

Innovations

An Investigation into Students' Argumentative Essay through Question-based Writing Instruction

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Abstract

The main aim of this study was to examine the effects of questioning on students' argumentative essay writing skills. To this effect, the pretest-posttest comparison group design was employed. The data were collected from sixty undergraduate management second year students using text analysis. Based on this, the data from texts were analyzed thematically. The qualitative finding obtained through text analysis of the students' argumentative essay writing showed that the treatment group produced better than that of the comparison group. Based on the finding of the study, it was concluded that questioning method helped students improve their argumentative writing skills. The implications drawn from the finding of this research suggest that promoting argumentative essay writing skills through questioning would work best in the Ethiopian context if the classroom teacher is given further training on it.

Key Words: *Argumentative Essay Writing; Attitudes; Effects; Questioning; Text Analysis*

Introduction

Many language educators (for example, Richards & Lockhart, 2000; Cotton, 2003; Paul & Elder, 2008; Fahim & Mirzani, 2014) have recognized the positive effects of teacher questioning on students' overall success in colleges and universities. They argue that question-based writing instruction gives students a meaningful basis for generating, organizing, developing, analyzing, synthesizing and evaluating ideas while writing essays at various stages. It also provides a purposeful and motivating context for students while doing various writing tasks.

As a written communication, writing is always considered as the fundamental aim of education. It has always been a key in second (foreign) language learning since it has a big contribution to both educators and learners. Writing refers to a language skill that gives a significant contribution to human activities (Hyland, 2009). According to Weigle (2002) and Jensen (2015), writing is regarded as written communication where people express their thoughts, ideas, and feelings through it. To a large extent, writing exactly an argumentative writing is the most crucial one because it is mostly used in higher education and the workplace (Weigle, 2002; Oshima & Hogue, 2007; Bassham et al, 2011). Precisely, the main purpose of an

argumentative writing is to define the learners' arguments about one topic that occurs and to decide in which position we are going to approach.

Although mastering writing is essential, writing skill exactly an argumentative writing is recognized as the most difficult and challenging English skill since it needs lexical and grammatical features strictly and takes a lot of effort. In line with this idea, Weigle (2002) believes that writing as a demanding job that takes a lot of time to be fully mastered. As a result, university students notice that some difficulties are found when the teacher asks them to write an argumentative writing. Moreover, the difficulties lie on how the students generate and construct ideas using appropriate vocabulary, sentence and paragraph organization (Richard & Renandya, 2002). In addition, learners suffer difficulties due to lack of background knowledge for writing (Oshima & Hogue, 2007). The challenges also arise when the students do not have enough knowledge about mechanics, style, content, as well as writing strategy. In line with the above ideas, Hyland (2009) notes that learning to write involves a series of commitments and writers have to follow a process. To put it another way, writing is a complex activity that should be mastered since students need to express ideas in written form.

For EFL students, writing in English is not an easy task to do. Hyland (2009) and Bassham et al (2011) assume that writing seems the difficult skill because during the process the writer should pay attention to the aspects of writing that is content, organization, vocabulary, language use and mechanics. To find out the problem of students' argumentative essay writing skill, the researchers conducted a preliminary study by giving an argumentative essay writing test for 60 second year undergraduate students from social sciences and humanities college (section A & B) and interviewing one TEFL teacher and three students on January 5, 2021 at DMU, Ethiopia. The average score achieved by most students were below 50. The teacher's reply also showed that students have problems in generating ideas when they are asked to write argumentative essay on the given topic. The students also said that they had problems in generating, organizing and developing ideas while writing essays.

The majority of researchers explored teachers' questioning behaviors and presented valuable results for language teaching and learning (Zhou & Zhou, 2002; David, 2007; Kifle, 2008; Talal & Salem, 2014; Jensen, 2015). However, those studies mainly focused on the influence of teachers' questions on classroom interaction, question types, learners' oral output or teachers' beliefs towards writing as case studies or survey types. As it has been noted, the effect of teacher questioning on students' essay writing skills requires an investigation. There are limited studies on this area, and no local research has been conducted on the effects of employing teacher questioning on students' argumentative essay writing skills in Ethiopian EFL context. Therefore, the researchers seek an answer to the following research question:

- How does argumentative writing development with the comparison group differ from students in the treatment group?

