

**TOULMIN MODEL BASED ARGUMENT DIAGNOSING:  
CONSTRUCTING AND EVALUATING IN THE  
ARGUMENTION ESSAY IN INDONESIA  
EFLTEXTBOOK**

**SKRIPSI**

*Submitted in Partial fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2023**



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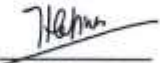
  
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PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

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Textbook

Dengan ini menyatakan bahwa skripsi saya yang berjudul "*Toulmin Model Based Argument Diagnosing Constructing and Evaluating in the Argumentation Essay in Indonesia Efl Textbook*". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

Medan, 10 Juni 2024  
Hormat saya  
Yang membuat pernyataan,

Tiara Lestari

## ABSTRACT

**Tiara Lestari. 1902050025 “Toulmin Model Based Argument Diagnosing: Constructing and Evaluating in the Argumentation Essay in Indonesia Efl Textbook”. Skripsi. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2023.**

This research aims to describe and explain Toulmin's argument patterns in the 2017 revised edition of the 2017 High School English textbook for class XI curriculum. This type of research is qualitative research using document analysis methods. The subject of this research is the 2017 revised edition of the 2013 curriculum 2013 high school English textbook. This book was written by Herman Benyamin. The object of this research is Toulmin's argument pattern. Analysis of the arguments in the discourse in the book is based on Toulmin's arguments whose components consist of Claim (C), Ground (G), Warrant (W), Backing (B), Qualifier (Q), and Rebuttal (R). After finding a pattern in each discourse, a conclusion is given. The results of this research show that this book contains patterns formed in discourse. From the results of Toulmin's argument analysis, in topic 1, patterns C (10%), RC (10%), GC (10), GQC (10%), GWC (10%), GWBC (10%), GWQC (10%), GWRC (10%), GWBQC (10), GWBQRC (10%), Topic 2 is in C (14.3%), RC (0%), GC (14.3%), GQC (14.3%), GWC (14.3%), GWBC (14.3%), GWQC (14.3%), GWRC (0%), GWBQC (14.3%), GWBQRC (0%). Discourse that does not have an argument is 20% and there are arguments that are not good according to Toulmin's argument. According to Toulmin, a good argument from this book is 85%, meaning that the presentation of this argument in the 2013 edition of the high school English textbook issued by the government can be said to be very good.

*Keywords: Toulmin's argument, class XI high school English textbook*

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Medan, 23 Ceptember 2023

The Research

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

The goal of education is to actively help students realize their potential for religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. Education is a conscious and planned effort to create a learning environment and learning process (*UU SISDIKNAS No.20,2003*). The educational process refers to *Permendikbud 22 of 2016*.

According to *Permendikbud 22 of 2016* (Process Standards), the learning process is interactive, motivating, enjoyable, and challenging, encouraging students to participate actively and providing enough room for initiative, creativity, and independence by students' abilities, interests, and physical and psychological development. Thus, lesson design, execution of the learning process, and Assessment of the learning process are all done in schools to maximize the efficacy and efficiency of acquiring graduation competencies.

The government is improving the quality of education by developing a curriculum. The curriculum is an aspect that plays an essential role in education. Almost all schools have implemented the 2013 curriculum, but in line with the passing of government regulations regarding the education system, improvements have been made to the 2013 curriculum. Implementing the 2013 curriculum improvements is also equipped with student books and teacher guides provided by

the government. Schools implementing the 2013 curriculum improvements require teachers to use textbooks published by the government and used in classroom learning.

The 2013 curriculum revision integrates Strengthening Character Education (PPK) in learning. The strengthened characters are mainly 5 characters: religious, nationalist, independent, mutual cooperation, and integrity. The 2013 curriculum revision integrates literacy; 21st-century skills, or 4C (Creative, Critical thinking, Communicative, and Collaborative), are expected to be implemented in schools.

S. Erduran and Jimenez-Aleixandre (2007:68) stated that argumentation is a structured element that is used to solve an issue by applying argumentation model statements, Simon and Maloney (2007:79) stated that some of these tactics, such as reasoning, assessment, and justification, can take the shape of a sequence or arrangement.

Khun D (2019:102) stated that argumentative skills are emphasized as a teaching objective at all grade levels and across the curriculum to promote critical thinking. According to Redhana (2013:115) stated that critical thinking abilities play an important strategic function in the sphere of education. Therefore, learning refers to higher-order thinking skills, namely critical thinking skills. One way to improve students' necessary thinking skills is by arguing.

Argumentation Toulmin instrumented the data collected to analyze the student's argumentation. Stephen Toulmin, a philosopher, created the Toulmin method, essentially a framework for deconstructing arguments. But because the

analytical components are so distinct and organized, many teachers now require students to use the Toulmin components when writing argumentative essays.

Textbooks are the primary source of learning to achieve essential and core competencies. The Arguments contained in the learning that used as student learning resources are not all appropriate. They are declared appropriate by the Ministry of Education and Culture for use in educational units (*Permendikbud No. 8 of 2016*). Textbooks/lesson books are the main operational tools for implementing the curriculum. Reed et al. (1998:30) stated that textbook is primarily used as a teaching tool in the classroom. The textbook is always used as a learning resource by the instructor to aid in the teaching and learning process. Furthermore, the textbook aids and encourages the achievement of the learning objectives. The instructor can then adjust and change the textbook materials to meet the needs of the students.

Therefore, textbooks are one of the leading learning resources for students containing elements that can improve students' critical thinking skills. This is by the demands of the curriculum, which emphasizes that students have high-level thinking skills (creative thinking and critical thinking).

Based on the background of the problems above, the writer is interested in conducting research with the title "**Toulmin Model Based Argument Diagnosing: Constructing and Evaluating in The Argumentation Essay in Indonesia EFL Textbooks**".

## **B. Identification of the Problem**

Based on the background of the problems above, the identification of the issues in this study is as follows:

1. The Effect in Toulmin's Model for the argument essay
2. The use of element Toulmin Model for the argument essay in Indonesian textbook
3. Analysis of Toulmin argument patterns in textbooks is very rarely done in Indonesia, especially English textbooks

## **C. Scope and Limitation**

To avoid the broader problem of this research, the authors limit the problems to be studied, that is the Scope of this research was focused on the essay argument and the Limitation is that this research was focused on the EFL textbook's argument at second grade in Senior High School.

## **D. The Formulation of the Problem**

Based on the description of the background of the problem, problem identification and Limitation of the problem above, then the problem formulation in this study is:

1. Is there any effects of Toulmin Model in argument essays on EFL Textbooks?
2. How to use the element Toulmin Model in Argument Essays in EFL Textbooks?
3. What percentage of each Toulmin argument pattern is found in textbook?

