. The participant or subject of this research was the fifth- semester students who were enrolled at an odd semester of writing-4 course at English Department of UM Metro Lampung. 76 students participated in the writing four course spending 13 meetings filled with theories and practices and 3 meetings as the evaluations: quiz, mid-test, and final test. Thirteen students were males, and sixty-three students were females. They were between 20 to 24 years old and they were in the fifth semester of eight semesters in total. Yet only 65 students were present and participated in responding the questionnaire.

This means that the students were less familiar with opinion and argumentative genre, and the least is a discussion genre. In fact, the three of them conceptually have similarities and differences which are close to each other. The similarity and the discrepancies are worth knowing since they may appear in any academic context either as merely a sole genre or as blended genres in which opinion and discussion may merge in the flow of academic writing essay (Bruce, 2008).

However, the direction of this article is not to inform the general genres but **genre-based approaches to developing discourse competence in writing** as quoted (Bruce, 2008, p.87). Thus, what is a genre?. “Genre is the context in which what is said has the force that it has. (Fredman, 2012). Thus, as I discuss, about genre it refers to a certain point in writing class or "academic writing in context” (Myers, 2001)

As reviewing books regarding this three topics I found that the concepts of genre authored by different writers vary from each other. One of them is (Bruce, 2008) who proposes that Academic writing is any related written activities in the context of academic atmosphere aimed at promoting the goal of teaching academic writing.

So, he further highlighted that:

“the teaching of the writing skill, it seems that genre-based courses have three major strengths: firstly, they make it possible to focus on larger units of language; secondly, they can provide a focus on the organizational or procedural elements of written discourse; and thirdly, they make it possible to retain linguistic components as functioning features of a larger unit of discourse, thereby avoiding atomistic approaches to language teaching.” (p.6).

Hence the academic writing here is also aimed at building discourse competence and communicative competence in written form.

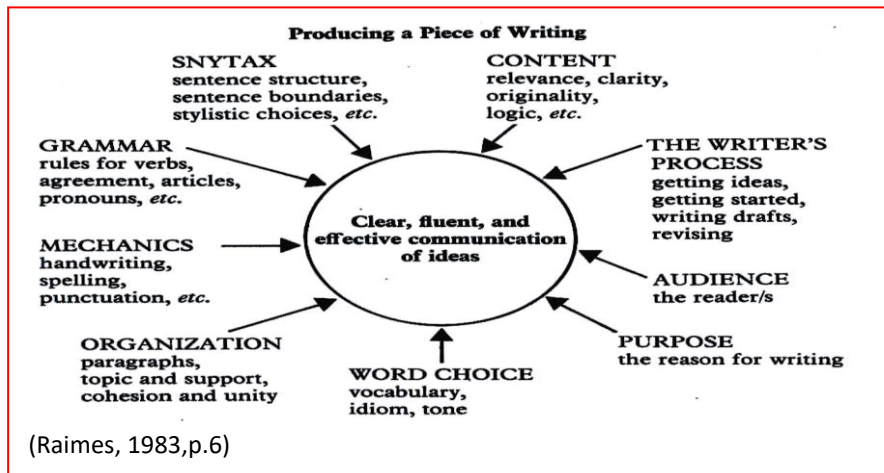
Thus, as I had reviewed many sources, I proposed that Academic Writing is any form of writing given in the context academic atmosphere scrutinized in different genres with certain scope and certain level syntactical aspect promoted to make the learner have both discourse and communicative competence in written form. Schneer (2014) claims that "there is a good deal of argumentative writing that occurs outside of academia, and although the argumentative academic writing may serve an immediate need in some contexts..." (p.636). This implies that Academic writing covers argumentative genre as discussed above.

Nevertheless, the flows of discussing genre are not the mainstream of this article, in fact, it goes beyond each mentioned genres seen from point of view, organization, and accuracy. Nor does it go to propose two broad categories of genre, those of *cognitive genre* and *social genre*, but to promote the ability to use these knowledge systems and forms in this integrated way in order to process and create extended discourse is referred to as *discourse competence*.(p2)

Thus, central to the mastery of academic writing is the novice writers' development of *discourse competence*, particularly in relation to academic prose. (Bruce, 2008). As such case, what I meant by genre here is referred to what Anderson called Text Types in English (Anderson & Kathryn, 1997). Yet, it is worth knowing that this concept refers to the term cognitive genre which is used to refer to what Pilegaard and Frandsen (1996) label *text type*. As examples, they cite: 'narrative, expository, descriptive, argumentative or instructional text types' (Pilegaard and Frandsen, 1996, p. 3) as cited in (Bruce, et al). In addition, Quinn identifies four text types (referred to here as cognitive genres): *Explanation, Report, Recount* and *Discussion*.(p.94).