Methodology

Design of the Study

The research design of the study employed a pretest-posttest design with two group participants. The comparison group was taught using the conventional method, whereas the treatment group was taught using questioning method. For the purpose of this study, the participants in the two groups were given argumentative essay writing pretests before the intervention. Similarly, the two groups were given argumentative essay writing posttests.

Participants

In this study, a total of 60 two intact group undergraduate management students at Debre Markos University(DMU) enrolled for Basic Writing Skills were included. In the students' university stay, two Communicative English Skills Courses are given to second year management students as compulsory. Before this course, the students took two Communicative English Skills (FLEN 1011 & FLEN 1012) Courses prepared by MoE (2018) in which writing is one aspect of them for two semesters. Earlier in the university course, students learned English language subjects beginning from grade one to university.

Data Gathering Instruments

Argumentative Essay Writing Tests

In this study, argumentative essay writing tests were used as the main tool to gather the required data from the students. Tests that consisted of an argumentative essay were administered to the comparison and TG before and after the intervention. The main purpose of the tests was to assess students' argumentative essay writing skills in the pretest and posttest. The other purpose was to analyze the students' sample essays against the adapted criteria in order to show improvements or progresses.

Argumentative Essay Writing Rubric

The scoring rubric was adapted from Oshima and Hogue's (2007) analytic descriptors of written argumentation. This rubric helped the three researchers to evaluate the students' academic essays. The researchers then marked the students' argumentative essay writing skills. The level descriptors that describe the students' performances on their argumentative essay writing skills are indicated below.

Argumentative Essay Analysis Criteria
<ul style="list-style-type: none">○ General background○ Adequate development○ Word choice○ Transitions○ Correct grammar○ Punctuation○ Spelling

Adapted from Oshima& Hogue (2007)

Text Analysis

Text analysis in the study was helpful to get necessary information from the selected second-year management students. The findings of the text analysis were used to get the qualitative data. Therefore, four sample argumentative texts (i.e. 2 from comparison group and the other 2 from the treatment group) were designed in such a way that they could generate responses that addressed the issues raised in the students' writing skills through the context of question-based argumentative essay writing instruction. The main purpose of using the text analysis in this study was to see the improvements of the target students' overall developments on their argumentative essay writing skills through question-based writing instruction.

Experimental Procedure of the Study

In the data collection, first, a teaching guide used to teach argumentative essay writing was prepared using the literature in accordance with the question-based learning method. In other terms, the teaching was developed in a way that enabled the students to make observations, pose questions, examine sources, gather, analyze, interpret, and synthesize data, propose answers, explain, and predict; communicate findings through discussion and reflection; apply their findings to a real-life situation; and follow up on new questions that arise in the process, because these are the focuses of question-based learning. On the other hand, it was also developed in ways that enable students to generate, organize, and develop ideas while writing argumentative essays. In sum, the teaching guide was prepared considering the components of question-based argumentative essay writing instruction. Then, an argumentative essay pre-test was administered to the two groups of students to identify their writing skills before the intervention. Following the pretest, the intervention was given.

The intervention was question-based argumentative essay writing instruction delivered for 16 weeks using the teaching guide. In the teaching-learning process, students discover their own writing topics, generate ideas, evaluate what they have and what they need, gather and evaluate information from different sources, write up drafts with evidence, discuss with colleagues and subject area experts for feedback, and write up essays related to their real-life situations. When the intervention was given, the student-reflection journal was collected from the students. Next to the completion of the teaching-learning practice, the participants were given an argumentative essay posttest that was related to the pretest. The posttest was needed to determine whether the question-based instruction made improvements to students' argumentative essay writing skills.

After the essays were completed (in both the pretest and the posttest), the students in the CG were examined separately by three expert evaluators in the same way as the students in the TG. The participants were also given feedback. The feedback covered general problems encountered in the essays. Finally, text analysis was made with students in the TG and CG to gain information about the effectiveness of using question-based argumentative essay writing instruction in Basic Writing Skills classes.

Data Analysis Method

The data that were gathered through text analysis were analyzed thematically.

Data Analyses and Findings of Text Analysis of Students' Written Texts

To see whether there were differences between the comparison and the treatment groups in argumentative writing skills and CT, students were given two different topics to write argumentative essays on "is social media good or bad for society?" and "internet access should or shouldn't be free for everyone" for pretest and posttest respectively. The text analysis of the students' written texts was intended to address the research question of this study. Therefore, the following sample essays written by the two groups of students (4 essays, 2 from comparison group and the other 2 from the treatment group) were randomly taken and the analyses on basis of the adapted criteria in the pretest are presented.