### **E. The Objective of the Study**

Based on the formulation of the problem above, the purpose of this study is:

1. To find out how the feasibility results of EFL Textbooks in argument essays on the Toulmin Model
2. To find out and classify arguments in EFL Textbooks according to the Toulmin Model pattern.
3. To find the percentage of Toulmin argument patterns in the textbook

### **F. Significant of The Study**

Following the formulation of the problem and research objectives above, it is expected that the results of this study can be helpful to as follows:

1. Theoretically, the results of this study are expected to add scientific insight, especially in the essay argument material in EFL textbooks.
2. Practically: The finding of the research be useful to:
  - a. For the researcher, it can increase the knowledge in Toulmin Model, it also can share to people who want to research in this field.
  - b. For the readers, to know for Toulmin Model in technique argument





## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

To describe and explain the concepts used in research, a theory is needed for its implementation. In this study, the collection of literature relevant to this investigation was described and carried out. This chapter covers the notion of writing, the understanding of the textbook, the function of the textbook, the advantages of the textbook, the shortcomings of the textbook, understanding of arguments, the purpose of argument text, the characteristics of argument text, the types of argument text, the meaning of argument essays, the types of argument essays, the general concept of the Toulmin model, the use of the idea of the Toulmin model, and the strengths of the Toulmin model, generic structure of analytical exposition text, linguistic features of analytical exposition text, related studies, conceptual framework, and hypotheses

#### **1. Textbook**

##### **1.1 Definition of Textbooks**

According to *Regulation of the Minister of National Education Number 11 of 2005*, textbooks are mandatory reference books for use in schools that contain learning materials in the context of increasing faith and purity, character and personality, ability to master science and technology, sensitivity and aesthetic skills, physical and health potential compiled based on national education standards.

One of the resources that give linguistic input is the textbook. Textbooks play a significant part in the teaching and learning process. While understanding the English language, textbooks are required as one of the essential resources in the teaching and learning process. Reed et al. 1 (1998:34) stated that a textbook is primarily used as a teaching tool in the classroom. The instructor always uses the textbook as a learning resource to aid in the teaching and learning process.

Furthermore, the textbook aids and encourages the achievement of the learning objectives. The instructor can then adjust and change the textbook elements to meet the needs of the students. Furthermore, a textbook helps students to plan what they will learn next and review what they have already studied.

Lee and Collin (2008:23) stated that the textbook might readily impact the pupils' thinking when studying English. The book may readily affect the pupils' thinking when learning English. The teacher also relied on the school's textbook without critically examining its content. The teacher was solely concerned with the contents and how to help the pupils comprehend English using the textbook.

Textbooks are one of the primary learning materials for students and feature aspects that can help students enhance their critical thinking abilities. This agrees with the curriculum's requirements, highlighting pupils' high degree of thinking ability (creative and critical thinking).

## **1.2. Function of TextBook**

Cuningsworth (1995: 7) stated that textbooks have an essential role in the teaching and learning process. Richards (2001:5) stated that as mentioned in summarizes. the role of textbooks in teaching and learning as follows: 1) As a

source of material (oral and written), 2) As a source of practical student activities and communicative interactions, 3) As a source of ideas and stimulation for class activities, 4) As a syllabus (which reflects the predetermined learning objectives, 5) As a resource for new and inexperienced instructors.

Mudzakir (2003:10) stated that while UNESCO defines three significant objectives of textbooks, they are information, control and structure of learning, and a learning guide.

### **1.3. Advantages and Disadvantages of Textbooks**

Graves (2000: 174) stated that some of the advantages of textbooks are as follows: 1) Provide a curriculum for each course, 2) Provide students security since they are vulnerable, 3) Have a look at the lesson plan, 4) Offer a collection of descriptions, readings, and exercises for the instructor to develop the content, 5) Provide the instructor with a foundation for measuring student learning, 6) Many textbooks are also supported with supplementary content, 7) The program will be consistent at all levels if all teachers utilize the same texts.

The disadvantages of using textbooks are as follows: 1) The content or examples are irrelevant or inappropriate for the student's circumstances, 2) The content is inappropriate for the children's grade level, 3) Overemphasis on one or more language characteristics at the expense of others, 4) Reading and watching television are tedious pastimes, 5) The teaching materials are outdated, 6) The time allotted in the textbook for imparting the subject is impractical.

#### **1.4. English Textbook Evaluation Criteria**

This study elaborates on two textbook evaluation criteria designed by Mukundan and Miekley. Mukundan (2012: 1130) stated that suggests two measures in book evaluation: general attributes and teaching and learning content. Meanwhile, Miekley (2005: 4) stated that put forward four criteria for evaluating textbooks which include content, grammar, vocabulary, and exercise.

Mukundan (2012:28) stated that the first criterion is the general characteristic, which encompasses the physical look of the book as well as its fit for the curriculum. The second requirement is teaching and learning material, which contains eight areas, namely listening, speaking, writing, reading, vocabulary, grammar, pronunciation, and exercise, all of which are visually appealing and user-friendly.

## **2. Argumentation Text**

### **2.1 Definition of argumentation text**

Toulmin (1958:73) stated that statement and a supporting reason are what is meant by an argument, while Means and Voss (1996:141) stated that quote Angell's definition that " A conclusion backed by at least one reason is referred to as an argument ". Halpern (1989:18) stated that described an argument as "consisting of one or more claims that serve as evidence for a conclusion". According to these definitions, an argument is made up of assumptions, conclusions, explanations, and any supporting details.

Informally developed reasoning frequently sees argumentation as a critical component. Means & Voss (1996:38) stated that although informal reasoning is a

somewhat hazy concept, it is based on the ability to generate and evaluate arguments. Johnson & Blair (1991:28); Kuhn (1991:62) stated that unlike logic and formal reasoning, which have been the focus of countless IQ tests and lab results, informal reasoning has been neglected lately

Argumentation abilities are frequently used when people participate in, respond to, or evaluate arguments. Argumentation abilities exist but are not entirely developed; the educational problem is reinforcing and improving skills already there in some form or another. As a result, the necessity for actively engaging pupils in thinking to enhance argumentation abilities was highlighted. Among the factors shown by these experiences to be important in argumentation instruction are the following:

- (a) Knowledge about the structure and vocabulary of arguments and the characteristics of a good argument
- (b) Writing to improve argumentation skills (Voss & Means, 1991)
- (c) Developing argumentative metacognitive knowledge (Perkins et al., 1991)
- (d) Utilizing real-world issues (JimeÂnez Aleixandre, Pereiro, Munoz, & Aznar Cuadrado, 1999; Patronis, Potari, & Spiliotopolou, 1999)

Stanovich & West (1997:82) stated that two significant criteria influencing judgments of argument strength are the objective quality of the argument itself (argument quality). Past research has shown that a compatible statement, consistent with people's existing ideas about an issue, is more likely to be judged positively. Bastardi et al (2011:79) stated that an argument that contradicts past views, on the other hand, is expected to be assessed negatively. Furthermore, past

research has demonstrated that powerful arguments with a clear link between premises, conclusions, and substance are objectively regarded as critical components of an issue and likely to be scored highly. Ranganath et al (2010:23) stated that whereas a weak argument with simply a causal and ambiguous link between its premise and conclusion, as well as something objectively judged insignificant to an issue, is typically evaluated negatively.

