

Rhetorical steps of IELTS essay writings band 7

Warsidi Warsidi 

 Universitas Islam Makassar, Makassar, Indonesia

 warsidi.dty@uim-makassar.ac.id

Abstract

Studies on rhetorical structures within academic texts have become a growing trend in applied linguistic studies. However, studies on this area within the International English Language Testing System (IELTS) are still undeveloped, while understanding their rhetorical structures may help those intending to take IELTS tests. Understanding this need has encouraged me to execute this study, by focusing on analyzing an essay writing part. To do so, this study used a genre approach for analyzing 20 IELTS essay writings band seven because this band is considered acceptable both in national and international universities. A top-down approach was also employed to find their rhetorical steps. The results showed that test takers accepting band seven employed five rhetorical steps. Then, the length of each rhetorical step seems different from one to another. The findings were then used to design a rhetorical guide for writing an essay for IELTS. These findings imply that writing an essay to reach band seven in the IELTS test better requires understanding these rhetorical steps. By understanding these steps, test takers may more easily develop and organize their ideas when writing their essays.

Keywords

Band seven, IELTS essay writings, length of each rhetorical step, rhetorical guides, rhetorical steps

How to cite this article in APA format:

Warsidi, W. (2026). Rhetorical steps of IELTS essay writings band 7. *Linguistics Initiative*, 6(2), 302-314. <https://doi.org/10.53696/27753719.62591>

Introduction

Rhetorical studies have received huge numbers of scholarly attention and become a growing concern in the applied linguistics discipline. For example, studies on this area have been carried out in academic papers, including in the abstract section (Alzarini et al., 2019; Amnuai, 2019; Andika et al., 2018; Ebadi et al., 2019), introduction section (Adnan, 2011; Lu et al., 2020; Lu et al., 2021; Warsidi, 2024b), method section (Arsyad, 2024; Asari & Maruf, 2022; Hassan et al., 2023), results section (Alharbi, 2016; Lim, 2010), discussion section (Afshar et al., 2018; Sadeghi & Alinasab, 2020; Suherdi et al., 2020; Warsidi & Maniam, 2024), and conclusion section (Alkamillah et al., 2022; Amnuai & Wannaruk, 2013; Deng & He, 2023). All these studies indicate that rhetorical studies have important roles in linguistics studies. This study is about how authors rhetorically structure their contents to reach their communicative goals.

Besides, rhetorical studies also have been conducted on various texts, such as business texts (Hussain et al., 2020), business emails (Upton, 2002), job application letters (Nahar, 2013; Wang, 2005; Warsidi, 2022), International English Language Testing System (IELTS) speaking tests (Warsidi et al., 2024) and written tests (Ananda et al., 2018). However, the reviews indicate that rhetorical studies tend to be carried out and over-dominated for academic purposes, more particularly in research papers. On the other hand, although academic purposes have received the hugest attention from linguistics scholars, rhetorical studies on IELTS contexts still received limited scholarly attention and indicate more development for broader impacts.

During my attention in academia, although studies on IELTS have been widely conducted in earlier literature, their purposes were not identifying rhetorical steps or structures. For example, they tend to investigate assessment framework (Ahmad, 2019), test takers' problems and errors (Ariani & Arham, 2020; Divsar & Heydari, 2017), idiomatic expressions in IELTS (Aridasarie & Tabiati, 2022), evaluation validities (Dang & Dang, 2023; Gagen & Faez, 2024; Li, 2019), and many more. Thus, my review showed that only a few studies on IELTS tests focused on rhetorical structures. One of them was carried out by Warsidi et al. (2024) for speaking tests, and others were conducted in essay writings (Ananda et al., 2018; Warsidi, 2025). These studies are then reviewed in detail within the following paragraphs.

The first rhetorical study on IELTS tests was conducted in speaking contexts (Warsidi et al., 2024). This study used a genre approach in analyzing ten IELTS speaking tests band seven and above. The findings revealed that test takers employed two communicative moves and six communicative strategies. The communicative moves are responding to the question and supporting statements. Then, the communicative strategies include "presenting experiences, presenting an idol model, presenting reasons, presenting good results, presenting feelings or opinions, and presenting plans" (Warsidi et al., 2024, p. 441). The finding of this study may help students and those intending to take the IELTS test structure their ideas in the speaking section.

The second rhetorical study on IELTS was carried out in essay writings (Ananda et al., 2018). This study also employed a genre approach for analyzing 60 IELTS essay writing bands eight and nine. The results showed that test takers employed three sections: lead-in, thesis statement, and deduction. Then, they also used three types of argument structures: claim, data, and warrant. These findings implied that these three communicative functions are crucial for the IELTS essay. These results may also provide comprehension for those intending to take the IELTS test and for designing teaching writing for academic purposes.