With regard to the qualitative data, in this study, text analysis of students' written texts was analyzed to see if there were differences or similarities on the students' argumentative essay writing skills. In doing so, in the text analysis, sample students' written texts were taken to examine students' argumentative writing

development based on the adapted criteria in their pre-interventions and post-interventions. To this end, the findings of the text analysis are explained after presenting the typed sample essays as follows.

Sample Students' Written Texts of the Comparison Group in the Pretest

Is social media good (bad) for society?

Social media plays a very important role in today into life. Social media are we based on line tools that enable people discover and learn new information, share ideas, interact with new people and or gan a term used to describe the Interaction b/n groups and individuals.

Social media which used by d/t things in those are: Twitter, Facebook, google. You tube, and the internet and invirtual commonities social media. It also advantage and disadvantage of human life.

Social media for humans' life positive and negative affects. The positive affects of social media better communication, stay up to date with family and family and friends around the world, find new frinds and commonities, raise awareness, timely information.

The negative effects of social media on people's life reduced learning and research capabilities, time wastage, reduction real human contact, low grades, loss of motivation in students, effect on health, etc.

Generally social media on people's life more essential and huge important for people's life and socities to learned thecnological method for social media which property used for life.

Taken from S-300

The argumentative essay was written by the student with a secret code of S-300. Regarding the overall text, she began her writing by stating the role of social media to the people. However, the thesis statement was not clearly stated in the paragraph, and there was lack of adequate development or supporting sentences. In another way, the writer did not support her essay with specific and logical reasons. There was also fragment (incomplete) sentence in the second paragraph of her essay such as "It also advantage and disadvantage of human life". Similarly, the first sentence in the third paragraph begins with "Impacts of Social Media on Human's Life". This sentence lacks some kind of subject-verb agreement. It also requires revision in its overall construction. In addition, the writer's essay is full of spelling problems. For example, the writer misspelt the word "gain" as "gan", "communities" as "commonities", "friends" as "frinds", and "society" as "socity". Moreover, most sentences in the writer's essay contain words and phrases that are not related to each other. Moreover, the writer did not the word "huge" in its right place in the last paragraph. That word is not relevant to the paragraph. In addition, most ideas in each paragraph are not related to each other. The writer also raises new ideas in each sentence that makes them unrelated to each other.

In general, the writer has problems in terms of clarity in her essay. She also lacks specific examples and logical evidences for convincing others. Therefore, it can be inferred that the essay is too poor to be considered as a good argumentative essay. The other sample essay taken from the same group with a secret code S-328 is also analyzed textually as follows.

Is social media good (bad) for society?

Social media is being used in ways that caused social networks to evolve from being a handy means for keeping in touch with friends and family to being used in way that have a real impact on society and social media is computer-based technology that facilitates the sharing of ideas, thoughts and information through the building of virtual networks and communities.

Social media is being used in ways that shape politics, business, world culture, education, careers, innovation, etc. and social media have two types of impacts positive impact and negative impact.

Social media communicate and stay up to data with family and friends around the world. Networks with other people who share similar interests or ambitions students learning online.

Social solution, identity theft, cyber bullying over bundoned with information, recive unwanted communication techniques.

The impact of social media on people and their behaviors different techniques, these are examples of this techniques. Avoid canned responses, it is good to have basic messaging strategy for negative comments or crisis on social media channels, offer a solution, take is offline, research the problem, offer point, etc.

Taken from S-328

The above text was written by the student with secret code S-328 who began the essay with a thesis statement claiming that social media has a certain impact on people. In the essay, the writer first mentioned the thesis statement and attempted to explain the role of social media by using supporting sentences. Moreover, he added more roles of social media in various areas such as politics, business world culture, education, careers, etc. However, the most important components of argumentative writing were totally excluded. At the beginning of the essay, the introductory paragraph did not show how the issue was controversial. In this paragraph, a thesis statement explaining the main idea of the essay was not mentioned as well. Similarly, the body paragraphs which ought to show two different viewpoints were not included because the writer's focus was on the uses of social media to people. In addition, the writer did not provide specific and logical reasons for the body paragraphs for the parts that should be controversial. In the concluding paragraph, points that could synthesize the discussion and confirm the validity of the thesis were also excluded.

