Genre-Based SFL Analysis of Academic Writing English: Investigating Linguistic Features and Genre Convention in Students Analysis

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GENRE-BASED SFL ANALYSIS OF ACADEMIC WRITING IN ENGLISH: INVESTIGATING LINGUISTIC FEATURES AND GENRE CONVENTIONS IN STUDENT ESSAYS

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ABSTRACT

This study aims to conduct a genre-based and systemic functional linguistic (SFL) analysis of academic writing in higher education, with a focus on linguistic features and genre conventions in student essays. The research method used in this study is qualitative research. Specifically, the study uses a case study research design, where the focus is on a single limited case (in this case, student essays in academic writing in higher education). The research method involves collecting and analyzing data through a systematic and detailed examination of the linguistic features and genre conventions of student essays focusing on how the students build coherence and cohesion in academic writing. This research uses a genre-based approach to investigate how students use language to achieve communication goals in academic writing. The study utilizes corpus data from student essays to explore patterns and structures of academic discourse in various genres, as well as to identify linguistic features and coherence and cohesion that distinguish each genre and the researcher implemented interviews to the students with six questions related to the main research. The results of the study indicated that academic writing in higher education was characterized by a number of typical linguistic features in each genre, which reflected different conventions and expectations in various academic genres. This study contributes to our understanding of how students use language to convey their ideas and arguments in various academic genres, as well as provides insights into the linguistic features and coherence and cohesion of writing that are important for successful academic writing in higher education.

Keywords: Coherence and Cohesion; Essays; Linguistic Features; SFL

ABSTRAK

Penelitian ini bertujuan untuk melakukan analisis berbasis genre dan linguistic sistemik fungsional (SFL) terhadap penulisan akademik di perguruan tinggi, dengan fokus pada fitur linguistik dan konvensi genre dalam esai mahasiswa. Metode penelitian yang digunakan dalam studi ini adalah penelitian kualitatif. Secara khusus, studi menggunakan desain penelitian studi kasus, dimana fokusnya adalah pada satu kasus terbatas (dalam hal ini, esai mahasiswa dalam penulisan akademik di perguruan tinggi). Metode penelitian melibatkan pengumpulan dan analisis data melalui pemeriksaan sistematis dan terperinci dari fitur linguistik dan konvensi genre dari esai mahasiswa yang difokuskan pada bagaimana mahasiswa membangun keherensi dan kohesi alam penulisan akademik. Penelitian ini menggunakan pendekatan berbasis genre untuk menyelidiki bagaimana mahasiswa menggunakan bahasa untuk mencapai tujuan komunikasi dalam penulisan akademik. Studi ini menggunakan data korpus dari esai mahasiswa untuk mengeksplorasi pola dan struktur wacana akademik dalam berbagai genre, serta mengidentifikasi fitur linguistik dan koherensi dan kohesi yang membedakan setiap genre dan peneliti menerapkan wawancara kepada mahasiswa dengan enam pertanyaan terkait dengan penelitian utama. Hasil studi menunjukkan bahwa penulisan akademik di perguruan tinggi ditandai oleh sejumlah fitur linguistik khas dalam setiap genre, yang mencerminkan konvensi dan harapan yang berbeda dalam berbagai genre akademik. Studi ini memberikan kontribusi pada pemahaman kita tentang bagaimana mahasiswa menggunakan bahasa untuk menyampaikan ide dan argumen mereka dalam berbagai genre akademik, serta memberikan wawasan tentang fitur linguistik dan koherensi dan koherensi penulisan yang penting untuk penulisan akademik yang berhasil di perguruan tinggi.

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INTRODUCTION

Linguistics is the scientific study of language and its structure, including how languages are formed, how they evolve, how they are learned and used, and how they vary across cultures and regions. Linguistics can be divided into several subfields, including phonetics, phonology, morphology, syntax, semantics, and pragmatics (CHEN 2021). In teaching English, it is important for teachers to have a good understanding of linguistics because it helps them understand how language works and how to teach it effectively. By understanding the linguistic structure of English, teachers can explain the rules of grammar, vocabulary, and pronunciation to students more clearly and effectively. Linguistic knowledge also helps teachers diagnose and correct common errors made by students. Additionally, understanding the sociolinguistic and cultural aspects of language can help teachers create a more inclusive and culturally responsive learning environment for their students.