The last study was conducted in the thesis statement within the IELTS essays (Warsidi, 2025). It found that presenting a thesis statement in the IELTS essays is obligatory. In this regard, thesis statements were mainly presented for three purposes: outlining essay contents, establishing the authors' stance, and showing the main ideas. However, of these three purposes, test takers tend

to present their thesis statement mainly to outline their essay contents. This finding suggests that writing an essay needs to set a thesis statement for outlining the essay contents, and thus, by employing this strategy, test takers may easily control their ideas within their essay and create coherences.

In short, rhetorical studies have been carried out in various texts, both spoken and written texts. However, studies on this area within IELTS contexts are still limited. Then, although Warsidi et al. (2024) and Ananda et al. (2018) investigated the rhetorical structures of IELTS tests, Warsidi et al. (2024) only focused on rhetorical structures in speaking tests. Then, although Ananda et al. (2018) also analyzed argument structures in IELTS essay writings, and Warsidi (2025) also analyzed essay writings of IELTS, some important elements have not been covered in this study, such as the length of the essay is; what length of each section is; and some other more undeveloped elements. Providing this important information may help those intending to take tests to provide them with a more comprehensive understanding. Understanding these needs has encouraged me to analyze rhetorical steps in IELTS essay writing band seven because this band is considered acceptable in universities in English-speaking countries. To execute this intention, this study formulates research questions as follows:

1. What are the rhetorical steps of IELTS essay writing band 7 looks like?
2. To what length are their essay writings?
3. Based on rhetorical findings in this study, what is the guide to writing IELTS essay band 7?

Answering the three questions above may contribute to theoretical and practical insides. Theoretically, this study may expand knowledge of the IELTS in the literature. Practically, the results may help those intending to take IELTS essays for comprehension. Besides, the results may also be used to design teaching materials for IELTS classes and essay writing classes. Understanding these two types of contribution has motivated this study.

Method

Research Designs

This study employed genre-based analysis using 20 IELTS essay writings as data sets. For reporting the analysis results, it employed a mixed method, a combination of a simple quantitative and qualitative approach. The reason is that combining both approaches may strengthen the analysis results and logical analysis reports. In this regard, a quantitative approach was used to report the analysis results by counting the numbers of rhetorical step appearances and their percentages of appearances in a table form, while a qualitative approach was employed to provide deep analysis reports in a descriptive form. Thus, the use of a mixed method may yield convincing analysis results.

Data Sets

This study analyzed 20 IELTS essay writings band seven provided in this link <https://writing9.com/band/7/0>. However, as this link contains hundreds of essay writings band seven, in selecting 20 numbers for data sets, a randomized approach was employed to meet these numbers for data sets. The reason for employing 20 numbers as data sets is that they have been considered to have represented essay writings in this band. Considering earlier genre analyses that employed fewer data sets (eg. Samanhudi, 2017; Warsidi et al., 2024) has encouraged me to employ these numbers.

Data Analysis Procedures

For analyzing rhetorical steps, this study used a top-down approach as employed in some earlier research (eg. Warsidi, 2023; 2024a; 2024b; Warsidi & Adnan, 2024; Warsidi et al., 2024) by focusing on discovering communicative events and their textual functions using earlier analysis model employed in earlier studies (Warsidi, 2022; 2023). Every finding of a communicative step was then interpreted as its functions. By doing so, rhetorical steps in IELTS essay writing band seven could be identified as like in other earlier rhetorical models found in texts (Husin & Ariffin, 2012; Lu et al., 2020; Rochma et al., 2020; Warsidi, 2022; 2024a; Warsidi & Adnan, 2024; Warsidi et al., 2024).

Furthermore, in analyzing the length of essay writings and the length of each rhetorical step, this study used a Word Office program to count word numbers, and then their sentence numbers were then counted manually. By employing this strategy, the length of essay writing and the length of each rhetorical step within the essay can be discovered. Then, the findings of rhetorical steps and the length of each rhetorical step can be used to design rhetorical guides for writing an essay for IELTS purposes.

Results

Rhetorical Steps of IELTS Essay Writings Band 7

After analyzing data from IELTS essay writings in the present study, the results revealed that test takers employed five communicative steps for answering questions. They are responding to a question(s), presenting a reason(s), presenting a thesis statement, realizing thesis statement one, realizing thesis statement two, and summarizing the essay. More details about the findings or steps found in the present study are presented in Table 1.