Grammar problem is already observed in the writer's essay above (S-328). For example, the sentence "the impact of social media on people and their behaviors different techniques" in the last paragraph is written in a way that it requires grammatical revision. The same grammar problem appears in every sentence of each paragraph in the student's essay. Moreover, regarding spelling, the writer misspelled the word "bounded" as 'bundoned' and "receive" as "recive" in the third paragraph of the essay. The writer also used words and phrases that are not related to each other. In addition, the writer's specific and logical reasons to support his claims are too weak.

The writer did not also provide good background to her essay. Her ideas did not contain ideas that are controversial. In addition, the introductory paragraph has less power in order to catch others' attention. In short, it can be possibly understood from the above textual analysis that the essay did not incorporate most of the essential components of argumentative essay. First, the specific examples for the different parts of the essay lack clarity. Second, Conjunctions and transitional markers are not also used in their right places where necessary in each paragraph of the essay. In addition, grammar error is common in every sentence of each paragraph. For example, the fourth paragraph is beginning and ending with a sentence "Social solution,

identity theft, cyber bullying over bundled with information, receive unwanted communication techniques". This sentence is fragment. It is incomplete in that it requires modification. Moreover, the sentence is written without any conjunction or transitional marker. Therefore, it is possible to infer that the writer couldn't meet the basic elements of an essay.

Sample Students' Written Texts of the Treatment Group in the Pretest

Similar to the comparison group, the treatment group was given similar argumentative essay topics to write on "is social media good (bad) for society?" in the pretest. The analysis is made as follows.

Is social media good (bad) for society?

The negative impact of social media on people's life for example reduced learning and research capabilities reduced in real human contact time wastage, effet of on health.

Reduced learning and research capabilities students depending more on the information reachable easily. On these social networking sites and the web, this reduce their learning and research capabilities.

Reduced in real human contact the additional time the students spend on these online networking destinations, the less time they will go through associating face to face with other.

Students while seeking and concentrate on the web, get pulled into utiliving online networking lokaler and once in a while they over look. Why they are using internet?

The unnecessary use of these sites has an effect on the mental as well as physical health. It has many adverse impact on the physical and psychological welness of students marking them lazy and unmotivated to make works.

Taken from S-3210

In the above posttest essay, the writer with a secret code S-3210 wrote argumentative essay on the good side of social media on people's life. Although the writer tries to introduce his essay by dividing the essay into paragraphs, it lacks many of essential elements similar to the essays written by control group students. For example, the writer begins his writing using "the negative impact of social media on people's life reduced learning" is not good. Such beginning cannot attract the reader's attention. It is also considered as fragment in that most words and phrases in each paragraph are incomplete in that they do not contain complete ideas, and they still require revision. Moreover, the writer's beginning is vague in that the controversial ideas are not clearly stated.

Similarly, the writer was not free from grammatical and spelling errors. To mention the grammatical errors, he made mistakes such as "this reduce..." in the second paragraph, "the unnecessary use of these sites has ..." in the last paragraph, "the negative impact of social media ..." in the first paragraph and others. The writer also misspells words like 'utiliving', 'effet' and 'lokaler'. The essay also lacked appropriate markers to join ideas together and signal a claim to relate ideas to the essay.

The writer's conclusion is still incomplete in that the ideas require further discussion. Therefore the writer's conclusion is not complete and cannot fulfill the requirements of an argumentative essay. In general, this essay shows that it did not incorporate most of the necessary components of argumentative essay. In another way, although the writer tries to divide the essay into paragraphs, he cannot develop each paragraph with specific examples and logical evidences. Similar to the pretest, the above essay was not free from grammatical, spelling and capitalization problems. In addition, the essay missed coherence which could show

the flow of ideas in logical manner. Therefore, it can be possibly said that the pretest results of the writer's essay was similar with that of the previous students' sample essays from the comparison group.

In the treatment group, additional sample student's essay was taken for text analysis to see the writing development of the students in the posttest. In the text analysis, the writer's essay was analyzed based on the basis of the established criteria. In doing so, the written text is presented followed by the text analysis as follows

Is social media good (bad) for society?

Human beings are social creatures, we need the companionship of other to thrive in life and the strength of our connections has a hugh impact on our mental health happiness. Being socially connected to other can ease stress, anxiety depression and boost self worth.

Provide comfort and joy prevent loneliness and even add years to your life. On the side lacking strong social connections can pose serious risk to your mental and emotions health. Many of us rely on social media play forms such as twitter, you tube and connect each other.