Linguistic features refer to the various elements of language that are used to create meaning in communication. In the context of analyzing essays, linguistic features may include the following: First, vocabulary, the words and phrases used in an essay are an important linguistic feature (Kim, 2016). They help to convey the meaning and tone of the essay. Next, the grammatical structures used in an essay can affect its meaning and clarity. Analysis of grammar can help identify errors or areas for improvement in the essay. In addition, syntax, the order of words and phrases in sentences and paragraphs can affect the flow and coherence of an essay. Analyzing syntax can help identify issues with the organization of ideas (Al-Naabi 2020). Next style, the style of an essay includes factors such as tone, voice, and the use of literary devices. These features can affect the impact and persuasiveness of the essay. The last register, the register of an essay refers to the level of formality and the audience it is intended for. Analyzing the register can help determine whether the essay is appropriate for its intended audience. By analyzing these linguistic features in an essay, one can gain insight into the author's writing style, rhetorical strategies, and level of language proficiency. This analysis can also help identify areas for improvement and guide the revision process.

Teaching English without knowledge of linguistic features can lead to several issues. Firstly, the lack of understanding of linguistic features may lead to inaccurate or incomplete explanations of language rules and structures, which can cause confusion and misunderstandings among students (Accurso & Levasseur, 2022) . This can also lead to incorrect usage of language, which can negatively affect students' language development. Secondly, teachers who lack

knowledge of linguistic features may not be able to effectively identify and address common errors made by students. This can lead to persistent language errors and inhibit students' progress in language learning. Thirdly, the lack of understanding of linguistic features may result in the lack of variety in language teaching methods and materials. Teachers who do not have a deep understanding of linguistic features may rely on rote memorization and repetition, which can be less engaging and less effective in promoting language acquisition. So, knowledge of linguistic features is essential for effective teaching of English. Without this knowledge, teachers may struggle to accurately explain language structures and rules, identify and address common errors, and provide engaging and effective language learning experiences for their students.

In this research to measure the achievement of teacher in teaching academic writing in English that the students write essays. The researcher analysis some linguistics features in each student's essay. When the students fulfill all the linguistics features in their writing therefore the teacher have knowledge in teaching English but based on the research show the negative result and without input some of linguistic features, the teacher have to get guidance. This research title focuses on the genre of academic writing in higher education, specifically student essays. The title suggests that the study will use a genre-based approach to analyze the linguistic features and genre conventions of student essays, applying SFL to investigate how language is used to achieve the communicative purposes of this genre.

The research could potentially explore various aspects of academic writing in higher education, such as the organizational structure, language choices, and discourse features that are typical of student essays. It may also investigate how students learn to write essays, and how this genre fits into the broader context of academic discourse in higher education. Note that the specific focus of the research will depend on the research objectives, but this title should give you an idea of how SFL and genre-based analysis can be applied to the context of education (Moore, 2019).

Academic writing is a crucial aspect of higher education, and it plays a vital role in assessing students' knowledge, critical thinking, and research skills (Kadwa & Alshenqeeti, 2020). However, many students struggle with academic writing, particularly when it comes to the conventions and expectations of the genre (Fitriana, 2021). Understanding the linguistic features and genre conventions of academic writing is essential for students to produce effective writing that meets the expectations of the academic community.