## **2.2 The Objective of Argumentation Text**

Argumentation text contains accurate data and facts to support the truth of an opinion conveyed by someone so that it becomes a text. Argumentation text must have its characteristics, types, and writing structure. The following are the goals of an argumentative text:

1. To express the author's thoughts or ideas. The variety of perspectives on an issue or occurrence is communicated through argumentation language.
2. To influence behaviour, when the author's thoughts or opinions are expressed in clear, logical, and data-based writing, the reader can draw conclusions and debate, which can subsequently impact the reader's conduct toward the subject under consideration.
3. To elicit pity from readers. Authors can pique readers' interest using persuasive words based on research.
4. To rationally prove the truth so that the issues created and circulated among the people no longer confuse the fact.

### **2.3 Features of Argumentation Text**

Nursisto (1999: 43) stated that argumentation features suggests the characteristics of argumentation are as follows:, Contains evidence and truth, Strong reasons, Using denotative language, Rational analysis (based on fact), and Subjective and emotional elements are minimal (as much as possible, not there are).

Indriati (2001: 79) states that a strong argument must contain five features. The five characteristics include 1) claims, 2) affirmative evidence (agree) and contradictory evidence (denial), 3) guarantees/justifications (warrants), 4) compromises (concessions), and 5) source of assets ( reservations).

Based on the description provided above, it is possible to deduce that the argument possesses the following properties. Initially, there is an opinion statement. Second, give reasons to persuade people of your point of view. Finally, it includes proof of truth through supporting data and facts. Fourth, the analysis is performed using the data and information supplied.

### **2.4 Structure of Argumentation Text**

Argumentation test has a structure, namely:

#### **1. Introduction**

This section offers a quick and brief explanation of the subjects mentioned in an engaging style to pique the reader's interest.

#### **2. The Argument's Body**

The argument's body comprises research data and facts arranged systematically and ordered to make it easier for readers to grasp.

### 3. Finally

Conclusions can be expressed in brief, simple, and straightforward language, prioritizing logic and rational reasoning.

## 2.5 Types of Argumentation Text

Argumentation Text has 6 Types are:

### 1. Casual argumentation

Causal arguments that are written based on the data that cause the issues or themes raised and discussed will lead to the consequences that have been caused before.

### 2. Argumentation of Cause

Causal argumentation is written by expressing the first effect, which is then caused and then explaining what is the cause of what is caused. Writing must still prioritize facts and data.

### 3. Argumentative Equational

Equational arguments are writings prepared by presenting the principle of equality before concluding and are carried out logically and attach strong data so that they cannot be refuted.

### 4. Comparative Argument

Comparative argumentation is writing down facts and data by comparing the two. It can also be interpreted as an attempt to reach argumentatively based on



assumptions. This assumption covers the understanding or issue of whether the information has strong data or vice versa.

#### 5. Authority

The type of authoritative argumentation text is a paragraph written based on the opinion of a famous person or figure having specific skills (competencies) used as a solution to an issue or theme that is considered a problem.

#### 6. Testimony

This testimony argumentation text is a paragraph that will be prepared based on someone's testimony regarding the issue to be discussed. This testimony argumentation can still be referred to as a descriptive text because the form of the data is objective.

### **3. Argumentation Essay**

#### **3.1 Definition of Argumentation Essay**

Rakovic et al. (2020:56) stated that an argumentative essay presents important background information and a thesis statement in the introduction, multiple evidentiary arguments and counterarguments in the body paragraphs, and a summary in conclusion. Any text already produced cues further content selection. These requirements prevent many academic writers from engaging in successful knowledge transformation. Boscolo et al (2007:18) ; Fernando (2018:34) stated that as a result, they frequently fail to enrich source materials and integrate numerous sources coherently. Detect suitable uses of past information regarding

the Topic of the essay, assess diverse points of view offered in single and numerous sources, pick important data for arguments, Aull & Lancaster (2014:87); Tardy (2005:96) stated that adjust and arrange the developing content. (Hemberger, Kuhn, Matos, & Shi, 2017:87) stated that coordinating evidence with claims is essential to skilled argumentative writing.

### **3.2 Types of argumentation essay**

Argumentation essays have 3 types are:

#### **1. Persuasive Essay in the Classical Style**

Aristotle's classical argument persuades a reader to investigate a particular point of view. The traditional style of an argumentative essay encourages you to research all sides of an issue. As you examine each perspective, you will select one and utilize clear, persuasive scholarly and statistical evidence to establish it is correct. A traditional argument does not need you to show whether something is true or false. Instead, it encourages using sincerity, passion, time, and reasoning to persuade an audience to agree with your point of view and adopt your position on an issue.

#### **2. Persuasive Essays Based on Rogerian Theory**

According to the prominent American psychologist Carl Rogers, the Rogerian argument is the best framework to adopt when debating the most contentious issues. It is simple to discuss the delicate problems and convince your audience to agree or disagree with your perspective using this strategy without creating an antagonistic climate.

This argument tries to convey concerns respectfully and reach compromises without hurting anyone's feelings. Unlike the middle ground argument, Rogerian gives an optimum position for the opposite side while identifying a compromise on which both parties may agree.

### 3. Argumentative Essay by Toulmin

Using the Toulmin method, you'll divide your arguments into claims, Backing, rebuttal, reasons, warrant, and qualifier. You'll begin with the main argument, then provide factual evidence to support the claim, and finally link a warrant to the claim in question. While Backing, rebuttal, and qualifier elements are uncommon in the Toulmin argument, they are not unimportant. You are free to include them as needed. Remember that by utilizing all of these elements, with claim, grounds, and warrant being the most essential options to focus on, you can easily create a well-constructed argument that your audience will quickly agree with.

## **4. Constructing and Evaluating Argument**

### **4.1 Definition of Constructing**

Andriessen (2006:89) stated that argumentation is the process of making, supporting, and disputing arguments by two or more persons. Introducing and practising argumentation in the science classroom can assist students in developing the abilities necessary to think and communicate like scientists. Duschl & Osborne, (2002:12) ; Kat Cooper & Oliver- Hoyo (2016:75) stated that building strong arguments is essential for studying and doing scientific research. It is critical to practice and strengthens science process skills by assisting students

in staying focused on the goal at each inquiry stage. Nonetheless, pupils would struggle to complete each level of inquiry if they lacked argument-constructing abilities.

#### **4.2 Definition of Evaluating**

Sukardi (2009: 1) stated that evaluation is a series of processes that determine a condition to determine whether a goal has been achieved. The techniques in evaluation activities aim to understand, give meaning to, obtain, and communicate information to make decisions. Arikunto (2008: 2) stated that evaluation is an activity consisting of two steps, namely measuring and assessing. Measuring is an activity to compare something with an existing size. Judging is the activity of deciding on something with good and bad measurements. Widoyoko (2009: 30) stated that assessment can be interpreted as an activity of analyzing measurement data based on specific criteria or rules. Measure assigns numbers on particular characteristics or circumstances according to predetermined rules.