The nature of academic writing varies and thus I summarized as the following proposition. Academic writing characteristics adapted from Hartley (2008) covers: visible to do, ,pompous, long-winded, technical, impersonal, authoritative, humorless, elitist, exclude outsiders, fit with certain circumstances, eligible for non-native speakers(p.5) Further, the scope of teaching writing I propose is adapted from Bruce (2008), with exception as described in table below.

The scope of teaching writing



Up to this point, it might be clear enough; nevertheless; it will be somewhat confusing when it comes to distinguishing argumentation and argumentative since the essence of arguments exists in the three genres; **opinion, discussion and argumentative**. Henceforth, I intend to explore each of them and differ from each other from the perspective of generic structure and language use, tone, and point of view.

All these presented genres are projected to be ‘Writing *is* a way of knowing’: writing and identity (Park, 2013) which means that through writing learners will know what they are searching and with their product of essay writing in academic context and their identity can be tracked. In such a case, opinion and argumentative are the two sources on which their identity will appear. This happens due to the mono point of view in opinion and pros point of third persons, and first point of view in argumentative regardless third person point of view.

Thus, what Park summarized as I refer to the word "write about your feeling, assumption, write what your challenging or rewarding, write some of the advice you may have" (Park, 2013) is what I meant “opinion.” In addition, opinion in academic writing may appear in a response paper task of essay writing. Henceforth, however; the review will be directed to inside parts of an essay no matter genre they are.

An essay, no matter type it is, has overall essay organization such as introductory paragraph, bodies of paragraph, and concluding paragraph. This goes further beyond each part of these three structures (Oshima & Hogue, 2007).

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Introductory paragraph (IP) covers general statement (GS) and thesis statement (Th.S). A general statement is created to attract readers' attention, whereas thesis statement is composed to state the specific subdivisions of your topic and for the "plan" of your paper (p.101). It is just like a topic sentence in a paragraph which has a topic and a controlling idea. The difference is that a controlling idea in a thesis statement is to control the whole paragraph while a controlling idea in a paragraph is to coordinate the whole supporting sentences and details in a paragraph only. In another source, it is called constituent of an essay (Taylor, 2009). Thus, after introductory paragraph, paragraph (s) comes to present.

The other researchers have proposed some element of an argumentative essay. Hyland (1990) summarized the elements of the structure of an argumentative essay. He uses "move" in which "attention grabber or controversial statement or dramatic illustration is posed. This is situated in an introductory paragraph. It is followed by present background material for topic contextualization. Positive gloss—brief support of proposition, marker—introduces or identifies a list to end the introduction.

In the next body as parts of argument or what I called a body paragraph, Hyland (et al.,1990) proposed ' marker "signal the introduction of a claim and relates it into the text," restatement "rephrasing, repetition of proposition," and claim "state reason for acceptance the proposition," and finally support " state the ground which underpin the claim." This is what I proposed previously as a topic sentence which is referred to a thesis statement. Then, it is supported by supporting sentence which can be an argument (in both pros and cons) followed by supporting details and ended with concluding the sentence.

In the final stage, Hyland listed the aspects such as marker, consolidation, affirmation, and close. the marker is signal conclusion boundary, consolidation presents the significance of the argument stage to the proposition, affirmation restates proposition, close widens context or perspective of a proposition. All of this present in concluding paragraph. As for me, I proposed elements in concluding paragraph as mentioned above.

Thus, a paragraph is a group of related sentences about a single topic (Hogue, 2008). A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. (Oshima & Hogue, 2007). It has at least three main aspects; topic sentence (TS),

supporting sentences (SS) and a concluding sentence (CS). A supporting sentence can also be called an argument while supporting details (SD) can also be an example. All supporting sentences have to lead to controlling idea in a topic sentence. Henceforth, all supporting details referred to an idea in each supporting sentence. While the concluding sentence signals the end of the paragraph and leaves the reader with important points to remember (Oshima & Hogue, 2007). This works for all paragraphs in which an essay has. Thus, a paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay (Oshima & Hogue, 2007).