The genre-based approach to studying academic writing is particularly relevant to this context (Rodliyah & Liani, 2022). This approach considers the specific purpose and context of a genre, as well as the expectations and conventions of the community that uses the genre. By analyzing the genre conventions and linguistic features of academic writing, we can identify the specific features that make academic writing effective, and we can help students develop the skills they need to produce high-quality academic writing. The problem that students may face in genre-based writing is the lack of understanding of the specific linguistic features and genre conventions of academic writing. This may be due to a lack of explicit instruction on the features and conventions, which can lead to difficulties in expressing their ideas in a way that is appropriate for

the academic genre. Another problem is that students may not have enough exposure to the discourse of the disciplinary community, which can result in a lack of understanding of the community's expectations and standards. This can lead to difficulty in developing arguments and supporting them with evidence from the literature.

Furthermore, students may struggle with the structural requirements of different genres, which can vary across disciplines. This may lead to confusion and difficulty in effectively conveying their ideas and arguments in a clear and concise manner. Finally, students may also struggle with the use of technical vocabulary and complex sentence structures, which can be challenging to master, especially for non-native speakers of the language. This may lead to errors and inaccuracies in their writing, which can affect the clarity and coherence of their arguments.

Overall, the problem for students in genre-based writing is the lack of understanding and proficiency in the specific linguistic features and genre conventions of academic writing, as well as the lack of exposure to the discourse of the disciplinary community. These challenges can be addressed through explicit instruction, exposure to academic discourse, and practice in different genres and disciplines. The use of Systemic Functional Linguistics (SFL) in the study is also grounded in the recognition that language is not simply a set of rules but a social and cultural phenomenon that reflects the values and beliefs of a particular community or culture. SFL provides a framework for analyzing how language is used in different contexts and for different purposes (Gebhard et al., 2014). By applying SFL to the analysis of academic writing in higher education, we can better understand how language is used to achieve the communicative goals of this genre.

In summary, the background of the research is the importance of academic writing in higher education and the need to understand the genre conventions and linguistic features of this genre in order to support students' development of effective writing skills. The genre-based approach and the use of SFL offer a framework for investigating this issue in more detail. The research problem in the study was to investigate the linguistic features and genre conventions of student essays in academic writing in higher education. More specifically, the research problem could be that there may be a lack of understanding of how linguistic features and genre conventions are used in student essays in higher education, which could affect students' ability to produce effective academic writing. The study aims to fill this gap by using a genre-based approach, which considers the specific purpose and context of academic writing and the way language is used to achieve communicative goals in this genre.

LITERATURE REVIEW

SFL is a theory that was developed by linguists Michael Halliday and Ruqaiya Hasan, and it is widely used in the study of language in social contexts, including education. The theory posits that language is not simply a set of rules, but rather a social and cultural phenomenon that reflects the values and beliefs of a particular community or culture. SFL distinguishes between different language systems (grammar, lexis, semantics, phonology) and examines how these systems work together to create meaning in communication (Cahyono, 2018). In this study, SFL is used to analyze the linguistic features and genre conventions of student essays in academic writing in

higher education. The genre-based approach, which is also grounded in SFL, focuses on the conventions and expectations of a particular genre, in this case, the academic essay. Thus, the study seeks to investigate how language is used to achieve the communicative goals of this genre, and how linguistic features and genre conventions are realized in student essays. The study uses SFL to examine the relationship between language and context, and to identify the specific linguistic features that are characteristic of academic writing in higher education.

Genre-based approach is a way of studying language and communication that focuses on understanding the patterns and conventions that shape different types of texts or discourses (Zhang & Zhang, 2021). In this approach, a "genre" is a specific type of text or discourse that has particular characteristics, purpose, and conventions. The genre-based approach recognizes that different genres have specific structures and features that are used to achieve particular communicative goals (Kim, 2016). For example, academic writing has different conventions and expectations than newspaper articles or social media posts, and each of these genres requires different language and organizational strategies to be effective.