Table 1. Summary findings of rhetorical steps of IELTS essay writings band 7

Communicative steps	Numbers of appearance	Percentages of appearances	Categories
Step 1: Responding to a question(s)	20	100%	Obligatory
Step 2: Presenting a thesis statement	20	100%	Obligatory
Step 3: Realizing thesis statement one	20	100%	Obligatory
Step 4: Realizing thesis statement two	20	100%	Obligatory
Step 5: Summarizing the essay	20	100%	Obligatory

As presented in Table 1, all five communicative steps appear in all data (100%). Thus, all the communicative steps are obligatory in the data. Obligatory means that their appearances are a must in the data. In this regard, as their appearances are in a row in the data sets, I call them communicative steps. More details about how test takers employed these communicative steps in their essay writings are exemplified as follows:

Step 1: Responding to a question

Responding to a question is the first step and this step is obligatory in the present data sets. In employing this step, test takers respond to their questions either explicitly or implicitly. Explicit responses mean that test takers directly respond to their questions, while implicit response means that they indirectly respond to their questions. For example, when the question is "Do you agree or disagree?", the explicit response will answer directly by stating agree or disagree.

In contrast, when the response is implicit, test takers do not answer the question directly. More details are exemplified from data sets as follows:

Example 1: An explicit response

Question: "The only reason that people work hard is to earn money. **Do you Agree or disagree?**"

Answer: "While financial gain is one of the incentives for people to work hard, I **completely disagree** with the view that money is the sole reason for putting in effort in professional life." Band7-1

Example 2: an implicit response

Question: "It is not necessary to travel to other places to learn the culture of other people. We can learn just as much from books, films, and the internet. Do you agree or disagree?"

Answer: "Exploring and learning about culture through travel can provide a more realistic and immersive experience, sparking a deep interest in traditions and offering a firsthand vision of cultural heritage." Band7-3

The two examples above are ways of responding to questions in IELTS essay writing band seven. The first example is explicit response or direct response because a test taker directly states his disagreement to respond to the question. In contrast, the second example is an implicit response because a test taker does not explicitly respond to the question either agree or disagree.

Step 2: Presenting a thesis statement

Presenting a thesis statement is also obligatory in the present study because it appears in all data sets. It appears in the last sentence of the first paragraph of every essay. More details of this step found in the data sets are exemplified below:

Example 3: "In my perspective, I partly align with this point of view **due to the following reasons.**" Band7-06

Example 4: "**This essay will analyze this topic** from both points of view and express my perspective." Band7-13

The two examples above are the ways test takers present their thesis statements. The underlined examples indicate that test takers intend to develop their ideas in their next paragraphs. Thus, these indicate thesis statements. These two examples were found in the last sentence of the first paragraph in two different essays.

Step 3: Realizing thesis statement one

This step aims to realize the test takers' intention that they present in their thesis statement. It always appears in the second paragraph and mostly in one full paragraph. The purpose is to show the first idea that test takers develop based on their thesis statement. Here is the example found in the data sets:

Example 5: "**To begin with**, intrinsic satisfaction is a primary reason for many individuals to go beyond the basic requirements of their jobs. Personal fulfillment plays a crucial role in motivating people, especially those who are skilled and talented, to dedicate more time and effort to their special skills. For example, many famous artists, musicians, and researchers work tirelessly because they are

passionate about what they do. Therefore, intrinsic motivation is one significant factor, alongside money, that leads people to work hard.” Band7-01

The above example is one of the ways to realize thesis statement one. Some signal words may be employed, such as to begin with, first, firstly, etc. However, this step is supported with one example for two reasons. First, realizing thesis statement one and realizing thesis statement two are similar, thus providing one example may be considered enough because the next step also provides one example. Second, providing too many examples may affect similarities and plagiarism. Because of these two reasons, I provide limited examples.

Step 4: Realizing thesis statement two

This step is similar to the earlier one, intending to realize the thesis statement. It is also obligatory in the data sets. However, for the same reasons above, I only exemplify one of the following:

Example 6: “**In addition**, another compelling reason for hard work is career advancement. Many employees strive to work hard in a competitive environment to achieve promotions and career growth. This advancement not only contributes to monetary benefits but also leads to gaining a better position in the workplace, recognition, and social status. As a result, in many companies, a culture of hard work is valued, and employees compete with their colleagues for professional success, making career progression another key motivator besides financial reward.” Band7-1

The example above, as a bolded example (the term 'in addition'), indicates the continuation of earlier ideas. It usually appears in the third paragraph of IELTS essay writing.