The positive aspects of social media are communicate and stay up to date with family and friends around the world, seek or offer emotional support during learning, find new friends and communicates, etc.

The negative aspects of social media are inadequacy about your life of appearance, fear of missing out, isolation, cyber bullying, depression and anxiety, self-absorption, unrealistic expectations, using electronic like cellphone or video game before bedtime to sleep problem.

Everyone is d/f and there is no specific amount of time spent on social media or the frequency you check for updates or the number of posts you make. The indicates your use is becoming unhealthy. Rather, it has to do with the impact time spent on social media has no your mood and other aspects of your life.

Taken from S-3180

In the above essay, the writer with a secret code S-3180 in the treatment group wrote argumentative essay in the pretest. In the essay, she tried to divide the essay into five paragraphs with basic parts (introduction, body and conclusion). It seems that she took into account the basic structure of the argumentative essay. However, the essay missed many things that are important for the development of good essay. For example, the ideas that are used by the writer in the first paragraph cannot give sense. They are not related to each other. They do not also have powers to attract others' attention. In addition, the beginning sentences in all paragraphs of her essay still require revision.

The writer's introductory paragraph also used a word "hugh" unnecessarily. This unnecessary word makes awkward the meaning of the sentence and even the paragraph in the essay. Concerning conclusion paragraph, there is no any attempt to recapitulate the main ideas of the whole paragraphs in the essay. The ideas that are provided by the writer as conclusion paragraph is not really looking conclusion. It has no connection with the ideas in the body paragraphs of the essay. Thus, this essay did not meet most of the features of text analysis.

In general, the pre-intervention students' written essays of the comparison and the treatment groups' results indicated that students had similar argumentative writing skills. Based on the qualitative results; therefore, the two sections were randomly assigned as comparison group and the treatment group prior to the intervention. Overall, the qualitative data from text analysis show that there were no differences between the comparison group and the treatment group in the pre-intervention.

Sample Students' Written Texts of the Comparison Group in the Posttest

Similar to the pretest, students' written texts on the topic "Internet access should or shouldn't be free for everyone" were also selected in the posttest for text analysis with the view to observing students' argumentative writing skills development in both the comparison group and the treatment group after the end of the course. The students' written texts of the comparison group (2) are discussed using pseudonyms as follows.

The internet access should (shouldn't) be free for everyone.

Internet access be seen or fundamental human as to exercise other fundamental rights, such as the right to free, right are not taking rise by not calling it a right at all.

Free internet access must be considered as a human right it since citizen have access to the internet and other do not; human right and every one should have unmonitored.

The internet should be limited to the student. it is already in terms of restriction student from being able to view websites that promote a conservative point of view and restrict from on illegal activities. On an example of negative access to take internet have violence.

May be internet access should not limitities. i do not feel that it is so terrible that students see about current via internet service, obviously, a student be restricted from viewing such as materials, classrooms unless he/she is workers on project.

The internet access is already restricted in college campus. There restriction should be extended and strengthened to ensure, no student is every expored to the right point of view, otherwise, student will be brainwashed into voting for right.

Taken from S-300

In the above posttest essay with a secret code S-300 wrote argumentative essay by supporting internet access. Compared to the pretest, the above posttest essay consisted of a thesis statement. Nevertheless, this essay missed a number of essential components of argumentative essay. For example, the essay lacked supporting sentences which could strengthen the development of the essay. In other words, appropriate evidences and facts showing the writer's stand should have clearly been put to persuade the reader, yet he failed to do so.

Although the writer tried to divide her essay into paragraphs with basic parts (introduction, body and conclusion), the ideas in each sentence of each paragraph are not related to each other. The ideas are not also supported with specific examples and logical reasons for convincing others. In addition, the essay is also suffering from grammar and spelling errors. For example, the beginning sentence in the fourth paragraph is written as "May be internet access should not limitities". This sentence has grammar problem which carries ideas that are not complete. It requires subject and verb to make the writer's ideas meaningful. The word 'limitities' is also used unnecessarily in the same sentence. Moreover, the essay is also full of spelling errors. For example, the word "explored" is spelt as "exposed" in the last paragraph.

The writer's essay also shows that it did not incorporate most of the necessary components of argumentative essay. Although the writer tried to divide the essay like to that of he did in the pretest, the ideas in each paragraph of the essay lack specific examples and logical reasons. In other words, the thesis statement was

not supported with strong evidences for convincing others. Therefore, the writer made the same mistakes both in the pretest and in the posttest.