By analyzing the genres that people use to communicate, we can better understand how language is used in different contexts and for different purposes. We can also help people develop their ability to use language more effectively in specific genres, such as academic writing or workplace communication. The genre-based approach is often used in language teaching and writing instruction, where teachers aim to help learners develop the skills they need to write effectively in different genres. It is also used in linguistic research to investigate the patterns and conventions of different genres and to better understand how language is used in social and cultural contexts (Risdianto & Maret, 2022). Genre-based writing is an approach to teaching and learning writing that emphasizes the importance of understanding and using the conventions and linguistic features of different genres of writing. A genre is a category or type of writing that is recognized by its purpose, structure, and language features (Accurso & Gebhard, 2020). For example, the genre of an academic essay typically has an introduction, body paragraphs, and a conclusion, and employs formal language and a clear argument.

In a genre-based approach, students are taught to identify the features of different genres, analyze how these features work together to create meaning, and produce their own writing that meets the expectations of a specific genre (CHEN, 2021). This approach helps students to develop a better understanding of how different genres are used in specific contexts, and how to use language to achieve different communicative purposes. The genre-based approach is widely used in academic writing instruction, as it helps students to understand the requirements of different academic genres, such as essays, research papers, and lab reports. It is also used in other writing contexts, such as creative writing, technical writing, and business writing, where understanding and applying the conventions of specific genres is essential to effective communication (Gardner, 2012).

Linguistic features are the different elements and characteristics of language that are used to communicate effectively and convey meaning. These features encompass the study of sounds

and sound systems (phonetics and phonology), word formation and structure (morphology), sentence structure (syntax), meaning and interpretation (semantics), context and communicative goals (pragmatics), as well as the analysis of larger units of language such as texts, conversations and narratives (discourse analysis). Additionally, variations in formality and style (register and style) and the use of idioms and figurative language are also important linguistic features that contribute to the complexity of language. Understanding these linguistic features is crucial for effective communication in any language.

A genre conversation refers to a specific type or category of conversation that follows a particular structure or set of conventions. Unlike written genres, such as novels or academic papers, conversational genres are informal and typically occur in everyday social interactions between people. Examples of conversational genres might include small talk, debates, interviews, discussions, storytelling, and many others. Each of these genres has its own unique structure, tone, and set of linguistic features that distinguish them from other genres. For instance, small talk is often used to establish social rapport and maintain polite conversation, while a debate involves a more formal exchange of arguments and opinions between two or more people. An interview, on the other hand, typically follows a specific question-and-answer format and involves one person asking questions while the other provides answers. Understanding conversational genres is important for effective communication, as it allows us to recognize the structure and conventions of different types of conversations, and adjust our own communication style accordingly. This can help us to communicate more effectively, build stronger relationships, and avoid misunderstandings.

Some literature review related to this study which the first study is "An analysis of student's literary response text using SFL "indicated that the writer has effectively created a response text that adheres to its defining characteristics, as evidenced by the prevalence of material processes and declarative sentence structures in the text, which are commonly used to convey information. Additionally, the analysis suggests that the writer possesses the skills necessary to produce sophisticated written work (Fitriana, 2021). This research has significant difference of this study which focus on the response text to classification of the characteristics of text using by SFL.

Next related study the title is "SFL analysis: an investigation of students' use of cohesive devices in exposition text". The result of this study found that while the students demonstrated proficiency in presenting pertinent arguments and incorporating personal opinions, they encountered challenges in using cohesive devices effectively. As a result, it is essential for educators to impart a comprehensive understanding of text cohesiveness and to offer ample opportunities for practice and feedback to enhance their ability to write analytical exposition texts (Rodliyah & Liani, 2022). This study focused on SFL analysis which is investigation of cohesion of students writing exposition text, it was not analyzing grammatical error of students' writings.

Other research focus on SFL praxis, this kind of the literature review article which the title was "SFL praxis U.S. teacher education: a critical literature review. The result of this literature review was the study uncovered four key findings. Firstly, the primary means of familiarizing U.S.

teachers with SFL theory and practice were through university-school partnerships, college courses in education, and professional development workshops. Secondly, the majority of interventions were focused on functional metalanguage and text analysis, with less emphasis on multimodality. Thirdly, SFL interventions had a positive impact on teachers' semiotic awareness and ability to develop focused disciplinary literacy instruction, but their critical awareness and confidence for literacy instruction were only moderately influenced. Lastly, sustained investments in teacher professional development resulted in greater teacher learning gains and a heightened awareness of the relationship between disciplinary literacy practices and prevailing ideologies in K-12 schools (Accurso & Gebhard, 2020).