Finally, an essay has a concluding paragraph. (Oshima & Hogue, 2007) summarized a concluding paragraph (CP):

The conclusion in an essay, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body. The only additional element in an essay is the linking expressions between the paragraphs of the body. These are just like transitions within a paragraph. You use transitions *within* a paragraph to connect the ideas between two sentences. Similarly, you use transitions *between* paragraphs to connect the ideas between them.” (p.101).

However, I propose that a concluding paragraph (CP) can be organized in different logical sense such as inductive or deductive reasoning. Inductive model is begun with a set of summaries and followed by a conclusion, whereas a deductive model is introduced with a conclusion and followed by a set of explorations or summaries. An inductive one model is preceded by a transition such as “*in brief, briefly, in summary,*” and so forth, whereas a deductive model is preceded with a transition such as “*in conclusion, thus, so,*” and so on.

This organization is applicable for all the three genres: opinion, argumentation, and discussion. Nevertheless, the point of view and conclusion in opinion, argumentation, and discussion remain different from each other. In order to make it easy to understand, a table differences of each concept created and is provided in sub-chapter prior studies and conceptual theories.

Refreshing the concept of Hyland (1990), Schneer (2014) has amended this concept by deepening and criticizing the grounded concept of Hyland. He cited some other work by Like Kamimura (2000) and Al-Haq and Ahmed (1994), Campbell and Latimer (2012), He proposed that the three stages of essay; thesis, argument, and conclusion entail a question: “how well the overall prescriptive structure of argumentative writing instruction corresponds

to actual argumentative writing beyond the writing classroom?"(p.622). This argument was supported by the observation of Campbell and Latimer (2012) as he cited saying that "hard-pressed to find essays written in the five-paragraph formula beyond the school walls" (p.623).

Upon all, however; this study makes my perspective clearer and brighter and thus henceforth I am presenting my synthesized propositions putting into a concept that opinion, argumentative and discussion are distinguishable at least from four aspects: the points of view, the language use and the marker, and the tone of the writer.

Referring to my intention to write this issue, I have set my project and thus the objectives of this conceptual paper are to share.

1. How opinion, discussion, and argumentative genre convince readers.
2. What generic structure and language use exist in opinion, discussion and argumentative:
3. How to differ from each other seen from the point of view, the generic structure, and the language use and the tone?

These three objectives may limit the scope of core ideas but may open the depth beyond as both of them are believed to supply good novelty for reader scholars.

The benefits of exploring and probing all of these are to reform the concept and revise conceptual theories and the type so that readers may use in the contextual topic. This study is hoped to give perspective to any other researcher teachers or lecturers regarding this issue taken not only from my own experience as a writing lecturer but also resulting from critical reviews on the selected journals over the globe. At the end, this conceptual article is intended to maximize learning from the written output (Thwaites, 2014) proposed this concept on the basis of the Output Hypothesis by Swain (1998).

PRIOR STUDIES AND CONCEPTUAL THEORIES

Prior studies on academic writing

A number of studies in academic writing; minus genre-based, were carried out prior to this conceptual paper; however; they focused on the different view of writing and thus

making many gaps with which I decided to write this topic hoping to give a great contribution theoretically and practically toward the existing related concepts.

However, the first research is what is called the classification of genre families in university student writing. Gardner & Nesi (2013) proposed that genre family by citing Britton et al (1975) "expressive, transactional such as expository and persuasive, and poetics." Another study by Rothery and Martin revealed that the students' writing in Sydney covered narrative / expressive rather than factual (p.26-27). At the university level, they cited Swales (1996) reporting that research article is the popular choice of genre for academic writing research. This was followed by many researchers in different angles of essay writing.

Hence the flows lead to a vision of writing from different angles. One of them is by Gloria Park (2013) reporting 'Writing is a way of knowing': writing and identity. It was followed by Gardner & Nesi (2013) reporting "A Classification of Genre Families in University Student Writing." Further, it was reported by Thwaites (2014) reporting that "Maximizing learning from a written output." The next was by Rathert & Okan (2015) highlighting "Writing for publication as a tool in teacher development ." Inline with this was reported by Deatline-Butcman & Jitendra (2006) reporting their experimental study as quoted and the Results demonstrated improvements in students' written and oral protocols from pretest to posttest on all measures (number of words, planning and composing times, essay quality). All of these have seen writing from the different point of views.