Step 5: Summarizing the essay

Summarizing the essay appears in the last paragraph. It aims to conclude the ideas that have been presented in the essay. It is also obligatory in the present study. The way of concluding an essay is exemplified as follows:

Example 7: “**In conclusion**, the debate surrounding this issue is multifaceted, encompassing both promising merits and significant challenges. Ultimately, it is crucial to approach this issue with a balanced perspective, recognizing that while the risks are considerable, the positive transformation remains an argument for its advancements. In my firm conviction, the government must navigate these complexities judiciously to harness the advantages while mitigating the adverse effects.” Band7-09

In the example above, a test taker provides a signal 'in conclusion' indicating that he summarizes his ideas in the essay. More details about summarizing the essay and all communicative steps in the whole essay are exemplified in Figure 1.

The only reason that people work hard is to earn money. Do you Agree or disagree?	 DELL Direct Responding questions
While financial gain is one of the incentives for people to work hard, I completely disagree with the view that money is the sole reason for putting in effort in professional life. In reality, various motivating factors drive people to work hard. This essay will explain other reasons.	 DELL Presenting thesis statement
To begin with, intrinsic satisfaction is a primary reason for many individuals to go beyond the basic requirements of their jobs. Personal fulfillment plays a crucial role in motivating people, especially those who are skilled and talented, to dedicate more time and effort to their special skills. For example, many famous artists, musicians, and researchers work tirelessly because they are passionate about what they do. Therefore, intrinsic motivation is one significant factor, alongside money, that leads people to work hard.	 DELL Realizing thesis statement 1
In addition, another compelling reason for hard work is career advancement. Many employees strive to work hard in a competitive environment to achieve promotions and career growth. This advancement not only contributes to monetary benefits but also leads to gaining a better position in the workplace, recognition, and social status. As a result, in many companies, a culture of hard work is valued, and employees compete with their colleagues for professional success, making career progression another key motivator besides financial reward.	 DELL Realizing thesis statement 2
In conclusion, while some people believe that money is the sole reason for individuals striving at work, I strongly disagree. Many people work tirelessly due to intrinsic satisfaction and career advancement, with money being just one of several motivating factors. It is crucial for individuals to have other reasons beyond financial benefits for their efforts at work.	 DELL January 17, 2025 Summarizing the essay

Figure 1. Example of full IELTS essay writings band 7

As shown in Figure 1, five rhetorical steps are found in essay writing, starting from responding to a question, presenting a thesis statement, realizing thesis statement one, realizing thesis statement two, and summarizing the essay. All these rhetorical steps are presented within four paragraphs. In this regard, responding to a question and presenting a thesis statement are written in one joined paragraph; realizing a thesis statement one is written in one paragraph; realizing a thesis statement two is also written in one paragraph; then summarizing the essay is also presented in one single paragraph. This writing style is similar to other data sets.

The length of IELTS essay writing band 7

After analyzing the lengths of IELTS essay writings band seven, the results showed that all essays contain four paragraphs, with an average length of 285 words per essay. In this regard, the shortest essay contains 238 words, while the longest essay contains 361 words. These word lengths were distributed into the five communicative steps as presented in Table 2.

Table 2. Length of communicative steps in IELTS essay writings band 7

Communicative steps	Numbers of sentence		Number of words	
	Min.	Max.	Min.	Max.
Step 1: Responding to a question(s)	1	3	13	79
Step 2: Presenting a thesis statement	1	1	6	34
Step 3: Realizing thesis statement one	3	7	71	136
Step 4: Realizing thesis statement two	2	8	68	157
Step 5: Summarizing the essay	1	3	22	72

As presented in Table 2, the shortest rhetorical step is presenting a thesis statement (Step 2), while the longest rhetorical step is realizing thesis statements (Step 3 and Step 4). These findings mean that realizing thesis statements needs broader ideas, and thus, test takers need to write longer texts than the other steps.

Rhetorical guides to writing an essay for the IELTS purpose

Based on the findings presented in the earlier sub-section, this study then designed a rhetorical guide to writing an essay writing for the IELTS purpose. The rhetorical guide is presented in Table 3.

Table 3. *A rhetorical guide to writing an essay for the IELTS purpose*

Paragraphs	Rhetorical steps	Length of rhetorical strategies	
		A range of sentence numbers	A range of word numbers
Paragraph one	Step 1: Responding to a question(s)	1-3	13-79
	Step 2: Presenting a thesis statement	1	6-34
Paragraph two	Step 3: Realizing thesis statement one	3-7	71-136
Paragraph three	Step 4: Realizing thesis statement two	2-8	68-157
Paragraph four	Step 5: Summarizing the essay	1-3	22-72

As presented in Table 3, paragraph one is the only one containing two rhetorical steps: responding to a question and presenting a thesis statement, while other paragraphs contain only one rhetorical step for each of them. Then, regarding the length, while column three has shown their sentence numbers, column four has suggested the word numbers. This rhetorical guide may help those intending or studying essay writing.