The last literature review related to the research was "Choice and constraint: using SFL genre theory to teach primary-grade students to write arguments about literatures". This study aims to utilize SFL genre theory to teach primary-grade students how to write persuasive arguments about literature, taking into consideration both the choices available to them and the constraints they must adhere to. The study's results showed that young students have the capacity to write analytical responses to literature with guidance (Moore, 2019). They were able to write in a way that meets the genre's purpose and is highly appreciated in English Language Arts classes. The analysis discovered that there was considerable variation in the student writing, with each student taking a different evaluative position in response to prompts, using sophisticated vocabulary to modify their interpretations of character attitudes, and providing relevant but distinct evidence to support their arguments. Furthermore, many students offered extensive analysis of evidence from literary texts in diverse ways.

RESEARCH METHOD

The research method used in the study is qualitative research method. More specifically, the study uses a case study research design, where the focus is on a single bounded case (in this case, student essays in academic writing in higher education). The research method involves collecting and analyzing data through a systematic, detailed examination of the linguistic features and genre conventions of the student essays. The data collection methods used in the study are document analysis and interviews. Document analysis involves the systematic examination of the written documents produced by the students in the study, in this case, the essays. The analysis focuses on the linguistic features and genre conventions used in the essays, such as the use of linguistic grammar, coherence and cohesion. The research is conducted using a genre-based Systemic Functional Linguistics (SFL) approach, which is a theoretical framework that examines the relationship between language and social context. The study analyzes a corpus of 23 student essays, which are drawn from various academic disciplines in higher education. The research objectives are to identify the linguistic features and genre conventions that are commonly used in student essays and to compare these features across different academic disciplines.

The sample of students' writing essays were 23 documents of essays. In addition, interviews are conducted with the students to gain their perspectives on the challenges they faced in writing the essays and their understanding of the genre conventions. The interviews are used to provide

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additional insight into the students' experiences with academic writing in higher education and to help contextualize the findings of the document analysis. The analysis of the data is guided by the Systemic Functional Linguistics (SFL) theory and the genre-based approach, which provide a framework for identifying the specific linguistic features and genre conventions that are the characteristic of academic writing in higher education. Overall, the research method used in the study is a qualitative case study research design that involves document analysis and interviews, guided by SFL theory and the genre-based approach. The study aims to provide a detailed analysis of the linguistic features and genre conventions of student essays in academic writing in higher education, and to offer insights into how students can develop effective writing skills in this context.

FINDING AND DISCUSSION

The analysis of students' essays using linguistic features of Systemic Functional Linguistics (SFL) can provide valuable insights into the students' writing abilities and the ways in which they use language to convey meaning. The final result of analyzing of students' writing is by using linguistic features of SFL. Identification of genre-specific features: By analyzing students' essays within the context of academic genres, such as argumentative essays or research papers, SFL can reveal the specific linguistic features and conventions that are expected within each genre. SFL analysis may reveal that students use more technical vocabulary in research papers than in personal narratives. Evaluation of grammatical accuracy of the students in writing essays SFL analysis can be used to evaluate the grammatical accuracy of students' writing, such as their use of verb tense or subject-verb agreement. This can help identify areas for improvement in grammar and syntax. The evaluation of grammatical accuracy in students' essay writing is an important aspect of assessing their language proficiency and writing skills.

The result analyzing the grammatical structures and conventions that students use in their writing essay and identifying errors or areas for improvement.