Argument appropriateness and argument quality tend to cause an evaluation tendency during argument evaluation, i.e., two separate primary impacts on argument evaluation. Bastardi et al. (2011: 34) stated that many studies have shown that people's motivation at the moment of Evaluation is connected to their inclination to evaluate arguments based on their compatibility (previous beliefs) and the quality of the ideas.

Research has indicated that analyzing motivation is critical in investigating the results and methods of argument assessment. Instigations and accuracy incentives may increase people's propensity to evaluate an argument based on past views and

argument quality. However, a precise distinction of the argument kinds and a description of the mechanisms underpinning argument assessment are necessary to describe motivational variables' impacts on argument evaluation.

Clark et al. (2008:30) stated that the argument evaluation processes defined in the congruence model, the unstable nature of judgments made under inner ambivalence and hesitation renders the decisions more vulnerable to change when people examine incongruent arguments.

Annotations of texts are carried out by argumentation theorists to find, identify, and assess arguments. This analytical endeavour is required to comprehend and define aspects of human cognition. Manually annotating contentious texts allows for the discovery of unexpected argumentative components. Argument analyses can offer instances and counterexamples of argument characteristics for use in feeding a computer that detects them automatically or in developing rules and grammar. Annotated data, in other words, is utilized as a training set to test and refine argument-mining techniques.

Based on the experts' knowledge, it is possible to infer that Assessment is a sequence of methods used to determine the accomplishment of a lesson's objectives. The evaluation procedure is divided into two parts: measurement and Assessment. Measuring and Evaluation are a series of ongoing actions that address both quantitative and qualitative factors. Quantitative data received through measuring activities is evaluated qualitatively, namely interpretation and deliberation, to gain specific knowledge for decision-making.

## **5. Toulmin model**

### **5.1 Definition of the Toulmin Model**

Stephen Edelston Toulmin (1922-2009) is a British scholar who is widely known thanks to the argumentation model he introduced through the book "The Uses of Argument" (1958). Stephen Toulmin (1958:35) stated that the Toulmin Model of Argumentation (TAP), which comprises the structure of the argumentation framework. This approach includes instructions for developing critical and compelling arguments. The TAP paradigm makes arguments more trustworthy, believable, less prone to challenges, and more efficient and successful (Fitriyyah, 2021). This model is the best option since it applies to daily disputes and possesses basic discourse properties.

Toulmin's (2003:17) stated that sketch of how arguments evolve based on field-invariant components kept in tension with field-dependent elements provides a promising starting point for further investigation.

### **5.2 Component of The Toulmin Model**

Toulmin's argumentation structure consists of six components, namely: claims, evidence, warrants, backing/support, qualifiers and rebuttal. Of the six aspects, according to Toulmin, the most important of an argument are four aspects, namely: claims, evidence, warrants, and Backing. Toulmin's approach is guided by three essential questions in generating these four main components of an argument (Toulmin et al. 1979/1984, 6): "How should reasons back

statements?" How are those arguments to be evaluated? What distinguishes some arguments, such as trains of thought, from others?"

### 1) Claim

The first step in any argumentation according to Toulmin is to state a position in the form of an opinion or statement that is believed to be accurate by the speaker (claim). In this context, a claim is a discourse process in stating an allegation, explanation, or conclusion that provides research answers by proving its truth.

### 2) Evidence

The evidence, the fundamental material on which a claim is founded, is the second component of a solid argument. Each claim requires an examination of the nature of the evidence. Evidence might include "experimental observations, common knowledge, statistical data, personal testimony, previously established assertions, or other equivalent "factual facts." The evidence, the fundamental material on which a claim is founded, is the second component of a solid argument. Each claim requires an examination of the nature of the evidence. Evidence might include "experimental observations, common knowledge, statistical data, personal testimony, previously established assertions, or other equivalent "factual facts" (Toulmin et al. 1979/ 1984, 26).

### 3) Warrant

The third component of a solid argument is the warrant. The warrant for a claim creates a logical link between the claim and the evidence that supports it. In

other words, when a claim is supported by evidence, the evidence may not be relevant to the claim. Warrants are what make grounds trustworthy with respect to claims by demonstrating why a specific body of grounding is pertinent to a particular claim. Warrants are often made up of some rule, law, or principle derived from tradition or an institution.

The relationship between claims and evidence is bridged by justification (warrant) which functions as a guarantor. Guarantor here can be a principle, a rule that acts as a chain of reasoning between claims and evidence. In simple terms, warrants show why the evidence supports the claim. Warrants are used when the evidence or data provided is insufficient.

#### 4) Backing

Even with claims, evidence, and warrants, an argument would be better when sometimes a warrant is supported by other evidence (Backing). According to Toulmin, the fourth argument is backing. Backing refers to the dependability of a warrant; it is concerned with how an argument is presented. Toulmin et al. (1979/1984, 62) explain that "warrants are not self-validating." These are based on much more generalizing assumptions. Usually, warrants are supported by some law or guiding concept.