Discussion

After analyzing data in the present study, the results revealed that the rhetorical steps of IELTS essay writing band seven contain five steps: responding to a question or request, presenting a thesis statement, realizing thesis statement one, realizing thesis statement two, and summarizing the essay. This finding means that test takers employed five communicative steps in writing essays, and all these five steps are obligatory in the present findings. In responding to a question, test takers tend to do explicitly more than implicitly. The possible reason is that they may think responding to a question can help examiners assess their essays fully and easily, and thus, their essays may get good results.

This finding seems to support an earlier study that responses to questions or requests are important, as likely accurate and fluent responses are employed by participants (Madadi & Rezvani, 2023). Response is not only important to answer questions, but it is also required when reviewing literature in research writings (Warsidi et al., 2025). In IELTS essay writings, responses may then continue with a bigger idea by presenting a thesis statement in an essay (Warsidi, 2025). This evidence implies that responding to a question or a request is pivotal because it is not only helpful for examiners assessing the essay but also focuses on the topics of essay writing. However, when responding to questions or requests, test takers used short texts. The reason may be that they just want to provide introductory content and provide signals that they have understood the meaning and contexts of the questions. Thus, they use short texts of responses. Another possible reason is that test takers intend to make a more understandable point, so they make it simpler than other functions.

Then, presenting a thesis statement is also obligatory in the present data sets. This finding means that presenting a thesis statement has an important role in essay writing. However, this step contains shorter texts compared to all other rhetorical steps. A thesis statement also appears in all essay writings written by American and Chinese students (Liu, 2007) and essay writing studies for the IELTS tests in earlier studies (Warsidi, 2025). However, the placements of thesis

statements seem various in some instances. In the present study, all thesis statements appear in the last sentence of the first paragraph, while Liu (2007) found three placements: first sentences and paragraph, middle paragraph, and last paragraph (see Liu, 2007, p. 178). The purposes of the thesis statements are to control ideas (Jabbari et al., 2016), and to maintain coherence between sentences and paragraphs (Medvid & Podolkova, 2019).

In contrast, the present finding also seems different placements of thesis statements, which in the present study, is always located in the last sentence of the first paragraph, while Husin and Ariffin (2012) found it depending on the type of essay: deductive or inductive essay organizations. In this regard, the thesis statement of a deductive essay is always located in the beginning and middle placements, while in inductive essays, the thesis statement is located at the end and implied. These variations possibly influenced the context of writing the essay. The present study analyzed essays in IELTS writing part two, which means the academic standard and following academic English tradition are urgently addressed, and thus, test takers follow these guides. In contrast, Husin and Ariffin (2012) focused on argumentative essays which may not be equal to IELTS essay writing contexts. Thus, the findings of the present study are different from those regarding the ways of placing thesis statements.

Realizing thesis statements one and two are conducted in two different paragraphs. These two paragraphs, also called supporting paragraphs, aim to support an introductory paragraph in essay writing. These two rhetorical steps are also obligatory in the present findings. These two rhetorical steps are the longest texts found in the present study. The reason may be that realizing the thesis statements is the way test takers set their arguments to convince examiners that they have sufficient knowledge, vocabulary, and academic writing to build strong arguments. In realizing thesis statement one, test takers develop one idea in one paragraph which contains a topic sentence and some supporting sentences. Likewise in realizing thesis statement one, test takers also employed the same strategies to realize thesis statement two. These are strategies to develop ideas in writing essays, and the roles of self-regulated strategies to develop essay writing are important in writing essays (Sari et al., 2023). In literature, to develop ideas in essay writing, most students used mapping ideas, listing ideas, and free writing (Oktavianti et al., 2021).

Last, summarizing the essay is also obligatory in IELTS essay writing band seven. The reason may be that test takers intend to reinforce their main ideas to readers, and thus, they re-state their key points to indicate important, clear, and impactful intended messages. Thus, the summary must, of course, contain important relevant information (Widyassari et al., 2022). However, it contains very short and important messages, in a range of one to three sentences only. To do so, test takers may employ several signal words, like *in conclusion*, *to conclude*, *to sum up*, *in summary*, etc. This finding implies that employing explicit tradition in essay writing is important to make it more comprehensive and direct to the point of view.

Conclusion

After analyzing data and discussing the results, this section finally concludes with two important findings to answer the two research questions. The first finding is that IELTS essay writing band seven contains five rhetorical steps: responding to a question(s), presenting a reason(s), presenting a thesis statement, realizing thesis statement one, realizing thesis statement two, and summarizing the essay. The second finding is that the length of the essays is in a range of 238-361 words per essay, with an average of 285 words per essay. The distribution of this length in each rhetorical step is presented in Table 2. The third finding shows a rhetorical guide model (see Table 3) for writing an essay for IELTS.