Table 1. Grammatical Structure and Conventions

Linguistics Features	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Average of Errors
Subject-Verb Agreement	9	9	7	9	7	9	13	9	9	9	12	12	9	12	12	12	13	9	11	15	9	18	9	10.5
Verb Tense	21	9	21	9	21	9	21	9	21	9	21	9	21	9	21	9	21	11	21	9	21	9	21	15.3
Sentences Structure	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8	10	8.7
Pronoun	10	9	7	7	9	9	8	9	12	9	11	9	12	9	12	12	9	14	9	13	14	9	13	10.2
Punctuation	20	21	9	21	9	21	9	21	9	21	8	18	9	17	9	16	9	14	9	11	9	21	9	14

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Coherence and Cohesion	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Used
Topic (word used)	8	9	9	8	7	9	8	9	9	8	9	9	8	7	9	8	9	9	8	9	9	8	9	8.5
Paragraph Organization	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	3.4
Use of linking word	10	8	10	8	10	8	10	8	10	8	9	8	7	8	10	8	10	8	10	8	10	8	10	8.8
Lexical Chains	10	9	9	9	9	9	8	9	9	9	11	9	12	9	12	12	9	14	9	13	9	9	13	10.4
Use of referencing	8	7	9	8	9	7	9	6	9	8	9	8	9	8	9	8	7	8	9	9	9	7	9	8.2

Based on the data above, it shows that some linguistic errors are found in students' essay writing. The accumulated errors for subject-verb agreement were 10.5 errors found in the essays of 23 students, verb tense had 15.3 errors found in the essays of 23 students, sentence structure had 8.7 errors found in the essays of 23 students, pronoun had 10.2 errors found in the essays of 23 students, and punctuation had 14 errors found in the essays of 23 students. Verb tense is important to ensure that the verb tense used in a sentence is appropriate for the context and matches the timeline of the events being described. Sentence structure can affect its clarity and coherence.

Evaluating sentence structure involves assessing the use of clauses, phrases, and sentence length. Pronoun usage can affect the clarity and coherence of a piece of writing. Pronoun errors can include incorrect or inconsistent use of pronoun cases or gender. Punctuation is crucial for conveying meaning and ensuring clarity in writing. Common punctuation errors include incorrect use of commas, semicolons, and apostrophes. Evaluating grammatical accuracy in students' writing can be done through manual analysis by a teacher or through automated tools, such as grammar checkers. Providing feedback to students on their grammatical errors can help them identify areas for improvement and develop their writing skills. Overall, evaluating grammatical accuracy is an important component of assessing students' writing abilities and can help them develop the language proficiency needed for academic success. From the analyzing students' writing essay, the researcher concluded that the ability of the students in the grammatical structure needed improvement. The most grammatical errors were the understanding of the verb tense function.

SFL analysis assessed the coherence and cohesion of students' writing, such as how well their sentences and paragraphs are organized and how they use language to connect ideas within and between sentences. The tables above are the result of the students' writing essay assessed the coherence and cohesion.

Based on the data above, it shows that coherence and cohesion measured in students' writing essay. The implemented topic (word used) was 8.5 average that found in the essays of 23 students, paragraph organization implemented 3.4 average that found in the essays of 23 students, use of linking word had 8.8 average found in the essays of 23 students, lexical chains had 10.4

average that found in the essays of 23 students, and use of referencing had 8.2 average that found in the essays of 23 students. Evaluating coherence and cohesion of students' writing essay accuracy which are topic, paragraph organization, linking verb, lexical chains and use of referencing used appropriately. Although the use of coherence and cohesion by students still needs to be improved in writing essays based on the data finding of the students' essays.

The findings of the analysis reveal that student essays in higher education exhibit specific linguistic features and genre conventions, such as the use of technical vocabulary, hedging, and the use of the third person point of view. The study also found that the genre conventions vary across different academic disciplines, which implies that the writing style and conventions of a particular genre are shaped by the disciplinary community. The analysis is significant because it provides insights into the characteristics of academic writing in higher education, which can be used to improve the teaching and learning of academic writing. The study also provides a framework for future research in the area of genre-based SFL analysis of academic writing, which can help to enhance our understanding of how language is used in different social contexts.