#### 5) Qualifiers

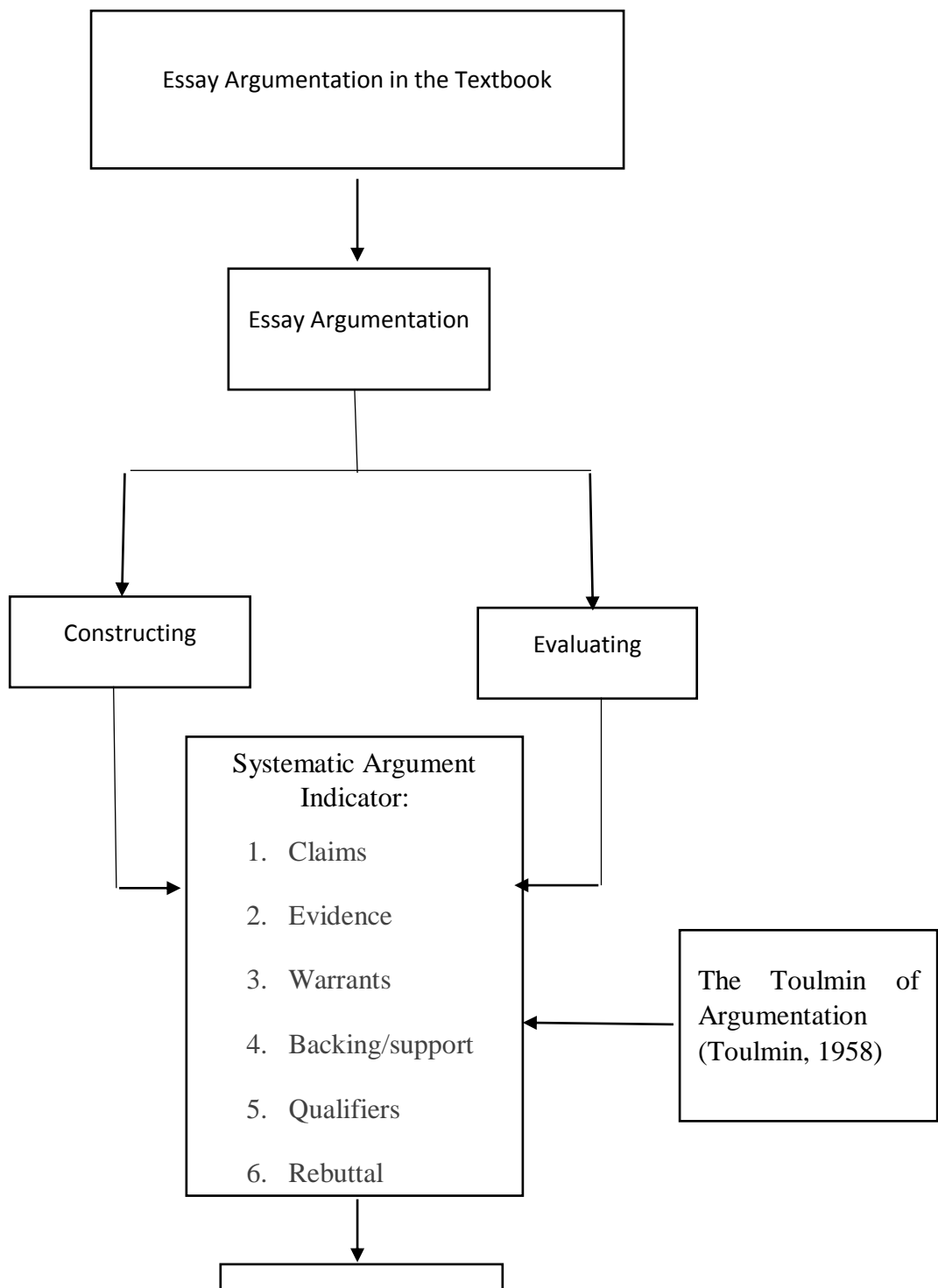
qualifiers which are the conditions that need to exist for the claim to be true and represent its limitations. Usually, the qualifier is only a condition for determining the quality of a claim which is generally in the form of adverbial words such as strong, of course, such, could be.



## 6) Rebuttal

Rebuttal is a refutation of statements that anticipate the truth of claims. The rebuttal given is usually in the form of relief by suggesting reasons for contesting defects or weakening the contras given. The strength of the guarantor will be weakened if there are exceptions to the rules or rebuttals that must be included.

## B. Conceptual Framework



### C. Previous Related Study

Research that is relevant to the research to be carried out is as follows

Widyastiti et al. (2020) conducted research about the analysis of Toulmin's argument patterns in class XI high school chemistry textbooks. This study aimed to describe and explain Toulmin's argument patterns in class XI high school chemistry textbooks, semester 2 of the 2013 curriculum, the revised edition of 2016. The results of this study show that this book contains 87.21% arguments, and 12.79% are not arguments. The arguments obtained from the book are 73.26% good arguments, according to Toulmin's argument. Toulmin's argumentation pattern obtained in the book, namely: GC (11.63%), GQC (2.33%), GWC (30.23%), GWBC (22.09%), GWQC (5.81%), GWRC (1.16%), GWBQC (12.79%), and GWBQRC (1.16%). The quality of chemistry textbooks for class XI semester 2 of the 2013 revised edition of the 2016 curriculum is in a good category.

Rimbun and Nesi (2021) conduct research on "Toulmin's Argument as a Basic Reference To Evaluate the Construction of Text Arguments In the Indonesian Language Test Instrument". This research showed that the result data was collected using the listening method, note-taking technique. Data were analyzed using the content analysis method with analysis procedures namely inventory, identification and meaning of data. Based on the data analysis, the results obtained were that the quality of the text on the Indonesian language test instrument in the final exam questions for the Indonesian language subject at SMPK St. Aloysius Lengko The event still needs to be improved.

Maharani (2019) conducted research on "Application of Problem-Based Learning with Lesson Study Cycles to Improve Ability to Write Argumentative Essays." This research showed that the results of students' argumentation writing skills can be improved by using Problem-Based Learning to hone students' critical thinking skills to express opinions to increase students' competence in writing skills.

Widiastiningsih, et al. (2022) conducted research on "Development of E-Modules based on Toulmin's Argumentation Patterns to Improve Student Arguments on Acid-Base Material." The purpose of this study was to determine the process of developing e-modules, the feasibility of e-modules based on the perceptions of concepts and practitioners, and the effectiveness of e-modules developed as teaching materials based on Toulmin's argumentation pattern. This research of research and development (Research and Development), used ADDIE framework. Product trials were carried out at SMA Negeri 5 Jambi City. The results of the study show that the conceptual perception by material experts and media experts achieves feasibility as seen from the percentage of the interval scale which increases with the very good category.

Suartha, et al (2020) conducted research on "Toulmin's Argument Pattern in the Learning Process IPA Junior high school." The results showed that: (1) Toulmin's argument pattern in the science learning process at SMP Negeri 1 Amlapura consisted of 2 patterns with variations. (2) the quality of the argument for the science learning process at SMP Negeri 1 Amlapura 64.40% of the

Ground-Claim pattern in the weak category and 35.60% of the Warrant-Ground-Claim pattern in the moderately strong category.

These five studies are similar in providing positive reactions to the Toulmin method used in the arguments. So once the researcher knows the others, another similarity is that the researcher combines the developing modes of argumentation to get better argumentation results, especially in argumentation essays. The results of research on Toulmin's argumentation analysis can improve students' critical thinking skills to encourage researchers to conduct research entitled "Toulmin Model Based Argument Diagnosing: Constructing and Evaluating Essay Arguments in the Textboo

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research is qualitative research using the document analysis method (Sugiyono,2009). The documents analyzed in this study were the revised edition of the 2017 SMA class XI curriculum 2013 English textbook. This book was written by Herman Benyamin and published by Grafindo Media Primary in Bandung. The ISBN for this book is 978-602-01-1901-4.

#### **B. Source of Data**

The subject of this study was the 2013 edition of high school English textbooks for class XI, the 2017 edition. The object of this study was Toulmin's argument patterns contained in the book.

#### **C. The technique of Collecting Data**

Data collection in this study was carried out in the following way:

1. Observe the book by reading every discourse contained in the book.

Discourse is a series of related sentences so that a harmonious meaning is formed between the sentences. In this way, a series of sentences cannot be called discourse if there is no harmony in importance, and vice versa. If a series of sentences form a discourse, because of this sequence, a harmonious purpose will be included (Alwi et al., 2000).

2. Every discourse that is read is then entered into aspects of Toulmin's argumentation with the help of an analysis form document.

3. Results in the form are validated
4. The results are checked for the reliability of the Assessment with the percentage of agreements. The reliability of the Assessment by the validator is determined by the rate of the accords (Grinnell, 1988).