These findings may contribute to expanding knowledge of essay studies for IELTS purposes in the literature. Thus, the results may become important information in the literature regarding rhetorical steps and content for writing essays for IELTS purposes. Besides, these findings practically may become a guide for those intending to take the IELTS test for writing concerns. Then, these also may be used as materials for teaching IELTS to students. However, these results also contain limitations as this study only focused on rhetorical steps, but still neglected ways to develop ideas in realizing thesis statements one and two. Also, the summary step has not been deeply analyzed regarding the strategy for summarizing the essay. Furthermore, the corpus is also limited to only essay writing band seven but ignores higher scores, like eight and nine.

Because of these numerous limitations, this study recommends further study to develop more analysis by addressing the limitations of this study. Further studies need to address how to develop ideas in essay writing, and thus, the results may become helpful for IELTS test takers as practical guides. Besides, higher IELTS scores are recommended for further analysis, and thus, the results may become more advanced academic writing for IELTS purposes.

References

- Adnan, Z. (2011). 'Ideal-problem-solution'(IPS) model: A discourse model of research article introductions (RAIS) in education. *Australian Review of Applied Linguistics*, 34(1), 75-103. <https://doi.org/10.1075/aral.34.1.05adn>
- Afshar, H. S., Doosti, M., & Movassagh, H. (2018). A Comparative study of generic structure of applied linguistics and chemistry research articles: The case of discussions. *Research in Applied Linguistics*, 9(1), 28-56. <https://doi.org/10.22055/rals.2018.13404>
- Ahmad, Z. (2019). Analyzing argumentative essay as an academic genre on assessment framework of IELTS and TOEFL. *English language teaching research in the Middle East and North Africa: Multiple perspectives*, 279-299. https://doi.org/10.1007/978-3-319-98533-6_13
- Alharbi, S. (2016). Schematic structure of discussion of results sections in the field of Dentistry: A comparison of international and local English-medium journals. *Arab World English Journal (AWEJ)*, 7(2), pp, 61-76. <https://doi.org/10.2139/ssrn.2814814>
- Alkamillah, M., Azwandi, A., & Maisarah, I. (2022). The conclusion sections in applied linguistics international journal articles written by Indonesian authors. *Journal of Applied Studies in Language*, 6(2), 118-130. <https://doi.org/10.31940/jasl.v6i2.543>
- Alzarieni, M. M., Zainudin, I. S., Awal, N. M., & Sulaiman, M. Z. (2019). Rhetorical Structure of the Arabic Patent Abstracts. *GEMA Online Journal of Language Studies*, 19(4). <https://doi.org/10.17576/gema-2019-1904-08>
- Amnuai, W. (2019). Analyses of rhetorical moves and linguistic realizations in accounting research article abstracts published in international and Thai-based journals. *SAGE Open*, 9(1), 1-9. <https://doi.org/10.1177/2158244018822384>
- Amnuai, W., & Wannaruk, A. (2013). A move-based analysis of the conclusion sections of research articles published in international and Thai journals. *3L: The Southeast Asian Journal of English Language Studies*, 19(2), pp, 53-63.
- Ananda, R. P., Arsyad, S., & Dharmayana, I. W. (2018). Argumentative Features of International English Language Testing System (IELTS) Essays: A Rhetorical Analysis on Successful Exam Essays. *International Journal of Language Education*, 2(1), 1-13. <https://doi.org/10.26858/ijole.v2i1.4768>
- Andika, R. P., Arsyad, S., & Harahap, A. (2018). Rhetorical moves and linguistic features of journal article abstracts by postgraduate students, national and international authors in applied linguistics. *JOALL (Journal of Applied Linguistics & Literature)*, 3(1), 129-142. <https://doi.org/10.33369/joall.v3i1.6539>