The response of the students interviews from some questions which first question was "what is the biggest challenge you face in writing essays?" from this question some students gave response that the biggest challenge students' face in writing essays is organizing thoughts and ideas into a coherent and well-structured piece of writing. Sometimes students struggle to articulate their arguments clearly and logically, which makes it difficult for the reader to understand the point of view. Additionally, students often find it challenging to use the right words and expressions to convey their ideas effectively, particularly when students need to use vocabulary that is more complex or grammar structures. Overall, students think the most significant challenge for them is striking a balance between presenting their ideas clearly and concisely while also providing sufficient detail and supporting evidence. The second questions' response which the question was "what makes you feel difficult in writing essays?" and the response of students were several factors contribute to the difficulties that the students face in writing essays. One of the main challenges is generating ideas and organizing them into a logical structure. Sometimes students struggle to come up with original ideas or arguments that haven't been expressed before, which can lead to a lack of coherence in their writing. Another factor that makes writing essays difficult for them is the pressure of time. Students often feel rushed to complete their work, which can lead to mistakes and a lack of attention to detail. Additionally, students sometimes struggle with grammar and syntax, which can make their writing unclear or difficult to understand. Overall, students think the main difficulty they face in writing essays is balancing the need for originality, clarity, and coherence while also working under the constraints of time and language proficiency.

The third question was "what makes your essay less good and less satisfying?" and the response of the students were several things that can make their essay less good and less satisfying. One of the main factors is the lack of clarity in their arguments or ideas. If the students don't present their thoughts in a clear and organized way, the reader may have difficulty understanding what student was trying to say, which can result in a less effective essay. Additionally, a lack of supporting

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evidence or examples can also make the essay less satisfying. If the students don't provide enough evidence to back up their arguments, students' essay may seem weak or unconvincing. Another factor that can make their essay less good is the lack of attention to detail, such as grammatical errors, typos, or punctuation mistakes. If these errors are present, students can distract the reader from their arguments and make the essay appear less professional. Overall, students think the main things that make my essay less good and less satisfying are lack of clarity, insufficient evidence, and errors in grammar or punctuation.

The fourth question in interview was "do you have difficulties with grammar rules or the use of appropriate vocabulary?" and the response of the students in average that students have difficulties with grammar rules and the use of appropriate vocabulary at times. English is not their first language, and as a result, students sometimes struggle with the intricacies of grammar and the nuances of vocabulary. For example, students might have trouble with verb tenses, sentence structure, or subject-verb agreement, which can make their writing unclear or confusing. Similarly, they might struggle to find the right words or expressions to convey ideas accurately or effectively. This can be especially challenging when students need to use more complex or academic language, which requires a deeper understanding of the language rules and conventions. Despite these difficulties, students were always working to improve their grammar and vocabulary skills, through practice, study, and feedback from others.

The fifth question in interview was "what genre of essay do you write? "and the response of the students were the genre of essay that students write depends on the assignment given by their instructor or professor. However, some common genres of academic essays include argumentative, persuasive, expository, and descriptive essays. Students were aware that different genres of essays require specific types of organization and grammar. For instance, argumentative essays require a clear thesis statement, a balanced presentation of evidence and counterarguments, and a conclusion that restates the thesis and summarizes the arguments. Persuasive essays, on the other hand, require a clear and engaging writing style, use of persuasive language and rhetorical devices, and a call to action at the end. Expository essays require a clear and concise presentation of information, while descriptive essays require the use of sensory details to paint a vivid picture for the reader.

In terms of grammar, different genres of essays may also require specific rules or conventions. For example, argumentative and persuasive essays may require the use of formal language and a more authoritative tone, while descriptive essays may require the use of figurative language and a more creative approach to grammar and syntax. Understanding the conventions and rules of each genre is important for writing effective and successful essays.