In general, the essay did not meet some of the basic structure of an essay. In the first place, the essay did not incorporate essential points in the introductory, body and conclusion paragraphs. The writer's essay is also suffered from grammar and spelling errors including capitalization problems throughout. Although the writer showed the structure of argumentative essay, she did not obviously deal with points that could be included in each paragraph. Based on this, it can be inferred that the essay did not address most of the elements of the structure of argumentative writing essay. Therefore, the writer did not show the intended progress in her posttest. It can be concluded that the essay did not meet most of the features of text analysis. The writer did not also show changes in her argumentative writing skills.

In the comparison group, additional sample student's essay was taken for text analysis to see the writing development of the students in the posttest. In the text analysis, the writer's written text was analyzed. In doing so, the written text is presented followed by the text analysis as follows.

The internet access should (shouldn't) be free for everyone.

The internet provides infinite levels of knowledge to anyone who seeks it by making the internet free of charge, we are levelling the playing field and giving everyone. The opportunity to access whatever knowledge they want whenever.

Internet access on luxury, but instead a moral human right and everyone should have unmonitored and uncensored access to this global medium-provided free of charge for those unable to afford.

internet has cost to running hard ware, the internet will not be free of charge. At this moment in history, there is no conceivable way for free internet to exist universally, but there are many places where that is a reality and people are going online.

internet access is the ability of individuals and organizations to connect to the internet using computer terminals, computers, and other devices and to access services such as email and the world wide web.

the first many people have pointed out, is that of a monetary, cost of maintaining and the pipes and incross structure that keep the internet running for. this you pay an internet service provider a mouthly free to keep you connected to the entire internet.

Taken from S-328

In the above posttest essay, the student with a secret code S-328 wrote her argumentative essay by supporting the advantages of internet. Although the writer tried to divide her argumentative essay into paragraphs, her essay missed a number of essential components of argumentative essay. For example, the essay lacked supporting sentences which could strengthen the development of the essay. In other words, appropriate evidences and facts showing her stand should have clearly been put to persuade the reader, yet she failed to do so.

The essay is still suffered from grammar errors. For example, "this you pay an internet ..." in the last paragraph, "Internet access on luxury ..." in the second paragraph, and "we are levelling the playing field and giving everyone" in the first paragraph is senseless. They are not clear. They lack clarity. Moreover, the writer's essay is also full of punctuation errors. Most paragraphs in essay begin with small letters. The writer

also misspells the word “leveling” as “levelling” and “monthly” as “mouthly”. As a result, the essay missed many essential features of the textual analysis.

In short, it can be understood from the above text analysis that the essay did not incorporate most of the essential components of argumentative essay. For example, the structure and organization of the essay, grammatical and spelling errors including punctuation were not properly addressed in the essay. This clearly implies that she wrote similar texts both in the pretest and posttest because virtually all errors she made in the pretest similarly occurred in the posttest. Therefore, it can be concluded that since the essay did not meet most of the features of text analysis, the writer did not show changes in her argumentative writing skills.

Sample Students’ Written Texts of the Treatment Group in the Posttest

The internet access should (shouldn’t) be free for everyone.

Internet is one of the ways people communicate and share ideas with each other. In order to communicate and share ideas through the internet, the internet needs to be accessible to everyone. With no access there will be no communication or no sharing of ideas. People need to easily and freely access the internet whenever they want.

If the internet is not freely accessible it will be difficult to interact with people especially in between two individuals and both individuals are in different countries. It is hard to communicate and get in touch with each other.

Internet is all over the world every nation and every citizen is interconnected with each other through an internet access. So, it is very difficult no to allow to everyone to access the internet. Everything is run by the internet we have reached to a time where we do not have to be physically be present to do things.

Nowadays it is getting difficult to think of everyday life without the accessibility of the internet whether we like it or not our everyday routine is somehow directly or indirectly attached with the internet which in turn makes it hard to not allow internet access to everyone freely.

If a research was made majority of people would agree that internet access should be free because every step of their life is connected with internet’s accessibility.