In addition, planning or writing intervention transfer effects was seen. Rusfandi (2015) reported and claimed some findings his study on "Argument-Counterargument Structure in Indonesian EFL Learners' English Argumentative Essays. This study focused on analyzing the four factors in an essay; *claim*, *refutation*, *sub-claim*, and *justification*. The result shows that this study found a general absence of the argument-counterargument structure from the participants' argumentative essays. The majority of the students developed one-sided argumentation as indicated by the general presence of claim and justification sections in their essays. " (p.15).

Along with this idea, a certain researcher has reported the similar nuance. In China, (Zhang, 2009) has reported that the discussion essay writing posted on board harvested "...a learning community enabling all parties to share, interact, and propose ideas online and thus
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it shows “an effective way to tap into the heritage learners’ existing knowledge and to support their Chinese language acquisition “ (p.729). Thus, the benefit of the study reveals that an essay writing has helped the students come to terms with their identities and develop their literacy skills ” (Zhang et al.).

A summary of the study findings is in the following propositions. It resulted in a learning community, students' interaction, and positive comments of students on the posted essay. On the whole of this study, Zhang claims that this research implementing asynchronous media of essay is fruitful and promising. That is why the report is presented in the current study since it contains crucial points for the current arguments.

However, researcher such as Schneer (2014) reported differently. He highlighted his conclusion on his research claiming that: (1). It is difficult to convince on how an argumentative essay is organized in a clearer generic organization pattern, (2). An argumentative essay might limit student ‘complexity which threatens the development in writing, (3). Argumentative essay structure depends on academic and non-academic context, (4) possible chance to teach this genre in class is recommended to take, (5). a genre analysis approach can be implemented in the classroom and followed by analyzing and emulating original writing, (6) English language teachers should focus on general academic writing instruction as quoted from Spack (1988), (7). Students need to comprehend not only the nature and purpose of writing but also the prospectus readers of the manuscript (Schneer, et al.).

Upon reviewing all prior studies, henceforth, I am going to disseminate the overview of three different genres as mentioned above such as opinion, argumentative (best to say argumentation to make it parallel), and discussion.

Table 1. Overview of the different genres

Genres	Point of view	Arguments and Rebuttal		Moderation	Type of thesis statement and example
		Pros	Cons		
Opinion	First Person (I/We)	Yes	No	No	Use the first person " I or We" subject. e.g. I Think that the Jokowi's administration is the most injustice regime compared to the prior government marked by the following indicators.
Argumentation	First and Third	Yes As claim	Yes As rebuttal	No	Use " I " or " we" and he, she or they" as a subject. e.g. Despite the positive claim of people, I think that the Jokowi's administration is the most injustice regime compared to the prior government marked by the following indicators.
Discussion	Third Person Neutral	Yes As the third person argument	Yes As the third person Rebuttal	Yes	Only third person subject e.g. (Considering that) some people think that Jokowi's administration is the most injustice regime compared to the prior government, but some others claim it differently, I remain hoping to see deeply on both propositions before deciding to which side you are in support or against because the decision is critical for your stance.

(Turmudi, 2015)

As a perpetuation of this overview, I mean to explain and exemplify the three mentioned genres. However, the extent to which I clarify is addressed to opinion, argumentative and discussion as an entity of genres. Opinion as an entity is a complete essay of opinion genre not opinion as a part of any proposition in any text types. Or opinion in which a person is prompt to reply in a written paper. Yet it belongs to the opinion as long as the stance represents a personal view. As for argumentative, I mean it as a genre in which all of the arguments of both parties are stated. In fact, argument, to best of my formulation, can be present in opinion, argumentative, and discussion. The opinion of a side is called pros argument or contra argument depending on the nature of agreement or disagreement in

argumentative. Finally, an argument also presents in any flowing discussion essay. Last but does not mean the least, is an argument takes place in a discussion. This happens when a moderator, to best of my term, in a discussion essay lets those who are in support propose their views and those who are in opposite counter the issue with the same portion of chance. Thus, my explanation ahead is limited to the entity of those genres.