#### **D. The technique of Analyzing Data**

Data analysis in this study was carried out in the following way.

1. Arranging a pattern from the aspects of the argumentation.
2. Each discourse pattern is described again, and the truth of its content is compared with other literature to obtain more accurate results.
3. Each pattern in the discourse is grouped.
4. The group of discourse patterns obtained in each discourse is then made a percentage of the group of discourse patterns in each Topic.
5. Determine the discourse pattern, including arguments and non-arguments, based on Toulmin's arguments.
6. Determine argumentative discourse, including arguments good and bad, based on Toulmin's argument. The results are expressed in per cent form.
7. Determine the category of book quality using general steps from Sugiyono (2017) by finding the percentage of all Toulmin's arguments that are good in the book.

Based on the instrument used, the percentage of each discourse pattern obtained from the results of Toulmin's argumentation analysis on the Topic is obtained as follows.

$$\text{Toulmin on Topic} = \frac{a}{b} \times 100\% \dots\dots\dots (1)$$

The number of each discourse pattern from the results of the argumentation analysis

Information:

a = Discourse patterns from the results of Toulmin's argumentation analysis on the topic

b = Total number of discourse patterns from the results of Toulmin's argumentation analysis of the Topic

The percentage of the number of good Toulmin's arguments in the book is obtained as follows Toulmin's arguments are good in the book =  $\frac{c}{d} \times 100 \%$

..... (2) Information:

c = total number of good arguments

d = total number of discourse patterns from the results of Toulmin's argumentation analysis in the book

The steps that need to be considered in making a book quality assessment category are as follows:

1) make 5 categories (number of intervals): not good, not good, pretty good, good, and very good,

2) determine the lowest and highest values,

3) determine the value of the interval level (Sugiyono, 2017).

Lowest value = 0

Highest value = 100

Interval level value =  $\frac{\text{Nilai tertinggi} - \text{nilai terendah}}{\text{Jumlah Kategori}}$  ..... (3)



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

Globalization era were English plays a role in the process of communication and delivery of information. The English language is considered to have cultural and linguistic values that can be a solution to facing various limitations in today's global world.

English language and literature is an important subject for SMA/MA/SMK/MAK students because English is a medium for understanding science as well as a means of interaction and expression. In language learning, language knowledge and skills related to everyday life are studied, both orally and in writing, for formal and non-formal activities.

This book contains materials and learning processes related to English language and literature, namely interaction texts related to suggestions and offers, interaction texts related to opinions and thoughts, special texts in the form of official invitations, exposition texts related to actual issues, interaction texts on information about conditions/actions /activity/event without mentioning the culprit, special text in the form of a personal letter, information interaction text related to causality, explanation text, and song lyric text. The materials are presented in an interesting way so that students are more enthusiastic about learning English.

The learning material presented in this book has been adapted to the 2013 Curriculum (*Permendikud RI No. 24 of 2016*). Presentation of learning material is also equipped with creative enrichment, innovative, contextual and in accordance

with the material, as well as the concepts being studied. Thus, students are expected to be able to develop productivity insights, life skills, curiosity and a desire to learn further.

This English Book 2 for SMA/MA/SMK/MAK Class XI Compulsory Group is laid out in an attractive format and is supported by the use of simple language. In addition, this book is equipped with activities and practice questions to train students to develop thinking power, think critically and logically, dare to express opinions, and be creative in language.

## **B. Discussion**

This study refers to Toulmin's argument. The results of the research are described and included patterns formed in each discourse. This analysis was carried out on English material for SMA class XI in the 2013 curriculum in 2017. There were 2 topics analyzed in the English material for SMA class XI in the 2013 curriculum, namely: 1) A Ten Speaks: The Pros and Cons of Facebook, 2) Why Global Warmin Needs to Stop.

The validation of Toulmin's argumentation product in the 2017 curriculum 2013 SMA class XI English book was carried out by 1 researcher. There are 29 aspects in product validation that are assessed by experts. In the first topic, "A Ten Speaks: The Pros and Cons of Facebook" there are 14 aspects and the second topic, "Why Global Warming Needs to Stop" has 15 aspects.

The results of the topic validation are used as a reference in making the results and discussion in this study. Based on the topic validation reference carried out by

the researcher and after being analyzed again, the results of the discourse analysis are as follows.

1). On the topic "A Ten Speaks: The Pros and Cons of Facebook" there are 10 aspects consisting of 1 C, 1 RC, 1 GC, 1 GQC, 1 GWC, 1 GWBC, 1 GWQC, 1 GWRC, 1 GWBQC. Judging from the analysis on this topic, it includes Toulmin's argument because it fulfills the requirements of Toulmin's argument which has 6 complete elements.

2). On the topic "Why Global Warming Needs to Stop" there are 6 aspects consisting of 1 C, 1 GC, 1 GQC, 1 GWC, 1 GWBC, 1 GWBQC. Judging from the analysis on this topic, it is not an argument because it only consists of 5 toulmin elements and there is no rebuttal, so it can be called not an argument. because discourse can be said to be an argument if it has complete toulmin elements, namely 6 elements, and if only one element is lacking, it cannot be said to be an argument. The overall results are presented in tabular form

Tabel 1. Toulmin's argument analysis

TPC	C		RC		GC		GQC		GWC		GWBC		GWQC		GWRC		GWBQC		GWBQRC		T
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
1	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	10
2	1	14,3	0	0	1	14,3	1	14,3	1	14,3	1	14,3	1	14,3	0	0	1	14,3	0	0	7
T	2	24,3	1	10	2	24,3	2	24,3	2	24,3	2	24,3	2	24,3	1	10	2	24,3	1	10	17

Keterangan:

TPC : *Topic*

TPC 1 : *A Ten Speaks: The Pros and Cons of Facebook*

TPC 2 : *Why Global Warmin Needs to Stop*

T : *Total*

C : *Claim*

RC : *Rebuttal and Claim*  
 GC : *Ground and Claim*  
 GQC : *Ground, Qualifier, and Claim*  
 GWC : *Ground, Warrant, and Claim*  
 GWBC : *Ground, Warrant, Backing, and Claim*  
 GWQC : *Ground, Warrant, Qualifier, and Claim*  
 GWRC : *Ground, Warrant, Rebuttal, and Claim*  
 GWBQC : *Ground, Warrant, Backing, Qualifier, and Claim*

You can see the description according to the Toulmin elements, as follows: On the first topic, namely "A Ten Speaks: The Pros and Cons of Facebook": 1) Everything in the world has good and bad aspects (claim), 2) People of all ages can chat with their friends and family from all around the world for a price call. Facebook becomes a platform upon which teenagers can express their feelings and voice their opinions (ground), 3) In this social media, they know that they will be heard, if not by adults, at least by their peers (Warrant), 4) This concept, for me personally, is difficult to fully grasp. I get it, I understand it, I know that some people just need to feel loved and cared about, but I'd prefer face-to-face contact than virtual communication and relation (rebuttal), 5) have been to multiple seminars and workshops through school, been forced to fill out a variety of surveys and questionnaires, and listened to endless amount of case studies all concerning the topic (backing), 6) While I personally have never been affected by cyber bully or online stalkers, I am fully aware how detrimental the time spent in cyberspace can be (qualifier), 7) Parents actually do have points when moaning about their children spending too much time on Facebook instead of doing their homework or getting outside (backing), 8) A balance between work and play is what a healthy lifestyle consists of (ground), 9) And when this balance is upset by countless hours spent on Facebooks, the situation rarely ends well (backing), 10) I

don't see social networking, in particular Facebook, as an entirely bad thing or a completely good thing, but simply a combination of the two (warrant), 11) As human beings we can't help but succumb to the latest trend, and I'll admit to occasionally overdoing it and sacrificing valuable time that could be spent on study or exercise, but we're not completely to blame (rebuttal).