Taken from S-3210

The argumentative essay wrote by secret code S-3210 above began her argumentative essay with a thesis statement. This text clearly stated the thesis statement as “internet is one way for communication.”, and she developed the thesis statement using supporting sentences. In her text, she presented how far the issue was essential for different people all over the world. At the beginning, she stated her strong view by supporting the role of social media and then she forwarded her views about the difficulty without social media in the current situation. Then, she put the counter argument by presenting supporting evidences and facts pertaining to the advantages of social media. Likewise, she wrote her paragraph in such a way that it showed clear flow of ideas because appropriate transitional words and phrases were used. In other words, the essay included markers to join ideas together and signal a claim to relate ideas to the text.

Although some grammar problems appear in the writer, she produced better argumentative essay compared to her pretest writing. This evidently indicates that her essay met most of the components of argumentative essay.

In general, the writer produced better argumentative essay compared to her previous essay, and the improvement could be attributed to the following reasons: at the beginning, she clearly stated the thesis statement by supporting internet as one means for communication. In the supporting sentences, sound

arguments were put forwarded with facts and evidences to persuade the reader. For example, internet is very useful to have better communication with others. The writer also adds that internet helps the users in working things easily where necessary. In concluding the paragraph, she put a conclusion sentence by putting her ideas as a suggestion. Again, essential transitional words and phrases which created flow of ideas were also included in the essay. Thus, it can be understood that the essay met most of the important components of argumentative essay. Similar to the above argumentative essay, another sample student's written text was taken for text analysis from the treatment group. The main purpose of this text analysis was to see student's writing development after the intervention. Therefore, the student's written text is presented, and the text analysis was made as follows.

The internet access should (shouldn't) be free for everyone.

Internet access is one of the most controversial issue that still divide people's opinion. Some people believe that internet access should be free for everyone, but others believe that should not be free for everyone. On the internet access people may develop some skills but some people believes that internet is not good.

When internet access is free for everyone, everybody might have full of access to information about anything they likes and they develops the skill of using internet access that means people they gains internet access have full of confidence.

Somebody who uses internet access may serve as a primary source of information for others they do not use internet access. When we use internet access freely we may develop the habit of transferring or sharing of information.

On the contrary to that when somebody might be concentrated on the internet access he/she losts a lot of time means that he/she may be addicted on the internet access and may loss his attitude do not work freely without the internet.

In general the internet access that is free for everyone has many advantages like intelligence or may gain information but there may be other disadvantages.

Taken from S-1380

As shown in the above argumentative essay, the writer with the secret code S-3210 began the argumentative essay with the introduction paragraph in which he clearly introduced the topic as one of the debatable issues in our country. In addition to the controversy of the issue, he explained the thesis statement which asserted two different viewpoints in this introductory section. Regarding the body paragraphs, he first showed the opposite views claiming internet access should be free for everyone in the first paragraph of the body paragraphs. Then, he explained the reasons for being internet access should be free for everyone for supporting this idea. In the next paragraph, he presented his contention that internet access should not be free for everyone. The writer also attempted to refute the opponents' claim by pinpointing some evidences to support his views. Evidently, he substantiated his counter-arguments by mentioning users spending their much time searching for internets. In the concluding paragraph, he recapitulated the two opposite views by emphasizing his stand. Interestingly, the writer tried to avoid grammatical errors in his text. Although he was not free from spelling errors, he showed improvements by avoiding errors. The essay also included markers introducing lists of ideas, show the introduction of a claim, and signal boundary. Thus, the essay met most of the elements of the structure of argumentative essay moves.

In short, he wrote better argumentative essay compared to his previous essay. In other words, he addressed most of the elements of argumentative moves. For instance, in the introductory paragraph, he clearly stated

how far the issue was controversial including the thesis statement. In the body paragraphs, he exhibited two different viewpoints in which the opposite views in the first argument followed by his counter argument. As to the conclusion paragraph, he recapped the arguments and his recommendations. Additionally, he tried to present his essay with good flow of ideas using appropriate cohesive devices. Although he made grammatical errors, he showed changes in his essay. As a result, his argumentative essay met most of the text analysis features.

Findings of the Study

The results of text analysis in the study revealed that question-based writing instruction is one basic method that facilitates students' essay writing skills and critical thinking abilities. In sum, the major findings of the study can be summarized as follows:

- There was a difference in the students' argumentative essay writing skills development among the students taught by using the question-based writing instruction and those taught by using the conventional approach to the second year undergraduate students at DMU.
- The use of question-based writing instruction was more effective than that of the conventional method in teaching and promoting argumentative essay writing.
- Students in the TG showed a good progress in their posttest results.