Concept of Opinion

An opinion essay is an essay in which a writer expresses his personal arguments to persuade readers about a hot topic in the point of view of public perceptions. In this model, the writer argues or persuades the readers with whatever logical propositions he or she has; however, he or she avoid discussing his or her opponents voice or point of view. (Turmudi, Writing- Four Course, 2015). Henceforth, the first-person point of view is the absolute feature of this genre.

This genre is normally to express a personal view on a hot topic by showing the first-person point of view or anyone who is in support of this argued topic. Basically, an opinion genre has the same structure as that of Hyland (1990), thesis, argument, and conclusion. However, what makes this different from both argumentative and discussion is the point of view, thesis statement and concluding statement.

First, the thesis should reflect the stance of hot issue posted. For example, the excerpt of the overview concept of thesis statement ***"I Think that the Jokowi's administration is the most injustice regime compared to the prior government marked with the following indicators."*** In this thesis, the point of view is "I" which is very personal and does not reflect other counterpart although similar voice may be welcome and be integrated into the arguments. The content is clear that the "I" is placed in the opposite of those who are in support of Jokowi's administration. This is the first uniqueness of opinion.

Second, the argument reflects what the "I" believes and are in support but does not care for the counterpart rebuttals, since such kind of opposite voice is not welcome in the flows or the arguments. This is also followed by the statement and evidence or example and ended with recommendation or stance of each sub-argument. The same pattern happened ***Premise Journal Vo. 6 No.2 October 2017, e-ISSN: 2442-482x, p-ISSN: 2089-3345***
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when the supporting sentences or claims are more than one sentences. Briefly, the flows of arguments only accommodate what the “ I” believes and thinks as argument and examples.

Finally, the conclusion, which I called “concluding paragraph” is the repeated stance of the “I” although it can be in different side type of sentence, but the tone reflects the position of the “I.” For example, the thesis statement: *“I think that the Jokowi’s administration is the most injustice regime compared to the prior government marked with the following indicators.”* Then the conclusion may be formulated like this *“Having finished analyzing evidence in the field, I retain that no support for Jokowi’s administration since he keeps on creating injustice and welcoming communism in this religious country.”* This type concluding can be followed by a brief list of the summary if the approach is a deductive reasoning. The tone is persuasion or convincing readers to agree with his or her propositions.

In conclusion, opinion essay persuades and convinces the readers without integrating possible counter arguments as in that of an argumentative essay.

Concept of Argumentation

Previous researcher described an argumentative essay (Hyland, 1990). As I synthesized some articles and books, I realized that an essay that has social function to persuade readers toward the central statement in a disputed issue embodied in a structure of essay text consisting of the thesis, argument, and conclusion. This means that an argumentative essay has two different countering flows of argument called refutation. It is merely by welcoming different perspective into the discussed issue by the writer. However, the writer or author retains or takes stance on his or her position to make readers convinced that the argument is acceptable. Rusfandi (2015) uses the term *claim* for *statement* and *refutation* for *rebuttal* (self-defend or argument), and *argument-counterargument*, *sub-claim* or *example* and *justification* or *reiteration* or *suggestion*.

In reality, the three components of the essay can be organized in the three different paragraphs or more depending on the length of the issue. However, the simplest one is arranged in an introductory paragraph, a body paragraph, and a concluding paragraph. Beyond each of these parts covers statement and thesis statement in introductory. This is

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what is called proposition or central statement (Hyland, 1990). Then topic sentence which refers to the thesis statement. It is followed by supporting sentences and supporting details and concluding sentence which refers to topic sentence, all of which are in the body paragraph. However, Ken (1990) called it as argument stage as quoted. The argument stage consists of a possible four move cycle repeated indefinitely in a specific order. As well as a conclusion in a concluding paragraph followed by simplest summary or summary followed by a logical conclusion. In this stage, Ken (1990) called conclusion stage as a fusion of constituents in this genre. It functions to consolidate the discourse and retrospectively affirms what has been communicated” (Hyland, 1990).