- Ariani, N., & Arham, M. (2020). An analysis of EFL test takers' problems in IELTS writing task. *Tamaddun*, 19(2), 132-140. <https://doi.org/10.33096/tamaddun.v19i2.81>
- Aridasarie, Z., & Tabiati, S. E. (2022). Behind a spoken discourse: Idiomatic expressions in IELTS speaking test. *ELT Forum: Journal of English Language Teaching*, 11(3), 169-178. <https://doi.org/10.15294/elt.v11i3.57604>
- Arsyad, S. (2024). Arguments in the methods section of journal articles in English language education published in high-impact journals. *Discourse and Interaction*, 17(1), 8-29. <https://doi.org/10.5817/DI2024-1-8>
- Asari, S., & Maruf, N. (2022). Organizational method of EFL undergraduate students' academic essay writing with and without pre-determined topic. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 5(3), 25637-25648. <https://doi.org/10.33258/birci.v5i3.6610>
- Dang, C. N., & Dang, T. N. Y. (2023). The predictive validity of the IELTS test and contribution of IELTS preparation courses to international students' subsequent academic study: Insights from Vietnamese international students in the UK. *RELC Journal*, 54(1), 84-98. <https://doi.org/10.1177/0033688220985533>
- Deng, L., & He, P. (2023). "We may conclude that:" a corpus-based study of stance-taking in conclusion sections of RAs across cultures and disciplines. *Frontiers in Psychology*, 14, 1175144. <https://doi.org/10.3389/fpsyg.2023.1175144>
- Divsar, H., & Heydari, R. (2017). A corpus-based study of EFL learners' errors in IELTS essay writing. *International Journal of Applied Linguistics and English Literature*, 6(3), 143-149. <https://doi.org/10.7575/aiac.ijalel.v.6n.3p.143>
- Ebadi, S., Salman, A. R., Nguyen, T. T. L., & Weisi, H. (2019). Rhetorical Structure Variations in Abstracts and Introductions of Applied Linguistics Master's Theses by Iraqi and International Students. *Iranian Journal of Language Teaching Research*, 7(1), 101-117.
- Gagen, T., & Faez, F. (2024). The predictive validity of IELTS scores: a meta-analysis. *Higher Education Research & Development*, 43(4), 873-888. <https://doi.org/10.1080/07294360.2023.2280700>
- Hassan, A., Batool, Z., & Islam, M. (2023). A Move Analysis of the Methodology Sections of Pakistani Researchers' Articles in the Field of English Linguistics and Literature. *Critical Review of Social Sciences and Humanities*, 3(2), 1-16. Retrieved from <https://journals.gctownship.edu.pk/index.php/crssh/article/view/89>
- Husin, M. S., & Ariffin, K. (2012). The rhetorical organisation of English argumentative essays by Malay ESL students: The placement of thesis statement. *Journal of Asia TEFL*, 9(1).
- Hussain, S. S., Ali, A. M., Kasim, Z. M., & Jalaluddin, I. (2020). A review on the rhetorical structure and linguistic features of corporate annual reports. *International Journal of Academic Research in Business and Social Sciences*, 10(9), 236-256. <https://doi.org/10.6007/IJARBS/v10-i9/7591>
- Jabbari, F., Falakmasir, M. H., & Ashley, K. D. (2016). Identifying Thesis Statements in Student Essays: The Class Imbalance Challenge and Resolution. *FLAIRS*,
- Li, J. (2019). An evaluation of IELTS speaking test. *Open Access Library Journal*, 6(12), 1-17. <https://doi.org/10.4236/oalib.1105935>
- Lim, J. M.-H. (2010). Commenting on research results in applied linguistics and education: A comparative genre-based investigation. *Journal of English for Academic Purposes*, 9(4), 280-294. <https://doi.org/10.1016/j.jeap.2010.10.001>
- Liu, J. J. (2007). Placement of the thesis statement in English and Chinese argumentative essays: A study of contrastive rhetoric. *Electronic Journal of Foreign Language Teaching*, 4(1), 122-139. Retieved from <https://e-flt.nus.edu.sg/wp-content/uploads/docroot/v4n12007/liu.pdf>
- Lu, X., Casal, J. E., & Liu, Y. (2020). The rhetorical functions of syntactically complex sentences in social science research article introductions. *Journal of English for Academic Purposes*, 44, 100832. <https://doi.org/10.1016/j.jeap.2019.100832>