Based on the results obtained in the analysis of the book, a discussion is made on topics that have problems that need to be discussed. The explanation is as follows.

- 1) A Ten Speaks: The Pros and Cons of Facebook, 2) Why Global Warmin Needs to Stop.

On the first topic, namely : “A Ten Speaks: The Pros and Cons of Facebook“, Incomplete explanation found on *claim*, then it needs to be added to each people, so the sentence becomes everything in the world has good and bad aspects to each people. Incomplete words found between warrant and rebuttal it is necessary to add a conjunction, namely but so the sentence becomes In this social media, they know that they will be heard, if not by adults, at least by their peers but this concept, for me personally, is difficult to fully grasp and then I get it, I understand it, I know that some people just need to feel loved and cared about, but I'd prefer face-to face contact than virtual communication and relation. Incomplete explanation found on backing, then need to add words however so the sentence becomes have been to multiple seminars and workshops through school however been forced to fill out a variety of surveys and questionnaires, and listened to endless amount of case studies all concerning the topic.

On the second topic “ Why Global Warming Needs to Stop “: 1) Global warming affects global problems, It also causes various diseases to spread faster (claim), 2) Global warming needs to stop for some reasons (warrant), 3) First, the greenhouse effect causes the rising global temperature (backing), 4) Earth's atmosphere behaves like a gigantic green- house, though it traps heat a different way. Gases high in the atmosphere, such as carbon dioxide and methane, behave like a giant piece of curved glass wrapped right round the planet. The Sun's rays (mostly visible light and short-wavelength, high-energy ultraviolet radiation) pass straight through this greenhouse gas and warm up Earth (ground), 5) Second, global warming makes our fresh water shortages and a major problem (backing), 6) The rising temperature affects that each year the glaciers are getting smaller and smaller. Over 30% of the earth's fresh water comes from glaciers (ground), 7) Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming, So from this we can see how if global warming keeps on getting worse and worse, we will have no water left at all (qualifier), 8) Third, the rising temperature doesn't just make the land hotter and the shortage of the fresh water but it affects the sea, which is an important commodity. It infects animals and sea life that we eat with parasites that come from the warmer sea temperatures. These rising temperatures have caused oysters to be infected with a certain parasite that makes humans sick (backing), 9) Global Warming needs to stop because we will reap what we sow and we will have some very dire consequences on our hands (claims), 10) We might sick and we might

deplete our water resources. This is why we need to stop global warming now (warrant).

On the second topic, namely “Why Global Warmin Needs to Stop ” found an incomplete explanation between backing and ground then it is necessary to add conjunctions, namely starting from, as well as, and also, so the sentence becomes First, the greenhouse effect causes the rising global temperature starting from earth's atmosphere behaves like a gigantic green- house, though it traps heat a different way as well as gases high in the atmosphere, such as carbon dioxide and methane, behave like a giant piece of curved glass wrapped right round the planet. And also the Sun's rays (mostly visible light and short-wavelength, high-energy ultraviolet radiation) pass straight through this greenhouse gas and warm up Earth.

A good argument according to Toulmin's argument from this book is 85%, meaning that the presentation of this argument in the 2013 edition of the 2013 edition of the high school English textbook issued by the government can be said to be very good. but there are a number of things that still need to be considered such as there are arguments that are not good according to the arguments Toulmin.



## CHAPTER V

### CONCLUSION AND SUGESSTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusion and suggestion in research on Analysis of Toulmin's Argument Patterns in Class XI High School English Textbooks

#### A. Conclusion

From the study of Toulmin's Argument Pattern Analysis in Class XI High School English Textbooks, the following conclusions are obtained:

- (1) Patterns formed in discourse from the analysis results Toulmin's argument is that on topic 1 a pattern is found C (10%), RC (10%), GC (10), GQC (10%), GWC (10%), GWBC (10%), GWQC (10%), GWRC (10%), GWBQC (10), GWBQRC (10%), Topic 2 found on C (14,3%), RC (0%), GC (14,3%), GQC (14,3%), GWC (14,3%), GWBC (14,3%), GWQC (14,3%), GWRC (0%), GWBQC (14,3%), GWBQRC (0%).
- (2) Discourse that is not an argument by 20% and there are arguments that are not good according to the arguments Toulmin.
- (3) A good argument according to Toulmin's argument from this book is 85%, meaning that the presentation of this argument in the 2013 edition of the 2013 edition of the high school English textbook issued by the government can be said to be very good.

## **B. Suggestion**

Considering the result of the research, the research would like to give some suggestion as follows.

### 1. For the English teacher

Teachers can use the results of this book analysis as material for consideration in selecting books that can improve students' critical thinking skills, and also should look for sources other than books teacher's handbook as an additional learning media

### 2. For the School

The Schools should provide recommendations for high school English textbooks for class XI that reflect Toulmin's arguments used by teachers and students.

### 3. For the Government

The government can review and update books again regarding material in class XI high school English textbooks in improving critical thinking skills

### 4. For the Other Author

The author of the book must consider Toulmin's argument in presenting this book as input in revising the textbook Next grade XI high school English.