Another researcher proposed the same concept (Schneer, 2014) who refers to *argumentative essay* to *persuasive essay*. His view about this types of text is due to a rare study on this topic and thus he began with queries: what exactly the argumentative essay is; how it is constructed; what it entails; and; perhaps most important, why the prototypical argumentative structure is so prevalent?. Although he has criticized the conventional argumentative essay, his proposition leads to a clearer idea of an argumentative essay in practice. He concluded that:

“In short, the position of the proposition (or thesis statement), the primary move of the argumentative essay needs to be better understood in terms of its structural relationship in real-world argumentative writing” (p.633).

Regarding the use of terms such as statement, rebuttal, or argument another researcher called them differently although they refer to what I meant. Rusfandi (2015) claims that:

Four rhetorical features are examined in the present study: Claim, Refutation, Sub-claim, and Justification. These rhetorical features represent the argument-counterargument structure because essays containing these features usually present not only the writer's main claim and its justification but also readers' possible opposing views as imagined by the writer for the purpose of substantiating his/her main argument as a response or answer to the issue being discussed. (Rusfandi, 2015, p. 9).

As for Hyland (1990), he uses the terms in the thesis of an essay as a move.

Nevertheless, for me, who experienced this; doing, explaining and reviewing this genre for seven years, I may formulate argumentative as “*An essay that explains and convinces the readers by presenting both pros and cons but ended with convincing position is called an argumentative essay*” (Turmudi, Writing-Four Course, 2015). The objective of an

Argument is to take a position on the same issue and justify it' (Bruce, 2008). However; the stance is taken after considering or welcoming other voice even though they are considered as an opponent. This feature makes it different from the opinion genre. Thus, it accommodates the first person and third person point of view as well statement or rebuttal, an argument, and examples of the opponent.

Concept of Discussion

The discussion is a text which presents a problematic discourse. This problem is discussed in different viewpoints. The discussion is commonly found in the philosophical, historical, and social text. However, the writer is not authorized to take stance since he or she only presents the flows of a discussion so that readers can draw a conclusion or even get the points to follow (Turmudi, Writing-Four Course, 2015). That is why this type of genre is neutral since the person in this text type functions as a moderator who regulates the flows of text presented by the third person point of view of both who are in favor and who is against the topic. However, the moderator may tend to one side by stating the side clearly but he or she is forbidden to promote or persuade any readers.

As for both opinion and argumentative essay, a discussion essay, to my best knowledge and practice, has also distinctive features from that of the argumentative one. It can be seen from different angles of thesis feature, the point of view, a flow of the argument as well as the tone of the writer. All of these aspects are clarified on the individual basic unit.

The form of a thesis indicates a neutrality of the writer and further persuades the readers to see deeply on both who are in support and who are against the hot issue. For example, I take the model given in the table of discussion and compared with that argumentative." In the discussion, the thesis statement can be like this "(*Considering that some people think that Jokowi's administration is the most injustice regime compared to the prior governments, but some others claim it differently, I remain hoping to see deeply on both propositions before deciding to which side you are in support or against because the decision is critical for your stance.*)" This is quite clear that the personal view of the writer is neutral

and private so that his clear support remains a mystery since his role is to persuade people to think critically and deeply upon a hot issue in the society.

In argumentative, however, the view is clearly stated and in favor of one side or party. Thus, the following example from the table above "*Despite other people claim positive, I think that the Jokowi's administration is the most injustice regime compared to the prior government marked with the following indicators.*" This can be obviously seen from the thesis that the writer is against or contra Jokowi's administration even though the other counterparts proposed some convincing arguments massively.

Explicitly, the point of view of the discussion is neutral and private, whereas the position of the writer in argumentative is vulgar and visible to the public. Hence the tone of the writer tendentious or partisan in argumentative but is neutral or non-partisan in a discussion. All of these analyses have very much of help to shape my personal view of three elaborated genres. In addition, I enriched this hypothetical evidence with many theoretical reviews before I come to my final conclusion.

Considering the theoretical review, some aspect in introductory, body, and concluding paragraph are crucial to explaining in order that readers may differentiate the feature in each genre. For this reason, the elaboration of this will cover; introductory feature, body feature, and concluding paragraph feature. All of these discrepancies are aimed to make them clearly understood.