- Lu, X., Yoon, J., Kisselev, O., Casal, J. E., Liu, Y., Deng, J., & Nie, R. (2021). Rhetorical and phraseological features of research article introductions: Variation among five social science disciplines. *System*, 100, 102543. <https://doi.org/10.1016/j.system.2021.102543>
- Madadi, M., & Rezvani, R. (2023). Questioning and Responding in Target Language Use Situation tasks: A Think-aloud Study. *Interdisciplinary Studies in English Language Teaching*, 1(1), 146-162. <https://doi.org/10.22080/iselt.2021.22007.1018>
- Medvid, O., & Podolkova, S. (2019). Essay as a form of academic writing. *Edukacyjna Analiza Transakcyjna*(8), 215-225. <https://doi.org/10.16926/eat.2019.08.13>
- Nahar, M. (2013). The moves in the application letters of PT Polysindo Eka Perkasa's applicants. *Ragam Jurnal Pengembangan Humaniora*, 13(2), 81-93. Retrived from <https://jurnal.polines.ac.id/index.php/ragam/article/view/470>
- Oktavianti, D., Gusmuliana, P., & Apriani, E. (2021). The Students' Strategies in Developing Their Ideas in Writing Essay. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(4), 389-406. <https://doi.org/10.52690/jadila.v1i4.157>
- Rochma, A. F., Triastuti, A., & Ashadi, A. (2020). Rhetorical styles of Introduction in English language teaching (ELT) research articles. *Indonesian Journal of Applied Linguistics*, 10(2), 304-314. <https://doi.org/10.17509/ijal.v10i2.28593>
- Sadeghi, K., & Alinasab, M. (2020). Academic conflict in Applied Linguistics research article discussions: The case of native and non-native writers. *English for Specific Purposes*, 59, 17-28. <https://doi.org/10.1016/j.esp.2020.03.001>
- Samanhudi, U. (2017). Introduction of research articles in applied linguistics by Indonesian and english academics. *IRJE| Indonesian Research Journal in Education*, 58-71. <https://doi.org/10.22437/irje.v1i1.4339>
- Sari, R. N., Umamah, A., Anggraini, M. P., Arianto, M. A., Kurniasih, K., & Mukminatien, N. (2023). Exploring self-regulated writing strategies: A comparison between paragraphs and essays. *Studies in English Language and Education*, 10(2), 805-821. <https://doi.org/10.24815/siele.v10i2.26146>
- Suherdi, D., Kurniawan, E., & Lubis, A. H. (2020). A genre analysis of the research article 'findings and discussion' sections written by Indonesian undergraduate EFL students. *Indonesian Journal of Applied Linguistics*, 10(1), 59-72. <https://doi.org/10.17509/ijal.v10i1.24989>
- Upton, T. A. (2002). Understanding direct mail letters as a genre. *International Journal of Corpus Linguistics*, 7(1), 65-85. <https://doi.org/10.1075/ijcl.7.1.04upt>
- Wang, H. (2005). A pragmatic genre analysis of job application letters. *Sino-US English Teaching*, 2(12), 76-81. Retrieved from <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=3ff2c34ae1bc6993ea356ff8c625814bcbbe227b>
- Warsidi. (2022). Genre analysis of English vs. Indonesian application letters. *Journal of English Language Teaching and Linguistics*, 7(2), 419-435. <https://doi.org/https://dx.doi.org/10.21462/jeltl.v7i2.857>
- Warsidi. (2023). Promoting research through claiming centrality and explicit research contributions in applied linguistics research articles. *JOALL (Journal of Applied Linguistics and Literature)*, 8(2), 264-280. <https://doi.org/https://doi.org/10.33369/joall.v8i2.26491>
- Warsidi. (2024a). The Rhetorical Model of English Sales Copies Posted on Instagram. *LLT Journal: A Journal on Language and Language Teaching*, 27(1), 305-319. <https://doi.org/10.24071/joll.v24i2.6455>
- Warsidi. (2024b). The Rhetorical Model of Indonesian Research Article Introductions (RAIs) in the Law Discipline: Problems and Opportunities. *Journal of Language and Literature*, 24(2), 315-327. <https://doi.org/10.24071/joll.v24i2.6455>
- Warsidi. (2025). A study of thesis statements in IELTS essay writings band 7. *Linguistics Initiative*, 5(1), 14-24. <https://doi.org/10.53696/27753719.51252>

- Warsidi, & Adnan, Z. (2024). The rhetorical strategies to create incremental innovation in applied linguistics research articles. *JOALL (Journal of Applied Linguistics and Literature)*, 9(1), 1-19. <https://doi.org/10.33369/joall.v9i1.29780>
- Warsidi, Damayanti, N., & Syurganda, A. (2024). The Rhetorical Model of IELTS Speaking Test Band 7 or Above. *Premise: Journal of English Education and Applied Linguistics*, 13(2), 429-445. <https://doi.org/10.24127/pj.v13i2.9256>
- Warsidi, Halim, A., Kamal, A., Halim, N. M., Adnan, Z., Samad, I. A., & Irawan, A. M. (2025). Responses to earlier literature in research article introductions: A rhetorical study in applied linguistics. *Studies in English Language and Education*, 12(1), 398-411. <https://doi.org/10.24815/siele.v12i1.35160>
- Warsidi, & Maniam, V. (2024). Academic Conflicts in Research Articles Discussion: The Case of Indonesian and Malaysian Authors. *Issues in Language Studies*, 13(2), 1-16. <https://doi.org/10.33736/ils.5865.2024>
- Widyassari, A. P., Rustad, S., Shidik, G. F., Noersasongko, E., Syukur, A., & Affandy, A. (2022). Review of automatic text summarization techniques & methods. *Journal of King Saud University-Computer and Information Sciences*, 34(4), 1029-1046. <https://doi.org/10.1016/j.jksuci.2020.05.006>