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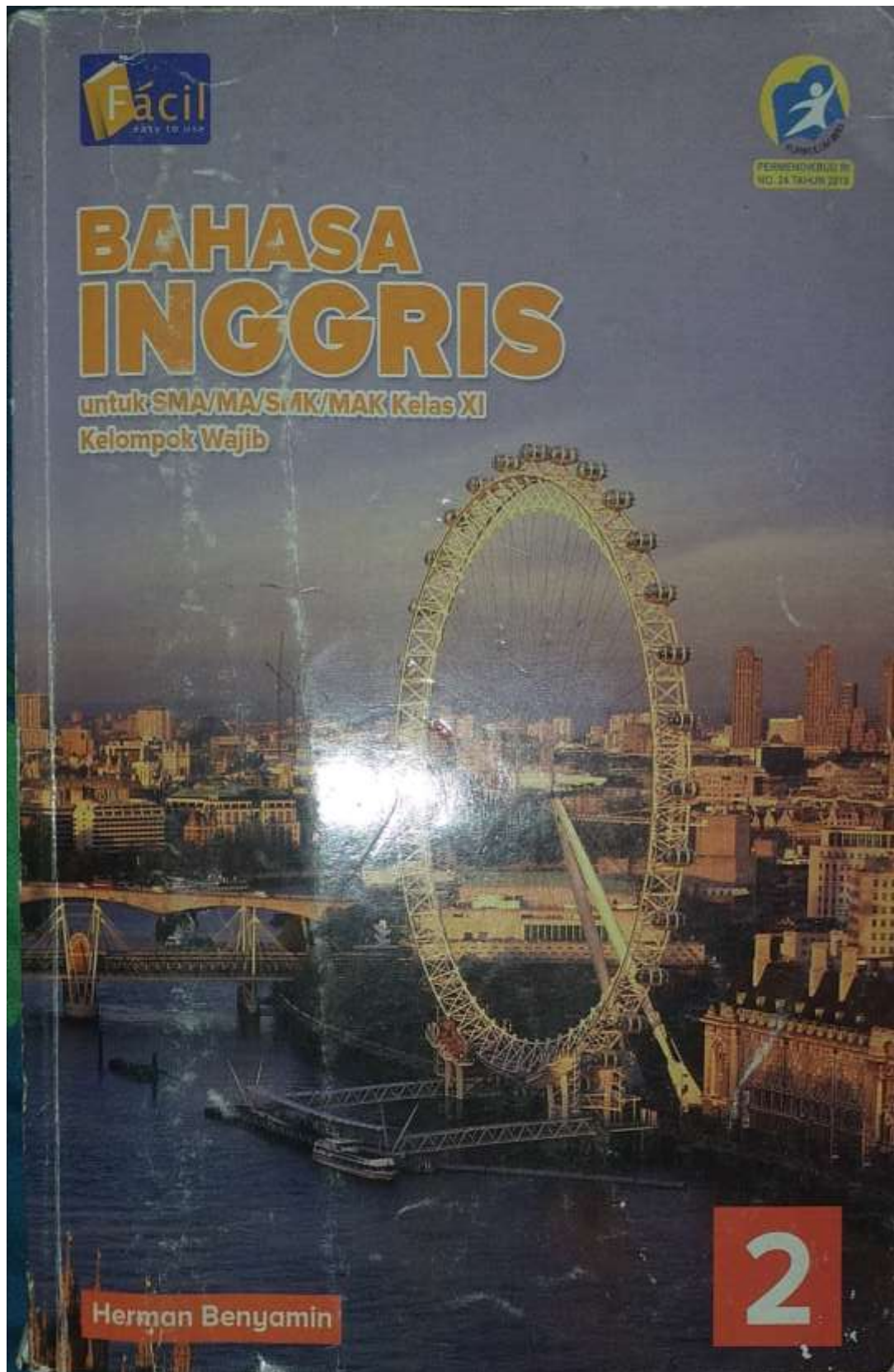
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# BAHASA INGGRIS

untuk SMA/MA/SMK/MAK Kelas XI  
Kelompok Wajib

Herman Benyamin

2



### A Teen Speaks: The Pros and Cons of Facebook

Everything in the world has good and bad aspects. This premise is applicable to Facebook. Facebook is just as 'in' now as it was when it was first open to the global market. And let's be honest, what's not to love? People of all ages can chat with their friends and family from all around the world for a price call.

Facebook becomes a platform upon which teenagers can express their feelings and voice their opinions. In this social media, they know that they will be heard, if not by adults, at least by their peers. Whether they want to share their feelings with the world, or merely with their closest friends, This concept, for me personally, is difficult to fully grasp. I get it, I understand it, I know that some people just need to feel loved and cared about, but I'd prefer face-to face contact than virtual communication and relation.

However, for years, I have felt the dangers of cyberspace drilled into me from parents, from teachers, from various adults. I have been to multiple seminars and workshops through school, been forced to fill out a variety of surveys and questionnaires, and listened to endless amount of case studies all concerning the topic. While I personally have never been affected by cyber bully or online stalkers, I am fully aware how detrimental the time spent in cyberspace can be.

Parents actually do have points when moaning about their children spending too much time on Facebook instead of doing their homework or getting outside. A balance between work and play is what a healthy lifestyle consists of. And when this balance is upset by countless hours spent on Facebooks, the situation rarely ends well.

I don't see social networking, in particular Facebook, as an entirely bad thing or a completely good thing, but simply a combination of the two. As human beings we can't help but succumb to the latest trend, and I'll admit to occasionally overdoing it and sacrificing valuable time that could be spent on study or exercise, but we're not completely to blame. I mean, what's not to love about a global grapevine? The curious, social creatures we are cannot help but to be sucked in.

Source: [http://www.norbbbo.com/wp-content/uploads/2010/06/map\\_facebook.jpg](http://www.norbbbo.com/wp-content/uploads/2010/06/map_facebook.jpg) (August 6th, 2014)

## Transcript of the Teks 1

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*(August 6th, 2014)*

### Why Global Warming Needs to Stop

Global warming affects global problems. It also causes various diseases to spread faster. Global warming needs to stop for some reasons.

First, the greenhouse effect causes the rising global temperature. Earth's atmosphere behaves like a gigantic greenhouse, though it traps heat a different way. Gases high in the atmosphere, such as carbon dioxide and methane, behave like a giant piece of curved glass wrapped right

round the planet. The Sun's rays (mostly visible light and short-wavelength, high-energy ultraviolet radiation) pass straight through this greenhouse gas and warm up Earth.

Second, global warming makes our fresh water shortages and a major problem. The rising temperature affects that each year the glaciers are getting smaller and smaller. Over 30% of the earth's fresh water comes from glaciers. Each year in retrospect, there is less and less water from these glaciers because they are melting from global warming. So from this we can see how if global warming keeps on getting worse and worse, we will have no water left at all.



Source: [string.com](http://string.com) (November 18, 2016)

Bahasa Inggris 2 untuk SMA/MA/SMK/MAK Kelas XI Kelompok Wajib

Third, the rising temperature doesn't just make the land hotter and the shortage of the fresh water but it affects the sea, which is an important commodity. It infects animals and sea life that we eat with parasites that come from the warmer sea temperatures. These rising temperatures have caused oysters to be infected with a certain parasite that makes humans sick.

In summation, Global Warming needs to stop because we will reap what we sow, and we will have some very dire consequences on our hands. We might get sick and we might deplete our water resources. This is why we need to stop global warming now.

Source: [www.12thelp.com/why-global-warming-needs-to-stop-view.asp?id=131339](http://www.12thelp.com/why-global-warming-needs-to-stop-view.asp?id=131339)

## Transcript of the Teks 2

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Source:[www.123helpme.com/why-global-warming-needs-to-stop-view.asp?id=151339](http://www.123helpme.com/why-global-warming-needs-to-stop-view.asp?id=151339)