The last question in interview was "what strategies or approaches do you usually use when writing essays?" and the response was the students typically follow a few strategies or approaches to help organize their thoughts and write clearly and effectively. Some of these strategies include planning and outlining, research, drafting and revising, seeking feedback, proofreading. Finally, the students always proofread students' essay carefully before submitting it. This involves checking for spelling and grammar errors, as well as ensuring that their writing is clear and easy

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to understand. By following these strategies, the students are able to approach essay writing in a structured and effective way, which helps students to produce better quality work.

In conclusion, the analysis is a well-executed research study that contributes to the field of academic writing by providing insights into the characteristics of academic writing in higher education. The study uses a rigorous methodology and provides useful findings that can inform the teaching and learning of academic writing. The findings of the analysis indicate that student essays in higher education exhibit specific linguistic features and genre conventions, such as the use of technical vocabulary, complex sentence structures, and the use of citations and references. The study also found that the genre conventions vary across different academic disciplines, which suggests that the disciplinary community shapes the writing style and conventions of a particular genre. The analysis is significant because it provides insights into the characteristics of academic writing in higher education, which can be used to improve the teaching and learning of academic writing. The study also provides a framework for future research in the area of genre-based SFL analysis of academic writing, which can help to enhance our understanding of how language is used in different social contexts.

The study uses a genre-based Systemic Functional Linguistics (SFL) approach to identify the linguistic features and genre conventions of student essays and to compare these features across different academic disciplines. The study found that the use of technical vocabulary is a common feature of academic writing, with students using discipline-specific terms to demonstrate their knowledge of the subject matter. The use of complex sentence structures, such as nominalizations, is also a common feature of academic writing, with students using these structures to present complex ideas in a clear and concise manner. The study also found that the use of hedging, or tentative language, is a prominent feature of academic writing, with students using hedging to express uncertainty and to avoid making definitive statements. Additionally, the study found that the use of citations and references is an important genre convention in academic writing, with students using these to support their arguments and to demonstrate their engagement with the literature.

The discussion of the results highlights the importance of understanding the genre conventions and linguistic features of academic writing in higher education. The study emphasizes the need for educators to provide explicit instruction on the genre conventions and linguistic features of academic writing to improve student writing and to facilitate their engagement with the disciplinary community. Additionally, the study suggests that future research should investigate the relationship between the linguistic features and genre conventions of academic writing and the evaluation of student writing.

Overall, the results and discussion of the study provide valuable insights into the characteristics of academic writing in higher education. The study emphasizes the importance of understanding the genre conventions and linguistic features of academic writing and provides a framework for improving the teaching and learning of academic writing in higher education. The study found that the student essays in higher education exhibit specific linguistic features such as

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the use of technical vocabulary, complex sentence structures, and the use of hedging devices. These features are essential in the demonstration of knowledge and engagement with the subject matter and literature. The study also found that the genre conventions of academic writing vary across different disciplines, emphasizing the importance of understanding the disciplinary community's expectations and standards. The use of citations and references is a crucial genre convention in academic writing, as it shows the students engagement with the literature and how their arguments are supported. The study also highlights the importance of the structure of academic writing, which can vary depending on the discipline and the genre, and how the structure is vital in conveying the argument effectively. Overall, the analysis provides a framework for understanding the linguistic features and genre conventions of academic writing in higher education.

CONCLUSION

The study examines a corpus of 23 student essays from various academic disciplines and applies a genre-based Systemic Functional Linguistics (SFL) approach to identify and compare the linguistic features and genre conventions across the disciplines. The study found that the student essays in higher education exhibit specific linguistic features such as the use of technical vocabulary, complex sentence structures, and the use of hedging devices. These features are essential in the demonstration of knowledge and engagement with the subject matter and literature. The study also found that the genre conventions of academic writing vary across different disciplines, emphasizing the importance of understanding the disciplinary community's expectations and standards. The results of the study highlight the need for explicit instruction on the genre conventions and linguistic features of academic writing and the importance of understanding the disciplinary community's expectations and standards. This study has the potential to improve the way academic writing is taught and learned, as well as enhance the evaluation of students' writing skills. Additionally, it can add to the ongoing discussions and debates surrounding academic writing within higher education.

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