Discussion

Questions can open doors at every stage of the learning experience by inviting students into activities and ideas by creating interest in a new topic, helping guide students' active explorations, stimulating reasoning and sense-making of new concepts, and encouraging students to apply their ideas to different situations. According to Almeida (2010) and Jensen (2015), well-sequenced questions can initiate the sharing of ideas, encourage the development of multiple hypotheses or alternative explanations, allow them to synthesize new information, and help guide logical thinking. The current study found that the significant improvement in the use of question-based argumentative essay writing instruction exhibited after the treatment in writing was effective. The students' ability to use clearer and more credible evidence, address alternative positions and arguments, support conclusions, and maintain the logical flow of ideas in their essays was good in the posttest. Thus, integrating question-based argumentative essay writing instruction in the Basic Writing Skills course brings positive and encouraging outcomes.

In terms of organization, students from the TG did better in post-intervention in that they used better ideas in the introduction, body, and conclusion parts. In the writers' essay organization, the introduction (or introductory paragraph) of the argumentative essay introduced the topic of the essay and aroused the reader's interest. For this reason, the introductory part of the essay contained one sentence that clearly stated the main idea of the whole essay. This sentence was called the thesis statement. The body of the students' argumentative essay was made up of one or more paragraphs. Each body paragraph explained or developed one part of the essay topic. The conclusion was the last paragraph of the essay. It signaled the end of the essay. It also reminded the reader of the writer's main points. As Oshima and Hogue (2007) and Bassham et al (2011) note, an essay's introduction stimulates the reader's interest and tells what the essay is about. The last sentence of an introduction was the thesis statement. Like the topic sentence of a paragraph, a thesis statement names the specific topic of the essay. The body consisted of one or more paragraphs. Each paragraph developed a subdivision of the topic. The concluding sentence in a paragraph was a summary or review of the main points discussed in the body. For each thesis statement, the students wrote topic sentences for three supporting body paragraphs.

The students in the TG also used transitions more or less well as compared to the students in the CG. This finding is directly in line with Oshima and Hogue's (2007) ideas that transition signals link the paragraphs into a cohesive whole. The students used transitions to show how one body paragraph is related to the preceding one. Just as it is important to use transition signals to show the connection between ideas within a paragraph, it is also important to use transition signals between paragraphs to show how one paragraph is related to another. Transition signals can tell the reader if the topic of the next paragraph follows the same line of thought or reverse direction.

In general, the writers from the TG showed in their posttest argumentative essay writing that their positions towards the topic were clear. The arguments of the writers were well-structured and easy to follow. They also used logical evidence and relevant ideas to support the body parts of their essays. The students also provided ideas and information that were appropriate to the given writing topics (issues). In addition, the students confirmed that the writing activities given in the teaching and learning process encouraged them because the activities led them to discover ideas, gather and organize information, discuss with colleagues and experts, and produce effective essays.

Conclusion

The results gained from text analysis showed that question-based argumentative essay writing instruction improved the TG students' argumentative essay writing skills. In other words, the students in the TG posttest used good organization, argument development, and transitions, and they were also able to develop good topic sentences, thesis statements, and relevant supportive ideas when they wrote argumentative essays. Therefore, from the text analysis data, it can be understood that the students have improved their argumentative essay writing skills. The method also provided them with an active role to discover their own writing topics, investigate necessary information, and produce sound texts based on appropriate feedback.

The data obtained from text analysis also revealed that students in the TG produced effective argumentative texts in terms of searching ideas, providing reasonable arguments, correct grammar and spelling in order to develop good topic sentences, thesis statements, and supportive ideas when they write and develop essays through questions. Thus, it can be concluded that question-based argumentative essay writing instruction helped students in the TG improve their argumentative writing skills.

Recommendations

From their experiences, the present researchers believe that an EFL writing instructor and his students at DMU are already introduced to facilitating the writing of argumentative essays in small groups. However, they are not well familiar with what is involved in the question-based writing instruction. Therefore, the stakeholders in the university are recommended to organize seminars, workshops, refreshers, and further teacher trainings in the art of questioning, especially for teachers and students.

Future researchers are recommended to look into other factors that may affect students' argumentative writing skills and the effects of teachers' questioning technique. They may also consider other taxonomies of questioning in different writing forms (expository, narrative and descriptive) and other basic writing skills such as listening, speaking, and reading.

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Ethics Approval

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