Table 2. Characteristics of introductory and body paragraph of an essay

Genres	Thesis Statement	Topic sentence	concluding sentence terms	Tone
Opinion	Use the first person " I" or " we" point of view.	Use " the first-person point of view" e.g. "I" or "We"	Conclusion	Take stance or position since the beginning
Argumentation	Use " the third person and then the first person" point of view.	Use "the third person point of view and then the first person" point of view.	Recommendation	Take stance or position after considering the opponents' views.

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Discussion	Use “third person “point of view	Use “ third person point of view	Reiteration	Does not take stance or position but let the readers take their own conclusion.
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As it was clearly explained the differences between three of them; thesis statement, topic sentence, and concluding sentence as well as the tone of text type, I think it is not a drawback if the feature of concluding sentence and its example is presented below.

Table 3. Characteristics of concluding paragraph

Genres	Thesis Statement	Topic sentence	Concluding sentence	Tone
Opinion	I think that the Jokowi’s administration is the most injustice regime compared to the prior government marked with the following indicators.	The first indicator of his administration injustice government is treating differently upon Moslems and Non- Moslems religious practice.	Conclusion: In brief, he tends to protect the rights of minority rather than the privilege of majority	Take stance or position since the beginning.
Argumentation	Despite other people claim he is justice; I think that the Jokowi’s administration is the most injustice regime compared to the prior government marked with the following indicators.	His supporters think that he is fair; however, I remain thinking that his administration is injustice in treating Moslems and non-Moslems religious practices.	Recommendation Although his supporters think that he treats both Moslems and non-Moslems equally, I think you should trust him considering the realities in his real life.	Take stance or position after considering opponent’s view.
Discussion	Some people think that Jokowi’s administration is the most injustice regime compared to the prior government, but some others claim it differently.	The proponents of his admiration claim that his government is justice to anyone, any religious fellows; however, the opponents insist that his administration is injustice treating Moslems.	Reiteration Both proponents and opponents of his administration think that his administration is justice or injustice depending on the point of view.	Does not take stance or position but let the readers take their own conclusion

The exposition in table 3 is clear, however, a metaphor is believed to be worth-reading since it might help readers understand the three different concept of genres. Accordingly, I take examples of sports as explained in the table.

Table 4. Comparative Metaphors

Genres	Pictures	Point of views
Opinion Squash +	 Figure 1 Courtesy of Google	She represents how she hits the ball and thus she says " I " but does not care how others respond because she does not have an opponent but a wall.
Argumentation Badminton player	 Figure 2 courtesy of Google	He represents one side of the players either as " I or we" but he also welcomes the opponent either as the singular of the plural "he or she or "they." So, he takes a position as one side.
Discussion = court or referee in badminton	 Figure 3 courtesy of Google	The players are subjects of the flows of the match and the writer is represented by the referee. A referee can say either " this side or that side but he cannot say " my side. "

(Turmudi, 2014).

This metaphor is intended to help readers how to differentiate internal aspects of the essay in each provided genres with a hope of enlightening the visibility of the thoughts.

CONCLUSION

The absence of any simultaneous studies on these three genres has triggered me to propose that they are conceptually different from each other. I believe that explaining this concept is crucial products for some reasons such as identifying the writer view and knowing the identity of the writer or best referred to the position on the proposed issues. In addition, *Premise Journal* Vo. 6 No.2 October 2017, e-ISSN: 2442-482x, p-ISSN: 2089-3345
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how well the writer welcomes other views are determined by the imaginary intelligence of the writers.

Regarding **formulation of** Anderson & Kathryn (1997), and Bruce (2008), (Turmudi, 2015) and claims of Hyland (1990), Zhang (2009), Park (2013), Schneer (2014), all have convinced me that making them different. The difference covers beneficial linguistically and socially function of the essay it self. I appreciated the work of (Bruce, 2008) in which the academic writing here is also aimed at building discourse competence and communicative competence in written forms. Considering the set objectives (1). How opinion, discussion, and argumentative convince readers; (2). What generic structure and language use exist in opinion, discussion and argumentative: (3). How to differ from each other seen from the point of view, generic structure, and language use and tone?, I assumed that all of these propositions have met my intention in this conceptual article.

Limitation

This article has drawbacks to some extent. It merely relies on personal experience in the teaching essay for 7 years at the university level and 12 years of teaching integrated English at the high school. The limited accessible resources in opinion and discussion make this article limited. However, I assumed that my expertise and experience in this field of study have helped me very much on directing my thought into the appropriate track.

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